IMLA-
29th International Maritime English Conference

October 23~27, 2017

Venue: Korea Institute of Maritime and Fisheries Technology

Welcome to the 29th IMEC at Korea Institute of Maritime and Fisheries Technology

23 – 27th October 2017

The IMLA-IMEC conference serves a unique platform for maritime English instructors from all over the world to come together to share their research results and discuss teaching experiences and issues on maritime communications. It is an exceptional opportunity for ME instructors to have direct dialogues that will help shape the structure and direction of the development of maritime English. The papers, my practice, and my workshops at the IMLA-IMEC conferences have always served as guidelines for what ME instructors expect.

The Korea Institute of Maritime and Fisheries Technology (KIMFT) was established in 1965. Since then, KIMFT has played a pivotal role in the development of maritime/fisheries industries by educating, training, and nurturing marine professionals. KIMFT continuously strives to be a first-class global education and training institute for maritime specialists. On the other hand, the Korean Institute of Navigation and Port Research (KINPR), which was established in 1962, is a research institute that publishes the *Journal of Navigation and Port Research*, which features articles and short communications on new search in the field of ship operations, ship systems, marine traffic safety, port operations and infrastructures, and logistics. AMEF (Asia Maritime English Forum) is a subcommittee of KINPR. Therefore, hosting the 29th IMLA-IMEC is another milestone in its commitment to contribute to the world maritime industry. IMLA-IMEC has been a longtime contributor in developing global maritime communications, and we are honored to be a part of this conference and invite delegates from all over the world to participate in this event.

The Local Organizing Committee (LOC) would like to thank Prof. Clive Cole and the Steering Committee for their constant support and guidance. We would also like to express our gratitude to the Ministry of Oceans and Fisheries and Busan Metropolitan City for their invaluable support in hosting this event successfully. On behalf of the LOC, I earnestly ask you to enjoy the presentations on the papers, my practice, and workshops this week, and we hope that you will enjoy the dynamic Busan, including its weather, food, and so on.

Thank you and gamsa hamnida.

IMEC 29 Local Organizing Committee

Co-chairs: Byoung-Gyu Seo (President, Korea Institute of Maritime and Fisheries Technology)

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Members: Prof. Jinsoo Park (Chair of Asia Maritime English Forum, Korean Institute of Navigation and Port Research)

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PROGRAM

Time	Monday, 23rd October 2017	Chair
09:00-10:30	Registration + Coffee & Cookie	
10:30-12:00	▪ **Welcome speech**: Mr. Byoung Gyu Seo (President, Korea Institute of Maritime and Fisheries Technology) ▪ **Congratulatory address:** Ms. Jin-hee Seo (Director, Seafarers Policy Division, Ministry of Oceans and Fisheries) Mr. Yang-ho Song (Director General of Marine and Fisheries Bureau, Busan Metropolitan City) ▪ **Opening speech:** Prof. Clive Cole (Chair, International Maritime English Conference) ▪ **Keynote speech:** Mr. Milhar Fuazudeen (Head, Maritime Training and Human Element, IMO) ▪ **Keynote speech: Ms. Irina Carbunaru** (Crew Director, V.Ships) **Conference Photo**	Dr. Seunghee Choi
12:00-13:30	Lunch	
13:30-15:00 **1st Session**	▪ **Paper:** Negotiation of Meaning in a Multilingual Crew: The Experience of MAAP Cadets (Caroling Dacwag) ▪ **Paper:** Computer-assisted Language Learning for Maritime and Naval English (Alcino Ferreira) ▪ **Paper:** Difficulties and levels of comprehension of students in seamanship courses (Ma Celeste Orbe, Eulalio Botin)	Prof. Alison Noble
15:00-15:30	Coffee break	
15:30-16:30 **2nd Session**	▪ **Paper:** A Consideration about Abilities of Communication for Safety (Naoto Shibutani, Katsuya Matsui, Masao Furusho) ▪ **Paper:** My practice: Use of Authentic Materials in Maritime English Classroom (Natalya Borodina)	Prof. Xian Wang
16:30-17:30 **3rd Session**	▪ **Workshop:** An Original Maritime English Video Course Development Based on Authentic Shipping Practice (Song Gao)	Prof. Xian Wang

Time	Tuesday, 24th October 2017	Chair
09:30-11:00 **4th Session**	▪ **Paper:** "To teach is to engage students in learning" - Open to the world ERASMUS + programme - an important tool in the modern approach to teaching Maritime English (Carmen Chirea-Ungureanu) ▪ **Paper:** Internatinoal collaboration - needs, opportunities and possibilities in Maritime Education and Training (Josephine Mabuti Nthia) ▪ **Paper:** Teaching Speaking in Marine Engineering Class by Giving Corrective Feedback in TVIII-B Class of PIP Semarang; A Descriptive Analysis (Irma Shinta Dewi, Nita Setiyani)	Prof. Clive Cole
11:00-11:30	Coffee break	
11:30-12:30 **5th Session**	▪ **Paper:** VHF English Communication Training for Korean VTSOs Based on IALA Model Courses and Its Application (Seunghee Choi, Eun-Kyu Chang, Jinsoo Park) ▪ **Paper:** The Second Language Identity of Korean Midshipmen during Cruise Training (Adam Agostinelli)	Prof. Alcino Ferreria
12:30-13:30	Lunch	
13:30-15:00 **6th Session**	▪ **Paper:** Teaching Maritime Interpreting (Xian Wang) ▪ **Paper:** Reflections on the Shift from EGP to ESP in Dalian Maritime University in College English teaching (Tingting Sun, Yilian Qi) ▪ **Paper:** Maritime Cadets' interests in accessing YouTube, Wikipedia and Pinterest for improving their English Competency (Tristanti Agasta, Antoni Arif Priadi, Sari Kusumawati)	Mr. Evan Frendo
15:00-15:30	Coffee break	
15:30-17:00 **7th Session**	▪ **My practice:** Part 2 of the Maritime English Educational Program Implementation in the five NIT in Japan (Osami Yanagisawa, J.Park, Takuya Uchiyama) ▪ **Workshop:** Teaching Accommodation Strategies in the Maritime English Classroom (Evan Frendo)	Prof. Jane Magallon
19:00-21:00	**Busan Night Tour**	

Time	Wednesday, 25th October 2017	Chair
09:30-11:00 **8th Session**	▪ **Paper:** An Empirical Study on the Improvement of Students' Autonomous Learning Ability Based on Online Platform (Yan Tian-ming, Wang Xue-feng) ▪ **Paper:** How do students assess Maritime English Education and Training? Students' reflections on course design, learning outcomes and Maritime English (Angelica Berg, Johna Eliasson, Annamaria Gabrielli, Alexander Hassiakis) ▪ **Paper:** Suggestions on the Development of Standard Engineering Communication Phrases (Hyun-Wook Doo, Seunghee Choi)	Prof. Carmen Chirea-Ungureanu
11:00-11:30	Coffee break	
11:30-12:30 **9th Session**	▪ **Paper:** The Process of Developing an ME Training Program for OOW (Mary Liu) ▪ **My practice:** Captain Phillips requires increased integrated skills on board! (Müjgan Özenir)	Ms. Catherine Logie
12:30-13:30	Lunch	
13:30-14:30 **10th Session**	**Korea Institute of Maritime and Fisheries Technology (KIMFT) Tour**	
14:30-15:00	Coffee break	
15:00-16:00 **11th Session**	▪ **Paper:** The Effect of Hidden Curriculum on Maritime English Teaching and Learning (Jieying Xie) ▪ **Paper:** Returning oral communication for Marine Engineering English (MEE) to its essence: designing a course for the teaching of MEE, based on Engine Room simulation (Wang Xue-feng, Yan Tian-ming, Chen Yong-fan)	Prof. Hyunwook Doo
16:00-17:30 **12th Session**	▪ **My practice:** Producing Teaching Materials and Learning Activities for ESP Courses other than EAP (Dongyoung Kim) ▪ **Workshops:** Piloting Maritime English: developing a universal English proficiencey test for deck officers (Alison Noble, Carolyn Westbrook, Peter John)	Mr. Peter van Kluijven
18:30-21:30	Conference Dinner at **Novotel Ambassador**	

Time	Thursday, 26th October 2017	Chair
09:30-10:00	▪ **Keynote speech:** Dr. Joo-sung Park (Senior Vice President, Head of Externational Affairs, Korea Register of Shipping)	Prof. Jinsoo Park
10:00-11:00 **13th Session**	▪ **Paper:** Factors to be considered in establishing common VTS phraseology (Naoyuki Takagi) ▪ **Paper:** Considerations on the Standardised Communication Phrases for e-Navigation (Seunghee Choi, Eun-Kyu Chang, Evan Frendo, Jieun Lee)	Prof. Jinsoo Park
11:00-11:30	Coffee break	
11:30-12:30 **14th Session**	▪ **Paper:** A path leading to self development (Müjgan Özenir, Jane Magallon, Trista Agasta) ▪ **Paper:** The Plural of Anecdote is not Data - A study on different world views held by Asian and European students of Nautical Sciences (Peter Björkroth, Nancy Lumban Batu and Peter John) ▪ **Paper:** Maritime English Teaching and Practicing Application (Liuhongtao, Wu jin long)	Prof. Naoyuki Takagi
13:00-14:00	Lunch	
14:00-16:00	▪ **Round Table:** Sharing Ideas of Teaching and Assessing Maritime English	Mr. Evan Frendo
16:00-16:40	Invitation to IMLA 25 including IMEC 30 and ICERS 14, MAAP, Manila, The Philippines (Jane Magallon)	Prof. Hyunwook Doo
16:40	Distribution of Certificates Summing up and Closing words (Prof. Clive Cole, Chair of IMEC)	Prof. Hyunwook Doo

Time	Friday, 27th October 2017	Chair
09:30-17:00	**Gyeongju UNESCO Heritage Tour**	

International Maritime English Conference
IMEC 29 (23 – 27 October 2017)
Korea Institute of Maritime and Fisheries Technology – Busan, Republic of Korea

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Round Table discussions

Negotiation of Meaning in a Multilingual Crew:
The Experience of MAAP Cadets

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Abstract

Miscommunication happens almost all the time and in all places. This inevitability requires negotiation to arrive at a common ground of understanding and be able to continue the communication or end it successfully. Negotiation of meaning, a collaborative effort of interactants, is the focus of this paper. Specifically, it endeavors to describe how Filipino cadets of the Maritime Academy of Asia and the Pacific (MAAP) strategize to understand their crewmates who mostly have English as their second or foreign language. With the use of a questionnaire and group interviews, this study found that MAAP cadets who worked in multi-lingual crews had difficulties communicating with their crewmates in different situations. Also, these cadets employed a variety of strategies in order to solve the communication problems. The findings of the study were used as basis in improving the English courses offered to MAAP cadets.

Keywords: *negotiation of meaning, mixed crew, communication strategies*

INTRODUCTION

Background of the Study

It is a common scenario for seafarers to be in a multilingual crew since seafaring is a trade of the world. Alfiani (2010) describes this international shipping trade as a small community of multinational crews who have with them and manifest their own cultural identity and

linguistic backgrounds. This being the case, it has also been noted that the most common cause of disasters at sea is the human element or human factors (Astratinei, 2016; Berg, 2013; Ćorović & Djurović, 2013; Mokhtari & Didani, 2013; Ventikos, 2002 as cited by de Oses & Ventikos, 2006) with communication coming out as one of the most common contributory factors (Rashed & Kamal, 2010).

In a community where people speak different languages, negotiation is imperative. Without it, there would be a lot of misunderstandings, resulting in communication failures. On board merchant ships, 80% of the crew are from different nationalities with different languages (Brenker & Strohschneider, 2015; Bocanegra-Valle, 2010). For this reason, English, together with the Standard Marine Communication Phrases (SMCP), was made to be the lingua franca to avoid communication problems. Despite this, it was noted that the skills of seafarers in using English is questionable (Brenker & Strohschneider, 2015). In addition, the communication problem is not only linguistic in nature but also very much culturally-related. Halid and Genova (2011) argue that maritime communication competence should include cross-cultural competence. In particular, Chirea-Ungureanu (2013) suggests that genuine interest, accompanied by patience and understanding may solve the problem on culturally-related communication problem.

While many seafarers have problems in using the English language, they still exert efforts to manage. One of these efforts is meaning negotiation. Negotiation of meaning is a collaborative process where the participants work together to ensure that they communicate successfully (Kim, 2006). Most of the times, this negotiation process occurs when there is a threat of communication breakdown. This scenario requires strategies that are deemed appropriate by the speaker or listener to address the communicative problem at hand. These strategies were referred to as repair strategies (Sanguanngarm, 2016; Bartolo, 2014).

Most negotiation of meaning studies focused on English as a Second or Foreign Language learners and between native and non-native speakers of English as indicated in the review of

related literature in the succeeding part of this paper. The dearth on studies of actual use of English in the workplace propelled the conduct of this study. More specifically, the researcher attempted to look into what communicators do on board international vessels as they interact with their crewmates. Since MAAP cadets join multilingual crew during their shipboard training and with miscommunication already cited as a problem on board, this paper aims to determine how they find their way in solving communication problems on board and to describe how they attempt to make every communicative event meaningful.

Conceptual Framework

The process of meaning negotiation can be analyzed using episodes or routines (Worajittiphon, 2012), episodes (Alastuey, 2012) or sequences (Arslanyilmaz & Pedersen, 2010). Within the episode, routine or sequences are four parts (Varonis and Gass, 1985 as cited by Bartolo, 2014 & Worajittiphon, 2012). The first part is the trigger or the cause of communication problem. The resulting non-comprehension or difficulty is then indicated verbally or non-verbally. Seeing the indicator, the speaker now responds to the need of the other person. These responses represent the strategies used to repair the problem. If the strategy is effective, a positive reaction is given. If otherwise, another negotiation may happen in a form of other repair strategies or modified output.

Following the sequence above, this study is limited to the triggers or the reasons of communication difficulty and then jumped to the strategy or the response to the triggers.

Statement of the Problem

This paper aims to describe how the cadets of MAAP negotiate meaning during their communication with the multi-national and therefore multilingual crewmates on board during their shipboard training.

Specifically, it aims to answer the following questions:

1. What nationalities did the MAAP cadets work with;

2. What speech events did the MAAP cadets have difficulties in;

3. What are the reasons for the difficulties of MAAP cadets in the speech events;

4. What communication strategies did the MAAP cadets use to negotiate meaning during the speech events identified in number 2?

Review of Literature

Using content analysis on the recorded and transcribed focus group interaction, Sanguanngarm (2016) found vocabulary, pronunciation and the complexity of the task as triggers for the need to negotiate. The five undergraduate participants indicated their non-understanding through clarification requests, confirmation checks and comprehension checks. On the other hand, Lazaro-Ibarrola and Azpilicueta-Martinez (2015) documented how EFL children negotiated during their dyads. The children were found to negotiate using strategies like conversational adjustments, repetitions, provision of corrective feedback and L1 words.

Another study determined the types and frequencies of negotiation of meaning among ESL Malaysian students. Samani, Nordin, Mukundan and Samad (2015) revealed through a computer-mediated discourse analysis that confirmation, elaboration and elaboration request were the most frequently used functions in meaning negotiation of the participants. The least used functions were comprehension check, reply comprehension, reply vocabulary and vocabulary request.

Tyron (2013) studied the factors that affect the foreign language competence of maritime students who experienced being with international crews. Through a survey questionnaire and an interview, the participants admitted lack of knowledge on communicating with crews from different linguistics background. Also, the same respondents were hesitant to

communicate when fatigued or stressed and so they preferred to be alone.

Finally, Lee (2006) explored the interaction through videoconferencing to check whether the situation was similar to face to face interaction. Also, he aimed to describe how the interaction flowed. Data showed that video conferencing is similar to the model developed by Varonis and Gas (1985 as cited). An interesting feature of video conferencing though is the use of too many strategies that could slow down and not hasten communication success.

METHODOLOGY

Research Design

This study primarily employed the quantitative- descriptive research design, since the data yielded a description of the experiences and/or phenomena, in this case, the communicative situations on board international vessels with mixed crews. Specifically, questionnaires were distributed to the first class midshipmen who had gone on board for their shipboard training. Aside from the questionnaires, an unstructured group interview was conducted in order to understand more deeply the situations on board and how these MAAP cadets managed.

Participants

There were 109 cadets, 54 deck and 55 engine, who participated in the study. All of them have boarded vessels with mixed crew.   These cadets have been on board their vessels for nine months or more. Some of them had two vessel assignments in one year, the others had only one. Throughout their shipboard training, they interacted with their officers and ratings who had different first languages.

Data Gathering Tool

A survey questionnaire was distributed to the participants to answer. For the communicative

strategies, a ready-made questionnaire, based on the communicative strategies categorized and used by Wei (2011) was distributed to the participants. The strategies were categorized into five, namely: L2-based communicative strategies, cooperative strategies, 11-based strategies, non-verbal communication strategies, and reduction strategies. (Please see *Appendix*.)

The questions for the interview were constructed based on the questions raised by this paper. Follow-up questions were also asked in order to get more information and clarify the participants' answers to initial questions.

Treatment and Interpretation of Data

The descriptive statistics of frequency count and mean was used in the data obtained. Answers to the questions raised in the interview were clarified before they were categorized. In the question on the reasons or triggers, the researcher categorized the responses and then had them validated by one candidate for applied linguistics, one candidate for language education, and one PhD in language education. To interpret the strategies used by the participants, the following scale was used:

Scale of Means	Descriptive Equivalent/Interpretation
1.00 – 1.49	Never Used
1.50 – 2.49	Hardly Used
2.50 – 3.49	Sometimes Used
3.50 – 4.49	Often Used
4.50 – 5.00	Always Used

RESULTS

Based on the answers of the participants, the following are the findings of the study.

Nationalities of the Crewmates of MAAP Cadets

Table 1 shows that 67 out of 109 MAAP cadets worked with Ukrainians during their shipboard training. Next to Ukrainians, the Indians, others, Russians and then the Chinese complete the top five (5) crewmates of MAAP cadets. No MAAP cadet worked with Thai.

For deck cadets, 35 of them had Ukrainians as their crewmates. Coming behind are others (26), Indians and Russians (25), and Chinese. On the other hand, MAAP engine cadets worked with Ukrainians (32), Indians (21), Romanians (17), and Russians and others.

Table 1. Nationalities of the Crewmates of MAAP Cadets

Nationality	Deck	Engine	Total
Indian	25	21	46
Sri Lankan	15	11	26
Korean	5	8	13
British	6	5	11
Japanese	4	3	7
Russian	25	16	41
Vietnamese	1	3	4
Scottish	1	1	2
Danish	0	3	3
S. African	5	1	6
Indonesian	2	4	6
Romanian	10	17	27
Myanmar	0	2	2
Greek	4	8	12
Thai	0	0	0
Ukrainian	35	32	67
Bangladeshi	8	6	14
Singaporean	3	2	5
Chinese	19	14	33

Montenegrian	6	7	13
Others	26	16	42

Speech Events where MAAP Cadets had Difficulty

As shown in Table 2.1 below, MAAP deck cadets experienced the most difficulty in communication during ship to ship operation. This is followed by ship to shore operation, pilotage, cargo operation and mooring. The same cadets had the least difficulty during coffee breaks.

Table 2.1 Speech Events where MAAP Deck Cadets had Difficulty

Situations (Deck)	F	Rank
1. mooring	126	5
2. anchoring	162	8
3. Cargo operation	122	4
4. bunkering	128	6
5. ship to ship operation	80	1
6. ship to shore operation	82	2
7. pilotage	118	3
8. toolbox meeting	172	9
9. drills	188	10
10. inspections	139	7
11. coffee breaks	218	12
12. meal times	217	11

The engine cadets ranked crane operations as the speech event that poses the greatest challenge in communication. This is followed by tank inspection, toolbox meeting, maintenance and bunkering. The least communicative event that is considered challenging by the participants is the coffee breaks.

Table 2.2 Speech Events where MAAP Engine Cadets had Difficulty

Situations (Engine)	F	Rank
1. toolbox meeting	65	3.5
2. bunkering	69	5
3. maintenance	65	3.5
4. crane operation	48	1
5. tank inspection	57	2
6. stores	72	6
7. meal times	75	7
8. coffee breaks	82	9
9. drills	76	8

Reasons for Communication Difficulty of MAAP Cadets

Based on frequency counts presented in Table 3, MAAP cadets ranked verbal communication as the main reason for their difficulty. Some of the specific factors in this category are poor grammar, inability to express in English or improper use of English words in statements. Next in rank is vocabulary, more specifically, lack of it. The other reasons are production, physical and environmental conditions and non-verbal reasons. The last reason identified by the respondents is psychological and physiological.

Table 3 Reasons for Communication Difficulty of MAAP Cadets

Reasons	Deck	Rank	Engine	Rank	Both	Rank
1. Vocabulary	23	2	21	2	44	2
2. Verbal	27	1	28	1	55	1
3. Non-verbal	7	5	8	5	15	5
4. Physical and environmental conditions	13	4	12	4	25	4
5. Psychological and physiological	1	8	1	8	2	8
6. Attitude and/or culture	5	6	6	6	11	6
7. Production	17	3	14	3	31	3

8. Others	2	7	3	7	5	7

Communication Strategies Used by MAAP Cadets

Table 4 presents the strategies employed by MAAP cadets in their interactions with their multi-national crewmates. In general, both the deck and engine cadets sometimes used the strategies (M= 3.11, SD= 0.96). Taken per strategy, MAAP cadets often used non-verbal communication strategies (M=3.85, SD= 0.92) and L2-based communication strategies (M=3.53, SD= 0.92). On the other hand, they hardly used L1-based strategies (M=2.44, SD= 1.01).

Table 4 Communication Strategies Used by MAAP Cadets

Strategy	Deck	SD	Engine	SD	Total	SD
L2-based communicative strategies	3.50	0.94	3.57	0.89	3.53 Often used	0.92
Cooperative strategies	3.24	1.07	3.18	0.95	3.19 Sometimes used	1.01
L1-based strategies	2.30	1.06	2.46	0.96	2.44 Hardly used	1.01
Non-verbal communication strategies	3.87	0.92	3.81	0.91	3.85 Often used	0.92
Reducion strategies	2.46	0.99	2.54	0.93	2.52 Sometimes used	0.95
Composite	3.07 Sometimes used	1.00	3.11 Sometimes used	0.93	3.11 Sometimes used	0.96

DISCUSSION

MAAP cadets have evidently worked with different nationalities with Ukarianians and Indians emerging as the two nationalities whom the cadets worked with the most. In comparison, the study of Visan and Georgescu (2012) revealed that Romanian maritime students worked mostly with Filipinos during their shipboard training.

The speech events where MAAP cadets encountered communication problems can be related to the reasons they gave. Both the deck and engine cadets identified verbal or linguistic factor as the main reason for their difficulty. Specific reasons they gave under this category are 'poor grammar,' 'different interpretations,' inability to express themselves in English,' 'incomplete statements' etc. These reasons apply to both MAAP cadets and their crewmates on board. The second reason given by the cadets is vocabulary. During the interview, many of the participants complained that their officers made use of unfamiliar or non-standard terms, especially when they referred to tools. Another problem raised by the interviewees was the manner (production) their officers speak English. Accordingly, many of the officers have strange or unfamiliar pronunciation. Their tone and speed are also different from what the cadets have been used to. These results are somewhat similar to the findings of Visan and Georgescu (2012). The Romanian cadets identified strange accent as the number one linguistic barrier based on their experience. Noteworthy also is the poor sound production of Filipino crew of /f/. They pronounce /p/ instead.

The result for the strategies shows that MAAP cadets opt to solve the communication breakdown with more efforts coming from their side. In the L2-based communicative strategies, MAAP cadets paraphrase, describe, exemplify or explain their idea in English. When these are not yet enough, they support them with gestures, facial expressions, eye contact or other sounds that help in conveying their meaning. A number of interviewees even mentioned that as they talked about a tool, they pointed to it or they touched it while they looked at their officer to check if the latter was referring to it or not. Understandably, MAAP

cadets hardly used L1-based strategies in addressing communication problems. Few of them said that they only made use of Filipino during joke time or when they were teaching their officers or other cadets some Filipino terms. Further, the strategies used by the cadets are similar and at the same time different from the strategies identified by the previous studies mentioned. Most of the participants of the previous studies used verbal or linguistic strategies. While MAAP cadets also used these strategies, they equally used non-verbal communication strategies, which may be caused by the nature of their work, them being on board and with different nationalities.

Pedagogical Implications

While MAAP cadets survived in the communicative situations they have been into during their shipboard training, some observations could be considered by the teachers and the course designers. One of the main reasons of communicative difficulty was on the use of the English language. Teachers have to stress out the use of the Standard Marine Communication Phrases (SMCP) at all times and in all places. While the communicative practices of the other crew members cannot be controlled, cadets may be taught to always request for the use of SMCP during ship operations where they are involved in. On other occasion, the cadets must be taught some communicative survival tips so they will not have much difficulty. This may be done through exposures to different Englishes of other nationalities. This way, cadets have an idea on how the different nationalities structure their utterances. Correct grammar cannot be imposed on other people, especially if those people happen to be officers on board, so a better way of addressing the problem is to somehow be familiar with the 'situated meaning' (Gee, 2011, p.65) of statements since 'all meaning is local' (p. 82). How can this be done? Students should be encouraged to read about the communicative practices, both verbal and non-verbal, of the different nationalities they may possibly work with. Also, they have to listen to audio files where Indian English, Ukrainian English and the like are used. They may also be given chances to watch conversations in English between non-native speakers. This way, the cadets may also witness the non-verbal devices employed by the speakers.

Finally, as mentioned earlier, culture has a big role in communications. Students should be made to realize and appreciate unity in diversity. This way, even if they work with people from different cultures and nationalities, they would always strive toward understanding and teamwork since they all aim for a safe voyage.

Conclusion

This paper described the communicative situation of MAAP cadets when they worked with multi- national and multi-lingual crew during their shipboard training. These MAAP cadets encountered communication problems but they also tried to strategize in order to rectify those situations. These strategies helped them a lot in managing to relate well with their officers and other crewmates.

Recommendation

This study relied on the answers of the participants to the survey questionnaire and to the interview questions. Results would be more meaningful and the analysis deeper if an actual observation on board could be done so that the episodes could be recorded, observed and transcribed.

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Appendix

Questionnaire On Reported Frequency Of Using Communicative Strategies (Wei, 2011)

Directions: please write 1, 2, 3, 4 or 5 in the [   ] according to how you use the strategies given below.

1=I never use this strategy   4= I often use this strategy

2=I hardly ever use this strategy   5= I always use this strategy

3=I sometimes use this strategy

Part A

（1）I use general English words to replace some specific words which are unfamiliar to me.
[   ]

（2）I paraphrase in my communication.   [   ]

（3）I describe a concept in a roundabout way when I cannot find an appropriate English item to talk about it. [   ]

（4）I make up new words in order to express a desired concept. [   ]

（5）I give an example of something for which I do not know the word.   [   ]

Part B

（6）If I don't understand something in English, I ask the speaker to slow down or say it again.   [   ]

（7）I consult some authorities---a native speaker or another good speaker of English.
[   ]

（8）I ask the speaker to clarify what he or she is talking about. [   ]

（9）I ask the speaker for the correct term or structure. [   ]

（10）I provide a response for an anticipated question by guessing from communicative context or situation.   [   ]

Part C

（11）I insert some Filipino terms when I cannot find an accurate English word to achieve a particular communicative goal.   [   ]

（12）I translate word for word from the native language.   [   ]

（13）I think of the form of the item in Filipino and then translate it into English. [   ]

Part D

（14）I use gesture to help my communication. [   ]

（15）I use facial expression to help my communication　[　]

（16）I use eye contact to aid my communication.　[　]

（17）I use paralanguage (such as laughing, yelling, moaning) to express my emotion in communication.　[　]

Part E

（18）I try not talk about concepts (topics) for which the English item or structure is not known to me.　[　]

（19）I have begun to touch a concept (topic) but cannot continue, therefore I stop in mid-utterance.　[　]

（20）I avoid using English rules of which I am not certain.　[　]

NEPTUNE: Computer-assisted Language Learning for Maritime and Naval English

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Abstract

The command of maritime English requires the mastery of a significant amount of specialized vocabulary. What is more, VHF communication obeys specific grammatical and syntactic rules, defined in legally-binding documents. Yet, a lot of this material does not necessarily require the presence of a specialist teacher to be learned. Computer-assisted language learning (CALL) software may be useful in learning both the specific vocabulary and grammar required for proficient use of maritime English, before practice in class under the supervision of a specialist instructor. This paper presents the NEPTUNE software. The program is a stand-alone introductory-level course on maritime and naval English and maritime VHF communication designed for naval personnel.

Keywords: *C.A.L.L, Maritime English software, blended-learning, e-learning*

Introduction

Many hours of training are required to learn a new language and many more when that language is a specialized one, specific to a professional context. Maritime and naval English are highly standardized languages, defined in legally-binding documents such as the SMCP (IMO Standard Marine Communication Phrases) or the STCW (Standards of Training, Certification and Watchkeeping) convention, as well as in naval and military tradition and usage.

To achieve compliance with these defining documents and traditions, long hours of practice are required. Nonetheless, in the highly competitive globalized economy, scholars and academic staff have felt the need to maximize benefits and minimize costs, to cut class hours. One proposed solution to this has been Computer-Assisted Language Learning (CALL) software, which is generally believed to be cost-effective. What is more, instructors will generally agree that their presence is not necessarily required for all learning tasks. *Some* of the learning tasks – typically tasks of low level in Bloom's taxonomy, such as memorization (Bloom, 1956) – may be accomplished without teacher supervision. These observations have led to two teaching paradigms: the blended learning approach and the e-learning approach.

Blended learning combines distance learning or out-of-class learning conducted autonomously by students with active learning in class, primarily achieved, in a language-learning context, through roleplay and simulation. For the blended learning approach to be effective, however, a need for specially-developed learning media and software has arisen. Indeed, there is a need for specialized learning material (videos and audio tracks, as well as interactive exercises) and for a learning environment, i.e. an online learning management system (LMS) that will facilitate tracking of learners' activity and progress. Since blended learning requires integration of distance learning *within* the syllabus of a course taught in class, it cannot happen without the supervision of a teacher or educator, and supposes a shared experience within a group or class. In previous IMEC papers and presentations, we have explained how this has been done at Ecole Navale (Ferreira, 2014).

E-learning is a much less constrained *modus operandi*, since it aims at a completely autonomous study, outside of class, with no supervision, and at the learner's own pace. It still requires tailor-made media, but does not require a LMS, and can be implemented offline, thus being more easily distributable. What is more, it often targets primarily learners at introductory level, which can minimize the costs of development. The program described in this document is an e-learning program, and it is aimed at introductory-level learners.

Maritime English/Naval English

In recent years, a number of specialized e-learning software products have been produced, either in the corporate world or by the Maritime English community. Among them, let us mention (among others):

MarEng[1] (2007): This piece of software comprised 13 intermediate-level chapters, through which the student followed the voyage of a merchant vessel, *MS Marina*, thereby giving them an opportunity to learn about each phase of the journey, from cargo operations to pilotage out of a port, to weather, and even emergency rescue. An advanced level, also included in the software, covered themes such as VTS conversations, port state control, weather, engine room, etc. The program also included a grammar section.

MarEng Plus[2] (2010):   two new topics, *Maritime Security* and *The Marine Environment*, as well as elementary level learning material, a Teacher's manual and a mobile phone application of the glossary, were added in the Tool. MarEng Plus is based on language used in actual simulators on board ships, in ports and elsewhere in the shipping chain.

Captains[3] (2012): the *Captains* (Communication and Practical Training Applied in Nautical Studies) product, a result of the EU Leonardo Transfer of Innovation Captains Project, was developed following a language needs analysis of seafarers and Maritime English teachers worldwide, conducted through a questionnaire. The *Captains* program aimed at improving safety at sea by providing a means for seafarers to boost their English language communication skills. It comprises a number of simulations which were designed on the basis of the analysis of real life accidents and incidents caused by communication failures at sea.

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[1] Available from : http://mkkdok.utu.fi/mat/mareng_old/index.html
[2] Available from :
https://www.utu.fi/en/units/cms/activities/education/learningmaterial/marengplus/Pages/home.aspx
[3] Available from : http://www.captains.pro/

Numerous other uses of digital products have been proposed (Noble,2007; Garcia De la Maza, 2009; De Wet, 2013), some of which use advanced technologies such as chatbots and speech recognition (such as www.smcpexamples.com; see John et al., 2013, John et al., 2015, John et al., 2016 and Takagi et al., 2016), and can be used both in a class setting (as a teacher-guided activity), and as an e-learning product, outside of class.

However, these programs all stemmed from the maritime English community, and consequently focused exclusively on the Merchant Navy which raises a number of issues, for academic staff teaching at military academies:

Like part of the SMCP, although these software programs are used in military academies, part of their content is not relevant to naval personnel. On a warship, for example, only ship-to-ship and ship-to-shore communication is done in English, as intra-ship communication is always done in the crew's native language (since a navy does not include citizens of other nations).

Conversely, some content will logically be missing: warships and their specific equipment are rarely mentioned in e-learning material developed at (merchant) maritime colleges. Jobs, ranks and functions that exist only in military navies, as well as specific jobs (such as signal station operator) will, often, be missing.

Some specific communication tasks, such as routine interrogation of a vessel, law-enforcement, or preparation and execution of visiting parties or inspections would also rarely be mentioned in civilian courses.

For these reasons, and as an avid amateur software developer, I decided to create my own program, primarily destined to my own students at Ecole Navale, the French naval academy, at both officer and petty officer level. Over the past years, and after 700 hours of work, the program has grown. Now I wish to share it with the community.

N.E.P.T.U.N.E

NEPTUNE stands for Naval English Practical Training Using New E-learning. It is a standalone software program designed primarily for naval personnel, but will benefit also learners of merchant navy maritime colleges. Our goal was to create a program that would target two very different types of learners:

- junior personnel currently attending a training course as Officer of the Watch (deck officer), Navigator, signal station operator, or boatswain. Note that engine room personnel are not mentioned in this list since they rarely communicate in English (in non-English-speaking navies),

- more senior working professionals at both NCO (non-commissioned officer) and officer level who wish to "brush up" their naval English. This is particularly useful for personnel whose initial training was a long time ago, when learning media were not as readily available. In this context, NEPTUNE is to be used as a remedial tool

.

NEPTUNE is currently organized in a dozen chapters, following the organization of the OOW course at Ecole Navale, and of the corresponding course handbook[4]. The first chapters cover the maritime environment (the port, buoys, sea charts, personnel, movement and position), jobs (signal station operator, officer of the watch), the weather and safety onboard, while the latter chapters focus on VHF communication (organized in three chapters: basics, routine, and priority conversations). An appendix gathers the most useful SMCP phrases organized in thematic groups, integrated in a tool to improve pronunciation.

A few screenshots of the program are included below.

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[4] FERREIRA, A., Editor, (2015) *Maritime English Basics* is available from : https://www.ecole-navale.fr/Maritime-English-Basics.html

INSIDE A SHIP

Inside a ship...

Gap-fill exercise

2:36

Choose the correct word from the list, and then press "Check" to check your answers.

Naval vessels are called [SHIPS ▼], except submarines, which are called [BOATS ▼]. The front part of a ship is the [BOW ▼] and the back part is the [STERN ▼]. If you are facing the bow, then your left is [▼] and your right is [▼]. If you walk towards the bow, you go [▼] and if you go towards the ster[n ▼]. You never go upstairs on a ship, you go [▼] and when you go downstairs, you go [▼] board a ship you [▼] and when you leave, you [▼] or debark.

AFT
BELOW
BOATS
BOW
DISEMBARK
EMBARK
FORWARD
PORT
SHIPS
STARBOARD
STERN
TOPSIDE

(Adapted from *Campaign*, S. Mellor-Clark & Y Baker de Altamirano, MacMillan).

Check

ON A PORT VISIT

On a port visit / in a port of call

Drag the words on the right onto the appropriate location on the picture. If you are right, they will turn to green.

8 marina
11 quay
4
3
12
lighthouse
2
7
5
6
10
9

dry dock
bay
fairway
pier / jetty
breakwater
sea wall (embankment)
shallow waters
berth
entrance to naval harbor

License and technical aspects

NEPTUNE runs on any windows operating system and will not run on Apple or Linux computers unless one uses an emulator (such as Wine, for example). It is offered to the Maritime English community free of charge, and Copyleft under Creative Commons license CC – BY – NC – ND. Updates will be available from the author's website (www.alcino-ferreira.com). It will ship with a temporary generic license key, and readers who wish to obtain a personal license key should contact the author.

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Difficulties and levels of comprehension of students in seamanship courses

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Abstract

Based on the perceptions of students, Trim and Stability is the most difficult among maritime courses. While difficult, Trim and Stability is one of the core courses in the maritime profession that requires a high level of knowledge, skills, and understanding among the students. The teaching methods, strategies, and course content may be contributory factors that influence the academic performance of students in the course; but, more importantly, the comprehension skills of the students may be the key factor in understanding the difficulties that students face in the course. This study looks into the levels of comprehension and the difficulties faced by students in understanding and responding to questions asked during the final assessments of seamanship courses in the AY 2015-2016. Using item analysis, this paper aims to categorize the different seamanship courses according to levels of difficulty; describe the levels of comprehension of the students based on their median scores; identify sources of students' errors; and determine the metacognitive strategies used by the students. Recommendation for the inclusion of comprehension strategies skills training for the students is included.

Keywords: *Item analysis, item difficulty, reading comprehension, metacognitive awareness of reading strategies inventory (MARSI)*

Introduction

In the Philippines, the English language is used as the medium for classroom instruction. Because of this, English language proficiency is a significant variable in the teaching and learning process.

Seamanship courses such as Trim and Stability, Ship Handling and Maneuvering, Trim, Stability and Stress, Cargo Handling and Stowage, and Ships, Ship Routine and Ship Construction are some of the core professional courses in the maritime programs. As such, seamanship courses demand a high level of technical knowledge, skills, and understanding among students. Of these three, the level of students' understanding, anchored on a high level of English language proficiency, is difficult to quantify. Test performance and course grades may be used as indicators of the students' learning but they do not necessarily guarantee a high level of understanding or critical thinking.

As future maritime professionals, students must be skilled, critical thinkers and know how to learn and apply their knowledge in their careers. Memorization of facts and over-reliance on faculty instructions do not equate adequate preparation for the demands of the maritime profession. Instead, students must apply cognitive and metacognitive strategies in tackling complex problems in their field. Cognitive skills such as problem solving and critical thinking are commonly highlighted in the maritime curriculum. On the other hand, metacognition defined as knowledge and awareness of cognitive processes and the monitoring and control of such knowledge and processes typically is not an explicitly-stated educational outcome in Philippine maritime education. Moreover, English language proficiency is generally seen as a tool for understanding and comprehension.

Metacognition generally refers to knowledge of learning and the regulation of cognition, which includes planning, monitoring, and evaluating cognitive processes often through reflective strategies (Lai, 2011). The Self-Regulated Learning Theory (Zimmerman, 1990) which suggests that students' academic achievement can be improved when students use their

previous performance and monitor, use strategies, and reflect on them to achieve better results. In the study of language, self-regulated learning describes the relationship between cognition and metacognition and suggests that domain-general metacognitive practices can regulate, and, therefore, improve domain-specific cognitive tasks (Schraw & Dennison, 1994; Pintrich, Wolters & Baxter, 2000) e.g. making inference, decision-making, and bridge resource management in the maritime context.

Thus the need for metacognitive strategies in maritime education cannot be neglected. Maritime education requires not only high-level content knowledge, but also application of that knowledge in complex situations. For this reason, maritime students need to develop new strategies as they think about their learning with English being the medium of instructions.

Research in the field of metacognition may offer a useful framework to improve student learning. Metacognitive training may provide a basis for enhanced critical thinking and decision-making throughout maritime practice.

In this context, this study is conducted to determine the metacognitive awareness of Philippine maritime students as well as their level of comprehension and the difficulties in comprehension in seamanship courses as reflected in their test performance. Through an item analysis, this study aims to: categorize the different seamanship courses according to levels of difficulty; describe the levels of comprehension of the students based on their examination scores; identify possible sources of students' errors; determine the metacognitive strategies used by students, and propose reading comprehension strategies to improve the students' level of understanding.

Item Analysis

The present study focuses on the use of item analysis to determine the difficulty levels of seamanship courses. In general, item analysis involves the assessment of item difficulty and

item discrimination. Item difficulty pertains to the proportion of students in a sample who are able to correctly answer the item. In order to obtain a maximum spread of student scores, it is suggested to use items of moderate difficulties (University of Illinois, 2017). Moderate difficulty is further defined as the midpoint between a perfect score and a chance score. For instance, in a multiple choice exam with five choices, the moderate difficulty level is pegged at .60 or a range between .50 and .70. Item analysis has been widely used in improving classroom instructions and teaching, as well as in enhancing assessment tools and validating examinations.   In the present study, the results of the item analysis are used in determining the level of difficulty of the courses.

Metacognition and Metacognitive Awareness of
Reading Strategies Inventory (MARSI)

Strategic knowledge or metacognition is generally acknowledged as a higher order intellectual activity involving the skill to take control of one's learning and mental processes. Research shows that learners who use metacognitive strategies exhibit better understanding and tend to be the most successful learners (Rahimi & Katal, 2012).

Metacognitive strategies involve overseeing, directing, and regulating the learning process. In learning, two types of strategies interplay. Metacognitive strategies involve thinking about the learning process, planning, monitoring, and evaluating learning, while cognitive strategies involve the manipulation of the material to be learned or the application of a specific technique to the learning task   (O'Malley & Chamot, 1990).

Specifically, metacognitive reading strategy awareness plays a critical role in the learning process. Studies in language teaching, for example, have shown that metacognitive reading comprehension skills have a positive effect on learning and students gain the skills they need for effective communication through training in metacognitive reading strategies. In terms of academic performance, studies have also shown that the application of metacognitive reading

skills by students is positively correlated to their academic performance in general (Alexander & Judy, 1988) and in science and mathematics performance (Akbash, Sahin, & Yaykiran, 2016).

Given this context, this study seeks to answer the following research questions: (1) Based on the item analysis, which seamanship courses do students find most difficult? (2) How may the level of comprehension of the students be described? (3) What are the possible sources of errors in comprehension? (4) Based on the results of the Metacognitive Awareness of Reading Strategies Inventory (MARSI), what reading strategies may be introduced to the students to improve their comprehension?

Methodology

Research design

This study is descriptive and exploratory. The procedural analysis of examining test items or item analysis was followed in the study to describe the item difficulty indices of seamanship courses. The Metacognitive Awareness of Reading Strategies Inventory (MARSI) was used to explore the types of readers which the participants belong.

Participants

The participants of the study are 708 students of the Maritime Academy of Asia and the Pacific. The participants represented different academic levels.

After the final examinations of the Academic Year 2015-2016, a randomly selected sample of 30 students were asked to participate in the study by answering the Metacognitive Awareness of Reading Strategies Inventory (MARSI). The respondents came from one class supervised by one of the researchers.

Research Instruments

The data gathered from this study is based on the final assessments in seamanship courses during AY 2015-2016. The study focused on items with multiple choice options.The Item Analysis Matrix generated fom the results was used as a primary data in this study.

The Metacognitive Awareness of Reading Strategies Inventory (MARSI) developed by Moktari and Reichard (2002) is a self-perceived report of a students' use of reading strategies. It consists of 30 statements which students rated using a five-point scale describing their use ranging from (1) never or almost never to (5) for always or almost always.

Descriptive Statistics

Descriptive statistics were computed to present the mean and standard deviation. The passing score of 50% was used as the base mark in determining the level of difficulty of each course

.

Results and Discussion

In this section the findings of the study are presented in the light of the objectives. Based on the mean scores and passing rates, which seamanship courses do students find most difficult?

The passing rate of 50% was set in order to determine the courses that seem difficult for the students. A score lower than 50% suggests difficulty in understanding. As can be seen from Table 1, the passing rate of 50% or better suggests a lesser degree of difficulty in a course.

Table 1 - Passing rate in seamanship courses

Course	No of Items	Mean Score	SD	Passing Rate (%)
Seam 5A Ship Handling and Maneuvering	40	22.8	3.28	57.15
Seam 5B Ship Handling and Maneuvering	40	25.45	6.11	63.62
Seam 4B Trim & Stability	30	11.98	2.91	39.95
Seam 4A Trim & Stability	50	32.83	8.93	65.65
Seam 4A Trim & Stability	50	31.88	4.54	63.77
Seam 4 Trim & Stability	30	12.00	4.24	40.00
Seam 4 Trim & Stability	30	17.87	2.36	59.57
Seam 4 Trim & Stability	30	15.45	3.76	51.50
Seam 3 Cargo Handling & Stowage	30	14.92	2.98	49.74
Seam 2 Trim & Stability	30	16.87	3.76	56.24
Seam 2 Trim & Stability	30	17.27	3.27	57.37
Seam 1 Ships, Ship Routine & Construction	30	13.72	3.11	45.73

Based on the data, Seamanship 4B (Trim and Stability) has the lowest passing rate followed by Seamanship 1 (Ships, Ship Routine & Construction), and Seamanship 3 (Cargo Handling & Stowage). These courses seem to be the most difficult for the participants.

The results gathered in this study validate the common perception among students. It also supports the data gathered from the Evaluation of Shipboard Training by Ship Captains for the Year 2013.

Based on the number of *difficult* and *very difficult items* in the tests, the level of difficulty of each course was also determined, presented below in percentage. Table 2 shows the difficulty levels of the courses.

Table 2 - Difficulty Levels of Seamanship Courses

Course	Level	(1)	(2)	(3)	(4)
Seam 5A Ship Handling and Maneuvering	4th	40	5	4	10
Seam 5B Ship Handling and Maneuvering	4th	40	4	9	32
Seam 4B Trim & Stability	4th	30	10	6	**53**
Seam 4A Trim & Stability	4th	50	4	3	14
Seam 4A Trim & Stability	4th	50	7	0	14
Seam 4 Trim & Stability	4th	30	3	5	27
Seam 4 Trim & Stability	4th	30	3	5	27
Seam 3 Cargo Handling & Stowage	2nd	30	5	5	33
Seam3B Cargo Handling & Stowage	2nd	30	5	7	**40**
Seam 2 Cargo Handling & Stowage	2nd	30	6	2	27
Seam 2A Trim & Stability	1st	30	3	3	20
Seam 1 Ships, Ship Routine & Construction	1st	30	8	5	**43**

(1) number of items

(2) number of difficult items

(3) number of very difficult items

(4) mean % of difficult and very difficult items (%)

How may the comprehension level of the students be described based on the level of difficulty of the courses?

The comprehension level of the students was computed based on the median scores. The results are presented in percentage in Table 3.

Table 3- Median Scores in Seamanship Courses

Course	(1)	(2)	(3)	(4)	(5)
Seam 5A Ship Handling and Maneuvering	40	14	31	23	58
Seam 5B Ship Handling and Maneuvering	40	14	38	24	60
Seam 4B Trim & Stability	30	6	18	12	40
Seam 4A Trim & Stability	50	0	46	35	70
Seam 4A Trim & Stability	50	19	43	32	64
Seam 4 Trim & Stability	30	9	18	9	30
Seam 4 Trim & Stability	30	12	23	18	60
Seam 4 Trim & Stability	30	0	12	16	53
Seam 3 Cargo Handling & Stowage	30	8	23	15	50
Seam 2 Trim & Stability	30	0	27	17	57
Seam 2 Trim & Stability	30	6	23	18	60
Seam 1 Ships, Ship Routine & Construction	30	6	22	14	47

(1) Number of items

(2) Lowest score

(3) Highest score

(4) Median score

(5) Percentage

Level:

0.00-10.00　　　– Very Low Comprehension

11.00-25.00　　　- Low Comprehension

26.00-75.00　　　- Average Comprehension

76.00-90.00　　　- High Comprehension

91.00-100　　　- Very High Comprehension

Based on the mean median score, the general level of comprehension of maritime students in maritime courses is 65% or average comprehension level. The median scores in all courses suggest average comprehension level.

What are the possible sources of student difficulty in comprehension?

Three factors seem to contribute to students' difficulty in seamanship courses as suggested in the number of difficult and very difficult items. The first factor is vocabulary. Some items where students find most difficulty involves the use of technical terms i.e. maritime terms, for example:

#3 The forward draft of your ship is 8.5 meters and the after draft is 8.9. The draft amidship is 8.7. Your vessel is _____

  A. listed
  B. hogged
  C. sagged
  D. trimmed by the head

The words *listed, hogged, sagged*, and *trimmed* may pose difficulty in understanding the question. Similar items considered with high difficulty indices suggest that vocabulary and the lack of vocabulary skills is a problem among the students.

Another factor that contributes to the difficulty in the course is the type of test questions and the cognitive process involved to answer the question. For example:

#26. Which statement is true about nylon line?
A. Nylon line is excellent for use in alongside towing
B. Manila line will usually last longer than nylon line
C. A normal safe working level will stretch nylon by 50%

D. Nylon stoppers should be used with nylon line.

This question involves analysis of statements and understanding or prior knowledge about the characteristics of nylon. The students may not be fully equipped in analysis of this nature.

The other possible source of difficulty is unfamiliarity with the test format as in:

#8. Free surface exists whenever a

I. tank is full of liquid

II. hold loaded with corn is slacked

III. tank is half full

IV. tank is three fourths full

       A. Statements   I, II, and II apply

       B. Statements II, III, and IV apply

       C. Statements I,III, and IV apply

       D. Statements II, III, and IV apply

Informal interviews with the participants revealed that some students are not familiar with "two-step problems" or questions stated in related sentences and premises.

Finally, the cognitive or academic level of the students could also affect their comprehension. A comparison of the academic performance of the students in the same courses revealed some differences.

Table 4 - Comparison of Scores by Academic Level

Course	Class	Mean Score	SD	Mean Passing %
Seam 4 Trim and Stability	3rd	31.88	4.54	63.77
	4th	32.83	8.93	65.67
Seam 5 Ship Handling and Maneuvering	3rd	25.45	6.11	63.62
	4th	22.86	3.28	57.18

In Seamanship 4 (Trim and Stability) the fourth year students performed better than third year students. However, in Seamanship 5 (Ship Handling and Maneuvering), the third year students performed better than fourth year students. Factors that may be cited to explain the difference in student performance could include shipboard training or on-board experience or simulator training.

Based on the findings, an examination of the difficult items revealed that vocabulary, cognitive levels, test format, and the academic level affect the comprehension level of the students.

Based on the results of the Metacognitive Awareness of Reading Strategies Inventory (MARSI), what reading strategies are generally used by students?

As shown in Table 5, the participants perceived that their use of support reading strategies and global reading strategies was high with the mean values of 3.67 and 3.38, respectively. Their perceived use of problem-solving strategies was medium, with a mean value of 3.11. Overall, their perceived use of reading strategies is 3.38 or medium.

Table 5 - Metacognitive Awareness of Reading Strategies

Reading Strategies	Mean	Interpretation
Global Reading Strategies	3.38	High
Problem Solving Strategies	3.11	Medium
Support Reading Strategies	3.67	High
Overall Reading Strategies	3.38	Medium

Key to averages:

3.5 or higher=high

2.5-3.4=Medium

2.4 or lower=Low

Support strategies involve proper note-taking and organizing academic materials. Global

strategies pertain to the process of the mechanical act of reading itself and the use of contextual clues from the text. Problem-solving strategies pertain to the remedies readers apply to address issues in vocabulary words, problems in comprehension, and visualizing materials.

To gain full comprehension, strategies must be taught due to the fact that readers do not use these strategies automatically. Comprehension strategies that are worth teaching are (1) monitoring and adjusting as needed, (2) activating and applying relevant prior knowledge, (3) asking questions as one reads, (4) think aloud, (5) attending and uncovering text structure (6) using graphic organizers, and (7) summarizing (Duke and Pearson, 2002). Pressley, Wharton-McDonald, Hampson, and Echevarria (1998) affirm that simply reading texts or additional texts does not increase students' comprehension, but they found that students who use reading strategies improved their comprehension.

Conclusions

Based on the results and findings, the following conclusions derived from the study are:

1. The most difficult course during AY 2015-2016 based on mean passing scores is Trim and Stability.
2. The comprehension level of the students is average.
3. The possible sources of difficulty in comprehension are lack of vocabulary skills, types of questions and cognitive level of questions, and the learners' general aptitude and academic level. The difficulty indices of the questions could also contribute to the level of difficulty.
4. The metacognitive strategies commonly used by the participants are support strategies.

With English used as the medium of instructions in maritime courses, the enhancement of language skills seems mandatory. Moreover, to address the issues presented in the results of the study, the following recommendations are made:

1. The results of the item analysis should be used to improve the quality of assessment. Results of the item analysis should also be furnished to instructors to serve as feedback for their teaching delivery and for remedial measures.

2. The item analysis could serve as the basis for enhancement of the curriculum in terms of the progression, sequence, and level of difficulty of course offerings.

3. Explicit instructions in metacognitive strategies could be considered in lesson planning in all maritime courses.

4. Vocabulary enhancement should be included in every lesson, as necessary. A handbook of maritime terms could be developed to enhance the vocabulary skills of the students.

5. A correlation study should be conducted to relate the students' metacognitive strategies to their academic performance.

6. Standard tests of reading comprehension should be used to test student's comprehension.

In order to broaden its scope and address the limitations in this study in terms of population, a longitudinal study could be made for all maritime courses. Similar studies on the other variables such as teaching method and strategy, classroom instructions, and related topics could also be made.

Acknowledgements

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A Consideration about Abilities of Communication for Safety –

"Importance of real dialogue skill"

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Abstract

Internet network, science and communication technology are developing more quickly than ever before. The developments make measurements of education and training into globalization as well. So far, seafarers also must set out a goal of harmony of diversity of culture for world safe operation.

In this presentation, we suggest to establish additional subject of maritime English class to gain real dialogue abilities supported by activity of cross-cultural communication to open mutual communication circuit of heart to heart.

Keywords*: real dialogue ability, cross-cultural communication, harmony of diversity*

Introduction

This paper highlights characteristics of English education system in Japan as an example and we suggest to establishing additional subject of maritime English class polishing up both of communication skill and humanism to nurture a real cosmopolitan seafarers with dialogue to open mutual communication circuit of heart.

My history of studying English

I was brought up in country side in my childhood and could not have any opportunity to talk with native English speakers. I could not keep up with my English class in junior high school and my homeroom teacher said 'you can't make choose which schools to advance to.' , because I always failed my English tests.

My parents forced me to enter to a cramming school and teachers of the school direct me to write English word vocabularies ten thousands of times.

Although my training was just a practice for examinations, however it made me successfully to enter a high school. My high school employed English native teacher but I tackled only to learn grammars but little skill of speaking.

After that I went to Kobe University, Faculty of Maritime Science. Still I didn't focus to learn how to speak but study to pass promotion exam as same as high school hood.

When I realized that I have to learn speaking skill, I bought English speaking textbook and entered to English Speaking School. But I had felt any positive response from my study at that time.

At the present day, Japanese parents are aware of high motivation of English speaking education. They pay a large amount of expense for English education for their kids but the circumstance is still limited only for high-income class families.

English speaking skill of average children are almost same as me, even though they had learnt English for total seven years.

Characteristics of English education in Japan

Issues and characteristics of Japanese English education are detailed below.

A) Studies concentrate to grammar which is easy to score tests of students. However, most of Japanese have good reading and writing skill of English as the results.

B) Many of English example sentences on textbooks are unnatural and not based on actual daily life.

Ex: *This is a pen. This is an apple*.

Editor of textbook must choose practical sentence which is readily available in daily life.

C) It's necessary for us to express our own opinion and consideration to the others in daily conversations when Japanese talks with European and US peoples who are familiar with discussion in English from childhood.

However Japanese students had few opportunities to speak and explain their intention in English class room without much regard for pronunciation and grammar mistakes. It causes lack of verbally ability of expression.

For example, when a chief engineer on board are in hurry to rectify deficiency within a day, he suggest to finish all of them that his crews must do overtime job. (regarding rank of importance of these deficiencies or problems if they can't pass inspection). But if he can't explain his intension and reasons well, worker's motivation will not increase enough. I also had same kind of experience that only me running in the engine room with grumbling 'Oh no! What should I do? '

You can direct procedure and contents of works with standard maritime English but lack of communication skill to express delicate nuances, such as importance or mission of works and various reasons on business, have potent un-ignorable impacts on results.

D) Most important ability of English is listening. If you can't catch what the other is saying, you also can't take reaction. A typical Japanese speaker always tends to translate English words into Japanese-pronunciation (Japanese English words) and is hard to listening right native pronunciations.

I could have an opportunity of cultural exchange with maritime parties and newspaper in India. I was so intent to use my communication skill cultivated on board of ship.

I participated the meeting as secretary and must make all record and report of cultural exchanges. But I could not catch little of the question-and-answer session and few can understand about details of results from enumerate of words later I wrote as report. And at social gathering party with India famous female activist, I could not perfume sufficient works of secretary to record and translate the importance conversation between her and us.

E) English is a mere tool of studying and communication. It's most exciting for us if we can have a sense of accomplishment to speak English as useful tool.

 I started to work for head quarter of my company and was assigned to department of law and maritime insurance although I am an engineer.

   While I slowly was familiar with my new job, one day I got mission to make presentation for our seafarers about maritime insurance at a seminar in Philippine. I made a good presentation resume in English powered by writing skill ,that Japanese is good at. And I attended to online web English speaking class to get some sense back, went through many lessons and worked hard on elaboration of the manuscript.

   I could complete 30 minutes presentation for them and communicate my intention. I got good feeling of achievement with it, however, I also disappointed about my lack of ability of pronunciation , intensity of remarks, way of reciting and various elements for a better presentation. If I make a good manuscript, I can't use English well as a useful tool with my communication skill of English.

In this point of problem, nowadays some educational institute push students to participate to 'English debate competition' or 'simulation United Nations conference' and they get good results of new education standards.

Reasons why non-English speaking seafarers can become personnel that can work around the world

Even though study work about method of English teaching is developing further and further, it's very difficult tasks for non-English speaking seafarers, who haven't lived in foreign countries, to compete on equal terms with English speaking seafarers. Then why they have been able to work actively in world maritime industries?

A) Maritime society has studied long and established Standard Maritime English as common working tool. Standard Maritime English have played good roles to contribute to seaman's job going smoothly.

B) Communications through documents exchanged in advance such as e-mail have compensated for lack of English speaking skill.

For example, Japanese seafarers can get ready well with reading and writing abilities for previous arrangements and finish most of preparation in advance through documents such as e-mail before actual conversation and starting of work.

C) Non-English speaking seafarer doesn't only make full use of English communication skill but Dialogue abilities.

They try to be interesting in diversity of other culture and to take action for mutual

understanding of interconnectedness as citizen who doesn't have English as mother language. And they also maintain attitudes using dialogue abilities to live together with English speaking peoples.

'Dialogue Abilities' as an additional subject of Maritime English education for global maritime society

Lack of well communication cause of accidents

The integrated navigation equipment and safety gears have ensured further maritime safety. And STCW and other safety management structure have been conducted and improved year by year and they have strengthened software better for safety first sprits.

However, still human factor and mistakes, especially lack of communication as one of big reason, cause of many maritime accidents. Maritime society focus on study of Standard Maritime English as one solution and I also think that a biggest task is importance of good quality communication between English speakers and Non-English speakers.

When native and non-native speaker talk together, we frequently have seen their upset each other because one gets irritated to another who can't understand his language or they can't understand mutual intention. Such friction makes lack of communication and it may be going to cause of accidents. We have to remind this point.

It must be most important subject for us to study hard about and improve system of

Standard Maritime English education but I, maybe many of seafarer, expect that already a new era has come that real international seafarers of heart are working in center of maritime society as leaders, who naturally can understand other culture and way of thinking with using Standard Maritime English proficiently.

Then both of English and Non-English seafarers certainly define the Standard Maritime English as only one official seafarer's language and we must learn and review it to be sure to use it as a very profitable tool.

Opening mutual communication circuit of heart to establish good cross-cultural communications for safety operation

I have already concerned in last chapters about: If study of method of English conversation will be improved further and further, maritime accidents arising from lack of communication may not be decreased until opening mutual communication circuit of heart.

When we think about maritime safety and English education to make it realized, I think that 'Dialogue Ability' is most important as well in addition to 'Communication Skill', 'Opening mutual communication circuit of heart and multifaceted eye sight to put ourselves in other's shoes' must ensure the global maritime safety.

To succeed in global maritime society as a seafarer, I suggest developing human resources as 'world citizen of seafarer' with following three qualities;

 A) Concerning and taking care about other countries

 B) Concerning and esteeming home country

C) Concerning and thinking deals of present living place

And they must learn the Standard Maritime English as first standard language to use this profitable tool practically.

The Two Bundles of Reeds

An oriental sage introduced a fable of 'The Two Bundles of Reeds'.

'Suppose there are two bundles of reeds. They can remain standing as long as they lean against each other. In like manner, because this exists, that exists and because that exists, this exists. If one of two bundles is removed, then the other will fall.'

It's era of global society and global maritime transportation also is developing and becoming so active gradually. Between nation and nation, citizen and citizen, English speaking and Non-English speaking, we have to know and respect each other and also have cross-cultural communication as a friend.

We are living in a new era that it's essential for us to mastery a real communication quality of Dialogue ability with using Standard Maritime English.

Conclusion

Enhancements of Internet, science and communication technologies have pushed research and development of maritime English education forward as well.

Under circumstance of globalization of education using various hard and software, I intend

to introduce additional program to enhance 'harmony of diversity' as a world seafarer with setting a goal of a global safety. Maritime parties sometimes commented regarding our photo exhibitions held in IMLA and other world maritime universities every year. 'This movement is quite small but certainly it's expanding roots of world cultural exchanges.'

For example:

A) Having additional class to hold cross-cultural communication with using English practically.

B) Installing chatting system on E-learning systems or to have actual conversation using Standard Maritime English between English speaking seafarers and Non-English speaking seafarers.

C) Establishing new task for specific hours to talk between English speaking seafarers and Non-English speaking seafarers though Internet communication tool such as Skype.

This paper concludes that it's most important task for us to maintain maritime safety operations as following,

Maritime society must start to consider new aspect to growth and open real communication qualities concerned from human mental factor spinning multiple wheels of ;

Communication Skill: technics of conversation and,

Dialogue Ability: cultures of humanism

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Use of Authentic Materials in Maritime English Classroom

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Abstract

Among other aspects of language teaching is the problem of resources and materials to be used in classroom. The use of authentic materials in the classroom has repeatedly been the topic of discussions at conferences of different levels. Uniform information space, the World Wide Web, which is turning the world into a global village, provides opportunities to educationalists all over the world to obtain free access to any resources. There is no doubt that these resources should become an integral part of the educational process. Though there is a problem – what materials need to be included into the course syllabus.

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) has adopted the detailed list of the requirements a navigator should meet. The STCW Code requires "Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multilingual crew, including the ability to use and understand … the IMO Standard Marine Communication Phrases". The analysis of the requirements stipulated by the STCW Code (i.e. the needs analysis) allows instructors to prepare the list of authentic materials compulsory for studies.

The basic idea of any and all courses in Maritime English is to help trainees to develop the communicative competence in English to a level that will enable them to satisfy the competences relating to English language set out in the STCW Code. The use of authentic

materials is one of the sources of professional knowledge, the way to prepare seafarer for future activity, to develop the required skills and competence.

Keywords: *authentic materials, Maritime English, communicative competence*

Introduction

At present there is no any longer such a problem as lack of resources and materials to be used in everyday practice of a foreign language teacher. Enormous resources of Internet and You-Tube, free web-sites, as well as numerous language courses like "Speak English with Mr./ Ms./ …" are at the disposal both of teachers and students willing to teach/ learn foreign language.

One can find various resources not only for teaching English for general purposes (EGP) but English for specific purposes (ESP) as well. Maritime English (ME) being an example of ESP is not an exception.

But the abundance of resources does not guarantee their quality; there appear another problem - how to find the ones most appropriate, useful, of the required type and quality. Inter alia, there is an issue of using authentic materials in the teaching process.

Authentic materials are widely used within the framework of the ME courses taught by the instructors of the Far Eastern State Technical Fisheries University (Dalrybvtuz). Current paper is an attempt to share the existing experience with the colleagues and an opportunity to convince those who doubt it.

Definition of Authentic Materials

The issue of authenticity has been foundational to much language teaching and language teacher education for almost forty years (Guariento & Morely, 2001). Educators began using

authentic materials when the communicative language teaching appeared in the late 70s.

What is meant by authentic materials? There are many definitions and explanations of them. According to Jordan (1997), an authentic material (text) is the one used "in the students' specialist subject area: written by specialist for specialists. It is not written for language teaching purposes".

Swaffar (1985) thinks that authentic materials are primarily intended to "communicate meaning" and should possess "an authentic communicative objective", whereas the purpose of foreign language textbooks is "to teach language *per se* rather than to communicate information". Peacock (1997) says that authentic materials are the materials specially produced to fulfil some social purposes in the language community. For Martinez (2002) authentic materials are the materials prepared for native speakers and not designed to be used for teaching purposes. Widdowson (1990) defines authentic materials as the materials created for native speakers and used in the classroom in a way similar to the designed one. Tomlinson (2012) believes authentic materials (texts) are produced in order "to communicate rather than to teach", they do not have to be produced by native speakers and they might be even simplified to facilitate communication.

According to Carter and Nunan (2001, p.68) authentic materials are "ordinary texts not produced specifically for language teaching purposes". These materials are not specially developed for teaching purposes, but they can be successfully used for such purposes. Nunan (1988, p.99) defines authentic materials as spoken or written language data that have been produced in the course of genuine communication, and not specifically written for purposes of language teaching.

The definition of the term "authentic materials" given in Longman Dictionary of Language Teaching and Applied Linguistics, in our opinion is a kind of an essence of the existing numerous definitions showing the most important notions contained in the term. This

definition is as follows: "the use of materials that were not originally developed for pedagogical purposes, such as the use of magazines, newspapers, advertisements, news reports, or songs. Such materials are often thought to contain more realistic and natural examples of language use than those found in textbooks and other specially developed teaching materials (Richards, Schmidt, 2002).

Herod (2002) thinks authentic learning materials and activities are designed to imitate the real world situations.

Summarizing various definitions of the term we can conclude that authentic materials are not specially produced for teaching/ learning, and created to communicate some real world information required by the society for successful communication. "In this context, the most significant synonyms are *genuine* and *natural*; on the other hand, the most significant antonyms are *artificial* and *unnatural*" (Thomas, 2014, p.15).

Teaching materials in ME classroom

Teaching materials are rather important in educational process, they are specified in the course programs and curriculum. They are specially developed with the account of the existing requirements and needs of teachers and learners. Some of these materials are really good, the others are not. But most of these materials are artificial and unnatural in terms of real-world situations. They are specially created to drill some grammar structures and forms, to practice vocabulary, to work with texts, to memorize some materials, etc., i.e. to carry out some academic activity. Both teachers and learners interpret these materials as the integral part of teaching/ learning process and sometimes they cannot explain the way to apply them in real life and in their professional activity.

The same can be referred to both EGP and ESP. To prepare students for real life situations is the issue of great concern for ESP teachers especially in case of ME.

The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) has adopted the detailed list of the requirements a navigator should meet. The STCW Code requires "Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships and coast stations and to perform the officer's duties also with a multilingual crew, including the ability to use and understand … the IMO Standard Marine Communication Phrases". The analysis of the requirements stipulated by the STCW Code (i.e. the needs analysis) allows instructors to prepare the list of authentic materials compulsory for studies.

The basic idea of any and all courses in ME is to help trainees to develop the communicative competence in English to a level that will enable them to satisfy the competences relating to English language set out in the STCW Code. The use of authentic materials is one of the sources of professional knowledge, the way to prepare seafarer for future activity, to develop the required skills and competence.

The standardized national and international requirements, the recommended "Model Course 3.17" give us references as for the materials to be used. Some of these materials are authentic, among them are texts of conventions, amendments to the resolutions, International regulations (texts), Notices to Seafarers, Sailing Directions, Check Lists (for seafarers), shipping industry magazines, etc. Besides the regulatory documentations, there are references to the text books, audio-video courses specially developed for seafarers and not authentic. All ME instructors are well familiarized with the Marlins course and tests (on-line), moreover for crewing companies these tests are a "must-do" item. It means we have a very rich spectrum both of authentic and non-authentic materials. At the same time use of authentic materials in ME classroom can demonstrate the real-life situations ME is used, motivate learners and help them in developing communicative competence, thus preparing them for their professional activity.

Referring to our own practice when designing the ME course we were guided by the recommendations of the existing educational standards and model courses but we didn't have any text-books for the target group, it was a problem for the ME course developers   as being the university graduates and instructors   we got used for various text-books. To be in-line with the standards and regulations, we had to use the "reading for content area specialists", i.e. their regulatory documents and publications mandatory for the industry. Then we had to develop our own "hand-made" teaching materials, not the authentic ones, but very useful then. At the same time we understood a very strong necessity to use the authentic materials in the classroom and we began using them after consultations with the content area experts (peers, experienced seafarers, and industry specialists), familiarization with the ships operation and daily routine of a ship's crew.   Among the authentic materials in use are   ship-to-ship, ship-to-shore communication examples recorded on board ships (done by myself and my colleagues, cadets, specialist); currently we use YouTube resources   as another good source of the professional activity, use of language, content area.

Among the strengths of the authentic materials used in our practice are: their authenticity, relevance to the professional activity of the target group. We work with senior students so they understand the importance of these materials for their profession, especially with the account of their competitiveness in effort to find a job.   Unfortunately not all regulatory documents, papers, sources and materials are attractive to arouse interest but they are required to get the desired certificate of professional competence so it is very motivation-increasing. Moreover the learners have their content area subjects where they study the same materials but in their mother tongue, so they have "at least some experience with the topic" or text, or other material(s). The mentioned content area subjects can be considered as a sort of "pre-activities" necessary to work with them during the ME classes.

The main idea behind implementation of these materials into ME course is to proceed from simple ones – to more complicated, thus increasing the level of difficulty from the learners'

own or "slightly above their existing level" to the required one. We think we need to include pre-activities; so the materials under the discussion are used after this pre-activity has been done. In case of printed materials their presentation is not very attractive but in terms of their usefulness they attract attention of learners, as these materials haven't been "specially done" to make the learners do something. It is very important as we have some very highly motivated learners, who are eager to acquire all possible knowledge, to find a good and well-paid job after graduation from the University.

We don't think that regulatory documents, instructions and Check Lists, as well as other publications contain "a significant number of metaphors, symbols, idioms, hidden meanings". They contain well known (from content area studies in mother tongue, and pre-activities in ME), and some guessable items (lots of maritime terms are the borrowings from English into Russian, similar pronunciation, meaning, etc.).

The "hand-made" materials – are quite different, they are specially designed to be included into the tailor-made ME course, they include topics subject-related but with the account of the average level (i.e. "at or slightly above" the present level), classroom text books are the ones specially structures including all possible language skills forming activities according to the pedagogical principles, methodology prevailing, etc. These materials are very useful, they contain everything required by the EL teacher, they comply with the "good marine practice" applied to the classroom activity; at the same time they are less-motivating. Some of our learners have very strong idea of usefulness, i.e. "this is copy-bookish", "they (foreigners) do not say it this way", etc. the number of complaints and "expert views" increases drastically after sailing practical training of our learners. An opinion "of a sea wolf" – is something we need to cope with in our classroom to get the required results.

It doesn't mean that we don't use text books in our practice. We use various forms of activities changing one another, various materials replacing the authentic ones by the "hand-made". In our opinion the combination of all types of materials can be of great help and use.

Luckily we are "no longer concerned with the search for a single method, which provides a formula for language teaching" (Model Course 3.17). It is very important to be well familiarized with the needs analysis of your target group of learners, to make a choice about the techniques, materials, tools to better use in the existing context.

For seafarers to be able to communicate effectively one needs to be able to use and understand English in a range of situations. Any seafarer should be able to express himself clearly and appropriately in speech and writing, to interpret messages that he hears and reads correctly, to respond to these messages appropriately and comprehensibly. When a seafarer can demonstrate the ability to do this, he proves his communicative competence in English. Language skills required for seafarer refer to the four communication skills: listening, speaking, reading and writing.

Therefore we try to use authentic materials to develop these skills. Among them are various documents, instructions, regulations used on board and regulating ship's everyday operation: COLREGs, Sailing Directions, Charts, Notices to Mariners, Check-Lists, NAVAREA and METAREA messages, etc.

The use of a specific type of materials is stipulated by the logic of the course and the theme studied. For example, when it is "Passing through narrow channels and canals" we refer to COLREG Rule 9 "Narrow Channels", if it is "Accidents at Sea: collisions" then Rules 7-8. When we discuss "Piloted movement" then we need to revise the information contained in the appropriate "Vessel Checklist for Piloted Movements", our learners are to be able to read the Check-list, to fill in the required items, to be ready to answer pilot questions. Besides they are to be able to listen and understand radio messages addressed to inbound/ outbound ships, be able to respond to these messages if applicable.

Given below is an example of the communication skills formation within the framework of one theme "Calling at Foreign Port". Preparing for port entrance a seafarer (navigator) needs:

- to be aware of port approaches, rules and regulations (i.e. reading Charts and Sailing Directions, Port regulations, reading or listening to NAVAREA, METAREA messages, etc.);

- to be ready in every respect for calling at port (filling in Pre-Arrival Check-Lists, reading ship's agent instructions and writing ETA messages, listening and speaking over VHF radio with Pilot station, other ships);

- to be able to communicate with pilot on board (i.e. fill-in Pilot form, discuss mooring procedures, etc.).

Consequently all the above mentioned authentic materials are used in our practical training to show the wide variety of such materials on board and their importance for shipboard practice, to work as a guidance for future professional activity of our learners, to increase their motivation for ME learning.

The analysis of every theme studied supported by the regulations and information obtained from the content subject and industry experts allows collecting a package of authentic materials and resources to be used in ME teaching.

Examples of resources

And we would like to share some of our favorites, namely:

- the site specially designed for marine engineers and seafarers with links an references: http://www.dieselduck.info/seafarer/index.html#.VNyk4f8mSaI

- new resource in our collection which can be of great help especially for seafarers EAP learners: http://www.maritimetv.com/FeaturedContent/FeaturedVideos.aspx

- a specific audio or video-based portion of a website that would be appropriate for your learners and provide the specific link to the excerpt that you are analyzing: http://www.youtube.com/watch?v=LQoUN8L-Yi4. We use YouTube as a source of classroom materials, and this one can be used on the one hand as a demonstration of

VHF-radio communication, on the other hand as an attempt to bring some sort of entertainment into the classroom routine. Just for fun; at the same time it shows an importance of arranging proper VHF communication either to avoid an accident or to avoid some awkward situation on board.

Two more videos http://www.youtube.com/watch?v=osDCFc65f80 - GMDSS trailer one can see that this is specially done trailer addressed to those dealing with radio communication (radio officers and navigators), i.e. done by *specialists to teach specialists* to content area, being the teaching material it is not authentic in normal meaning of it, is it so? We tend to consider it an authentic material.   When we need to familiarize our learners with the Global Maritime Distress Safety System, as it is included into their curriculum both in content area studies and ME, we would like to use it to 1) explain the global meaning of this system for the safety reasons; 2) show the relevance it to our studies; 3) show how it is integrated into our course in terms of the necessity to form listening, writing and speaking skills. It shows equipment which might be something new for my learners (visualization is of great help); it contains references to the historical background of the system which fact is also useful once we train future officers who need to have such knowledge as well; abbreviations demonstrated are also of great meaning for my studies as my learners need to know them by sight. Material of this video is well-structured   but this is typical for most teaching materials and this is also "a plus" to have this one in our collection, the length of it – less than three minutes, so it won't take much time and need some pre-activity as it is some sort of introduction to further activity of ours.

One more video resource: http://www.youtube.com/watch?v=AA3b0Ou_2as – this one shows a real Somali pirates attack recorded from VHF radio. This video is of great use with the ME learners - navigators at the third stage of studies, i.e. when the main theme of the course is "Accidents at Sea". Among all dangers at sea are pirates. Our learners need to be able to send distress signals over VHF or write a distress telex, and/ or actively communicate when rendering assistance to the ship in distress. We think this authentic material (specialists communicate with specialists) is a very vivid demonstration of the importance of language

proficiency for the professional activity (motivation and interest); they can see the way to use either VHF or other tools of communication to avoid danger or to cope with some problems. It contains subtitles and they can also read them to better understand Djibouti radio, the Russian tanker, or the North Contender.

In terms of World Englishes especially for seafarers it is also a good demonstration of various pronunciation models which they also need to be able to understand. So we listen, read, see and analyze the situation, maybe responses of the parties, sometimes even actions of the participants, etc. Use of this video needs pre-activity, but all previous classes of ours will be the preparation for them.

Finally we need to remind that the use of authentic materials cannot replace the recommended and mandatory text-books; it is rather time- and labor-consuming process. These materials require a thorough selection, planning and sometimes adaptation.

Conclusion

The main idea that we would like to convey with this paper is the importance to use authentic materials in ME classroom to achieve the desired level of professional communicative competence of the maritime educational institutions graduates. Authentic materials can become an effective tool on the way of forming communication skills of learners, increase their professional language awareness, and introduce some specific features of their future profession. Authentic materials are "tailored" for the specific needs of learners, can add motivation to them, enrich the academic process, help to train well-qualified specialists able to avoid accidents at sea and ensure safety of navigation.

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" *To teach is to engage students in learning"*[1]
Open to the world ERASMUS+ programme- an important tool in the modern approach to teaching Maritime English

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Abstract

The EU wants to improve the quality and relevance of higher education and European higher education opportunities. Europe needs closer cooperation between institutions, business and social partners to increase its capacity for innovation.

Studying abroad is a central part of the EU Erasmus+ Programme and has been shown to have a positive effect on later job prospects. It is also a chance to improve language skills, gain self-confidence and independence and immerse oneself in a new culture. With Erasmus+, STA action (Teaching Staff mobility), opportunities are available to spend time teaching at an education institution abroad. These opportunities are available to both staff working in the education sector and to individuals working outside the sector invited to share their knowledge and experience during what might be called *My Practice hours of teaching*.

This paper aims to highlight the circumstances and conditions encouraging the development of ERASMUS+ mobility as a modern approach to teaching Maritime English. Comparability of the learning outcomes among Maritime English courses offered across the MET institutions worldwide seems to be the first prerequisite for mobility in this specific area of higher and vocational education and training. This implies the number of hours

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[1] C. Roland Christensen, David A. Garvin, and Ann Sweet, *Education for judgment: The artistry of discussion leadership,* Cambridge, MA: Harvard Business School, 1991

assigned to teaching Maritime English, the fit between the individual learning requirements and the IMO STCW78 as amended requirements concerning General English and Maritime English, the details of the syllabi for Maritime English across various MET institutions, or the place of Maritime English discipline within the overall BSc degree study programmes for Nautical Sciences, and Marine Engineering specializations.

Keywords: *EU Erasmus+ Programme, teaching Maritime English, BSc Study programme, ECTS recognition*

Introduction

30 years of mobility under the Erasmus programme – now *Erasmus+* – have provided Europe with thousands of bridges of trust to study, train or volunteer abroad. Today, Europeans can freely cross borders to learn more from each other's views and perspectives, exchange experiences and ideas, share values, and start joint projects. Wider horizons, a broader common understanding and a larger toolset define the Erasmus+ generation.

In the spotlight, Erasmus+ is worldwide: what started in 1987 as voluntary cooperation between 11 European countries has developed into a unique global network. Under Erasmus+, it is now possible for students, staff and young people from all over the world to come to Europe, just as Europeans can go to other parts of the world.

The Erasmus program has changed the lives of over 3 million students. All of these students shared the common experience of an academic and cultural exchange that *enriched their lives and changed their futures*. Erasmus unites students from all over Europe and thereby challenges the existing boundaries and stereotypes. Erasmus offers a dive into diversity, a challenge towards innovation and, above all, a personal encounter with the world. University press, local news stations, various blogs, websites, etc. all contain vivid accounts and reflections of these Erasmus experiences. The program has proven successful, for

teachers and for the majority of students as well, who return satisfied with luggage full of freshly-acquired adventures and hopeful new dreams.

The benefits go well beyond individuals: universities and youth organisations from partner countries also benefit from the transfer of ideas and expertise that help build the skills and capacities Europeans need to embrace the challenges of a globalised economy. The people-to-people contact that Erasmus+ projects create is a perfect match for the EU's foreign policies, which aim to improve Europe's standing and relations with the rest of the world [1].

"To teach is to engage students in learning"

Teaching and learning in higher education is a shared process, with responsibilities on both student and teacher to contribute to their success. Within this shared process, higher education must engage students in questioning their preconceived ideas and their models of how the world works, so that they can reach a higher level of understanding. But students are not always equipped for this challenge, nor are all of them driven by a desire to understand and apply knowledge, but all too often aspire merely to survive the course, or to learn only procedurally in order to get the highest possible marks before rapidly moving on to the next subject.

The best teaching helps students to question their preconceptions, and motivates them to learn, by putting them in a situation in which their existing model does not work – and in which it matters to them that it does not work and in which they come to see themselves as authors of answers, as agents of responsibility for change. That means that students need to be faced with problems which they think are important. They need to engage with new questions which are bigger than the course itself, which have relevance to their own lives and which provoke a lively participation far beyond simply getting through assessment or exams.

Quality teaching is not an optional extra. Higher education teachers should be trained as

teachers. Europe already has a quantitative goal that 40 % of its young people should achieve higher education qualifications by 2020. To ensure the quality of those qualifications, we need a stated goal that every teacher in higher education should be a trained professional teacher by the same date.

Teaching students well obviously implies that teachers produce up-to-date and good quality material for their lessons. A teacher's knowledge base should not be restricted simply to his or her own subject, but must also include an understanding of learning theories – such as adult learning theory, self-directed learning and self-efficacy – and how to incorporate them into practice. Teachers must be aware that different kinds of teaching methods and educational settings can produce different kinds of learning. Teachers should be able to face rapidly changing demands, which require a new set of competences and call for new approaches to teaching and learning. They should also be able to stimulate open and flexible learning that will improve learning outcomes, assessment and recognition.

Furthermore, achievements, in all the subjects, should be driven by learning outcomes. While the learning outcomes approach is already the basis of the European Qualifications Framework and national qualification frameworks, this fundamental shift has not yet fully percolated through to teaching and assessment. Institutions at all levels of education and training still need to adapt in order to increase the relevance and quality of their educational input to students and the labour market, and to widen access to and facilitate transitions between different education and training pathways. Once outside higher education, individuals should also be able to have their skills assessed, validated and recognised, providing a skills profile for potential employers.

The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and that it takes into account the extensive knowledge which exists about testing and examination processes.

Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.

A greater emphasis on the teacher as a professional educator has to be accompanied by other profound changes in the design and delivery of study programmes to create productive learning environments. Teaching and learning must become a team activity across disciplines but also within them. Quality programmes are designed – and student performance assessed, on the basis of agreed learning outcomes – as a team product by all the faculty involved in delivering them, rather than being simply an accumulation delivered and evaluated independently from one another. Effective student-centred learning means the student must be part of the team too.

The notion of student-centred learning has been around for many years now but its implications are still not realised by many academics or, indeed, students. It is not yet widely understood – or at least, acted upon – that student-centred learning means that the teacher's role should shift from imparting knowledge to guiding the student in his or her own learning. The research on human learning tells us that acquisition and application of knowledge are fundamentally social acts: social interaction is a key component of learning. For example, practitioners learn best from observing and interacting with other skilled practitioners. But formal learning too often discourages social interaction.

The Bologna reforms to introduce a two tier Bachelor/Master structure – a novelty to many continental European countries – gave an opportunity to restructure the curricula in a meaningful way and to put students and their learning experience in the centre. This opportunity has not always been carried through or, more generously, has not yet been carried through. Students are still widely seen as passive recipients of the knowledge the professors decide to share with them on terms set by individual professors without much internal faculty team discussion beyond timetabling classes and examinations [2].

It is still the exception that students are deliberately and explicitly empowered by their teachers (and by the higher education institution in a wider sense, through suitable information and support activities) to manage their own learning. But new methods in teaching and learning are being developed in the higher education institutions. Examples that proved successful are cooperative teaching and learning methods as well as problem-based learning, exposing teachers and learners to real life situations, challenges and cases.

Quality standards in MET institutions

The decision of the quality standards system applied by MET institutions is based on comparative analysis made on ISO 9000 standards, ISM, STCW78 as amended, but also having in view the national regulations. As there are no specific quality standards system for MET institutions, countries have developed and applied different quality systems standards. There are institutions using a national quality management system specific to education organizations, but also there are ISO 9000 certified universities, which also meet the relevant national requirements.

MET institutions shall have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders shall develop and implement this policy through appropriate structures and processes, while involving external stakeholders. This should include:

- Reference to the relationship between research and learning & teaching, where applicable;
- The organization of the quality assurance system;
- The responsibilities of departments, schools, faculties, institutes and/or other organizational units as well as those of institutional leadership, individual staff members and students with respect to quality assurance;
- The procedures for ensuring academic integrity and freedom, where applicable;

- The procedures for guarding against intolerance of any kind or discrimination against the students or staff;

- The involvement of external stakeholders in quality assurance;

- The procedures for the quality assurance of any elements of an entity's activities that are subcontracted to or carried out by other parties. The MET institutions shall have processes for the design and approval of their study programmes as per the following characteristics:

- Define the expected student workload in terms of ECTS (European Credit Transfer and Accumulation System) learning credits;

- Indicate the target audience and the minimum eligibility and selection criteria, where applicable;

- The learning outcome-based, distinguishing between knowledge, skills and competences;

- Indicate appropriate learning dynamics and a measure of tutor-learner interaction as is appropriate for the course level and content;

- Indicate appropriate resources and forms of assessment;

- Indicate the minimum requirements in terms of qualifications and competences for teaching staff;

- The process of the identification of training/ study programme needs involves the participation of external stakeholders who are likely to benefit from the outcomes of such provision;

- Study programmes that are employment-oriented involve stakeholders from the world of work in their design and review;

- Involve students in their design and review;

- They are designed so that they enable smooth student progression;

- They are subject to a formal institutional approval process" [3].

Quality management systems in Romanian MET

The Romanian MET institutions have started to develop and implement the quality management systems as a strategic policy, in order to meet the labour market requirements. Nowadays this is no longer related to the institution's internal policy, but this is a requirement of the existing national regulations. The maritime higher education institutions in Constanta, namely Constanta Maritime University, and "Mircea cel Batran" Naval Academy must comply with the regulations imposed both by the Ministry of National Education (and the Romanian Ministry of Defence, especially for the Naval Academy), and the Romanian Naval Authority. Each of the mentioned authorities requires the maritime higher education institutions to be accredited and certified by an independent organization in relation with the academic standards of quality. The Romanian maritime education, training and certification regulations have been continuously improved. The regulatory requirements introduced by the Romanian Naval Authority are:

- The certification of the institution to deliver the advisory IMO model courses;
- Training and certification of the assessors engaged in maritime examinations for certification
- Training and certification of the trainers who train the advisory IMO model courses.

Along with these, the teaching staff must comply with the regulations provided by the Romanian national education.

So, at present, the main key players of the Romanian MET community are: the Romanian Naval Authority (ANR), two maritime higher education institutions, namely Constanta Maritime University (CMU) , and "Mircea cel Batran" Naval Academy (MCBNA), and one training centre, Romanian Maritime Training Centre (CERONAV).

Maritime English Learning Outcomes

In addition to all of these, how can we get comparable syllabi to the number of courses during the students' enrolment, the number of hours during the semester, the assessment and evaluation yardsticks for the Maritime English course?

Predominantly, Maritime English course has been designed in accordance with the advisory IMO Maritime English Model Course 3.17 to:

a.   Aid students in developing the essential professional language required by the maritime industry.

b.   Increase student's confidence and effectiveness when communicating in English.

c.   Provide a solid foundation of General English,

The development of these goals is considered in the Maritime English Course Outline, mainly:

a.   Health, safety, and security on-board

b.   Handling emergency situations

c.   Effective communication in on-board situations, ship to shore and ship to ship scenarios.

d.   Communication with shore-side authorities.

e.   Customer service on Cruise and Passenger carrying ships.

f.   Use of English (General English).

A strong focus on the skills of Knowledge-Understanding-Proficiency is within the Maritime English Modules, mainly:

a.   Ship handling

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      b.   Navigation

      c.   Emergencies

      d.   Meteorology

      e.   Cargo work

      f.   On-board operations

      g.   IMO SMCP-s (Standard Marine Communication Phrases)

It is expected that by the end of the Maritime English course the participants will develop the practical skills, including a command on the SMCP-s, so to ensure effective on-board communication in today's global maritime industry, where the workforce is increasingly multinational and multilingual. Under the STCW78 as amended convention, all officers must have a good standard of Maritime English. So, there are five key elements:

- **Health, safety, and security on-board**, to ensure the well-being of all those on the ship
- **Handling emergency situations** often between different nationalities in very challenging circumstances
- **Effective on-board communication** between crew whose only common language is English, so helping teamwork and unity
- **Communication with shore-side authorities** – vessel traffic services, port authorities, cargo, customs, and other personnel
- **Customer service on Cruise and Passenger carrying ships**, maintaining excellent standards of customer service and customer experience.

As an attempt to achieve these, the maritime higher education study programs must be delivered in a way that encourage students to take an active role in creating the learning process, and that their assessment reflects the same approach. In addition to promoting international Erasmus exchange of students, academic staff and research activities such an interchange enables insights into different educational systems and cultures.

Taking into consideration all of the above, to what extent are we able to consider the Erasmus mobility of students and teaching staff in the area of MET institutions, together with the opportunity of studying and teaching Maritime English abroad? On one hand, a few answers might come from the experience some MET institutions have gained in implementing Erasmus mobility actions, in EU and US, in some Baltic countries, or in China, Malaysia, etc. On the other hand, from the point of view of the Erasmus Institutional Coordinator and also as participant in mobility for teaching and training, the analysis shows that there is no uniform quality standards system of the MET institutions. This notable discrepancy of the learning outcomes for various MET institutions was primarily revealed by Pritchard & Borucinsky (2010) [4] as:

- *"A variety of different programs of study at MET institutions (curricula) across the world and subsequently the impracticability of a reliable comparison of the syllabuses for particular subjects /courses;*
- *No uniform system of accreditation of MET institutions of programs of study to account for reliable comparison of the typology of MET systems in the world;*
- *A different typology of MET institutions and MET facilities, especially with reference to two-fold organization of MET, the first making a part of BSc degree-based university education and the second as a part of vocational training".*
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The cases of Erasmus mobility in MET institutions have in common that:

a. they are based on a recognised curriculum outlines;

b. the provided study programmes plans include the ECTS standards for recognition;

c. they also meet *IMO STCW78 as amended* requirements, as the principal criteria of the programme effectiveness.

In addition to complying with the STCW standards, harmonization of MET Institutions study programmes, namely Bachelor and Master degree curricula and syllabi, is the basic

precondition for mobility of students and academic teaching staff. This implies that the Maritime English course for undergraduate's BSc degree will be equally acceptable throughout Europe and beyond. That means the Maritime English syllabi must invariably include uniform topics that make possible the recognition of the number of ECTS awarded.

Today there are considerable differences among various European and non-European MET institutions, which makes the number of ECTS awarded for Maritime English courses difficult to recognise. There is almost no uniformity with respect to the number of Maritime English and English courses, and the number of classes assigned for each course within the (average) three or four year BSc degree study programmes across the world. The same also holds for the respective Maritime English syllabi. For example, in some MET institutions the subject of "*Maritime Communications*" (including IMO SMCP) is held throughout the students 'three-year of study, while in other training establishments this important topic is delivered   by short intensive courses, either within the course of Maritime English or as a "special independent course" (Pritchard & Borucinsky, 2010) [5].

Therefore, the main problems to be solved for the position of the Maritime English course within various European and non-European MET institutions are related to:

a. low degree of harmonization of the syllabi for Maritime English courses within the BSc degree study programmes;
b. different position and the role of Maritime English within the BSc degree study programmes, as there are differences among maritime nations and their MET institutions: - "duration of BSc degree study programmes ranging from 2 to 5 years (predominantly 3-4 years), while some include seagoing service of 6 to 12 months, within a single or two-tier system"
c. low degree of harmonization in the learning outcomes for Maritime English courses.

According to Pritchard & Tominac 2009 [6]: "*The number of terms assigned to English*

varies from 1 to 6 - some MET institutions have different ideas and concepts of Maritime English vs. General English and their interrelation - therefore in some countries only one term/semester is assigned to ME. This leads to a significant difference in the student week load for English; from 1 to 6 class-hours per week - the total hours for ME are distributed differently across individual MET programmes (e.g. 45 contact-hours of 45 mins per term)". Therefore, mobility in teaching ME can be introduced only if this occurs within the BSc degree study programmes in MET institutions (with a minimum of 180 contact hours for ME) and if the outcomes are transferred into comparable ECTS.

Taking into account the above considerations, we should conceive a framework of ME course(s) suitable for implementing the students and teaching staff mobility with respect to ME students (Pritchard, 2011) [7]:

- the course should be assigned a minimum of 16 credits per academic year (4 credits per term; - one term consists of 45 contact-hours of ME within a total of 240 credits for BSc degree study programmes for Nautical Studies and Marine Engineering. In addition to week load, credit transfer and accreditation in terms of ECTS implies considering other parameters (attendance, student's involvement in classroom activities, home assignments, periodic tests, presentations, seminar papers, projects, and final examination). We therefore need to create favourable conditions for setting up mobility in the area of Maritime English, which include:

- equivalent BSc degree study programmes of MET institutions, - equivalent ME curricula within the BSc degree study programmes (number of credits, overall number of contact-hours, distribution of contact-hours into semesters/terms which would enable student and teacher mobility); - equivalent Maritime English course syllabi across the world.

Conclusions and Recommendations

During the Revision of IMO *Model Course 3.17 Maritime English 2015 edition*, the working group has developed the idea of General Maritime English (GME) and Specific Maritime English (SME). By General Maritime English (GME), it is meant that first stage of Maritime English instruction could be *general*. The word *general* here has not the same meaning as in General English (GE), but it refers to the first stage of the "marinated" English. By Specific Maritime English (SME), it is meant that the second stage of the Maritime English instruction could be *specific*. The very tasks of the maritime industry are to be taken directly into the process of the instruction. If it is apparently that General English (GE) still remains as an important part in General Maritime English (GME), its importance is reduced in Specific Maritime English (SME). Similarly, linguistic competence, namely the **K**nowledge-**U**nderstanding-**P**roficiency in the English language, seems to be more essential in General Maritime English (GME), while communicative competence, namely **K**nowledge-**U**nderstanding-**P**roficiency of the specific duties is to be taken priority in Specific Maritime English (SME). The relation between General Maritime English (GME), and Specific Maritime English (SME) is one of gradation and preparation: General Maritime English (GME) leads into Specific Maritime English (SME).

As far as Maritime English is concerned we are especially interested in MET institutions, especially for the average 3-year or 4- year BSc degree study programs for Nautical Studies and Marine Engineering specialization, provided by the marine higher education institutions worldwide. That has an important bearing on the design and teaching of Maritime English courses and their learning outcomes, especially with reference to the ratio between GME and SME. This implies, for example, that a student enrolling in maritime studies will need less instruction in General English (GE), and focus during classes on 'technical' English, (i.e. Maritime English), required for acquiring BSc degrees in Nautical Studies or Marine Engineering, and the respective officer Certificates of Competence (Pritchard 2010) [8].

What is then the more balanced proportion of General English (GE) and Maritime English (ESP/ME) throughout marine students' training, as we must also take into account the negative impact of interference of the non-native speakers of English, their mother tongue and English language? How can we find out an equivalent plan of uniform number of courses, number of contact hours, and assessment and evaluation yardsticks for the Maritime English discipline? Are these the puzzle parts of impossible mission which are generated randomized and might vary continuously from country to country?

This paper aims to highlight the circumstances and conditions encouraging the development of ERASMUS+ mobility as a modern approach to teaching Maritime English. It is also an attempt at starting a peer discussion on the possibility of introducing uniform course syllabi in the process of teaching (Maritime/General) English in MET institutions. Accreditation of Maritime English courses is seen as another means of ensuring mobility. The basic prerequisites for this process are comparable Maritime English curricula and syllabi within the BSc study programmes across the world: by sharing the various approaches to learning Maritime English experienced in different cultural environments, the process of mobility will definitely improve the communicative competence, increase cultural awareness of future ship officers, and lead to higher competitiveness of high quality seafarers on the world manning market. With Erasmus+ programme, opportunities are available to spend time teaching at an education institution abroad. These opportunities are available to both staff working in the education sector and to individuals working outside the sector invited to share their knowledge and experience during My Practice hours of teaching.

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Author's Biography

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International collaboration – needs, opportunities and possibilities in Maritime Education and Training

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Abstract

International collaboration has seen many sectors exponentially progress to levels which would have otherwise not been achieved. At the same time, English has become the ascendant language connecting global enterprises and more so the maritime industry due to its international nature. In this era of globalization and cross cultural communication, a common denominator is required to catalyze international collaboration. English and more so, Maritime English is the global link to international collaboration in the Maritime Industry.

The maritime industry and in particular Maritime Education and Training (MET) faces various hurdles which cut across the international boundaries. Some of these needs may be mitigated through collaboration with shipping companies, other Maritime Education and Training Institutes (METI), Governments, aritime administration, non-governmental organizations among others. Careful identification of needs or challenges will enable METI to focus on the specific areas of intervention, embrace their strengths (opportunities) and explore possibilities for collaboration with other maritime administrations and/ or training institutions to mitigate the needs and if possible share resources.

This paper attempts to identify and discuss issues facing MET and initiatives that could alleviate the needs through international collaboration with examples of collaborative efforts in Kenya.

Keywords: *Development partners, International cooperation, Maritime Education and Training, Technology, maritime clusters, sea service*

Introduction

Kenyan waters in the Indian Ocean cover a surface area of approximately 230,000 square kilometers and a distance of 350 nautical miles offshore, while the navigable inland waterways cover an area of about 10,700 square kilometers. According to the Blue Economy Report [1], the surface area covered by water is estimated at about 122,950 square kilometers. The Kenyan Maritime sector has a great potential that remains untapped and therefore provides a significant opportunity for collaboration, growth and employment to millions of Kenyans. It is a strategic opportunity for international cooperation which may be harnessed for economic growth and development.
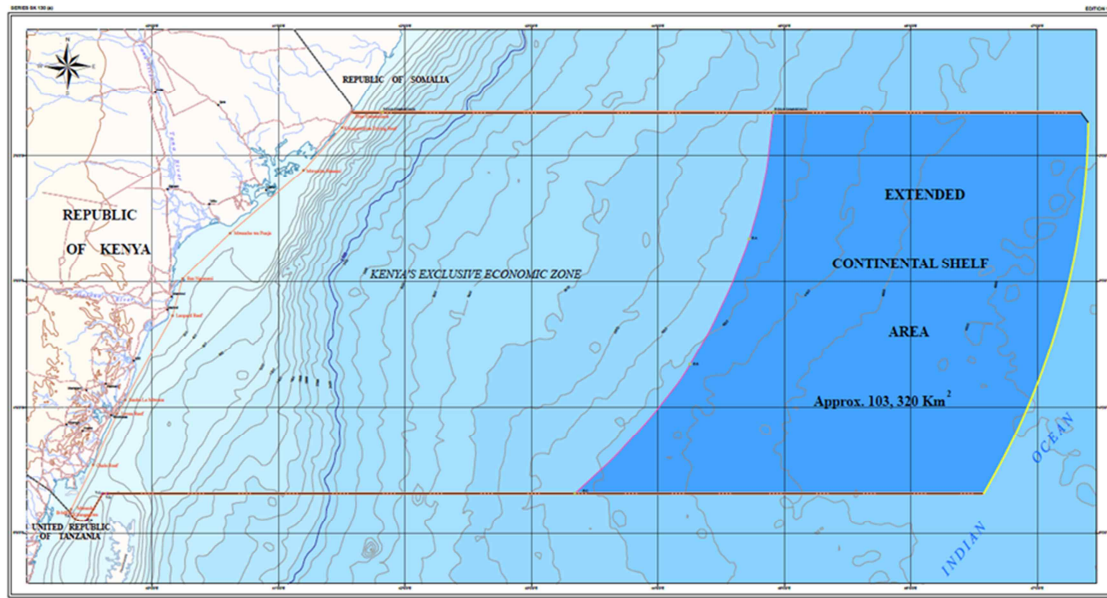
Figure 1: Kenya's Outer Limit of the Continental Shelf beyond 200M
Source: Republic of Kenya, 2009 [13]

Discussion on the specific intervention areas of Collaboration

The concept of collaboration involves understanding the essentials of a problem or opportunity and identifying mutual value motivators for the collaborating partners. Collaboration is often used to solve challenges and seize opportunities. This paper aims at addressing specific intervention areas that cut across the international boundaries which affect Maritime Education and Training either directly or indirectly. It is evident that many challenges in maritime education and training may be mitigated through collaboration and cooperation with shipping companies, other METI, Governments, maritime administration, non-governmental organizations among others.

Accurate identification of problems, needs or challenges may enable METI and maritime administrations to focus on the specific areas of intervention. In so doing, the collaboration partners may embrace their strengths (opportunities) and explore possibilities for collaboration. This may in essence, enable maritime officials and/ or training institutions to

mitigate the needs collectively and possiblyy share resources and find solutions to challenges. Models of specific intervention areas include:

Collaboration and maritime clusters

Many countries have embraced the concept of maritime clusters to develop their maritime industry. In line with [2], the idea of maritime clusters has been applied by both industry and nations. In this regard, Kenya has found it imperative to establish an integrated maritime policy (IMP) within a multi-agency collaboration [1]. The partnership is aimed at pursuing development of maritime-related industries in a sustainable manner. The IMP seeks to provide a more coherent approach to maritime issues, with increased coordination and collaboration between different policy stakeholders including maritime education and training, with the ultimate goal of developing the blue economy and blue employment.

A similar model christened the Dutch Maritime Cluster has been applied in the Netherlands where it was found to have increased direct employment by 8100 persons. The components of the Dutch maritime cluster encompassed of ports, offshore, maritime suppliers, ship building, ship operating, dredging, maritime services, knowledge institutes, inland shipping, Royal Navy, water sports/yacht building and fisheries. The cluster further reduced deficiency of highly qualified technical employees although a relatively large proportion comprised of elderly employees [3]. This gap could be reduced through enhanced collaboration with METI to attract young professionals to understudy the older highly qualified professionals to ensure efficient and effective knowledge transfer in the maritime industry.

Further in the horizon, Singapore Maritime research and development cluster involves maritime innovation programs bringing together the Island's universities, shipping yards and classification societies among other partners. This collaboration

holds a comprehensive portfolio ranging from green port, maritime transport logistics, innovation, leadership and data analytics. This partnership is likely to explode development of the maritime innovation and research in Singapore and possibly international partners, for instance, as collaboration of educational institutions and the industry are working together hence preparing the right skills for the industry [4].

On the same breadth, Kenya continues to embrace collaborative initiatives with its key stakeholders both local and international, in the implementation of the vision 2030 which is the country's blue print in the implementation of the country's strategy [1]. In this regard, various issues discussed in this paper may gain from collaboration both locally and internationally.

Collaboration with Maritime education and training institutions (METI)

Maritime education and training institutions have, over time continued to recognize the impact of globalization in the shipping industry. Customers of the METI are the various stakeholders including ship-owners, shipbuilders, operators, agents, maritime administrations, non-Governmental entities with maritime related functions among others. For METI to remain relevant and sustain their existence, there is need to meet customer needs. According to Furstenberg [5], it is imperative, therefore that METI take the necessary measures to embrace technology and innovation in tandem with the dynamic maritime environment and the industry as the sector evolves.

Collaboration and cooperation between METI in developed countries, developing countries and the industry has enabled a cross section of METIs to gain recognition and appreciation of high-quality standards in maritime education and training. For example, a collaboration between the Regional Maritime University (RMU) [6], Ghana and Sea World Limited (Germany) to run oil and gas training programs at the university.

The RMU has gained international recognition from collaboration with foreign entities. The University has continued to diversify and is scheduled to introduce programs in ship building and naval architecture.

Acquisition and retaining appropriately qualified lecturers

Development of expertise in maritime education and training (MET) is very crucial as MET is competency based training. The requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) Code as amended emphasizes on underpinning knowledge, understanding and proficiency (KUP).   It is for the same reason that the IMO lays emphasis Regulation I/6 of the STCW Convention, 1978 as amended [7], that "those responsible for the training and assessment of competence of seafarers, as required under the Convention, are appropriately qualified in accordance with the provisions of section A-I/6 of the STCW Code for the type and level of training or assessment involved.

Maritime Education and training is capital intensive and therefore many countries face difficulties in meeting the required standards of training as stipulated by the Standards of Training, Certification and Watchkeeping (STCW), 1978 as amended [7]. It is not only expensive to acquire qualified lecturers for thematic areas in maritime education and training but retaining them in METI's is even more challenging.

Furthermore, training of appropriately qualified lecturers comprises both technical and pedagogical training.   Qualified officers who have extensive sea careers often find employment ashore less rewarding than the sea based employment. The Maritime Development Centre of Denmark [8] attests that for this reason, teaching careers for active seafarers seems unattractive in most countries. This is therefore a potential area for international collaboration that should be pursued.

Collaboration in ensuring Quality Standards in MET

With the revision of the STCW, 1978 as amended, the IMO aims at enhancing the standards of education and training for officers and ratings and meet the existing and future maritime labor requirements. The amendments to the standards of education and certification call for enhanced international cooperation and collaboration in research and development, information sharing and recognition of certificates among other areas of collaboration [7].

Furthermore, potential sources of competent seafarers largely face the challenge of shipboard training for the cadets expected to graduate from various maritime institutions. Resolution 13 of the STCW Convention 1978 as amended "urges ship-owners, ship managers and shipping companies to provide adequate accommodation for trainees on board their ships…" In this regard therefore, collaboration in MET should have a holistic approach to achieve the KUPs under the STCW Code. Collaboration should be spread to other facets including maritime English, leadership, teamwork and cultural integration among others.

Teaching and assessment facilities

As said by Kongsberg [9], developing teaching facilities for practical training in MET as required by Regulation I/12 of the STCW Convention and Code requires a significant investment. Many maritime education and training institutions have grappled with the challenge of acquiring the teaching facilities required. Besides, simulators, maritime education and training institutions need appropriate training facilities including classrooms, laboratories and workshops all whose costs are above the reach of many training institutions [10]. Collaboration may substantially alleviate this challenge through sharing of resources such as simulators or procurement of simulators through subsidies and grants.

Sea service for cadets

It is imperative that seafarers attain the required sea service, besides achieving academic qualifications and simulator training.   Seafaring is a practical profession and therefore, cadets who successfully undertake their sea service, experience an actual working environment in addition to the realism provided by simulators.   A realistic sea environment enables the learners to apply skills learned ashore pragmatically as risks of making mistakes could lead to fatal accidents onboard ship.   It has become commonplace, that cadets do not easily find slots onboard ships as ship-owners are hard-pressed to make an economic gain from every available space onboard ship. Therefore, recruitment of cadets, who ideally are trainees' onboard ships is not an attractive venture for ship-owners.   This challenge has continued to cause considerable discouragement to many cadets who have completed their academic requirements and are eligible for sea service to qualify for their certificates of competence.

Maritime Administrations have sometimes intervened on behalf of cadets although it is not an easy fit.   Ship-owners require incentives to offer cadet berths on board their ships.   The only hitch is when the maritime administration does not have bargaining power or attractive incentives, for example, tax rebates or priority berths at the port among others.   This state of facts may result in a knowledge gap where cadets who get weary of waiting for cadet slots onboard ships for the required sea time choose a different career path out of frustration.   Collaboration between countries that have large fleets and those who have smaller fleets may ease the challenge and in the long run achieve a balance and hence bridge the gap currently being experienced.

Collaboration in Sustainable shipping

It is evident that the requirements of the maritime industry have significantly increased to support the rapidly growing world economy. The growing numbers of ships

transiting through waterways and maritime corridors, triggered an initiative by the European Union and the IMO to roll out a project targeting mainly the least developed countries and small island developing states, to implement energy-efficiency measures, through technical assistance, capacity building and promoting technical cooperation.

To this end, the IMO invited bids for collaborative initiatives in five regions to host Maritime Technology Cooperation Centre (MTTC), to enhance energy efficient operations of ships. Kenya was selected to host the regional MTTC at the Jomo Kenyatta University of Agriculture and Technology [11]. This project calls for international, regional and national collaboration. African countries have embraced a collaborative initiative to ensure that the project achieves its objectives. On the local front, various stakeholders continue to make collaborative efforts to develop and implement strategies to sustain the impact of MTCC outcomes and activities beyond the project timelines.

Opportunities and possibilities of collaboration in MET

Collaboration with the Industry

Maritime education seeks to provide answers to the labor questions the shipping industry seeks. In contrast, it is often times found that trainers are inclined to teach students what they are supposed to know, which may differ from the industry demands regarding content, quality and quantity.

Industry partners are the primary customer of the maritime education and training institutions [12]. It is therefore imperative that the METIs and industry collaborate to ensure that there is a healthy ecosystem interrelating between maritime training institutions and shipping companies. The shipping industry is continually innovating, expanding and adapting to the global business trends. Maritime training institutions

conversely, may not be directly impacted by such experiences and therefore stand the risk of delinking to industry trends in the delivery of training.   Failure to adapt to changing economic environment may result in METIs developing graduates who may not match the maritime industry demands.   It is therefore imperative that METIs collaborate with the industry to appropriately answer the industry quality labor question.

Development partners

On the same breadth, various initiatives have been taken for collaboration in MET. For instance, Kenya's maritime education and training has collaborated with development partners including Denmark, Japan, and the Republic of Korea among others. To secure cadet berths onboard ships, a collaborative initiative between the Republic of Korea and the Republic of Kenya has seen more than 10 Marine Engineering cadets obtain the required cadet sea service.   The cadets are currently preparing for their assessment of competence. Similarly, collaborative intentions have been expressed for the establishment of the Kenya Advanced Institute of Science and Technology (KAIST) through the Korean Economic Development Cooperation Fund (EDCF).   However, further collaboration is still required to develop the budding maritime education sector and explore the opportunities in the blue economy.

Likewise, collaboration has seen procurement of high-quality training equipment, for example, acquisition of AIDA IV training ship at the Arab Academy of Science and Technology (AAST) through cooperation with Japan International Cooperation Agency (JICA).

It is noteworthy that the English language is the primary language of instruction in the Kenyan education system.   Most Kenyans at all levels can comfortably communicate in English.   This is an opportunity which, if explored and coupled with

the requisite technical skills may propel the Kenyan maritime labor force to the international labor market since they can easily integrate Maritime English in their already attained English speaking skills. Exploration of international funding schemes in development of Maritime English may be welcome, both in the Kenyan METI and for Kenyan maritime professionals with Maritime English Competency to collaborate with non-English speaking METI to enhance capacity in Maritime English proficiency globally.

In addition, Technical and Vocational Training in Kenya is conducted in English and more specifically Maritime Education and Training. In this regard, collaboration with non-English speaking METIs using e-learning resource to deliver maritime studies may be considered. This option may provide an opportunity to students from collaborating institutions with immense benefits of two-way knowledge transfer. On one hand, non-English speaking students may gain from practical English speaking sessions while the English speaking students may learn cultural and/or technical aspects that may be difficult to attain in their typical learning environment.

Hybrid working and training

Hybrid working which has been applied in maritime clusters may be implemented in maritime education and training. Industry professionals may couple training in vocational training institutions linked to the maritime cluster. The concept of hybrid working and training may lay the foundations for a long term cooperation and collaboration between the METI and industry. This framework may provide an opportunity for employees of the maritime cluster with additional pedagogical skills and career progression perspectives and tools for labour mobility and on the other hand, provide educational training institutes with the most recent industry knowledge and Maritime English competency for non-English speaking learners.

Sustainable Shipping

Some of the current issues in the maritime industry include sustainable shipping, energy efficiency, new technology and innovation, maritime security, marine traffic management, development of maritime infrastructure, all of which are related to maritime education and training. Development of the maritime infrastructure to achieve the above mentioned requires collaborative initiatives in the maritime cluster. IMO is keen to uphold global standards and provide the legal and institutional framework essential for a green and sustainable international maritime transportation system. This is supported by the recent initiatives of establishing MTTCs in five regions to enhance energy management onboard ships to improve reduction of greenhouse gas emissions. This initiative was born out of a collaboration between the IMO and the European Union [10]. The implementation requires further cooperation between maritime stakeholders including environment experts, engineers, the shipping industry and maritime training institutes which generally in provide an ecosystem within which the MTTCs operate. Expertise in Maritime English should be considered as there is need to communicate with multinational crew during data collection onboard ships for the project.

Networking

Networking may be applied as a method of knowledge transfer as well as a means of collaboration and sharing resources. For example, general maritime English may be learned through networking within an international maritime ecosystem. Instructors could create learning scenarios and activities by creating linguistic and cognitive queries for students who may communicate online during instruction. This method of instructional collaboration may perform a dual role where there may be international exchange for teachers and learners. On the local front, students may utilize standard learning resources that are lacking in their own institution. This may be achieved through mutual agreements between institutions, both domestic and international.

Recognition of certificates

As the maritime labor market expands and becomes open to foreign seafarers, it is imperative that collaborative measures be embraced to ensure appropriately qualified seafarers work onboard the international fleet. According to the European Maritime Safety Agency (EMSA), a large number of foreign seafarers (holding certificates issued outside the European Union) work on board European Union (EU) flagged vessels. As more and more foreign seafarers are employed in the European Union, EMSA takes precaution to ensure that every seafarer operating in the European Union meets the minimum standards laid down by the Standards of Training, Certification and Watchkeeping (STCW) 1978 as amended. This is achieved by carrying out audits and inspections of METI and maritime administrations involved in implementing the STCW Convention [10] as outlined under Regulation I/10 of the STCW, 1978 as amended. These collaborative efforts are directed towards ensuring that appropriately qualified seafarers can work in the international labor market.

On the same note, Kenya's maritime education and training as a potential source of maritime labor has particular strengths and opportunities which, if harnessed may provide stable nodes of cooperation with traditional maritime nations with large fleets. Collaboration is expected to improve the common goal of the IMO "safer seas and cleaner oceans" through the provision of a competent maritime labour force. Kenya has continued to implement and uphold the standards of training, certification and Watchkeeping as confirmed by the Maritime Safety Committee of the International Maritime Organization [11] that Kenya has put the STCW 1978 as amended into full and complete effect including the Manila amendments.

Technology

As ships become more and more automated, moving from mechanical systems to mechatronic and on the horizon fully electronic. The future represents possible digitation of entire ships and advent of smart ships.   The industry seems ready to embrace collaboration

in MET noting, for instance, Kongsberg launched "Kognifai" an open and collaborative platform to optimize data access and analysis for their stakeholders [8].

All participants in the maritime environment should embrace opportunities offered in knowledge sharing and collaboration with the relevant members of the marine ecosystems to enrich knowledge management and respond to the global technology demands.   Teaching and learning in MET should have an open minded view, embracing ICT in teaching, learning and assessment and on the whole embrace e-learning systems.   Learners of MET should be socialized in appreciating technology and efficient communication in a language which the modern systems can easily integrate.   This will enable the students to internalize the underpinning knowledge and understanding and at the same time prepare for the evolving working environment onboard ships.

Conclusion

On the whole, one of the key obstacles to collaboration is a conservative mind-set associated with some educators, administrators as well as inadequate support from the regulatory and administrative framework in developing countries.   Collaboration should be allowed to flow unabated in support for growth and development of the maritime sector and in particular maritime education and in particular Maritime English.   In this way, the IMO and the maritime community may achieve the desired safety and security standards of shipping and the prevention of marine pollution by ships.   Kenya is a great potential for development of Maritime English with the advantage of general English Language. Cooperation and funding in Maritime English projects may develop competencies which may be shared with non-English speaking countries and in essence promote safer seas and cleaner oceans.

At the same time, maritime clusters have been utilized globally by many maritime nations in developing maritime sectors. This paper has identified some strong maritime nations

including countries in the European Union and Singapore among other nations as having established maritime clusters from which developing countries are learning. Similar collaborations may be applied in Maritime English to enhance communication among and between the maritime stakeholders through, for example, Memorandum of Understanding, multilateral or bilateral agreements.

Furthermore, METI plays a fundamental role in developing skills and knowledge bank for the industry. As technology continues to evolve, and both shipping companies and METI have no alternative but to embrace the technology as it comes. It is therefore inevitable to establish long standing collaborative initiatives, share knowledge and innovations to save on resources and develop high-quality human capital befitting the maritime industry needs. Collaboration in METI has not only been seen as a means of exchanging resources but for furtherance and development of cross-cultural understanding. Additional benefits including economic interdependence, provision of improved educational programs for students in developing countries but undeniably also to students in some developed countries.

Finally, Collaboration produces a centripetal force for all the players making it easier for each to achieve the common goal and in this case, safer seas and cleaner oceans.

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Teaching Speaking in Marine Engineering Class by Giving Corrective Feedback in TVIII-B Class of PIP Semarang; A Descriptive Analysis

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Abstract

One of the important issues in Second Language Acquisition is the use of Corrective Feedback in teaching and learning process. The research question of the study is whether the Corrective Feedback influences teaching speaking in TVIII-B Marine Engineering Class of PIP Semarang to develop the students' awareness of their own grammar and pronunciation errors in Maritime English Speaking Class of PIP Semarang.

This research focused on speaking class especially grammatical and pronunciation error. This paper consists of five parts, i.e.; (1) Introduction, (2) The study of Corrective Feedback, (3) The participants, method data collection, technique of data analysis, (4) research finding and Interpretation, and (5) Conclusion. Data was taken from students of TVIII-B class, which have done their Sea Project both ongoing vessel and local vessel. Some of them used to work with multilingual crew and international language experience, when others were not. The Class is one class of Marine Engineering class of eight semester of PIP Semarang for 2 weeks. It was treated by Corrective Feedback, after that data was discussed qualitatively. The findings show that in speaking class cases, Corrective Feedback went significant and effective to correct students' grammatical and pronunciation errors. There have been some faults in pronouncing words; it is because of their differences background of Sea Experiences and some Indonesian pronunciation effects.

Having awareness of achieving the communicative competence, finally, this research suggests that Indonesian Students of Marine Engineering Class should learn English accurately not only fluently.

Keywords: *Corrective Feedback, Grammatical and Pronunciation Errors, Maritime English, Pronunciation, Speaking Class.*

Introduction

Achievement of Maritime English proficiency as English for Specific Purposes is actually needed for seafarers to communicate both internship and intra ship communication. As the new knowledge for language learner, the three language system should be learnt; Grammar, Vocabulary, and Pronunciation. Meanwhile speaking as one of English skill is also the most important thing to increase in order to achieve good communication as one of the function of language.

Every teacher wants to get better, to be a communicative teacher and also having communicative competence, as Magilow says "to facilitate successful language learning, teachers must perform a complicated balancing act of two necessary but seemingly contradictory roles. They must establish positive affect among students yet also engage in the interactive confrontational activity of error correction."

The studies on the roles of feedback in teaching and the functions of uptakes in learning have been quite vigorous, and the interest in the role of Corrective Feedback in Second Language Acquisition (SLA) in the last decade has been growing. Studies on oral feedback as the communicative approach started to arise in the early of 1970s. Most of them were conducted in the settings of European languages.

Teachers can use information as a tool to motivate students and help them improve their learning process in the classroom. Students will feel more motivated by doing things they

like and prefer. It will affect the learning environment by either supporting or inhibiting their intentional cognition and active engagement. EFL and ESL students may have different opinions and preferences towards how to have their errors corrected in the language classroom,

Corrective Feedback is an important topic in education program, because of the growing evidence that can enhance the written or oral linguistic accuracy. According to Rod Ellis (2009), there are six types of Corrective Feedback, (1) Recast; the corrector in cooperates the content words of the immediately preceding incorrect utterance and changes and correct the utterance in some ways. (2) Repetition; the corrector repeat the learner utterance highlighting the error by means of emphatic stress. (3) Clarification Request; the corrector indicates that he or she has not understood what the learner said. (4) Explicit Correction; the corrector indicates the error has been committed, identifies the error and provide the correction. (5) Elicitation; the corrector repeat part of the learner utterance but not the erroneous part uses rising intonation to signal the learner should completed. (6) Paralinguistic Signal; the corrector uses a gesture or facial expression to indicate that the learner has made an error. The research question of the study is whether the Corrective Feedback influences teaching speaking in TVIII-B Marine Engineering Class of PIP Semarang to develop the students' awareness of their own grammar and pronunciation errors in Maritime English Speaking Class of PIP Semarang.

Methodology

Indonesian students preferred the teacher to give feedback as they considered this to be more "accurate", "valid", and "trustworthy" (Zacharias, 2007). To perform this study we observed twelve students of Eighth semester of Marine Engineering Class B of PIP Semarang. They have almost same ability in English. There were ten groups of conversation in pairs as samples. The Corrective feedback data was taken by the conversation in pairs (recorded) , noted and by giving Questionnaires to get the students' point of view. We tried to identify what types of Corrective Feedback the lecturer used in speaking activities. We could not

assume that the lecturer actually prefer Recast and therefore tried to identify all types of Corrective Feedback.

The class we observed consists of 26 students which consists of 14 students did their sea project in Indonesia, and 12 students are on-going vessels, which spoken in multilingual crew, likes, Dutch, Korean, English, Japan, China and also Russian. Some of them have ever joined the Speaking English course. We also interviewed the lecturer and asked them what types of Corrective Feedback method they preferred to use in speaking activity and why they considered it the best one. We also asked them about student uptake (if the students respond to the lecturer's feedback with the correct form) in the classes and about the advantages and consequences of using the feedback method the lecturer prefers.

Findings and Discussions

The sample was data from Marine Engineering Class in the eighth semester of PIP Semarang in the academic of year 2016/2017. The sample was taken from 20 students of 26 students randomly. There were 11 students had International language experience while they were working on-going vessel, worked or spoke with non-Indonesian crew, and 9 students had local language experience while they were working on Local Vessel, spoke in Indonesian during their Sea Project. It means that 55 % students had International language experience, and 45% were not. The data presented in conversation in pairs, and the topics i.e.; Review and Sounding, Engine Room Watch keeping, Maintenance Procedure and Safety, Safe Maintenance and Repair Procedure, Bunkering Planning and Procedure, and Store and Spare part. They can only present one topic for each presentation.

Diagram I

Data Sample
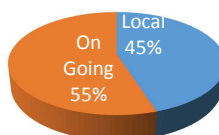
We only interviewed one female lecturer, because the class is taught with only one lecturer as Corrector. The reason for choosing to use both observations and instructor interview in our study was to get a more reliable view of how Corrective Feedback was used during speaking activities. The use of Corrective Feedback could vary depending on the different ability of students.

Observation

The result of the observation carried out in the class and some of feedback provided during the different activities. Here we presented the types of feedback we identified during the lesson with the class and some of feedback providing the different activities in the speaking class.

The skill we observed was grammar and pronunciation. The activities during the lesson consisted of two activities, a conversation in pairs of personal information data, the Grammar focus were on Present simple, preposition, articles, and possessives. The lecturer supervised the students' grammar and pronunciation errors.

The second activity, lecturer was checking their script of their conversation. The Corrective Feedback consisted mostly of Recast, but some Clarification Request and Explicit Correction feedback also occurred. The Recasts were used to correct grammatical errors such as subject/verb agreement and clarification requests were used to correct vocabulary or to help the students find words that they were unsure of. Lecturer introduced the clarification requests by simply asking the students to explain the word they were looking for and the

other students listened in order to figure out the right word. The Explicit Correction feedback was mostly used to correct pronunciation.

Questionnaires

The questionnaires include questions related to influence of Corrective Feedback and some suggestions from students. Some of students who worked in on-going vessel realize that their pronunciation were influenced by their international language experiences, like from Korean: /helpe/ for help,/student/ for students, /skrudraivee/ for Screwdriver, /kul'e/ for cool, /bek'e/ for back. Their suggestion is better Corrective Feedback given at the end of their conversation.

Interview

From the interview conducted to the lecturer, it was found that there were some types of Corrective Feedback that she used. It is aimed at helping them to correct their grammar and pronunciation. She thought that the most important thing to think about when giving feedback to the students was not inhibit them. The students' confidence to speak fluently using good grammar and pronunciation was very important for the lecturer. She also thought that she should be careful in choosing what to correct because she could not correct every utterance without damaging the students' confidence. Corrective Feedback provided learners with explicit and implicit guidance about how to correct errors.

There were some types of Corrective Feedback that the teacher used during the speaking activity. Among them, she used more frequently recasts and explicit feedback in giving correction to the errors than the other types, because they were the best way of correcting the students' speech both grammar and pronunciation. Lecturer preferred to use Recast because it was discreet and did not clearly point out that an error had been made. Meanwhile, the explicit feedback was chosen for the reason that it was clear correction which was the error, so the students would follow what lecturer said. Lecturer chosen to use recast and chosen carefully what lecturer wanted to correct because lecturer found it was impossible to correct

every error without ruining the students' confidence. Specially in Pronunciation, there often be found wrong pronunciation, like; /'ekyus/for Excuse, /briːj/ for Bridge, /'ɔfis/ for Office, /gʌ'liːy/ for Galley, /'kʌbin/ for Cabin, /sʌ'pleɪ/ for Supply, /i'dentiti/ for Identity, /tərt/ for Third, /ʌsisten/ for Assistant, /enjiːnər/ for Engineer, /'uniːfɔmfor Uniform, /si'firər/ for Seafarer, /'kʌpten/ for Captain, /'kʌdet/ for Cadets, /sɪf/ for Chief,/siː'men/for Seamen, Lecturer concentrated on grammar and pronunciation during speaking activity and corrects those errors and nothing else.

The study of Corrective Feedback was conducted by some researchers. Direct Corrective Feedback could be effective in prompting acquisition of specific grammatical features and pronunciation. The study resulted where the use of Corrective Feedback in different contexts were investigated, it shows that feedback was most frequently provided in the explicit and implicit in speaking class, especially direct Corrective Feedback or oral communicative feedback. During the speaking lesson, some of the students made error both in grammar and pronunciation.

From the data that we had by observation, interview, and questionnaires, we can analyze that the types Corrective Feedback used by lecturer as Corrector in speaking class during speaking activity of T VIII B Class of PIP Semarang, i.e.:

Table 2 - Recapitulation Data of Corrective Feedback Type

Group of Students in pairs	Recast	Repetition	Clarification request	Explicit Correction	Elicitation	Paralinguistic Signal	Total
1		1		1		1	3
2			1				1
3	1		1	1			3
4		1					1
5	1				1		2
6			1				1
7					1		1

8	1	1				2
9		1				1
10	1					1
	3	3	5	2	2	1	16

As shown in the recapitulation data above, 16 data got from the observation, there are 3 data from Recast, 3 data from Repetition, 5 data from Clarification Request, 2 data from Explicit Correction, 2 data from Elicitation, and 1 data from Paralinguistic Signal. The data was taken from The Corrector (C) usually is the teacher, and Student 1 (S1) , Student 2 (S2) who trained. We can see the corrective Feedback based on its type in the description below;

Recast

The corrector incorporates the content words of the immediately preceding, incorrect utterance, changes and correct the utterances in some ways (e.g. phonological, syntactic, morphological, or lexical) Recast can be defined as the teacher's reformulation of all or part of a student utterance minus the error. Thus, there is no clear indication (as the case in explicit correction) than an error has occurred. By means of recast, lecturer repeats the utterance with changes. In the speaking class of PIP Semarang, lecturer mostly used recast as Corrective Feedback. There were found 15 data of Corrective Feedback. Below are the examples of recast based on the observation, some were pronunciation errors, and some were Grammar errors:

S : "I work **in** Jasindo crewing company"

C : "I Work **at** Jasindo crewing company or **in**?"

S : "I Work **at** Jasindo crewing company, and you"

The recast was also given by the teacher for grammar and pronunciation error, the student said**"/sɪfenjiːnər/",** then lecturer recast the correct pronunciation **/tʃifɛndʒɪˈnɪə/**

S : " and Engine department have a leader, he name is Chief Officer and in Engine dept. is Chief Engineer **/sɪfenjiːnər/**

C : "Chief Engineer**"/tʃifɛndʒɪˈnɪə/**

Here was the other pronunciation error for the word Cadet. The student said /'k ∧det/, as soon the lecturer re speak **/kədɛt/.**

S   : "I'm the new cadet**/'k∧det/**in here."

C   : "Cadet **/kədɛt/"**

While talking about Review and sounding, it was shown;

S1   : "Cadet, please make a sounding gas oil port side, and starboard side tank, dirty oil tank, overflow tank, and Heavy Fuel Oil portside tank."

S2   : "Ok chief, I will carried your order."

C   : "Heavy?" /'hev.i/

Recasts were the more effective because they provide learners to both negative and positive evidence. They point out that unless learners receive positive evidence it will be impossible for them to acquire "new" linguistic form.

Repetition

The corrector repeats the learner utterance highlighting the error by means of emphatic stress, as shown in the dialogue below:

S : "Because Tank is in full condition. Alarm will coming and discharge."

C: "Will coming and Discharge?"

Also in the other dialogue;

S1: "The Piston has stop working."

S2: "Should repair it now?"

C : "Should repair it now?"

Again in the dialogue in the topic store and spare parts, like;

S : "What about /mene/ paint?"

C: "/Mene/ paint?"

Clarification Request

The corrector indicates that he/she has not understood what the learner said. Clarification request is a third possibility for lecturer to have students' error corrected to indicate to them either their utterance is ill-formed or that their utterance has been misunderstood by lecturer. Teaching speaking, the teacher uses clarification request as Corrective Feedback. There were found 3 data of Clarification Request, below is the sample of clarification request Corrective Feedback done by lecturer, here are the examples:

S   : "It was on the Fifth deck"

C   : "**fifth** /fɪfθ/ or **five** /fʌɪf/"

S   : "**five** /fʌɪf/**"**

C : "**fifth** /fɪfθ/(5th)"

The students said twenty five, it should be twenty fifth, and then the lecturer asked whether /fɪfθ/ or /fʌɪf/, and then the students chose the right answer. After that the lecturer used recast by drilling twenty fifth.

And the following dialogue:

    S : " ..and Captain have crew in Deck Department"

    C : "Captain have crew in Deck Department?"

    S : (Silence)

    C : "Captain **has** crew on deck department?"

Also for the following dialogue safe maintenance and repair procedure;

 S : "I am finished."

 C : "What?"

 S : "I need you to accompany me to do the maintain."

 C : "The maintain?"

Meanwhile talking about Review and sounding, it was shown;

S1: "Cadet, please make a sounding gas oil port side, and starboard side tank, dirty oil tank, overflow tank, and Heavy Fuel Oil (HFO) portside tank."

S2: "Ok Chief, I will carried your order."

C : "Heavy? Carried?"

Meanwhile,

S1: "Okay, Now you follow me checking all around in engine room."

S2: "Yes Sir, I am follow you and that third engineer teaching checking all around."

C : "Teaching or teach?"

In this activity, clarification requests were not used to correct pronunciation and the tenses problems because grammatical errors were not corrected at all. Clarification request was used for asking the purpose or meaning of the utterances. Although from the samples above consist of grammar and pronunciation error, but lecturer used clarification request to ask the meaning of the utterance because lecturer felt confuse or did not understand it.

Explicit Correction

The corrector indicates the error has been committed, identifies the error and provides explicit correction falling at the explicit extreme on the continuum of Corrective Feedback refers to the explicit provision of the correct form. As the lecturer provides the correct form, lecturer clearly indicates that what the student had said was incorrect. There were only found 8 data of the Corrective Feedback. Below the sample of explicit Corrective Feedback, Dialogue shown pronunciation error for the word Galley. The student said **/gʌ'li:y/,** and without said wrong replied with

S1   : "Galley is place that you can take food there."

S   : "What's Galley**/gʌ'li:y**/?"

C   : "Galley /**gæli/**

S   : "Galley /**gæli/**is place that you can take food there."

It was the student had said was incorrect. Lecturer did not give opportunity to the student to do self-correct because lecturer provided the correct form. This type of Corrective Feedback is appropriate for the student who has low ability about English or for the student who really does not know what the correct form is. Lecturer knew that the student made error in pronunciation. The student said with incorrect pronunciation and lecturer provided the correct pronunciation. But the student got difficult to improve the pronunciation. It is because of new vocabularies and some Indonesian words , although the student repeated more than one times, the student was not able to loose Indonesian words like **/'k∧pten/,/'k∧det/.**

Sometimes Corrector used combination between recast and explicit, but it was rarely occurs during speaking activity. During speaking activity only twice lecturer gave Corrective Feedback by combining recast and prompt. Lecturer chose Corrective Feedback carefully appropriate with the students' ability in English. Below the sample combine recast and explicit correction student did not realize that she had made error. Then lecturer gave Corrective Feedback using prompt by repeating what the student said. Lecturer pressed the incorrect word using high intonation. Lecturer meant showing incorrect word to the student in order the student could does self-correct, but the student did not understand what the lecturer's purpose. So, the student did not give respond. Lecturer understood that the student did not have enough ability or knowledge about English.

Elicitation

The corrector repeats part of the learner utterance but not the erroneous part and. uses rising intonation to signal the learner should complete it. The data shown that;

 L:"What kind of Machine that you will maintenance?"

 T: "What kind of Machine that you will….?"

Also;

 L: "Now…looks around…in Engine room to checking the machinery?"

 T: "Looks around in Engine room to…?"

Paralinguistic Signal

The corrector uses a gesture or facial expression to indicate that the learner has made an error, from the data taken;

L: "Yesterday I check the engine."

T: (gestures with right forefinger over left shoulder to indicate past)

Conclusions

This paper provided an overview of the use of Corrective Feedback in speaking class. Corrective Feedback as one of the major issues in the domain of error correction, elucidated different types of Corrective Feedback, reviewed and recapitulated the theoretical and experimental surveys on this area of language teaching in order to illuminate the significant role it has in triggering learners to notice the gap that exist between their non-target like speech and the target forms.

Diagram. 1 - Corrective Feedback Steps
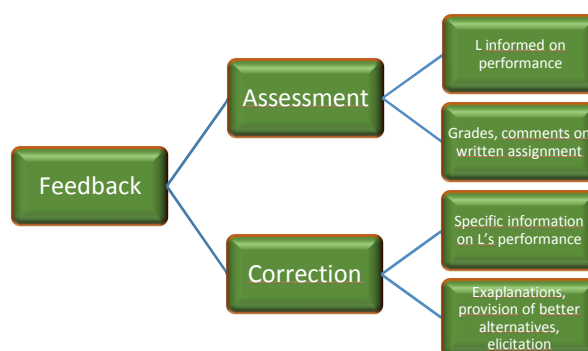
The diagram shows that all the steps had been done in the research and the overall discussions shows that direct Corrective Feedback gives strong effect in speaking class of Marine Engineering Class of PIP Semarang Central-Java. Corrective Feedback influences teaching speaking in TVIII-B Marine Engineering Class of PIP Semarang to develop the students' awareness of their own grammar and pronunciation errors in Maritime English Speaking Class of PIP Semarang. The student reaches a set of goal in increasing their

mastery level in grammar and tenses, but unfortunately they seem have problems in pronouncing some words influenced by their mother tongue and their International language experience speaking.

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VHF English Communication Training for Korean VTSOs Based on IALA Model Course and Its Application

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ABSTRACT

This paper aims to suggest a structurally enhanced language training curriculum for Korean VTSOs by reviewing a series of IALA model courses currently adopted in VTS education and training in Korean contexts: V-103/1 on VTS Operator Training, V-103/2 on VTS Supervisor Training, and V-103/3 on VTS On-the-Job Training (OJT). These courses will be analyzed and discussed, focusing on the language and communication sections, and suggestions for improving the target sections will be made. After reviewing all the model courses, conclusions will be drawn: the reconsideration of the language proficiency requirement, the reorganization of the language teaching elements in a consistent and linear manner from V-103/1 to V-103/3, the reallocation of language training hours in consideration of importance, and the degree of difficulty and the suitability of the training method of the teaching elements.

Key words: *VTS language training, clear language delivery techniques, plain language, cross-cultural VTS communication*

Introduction

After the *Sewol* ferry disaster in 2014, the Korean government has established the Ministry of Public Safety and Security with the aim of enhancing maritime safety and increasing efficiency in controlling marine safety systems by merging Korean coast guard and vessel traffic service (VTS) centers. With their increased importance, VTS services have been continuously enhanced by expanding their coverage and by employing more VTS operators as part of the national safety and security master plan (Ministry of Public Safety and Security, 2015). In this sense, a well-structured education and training program for VTS operator candidates has been highlighted to hire qualified VTS personnel. Currently, all training courses offered to Korean VTSOs fully comply with International Association of Lighthouse Authorities (IALA) model courses, or the V-103 series (e.g., VTS Operator Training, VTS Supervisor Training, and VTS On-the-Job Training). Considering that the language used in VTS services is English and Koreans do not speak the language as a mother tongue but rather as a foreign language, a more holistic and systematic approach needs to be made in the area of VTS communication (Ministry of Land, Transport, and Maritime Affairs, 2010). In this paper, therefore, with the aim of structuring a more enhanced language training curriculum for Korean VTSOs, the current IALA guideline for language training will be closely reviewed and analyzed. Then, several suggestions will be given and considered to upgrade future model courses.

IALA Model Course V-103

IALA model courses are designed to provide a detailed guideline on the training of VTS operators and VTS supervisors with national members and/or responsible authorities. The VTS training institute offering IALA-accredited courses can utilize the guidelines in organizing, enhancing, and updating their courses. By covering relevant knowledge and practical competencies required for the job, a VTS trainee can obtain a course certificate, which is part of the qualifications for becoming a VTSO. The IALA model course is composed of five sub-courses: VTS Operator Training, VTS Supervisor Training, VTS

On-the-Job Training, VTS On-the-Job Instructor Training, and Revalidation Process for VTS Qualification and Certification. Each course has different modules/subjects based on the knowledge and skills required. A close observation of the courses allows us to draw a general overview of the VTS language training, or what should be taught, how should it be organized, and how much time it requires.

IALA Model Course V103/1 on VTS Operator Training

This entry-level model course (IALA V-103/1, 2009) targets candidates for VTSO. Out of eight modules, the *language* section takes the biggest chunk of the training, requiring 91 hours for presentation/lectures and 75 hours for exercises/simulation (166 hours in total). Considering that the total number of hours recommended for V-103/1 is 547, language training accounts for 30.34% of the whole training. In other words, if 6 hours of intensive training is allocated per day for this course, the training period for *language* alone is 91 days, which means that meeting a targeted language outcome is possible. When the contents of the training are considered, however, a considerable number of elements need to be taken into account in future trainings (ibid, p. 20–21).

Table 1. Detailed teaching syllabus – Language

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1. Language structure

    Explain the use of English for special purposes, redundancy and precision

      - The exclusion of all items, except those directly applicable to the subject

      - Legal and engineering terminology and their different structures

      - Advantages and disadvantages of redundancy

      - The choice of precise words to express meaning

    Describe the techniques to eliminate ambiguity

      - 'Conditional' words and their elimination in VTS messages

      - Consequences of misuse of 'conditional' words

    Describe the use of message markers and the meaning they imply

      - Legal implications of using message markers, particularly "Warning", "Information", "Advice" and "Instruction"

      - Legal and psychological relationship between master, pilot and VTS, and the use of message markers

      - Examples from operational VTS

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2. Specific VTS message construction

Construct VTS messages

- Practical communications

- Examples from 'Basic English' and 'ICAO English'

Explain speech techniques to imply higher message status

3. Standard phrases

State the advantages, disadvantages and application of SMCP

- Use of standard phrases to trigger predictable actions

- Limiting the number of standard phrases to ensure recognition and memory retention

- When standard phrases are not the best method available

Demonstrate the use of IMO Standard Marine Communication Phrases (SMCP).

- Introduction to the SMCP - Its overall construction and origins

- The use of the SMCP on ships, particularly during emergency situations and distress

- When and how to use the SMCP in response to ships using the system

- Exercise: Use of SMCP in simulation and in actual recorded events

Explain when and how to use the SMCP within a VTS (Part 3, section 6 of the SMCP).

- General layout

- Exercise: Use of SMCP by a VTS in simulation and recorded VTS events

4. Collecting information

Describe information collection and questioning techniques.

- Direct questioning using message markers

- Linguistic problems in using voice tone to pose a question

- Rejection of abstract questions and double questions

- Sarcasm in questioning.

As shown in Table 1, the language part of the VTS operator model course comprises four subcategories - *language structure*, *specific message construction*, *standard phrases*, and *information collection* - with detailed teaching elements. In order to take this language course, candidates need to obtain band 5 of the International English Language Testing System (IELTS). English users in this band are considered "modest users," and the level of their English proficiency is described as follows (IALA V-103/1, 2009, p. 77):

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

A close examination of the language curriculum points to some amendments prior to implementation: the insertion or modification of the requirement for general English proficiency and the reorganization or deletion of the teaching elements.

First of all, the adequacy of the entry language level needs to be carefully reconsidered, or the training elements for general English language proficiency need to be added. According to the definition of "modest user" provided by IELTS, users at this level have "a partial command of the language," are "likely to make many mistakes," and are "unable to use complex language." Considering that a VTSO needs to communicate with crew from other countries with English as the sole mode of communication, speakers at this modest level could experience a high level of restrictions in fulfilling their duties in English. Of course, speakers at this level can conduct stereotypical and general VTS procedures in English, such as when receiving reports upon entering or leaving a VTS sector and providing information for anchorage and pilot boarding. In managing emergency situations and/or unusual incidents at sea, however, VTSOs should be able to use and understand English even in fairly unfamiliar and unexpected situations. Otherwise, the training designed to improve their general language proficiency needs to be supplemented in the model course.

Second, the details of the subcategories need to be reorganized. The current curriculum mainly covers the following areas:

- English for specific purposes (ESP)
- Clear communication (e.g., redundancy, precision, and ambiguity)
- Basic English (referred to as "plain language" in the guidelines of the International Civil Aviation Organization)
- Standard Maritime Communication Phrases (VTS message, message markers, and practical use of SMCP)
- Information collection

However, the details of the abovementioned categories are scattered rather than systematically organized in a coherent and coordinated manner. For example, the teaching elements for eliminating *redundancy* and improving *precision* in language are combined with *the use of English for special purposes* in the first section of *language structure*. These items seem to be quite irrelevant and mismatched considering that English for special purposes (NB: the original technical term should be English for specific purposes [ESP]) generally refers to particular language characteristics such as repetitive grammatical and lexical patterns, language analysis, and training issues inherent in a specific field of communication. Considering that message markers listed in the third section of *language structure* are the core element of the SMCP in order to deliver a VHF message in an explicit way, this should be combined with the *standard phrases* section in the model course.

Last but not least, a more detailed elaboration should be made in order to apply the guideline into a practical language teaching. As shown in Table 1, the model course details a wide range of VTS language teaching topics, but questions on what should be exactly dealt with by instructors in the individual topics remain. For example, the second section of *language structure* provides that language instructors should *describe the techniques to eliminate ambiguity* in VTS message by explaining "conditional words and their elimination in VTS messages" and the "consequences of misuse of 'conditional' words." However, the definition of conditional words is quite unclear. If conditional words refer to conditional conjunctions, which are regarded as key conditional words in English communication, conditional words should cover words such as "after," "before," "in case," and "when."

However, these words are recommended by IMO SMCP and utilized in several communication phrases to provide a model sentence (e.g., it is 3 hours *before* high water). On the other hand, if conditional words refer to model verbs, words such as "should," "could," and "might" should be included. Based on the SMCP, the latter usage is defined as *ambiguous words* as shown in the following extract (IMO SMCP, 2001).

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18   Ambiguous words

Some words in English have meanings depending on the context in which they appear. Misunderstandings frequently occur, especially in VTS communications, and have produced accidents. Such words are:

18.1   The conditionals "may", "might", "should" and "could"

May
Do not say: "May I enter the fairway?"
Say: "QUESTION. Do I have permission to enter the fairway?"
Do not say: "You may enter the fairway."
Say: "ANSWER. You have permission to enter the fairway."

In order for VTS language instructors to follow the guideline, therefore, information given by the model course and relevant international guidelines should be aligned. In addition, a detailed explanation of what should be exactly dealt with and what are the possible learning outcomes needs to be explicitly illustrated.

IALA Model Course V103/2 on VTS Supervisor Training

This course (IALA V-103/2, 2009) is designed for VTS supervisors and offers six modules on advanced VTS management knowledge and techniques for a duration of 105 hours (53 hours of presentations/lecturers and 52 hours of exercises/simulation): Advanced Traffic

Management (32 hours), VTS Equipment (6 hours), Additional Personal Attributes (10 hours), Responding to Emergency Situations (30 hours), Administrative Functions (18 hours), and Legal Knowledge (9 hours). In the module of Additional Personal Attributes, three subcategories and follow-up topics requiring 10 hours are suggested as shown in Table 2 (ibid, p. 26–27).

Table 2 - Detailed teaching syllabus – Additional personal attributes

1. Leadership

    Team management

     - Leadership qualities

     - Diplomacy

     - Motivational skills

     - Dealing with difficult situations

     - Self-directed work teams

    Job performance and professional development

     - Technological and other advances

     - Credibility

     - Internal

     - External

     - Limitations

2. Communication Skills

    Effective communication

     - Listening skills

     - Effective oral/written communication

     - Barriers to communication

     - Counselling

    Operational Communications

     - Internal

     - External, such as VHF communications

    Media and general public

     - Confidential information

     - Press releases and public relations

     - Responding to requests/questions

     - Information management

3. Stress Management

    Recognizing stress/stressful situations and fatigue

    Responding to stress/fatigue

     - Counselling

For Table 2, the topic that directly deals with language is *operational communication*,

which is the second part of *communication skills*. The other parts of communication skills are more oriented toward management or communication with junior staff and/or public relations, rather than VTS English language proficiency. This means that the training hours that can be allocated to *operational communication* would probably be 1–2 hours, considering that a balance with other subjects has to be made. Considering that the VTS Supervisor Training is offered to Korean VTSOs once every 5 years, the number of hours allotted for language training is considerably insufficient to update their knowledge of VHF communication, answer their inquiries accumulated at work over the past 5 years, and have them undergo a target language training for familiarization. Therefore, the framework for the VTS supervisor language training needs to be upgraded and/or restructured so that the VTS English language training can be provided regularly. In terms of content, the practical language needs of the VTSO should be analyzed so that the effectiveness of the training can be maximized within the given time frame.

IALA Model Course V103/3 on VTS On-the-Job Training (OJT)

This model course (IALA V-103/3, 2009) is designed to maintain a consistent VTS service in a specific operational VTS environment by equipping VTS operators with knowledge and competencies on a particular local VTS operation, geography, and equipment maintenance. This course is given to VTS operators who have successfully completed their V-103/1 training. Out of the six modules (i.e., Traffic Management, Local Knowledge, Communication Coordination/Language, Equipment, Personal Attributes, and Emergency Situations), Communication Coordination/Language gives a certain focus on VTS language competency. The detailed teaching elements in this module are as follows (ibid, p.11):

- Communication procedures

- Reporting arrangements

- Routine and non-routine broadcasts

- Use of SMCP

- Dealing with non-English speakers

- Dealing with enquires from members of the public/stakeholders

- Dealing with enquiries from the media or the press.

Among the seven teaching focuses listed above, *routine and nonroutine broadcasts*, *use of SMCP*, and *dealing with non-English speakers* are the ones related to VTS English language competencies. Considering that most of the education has been provided in previous VTS courses, such as V-103/1 and V-103/2, subjects such as *use of SMCP* can be covered in the spot. For nonnative speakers, however, *routine and nonroutine broadcasts* and *dealing with non-English speakers* and relevant theories should be taught in advance. Of course, this could be a part of *SMCP* as well as *basic English* and *clear communication*, which are included in V-103/1. Without an explicit and clear guideline, however, on-the-job training instructors might not have a clear understanding of how to approach this in a practical teaching environment because they themselves are not language specialists, but these areas are a part of applied linguistics, which requires a high level of specialization in linguistic analysis and language training. Organizing a consistent and structured training program from entry to on-the-job-training requires that all the elements of VTS English language communication are coherently combined rather than randomly assorted.

Suggestions

For the purpose of suggesting a structurally enhanced language training curriculum for Korean VTSOs, the model courses published by IALA were reviewed with the orders of V-103/1 on VTS Operator Training, V-103/2 on VTS Supervisor Training, and V-103/3 on VTS On-the-Job Training (OJT), and suggestions for improving the target courses were made. Based on the discussions, the points raised in this paper can be summarized as follows: First, at the entry level, the required level of English language competency should be precisely defined, considering that the prerequisite level of language proficiency seems to be considerably lower than that required in the target tasks that trainees perform in their work,

and a training designed to improve general language proficiencies is not included in the current model course. Therefore, a job analysis of VTSOs particularly focusing on their language use should be made, and the level of the required English language proficiency needs to be established. Second, all the language teaching elements need to be thoroughly reviewed and recategorized. The current major language-related items are ESP, clear communication, basic English, SMCP (including VHF communications and routine and nonroutine broadcasts), information collection, and dealing with non-English speakers. Many of the items listed are part of English applied linguistics. In other words, a large amount of research has already been conducted, and training approaches have been established to a large extent. Therefore, efforts to combine VTS communication and applied linguistics should be made in order to make a more systematic language curriculum from the classroom to the on-the-job training. Lastly, once the training contents are fully identified, adequate training hours should be allotted according to importance, level of difficulty, time for familiarization, and the most suitable training methods (i.e., presentations/lecturers and exercises/simulations). Without in-depth consideration of the aforementioned issues, actual application in the classroom could be quite challenging, which could hamper the effective achievement of the goal set by the model course.

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The Second Language Identity of Korean Midshipmen during Cruise Training

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Abstract

Research dedicated to the second language acquisition of students who participate in travel, work, or study abroad programs has been growing steadily alongside the globalization of higher education. However, sociolinguistic research within foreign contexts has yet to comprehensively address changes in the second language identity (L2I) of English as a foreign language students that take place as a result of traveling abroad and experiencing English in authentic circumstances. First, this pilot study provides an outline of L2I and proposes a framework for evaluating L2I in foreign contexts. Second, narratives and reports of the Republic of Korea Naval Academy midshipmen, who participated in cruise training, are examined using the proposed L2I model to determine how their experiences and interactions while abroad affected their L2Is. It was determined that the L2I framework is an effective tool for evaluating the L2I of language students in foreign contexts. The reports showed that there were speculative changes in L2I as a result of specific interactions with members of the host countries. It is concluded that this research has pedagogical implications for future students in this specific educational institution as well as for any other educational institutions where there are stakeholders invested in foreign language study and travel, work, or study abroad programs. It is suggested that follow-up research focuses on specific experiences that may facilitate change in student L2I in comparable contexts.

Keywords: *Second language identity, Sociolinguistics, English as a Foreign Language, Korean university students, Travel Abroad, Naval Academy*

Introduction

The study at hand attempts to shed light on how the second language identity (L2I) of English as a foreign language (EFL) students is affected by being exposed to English in authentic international contexts. In order to gain perspective into this situation, existing theory and research relating to language learning, identity, and foreign contexts is used as the foundation for the creation and proposal of a holistic framework to be used by researchers and practitioners for evaluating the L2I of language students in foreign contexts. Furthermore, this framework is applied to interpret qualitative data obtained from Korean Naval Academy midshipmen who participated in cruise training in order to ascertain both: (a) the functionality of the proposed L2I model and (b) how the L2I of the midshipmen were effected as a result of international travel.

Background

The promotion of English as the official language of seafarers (STCW[1] 78, as amended) and the general necessity of English as a lingua franca for non-native speakers, has led to attempts to apply second language acquisition theory and methodology to EFL classrooms within Maritime Training and Education settings, namely those of maritime and naval institutions (Lee, 2000). As expected, a majority of this research is geared towards the necessary speech acts one must perform during work-related communication on and off the ship (i.e. Winbow, 2002). Conversely, there has also been a call for the importance of the development of general English proficiency in addition to maritime terminology in order for students to have more socially positive and overall successful experiences on-board (if the crew is multilingual) and on-shore (Prichard, 2003; Yakushechkina, 2002). Furthermore, issues of diversity and the importance of cultural awareness and their fundamental role in

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[1] *STCW* refers to the *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers*, which sets international qualification standards for seafarers.

ensuring successful sojourns have been highlighted within this community (Lutsenko, 2010; Logie; 2011; Noble, 2011). However, these accounts mainly deal with on-board relationships between multinational and multilingual crews and do not delve into how students are affected when they leave the ship and enter various international contexts during port-calls. This raises a variety of questions: (a) What if the students are homogeneous in terms of nationality and language? (b) What if this is their first international experience? (c) How are these students affected socially and linguistically by being exposed to a variety of different international contexts? In order to answer these questions, a critical look into the relationship between student identity, language learning, and the foreign context becomes necessary.

Congruently, with the rise of globalization, international education programs, specifically study abroad programs which send their students to foreign contexts for anywhere between one week and two years, have been continually gaining popularity. The growth of such programs has attracted significant attention from the applied linguistics community and has sparked the continual development of formal research dedicated to exploring language-related outcomes and phenomenon in this field (see Freed, 1995 and Kinginger, 2009 & 2013 for reviews). While international experience has been an integral component and long established practice within maritime-related educational institutions, there still remains relatively little focus on the how the students are affected socially and linguistically by being immersed in various international contexts, which is why it is helpful to draw upon study abroad research for deeper insight. While the experiences of EFL students who participate in maritime/naval cruise training are unquestionably different than those of study abroad students from "normal" universities, they do share important comparable characteristics. Namely, each group is generally comprised of young adults (age 18-22), they are usually full-time college students, they experience immersion in a foreign culture, and, most importantly within the scope of this paper, each group is comprised of EFL students at their respective institutions and will be exposed to or interact in English as a lingua franca or with native speakers in foreign contexts.

Sociolinguistic theory that explains how an individual's identity and language learning

process are connected is also useful for the study at hand (Norton Pierce, 1995; Norton, 2000; Norton, 2012; Pavlenko, 2002). Within this field, there has been a rise in popularity of the concept, "second language identity" (L2I) (Block, 2007; Benson, Barkhuizen, Bodycott, & Brown, 2013; Sato, 2014), which has the potential to provide a more holistic explanation of the relationship between learner identity, target language (TL), and context.

Within this field research, a poststructuralist approach is most commonly employed because of the complex, ambiguous and ever-changing nature of both the individual language learner and their context (Pavlenko & Lantolf, 2000). However, there are noteworthy problems with narrative analysis within the poststructuralist framework (Block, 2010), namely, that data collected from student accounts is vast, complex, and unorganized, making the task of analyzing the data unclear and difficult, which is where the research at hand becomes relevant.

Context

The Republic of Korea Naval Academy is a four-year college located in Jinhae, South Korea. Admissions are competitive, in that admitted students, or *midshipmen*, must score within the top tenth percentile on *The Korean College Entrance Exam*. All students are required to take three English courses in order to graduate (Park, 2016). Their time at the Academy all culminates in a semester-long *cruise training*. Cruise training provides a valuable and unique research opportunity for those interested in sociolinguistics. The students are exposed to a variety of different contexts and must interact with members of many different countries. It serves as a chance to look beyond formal instruction and standardized assessments in the learner's home environment. For many of the students it is their first time using their English abilities pragmatically, in real-life situations outside of the EFL classroom.

Methodology

Research Questions

While the participants and the nature of the sojourn abroad in this study are unique in that they take place in a specialized educational institution for specific purposes, it is hoped that the findings can be used to build the body of research concerned with the relationship between L2I and foreign contexts. Accordingly, the primary aims of this pilot case study consist of the following objectives:

1. To propose and apply a framework for evaluating and identifying potential sources of L2I influence in foreign contexts.
2. To utilize this framework to investigate how the L2Is of midshipmen are affected by being exposed to English in authentic international contexts during cruise training.

Participants

The participants were twelve of the seniors at the Republic of Korea Naval Academy who participated in cruise training. Academically, these students are unique from their counterparts who attend "normal" universities because of the specialized curriculum at the academy, and professionally, they differ because they will all have identical jobs upon graduation (that of a Naval Officer). Additionally, the participants are long-time EFL learners (at the very least they have had mandatory English classes since first grade) who have limited or no experience abroad.

Data Collection

A poststructuralist approach was utilized in the methodology of this research. The rationale for applying this perspective was for its potential to account for the ambiguous individualistic

nature of each trip abroad and the complexity of different contexts. Student narratives were collected using questionnaires and interviews in order to collect qualitative data. Each was administered one month after the students returned from cruise training. The questionnaire contained background questions (i.e. student major, TOEIC score, previous travel experience, etc.), but mainly consisted of eleven questions that were separated into two sections, "Before cruise training" and "After cruise training", and was designed to identify phenomena related to English language usage and effects on L2I while abroad. The interviews were used to elicit more detailed accounts of the student responses on the questionnaire.

Data Analysis

As the improvements in data analysis within the field of L2I research in foreign contexts is one of the main aims of this paper, the framework used in this study could potentially comprise its own paper. However, this section will be used to provide a basic overview of the framework and theory used to evaluate the midshipmen narratives.

In response to the calls for conclusive constructs for L2I (Benson et al., 2013), the exploration of L2I related occurrences of language students in foreign contexts (Benson et al., 2013, Block, 2014, Norton, 2012), and to determine a comprehensive theoretical description of the relationship between the language learner and identity (Norton Pierce, 1995), the following framework has been created and suggested as a holistic viewpoint on the relationship between L2I, identity, language, culture, and the foreign context:
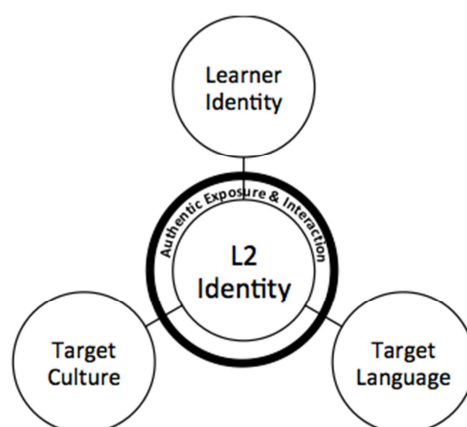
Figure 1. Second Language Identity in the Foreign Context

Second Language Identity. L2I, within the scope of this paper, can be broadly viewed as the provisional definition by Benson, et al. (2013). This maintains that L2 identity consists of "any aspect of a person's identity that is connected to their knowledge or use of a second language." (ibid., pp. 174). Furthermore, since there is not yet any consensus as to what exactly constitutes L2I in the literature, the constructs of L2I employed in this model are meant to be viewed as a tentative definition based primarily in the theory of principal researchers in the areas of language learning, identity, and L2I in the study abroad setting. The aspects that comprise L2I within this framework consist of *Investment*[2] and *L2 ability*. Norton Pierce's (1995) notion of *Investment* is broken down further into *perceptions*, *power relationship*, and *motivation*. These are at the core of L2I and should be viewed as interconnected components that are constantly being influenced by the other constructs and in turn renegotiated. In addition to *Investment* and its sub-components, the remaining component of L2I consists simply of *L2 Ability*.

Learner Identity. The identity construct in the model is meant to denote and encompass the SA participant's identity, exclusive of their L2I. The components of this construct are synonymous with those proposed by Block (2007, pp. 31-35), and include *Ethnic identity*,

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[2] Constructs of the L2I framework are hitherto written in *italics*.

Racial identity, *National identity*, *Migrant identity*, *Gender identity*, *Social Class identity*, and *Language identity*, and are meant to be viewed as socially constructed aspects of an individual's identity as ascribed by others and embodied by the individual.

Authentic Exposure & Interaction. The component of the model that is meant to encompass the "foreign context" is labelled *Authentic Exposure & Interaction*, and includes the myriad of contexts and situations that a student may encounter while in the host nation. This facet can be viewed as the various settings within the foreign context that serve as the platforms that facilitate the TL-mediated encounters and experiences that potentially effect L2I.

Target Culture & Target Language. Naturally, each of these plays a central role in how L2I is negotiated and altered, regardless of setting.

Findings & Discussion

General results

The findings of this study suggest that the methodology implemented is effective in collecting, identifying, and analyzing some L2I-related data. Furthermore, like the students in the study by Benson et al. (2013) L2I, it seems that some of the midshipmen experienced "a shift from second language 'learner' to 'user' identities because they were at a stage where they had been studying English for many years without ever having used it to any great extent for spoken communication." As anticipated, all of the students engaged in some form of English conversation while abroad. It was revealed that all but two of the students experienced a change in perception about the importance of English as a result of their time abroad. The data also provided insight into the role of L2 ability, as three of the midshipmen explicitly stated that their experiences abroad led to the realization that their English ability was not proficient enough to participate in English-mediated conversations the way they

wanted to.

L2I-related results

The results of this study provided insight into how the L2I of some of the midshipmen may have been influenced by cruise training. It must be noted that when evaluating something as theoretical as L2I it is difficult to make any conclusive statements about how exactly it is affected. As this is the case, many of the insights into L2I, as derived from the evaluation of specific accounts, are not meant to be presented as conclusive findings but simply as insights and hypotheses. The following are four noteworthy cases where L2I may have been effectively renegotiated as the result of English-mediated interaction in the foreign context:

1. **Relationship between *national identity* and the *TC*.** This account comes from a midshipman who was traveling by taxi while in Australia. After asking where the student was from, the taxi driver remarked upon the sensitive political climate in the student's home country at the time (this was in reference to the South Korean presidential scandal that coincided with cruise training) and proceeded to comment that the South Korean president was "too strange!" The student expressed their feelings about this interaction afterwards by saying, "I'm sad because our country's fame fell down. It was not comfortable." Here is an example where the *national identity* (South Korean) of the student and the *perceptions* of a member of the *TC* may have had an impact on the EFL learner's L2I in terms of their *Investment* in the *TL*.

2. **Relationship between *Perceptions* and the *TL*.** One midshipman who interacted with Singaporeans commented that they were surprised that their interlocutors were from Singapore because they spoke with a Chinese accent that was difficult to understand. This is an example of how the student's socially constructed relationship with English was heavily influenced by the popular Korean perception that native or proficient English speakers have an American or British accent. This account demonstrates how the *investment* of the learner,

in terms of *perception* of the *TL*, may have been renegotiated to encompass a more broad view of what it means to be a proficient English speaker because of this exposure to a different variety of English.

3. Relationship between *social identity* and *power relationships.* A more positive example, of when L2I may be impacted as the result of one interaction in the TL, can be seen in the case of a midshipman in a restaurant in Hawaii, USA. As the midshipman was wearing their dress uniform while touring the city, a woman came to their table to express her gratitude for their military service. The midshipman noted feeling "proud" about this comment and cited it as the most memorable English-mediated interaction they had while on cruise training. This interaction provides an example how *power relationships* can shift as a result of an individual's *social identity* being perceived differently by members of the *TC*.

4. Relationship between *L2 Ability* and the *TL*. One account that provided insight into how English-mediated interactions in authentic scenarios may lead to conclusions about *pragmatics* was when a student remarked that midshipmen "don't have to sincerely take care of using grammar or word order [when speaking English to foreigners]". This example highlights how the *authentic exposure and interaction* component of the framework plays a pivotal role in the negotiation of L2I. Once this student entered the foreign context and realized that the *grammar* aspect of their *L2 ability* was not necessary in order to effectively communicate with their interlocutors, they degraded its importance in favor of a more *pragmatic* approach to speaking. Within the framework, this occurrence displays how *perceptions* of *L2 Ability* are altered once entering the foreign context.

Limitation of these accounts. Many of the accounts selected for evaluation were not as comprehensive as they ideally could be. Although they all provided thought-provoking examples of instances that may impact L2I, they could only be evaluated to a certain extent because of insufficient data collection methods.

Implications

Research Implications. As displayed in the findings, it can be seen how the *L2I in the Foreign Context* framework can be utilized to analyze qualitative data collected from student narratives. While only a select few aspects of the constructs were employed within the results, it can be inferred as to how the various other aspects can be used by researchers to identify and explain L2I-related phenomena in foreign contexts. Another key implication of this study is that it adds to the developing body of research concerning the relationship between language learner, identity, and foreign contexts and offers a wide range of valuable insights into phenomena related to different subject positions and "different nationality combinations" because of the multitude of foreign contexts the students are exposed to during cruise training (as called for by Block, 2007, pp. 222). Furthermore, it is believed that this study effectively takes the stance of valuing and investigating learner perceptions while abroad and enhances the scope of this body of research, as called for by Sato (2014).

Pedagogical Implications. English instructors and administrators can tailor course content to focus on the relevant speech acts necessary for navigating the situations faced by former students. Overall, this research can potentially be used to improve the English program in this institution (or comparable institutions) by better preparing students for what to expect socially and linguistically during their time abroad.

Conclusion

Considering the resources invested by both students and educational institutions to participate in international travel, research that might help improve these experiences in academic or social capacities could prove valuable. One aim of this paper was to propose a framework of L2I in foreign contexts as a reference to those interested in researching this topic in the SA setting. The proposed framework is not only meant to provide an overview

and visualization of the various aspects of this environment, but also to be used to bridge the gap between established theory and practitioners on the ground level in this field. For those invested this research, this framework can serve as a more intuitive tool to connect the various data gathered from student narratives to the existing literature. Also, upon evaluating the framework, one can conceive how it can be altered to evaluate different individuals in comparable contexts.

The value in this area of research is not only instrumental to the success of these international sojourns, but also invaluable pedagogically. Educators and administrators can use results from L2I studies to gain perspective and insight about the language education of their students.

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Teaching Maritime Interpreting

Wang Xian

Abstract

Being a highly communicative instance of translation, interpreting requires a communicative/functional/context sensitive approach. Thus, the interpreting student should be aware that interpreting is a commissioned task whose legitimate skopos/purpose is to make communication possible. The meaning to be rendered i.e. the optimal translation is seen as a function of the communication situation, to be found beyond words, in a "deverbalized" state. Interpreting students should be trained to assume that interpreting presupposes some infidelity or manipulation and that one important interpreting job requirement is that of training speakers to take some responsibility for the interpreting performance.

Interpreting

According to S. Bassnett, language interpretation is the facilitating of oral or sign-language communication, either verbal or nonverbal, between users of different languages. Translation and interpreting differ considerably. Translators have time to consider and revise each word and sentence before delivering their product to the client. While live interpretation's goal is to achieve total accuracy at all times, details of the original (source) speech can be missed and interpreters can ask for from the speaker.

In the cognitive approach Seleskovitch proposes, meaning is to be found beyond words, in a "deverbalized" state; it is what remains after the immediate and deliberate discarding of the wording, the retention of the mental representation of the message.

This meaning is dependent, according to Seleskovitch "not only on us but also on the person we are addressing and on the context in which we both find ourselves." (1989:12, emphasis added). It is also associated with a particular type of memory, the substantive memory which retains/stores what has previously been understood/processed and is contrasted with the verbatim memory which retains words.

In spite of time, interpreters are influenced by a variety of factors like audience, completeness of sentences, oral ability, emergency handling, memory and the adequate language skill that can attract audience. They are supposed to turn uncontrollable elements into predicable and manageable certainties that the process of interpreting out of storm. To do so, they need to offset the impact of disruptive elements. So , in essence interpreting is to produce the right version at the right place in the right style of language by integrating all the skills above mentioned; interpreters should learn how to respond or adjust to specific situations in a quick and agile manner. Familarity can empower interpreters to avail every resources at their hands to counteract potential linguistic or non-linguistic clashes in the process of interpreting.

Is Maritime Knowledge useful to interpreting?

Pre-existing knowledge is considered a prerequisite for comprehension. "Comprehension is what occurs when new information ties in with related knowledge. If such knowledge is absent the new information is ignored." (Seleskovitch, 1989: 49).

All interpreting theorists agree that the success of this operation largely depends on pre-existing knowledge – a tremendously vast area including general knowledge, linguistic knowledge, and specific knowledge.

Shipping interpreting is the application of interpreting theory in shipping, however it is more than a combination of interpreting and shipping terms. Apparently interpreting is the

conversion of source language into the the target language, pivoting on the level of linguistics, yet the discipline of maritime shipping contributes its share to the successful fulfillment of interpreting. There is no specific data about the contributions made thereby maritime knowledge, it won't be too much exaggeration that without maritime knowledge, shipping interpretation will come to nowhere to perfection and accuracy.

Therefore, shipping knowledge is the keel of maritime interpreting, providing the bumper against stress loss that results from ungrounded guess-work or illogical assessment. The "keel" can set up a frame at minimum, keeping the interpreting at least recognizable and identifiable and focused, cutting off the "hang out" and "rambling around". It should be noted that such kind of risks run through every minute of maritime interpreting, and the shipwreck---failure of interpreting as a consequence. A sea voyage without keel is like a brainless who can rely on nothing to come to the right track. Interpreters in this trade can sometimes proactively use their expertise to systemize, simplify and streamline the interpreting task which inevitably helps the fulfillment of readers' satisfaction.

Philosophy from interpreting can vary from the source language to the target language from the perspective of linguistics. Skills about note-taking, short memory, translation conversion models and audience factors etc will technically help the safe and complete version. Figure 1-1 shows the relationship between maritime knowledge and interpreting.
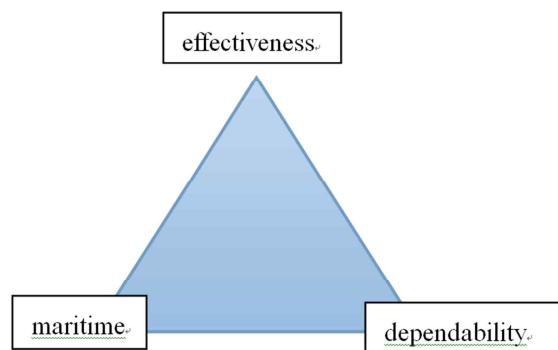
Memory training

The substantive memory obviously plays a most important part in Seleskovitch's theory and following her line of thought it is unlikely in the extreme that a person with an excellent verbatim memory but without any substantive memory could make a good interpreter.

Being intensely exposed to the former and having to produce the latter almost instantly, the interpreter has no time to process meaning and therefore he is most liable to translate words instead of meaning.

Other theorists express the same opinion highlighting the paramount importance of preparation for the interpreting tasks. "For the interpreter, the process of comprehension is much more complicated. He has no time to use dictionaries or consult an expert. The only way the interpreter can affect the process of comprehension is by taking pre-emptive action before the message is actually communicated, through exhaustive preparation, both lexical and conceptual, of the subject matter concerned. In this sense, no interpreting instructor can ever put sufficient emphasis on the issue of preparation."

The pre-emptive action the interpreter should take is meant to help him/her anticipate meaning, i.e. grasp it before it is actually expressed in words. Anticipation as Lederer (1978: 323) points out is of two types: anticipation based on sense expectation and anticipation based on language prediction. The former is obviously connected with general knowledge while the latter is relevant to purely linguistic knowledge.

Wills (1978) distinguishes three types of what he calls anticipation cues: co-textual (intralingual), extralinguistic (situational), context independent. The last ones reflect a knowledge of standardize communication process ('on behalf of my delegation I would like to… thank') as well as of clichés or "petrified" idiomatic phrases (collocations). The co-

textual and context- independent cues are linguistic in nature as opposed to the extralinguistic or situational.

Irrespective of how significantly interpreters and interpretation theorists differ in their views on interpretation they all fully agree on one simple truth: interpretation is an extremely stressful activity. Gile (1995) sees the interpreting performance as a function of the interpreter's capacity to manage several types of efforts or stresses, namely: the comprehension effort, the production effort and the memory effort. Of all these efforts, the comprehension of the speech to be translated is fully dependent on the speaker's delivery which refers to both the speaker's pronunciation of words and the speaker's way of using the words, in terms of compliance to grammar and logic.

The training of speakers requires a lot of tact, a great power of persuasion and many other communicative and even pedagogic skills the interpreters should acquire during their own training to be interpreters.

In terms of opportunities there is a difference between the in-house and the free-lance interpreters. The former have the advantage of daily professional and social contacts with their speakers which may be turned into "training" opportunities. The latter can only count on extensive briefings with speakers and/or clients.

SVO and TRIPLE

A triple means that anything is an explanation of another thing with certain characteristics.

> The thing to be explained is theme
> The thing used to explain is predicator.
> Characteristics are the nature that defines the predicator.
> Therefore, a sentence is taken as A(theme) and A'(object).

So, A=F (A')

Here A and A' is defined by F (function). For example,

This company is a branch of Evergreen.

A=this company

A'=evergreen

F=a branch of

Usually A is linked with A' by a division of classification. In this sentence, A and A' belong to the same classification. thus the relationship between A and A' is viewed as:

A∈A'and

A is not ∈A', which means A is a new classification.

The above is the linguistic relationship. But there is also other two relationships, namely the logic and knowledge relationship. For example,

A dog is a bird.

Linguistically this is a correct sentence, but anyone with normal knowledge of animals would know this is a false sentence. Yet we often find kids say such sentences at the very age, which we call nonsense. Why? Because a sentence is correct is not based on the language component, but on the reasonability of knowledge, which is called the knowledge tree. If a sentence is linguistically correct but defies the knowledge tree, the sentence may be difficult for the understanding of sentences. So demanding the interpreter to understand the meaning by listening carefully or listening ability is just a false presumption. It is very important to have a general picture of the knowledge tree, or be capable to distinguish the actuality of the knowledge tree. As far as maritime English, it is essential to have a general command of the knowledge tree of maritime or marine subject.

To apply this concept into linguistics, we design a model to help the information processing of interpreting.

As most of the sentences are S+V+O structured (subject+verb+object), or embed with SVO structure, it is best to jot down the key elements of SVO of a sentence. For example, "He came to school at 8:00 o'clock."

S	V	O	T
He	came	School	8:00

Or a simplified form if the verb is used everyday.

He	school	8:00

As for the complex sentences, this rule also applies.

1) Is this the factory that you visited the other day? (attributive clause)

2) When I met him, he was already 50 years old. (Adverbial clause)

3) I heard the news that he would be elected as the president. (Noun clause)

4) We know that in the next 20 years, Chinese economy will grow at a steady pace. (Objective clause)

5)

These sentences will be noted as:

No.	T	S	V	O	P
1	The other day	this	is	factory	
				(S)You (V) visited	
2	I met him	he	Was	50	
3		I	heard	news	

				(S)He elected president	
4	20	we	know	economy	
				(economy) grow	(pace)

As we can see, all complex sentences are treated as the combinations of SVO of different relations or levels. Clauses are often treated as the accumulation of lower level sentence structure which can be taken down below/besides the main sentence, implying the relations between main sentence and clauses. This is shown in Table 1. In summary, the most important strategy in note-taking is to break down the input sentences into a controllable mode---SVO. The interpreter can decide to take down all SVOs or one of the SVOs at his disposal. In reality time, place and approach are as important as SVO, and it will be necessary addition to the key information, especially in the run-on of sentences of a certain topic.

Batching sentences

This refers to a group of sentences that revolve around a limited number of subjects under a topic. Usually the sentences are loosely related but interconnected or dominated by the topic, either similar in form or a further extension in meaning. For example, the underlined sentences are batching sentences.

Do you know the weather about tomorrow and the day after tomorrow?I can tell you. ①

Tomorrow it will be cool.You should wear more clothes.②The day after tomorrow morning it

will be rainy.You should wear raincoat and take out the umbrealla.In the afternoon there will

be a typhoon.Be careful everybody please!

Tips on shorthand

地名

国名的记录方法应常记心中，比如 K=Korea, SD= Sweden, SW=Switzerland 等等

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方位

借助"|－"来表示东、西、南、北、中等。

例如：the southern part of China "－C";

The north China	"C-"
The middle of US	"US"

缩略词

英语当中缩略词使用的频率很高，如 imp: important, ASAP: as soon as possible。

很显然如果能熟练掌握缩略词，会对考试大有裨益。

Words	Short form
market	
manager	
message	
standard	
receive	
take	
leave	
extra/excessive	
building	
government	

compete	
communication	
packaging	
people	
information	
insurance	
exchange	
stead	
I/O	
pressure	

Notes: this is an incomplete table. You can add more if you find it practical.

Conclusion

Interpreting maritime English is hard because it is linguistically related to competence of interpreting but the knowledge of maritime subject. This paper discusses the importance of maritime knowledge from the perspective of knowledge tree, explaining that appropriate storage of knowledge tree will ease the difficulty of understanding, which eventually helps the interpreting.

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Reflections on the shift from EGP to ESP in Dalian Maritime University in College English teaching

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Abstract

To improve maritime the effectiveness of communicative competence, Dalian Maritime University has undertaken a series of innovative reforms in college English teaching since 2012. Implementing ESP in college English teaching aims to equip the maritime student with English skills for their subject study stage. This has already been in practice for a significant time and it has proven quite effective. Through the introduction of DMU's college English reform for maritime students, this paper will reflect on the shift from EGP to ESP in college English teaching, such as the English curriculum, the use of text books and teaching resources.

Keywords: *College English teaching; maritime English; ESP; teaching resources;*

Introduction

With further expansions of economic globalization, shipping industries have been increasingly developed; there is an increasing demand for maritime cadets who not only possess all the necessary expertise, but also for qualified English competency. Many maritime colleges and universities in China, in particular the Dalian Maritime University (DMU) have become more concerned with English for Specific Purposes (ESP), specifically Maritime English.

As the key maritime institution under the Ministry of Transport, People's Republic of China. DMU enjoys a high reputation internationally. It is considered an excellent center of maritime education and training as recognized by the International Maritime Organization (IMO). There are two components of English courses in DMU for maritime students: a general English course for the first two years and specialized English training in the following two years. ESP education in maritime colleges and universities is supposed to prepare students to meet the needs and development of the shipping industry. However, there has been a lack of attention for the general English Education course. Therefore, Dalian Maritime University has undertaken college English education reforms over the past. These changes include changing the textbook for College English reading and writing (for cadet), College English listening and speaking (for cadet) in general English education and changing the maritime English teaching curriculum for maritime students. The aim is to find a more effective way to provide cohesion of EGP and ESP in the first stage of general English education.

According to interviews with maritime students and English teachers at DMU, the reform of maritime English Education in DMU, has definitely has brought good results for the improvement of English application abilities. It has provided effective links between general English and maritime English. (Wen, 2014) Therefore, this paper will find the rationale and importance of shifting ESP to EGP in the general English education stage, analyze the situation of Maritime English teaching in general education stage in DMU. Thus, providing more reflection on this shift in college English teaching.

Maritime English Teaching in College English stage

Rationale of college English education reform

In 2013, China's College Foreign Language Teaching Committee of the Ministry of Education officially launched the "Guideline of college English", which was successfully carried out in 2014. The Guide focused on the ultimate goal of college English education and

its practical approach. Wang Shouren (2013), director of the College English Foreign Language Committee of the Ministry of Education, who advocated the three-level target system of the college English curriculum for college and universities. It includes the basic students' requirement for English curriculum, advanced requirement for English curriculum and developed requirement for English curriculum. These multiple objective system requirements showed that college English is not only a single course, but also consists of with more courses. College English should follow the requirements of students' abilities, needs and interests. According to the Guide, it is pointed out that the teaching content of college English courses can be divided into English for General Purposes(EGP), and English for Specific Purposes (ESP).

The 2012 Manila Amendments to the STCW 78 Convention came into effect on January 1. The Manila amendments raised a higher demand for all the seafarer's English capacities especially for the non-native speakers. It represents the seafarer's need to master basic knowledge rather than basic skill. It emphasized all seafarers' professional adaptability, especially focusing on effective English communication and communication skills. Therefore, it is considered a priority to strengthen the links between maritime English and college English for maritime colleges and universities. The key issue becomes how to effectively communicate in general English and Maritime English.

With the acceleration of globalization, world shipping has developed in an unprecedented manner. Because of increasing internationalization of the shipping workforce market and global economic knowledge, there is mounting pressure for higher and newer demands for quality of shipping personnel. English is a working language in the international shipping industry. The professional characteristics of seafarers determine the difference between Maritime English and general English.

As an important part of college English curriculum in maritime colleges and universities in China, Maritime English education belongs to the category of English for Specific Purposes.

ESP education in China's maritime colleges and universities is supposed to prepare maritime cadets to meet the growing needs of the shipping industry. However, the current situation of ESP teaching for maritime cadets is not as optimistic as people expected. Therefore, Dalian Maritime University has constructed a college English research base for the last ten years. It has been developed into a strong faculty of research with its own characteristics, academic influence, language teaching and research center. It has made great progress through teaching team building, teaching reform and researching results.

Maritime students' college English books (for cadets)

Maritime students are the future of advanced technical personnel, with demand for a higher level of English requirements for the future workforce environment. In order to meet these needs, current requirements, and to improve the practical ability of navigational students to use English; many colleges and universities in China are concerned about how to effectively connect general English and maritime English in the college English education. They have undertaken appropriate reform of college English for maritime students, and have already met with some achievements.

As Dalian Maritime University for the first two years of college English, has undergone reform in regards to textbooks and teaching activities for maritime students. It has selected specific college textbooks for maritime students. These series of textbooks have two parts; one is related general English, the other refers to the content of maritime English. By adding maritime topics and content, it effectively achieves a bond between general English and maritime English for maritime students.

Listening and speaking activities include topics such as culture and social issues, reading related passages to understand topics, and expanding topics with student's writing skills, This process helps fulfill the purpose of college English learning. Maritime-related content materials, including the overall introduction to a ship, maritime rescue knowledge, seafarer's life at sea and so on.

For example, the first part of the first edition of the College English Reading and Writing Program, which is adapted to the maritime profession, revolves around the theme of college life. Text A shows students how to differentiate between college life and high school life. Grade students explain the difference between college life and high school life and how to balance the learning and social activities in college life; Text B is from different angles to describe the reasons for choosing the seafaring professional (Choosing a Career at Sea). Maritime students through relevant reading master navigation related vocabulary, and a preliminary understanding of maritime professional English, which demonstrates a good connection between general English and maritime English education.

The initial component of learning maritime English for the first year college students; and Maritime English is significantly different from general English. Maritime students can find language hard to recite and understand sometimes, some students need to acquire more knowledge related to academic background information. It might be a burden for students to learn maritime vocabulary without any specialized training in the beginning. Some interviews with college English teachers has shown that it might be hard for a college English teacher to explain the maritime English words. There is also lack of practice of maritime terminology during general English classes.

Maritime English resources utilization in general English stage

As the main carrier of maritime personnel training nautical institutions, DMU's mission is to provide training in-line with the social requirements of the maritime talent, and then "supply" to the shipping industry. The quality of maritime education is the key factor that affects the supply of navigational cadets all the time. A lack of intercultural language communicative competence is also the reduction in the supply of international services. Therefore, the maritime English Education influences more divisions, such as maritime English teaching curriculum, maritime English teaching method and maritime English resources utilization.

Based on original college English teaching, DMU has focused on Maritime English Education for many years. Influenced by the policy promulgated in February 2012, "Opinions from the Ministry of Transport on the further improvement of the quality of maritime education", maritime English teaching has been developed and the maritime English proficiency test system has been established(Wen,2014). The English ability of maritime students have improved as a result of implementing these reforms.

Through the analysis of the above situation, the author believes that it is necessary to understand the connotation of communication between English and professional English, general English and professional module teaching, teaching methods, teacher cooperation and so on, in order to better understand the maritime classes of general and professional English.

Reflections on shift from EGP to ESP in college English teaching

The interrelation of English for General Purpose (EGP) and English for Specific Purposes (ESP)

Foreign language experts have identified that "ESP will be main street of language learning in future which means to find the connection between EGP and ESP." (Cai, 2013). There are two distinct areas of teaching in terms of teaching objectives and teaching content in general English and maritime English. The purpose of English teaching is to cultivate students' ability to use English. Through a certain time of study, they can achieve English comprehension in listening, speaking, reading, writing and translating English (Wen, 2014).

Maritime English is taught by a professional teacher in the specific field of English teaching courses. The two cannot achieve full integration, but they have a common purpose, to cultivate international qualified maritime personnel for the shipping industry. With the ability of cross-cultural communications skills, dissemination of Chinese cultural vision, maritime students can gain the ability of learning and analyzing western civilization.

The objectives of college English teaching along with maritime English teaching, which can help students to master the maritime English vocabulary, background knowledge, and maritime related reading passage (Gu, 2010). It will guide students to understand different cultural backgrounds under different societies, habits and customs. It can also cultivate the maritime talent's cross-culture communication and analytic ability. Therefore, general English and maritime English teaching are complementary to each other. The teaching of English and maritime English should be based on the general English and the English teaching mode, which is supplemented by the specific English.

The cohesion of general English teaching and maritime English teaching

Basically speaking, in order to improve the quality of maritime English teaching, EGP and ESP should be linked effectively. It should have a convergence in the teaching module. First of all, students choose the general English module teaching materials, to highlight to the students in the actual working environment of English communication skills, while improving students in their use of English for cross-cultural communication skills (Luo &Li. 2011). According to the characteristics of navigation, the appropriate materials should be chosen in addition to college students living, sports, education, culture, etc., Additional materials can involve literature, astronomy, geography, meteorological and other aspects of navigation. This can be done to avoid the gap between the general English and maritime English modules.

Secondly, a choice should be made between the language application skills, communication skills and intercultural communication skills of students who are trained in the employment and working conditions of maritime students.

According to the characteristics of the maritime profession there are particular understandings and terminology that shape maritime language. This in turn, requires educators to teach students understanding of cultural knowledge within the profession and

associated disciplines. By having a functional professional vocabulary and knowledge of these concepts it will allow students to understand terminology such as the following: In general English the word "bridge" which means "a structure built over a river", while maritime English it refers to "operation platform"; "quarter" means "one of four equal parts into which something can be divided", in the maritime English refers to the tail of the ship.

Maritime English and English subject modules should be linked to each other. The general English Teaching Module can have vocabulary related to the future workforce, and practice dialogue based on the possible working conditions. These conditions include: sailing, technical, professional bridge, deck, restaurant and engine management, professional cabin and other scenarios. Students are required to practice the use of professional vocabulary of these scenarios, in order to demonstrate understanding of practical English proficiency. Additionally the maritime professional English module can add an expansion module, by applying some maritime aspects of the film, marine culture, and elements of the latest navigation documents to help students expand their understandings of the future work and living environments.

The methodology of teaching general English and Maritime English.

Classroom teaching is the basic form of language teaching (Jiang &Li 2010). Classroom teaching can complete the syllabus and teaching requirements, reflecting the teacher's lesson design (Wen,2014). Teachers can use appropriate teaching activities to help students transition from general English to Maritime English. Appropriate classroom activities not only help students improve their English ability, but it is also conductive to the mastery of knowledge. For example: Maritime classes for college English reading and writing, in the first volume of the fifth unit based on a suspense story theme. There are two passages in this Fifth Unit. Passage one is an introduction to the American short film novelist O' Henry "Twenty Years Later" classic works. The purpose of teachers' teaching is to understand the cultural environment and background of American novels and to appreciate the

characteristics of O'Henry's novels. Through the study of English articles to understand the elements of the novel and master, learners are taught to use a certain description of the environment, character characteristics, scenes and other English vocabulary to express themselves.

Teachers in the classroom can put students into groups to present their understanding of the passage. Passage two for example, is a suspense story which took place at sea. Involving classroom activities, maritime students can follow the teachers lead; they could use navigation vocabulary and memorize the meaning of the new words. Through this teaching design and activities, maritime students can use general English as a "bridge", to give a smooth transition to Maritime professional English. The best way to increase students' ability and interest to use English and while learning English.

With the development of science and technology in the 21st century, traditional teaching methods have been combined with modern teaching methods. In the Fourth unit of College English books for cadets, passage two in this unit is a story related to a famous female navigator Ellen MacArthur. Teachers can organize students through networking, query, consultation, discussion and other forms of understanding of the hero's relevant navigation information. Through this they can further understand the future work of the environment and then be able to master the relevant voyage.

At present, general English as part of the maritime class is implemented by a foreign language teacher in colleges and universities. We want to realize a more effective connection between common English and professional English. In order to do so there should be an increase in the professional training of foreign language teaching. General English teachers will find it difficult to master professional marine English courses, and professional non-native English teachers it is difficult to improve students' spoken language and writing English ability. To overcome this, the training of navigational knowledge and maritime vocabulary to English teachers should be enhanced. To help provide a smooth transition

between general and maritime English, students can learn general English and that can be combined with maritime related content to help improve the English proficiency of maritime students and improve their English skills.

Conclusion

In conclusion, it is commonly understood that the main component of English understanding and learning in college is general English and in further study, academic English. It is here that the shortcomings are noticed when students transition to Maritime studies. Every element of a career in maritime application requires a significantly complex and different aspect of English vocabulary that draws parallels with general English in vocabulary but not in meaning and cultural understanding. In order to face increasing globalization and greater challenges in an international market, our approach to teaching English in maritime studies and application has to meet the demand in order to prepare our students for a flexible and rewarding career. Due to this, more attention should be focused on college English teaching. Furthermore; recognizing and applying English for Specific Purposes, by assigning greater importance to learning maritime vocabulary and understandings, students are better prepared and are able to comfortably enter the maritime workforce.

DMU has taken the first step, it initiated and carried out educational reform, in the form of revising college textbooks, overhauling the outdated maritime curriculum and optimized teaching resources and utilization. While this proved to be a difficult task, it was a necessary task to update and improve the quality of teaching and relevant content so that DMU could supply more competent, confident and higher quality graduates to the workforce. It is with this understanding that I believe that the experience of educational reform in DMU should provide the benchmark and drive for change for other maritime universities and colleges in China.

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MARITIME CADETS'S INTERESTS IN ACCESSING SOCIAL MEDIA FOR IMPROVING THEIR ENGLISH COMPETENCY

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Abstract

Internet, especially social media provides the widest information for Internet users including videos, pictures, photos, and articles. This study compares the students of engineering cadets responses to the use of YouTube, Wikipedia, and Pinterest in supporting teaching and learning. YouTube provides a lot of videos and pinterest promotes social bookmarking to provide access to various web based on the interest or topic the user is looking for. This research is conducted to find out the format or platform of providing information such as what is in demand and effective in helping students learn a topic. Topics of engineering, especially ship engineering are widely available in both media. Respondents are more interested in using Youtube to help learning English. The video material helps in spelling and gives an almost real picture to the situation on board.

Keywords: *social media, YouTube, Wikipedia, Pinterest*

Introduction

The internet provides various and useful information for learning process. The easiness of access, improvement of information technology platforms, and creativity of digital content

are increasing very quickly as well as extraordinary leaps in the provision of information resources related to maritime English learning.

Surfing in cyber world is such an interesting activity for students. They can gain some recommended-information of specific topic they want to learn in fast and instant way. The interaction between content providers and readers can also be done relatively quickly. Thus, the students' choice as internet users is also more adequate and varied especially the material related to their studies.

The learning process does not occur only in the classroom as a classical class instructed by a lecturer, however the learning process also need to be done outside the classroom through the self study such by giving assignments, discussions, and mini-workshops. Therefore, the student potentially able to increase their learning materials mastery. These efforts need to be measured by research to gain data and recommendations of online learning strategy or e-learning.

The use of social media and applications is becoming more popular among students, youtube as a video-sharing media, Wikipedia as an online library or encyclopedia that opens online contributions, and the pinterest that combines search engine and image and video notification sharing. YouTube is so popular that it almost shifts the television platform, in addition to video recording platform can also broadcast an event directly. Next, pinterest both in the form of web and application, is very helpful to deepen one field of interest or hobby. The another form, Wikipedia has become one of the most comprehensive library providers in various languages.

In the context of English maritime learning, these three web or applications are potential to help learners. This study explores the interest of learners in utilizing the support of these three webs. So that learners can get information and teaching materials that fit their needs.

Literature

E-learning via social media

While not all social media platforms are equally fit for E-learning purposes, a successful e-Learning program should take a good look in incorporating one or more of the major social media in its offering. Keep in mind though that each social media platform has its own strengths and weaknesses and it's own peculiar take on the concept of "social" that you should respect and try to work within its bounds.[1]

E-Learning is learning using electronic technology to access the curriculum of education outside the traditional classroom. In most cases, this refers to courses, courses or degrees delivered entirely online. Meanwhile, this study focuses on using the internet as a learning support. More can be seen from the following citation:

There are many terms used to describe learning that is delivered online, via the internet, ranging from Distance Education, to computerized electronic learning, online learning, internet learning and many others. We define eLearning as courses that are specifically delivered via the internet to somewhere other than the classroom where the professor is teaching. It is not a course delivered via a DVD or CD-ROM, video tape or over a television channel. It is interactive in that you can also communicate with your teachers, professors or other students in your class. Sometimes it is delivered live, where you can "electronically" raise your hand and interact in real time and sometimes it is a lecture that has been prerecorded. There is always a teacher or professor interacting /communicating with you and

grading your participation, your assignments and your tests. eLearning has been proven to be a successful method of training and education is becoming a way of life for many citizens in North Carolina. [2]

The definition of social media is forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos) [3]

Previous studies

Wiki is used to encourage sharing of views in writing. Students are also able to learn the structure of writing more effectively through the Wiki. In addition, YouTube videos are available to help students improving their speaking skills, while Twitter is used to learning new words [4]

In fact, there are a reasonable number of students who believed that it has the ability to simplify lessons since it has audio and digital effects and makes them more realistic and understandable. In addition to what has been mentioned, the audio-visual effects featured in YouTube videos can help learners to grasp the hidden meanings of some references and idioms in English language. As one of the students answered, "YouTube can provide a verbal and a real life situation"; another learner agreed with the same idea when he said "YouTube could make the lesson simple and interesting." Another participant answered that YouTube can increase interest and better capture attention for smoother information retention.[5]

Innovative practices supported by social media provide an opportunity for teacher educators to look at wider implementation issues around technical infrastructure, but they must also address pedagogical challenges such as the integration of informal learning

experiences, the limitations of existing physical and virtual learning environments and the personalisation of learning experiences. The goal is to facilitate learning, to blend the formal and informal, to support knowledge building and distributed cognition and engagement. The affordances of web 2.0 tools and digital technologies can support the growth of a reflective learning community to enable critical dialogue and communication while nurturing creativity, independent inquiry and communication. This can be achieved by employing the tools, resources and opportunities that can leverage what teacher do naturally – socialise, network and collaborate.[6]

1) Youtube. YouTube is a free video-hosting website that allows members to store and serve video content. YouTube members and website visitors can share YouTube videos on a variety of web platforms by using a link or by embedding HTML code. This study concluded that YouTube could be a good material to incorporate English lessons and can also help with understanding the lesson. It found that the use of YouTube can play a vital role in helping pupils understand their English lessons, improve their performance, and advance their understanding of English. Additionally, the multimodal text in YouTube can play a leading role in helping learners understand their English lessons. However, this paper included a number of recommendations according to the study findings. It also recommended some future research, particularly to explore students' attitudes towards the use of YouTube and the negative concerns that pupils may have while learning new languages by using YouTube or teachers' experiences with using YouTube videos.

The use of video, comprising sound, graphics and animation, seemed to display some advantages over textbooks, worksheets, slides, overhead projectors and films; learners started to select videos available on YouTube with a critical eye and ask the teacher to incorporate them in classes, realising that "their" tool effectively used in the classroom could help them achieve learning outcomes. The video-enhanced classes were engaging students in the learning process, restoring the confidence of those dealing with language problems and

encouraging them to participate in classes; some students seemed prone to assimilate vocabulary, discuss the subjects and give distinct viewpoints. Students were better informed, ideas were clearer and the contents introduced seemed more meaningful. [7]

2) Pinterest. Pinterest is a visual bookmarking tool that helps you discover and save creative ideas. Pinterest is the world's catalog of ideas. Find and save recipes, parenting hacks, style inspiration and other ideas to try.

3) Wikipedia is a free, open content online encyclopedia created through the collaborative effort of a community of users known as Wikipedians. Anyone registered on the site can create an article for publication; registration is not required to edit articles. The site's name comes from wiki, a server program that enables anyone to edit Web site content through their Web browser.

There is an advanced assignment in using social media that can be adapted from the idea of Ryan Owen Gibson [8]. This has been formulated by researchers who can be adopted in the learning, namely:

1) Create a youtube account. Ask learners to create vlogs or video blogs about their activities as potential marine engineers, how to use tools in engine room, etc. All narratives and text or infographics are made in English. Send to tutor, and uploaded Create a YouTube accoe youtube.

2) Creating the pinterest account. Choose and upload some photos related to marine engine material, descriptive in English and click 'pin' on the pinterest board.

3) Then, create a wikipedia account. Looking for material that matches the agreed marine engine topic. Save and present presentations with text, narration, and images in English.

Various studies have explored the relationship among the virtual world, especially social media with the effectiveness of learning. Internet users seek information relevant to their studies. Besides also to connect with tutors, ask for help from college friends, maintain social relationships with friends, do group work, share references, and so forth. [9]

Each student who uses internet has priority to access social media as the supporting learning medium. This priority is based on the students' necessity on learning material which need to be deepen and enriched. This study confirms the priority use of three popular platform, namely youtube, Wikipedia, and pinterest, by the students . The platform which is interesting, accessible, and having informative and comprehensive information are assumed to be most accessible to learners

Methodolgy

This research is done by conducting interviews and distributing questionnaires to 60 respondents of engineer cadets and used descriptive method. Be observational through a survey with questionnaires and explored by interviews. This study examines the interst level of engineer cadets to use social media. Before the questionnaire was given, the learner was given the task of accessing and making presentations on several marine engineering topics contained on YouTube, Pinterest, and Wikipedia.

After the assignment and experience utilizing the 3 social media, the learner was asked to fill out the questionnaire. The researcher observed the presentation, analyzed the questionnaire, and conducted interviews with the respondents.

Questions in the questionnaire are formulated as follows:

1. What is most frequently accessed for learning English?

2. Which one do you like best?

3. What is the most supportive of learning English?

4. Which one is the easiest to use in finding marine engineering material?

5. What is the best format for cadets related to learning English?

6. Do Youtube, Wikipedia, and Pinterest enrich the vocabulary, understanding the purpose of a speech, a sentence / listening & reading aspects practice using English by searching, mimicking, sounding words, phrases, or sentences / writing & speaking aspects ?

7. Are YouTube, Wikipedia, And Pinterest complete, attractive, accurate, update, and/ or interactive?

Discussion

68% of respondents chose Youtube as the most widely accessed web for the purposes of learning English. 32% of respondents chose Wikipedia. And nobody chooses the Pinterest.
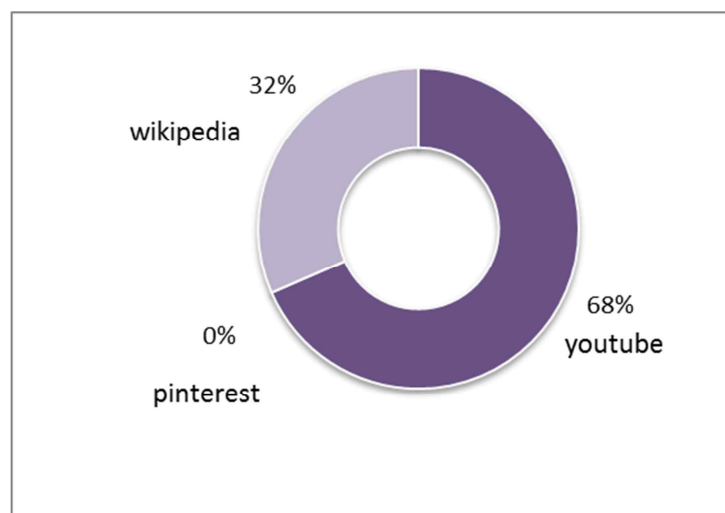
Figure 2 - The social media is most widely accessed

The next result, 53% stated that youtube is the easiest platform to understand and use in learning english. Almost comparable with Wikipedia selected by 47% of respondents. Pinterest was also not selected even by a single respondent.
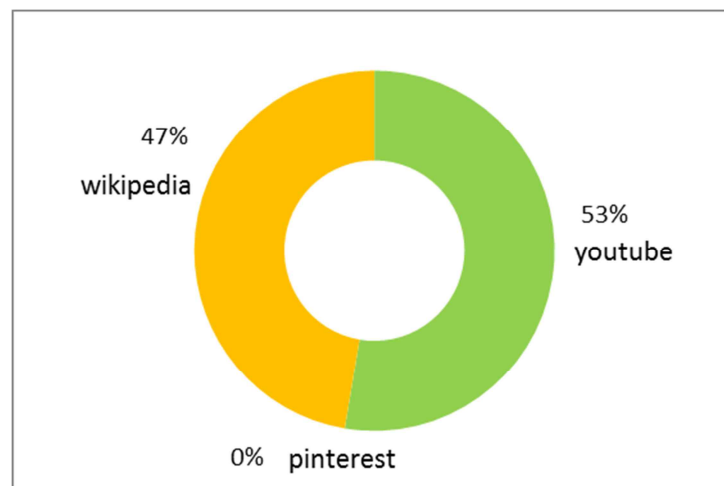
Figure 3 - Easiest social media to be accessed

Further, 87% of respondents chose youtube as the most preferred or recommended medium for learning English. Wikipedia is only selected by 13% of respondents.
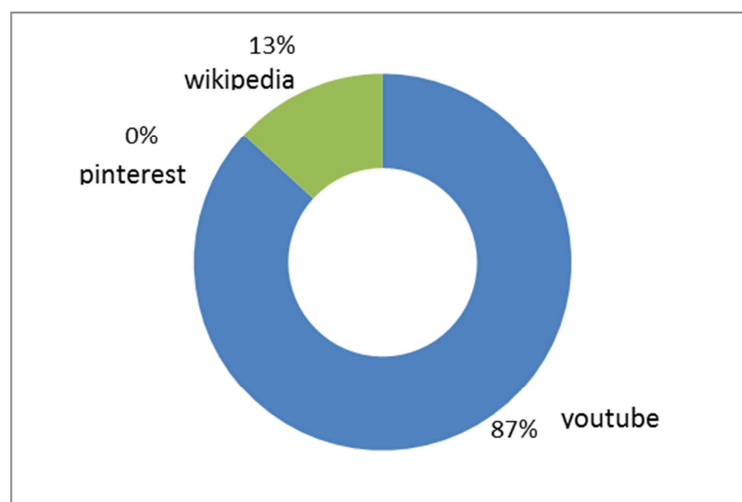
Figure 4 - The most preferred social media

Next, 58% of respondents chose video format more helpful for learning English. While the text format selected by 32% of respondents. Photos selected by 10% of respondents. Wikipedia has a composite content between text and photos. While pinterest is more likely to photograph or infographic. And youTube of course provides more video material.
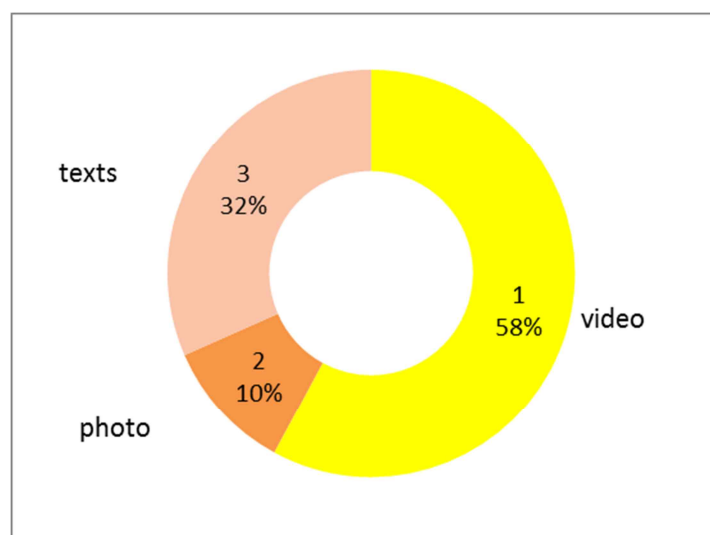
Figure 5 - Format of social media

In the in-depth interview we found the fact that YouTube is mostly chosen by respondents, but they have to pay more expensive for the data access   that there is a difference of 19% (87% -68%) between "like" and "access". Pinterest has not been accustomed by cadets. But before this questionnaire is filled, the cadets already have the task of using Pinterest, Wikipedia, and YouTube.

In-depth interviews were discovered fact that YouTube is preferred, but the respondent should pay a fairly high data access so that there is a difference of 19% (87% -68%) between "like" and "used to access" YouTube. Cadets are not accustomed to using pinterest because they are not familiar with it although before this questionnaire was delivered, the cadets were given the task of using Pinterest, Wikipedia, and Youtube but still Pinterest is not popular for cadets.

Conclusion

Engineering Cadets of STIP Jakarta prefer to use YouTube as a medium of learning, especially to facilitate understanding in the lessons related to ship engineering. The audio-visual material is very helpful in listening and pronunciation practice. Wikipedia becomes the second choice as a medium of learning. Wikipedia is used to search for an in-depth explanation of the definitions, functions, and details of a device / tools and related parts of the ship's engineering. While pinterest is still not interested since the respondents are not familiar with the features and procedures in the use of Pinterest applications.

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An Empirical Study on the Improvement of Students' Autonomous Learning Ability Based on Online Platform

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Abstract

Starting from the current situation of Marine Engineering English teaching and the theoretical basis of research, this paper gives a brief introduction to the platform construction, takes the teaching class as research object, and discusses the application of online platform into improving the students' professional English level and autonomous learning ability by means of.Two different research methods, experiment (pretest and post-test), and questionnaire survey. Analyzed results indicates that MEE online platform plays a key role in improving the autonomous learning ability and the professional English level of students.

Keywords: *Marine engineering English (MEE); Online platform; Autonomous learning ability*

Marine Engineering English(MEE), as one branch of Maritime English and the working language of engineers and related personnel involved in the international shipping industry, is a main course for marine engineering technology specialty. It plays a key role in the effective communication of the crew, safety navigation and the prevention of pollution from ships. At present, there are some problems in maritime English teaching just like the ambiguous definition pf maritime English teachers' qualification,single teaching methods, too slow

update of textbook and so on.And among the existing problems, the lack of network engineering English teaching resources is the most prominent and important. The Ministry of education in China once pointed out that we should pay attention to the use of high quality teaching resources and network information resources, and adopt the modern information technology as an important means to improve teaching quality in the fourth article of the file "opinions on comprehensively improving the teaching quality of higher vocational education ". As far as I am concerned, as a product of combination of information technology and teaching, the network teaching platform has become the dominant direction of China's maritime vocational education reform and discipline construction.

The background of MEE online platform construction

Lack of self-study ability for students

In recent years, due to the downturn of shipping market and reduced number of students majoring in navigation makes it difficult for part of higher vocational to enroll more students. Therefore, in order to ensure the enrollment scale, some institutes reduce the admission scores. According to statistics of maritime vocational institutes, the pass rate of English in college entrance examination for students of marine engineering in 2013 is less than 30%, and the situation is worse in 2014.These students have a lot problems in common such as weak foundation in English, not clear learning objectives , not correct learning attitude is , lack of self-study ability.

Lack of awareness of teaching innovation for maritime English teachers

At present, our maritime authorities have not a clear definition about the Maritime English teachers qualification. The maritime English teachers are made up of two kinds: one part of English majors, and the other part of navigation or engineering majors. Apparently, the former attaches great importance to the language skills training like pronunciation, grammar, translation an so on, while the latter emphasizes the professional knowledge. Most of

Maritime English teachers still use the traditional translation method, which is a little boring. In addition, due to high and strict requirement of the maritime safety administration in China,maritime English teachers pay more attention to the pass rate and tests, and are not willing to try to carry out teaching reform and lack of teaching innovation awareness.

Lack of teaching resources of maritime English

Currently, Maritime English teaching materials selected by maritime colleges mainly come from the people's communication press, Dalian Maritime University press, China maritime service center and so on , these textbooks are test oriented and written according to the examination syllabus of MSA in China.The editing and writing principle focus on professional knowledge, with few language training exercises. It is obvious that some problems exist like the slow update speed of textbooks and a certain lag for some contents , but the key problem is that these textbooks can not provide supporting teaching resources like recording, PPT, case, video and other teaching resources, which bring some troubles to students' learning and teachers' teaching.

The above-mentioned problems such as the weak English foundation of students, the difference in individual learning, lack of teachers' innovation awareness , and the rarity of professional English teaching resources , make it imminent to develop MEE online platform. How to use the network platform to assist the professional English teaching, is a new research topic for maritime English teachers to consider.

The theoretical basis of study

The theory of Constructivism

Constructivism theory thinks that language learning is a dynamic process,during which the learner, based on its original language knowledge and through a certain platform, constantly achieve self construction of language knowledge and language skills. [1]   At present, in the

traditional MEE classroom, the students just transfer the teaching content of their teachers to the notebooks, and it is very difficult to explore new knowledge, which does not conform to the dynamic development of language learning. MEE online platform, which provides a powerful resource platform for students' active learning, can not only make up for the deficiency of traditional teaching, but also be conducive to the reconstruction of the new knowledge.

Autonomous learning theor

Up to now, as for the definition about autonomous learning theory, the academic circles have not reached to a unified view, but in recent decades it has attracted wide attention and aroused great interest of researchers. It is generally considered that "autonomous learning is an organic whole formed by a variety of factors such as resource, management, demand, evaluation and personnel." [2] MEE online platform,based on the WEB, forms the three elements "students, teachers, resources" into an organic unity, namely the teacher delivers resources on the platform, and students can self-study the resources through the platform, and teachers can understand students' learning dynamic state through the monitor management of platform. This is a virtuous cycle of development process.

Introduction to the construction of MEE online platform

In 2012, the author, jointly worked with some teachers from maritime institutes brothers, developed the autonomous learning online platform of MEE, and the net address is mee.sulietou.com. In January, 2014, the construction of the platform was completed. The related resources are as follows:
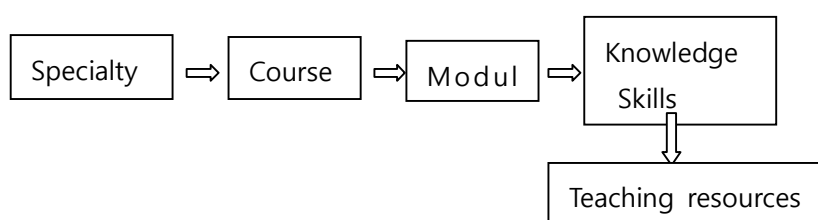
| Animation | PPT | Videos | Pictures | Cases | Tests |
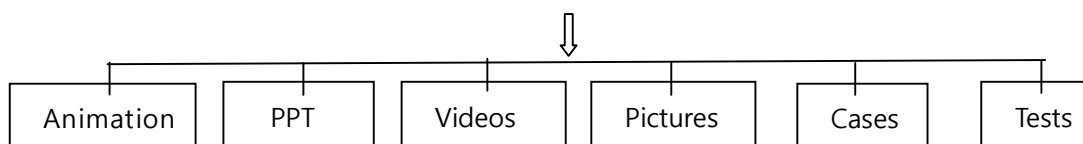
Picture 1- The construction concept of MEE online resources

Table 1   Lists of teaching resources constructed

Type of resources	Quantity	Capacity
Teaching cases	39pc.	1.35M
PPT	43pc.	7.6G
Teaching video	15pc.	10G
Pictures	60pc.	101M
Animations	412pc.	905M
Test system	4000pc.	31M
Evaluation	21pc.	859M

According to the construction idea of professional teaching resources database of vocational education and combining with the requirements of the engineer's occupation ability, we mainly adopts the task analysis method to design the teaching content, namely engineer occupation analysis--typical tasks--learning module --knowledge points or skill points, then establish supporting and constructional grain resources. These resources, are jointly constructed under the guidance of experts in the industry,by the sincere cooperation among more maritime colleges English teachers in the form of project of division of labor , and these are finally programmed into website through the technical personnel. As is shown in table 1:

Table 2 - The module structure of MEE online resources management system

Back managemen	Member	Test	Resources	Online questio

Study modul	Cases	PPT	Tests
	Listening	Speaking	Evaluation
	Pre-trainin	Video	Pictures&Animatio

Data bases	PPT base	Audio&Visual base	evaluation base
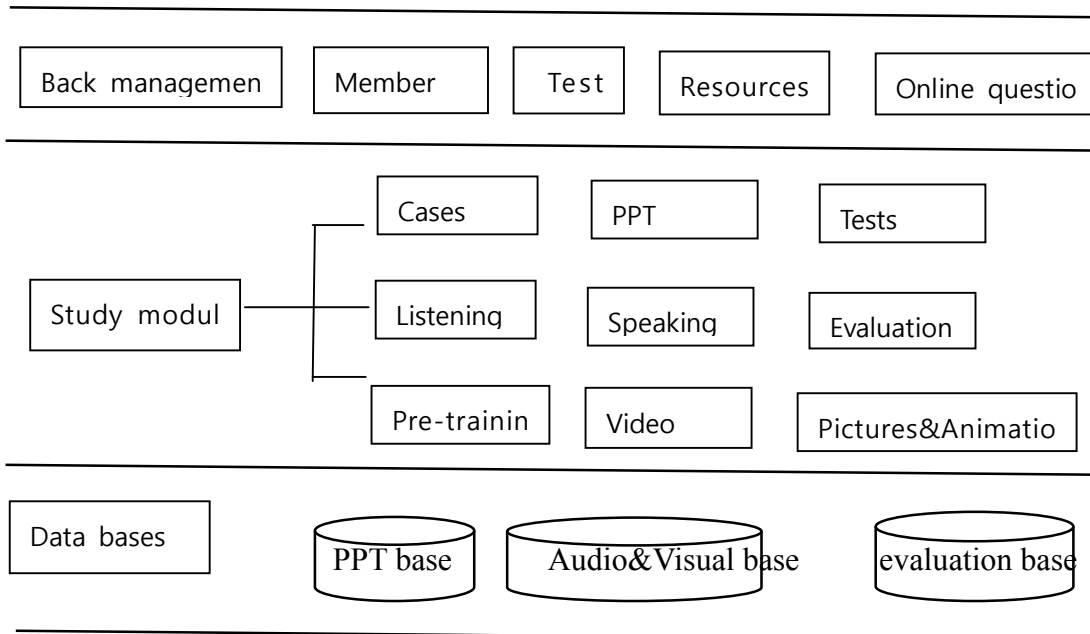
According to table 2, the system module of MEE online platform mainly includes learning module, database module and backstage management module. The teachers are in charge of releasing resources and learning task through the platform, the students register into the platform through the account and password,in which the students will have a selective learning, and teachers will monitor, manage and provide a feedback through the backstage, achieving the integration of teaching and learning and breaking the space and time limit.

Research process and data analysis

Research process

Taking the Class one, 29 students of marine engineering from Zhejiang International Maritime college as the research object and adopting the experimental method(pretest and post-test) and questionnaires as the research methods, the paper, discusses the promotion of online platform on the students' autonomous learning ability through the empirical application of online platform in MEE teaching reform. The data show that   the experiment

has achieved the desired results from the mean, standard deviation, paired T test of SPSS 18.0 software. Next, this paper will give a concrete analysis according to data of experiment and questionnaires respectively.

Data analysis

Data analysis of experimental method

The experimental method is the means by which according to the teaching theory or hypothesis, we can carry out educational practice after a certain time, then compares the effect of practice, to draw a scientific conclusion about the experimental factors in order to solve a problem of education. This research starts from late February to late June in 2014, which has lasted for 14 weeks,and the exercises derive from competency exams for 4th engineer by the China MSA, including 76 multiple-choice questions and four reading comprehensions. The comparison of the two test, wants to prove whether MEE online platform can improve the students' English proficiency.

Table 3 - Paired sample

		Mean	Number	Standard deviation	Mean of standard deviation
paired 1	pretest	77.03	29	8.978	1.667
	Post-test	82.93	29	6.431	1.194

Table 4 - Paired sample correlation

		Number	r	p
pair 1	pretest & post-test	29	.747	.000

Table 5 - Paired sample T test

	Paired difference	t	free	p

		mean	Standard deviation	Mean of standard deviation	95% range Lower limit	95% range Upper limit			
pair 1	Pretest Post-test	-5.897	5.978	1.110	-8.171	-3.623	-5.312	28	.000

According to table 3, table 4 and table 5, paired test r=0.747<1, P=0.000<0.05, it can be seen that the two samples have high correlation, so we can carry out the paired T-test. According to the T-test, P <0.05, it shows that there are significant differences before and after experiment, the result of post-test(after experiment) is significantly higher than that of pretest (before experiment). Before experiment the average score of class is 77.03, while after experiment it is 82.93, which is 6 points higher than the one of pretest. According to the standard deviation, we can know that the value reduces by 2.5 points, which indicates that the two level differentiation between the class is more serious before experiment , but after experiment, the two level differentiation between the class is not obvious and students' scores are getting closer to the mean.

Table 6 - Comparison between experiment and reference class

Engineering	Total number	Pass number	Pass rate	Pass rate in China
Reference class	30	5	16%	（25%）
Experiment class	29	14	48%	（30%）

According to table 6, the pass rate of experiment class is 48%, which is much higher than that of reference class and 18 points higher than the average in China.It can be seen that MEE online platform plays a very important role in improving the students' professional English proficiency.

Data analysis of questionnaire

At the end of the semester, a questionnaire is made and designed , including browsing time, types of resources, browse media and so on. 29 questionnaires are done and received, and the specific analysis is as follows:

Table 7 - MEE online platform

Minutes/time	Not use	10 minutes	Half an hour	Over 1 hour
Percentage	0%	12%	28%	60%
Time/week	Not use	1-3 times	4-6 times	Per day
Percentage	0%	58%	36%	6%
Types of resources	PPT	TESTS	Pictures&videos	Evaluation
Percentage	82%	94%	76%	42%
Log medium	Mobile phone	Computer	IPAD	Net-bar
Percentage	43%	55%	2%	0%

According to the above data, it can be learned that autonomous learning of students are greatly improved because of the establishment of MEE online platform. The autonomous learning time has increased, and the learning contents and log medium present a diversified development. In terms of types of resources, we know students would rather do tests than the evaluation, visible pictures and videos are also popular among the students. With regard to log medium, mobile phone, which is second to computer, becomes a tool for students to study with. In a word, Students generally agree that the MEE online platform enable them to have learning goals and direction and strengthen their communication with teachers.However, how to build more visible teaching resources and develop more convenient functions for students are the challenges we should consider.

Conclusion and reflection

The development and construction of MEE online platform , has an important role in improving the teaching status of maritime English and promoting the autonomous learning ability and professional English level for ocean-going engineers. However, in the course of implementation, there are still some problems worth our thinking and exploring: how to excavate the dynamic development of teaching resources and update and improve timely; how to use the network platform to carry out blended teaching; how to meet the individual requirements of students, how to achieve a good interaction between teachers and students and so on. All of these require us to constantly explore, innovate and research, in order to fulfill the function of the online platform, which can bring new direction and vitality for maritime English teaching reform and research.

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How do students assess Maritime Education and Training? Students reflections on course design, learning outcomes and Maritime English

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The international investments to align and develop MET worldwide are vast, and at Chalmers University of Technology we have seen new programmes arise during the last years, as the requirements and views on what cadets must master at the end of their training are nowadays better phrased by the stakeholders of the seafaring industry. Aiming to improve our world class MET at Chalmers, we have now asked our end user, the students of the Marine Engineering programme, to assess the learning outcomes of their Maritime English training in a comparison between their curriculum, i.e. what they have been taught, and their time at sea as cadets, i.e. what they need to master when sailing. The student comments have been collected to express how communication at sea is taught progressively, in the programme. This paper aims to establish if and how the programme objectives, IMO regulations, industry expectations and what students claim that they have learned at the end of their programme, are aligned. The paper also aims to investigate how students understand and assess the impact of this alignment on their future professional role.

Introduction

Responsible education, which generates competences for future societies and society

needs, is a topic addressed in various ways by trainers all over the world, and the research of pedagogical perspectives is and will remain a process as dynamic as societal development. Responsible education we would like to define as education which meets its aims and objectives, generated by the society it serves and its expectations on graduates in perspective, and how graduates actually articulate that they can meet these expectations. From a global perspective, responsible education will therefore be one which follows up on what is being taught and what is being learned with implications for the development of individuals and groups of individuals in a global context.

Maritime English training is a requirement prompted by one of our most international industries, the seafaring industry. The need of good communicators at sea and ashore, and the strict expectations of the International Maritime Organisation form a base for all maritime education and training worldwide.

At Chalmers University of Technology, we have long worked to develop cross-curricular, integrated courses as to generate learning environments that provide responsible education for our cadets. Our work [1-6] has been presented and discussed at the International Maritime English Conference yearly since 2011, and IMEC as a discussion forum has had tremendous impact on the ways in which we have developed our Maritime English training methods to suit industry expectations and prepare cadets for an international labour market. However, even as trainers may do the teaching, the learning is mainly carried out by the students. Responsible education will therefore always be contingent on students' assessment of its aims and objectives, if it is to pursue its aims and objectives. Aiming to determine if what we teach corresponds with what students think they have learned, we have designed a small study in which we match the learning outcomes of Maritime English courses or course interventions within the Marine Engineering programme, with what students say that they have learned after each course. Our results are presented and discussed below. This is a study performed by two students of the Marine Engineering programme at Chalmers,

supervised by two communication and technical content teachers. The study will be completed and repeated as to form parts of a bachelor thesis of the Marine Engineering Programme at Cahlmers.

Description of study

The Marine Engineering programme at Chalmers is an undergraduate programme of four years, one of which in practical training on board. The curriculum is designed to engage students in learning processes progressively, with constructively aligned course aims and objectives. We have now focused on the progression of Maritime English training as a generic programme objective throughout the four years of study [6].

To illustrate the progression in teaching and learning activities, we have marked courses differently in a programme progression scheme, depending on what is being introduced, taught or assessed/examined, alongside the level of knowledge/prerequisites required to complete the course. Some of the courses only introduce Maritime English, and these are marked I, some teach and examine Maritime English and are marked U, and some use and improve Maritime English skills to help addressing and accomplishing other course objectives, and are marked A.

Depending on their year of study and what course they evaluate, the students have answered tailored questions (see attached table) as to give feedback on the specific learning activities that they have typically engaged in, as phrased in the learning outcomes (*after the completion of the course the student should be able to*; [7] of each course. Only the students of the academic year 2016-2017 have answered our questions, and there between 40 and 50 students in each class.

Furthermore, with reference to our definition of responsible learning above, in this context we define society expectations on cadets in perspective, as the requirements stated

by the current provisions of the Manila amendments of the Standards of Training Certification and Watchkeeping [8]. The attached table aligns therefore course, programme and STCW objectives to illustrate how learning outcomes are designed to meet the following STCW requirements for both English and technical skills:

Table AIII/1. Function: Marine Engineering at the operational level Competence: Operate main auxiliary machinery and associated control systems Knowledge, understanding and proficiency:

- *Basic construction and operation principles of machinery systems including (but not limited to) marine boiler, marine steam turbine, refrigeration, air conditioning and ventilation systems*
- *Preparation, operation, fault detection and necessary measures to prevent damage for steam boiler and associated systems, refrigeration, air-conditioning and ventilation systems*
-

Table AIII/2. Function: Marine engineering at the management level: Competence : Operation, surveillance, performance assessment and maintaining safety of auxiliary equipment
Knowledge, understanding and proficiency:

- *Heat balance of marine steam boiler*
- *Refrigerators and refrigeration cycles*
- *Functions and mechanism of automatic control for auxiliary machinery including steam boilers, refrigeration system*
-

Table AIII/1 Function: Marine Engineering at the operational level Competence: Use English in written an oral form Knowledge, understanding and proficiency:

- *Adequate knowledge of the English language to enable the officer to use engineering publications and to perform engineering duties*

Criteria for evaluating competence

- *English language publications relevant to engineering duties are correctly interpreted*
- *Communications are clear and understood*

Our conclusions aim to also discuss how these match, and if students refer to expected correspondences between course, programme and STCW objectives. It is important to stress that our questions for the students do not name STCW but they strictly refer to the local curriculum which is explicitly based on specific STCW requirements [9].

The attached table displays the learning outcomes that have been surveyed, the corresponding programme objectives and National Transport agency's translation of the STCW-requirements above. Questions relevant for each course, and also displayed in the table, have been distributed to students via individual forms or/and as part of the course evaluation process. The students have ranked their answers from 1 to 5 where 1 is the lowest possible score and 5 the highest and the results are showed in circle diagrams for each question. Some of our surveys, as you will notice have received a very small number of answers, and we have in those cases used the course evaluations of the years 14/15, 15/16 and 16/17 as a complement, to support our conclusions. This is further explained below.

The questions prompted are, similarly to the learning outcomes of each course, all phrased around active verbs like identify, use, explain, discuss, interpret [10]. All these indirectly require good communication skills to be achieved.

Discussion of student answers from year 1

In year one, the students have been asked to assess the Maritime English interventions integrated in the course Marine Engineering 1 [1]. The learning activities are strictly introducing the SMCP used in the engine room, and the students practise SMCP in a language laboratory, in various individual, pair and group exercises. Marine Engineering 1 is a basic course addressing generic skills needed for the first training at sea. For the Maritime English intervention, participation in the course activities is the only requirement to pass the course.

The course is marked with an I in the progression of the programme aims and objectives (see description of study above). 13 students have answered the questions in the table (see attachment) and their answers in illustrated in the diagram below.
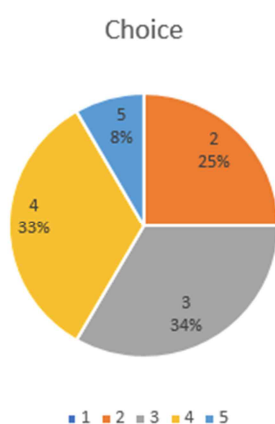
Diagram 1: Year 1, SJO556, question 1 (see attached table)
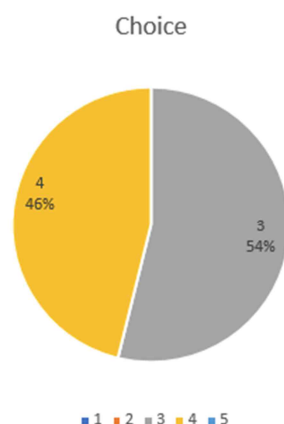
Diagram 2: Year 1, SJO556, question 2 (see attached table)

On the first question, if the students have learned how to use standard terminology when communicating in the engine room, 75% of the students agreed or strongly agreed and none disagreed. Some students wished for more teaching of Maritime English, in their comments, which could be directly linked to their prerequisites; students with poor knowledge of English will need more time to acquaint themselves with Maritime English.

On the second question, whether the course has been useful or not for the upcoming training on board, the rates were almost equally divided, and this aspect will need more research to help us understand the causes of this division.

Safety communication at sea was named among some of the best achieved learning outcomes of the course, and it also appears in the comments of the more generic course evaluation form, but again, what this means in perspective remains to be investigated.

Discussion of student answers from year 2

The only independent communication course of the programme is given in the second year, Marine English, a 7,5 credits communication course introducing, teaching and examining Maritime English, marked U in the progression of the programme aims and objectives. The course is twinned [11] with Steam and Refrigeration techniques (marked A, partly due to the joint activities with Marine English), given in parallel [2]. Course literature and some teaching and learning activities for these courses are integrated/twinned [11]. Due to this, the questions prompted address learning outcomes of both courses, and the students are asked to comment on the joint activities.

Marine English is also the most extensive Maritime English course in the programme and integrates therefore various assignments of different levels. The students hand in a report about different refrigeration techniques, answer reading comprehension questions about steam plants and they also write a critical commentary (see grading criteria attached) to a popular science article describing a retrofit of the steam and refrigeration plant on board a cruise ship. There is also a language proficiency exam with focus on grammar and vocabulary, at the end of the course.

We only have four student answers for these courses, and have therefore also looked for complementary information in the course evaluations from the last two academic years (15/16 answered by 24 students and 16/17 answered by 17 students) for both courses, and analysed all answers together according to the diagrams below.
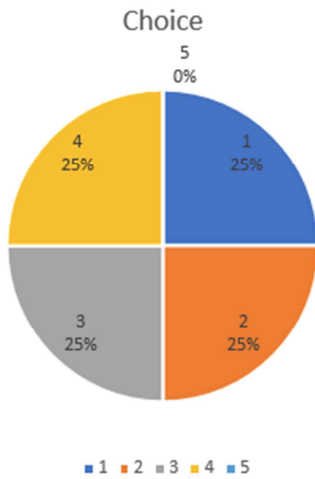
Diagram 3: Year 2, LSP193, SJO062, question 1 (see attached table)   Diagram 4: Year 2, LSP193, SJO062, question 2 (see attached table)
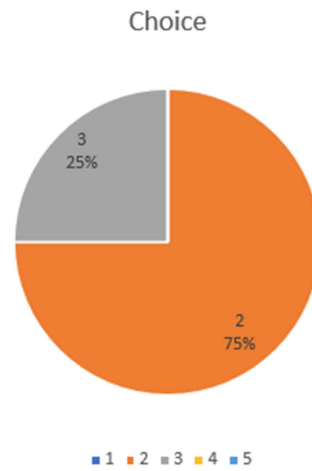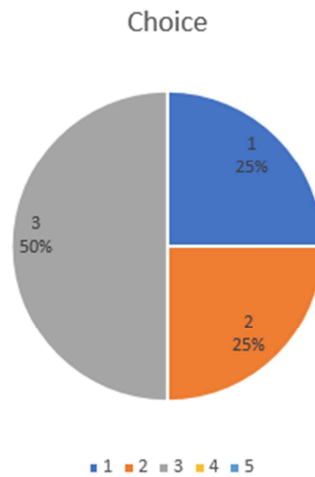
Diagram 5: Year 2, LSP193, SJO062, question 3 (see attached table)   Diagram 6: Year 2, LSP193, SJO062, question 4 (see attached table)
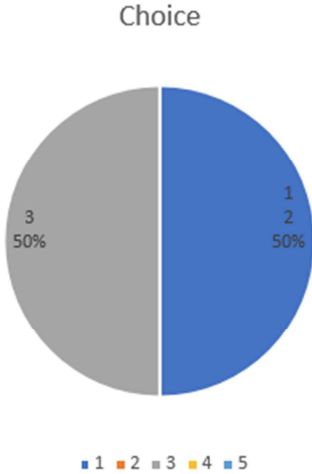
Choice
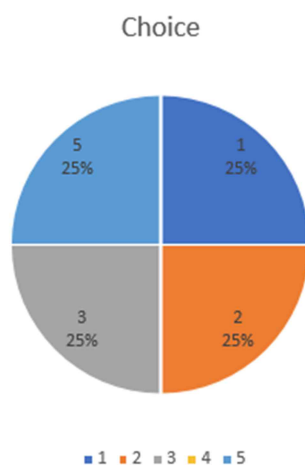
Diagram 7: Year 2, LSP193, SJO062, question 5 (see attached table)

From their comments, the students clearly convey that the setup of the course is confusing, with many assignments on a topic that they are not very acquainted with, like technical/formal communication and academic writing at different levels. Most students recommend better/more extensive integration of Maritime English and technical content for the future, as the assignments of Maritime English can be too theoretical/abstract to grasp otherwise, they say. In spite of the fact that more than 80% of the students pass the course at first trial, those who answered our questions and the course evaluation forms seem to have difficulties to see how the learning outcomes that they accomplish through the course have improved their Maritime English skills. Furthermore, even as more than half of the Marine English course is based on course literature from Steam and Refrigeration Techniques, there are no comments with regard to improved Maritime English skills in the evaluations of the latter, which could mean either that the students do not see the interconnection between language and technology or that technology gets in the way of acknowledging language. On the other hand, in an article based on the same course setup, [6] shows how the same students, in particular assignments of the course, both acknowledge and also appreciate the ways in which these twinned courses help improve their communication skills in English.

It is very difficult to draw a general conclusion from year two students, particularly due to the low number of answers but the study has raised interesting discussion topics to investigate further. We need more student feedback to understand the contradictions in the comments we have received so far and plan to proceed with this research.

Discussion of student answers from year 3

Communication skills are used and improved in year three, in the course Ship Maintenance, where the students draft an overhaul report and present it orally. In this course, we work further with writing process, peer response and teacher feedback, in three steps; the students hand in two drafts for response/review and one final draft for grade. The communication module in this course is marked A and it is taught as a twinned intervention with both content and communication teachers involved [2]. The questions for the students address therefore technical skills which require good communication to be performed. How the students understand and use technical vocabulary is therefore, now important. 16 students have answered the questions and their answers are showed in the diagrams below:
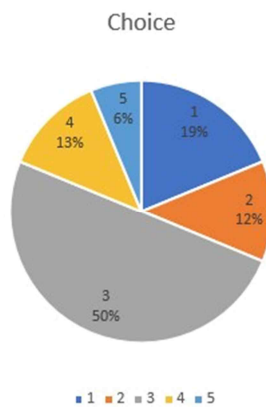
Diagram 8: Year 3, SJO845, question 1 (see attached table)   *Diagram 9: Year 3, SJO845, question 2 (see attached table)*
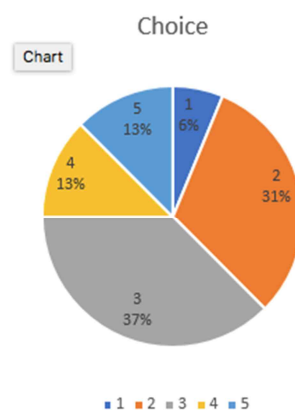
69% of the students agree that the course has helped them improve their communication

skills when describing, explaining and identifying the operation and maintenance of the vessel's machinery. 81% of the students agree that the course has helped them prepare for their practical training on board. When asked what learning outcomes they have achieved best, a majority refers to learning outcomes that are conditioned by communication skills, as describing, explaining and writing. Here it would be interesting to investigate further what specific improvements that the students experience and how they think these improvements have occurred.

Discussion of student answers from year 4

The Marine Engineering Project is a course designed to examine all the skills and knowledge that the marine engineering students will have developed during their four years of studies and practical training at sea. The course is marked A in the progression of the programme aims and objectives, as it develops and improves existing skills through application and examination. The assessment of technical skills, require good communicators skills and two oral presentations are given in the course, next to written assignments. The Marine Engineering Project is taught in English. The students are therefore asked if and how they have used communication skills in order to reach the learning outcomes of the course. In spite of only six student answers received, five of them agreed that communication skills are important in the course context, see the diagram below.
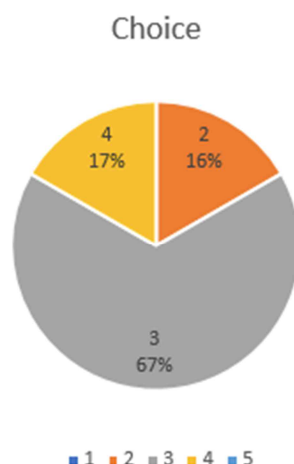
Choice

Diagram 10: Year 3, SJO707, question 1 (see attached table)

According to the comments, both for our questions and in the course evaluations from 15/16 and 16/17 there seems to be a common understanding among the students, that this course actually tests them for skills required from them as future professionals. This means that for the first time in our study, students actually express acknowledgment of an interconnection between their education and future professional role.

Nevertheless, here, as opposed from Ship Maintenance in year 3, there is no reference to communication skills in the course evaluations, albeit the communicative aspects of all examination assignments. This could be due to the fact that no learning outcome of the Marine Engineering Project literally refers to communication skills, in spite of the course examination being based on a communicative setup. This could also mean that students have difficulties identifying the more abstract communicative aspects embedded in an examination assignments, as opposed to more concrete/hands-on technical aspects. The latter remains to be discussed from a language learning point of view.

Conclusions and recommendations

We have, in earlier publications from Chalmers, proved how our courses, as displayed in the attached table, are designed to commit to the learning outcomes of the STCW (2010) and the IMO convention [1-6]. In support of responsible education, the present study has been designed to investigate whether students also are aware of the same interconnections and how students themselves would assess their learning from our courses, preferably in the context of a future professional role.

We have surveyed five different courses, from the programme's all four years and we have also looked into student comments from course evaluations from the academic years 2015/2016 and 2016/2017. Our first, rather surprising observation is that in none of these surveys we have encountered student comments about or references to the STCW,

although multiple, consistent references to the professional role of a marine engineer are made in our questions and in the programme aims and objectives. This is an observation that remains to be put into perspective, together with student representatives and programme management, as to understand why it happens and if and what impact it may have on cadets' skills and understanding of the seafaring industry. Students are obviously aware of the STCW, and also discuss the IMO convention both formally and informally in most of their courses. The interesting aspect here is therefore the absence of this reference in our answers.

We can also conclude that there is consistent reference to the communicative aspects of what is considered to be the marine engineering profession throughout all four years, in all student answers, as the prompted questions already suggest. However, from year one and on, students agree or disagree just as consistently, on the usefulness of the communicative course modules, assignments and interventions in the technical dimension. This too is to be investigated further, as to understand what students may experience as useful learning and how that experience is formed as they seem to have difficulties to see the interconnections between technical and communicative learning outcomes that they have accomplished through wholly or partly integrated courses. Is 'useful' translated to only the knowledge that can be understood and applied practically, or immediately? Or is 'useful' also the theoretical approach or the abstract skills (like communicative skills) which eventually helps them to complete the objectives of a course.

This paper also aimed to investigate how students understand and assess the impact of their learning on their future professional role. Only students from year four made comments about the connections between the learning outcomes of their education and the skills required by their future professional role. These comments were strictly referring to the technical content of the Marine Engineering Project course from year four. This means that for one time in our study, students actually expressed acknowledgment of an interconnection between their education and future professional role. As there was no

reference to communication in this context, though, in spite of a highly communicative course setup, it is also interesting to understand why the communicative aspects of technical content examination highly depending on good communication were overseen. The same occurs for the Marine English course given in year two, where the Maritime English assignments seem to be rather abstract and confusing. The only reference to improved communication skills due to technical course examination was made by students in year 3, after the Ship Maintenance course. As we mentioned above, this could mean that students have difficulties identifying the more abstract communicative aspects embedded in an examination assignments, as opposed to more concrete/hands-on technical aspects.

Based on the results above we now aim to rephrase our questions to better highlight learning difficulties and complications that students encounter during their studies. We need more specific questions to help students explain their understanding of the alignment between their education and international requirements better, and we need better questions to help student explain why the communicative aspects/skills/needs of the marine engineering profession are so difficult to acknowledge in their technical content.

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Rubric for Commentary

Name:

LSP193,TISJL2

Peer:

Mark	Language	Structure	Content
5	*Grammar:* appropriate language throughout; variation in structures *Vocabulary:* advanced and accurate in terms of range and variety. Good use of terminology. *Style and Register:* consistent with regard to academic style	*Organization:* informative introduction including a summary and commentary topics; logically ordered and well-connected paragraphs; clear conclusion that ties back to the introduction. *Cohesion/Coherence*: appropriate and advanced use of linking both inside and between paragraphs; highly unified; one can easily see progression throughout the text. *Sentence Structure*: varied, and appropriate constructions	*Development:* The text takes a critical/analytic approach, either by explaining or interpreting arguments/information; information is relevant and explained well; main ideas are well-articulated and well-developed. *Progression:* content is presented effectively so that it enhances reader understanding. *Source Material:* selected and used so that it shows understanding of and support for content. *References:* in-text references used in a deliberate way; both in-text references and reference list follow guidelines
4	*Grammar:* language communicates well (although there may be isolated errors) *Vocabulary:* well-chosen in terms of range and variety, few unidiomatic phrases and words *Style and Register:* well-adjusted to the task with little informal language	*Organization:* functional introduction including commentary topics; logical arrangement of paragraphs; communicative conclusion which summarizes the main points of the text *Cohesion/Coherence:* effective use of linking both inside and between paragraphs; unified *Sentence Structure:* construction is accurate; good variation of sentence types	*Development:* the text analyses, explains and describes; information is relevant; main ideas are sufficiently supported. *Progression:* content stays on topic and it is easy to follow *Source Material:* used to support content *References:* in-text references generally do not interfere with reading; both in-text references and reference list follow assigned guidelines
3	*Grammar:* language communicates on the whole (although there may be some errors) *Vocabulary:* functional in terms of range and variety, some unidiomatic phrases/words and wrong words used *Style and Register:* generally appropriate, with some informal language	*Organization:* introduction, main body, and conclusion present. The text conveys a clear idea on the whole. *Cohesion/Coherence:* functional use of linking both inside and between paragraphs; generally unified *Sentence Structure:* construction is accurate on the whole, though there may be several errors	*Development:* the text is rather descriptive, with some analysis of similarities/differences between style and content in academic vs popular science publications. *Progression:* it is possible to follow the content though several ideas may not stay on topic and/or are difficult to follow *Source Material:* used to support content *References:* in-text references and reference list are present, and presented so that it is possible for a reader to retrieve sources
U	*Grammar:* several errors, some of which disturb communication *Vocabulary:* many incorrect word choices, meaning difficult to grasp in places *Style and Register:* inappropriate for the task and/or inconsistent	*Organization:* no organization is evident; understanding is compromised in places *Cohesion/Coherence:* insufficient use of cohesive devices; no unity *Sentence Structure:* many errors	*Development:* Insufficient information provided to meet the stated objective *Progression:* content difficult to follow at times *Source material:* not present or used in a way that disturbs understanding (confusing) *References:* incorrect referencing; large chunks plagiarized

	Adherence to task requirements: fulfills length and is written in your own words, i.e. no plagiarism.	YES (3-5) NO (U)

Rubric for Overhaul Report   Name: _____ SJO845 TISJL-3

Mark	Language	Structure	Content
Pass	*Grammar:* excellent language throughout; variation in structures *Vocabulary:* advanced and accurate in terms of range and variety. Good use of terminology. Well-chosen in terms of range and variety, few unidiomatic phrases and words *Style and Register:* consistent with regard to technical publications, well-adjusted to the task with little informal language	*Organization:* informative, clear, logical structure with regard to topic; logically ordered and well-linked paragraphs; follows the template *Cohesion/Coherence*: excellent and advanced use of linking both inside and between paragraphs; *Sentence Structure*: varied, and accurate constructions, good variation of sentence types	*Development:* The text takes a clearly descriptive/instructive/explicative technical approach; information is relevant and explained well; technical content/details is/are well-articulated and well-developed. All processes and references are well explained and supported with relevant information. The text reflects upon technical data and argues for its discourse. *Progression:* content is presented effectively so that it enhances reader understanding, e. g. clear language, accurate vocabulary for the domain. *Source Material:* selected and used so that it shows understanding of content and enhances reader understanding. *References:* in-text references used in a deliberate way; both in-text references and reference list follow set guidelines
Fail	*Grammar:* many errors, some of which disturb communication *Vocabulary:* many incorrect word choices, meaning difficult to grasp in places *Style and Register:* inappropriate for the task and/or inconsistent	*Organization:* no organization is evident; understanding is compromised in places, does not follow the template or there are too many omissions. *Cohesion/Coherence:* insufficient use of cohesive devices *Sentence Structure:* many errors	*Development:* Insufficient information provided to fulfill the task *Progression:* content difficult to follow at times *Source material:* not present or used in a way that disturbs understanding (confusing) *References:* incorrect referencing
	Adherence to task requirements: fulfills length and is written in your own words, i.e. no plagiarism.	YES NO	

Table 1: Chalmers University of Technology, Gothenburg – the Marine Engineering Programme. An illustration of the learning outcomes/requirements of specific courses, programme objectives and the Swedish transport Agency's translations of STCW and/or STCW

Year	Course	Learning outcomes	Programme objectives	Swedish transport agency translation of STCW
	Marine Engineering SJO556	Use standard marine engineering terminology in English	**presenting** information in Swedish and English both verbally and in writing **being** able to reflect on and discuss problems and solutions with master mariners,	**demonstrate** ability, both verbally and in writing, in both a national and an international context to describe and discuss information, problems and solutions in discussion with other groups.
Prompted questions	1. Have you learned standard terminology in English in order to communicate effectively in the engine room? 2. Has the course prepared you for your upcoming practice at sea?			
2	Marine English LSP193	Examine, discuss and analyse technical texts which are relevant in a maritime context. - Compose a structured reflective text/text commentary of relevance within the discipline. - Reflect on peer feedback and learning processes. - Demonstrate an understanding for maritime terminology in technical texts by critically explaining, analysing and reflecting upon their content. - Convey technical content in writing and orally by writing simple structured texts and orally present domain specific content. - Show advanced communication skills in English and knowledge of communication situations with direct professional affiliation. - Show and make practical use of their knowledge of basic English language skills, such as vocabulary and grammar.	**understanding** and using international conventions such as SOLAS and MARPOL **critically** reviewing reports by means of opposition **presenting** information in Swedish and English both verbally and in writing **being** able to reflect on and discuss problems and solutions with master mariners, shipyard personnel and authorities	As above and STCW AIII/1 - Use English in written and oral form - Adequate knowledge of the English language to enable the officer to use engineering publications and to perform engineering duties.
	Steam and Refrigeration Techniques SJO062	Describe, explain and discuss the various functions of steam and refrigeration plants, orally and in writing (author's summary).	**explaining** the applications, function, design, operation and environmental impact of internal combustion engines, gas turbines and steam turbines **describing** the running and operation of modern propulsion machinery and its powertrains **categorising**, explaining and understanding the function and operation of the ship's various auxiliary systems, cooling water, lubricating oil, fuel.	STCW AIII/1 Basic construction and operation principles of machinery systems including: 1. Marine diesel engine 2. Marine steam sturbine 3. Marine gas turbine 4. Marine boiler 5. (…) 6. other auxiliaries including (…) heat exchanger, refrigeration, air-conditioning.
Prompted questions	1. Have you used communication skills to describe, explain and discuss the operation and maintenance of the vessel's machinery? (for SJO062) 2. Has the course prepared you to express the operation and maintenance of the ship's machinery in writing, based on your knowledge of the subject? 3. Have you used and developed your communication skills when describing, explaining and identifying the operation and maintenance of the vessel's machinery? 4. Can you, after the course, give an oral and written review of the relationship between current research and development work on modern masking systems? 5. Have you gained insight into what you can do to keep improving your communication skills, after the course?			

Table 1: Chalmers University of Technology, Gothenburg – the Marine Engineering Programme. An illustration of the learning outcomes/requirements of specific courses, programme objectives and the Swedish transport Agency's translations of STCW and/or STCW

3	Ship Maintenance SJO845	Describe, define, explain various maintenance and overhaul techniques and concepts. Compose an overhaul report in English and present it orally (author's summary)	**planning**, leading and documenting maintenance of the technical systems on board ship in order to maximise the ship's reliability **critically** reviewing reports by means of opposition **critically** evaluating references and other material presenting information in Swedish and English both verbally and in writing **acquiring** relevant information in tasks where not all parameters are stated **independently** taking the initiative for personal skills development	**demonstrate** knowledge of shipping technology which is broad enough to meet requirements, in a leading position, to stand responsible for the operation and maintenance of ships' machinery and electrical equipment, as well as for fire safety **demonstrate** ability to plan and use adequate methods within specified frameworks to carry out tasks, as well as an ability to observe and enforce measures appropriate for maritime safety in all operational activities **demonstrate** ability to critically and systematically apply knowledge, as well as to model, simulate, predict and evaluate events on the basis of relevant information **demonstrate** ability, both verbally and in writing, in both a national and an international context to describe and discuss information, problems and solutions in discussion with groups **demonstrate** ability to identify their need for further knowledge and to constantly develop their skills,
Prompted questions	1. In this course, have you used your communication skills in describing, explaining and identifying the operation and maintenance of the vessel's machinery? If yes, how?			
4	Marine engineering project SJO707	Plan the daily operation of a complex machine systems in a merchant navy vessel. Propose measures and changes for operating the propulsion of a ship.	**planning** and implementing safe engine watchkeeping **systematically** planning operation of the technical systems required for the ship's navigation and operations **acting** in accordance with the limitations and opportunities offered by technical systems **being** able to optimise the engine systems on board ship in an economically and environmentally sound manner	**demonstrate** ability to plan and use adequate methods within specified frameworks to carry out tasks, as well as an ability to observe and enforce measures appropriate for maritime safety in all operational activities **demonstrate** ability to critically and systematically apply knowledge, as well as to model, simulate, predict and evaluate events on the basis of relevant information **demonstrate** ability to handle products, processes and the working environment with regard to people's requirements and needs, and also to society's aims for financially, socially and ecologically sustainable development
Prompted questions	1. Have you used your communication skills to identify, describe and explain qualification of procedures in the vessel's operation and maintenance? If yes, how?			

Suggestions on the Development of Standard Engineering Communication Phrases

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Abstract

Under the STCW Convention (IMO, 2010), marine engineers are required to have a satisfactory level of maritime English proficiency so that they can successfully perform their duties on board or maintain and operate the various equipment and facilities installed in the ship. More specifically, the importance of the engineers' *written communication skills* has been highlighted since their documents (for instance, post-work records, legal, and/or internal reports) have a *significant legal impact* in the event of a marine casualty or maritime crime. From this perspective, not only the documents must be written in accordance with *international maritime conventions*, *laws, and internal company guidelines*, but also the *consistency and uniformity of the expressions*, which lead to the target audience's common understanding and perception of the situation, have to be ensured.

To suggest the necessity of developing standard engineering logbook phrases (SELP), therefore, this paper will closely analyse three-month authentic marine engineers' work records written by Korean officers. From the analysis, the problems and errors in the logbook will be analysed, and considerations to be taken into account in the development of SELP will be illustrated. Finally, the future actions for this standardised written communication for the logbook entry will be sought.

Introduction

A number of IMO conventions, such as SOLAS, MARPOL, and STCW, require a logbook record for marine engineers. A list of information and contents to be specified in the logbook is quite varied according to the events that occurred during watchkeeping and workday. Considering that any of the records in the logbook could be adopted as part of critical court evidence in a marine casualty or maritime crime, a precise, accurate, and complete logbook entry is highly essential (IMO, 2013). However, the international guideline on how to write a logbook entry in a mutually agreeable and understandable manner has not been provided so far. This could confuse writers to decide proper wording and phrases, and readers to comprehend the intended messages. Because of its high level of technical complexity and prevalence of jargon, the engineer's logbook can be more heavily affected by the writer's English language capabilities, technical expertise, and different working practices of different shipping companies or ships.

In this perspective, the styles and expressions of one identical engineering situation on board can be quite different each ship and/or engineer, and this could significantly hinder attaining the communicative goal of writing a logbook. In this study, therefore, to suggest the necessity of SELP's establishment, linguistic features and characteristics of a three-month authentic engineering logbook will be closely analysed. From the analysis, typical communicative situations and repetitive occurring phrases will be identified, and the considerations to be taken account in the development of SELP will be illustrated based on the problems and errors identified in the data. Finally, the future actions for this standardised written communication for the logbook entry will be sought.

Literature Review

The purpose of the logbook

An engine room logbook is 'a track record of all ship machinery parameters, performance,

maintenance, and malfunctions' (Karan, 2017). All kinds of daily routines, trainings, and incidents carried out in the ship engine room must be recorded in the remarks column of the engineers' logbook according to national and international rules and regulations. Recording of remarks is specifically important for engineers to compare the current performance of the engine room machinery with that of the past, to check the progression of daily or per-voyage maintenance plans and to safely report and hand over the work in her or his own watch among the engine room crew. It is also quite useful for ship owners to monitor whether devices and equipment in the engine room are properly repaired and adequately maintained according to international safety management system (IMO, 2010).

When maritime casualty and accidents happen on board, the records written on the remark column play a pivotal role as critical evidence in the investigation. This is why the logbook is one of the main checkpoints inspected by Port State Control. Hence, the engine room logbook must be written in an accurate and clearly intelligible manner wherein parties can have a common and shared understanding on the specified incident and event. Because of its high level of technical complexity, however, the descriptions of the identical events are quite varied depending on individual engineers in terms of terminology, abbreviations, and expressions. This has generally led to third parties' misunderstanding and often raises legal issues.

The logbook is generally composed of 'entries' and 'remarks' sections. The 'entries' section has a fixed format, and the information to be specified (e.g., temperature, pressure, revolution numbers, and operation hours of important equipment) is set, and therefore, every watch machinery must be filled in by taking the reading from all important machinery parameters. On the other hand, the 'remarks' section is for recording important works, events, incidents or accidents, and trainings. This also includes abnormal behaviours and actions taken by the engine room crew, such as criminal damage, violence, and any danger to other crewmembers.

Although ship engineers are liable to keep the logbook records, relevant international bodies have not yet provided concrete guidelines and regulations so far on which extent of information should be specified in each reporting case (AMSA, 2012; Fiji, 2013), and how it should be expressed in written form. Considering its diversity in cases, it would be impossible to standardise all the events in the engine room in terms of forms and languages. In a limited range of situations, however, it seems to be quite attainable, assuming that ranges of machinery and equipment that must be installed for international voyage under the IMO conventions are almost identical and that the work related to them seems quite common. The following list of information can be a part of this:

- Preparations for vessel entry or departure
- Preparations for the main engine's lubricating oil pump
- Preparations for the main engine's cooling water pump
- Checking of the steering gear's operating condition
- Preparations for the generator's parallel operation
- Main engine control

Linguistic characteristics of the logbook

The linguistic characteristics of the engine room logbook have not been clearly specified as those suggested in the IMO Standard Maritime Communication Phrases (SMCP), which are designed for oral VHF communication between ships and shores (2001). Taking some of the communicative features from SMCP as examples, the language should be a simplified version by reducing 'grammatical, lexical and idiomatic varieties to a tolerable minimum using standardized structures for the sake of its functional aspect'. Some studies (Sui, 2010; Huang and Shen, 2011) have covered the necessity of standardising nautical logbook language by reviewing its linguistic characteristics as follows:

- A high degree of technical jargons

- A large number of abbreviations

- Use of concise sentences: noun phrases consisting only of several nouns (e.g., fuel oil tank), use of simple verbs (e.g., get, have, make), frequent use of punctuations (e.g., '/' and '.') and symbols to simplify long sentences

- Use of elliptical sentence: omitting definite article, subject, and predicate (e.g., be verb), use of simple tenses (e.g., present and past tenses)

<div align="right">(Huang and Shen, 2011, pp. 107–108)</div>

Most research largely focus on logbook entries of the bridge team, and, therefore, relatively, those engineers have not received much attention. It is specifically important for engineers who do not use English as a mother tongue, considering their linguistic obstacles:

- Their language structures (e.g., the order of subject and object) being non-identical to that of English, and it would be a challenge for them to decide the level of simplicity of the English structures while avoiding ambiguity in meaning (Doo, 2016).

- The different individual and cultural perceptions when describing a situation specifically in terms of deciding the extent of details of the information to be offered

- Inadequate understanding of – and/or mistakes in – using abbreviations in a non-standardised format (e.g., EMERGENCY, EMER'CY, EM'CY)

The different perception on detailing information is illustrated in the table below, which compares the authentic PSC report between the United States and South Korea (ClassNK, 2014).

USA	Republic of Korea
Vessel had plastic, paper and grease mix with food waste ready to be discharged overboard according to ships garbage management plan containers are not marked properly, it is also believed that paper food plastic, has been discharged into the sea.	In related to deficiency of SR Certificate, maintenance of ship not satisfactory in view of ISM code.
A/C vent is holed, which will allow air to continue to flow when system is stopped.	A cable penetrated ACC. Area between ACC. Space and open deck.

Research Methods

Data collection

Three-month data of the engine room logbook entries, *MV Cosmos*, were collected and analysed. The data have been transcribed into a written electronic format to conduct a more systematic linguistic analysis. The details of the data are as follows:

- Duration of the record: three months
- Ship's type
- Number of entries in total: 300 lines
- Tokens: 2,035
- Types: 477

As shown above, the total number of lines for the three-month voyage were 300, and 3.3 lines of entries per day on the average had been recorded. In addition, 2,035 tokens (i.e., the total number of the words including the repetition of the same words) and 477 types (i.e., the number of distinct words) were identified, which indicates that 6.78 words on the average were used to describe a single logbook entry.

Data analysis

The electronic corpus data were first analysed through the concordance tool, Antconc 3.4.4w. Through the functions of *word list*, *collocates*, and *clusters,* the analysis of the most frequently occurring words and patterns identified typical communicative situations. Closely investigating *concordance lines,* furthermore, addressed the linguistic problems (e.g., irregularities in abbreviations and phraseologies and/or any linguistic ambiguity that might cause misinterpretation of the readers).

Analysis

To figure out the most frequently occurring words for logbook entries, a *wordlist* is created. The top 100 frequent words, percentage of occurrences, and accumulated percentages are as follows:

Table 1. Top 100 Frequent Words in the Logbook Entries

N.	Word	Occ.	%	Accu. %	N.	Word	Occ.	%	Accu. %
1	of	91	4.5	4.50%	51	lb	9	0.4	52.4
2	no	72	3.5	8.0	52	painted	9	0.4	52.9
3	cleaned	42	2.1	10.1	53	reassembled	9	0.4	53.3
4	for	42	2.1	12.2	54	room	9	0.4	53.8
5	renewed	41	2.0	14.2	55	spare	9	0.4	54.2
6	blow	39	1.9	16.1	56	sw	9	0.4	54.7
7	gas	37	1.8	17.9	57	and	8	0.4	55.1
8	economizer	34	1.7	19.6	58	as	8	0.4	55.4
9	side	30	1.5	21.1	59	bunker	8	0.4	55.8
10	in	28	1.4	22.5	60	compressor	8	0.4	56.2
11	air	27	1.3	23.8	61	engine	8	0.4	56.6
12	me	27	1.3	25.1	62	filter	8	0.4	57.0
13	soot	25	1.2	26.4	63	shaft	8	0.4	57.4
14	lo	24	1.2	27.6	64	to	8	0.4	57.8
15	er	23	1.1	28.7	65	well	8	0.4	58.2

16	purifier	22	1.1	29.8	66	alram	7	0.3	58.6
17	exh	21	1.0	30.8	67	checked	7	0.3	58.9
18	oil	21	1.0	31.8	68	con	7	0.3	59.2
19	pump	20	1.0	32.8	69	condenser	7	0.3	59.6
20	tank	20	1.0	33.8	70	econmizer	7	0.3	59.9
21	tested	20	1.0	34.8	71	emcy	7	0.3	60.3
22	bilge	17	0.8	35.6	72	filters	7	0.3	60.6
23	exhaust	17	0.8	36.5	73	follow	7	0.3	61.0
24	hfo	17	0.8	37.3	74	general	7	0.3	61.3
25	sooted	17	0.8	38.1	75	high	7	0.3	61.7
26	line	16	0.8	38.9	76	port	7	0.3	62.0
27	repaired	16	0.8	39.7	77	result	7	0.3	62.3
28	emercy	15	0.7	40.5	78	stbd	7	0.3	62.7
29	out	14	0.7	41.2	79	valves	7	0.3	63.0
30	vv	13	0.6	41.8	80	was	7	0.3	63.4
31	carried	12	0.6	42.4	81	ballast	6	0.3	63.7
32	ge	12	0.6	43.0	82	batterty	6	0.3	64.0
33	ows	12	0.6	43.6	83	comp	6	0.3	64.3
34	water	12	0.6	44.2	84	cooler	6	0.3	64.6
35	by	11	0.5	44.7	85	from	6	0.3	64.9
36	good	11	0.5	45.2	86	gen	6	0.3	65.2
37	leakage	11	0.5	45.8	87	motor	6	0.3	65.5
38	bowl	10	0.5	46.3	88	oh	6	0.3	65.7
39	condition	10	0.5	46.8	89	part	6	0.3	66.0
40	level	10	0.5	47.3	90	parts	6	0.3	66.3
41	overhauled	10	0.5	47.8	91	pressure	6	0.3	66.6
42	pipe	10	0.5	48.3	92	radio	6	0.3	66.9
43	pp	10	0.5	48.7	93	acc	5	0.2	67.2
44	ppm	10	0.5	49.2	94	arranged	5	0.2	67.4
45	the	10	0.5	49.7	95	check	5	0.2	67.7
46	valve	10	0.5	50.2	96	circulation	5	0.2	67.9
47	alarm	9	0.4	50.7	97	driu	5	0.2	68.2
48	deck	9	0.4	51.1	98	filling	5	0.2	68.4
49	fire	9	0.4	51.6	99	hydraulic	5	0.2	68.7
50	gear	9	0.4	52.0	100	machineries	5	0.2	68.9

In the table above, the lemma list (i.e., *check* and *checked* are regarded as one word, *to check*) was not applied, and spelling errors were not also corrected for analysing writers' errors and mistakes in depth and clearly illustrating their linguistic problems. Therefore, the same word can be ranked twice (e.g., *economizer* and *econmizer* are both listed in the frequency list). The results of the analysis through frequent words, collocates, clusters, and concordance lines are discussed below.

Limited number of vocabulary

As clearly observed from the table, the top 100 words occupy 68.9% of the total words of the logbook, and it means that a very limited set of the words are used for the logbook entries. Considering that many of the words are identical but written differently because of its spelling errors (e.g., *alarm* in N.47 and *alram* in N.66), different tenses (e.g., *checked* n N.67 and *check* N.95) and abbreviations (*EMERC'Y* or *EMCY*), the total number of the words (i.e., 476 words) actually used in the logbook could be fewer than those in the wordlist. The words used more than five times are 107 and more than twice are 251 of the total words. It means that the remaining 225 words (47.27%) occurred just once throughout the three-month logbook. In addition, since the total number of the words is quite limited and repetitively occurring words are very fixed, the standard wordlist for logbook entries in the engine room could be established.

Nonstandard use of abbreviation

A list of standard abbreviations should be provided. As observed in the logbook, abbreviations are adopted in most cases (e.g., *FO* for fuel oil), but some abbreviations are also undefined (e.g., *GEN* possibly for general and/or generator). In other cases, the abbreviations for the same word are written differently, for example, EMERCY, EMERY, and EMERCY for *emergency* and EXH or EXHS for *exhaust*. To standardise a language set for clearer understanding among readers, technical terminology in abbreviations format is first

established.

Misspelling and incorrect language use

The list of frequently used words needs to be provided. Since the logbook entries are composed of a very simple language structure with 6.78 words on average per line, the individual words should be as accurately as possible to deliver the intended meaning briefly and clearly. However, many words are misspelled (e.g., *sequcnce*, *scoied*, *evaporator*, and *enginges*) and are grammatically incorrect, specifically in expressing countable and uncountable nouns (e.g., *machineries*). These could be regarded as a small typo, but if the number of the misspelled words increases, it could significantly hamper the readers' readability and understanding.

Considering the fact that an indefinite article indicating a single object was never used throughout the text, the concept of numbers using singular and plural forms with exact numeric figures – for example, indicating a volume or number of oil using litres, drums, and cans – should be accurately specified. In the phrase 'TRANSFERRED GE SYSTEM OIL FROM DRUMS', 'how much oil', 'how many drums' and 'which drums' should have been clearly addressed. With the standardised word list, therefore, providing a guideline on the kind of detailed information to be clarified should also be suggested.

Restricted number of prepositions

The number of prepositions and its kind are quite different from those of general English. The order of prepositions according to its occurrences is as follows: *of* (91, 4.5%), *in* (28, 1.4%), *by* (11, 0.5%), *as* (8, 0.4%), *to* (8, 0.4%), *from* (6, 0.3%), *on* (5, 0.2%) and *through* (1, 0.049%). Only eight prepositions listed above were identified. On the other hand, examples of prepositions in general contemporary English suggested by COCA (2017) are (520 million word data) *of* (0.97%), *in* (0.98%), *to* (0.98%), *on* (0.99%), *at* (0.98%), *or* (0.97%) and *as*

(0.98%). Of course, the COCA is a mega-sized general English corpus, which is quite different from the technical English in its linguistic characteristic, but it could fairly argue that the number of prepositions in the logbook are highly restricted and heavily restrained in specific prepositions such as *of* and *in.* Most expressions use *of* to explain 'a part of something' as shown in the concordance lines, and *in* describes 'something is located in somewhere' and/or 'in good condition'.

*F*ig. 1 Concordance Lines of the Preposition 'of'
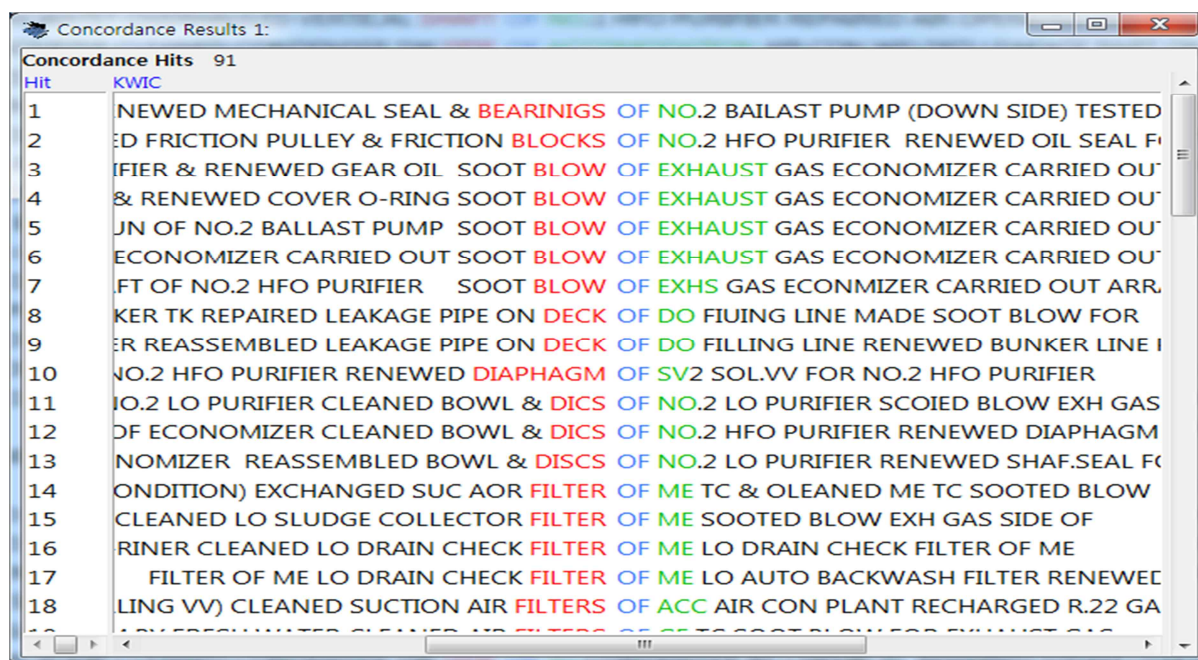
Considering the purpose of the preposition that provides a new block information with the sentence, however, a very limited set of prepositions used in logbook entries and the overuse of certain prepositions compared with general English could probably result in a deficit of details in the technical record and ambiguity by precisely pointing out the relationship between the noun and/or noun clauses. For example, one of the extracts 'WELDED ON DECK' seems grammatically correct, but the information such as which part of the deck, what extent, and why the welding work had been done should have been described so the reader may grasp the target situation. Hence, the additional use of prepositions is highly

required. For the results of the welding to be added, a following sentence and/or conjunctions should be used. In the establishment of the SELP, therefore, the correct and precise use of prepositions should be discussed, and the extent of information by the use of preposition needs to be suggested not only for practical application on board but also for learning and teaching purposes in maritime education and training institutes.

Uninformed language structures

From the analysis of collocates and clusters, frequently occurring phrases were identified. Examples of key activities are:

- Discharged something (e.g., DISCHARED SLUDGE TO SHORE)
- Maintained something (e.g., MAINTAINED ME SPARE EXHAUST VALVE)
- Overhauled something (e.g., OVERHAULED BOWL PARTS OF NO.1 FO PURIFIER)
- Reassembled something (e.g., REASSEMBLED BOWL & MOTER OF NO.1 & NO.2 LO PURIFIER)
- Received something (e.g., RECEIVED MFO 4485.4 MT @SINGAPORE)
- Renewed something (e.g., RENEWED OWS FILTERS)
- Repaired something (e.g., REPAIRED MONORAIL CRANE)
- Tested something (e.g., TESTED ER FAN DAMPERS)

Many activities were described without verbs (e.g., DECK WELDING, EMERCY AIR COMP & GEN, and RADIO & GENERAL BATTERTY). However, it seems impossible for readers to get a clear understanding on what and how they had done the activities. In addition, several different expressions were made in expressing one single event as shown below:

1) SOOT BLOW FOR ECONOMIZER CARRIED OUT
2) SOOT BLOW FOR EXHAUST GAS ECONMIZER

3) SOOT BLOW FOR EXHS GAS ECONOMIZER CARRIED OUT

4) SOOT BLOW OF EXHS GAS ECONMIZER CARRIED OUT

5) SOOT BLOW OF EXHAUST GAS ECONOMIZER CARRIED OUT

6) SOOTED BLOW EXH GAS SIDE OF ECONOMIZER

7) SOOTED BLOW FOR ECONOMIZER

8) SOOTED BLOW FOR EXH GAS EONOMIZER

All descriptions are aiming at describing 'conducted soot blow for exhaust gas economizer'. For this, some of the writers use 'soot' as a verb (e.g., sooted blow) and others use it as a noun (e.g., soot blow). By doing so, the language structure becomes different and causes lower readability to readers. If a standardised language structure for describing activities carried out in the engine room is suggested in advance as a guideline (e.g., past form of a verb + object + prepositions of places + prepositions for expressing reasons…), a clearer delivery in a simpler language form would be available. This would also enable maritime language teachers and leaners, specifically non-native English speakers, to approach the reporting logbook easily and practically.

Conclusion

Up to now, the linguistic features of the engine room logbook entries have been analysed, and the errors and problems to be considered were identified to suggest the necessity of developing SELP. Through the research, the following was pointed out that: A limited number of vocabulary was used, and almost half of them rarely occurred, showing that almost half of the words are used just once during the three-month record; Abbreviations were not standardised. Misspellings and grammatically incorrect errors were often; The use of prepositions was highly restricted; The language structures were nonstandard, even when the identical activity was described.

These clearly demonstrate that the establishment of SELP could be quite beneficial both

for engineers on board and for teaching and learning purposes. This could also increase the readers' readability and compensability of the text and the teachers' and learners' accessibility for language training. By doing so, different individual and cultural perceptions on the degree of informational comprehensiveness will be resolved largely to enhance mutual understanding based on the target activities in the engine room. To ensure the research's validity and apply this in a wider shipping context, more samples from different cultures and more diverse ship types should be collected, and views on the language standardisation should be discussed at an international level.

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The Process of Developing an ME Training Program for OOW

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Abstract

Officers in charge of a navigational watch are required to have good competence of English language for both internal and external communication to ensure the safety of a whole ship. In order to help Chinese junior officers to be competent in Maritime English to meet the requirements of international shipping industry, the author spent more than 20 years in research, theoretical study and teaching practice. She analyzed various training programs and teaching materials to identify strong and weak points of each and decided to create a more suitable and efficient training program for junior officers with new perception. For such a purpose she made investigations in METs, shipping companies and agents, and collected information from shipowners, managers and seafarers. At the same time she followed tracks of new regulations and amendment of existing conventions to ensure the work to be carried out in a right direction.

This paper describes the process of developing such an ME training program for OOW with all necessary details including creation of syllabus, curriculum, and teaching plan. To make the training program more practical and user-friendly, a task-based structure was adopted as the style of the course book, and all scenarios were designed and created according to the practice of shipboard operation relating to responsibilities and duties of OOW defined by the STCW Code[1], while the requirements of language performance were in compliance with relevant definitions and descriptors of the Yardstick of Maritime English Competence for Ships Officers[2].

The author has been involved in ME teaching, training and research since 1988. Working experience not only as academic staff of MET but also training manger or chief instructor of international shipping companies, training centers and manning agents. Was a member of Maritime English Teaching Guidance Committee, the Ministry of Communications, P. R. China.

Introduction

The paper describes the process of developing a training program based on the author's experience as a member of academic faculty in a university with MET, and also chief instructor or training manager of international shipping companies, training centres and manning agents. The purpose of developing such a Maritime English training program is to help Chinese seafarers serving as OOW on ships of international trade to be competent in internal and external communication more efficiently and effectively.

All details of the training program development are presented in the paper for academic exchange.

The syllabus

Syllabus of this training program was created in considering both STCW Code[1], which defines the specifications of the standard competence of OOW, and the Yardstick of Maritime English Competence for Ships Officers[2], which gives the description of language competence for those officers.

The syllabus is as follows:

Scope

This course is especially designed for assistant and junior Navigational Officers to meet the minimum requirements for certification as OOW in terms of competence of Maritime English. This intensive course will help participants to improve their communicative competence so that they can use Maritime English independently and effectively in carrying out all relevant responsibilities at the operational level and respond to emergencies on board ships with English as the working language.

Objectives

At the end of the course the participants will be able to:

- Meet basic requirements of Maritime English as laid down in the STCW Convention
- Use Maritime English independently and effectively in relevant situations with moderate difficulty
- Give and carry out orders effectively in all situations within their responsibilities
- Respond competently in emergencies

Course curriculum

To select suitable topics as the contents of the training program, the first thing was to study and analyze the specifications of standard competence for OOW defined in STCW Code.

There 3 functions of OOW required in the Code and specifications of competence were listed under each function:

Function 1: Navigation at the operational level

- Plan and conduct a passage and determine position
- Maintain a safe navigational watch

- Use of radar and ARPA to maintain safety of navigation

- Use of ECDIS to maintain the safety of navigation

- Respond to emergencies

- Respond to a distress signal at sea

- Use the IMO Standard Marine Communication Phrases and use English in written and oral form

- Manoeuvre the ship

Function 2: Cargo handling and stowage at the operational level

- Monitor the loading, stowage, securing, care during the voyage and the unloading of cargoes

- Inspect and report defects and damage to cargo spaces, hatch covers and ballast tanks

Function 3: Controlling the operation of the ship and care for persons on board at the operational level

- Ensure compliance with pollution- prevention requirements

- Maintain seaworthiness of the ship

- Prevent, control and fight fires on board

- Operate life-saving appliances

- Apply medical first aid on board ship

- Monitor compliance with legislative requirements

- Application of leadership and teamworking skills

- Contribute to the safety of personnel and ship

The following subjects were selected as the course curriculum which covered nearly all the specifications listed above:

	Subjects	Description
1	**Voyage planning**	Voyage planning in ocean and restricted waters, executing and monitoring a planned voyage, validation of routeing, position fixing, charts & publications
2	**Ship Handling**	Propulsion system, maneuvering, anchoring & mooring procedures, pilot embarkation/disembarkation
3	**Safe Navigational Watch**	COLREG, instructions & procedures, ship's routeing system
4	**SMCP[3] & Radio Communication**	General, external communication phrases including distress, urgency & safety communications, VTS standard phrases
5	**Emergency Procedures**	Response to emergency, search & rescue, distress communications
6	**Fire Fighting & Live-saving**	Fire prevention, fire-fighting appliances, fire drill, fire fighting system, abandon ship drill, procedures of lifeboat launching, life-saving
7	**Pollution Prevention**	MARPOL general, Company's policies, antipollution procedures, garbage disposal plan
8	**Medical Assistance**	Medical aid, description of accidents and illness, symptoms/diagnosis/treatment, application of medical guides and advice by radio
9	**Cargo Operation**	Cargo handling, stowage and securing, ship stability, ship structure
10	**Meteorological Information**	Meteorological conditions, meteorological warnings, meteorological question and answers, procedure of urgency and safety communications
11	**Comprehensive Exercises & Assessment**	Summarize and review what have learnt.

Teaching plan

It was designed as an 11 day course with 16 students as maximum number in each class. The recommended admission level was cadets with at least one year shipboard experience or junior navigation officers with modest English level and appropriate maritime knowledge

Scenario design

To make the training program more practical, user-friendly and attractive, a task-based structure was adopted and all individual scenarios were arranged into an integrated story. The course book described a voyage from Rotterdam to Jacksonville and all scenarios were designed and created according to the practice of shipboard operation. Plenty of dialogues was created to help the students to learn what they will be required to be able to use for shipboard communication relating to their responsibilities.

The following episode was selected from Unit 1 VOYAGE PLAN AND CONTROL as an example of scenario design:

Captain's appraisal

Scenario 1: In the Chart Room

Captain   Jack Smith
Second Officer Li Jianguo

Mr. Li Jianguo heard familiar steps towards the bridge when he bent over the chart table. Seconds later, Captain Jack entered into the bridge, wearing his uniform and as clean and tidy as always.

Capt Jack: Hello Jianguo. How are things going?

Li: Hello Captain. Everything is OK, sir.

Capt. Jack: How about the voyage plan? Did it challenge you?

Li: Yes, sir. It was challenging quite a lot, especially the first leg, I mean from Rotterdam Harbour to the English Channel.

Capt. Jack: It doesn't astonish me. The English Channel is such a busy place with traffic in both the UK to Europe and North Sea to Atlantic routes. Over 400 ships transit the channel every day. You perhaps have heard that the first Traffic Separation System was set up in Dover Strait by IMO. Why? To prevent collision and grounding. Well, what chart did you use for passage planning in the Channel area?

Li: This one, sir. This is the biggest scale chart and it has been corrected up to the date. This is the first point to report to the VTS, and this is the point of course alteration.   The course will be changed from 265° to 235°.

Capt. Jack: Good. Now please tell me at which point you will inform the engine room to change fuel?

Li: Yes, sir. I made notable marks on relevant charts for fuel oil change at places where just before leaving SECA limit and also the precautions to be taken for this operation in the voyage plan.

Capt. Jack: That's right. The English Channel has been designated as an SECA since November 2007. We should use fuel oil with sulphur contents lower than 0.1% there. Well, have you prepared a contingency plan for the transition of English Channel?

Li: Yes, sir. In this area the safe navigation will override all other consideration. Although the pilot will be on board, additional watch keeper have been arranged for your review and approval, sir.

Capt. Jack: OK. That's absolutely necessary. You know, our ship Rose Victory is equipped with the state of the art navigation equipment, such as the Marine GPS System, Radar and ARPA, autopilot, and so on, but I never encourage you to a hundred percent rely on the automation. For example, a result of automated course is several ships maintaining a precise track, one directly following the other. It is very dangerous. A disastrous collision between Dutch Aquamarine and the Ash in October 2001 was caused by this. What's your plan for

navigation in the area?

Li: Look at here, sir. My plan is to navigate the ship manually, i.e. to make use of the full width of the traffic lanes.

Capt. Jack: Sounds reasonable. For radar, we must fully utilize the cliffs shape coast as much as possible to make sure the position fixing correct and reliable.

Li: Yes, sir. The factor has been taken into account.

Capt. Jack: Are these the No-go Areas?

Li: Yes, sir. They are all marked clearly on the chart.   Here the Parallel Indexing is used and this light house is a conspicuous navigation target on radar screen.

Capt. Jack: We always recommend our officers to use the Parallel Indexing in voyage planning although it is not compulsory in the Company's procedures. To choose this lighthouse as the conspicuous radar target is a good idea for it has been quite reliable.

Li: Yes, sir. And this is the end of the first leg. The pilot will disembark at this position. The length of the first leg is 496.8 nautical miles. It will take approximate 24 hours to transit the passage.

Capt. Jack: Well, good job for the planning of the first leg. All the important things are marked and all precautions for potential risks are noted. Well done.

Li: Thank you, sir.

Capt. Jack: Now let's move to the big leg, the transatlantic passage.

Li: Yes, sir. We start from here. We choose a great circle as the route and use the gnomonic projection Atlantic Ocean chart for plotting. The full length of this leg is 3328.3 nautical miles. It will take 10 days to sail. A small-scale chart was used.

Capt. Jack: OK. This is the conventional way. Any other charts did you use?

Li: Yes, sir. For example, the ocean current charts, the ice information charts, the meteorological information charts, weather routeing information and also some other charts showing relevant ship routeing schemes.

Capt. Jack: Have you prepared the Pilot Charts for the Atlantic Ocean?

Li: Oh yes, sir. I was going to mention this. You told us several times that when we conduct trans-ocean voyages, we should carry Pilot Charts for the oceans which may provide

adequate information about the winds and currents.

Capt. Jack: Good. Then how did you plan the 10 day transatlantic passage?

Li: Right after the point of course alteration we will use autopilot for navigation. Since we use the ECDIS and ARCS systems with an appropriate folio of up-to-date paper charts for voyage planning a safety contour around our ship is established so that the ship's draft against water depth can be checked conveniently. The same as the ship's route against dangerous area.

Capt. Jack: What do you think the most dangerous threat to safe navigation in this leg?

Li: The stormy weather and the rough sea, sir. The Atlantic Ocean might be very violent in this season. So the position fixing should be done frequently though the margins of safety are larger than in restricted areas.

Another example of scenario design is a dialogue between Second Officer and Deck Cadet selected from Unit 3 SAFE NAVIGATIONAL WATCH, describing the procedure of a watchkeeping duty:

Dialogue

Characters:

2nd Officer

Deck Cadet

2nd Officer: Nothing can be more important than bridge watchkeeping onboard a ship at sea. This task requires good training, a high standard of skills and effective time management. You see, I should always maintain an all around lookout involving visual, radar, sound and VHF, know the ship's situation and how this relates to both identified hazards and other ships in the vicinity, know when to call the Master to the bridge and then call him early, routinely check the ship's navigational and other equipment.

Deck Cadet: To check the navigational instrument is not so difficult but how to manage his time on watch needs experience.

2nd Officer: You should learn it from practice and experience. Also you need training. During watchkeeping, there will be many demands on the duty officer but he must always bear in mind that the safety of the ship comes before all else.   The prime task of the duty officer is to ensure that the ship is never put in a position of uncontrollable risk.   This means always knowing the ship's situation and keeping a good lookout at all times.   The officer will need to divide his time between various activities, which include navigation, maintaining a radar watch and a lookout.

Deck Cadet: Is there such situation when the bridge needs more than one officer on watchkeeping duty?

2nd Officer: Manning levels on the bridge will depend on the type of passage and the type of ship. In busy coastal waters and in poor visibility, there would be a need for additional lookouts.

Deck Cadet: What is the most important thing to keep in our mind on a watchkeeping duty, according to your experience, sir?

2nd Officer: The principle is that the requirements for safe navigation must come before all other operations onboard. For many reasons a routine watch may suddenly develop into a critical situation.   To be able to respond effectively at that moment means having followed correct procedures up until the critical moment.   This starts by being fully prepared at the beginning of the voyage.   Officers need to know the company's and the Master's standing orders. You should also familiarize yourself with the ship.

Deck Cadet: We should also know the capacity of our propulsion plant and steering gear.

2nd Officer: Yes, of course. This is why we give our deck cadets proper Engine Room Familiarization. The main engines are at the disposal of the duty officer to navigate the ship. You need to know how to use the main engines and to understand the operational limitations of the ship's propulsion and steering systems.

Deck Cadet: When do you usually come to the Bridge for the duty? Is it common to be earlier than the allotted time?

2nd Officer: To get up on the bridge early is the right way to start a watch. Once on the bridge, we check the Master's night orders relating to the passage. It is good practice to check

the planned route for the entire watch. This will give an idea of what situations are likely to develop.   Being early will allow plenty of time for your eyes to become accustomed to the light and to familiarize yourself with the ship's situation. If any adverse weather forecast for the watch? During the handover, it is necessary to check that all the navigational equipment is functioning correctly.

Deck Cadet: In case of maneuvering does the handover take place as usual?

2nd Officer: No. Watch handover must never take place during a maneuver or during a collision avoidance operation. The outgoing officer must finish the operation and then hand over to his reliever. Normally, the outgoing watchkeeper will remain on the bridge to complete the logbook.

Deck Cadet: Under what circumstance the watchkeeping duty can't be handed over to the other officer?

2nd Officer: The outgoing duty officer must be certain that the new watchkeeper is fit for duty so that the safety of the ship is being transferred into safe hands. The new watchkeeper must not be under the influence of drink or drugs. More often, fatigue may be a concern. If there is any doubt about an officer's ability to take his watch then the Master must be informed.

Language performance

The Yardstick of Maritime English Competence for Ships Officers by Prof. Clive Cole and Prof. Peter Trenkner was used as the benchmark to establish assessment system for measuring the language performance of students. Face to face interview was adopted as the form of such assessment to be carried out at the end of a class. Each interview should last 30 minutes. Assessment is consisted of the following scopes according to the Yardstick:

	Scope of Assessment	Language Performance Requirements
1	Initial Questions	Moderately difficult situation to exam the trainee's confidence of using Maritime English
2	General Maritime	Meets basically the Maritime English requirements as

		Knowledge	laid down in the STCW Convention
3	Radio Communication		Can communicate on radio under the supervision of senior officers applying selected standard phrases
4	Shipboard Operation		Speak Maritime English sufficiently well for ship operations
5	Using SMCP in Navigation		Is familiar with the IMO-SMCP
6	Firefighting & Life-saving		Competent use of language in giving and executing orders
7	Response to Emergency		Able to report competently in emergency
8	Colreg and Watchkeeping		Able to comprehend nautical publications

For each scope sufficient relevant questions were created and compiled with appropriate difficulty for assessment. Answers or reference for answers were prepared for scoring trainees' performance appraisal.

Conclusion

It took years for the author to complete the training program, from creation of syllabus to development of the assessment system. The author was lucky that she had been working with senior officers and engineers, especially shipboard masters and chief engineers with experience of working on seagoing ships owned or managed by international companies. During the process of developing the training program, she was able to discuss and consult with those professional people, especially in scenario design to ensure appropriateness of maritime teams used and facticity of shipboard operation described.

Unfortunately, there was few opportunities to use the training program in teaching practice because of difficult situation of training market. The author would like to contribute her work to any organizations or individuals who could be able to use the program to help junior officers in improving their Maritime English competence.

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The Effect of Hidden Curriculum on
Maritime English Teaching and Learning

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Abstract

The "hidden curriculum" refers to the unwritten, unofficial and unintended lessons, values and perspectives that students learn in school. Obviously, the significant change of methodology of language teaching in the last century provide a fertile soil for the development of hidden curriculum. Therefore, the study for the hidden curriculum in language teaching might be more important than other subjects whose theoretical ground work is more firmly establish. Moreover, the language teaching serves as a means of conveying ideas and thoughts for the purpose of communication. As such, it could be the perfect means of transmitting a hidden curriculum.

The first part of this article provides the definition and historical background of the hidden curriculum. The importance for the students and teachers will be discussed, focusing on the Maritime English (ME) course. As the sources of the hidden curriculum for a particular learner can vary from a textbook, to a teacher or even other learners, the author would like to discuss the effect of hidden curriculum from various aspects of ME teaching and learning practices in the second part of this article. The teaching experience of the author in the development of the ME teaching materials as well as the adoption of teaching methods will be provided as examples to consider. Furthermore, future works regarding arising awareness of hidden curriculum for the ME teachers will also be discussed.

Keywords: *hidden curriculum, Maritime English (ME), learning activities, teaching materials*

Introduction

Although the Philippines is still the largest source of ratings, China now has overtaken Philippines as the largest source of seafarers. The future officers are recruited among those who have successfully passed the national higher education examination and further educated in maritime colleges or universities.Shanghai Maritime University (SMU) is one of the major maritime universities in China and provide graduates with sufficient knowledge and skills needed for ship officers.

The modernizing of professional education and training in many field is characterized by formalizing education goals and professional values more explicit. The students major in navigation are educated according to the formal curriculum by means of clear goals, dedicated learning outcomes, prescribed assessment and so forth. But they also learn the "unwritten rules", the occupational duties and some social responsibilities in the university. These unwritten rules are as important as the knowledge they obtain from the formal curriculum, although it is learned through the process of the education. The hidden curriculum refers to the unwritten, unofficial and unintended lessons, values and perspectives that students learn in school. It also be considered as "informal curriculum".

In 2016, a significant curriculum reform of undergraduate education was discussed and modified in navigation department of SMU, according to the requirement of Shanghai Municipal Education Commission on reducing information overload of knowledge and diverging from didactic teaching. The new version of curriculumwill be launched in 2017. Regarding new curriculum, the lecture hours of English courses including General Maritime English and Specialized Maritime English are increased to474 hours. Moreover, several specialized subjects are required to be delivered in English. Obviously, tremendous emphasis will be put onthe English training for students major in Navigationand more work need to be done in the coming years. Considering the new requirements of undergraduate students, the curricula for both General Maritime English and Specialized Maritime English courses

haveundergone major changes. However, so far, the revisions are mostly focusing on updating the teaching materials (e.g. textbook, PPTs) and increasing the teaching hours for exercises while little attention was paid to the hidden curriculum.

The significant change of methodology of language teaching in the last century provide a fertile soil for the development of hidden curriculum. Therefore, the study for the hidden curriculum in language teaching might be more important than other subjects whose theoretical ground work is more firmly establish. Meanwhile, the language teaching serves as a means of conveying ideas and thoughts for the purpose of communication. As such, it could be the perfect means of transmitting a hidden curriculum.

This article will focus on the hidden curriculum of Maritime English (ME) courses. The concept, importance and effect of hidden curriculum for ME teaching and learning will be discussed. Some teaching practices will also be provided together the results of questionnaires for students so as to answer the questions that what is the effect of hidden curriculum and what we should do with hidden curriculum in ME education.

Concept of Hidden Curriculum

The concept of hidden curriculum has been discussed for almost a century, and it was first come into use by Philip Jackson in 1968 in order to explain his observation in public schools. The hidden curriculum is defined as 'messages' that are not specifically stated, but that students are expected to learn (Jackson, 1968; McLaren, 1994). Experts and specialists of curriculum studies, such asVallanceuse this concept to describe the implicit messages that students learn through their whole learning process in school(Vallance, 1973-1974). The hidden curriculum is not written down in official curriculum or directly taught by lecturers but the whole education system teaches it in an implicit manner so that the students could be better prepare for their roles and duties in real life. The informal and implicit demands mainly relate to skills and qualities that are supposed to give students a proper attitude, a good

mentality and scientific outlook. (Wagner, 1977) Furthermore, Jane Martinedescribe that the hidden curriculum is consist of "cognitive states such as believing or knowing, states of readiness or of skill, emotional states, attitudinal states, or some combination of those and other sorts of states"(Jane Martine,1997).

Most of the theoretical publication and studies on hidden curriculum have focused on students in primary and secondary school as well as medical schools. However, in order to be successful in higher education, one must demonstrate not only intellectual ability, but also adaptability to the hidden curriculum (Snyder, 1971).To judge by the name, hidden curriculum seems to refer only to curriculum aspects (content of curriculum, books, methods etc.). Moreover, the term also denotes what is implied in the principles and organization of the education (e.g. the problem of order in class and group situations) and in the pattern of communication and interaction in school (e.g. reciting lessons-hearing, listening, doing as one is told, etc.) (Murat, 2013). In university, the hidden curriculum can be considered as whole implicit demands of the study that are to be satisfied for someone to accomplish units of study. The informal demands of the lecturers or supervisors are not delivered directly and the students are supposed to find them out through appropriate approaches such as communication and interaction. The aim of this article is to explore how do students understand, experience and respond to the hidden curriculum of ME education. Therefore, I think that we as teachers should have a good aware of this type of curriculum and effectively use the hidden curriculum to improve the performance of the students in ME classroom.

The Effect of Hidden Curriculum

Considering the definition of the hidden curriculum, we have recognized that ithas a significant effect on formation of social personalities of the students. Nevertheless, its strength is twofold. The messages may be positive ornegative but the positive and negative outcomes is subjective. It is also clear from this definition that learning associated with the hidden curriculum can come from fellow students as well as from teachers and the learning

environment of class. It is therefore necessary to have a critical reflection on the ME teaching and learning and to understand the effect of hidden curriculum.Theteachers shall equip with appropriate methods and strategies to provide appropriate hidden "message" and help the students to obtain them during their learning process.

In the academic year 2016, the ME courses for students major in Navigation in SMU was slightly modified and new activities, materials as well as evaluation methods were adopted so as to explore the effect of hidden curriculum. The experimental teaching was conducted on two classes of navigation and questionnaires were collected from the students by the end of the semester. Some useful findings of this experimental teaching on the effect of hidden curriculum will be discussed in the following chapters.

Teaching Practices on Hidden Curriculum in ME Classroom

The experimental teaching was conducted on two classes of navigation, totally more than 70 students. Considering the aim of the research, the lesson planas well as the teaching hours of the official curriculumon Maritime English Listening and Speaking was strictly followed.In order to examine the effect of the hidden curriculum, the teaching activities were modifiedso as to encourage the discussion, debating and group work among students during the process of learning. Meanwhile, the materials for language teaching were carefully selected, taking the culture awareness of seafarers into considerations.

Learning Activities

A speaking task for the students is presented here as an example to indicate the modification of curriculum on learning activities. According the instruction of this task (see Figure 1), an emergency scenario should be illustrated by the lecturer in the class and the students are given sufficient time to ask questions about more details of the tasks. Meanwhile, another important part of this exercise is the reference sheet (see Figure2) for students to choose and discuss.

Figure 1 Example of the Speak Task

Personal	Equipment	Electronic devices	
Drinking water 1	Life jacket 1	Mobile phone 4	
Extra food 4	Medical kit 3	EPIRB 1	
Extra clothing 3	Emergency food 2	VHF radio 4	
Fishing line 1	Flares 3	GPS 4	
Bailer 1	Fire extinguisher 3	Batteries 4	
Swing kit 1	Whistle 1	Laptop computer 4	
Matches 1	Chart 1		
Mirror 1	Compass 1		
Passport 1	Sea anchor 3		
torch	Outboard engine 3		
Knife 1	Can of petrol 3		

Figure 2 Reference Sheet for the Speak Task

During the learning process, the students were encouraged to describe their choices and the lecturer could write down everyone's choice on the whiteboard. The reason for the individual choice could be asked by the lecturer and explained by the students. After everyone indicates his or her choices, the lecturer could make a summary. Afterwards, those questions relating to the personal survival at sea could be asked by the lecturer as well as the students. However, it

is important that the fellow students rather than the lecturer should answer the questions raised in the classroom. According to the classroom observation, we find out that this kind of learning activity could, to a great extent, motivate students to join the discussion and inspire the debates among students. The learning outcome of this lecture could be achieved successfully through endeavors of students as well as lecturer together.

This task is a good example to indicate the effect of curriculum could be delivered through various teaching activities adopted by the lecturer. The hidden messages relating to safety awareness could be considered as the hidden message transferred by this learning activitiesinvolving discussion and debating among students. Obviously, for the future seafarers, the safety awareness is a positive hidden curriculum for the students in ME classroom. Of course, some other implicit and hidden messages could also be transferred unconsciously and unplanned during this process. Therefore, the lecturer shall be equipped with the appropriate knowledge of hidden curriculum.

In ME classroom of SMU, although the formal curriculum claim to develop creative thought and communicative ability of students, the students were rarely to encourage to discuss their opinions or raise questions and the classroom were mostly teacher-centered. However, during the experimental teaching process, most of the students, passive or active learner alike, mentioned in the questionnaires that they are engaged in the group discussion and benefit a lot from it.

These learning activities was implemented continuously in ME classroom, and the students were also encouraged to complete the group discussion and group homework after the class. Students gain skills and abilities through communication such as corporation in team work, communication in discussions, play roles as representor, etc. As discussions are largely student-centered learning strategies, teachers must encourage students to collect the facts on issues, so they learn how to formulate their own opinions and express them clearly. Here the role of teacher is of great importance. It means that teachers should facilitate and direct

students to stay on one topic and learn as much about that topic as possible. Meanwhile, they must be capable of leading the students to learn how to search for the hidden messages you want them to know. It could be effective in helping students to recognize their capacities and getting familiar with occupations and professions and getting informed about some good practices for the future work place.Furthermore, students could interact with other students by engaging them in a learning activity, and the teacher can get immediate feedback from students.

Teaching Material

For the specific course, the formal curriculum should include how and what teachers decide to teach for all the students. Therefore, it must be accurately identified and meaningfully applied to the learning objectives of the course to educate students. In Posner's research, he reveals that most teachers conduct classrooms in which content is more important than process, as content is perceived as objective and convergent thinking preferable to divergent thinking (Posner, 1987). It means, the similar annual teaching materials, especially textbook, were adopted and directly transmitby lecturer. However, the individualization of the learning process of the students were neglected by the materials developers and lecturers.Regarding the ME education, culture awareness is an aspect of communicative competence that teachers have to teach it. Therefore, the materials developers should not only consider the needs of students but also the relevance of the topic selection.In the experimental teaching, some teaching materials were carefully prepared to raise the culture awareness of students regarding the maritime industry. For example, a small video relating to distress call at sea was selected as the listening materials for the students. This video clip is about 3 minutes long and about a sea accident of a fishing boat. The captain of the boat sent out the Mayday call and dead in this accident while his crewmembers were saved because of his heroic action. The recoding of the Mayday call and the communication between the ship and the coast guard were all included in the video. Some questions were developed according to the video and a discussion was arranged on the responsibility of

captain under the emergency situation. On this occasion, the students could learn more than communication skills, terms of navigation and the structure of emergency call. Some culture issues relating to officer and captain's responsibilities were also delivered as a hidden message. Moreover, according to the questionnaires, some students especially mentioned this video they were quite impressed by the behavior of captain. I was so surprised that some of them even still remember some details about that video after the course examination.

The Results of Questionnaires

After the examination of the ME course, the questionnaires were completed by the students in order to get a quick feedback from them.The questionnaire was dived into three parts. The firsts part is about the learning experiences of students. The students were askedto sort the 12 listed items according to the significance of those that have effects on their learning process. The second part is about the lecturer's performance, for example the patience, responsibility and familiarization with teaching aids. The students were askedto sort the 12 items according to the significance of those characters that the lecturer should have. For the third part, the students were supposed to answer seven questions about their learning experiences relating to the course organization, teaching materials, lecturer, even the words given by the lecture, and etc.

The results of the questionnaires show that most of students think that the lecturer, teaching materials and the group work assignment is the top three factors that have significance effects on their learning experience while the responsibility, patience and capability of motivating students are the top three charactersthat the lecturer should have.

Therefore, we can find out from the first question that besides teacher and teaching material, the group assignment is another factor improving the students' learning experiences. The purpose of the group assignmentdeveloped for this experimental teaching is not only to motivate students to search and read the course materials but also to create an environment

that involves learning from peers and gaining addition perspectives on different subject. In china, we always have some problems on the size of class. But in group assignment, the students were divided into small groups and they have to collaborate, communicate and reach an agreement on the designated topic. Although this is not required by the formal curriculum, the "cooperation" could be also an important part of the "hidden curriculum" delivered by this course. Therefore, teachers could use the hidden curriculum in their teaching process so as to send specific message to student through appropriate approaches, such as group work assignment and cooperative learning. For the second question, besides responsibility and patience, the capability of motivating students was also pointed out by the students. Nowadays, more and more students appear not only to study for the sake of a diploma, but also to learn more practicable in their personal lives and find a link with their own every day experience.Therefore, the effect of the hidden curriculum has to be carefully and continuously evaluated and the learning experiences of students havealways to be taken into consideration.

There are some interesting findings when we looked into the answers given by the students in part three. For example, there is one question especially about which activity of this ME course gave them a strong impression during the learning process. Although the students gave out various answers such as the individual presentation and group work, more than 20 students talked about that 3 minutes' video of the fishing boat I mentioned above. It tells that the learning outcome of formal curriculum could be achieved by watching videos and reading teaching materials, however the hidden curriculum is to be delivered unconsciously and unplanned during the teaching process. The learning of formal curriculum has to be taught by the lecturer, while the hidden curriculum is possible to be achieved by group discussion by themselves. Moreover, there is another question about what the students want to know morein the ME classroom besides those topics that have been covered. We found out that most of the students would like to know more about the seafarers' life at sea. They would like the lecturer to share more personal experiences with them. Of course, it is quite understandable that the students have that kind of curiosity about their future career. However,

when we prepared the learning activities and relevant topics of the experimental teaching, we decidednot toshare a lot aboutthe sea experiences of the lecturer in the ME classroom. If the students wanted to know more about it, the lecturer could communicate with him or here after the class individual. The reason, like I mentioned before, is that the effect of hidden curriculum could be positive and negative to the students and the positive and negative outcomes is subjective.The messages relating their future career sent by the lecturer could have a huge influence on their choice of occupation. Therefore, we think the effective of the hidden curriculum shall be minimized in this regard so as to respect their individual choices.

Conclusion and Future Work

The goal of this research was to investigate the effect of the hidden curriculum on the students in ME classroom. The results of the experimental teaching practices indicated that the learning activities and teaching materials have effects on the ME classroom. The findings of questionnaires appear to show that the teaching methods and character of teacher become one of the key factors that improving the learning experiences of students in the ME classroom. The reason for that probably comes from the change of learning objectives of students nowadays during their stay in the university. However, teachers also can make issue of hidden curriculum and influence negatively in their students if they do not understand the effect of hidden curriculum very well. Therefore, teachers should be provided with more methods or strategies to transmit the hidden curriculumso as to create a better learning environment through the day-to-day practice.Teachers will observe good difference in students' performances as a result.

The curriculum reform of ME courses in SMU was adopted and implemented because of the awareness of the hidden curriculum. The workshop of the curriculum reform for ME courses was established so as to bridge the gap between formal and the hidden curriculum by means of round -table discussion, case study, field study and etc.However, there is much work to left to be done, including the framing change by means of restructuring learning

environment instead of in terms of modifying curricula. Acomparative analysis of the hidden curriculum in teaching methodology shall be conducted according to the working plan. Moreover, a new classroom for ME class is now decorated to install with all equipment for the active learning. The layout of the classroom as an aspect of learning environment shall be alsoinvestigated and discussed according to the work plan.

At last, the limitation of this research is that as most of the findings are based on the classroom observation and questionnaires of students in ME class of SMU, it may not appropriate to apply them to the other institutes or to other courses.

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Returning Oral Communication for Marine Engineering English (MEE) to Its Essence: Designing a Course for the Teaching of MEE, based on Engine Room Simulation

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Abstract

After a long time of learning, the students makes a slow progress in oral ability in Marine Engineering English (MEE). It is necessary to make Spoken English communication return to return to its essence , and to improve students' Spoken English level under the orientation of actual application. Namely, the teaching of Spoken English should be combined with engine room simulator to realize the practice of Spoken English in operation according to the characteristics of the course and teaching content. Investigation results before and after teaching reform show that practice of Spoken English during the operation of engine room simulator can not only stimulate the enthusiasm of students, but also improve the students' professional ability in Spoken English.

Key words*: application-oriented MEE Oral communication Engine Room Simulator*

Introduction

For students of marine engineering profession who will be engaged in international navigation, good Spoken English is one of the important guarantees for the students to find a suitable job and promote the rapid development of the occupation. However, in spite of great

efforts in oral teaching of MEE in Vocational College and lifelong learning , it did not achieve the desired effect. The passing rate for test of Spoken English is very low, and most of the students are afraid to speak English, and even some students can not use English for basic professional exchanges. Obviously, it is required to reconsider the teaching aim and teaching methods. Taking the application as orientation, communication as the fundamental purpose, and the actual work as the carrier, resume the curriculum design, and effectively improve the effectiveness of the oral teaching of MEE.

The nature of oral teaching in MEE

The curriculum setting must have its fundamental purpose, and there is no exception for oral teaching of MEE. It is pointed out from the standard of oral curriculum of MEE in A school, Spoken English teaching should enable students to communicate the professional content, and to meet the requirements of STCW and the provisions of the National MSA on the Spoken English competence for 4th engineer. That is to say, the oral teaching of MEE has two purposes, namely to improve students' communication skills and competency examination, while improving students' communication ability should be given priority and should be the core objective of teaching.

It is obvious and clear that the objective of oral teaching of MEE is for students to use English to communicate in such a way that their use of Spoken English level meets their everyday.This is the answer to the question "what is the oral of MEE". So, what should be oral Teaching of MEE? Spoken English is a professional and working language for students of marine engineering to use in the future work. The language should be guided by the application, in addition to the daily needs of interpersonal communication, Spoken English should focus on the actual work of engine room, and directly serve the engineering work. How do we "do" in the teaching process, in order to achieve the purpose of Spoken English

teaching in essence? Obviously, since the oral of MEE is related to the actual work, so the teaching process must be based on the actual work of engine as the carrier, and the final evaluation should also based on the marine projects as the carrier, otherwise its evaluation will lose its practical value.

The present situation of oral teaching in MEE

The students' basic Spoken English level and attitude affect the teaching effect of Spoken English

The English basics of higher vocational students is relatively weak, and the majority of vocational students especially are afraid of Spoken English. As for many very simple statements, even if they know how to say, but because of the psychological exclusion and fail to blurt out, as time goes on, the students gradually lose their Spoken English skills. And because the university more relaxed learning environment, to some extent makes no self-control students lower self demanding, or even give up learning English.

Of course, there is no denying the fact that it is indeed difficult to learn MEE. Many words, different from common language, are very professional and have obscure meaning, some words' meaning is different from the common semantic vocabulary, there is a combination of words, which are made up of more than a dozen letters , and let the students have fear of difficulty, or even resist, eventually lead to students' lack of enthusiasm for learning.

Teachers of oral MEE are not qualified for MEE teaching

As for the MEE oral teaching of China's Higher Vocational Colleges, most of them are English teachers, the grammar is simple, and vocabulary is not too large, all the teachers of Spoken English of MEE can not only satisfy the teaching requirement, but also fully meet the

need of National MSA on MEE teaching qualifications. However, Oral of MEE contains machinery, electrical, management, conventions and regulations, and many other areas, and any one of them are very professional, from the perspective of teaching practice, it is the fact that MEE oral teachers' English level is high, but struggling to cope with the professional knowledge .

Moreover, even if some English teacher obtained the basic safety certificate and even the engineer certificate, but in general they lack of the working experience on board, it will make the content of Spoken English will not accord with the actual work, become the so-called 'written Spoken English', or teachers scripted and became the reading or translation machine. It is difficult to ensure the teaching effect of Spoken English teaching with the features of less vividness, less convincing and difficult to draw the attention of students.

The content of MEE Spoken English does not meet the requirements for teaching

Superficially, the content of Spoken English course is very consistent with the actual work in the engine room, usually it includes professional contents, including engine room basics, electrical and mechanical equipment maintenance, emergency management, inspection and so on. In fact, the course of marine English content can not reflect the professional content . On the one hand the engineering content is very complex, and the MEE course can not cover all the aspects of profession, on the other hand, MEE courses want to include all professional content, but consequently caused its content be vague cannot meet the requirements for the students to improve their Spoken English of marine engineering. At the same time, it also brings many difficulties in teaching[2].It is the a fact that during the teaching arrangements, oral practice is ahead of professional class and cause problems for non English speaking of

higher vocational students, with considerable difficulty of learning, and the effect of learning will certainly be greatly reduced.

The curriculum design of marine engineering Spoken English is out of line with the practical application

Not only the content of MEE oral is not accordance with the actual needs, but also the teaching design doesn't match the actual application. At present, as for the oral teaching of MEE, the teachers will adopt the teaching methods and means, usually used in the teaching of general English, namely the teacher explains, reads, or plays music videos, and students listen, read, recite, even if there is a dialogue between teachers and students, or between students, and it is purely mechanical rehearsal textbook. Obviously, this kind of teaching method is very boring, and students will lack perceptual knowledge about engineering work, although all teaching contents are related to engine room, but did not correspondent. Such teaching way of MEE, not only can not attract the interest of students, but also can not improve their professional English practical application ability[3].

Teaching design of marine engineering Spoken English

based on engine simulator operation

Engine room simulator is a good carrier for marine engineering Spoken English teaching

The engine room simulator simulation is the real engine room working environment, specifically designed and developed for engineer education and training , and meet the training requirements of STCW and the National MSA, and can satisfy most training of engineering in addition to disassembling training programs such as cognition about machinery space, operation, analysis and trouble shooting etc as well as the system operation,

operation management training, and engine room resource management (ERM) training expand the category of the engine room simulator, integrating the environmental resources and emergency management training into the engine room simulator training project. From the real sense, as for the marine engineering Spoken English training, it is not an independent training, and it is required for only non English speaking countries in order to meet the professional teaching communication. So,the engine room simulator can be used as an effective carrier for Spoken English teaching in Marine Engineering.

Marine Engineering Spoken English teaching aims to improve students' ability to use English for professional communication. Obviously, if students abandon the working situation and environment to practice Spoken English, the Spoken English learning will lose its meaning, the learning effect is difficult to ensure. On the contrary, to learn Spoken English by engine room simulator is in fact to do professional English communication in marine environment simulation, which is the inherent requirement of the teaching of Spoken English and is also makes Spoken English return to the nature of communication.

In addition, because the original English teaching makes the professional English learning lose its nature, students will lose their enthusiasm because of fear, and in the simulator environment,language is only used as a tool to communicate in the real working environment, not a purpose. As long as we can express clearly and make ourselves understood by others, vocabulary, grammar, tense are not too stressed. And language is not only a tool of communication, other forms of communication such as body language, facial expression, constitute effective communication tools, and it is also conducive to Spoken English learning and is a part of oral communication as necessary auxiliary. Therefore, on the one hand, students don't have to worry about talking about learning English and reduce their fear, on the other hand due to pay attention to professional content and weaken the language of

attention, and it can   arouse the enthusiasm of opening their mouths, and finally,students can practice a specialized Spoken English in a task, which make students produce a double sense of achievement.

Of course, Spoken English Teaching based on the engine room simulator propose a certain requirement for teaching qualifications.Firstly teachers should be brave, be interested in teaching mode reform, and devote some efforts. If the Spoken English teachers of MEE try to change the inefficient state of Spoken English teaching, they must reflect the essence of curriculum from the perspective of attribution, and reshape the curriculum target, analyze the internal and external factors influencing MEE Spoken English teaching and explore new teaching mode. The Spoken English teaching based on the engine room simulator is a kind of relatively practical, easy and effective professional oral teaching methods. Secondly, teachers must be familiar with the operation of the engine room simulator, that is to say, teachers should be familiar with the work environment of engine room. the teaching mode can be combined with English teachers to complement with professional teachers. Finally, teachers should also have the ability of classroom control in the teaching environment of simulator, which includes curriculum process control, target control, and unexpected situation control, etc.

Teaching design methods of MEE oral course

based to engine room simulator

Project-driven, team cooperation is the main way of MEE teaching by use of engine room simulator.

The simulator operations have both single project with only one person, and team project operation. The Spoken English teaching based on the engine room simulator adopts the project operated by team. On the one hand, at the same time participation of more students are conducive to the implementation in classroom teaching, on the other hand, the team project is more conducive to the exchanges between the students[4]. These projects have been studied in other professional courses, such as regular main engine standby, manoeuvring sailing, finished with engine, lifting out pistons, oil bunkering and other operations, as well as emergency operations such as sailing in rough weather, ship flooding, fire, oil spill and even abandon ship operation. All the operations should be combined with the simulator and application of engine room resource management concept, not only making students use professional knowledge they studied for language communication, but also strengthen the learning effect of professional knowledge.

Process control: effective evaluation as an effective means of application of marine simulator for MEE teaching

The process of project implementation is the process of students' communication, and teachers can explain the content of project, the main procedure, and let the students have a certain understanding of the project, and have a psychological preparation about operation and expression. For instance, the engine room is on fire, the main procedures of which include raise the alarm, collection, isolation, fire detection, fire extinction, fire re-detection, ventilation, clean up the site, to remove the alarm, as long as the students master these steps,

the English expression can become smooth, which can reach the teaching purpose. Process control also includes dealing with an unexpected process during the students' practice. For example, student may have different opinions and argue with each other, the teacher should timely interfere, and encourage them to continue to complete the project, but if the team appeared to ice situation or embarrassment, the teacher should properly remind.

As for the evaluation of teaching effect of Spoken English of marine engineering, teachers should focus on students' understanding and expression abilities of professional knowledge, that is to say, when assessing the team's using English to complete the simulator project, the main point of evaluation is the effectiveness of the communication and the fluency and expression in the process of completing the project. In fact, effectiveness evaluation is also reflected in the ship work, namely in daily work, we usually pay attention to work effect rather than care too much about the tense, auxiliary words, prepositions in the expressions. Meanwhile because colleagues are very familiar with each other, these sentence patterns such as "Would you please do me a favor?" are rarely used on board ship, and even in case of emergency, some preliminaries will be omitted. For the seamen from non-English speaking countries, some words may be difficult to understand, the noise from engine room will also increase the difficulty of understanding, so it's better to speak some simple, common words, as long as you can achieve your goals of communication.

Taking the students as the main body in classroom, the transformation of the teacher's role is a necessary condition to achieve the teaching effect

Obviously, because the nature of the marine engineering Spoken English teaching is communication, in the process of teaching, teachers should abandon the original classroom speaker role, try to reduce the time to explain, let the students speak English as much and often as possible.At the same time, teachers let students play an active role, and encourage

them to express themselves in English. In the process of operation by students, teachers should reduce the intervention, even if the students have inaccurate or even wrong expressions, teachers should not immediately point out, and should wait after the completion of the project and then summarized and corrected, which is an organic part of the above-mentioned actual evaluation. If the teacher thinks he should be involved in student practice, it is even required to change the role. He can consider himself as a member of the team, who can play the role of an engineer or chief engineer with high level of expertise and English proficiency and guide the students to complete the project. Of course, the teacher can also be the opposite of a case, namely play the role of an engineer with poor technology and Spoken English, which can stimulate students' interest in learning.

Problems to be noticed during the Spoken English teaching of marine engineering based on engine room simulator

First of all, the selection of project should be typical and easy to operate. When carrying out Spoken English teaching of marine engineering by use of engine room simulator, because its main purpose is language teaching, therefore it is not too high for professional technical requirements. Select some typical projects which have been taught in professional courses, students will not fail to speak because the content is not familiar. At the same time, choose some relatively simple projects, step by step, and improve the learning effect. Because the marine engineering operation is very professional, some operations such as dead ship starting, sealing the turbocharger, it is difficult for students to learn in a short period of time to fully grasp the operation procedure at early stage of learning, let alone the communication of project in English.

Secondly, during the oral teaching based on engine room simulator, it is impossible to neglect professional knowledge, but teachers must clearly recognize that the essence of the Spoken English course of marine engineering is to improve students' Spoken English

communication ability, so we should not emphasize on the completion of the project too much , namely whether the team or individual to solve the problem, but to remind ourselves that we should consider whether students can use English for oral communication and effective communication is achieved as the evaluation criteria[5].

In addition, when giving an evaluation about students, one should not worry too much about fluent expressions, grammatical mistakes, or accurate words, correct pronunciation(surely relatively correct pronunciation is important for comprehension), but we should observe whether the audience understand the presentation of the central idea by the tested, and achieve the core purpose communication. Sometimes such elements as the alternative word, expression, body language should be taken account into the evaluation, which should be as an organic part of evaluating the effectiveness of Spoken English of marine engineering. But all these alternative words, gestures and body language must not offend the taboos of others or other countries [6].

Last but not least, although marine engineering Spoken English teaching focuses on the communication effect, if the students' Spoken English have strong dialect and accent, even if the statement is very clear and understood by others, but it still needs to be pointed out and corrected, because it cannot be guaranteed that the Spoken English with a serious accent can be understood by people from different countries. Moreover, marine engineering English is English for specific purposes, every project has its professional vocabulary. As for professional core vocabulary, it must be specially emphasized and strengthen memorized and understood. Teachers should make a list of these words and phrases in advance, and arrange for prevision, reciting, and require the students to pay special attention to the accuracy of semantic, as well as on whether the audience understand the words, which should be one of the main contents as learning evaluation.

Conclusion

The essence of Spoken English teaching of marine engineering should return to its nature of communication and to improve the effectiveness of Spoken English teaching. Because of simulated with real engine room and its operability, the Spoken English teaching of marine engineering by use of engine room simulator is a kind of Spoken English teaching mode oriented by marine applications, due to its authenticity, which is conducive to carry out classroom teaching and improve students' learning enthusiasm. Our college will integrate the part projects of engine room resources management (ERM) training with some contents of Spoken English of marine Engineering , and realize the double-function of professional content and professional English study in the operation of the engine room simulator, in which case, professional teachers and English teachers are both participated in the classroom teaching at the same time, which makes the students feel interesting and easy to learn , the strong desire to communicate with significantly better teaching effect.

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Factors to be considered in establishing common VTS phraseology

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Abstract

This paper investigates various factors that must be taken into consideration when establishing common VTS phraseology. These factors include: (1) scope of VTS communications that must be covered; (2) linguistic structure of phrases; (3) pragmatic considerations depending on users (e.g. VTS operators vs. mariners, native speakers vs. non-native speakers); (4) pragmatic considerations depending on each VTS area (e.g. tidal currents, prevailing winds and anchoring restrictions, etc.) and a need for supplementary phrases; (5) complementary approach based on vocabulary items and simple grammatical rules.

Keywords: *VTS, VTS Common Phraseology*

Introduction

The IMO Standard Marine Communication Phrases (SMCP), from the viewpoint of non-mariner English teachers, are indeed a great aid to instruction, and the present author benefited immensely from these phrases. However, given the nature of the IMO SMCP as the minimum requirement for mariners, not Vessel Traffic Service (VTS) providers, VTS-related phrases in the SMCP are rather limited in number, and do not cover the wide range of communications involved in providing VTS. This being the case, the need for establishing standardized VTS phrases has been recognized, and a recent IALA workshop on Common Phraseology and Procedures for VTS communications, which was held from February 20 to

24 in 2017 in Bali, was an initiative to materialize such phrases to be used by VTS operators all over the world. Tentatively, let us call these phrases "the Standard VTS Phrases," or SVP.

The present author had the honour of attending this workshop as a rapporteur, and many insightful discussions at the workshop, together with the author's experience in helping Japanese VTS operators with their English, have led to the conclusion that various factors involved in establishing common phraseology must be identified and considered first. These factors are: (1) scope of VTS communications that must be covered; (2) linguistic structure of phrases; (3) pragmatic considerations depending on users (e.g. VTS operators vs. mariners, native speakers vs. non-native speakers); (4) pragmatic considerations depending on each VTS area (e.g. tidal currents, prevailing winds and anchoring restrictions, etc.) and a need for supplementary phrases; (5) complementary approach based on vocabulary items and simple grammatical rules.   Each of these factors will be discussed below, followed by conclusions and future directions.

Scope of VTS communications

A majority of VTS communications are routine, i.e. these communications occur every time a ship enters a VTS area.   The IMO SMCP refers to the ITU Radio Regulations regarding the method of calling and reply to calls, and thus for this part a standardized set of phrases and procedures exists, although how strictly these phrases and procedures are followed by vessels is a different issue.   Typically, a VTS operator calls a vessel or receives a call from a vessel on channel 16, changes to another working channel, obtains and/or provides relevant information and terminates the communication. Information exchanged normally includes the following: ETA at a certain position, ETD from the berth/anchorage, queuing information (if there is a queue), pilot boarding time and arrangements (if a vessels requires a pilot), berthing arrangements, arrival/departure drafts, anchorage, etc. Obviously, phrases for these routine communications should be part of the SVP.

Phrases necessary for emergency communications should also be part of the common set of phrases. For this, the IMO SMCP Part III/6 (VTS Standard Phrases) contains useful phrases involving fire, explosion, flooding, collision, grounding, listing, persons overboard and phrases necessary for requesting medical assistance. These emergency communications are initiated by vessels in distress, and VTS operators must act accordingly to save lives and ships and to avoid environmental damage.

The IMO SMCP Part III/6 also contains   phrases for providing information necessary for safety of navigation (e.g. obstruction in the fairway, risk of grounding/collision, tidal current, enforcement), and some of these should be included in the SVP.

The present author assumes that phrases necessary for (1) routine communications, (2) emergency communications, and (3) communications to ensure safety of navigation should constitute the very core of the SVM. Now the question is how comprehensive should these phrases be. For example, pilots often ask the ship to wait for him/her with only 3 or 4 shackles of anchor chain left in the water so the ship can get underway soon upon his embarkation. Should a phrase like "Heave in until 4 shackles are out and wait for the pilot" be the part of common phrases? When several alternative routes are available to a certain position X, VTS operators need to clarify this.   A phrase such as "What is your intended route to X?" might be handy. Vessels often report to VTS stations asking for permission to conduct a boat drill, and operators must ask whether the boat will be just lowered or be released and manoeuvred. Standardized phrases for this exchange might be useful.

Obviously, the more phrases there are, the more comprehensive the SVP becomes, but if there are too many phrases, people may not use them. Furthermore, one cannot cover all possible phrases vessels may use. Here are some examples the present author encountered:

- Our captain on board is dead.

- I will turn around and join the eastbound lane to adjust my ETA.

- During closing of hatch cover, hydraulic pipe broke and oil together with rainwater climbed overboard.

- I am Vietnam. My ship owner no pay salary.

Suffice it to say here that in establishing the common phrases, the trade-off relationship between the number of phrases and comprehensiveness must be taken into consideration.

Linguistic Structure

Standard VTS phrases should be simple in their grammatical structure and be short in length. If possible, active voice should be preferred to passive voice. For example, "Dredging operation in progress." instead of "Fairway is being dredged."   In routine communications, telegraphic patterns with appropriate message markers may facilitate faster information exchange.   For example, "Question. ETA Uraga Traffic Route Centre No.1 Buoy, over." "Answer. ETA Uraga Traffic Route Centre No.1 Buoy, 0700."   This deviates from the SMCP recommendations, but the principal author of the SMCP, Prof. Dr. Peter Trenkner himself approved such use of message markers (personal communication).

According to the SMCP, the following three phrases are required for providing pilot boarding time and boarding arrangements: "Pilot will embark at 0640 hours local time." "Rig pilot ladder on port side two metres above water." "Make boarding speed of 6 knots."   Here again, the following telegraphic message will work: "Information. Pilot boarding time 0640. Pilot ladder port side, two metres above water, boarding speed, 6 knots. Over." This approach was actually used by a Canadian Coast Guard VTS operator (personal communication).

In terms of vocabulary, one word should be used in one meaning to avoid ambiguity and basic words should be preferred to less frequent ones, in principle.   However, in certain

cases, words preferred by mariners should be used. For example, "proceed to X" sounds more appropriate than "go to X" although the latter is perfectly understandable. Then how about "vicinity?" The SMCP uses the phrase "in vicinity of X" but Asian mariners before SMCP may not know the word, and "near X" will do.

User-related pragmatic factors

The above example involving the word "vicinity" highlights the need for considering linguistic backgrounds of phrase users. Speakers of Romance languages will certainly find easier such words as "vicinity," and "embarkation," but this may not be the case for speakers of other languages. One can say "Disabled vessel near X." instead of "Disabled vessel in vicinity of X." Similarly "Vessel ahead of you will reduce speed to pick up a pilot." would be understandable regardless of linguistic backgrounds, whereas the phrase "Vessel ahead of you will reduce speed for pilot embarkation." might be a challenge for some Asian officers with limited English.

Since the common phrases should be used by both native and non-native speakers and by both VTS operators and VTS users (i.e. mariners on board ships), the choice of vocabulary and grammatical structure should be determined so that all parties concerned will benefit from the phrases. Simply because native speakers find some phrases or wording natural does not necessarily mean they should be preferred.

Once the standard VTS phrases are established, not only English-speaking VTS operators but also English-speaking mariners should make themselves familiar with these phrases, as this will encourage native speakers to use simple and short messages. Uchida and Takagi (2012) found that Japan Coast Guard VTS operators find it difficult to communicate with native English speakers because they use jargons and their messages are sometime too long and redundant.

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VTS area-related pragmatic factors

Each VTS area often has its own peculiarities and in this sense, some VTS stations have their own sets of routine phrases that are not necessary for other areas. Figure 1 shows the VTS area of Kanmon Martis. The tidal current in the Kanmon Strait sometimes exceeds 9 knots

Figure 1. Kanmon Martis VTS Area

at Hayatomo Seto, where the strait is the narrowest and a bridge connects the Kyushu and Honshu Islands. Vessels must be able to proceed at a ground speed of 4 knots or more against the current. Otherwise they are not allowed to enter the passage. Thus, when there is a strong current, the following phrases are used frequently:

- What is your ETA at Hayatomo Seto/Kanmon Bridge?
- The current will be against you, speed about 8 knots (when you reach the bridge).
- Can you proceed at a ground speed of 4 knots or more?
- What is your maximum speed?   (To ensure that a given vessel can make more than 4 knots.)
- Be prepared for slow-speed manoeuvring.

Area specific routine phrases cannot be part of the SVP that is intended to be used by all VTS operators, since inclusion of these phrases will inevitably make the number of phrases too large.   Not only that, one never knows what phrases are necessary for each and every VTS area of the world.

Complementary approach

As was demonstrated in the previous section, all VTS area specific phrases cannot be included in the common phraseology. Furthermore, one never knows what messages vessels may send. However, a competent VTS operator should ideally be able to understand any message from a vessel and be able to produce any message he/she must convey to a vessel.

This can only be accomplished by applying grammatical rules to necessary vocabulary items as was proposed by Takagi and Saito (2014). Thus the SVP must be supplemented by a set of vocabulary items (nouns, adjectives, adverbs, prepositions, etc.) and grammatical rules to be mastered by operators. Since each VTS area may have its own routine phrases that arise from its area-specific features, the common phraseology alone cannot cope with these specific needs. Thus, the SVP should be supplemented by a list of vocabulary items and grammatical rules so VTS operators can produce those area-specific phrases at will and so that they can understand a wide range of communications that may arise in ship to shore communications.

Conclusions and future directions

The present author proposes that the SVP should contain phrases for routine VTS communications and emergency communications as well as phrases necessary for providing information to ensure safety of navigation. The linguistic structure of these phrases should be carefully controlled both grammatically and semantically and be kept short and concise, and pragmatic factors related to the user must be considered in compiling the phrases.

These phrases should be supplemented by a list of vocabulary items relevant to providing VTS and grammatical rules so that VTS operators can produce area-specific routine phrases and understand a wide variety of messages that they may receive.

The present author is currently working on a tentative set of common phrases and a list of vocabulary items so that these can be used in the training of future VTS operators in Japan, and hopefully they can be shared by IMEC colleagues by the time this paper is presented at IMEC 29.

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Consideration on the Standardised Communication Phrases for e-Navigation

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As the era of e-navigation begins, the significance of harmonized collection, exchange, and integration of marine information between ships, as well as between ships and shores, has become more significant in ensuring safety and security at sea. The International Maritime Organization (IMO) has also emphasized the importance of considering users' needs when creating and implementing these services, and, from this perspective, the communication needs of mariners and Vessel Traffic Service Operators (VTSOs) are one of the critical factors to consider when developing communication technology and information systems in the future. Therefore, this research aims to provide an internationally applicable list of Standard e-Navigation Phrases (SENP) for communication in the e-Navigation environment, along with practical approaches to this. For this purpose, the importance of standardized communication phrases specific to e-Navigation will first be illustrated. In order to approach the e-Navigation phrases in a practical and pragmatic manner, means of compiling and processing authentic VHF linguistic data accumulated from one of the Korean ports, Ulsan, will be detailed. In addition, major outcomes to be considered in designing SENP will be suggested. Finally, future actions and a joint effort for the standardization of e-Navigation phrases among stakeholders will be sought.

Introduction

The IMO has been developing the concept of e-Navigation for the enhancement of navigation in shipping by better organizing data on ships and on shore, and by more efficiently exchanging data and communication "ship-to-ship" and "ship-to-shore"/"shore-to-ship" (IMO, 2008). As a major part of e-Navigation, marine data processing onboard and ashore, and its collection, integration, exchange, and presentation, should be efficiently harmonized, aided by suitable electronic means (Seaways, 2009). During the process, exchanges of communication at every single stage should be accurate and user friendly, such that recipients can improve the safety of navigations by reducing possible errors caused by human factors. In order to better ensure this, the standardization of communication, which requires users' common and shared understanding on a targeted communicative situation, is key. In this vein, IMO established Standard Maritime Communication Phrases (SMCP) in 2002 for VHF verbal communication. However, as nonverbal and visually oriented e-Navigation communication must also be considered as an emerging means of information transaction, the development of SENP needs to be explored as well. In this paper, therefore, means of approaching SENP in the era of e-Navigation will be suggested based on a linguistic analysis of three days of VHF communication data collected from Ulsan port. For this purpose, the theoretical background will first be covered, mainly by focusing on standardized maritime communication and genre analysis as a stream of English for Specific Purpose (ESP) approaches. Subsequently, the procedures applied to this research, which includes authentic data accumulation and data processing, will be illustrated. Next, major analysis results, including the identification of key communication events and the establishment of relevant e-Navigation phrases inherent in each event, will be discussed. By doing so, suggestions for designing SENP will be made. Finally, future actions and a joint effort for SENP's standardization at a global level will be suggested.

Literature review

Standardized maritime communication

Global efforts for establishing an internationally recognized language at sea have been ongoing for a long period of time (e.g., seaspeak in 1985, Standard Marine Navigational Vocabulary (SMNV) in 1977, Standard Marine Communication Phrases (SMCP) in 2002). In 2001, the 22nd Assembly of the IMO adopted SMCP for more effective and clearer VHF communication and interactions on board by compiling a set of key phrases (IMO, 2001). The major features of SMCP are that it is a simplified version of oral communication; a precise and unambiguous language form, to avoid confusion and errors among interlocutors; and entails the active use of eight message markers (e.g., *Instruction*, *Advice*, and *Warning*) before the message (ibid.). With the development of new maritime communication technologies after the adoption of SMCP, however, many relevant studies and discussions have been conducted in order to provide new phraseology; for example, new messages regarding AIS - e.g., *Update your AIS. Your destination is not correct* (Trenkner and Sevcenko, 2017; IALA, 2017). Apart from oral communication based on SMCP, means of exchanging information in e-Navigation on the basis of visual and written communication need to be considered. Part of the discussion on this has been conducted through AIS-Application Specific Message (e.g., *Caution Area: Derelicts (drifting objects)*) (IMO, 2010; Ahn, Kang and Lee, 2015); however, clear instructions and agreement on how to organize a set of concise and clear messages in the e-Navigation environment have yet to be suggested. Judging from 'the strategy for the development and implementation of E-navigation' published by IMO Maritime Safety Committee (MSC) [1], the development of e-Navigation phraseology should seek to find ways of decreasing the 'lack of standardization on board and ashore,' 'incompatibility between vessels,' and 'an increased and unnecessary level of complexity.' This will ultimately lead all relevant users to achieve the core objectives of e-Navigation. These objectives are listed below (ibid.).

1. Facilitate communication, including data exchange, among ship-to-ship, ship-to-shore,

shore-to-ship, shore-to-shore, and other users;

2. Integrate and present information onboard and ashore through a human–machine interface that maximizes navigational safety benefits and minimizes any risk of confusion or misinterpretation on the part of the user;

3. Facilitate global coverage, consistent standards and arrangements, and mutual compatibility and interoperability of equipment, systems, symbology, and operational procedures, so as to avoid potential conflicts between users.

Genre analysis as a stream of ESP approaches

Genre analysis is a specialized area of language analysis, specifically in the field of ESP where English is used as a tool of communication to attain a certain goal (Swales, 1990). As many linguists have pointed out, the rhetorical structure (i.e., the information to be delivered) and linguistic features (i.e., modes of expression in terms of grammatical structures and lexical choices) should be first analyzed (Bhatia, 1993) when conducting linguistic analysis. In compiling SMCP, for example, the IALA VTS committee also collected authentic VTS communication data from several VTS centers, complied this into a corpus (i.e., language-related Big Data for linguistic research) and analyzed it to identify key VHF phrases in the VTS communication environment (Trenkner, 2017). This formed 'AI/6—Vessel Traffic Service Standard Phrases' in SMCP. Considering that VHF exchanges adhere to particular communicative stages and information requirements worldwide (Bocanegra-valle, 2010), a more structured and systematic approach in analyzing real VHF data is required. In this regard, IALA has suggested 20 message patterns as exemplified in *traffic clearance* communication, which recognizes the importance of structured VTS communication for effective and simplified delivery of maritime information.

Table 1- Traffic clearance Message

	Procedures	Note
1. Initiate conversation/establ ish contact	1.1 State addressee (receiving station)/vessel	
2. Body of message	2.1 (Pro word) traffic + clearance	New keywords, to ensure vessel receives a clear message related to permission on a particular aspect
	2.2 Name of vessel in question	
	2.3 Relevant information/data	
	2.4 Relevant advice	Additional measures
	2.5 (Pro word) traffic information (marker)	
	2.6 (Pro word) traffic information (marker)	Additional measures
	2.7 Relevant information/data	
3. End of conversation	Over/out	

(Adapted from IALA, 2017, p. 18)

In terms of establishing SENP, therefore, the following stages should be kept in mind in order to facilitate effective and clear maritime communication at a global level by ensuring consistency, mutual compatibility, interoperability of message systems, and instant and common understanding of the targeted message among interlocutors.

1. Collect authentic maritime communication data that ensure statistical validity from a wide range of ports;

2. Compile language data as a corpus for rhetorical-structure and linguistic analysis.

3. Identify stereotypical message structures (referred to as *message patterns* in IALA report, as suggested above).

4. Create linguistic patterns that are optimized for written and visual communication in

each step of the communicative structure.

5. Test individual phrases in order to validate the common and shared understanding among users and to ensure their clarity and effectiveness in commutation.

Research methods

Data collection

In order to compile authentic language data, three days' worth of VHF recordings from Ulsan port were collected with permission from the Ministry of Public Safety and Security in the Republic of Korea. All data was manually transcribed into an electronic format, as per the example shown in Table 2, in order to conduct linguistic analysis.

Table 2 - An example transcription detailing pilot boarding time

Vessel	**Ulsan VTS, Ulsan VTS, [ship's name]**
Ulsan VTS	Calling station, Ulsan VTS.
Vessel	Good morning, Madame. May I know what time pilot will be boarding?
Ulsan VTS	Do you have call sign?
Vessel	My call sign, [call sign].
Ulsan VTS	Ok, today, morning, 0630.
Vessel	30 and boarding arrangement?
Ulsan VTS	1 hour before. Contact channel 13 please.
Ulsan VTS	Channel 13, okay.

In total, 2,379 cases of VHF communication are included in the analysis, which represents all communications conducted over the three consecutive days. The total number of syllables in Korean and words (or tokens, to use technical linguistics terminology) in English are as

follows:

Table 3 - The total number of syllables in Korean and words in English

Definition	Total	Example
Syllables in Korean	156,750	감도있습니까?—6 syllables
Tokens in English	10,817	Can you hear me?—4 words

Data processing

For the purpose of identifying rhetorical structures and the linguistic patterns therein, the transcribed data was first categorized according to its informational relevance, yielding 20 categories (e.g., pilotage, departure, arrival, and passing reporting line). Subsequently, to identify the detailed communicative steps in each category, the communicative actions in each line were closely examined and subcategorized according to a block of information conveyed by the speaker. The extract from Table 2 was manually reprocessed, as shown in Table 4, to attain this purpose.

Table 4 - Example of a VHF exchange according to a block of information

Turn	Speaker	Transcription	Move	Step	Strategy
1	S1	Ulsan VTS, Ulsan VTS	Call	First contact	Call to VTS
	S2	[Ship's name]	Call	First contact	Report ship's name
2	V1	Calling station, Ulsan VTS.	Call	First contact	Response to Ship
3	S1	Good morning, Madame.	Call	Greeting	Morning
	S2	May I know what time pilot will be boarding?	Pilotage	Request information	Pilot boarding time
4	V1	Do you have call sign?	Ship's identification	Request information	Call sign
5	S1	My call sign, [call sign].	Ship's	Provide	Call sign

				identification	information	
6	V1	Ok, today, morning, 0630.	Pilotage		Provide information	Pilot boarding time
7	S1	30.	Pilotage		Receipt of information	Pilot boarding time
	S2	And boarding arrangement?	Pilotage		Request information	Pilot boarding arrangement
8	V1	1 hour before.	Pilotage		Provide information	Contact time
	V2	Contact channel 13 please.	Pilotage		Provide information	Contact channel
9	S1	Channel 13, Ok.	Pilotage		Receipt of information	Contact channel

As illustrated above, all transactions were recategorized into moves, steps, and strategies, according to the actions the speaker would like to take. For example, in Turn 4, "*Good morning, Madame. May I know what time pilot will be boarding?*" can be segmented into two different actions: (1) calling Ulsan VTS and greeting with "*Good morning, Madame*"; and (2) requesting information (i.e., step) on pilot boarding time (i.e., strategy) by asking "*May I know what time pilot will be boarding?*" That is, two different actions are intended by the speaker from the vessel in one turn, so the turn was segmented into two different lines by dividing it into S1 and S2. The above example comprises 9 turns, 13 actions in total both by VTS and the vessel, 3 moves (i.e., call, pilotage, and ship's identification), 5 steps (i.e., first contact, greeting, request information, provide information, and receipt of information), and 8 strategies (call to VTS, report ship's name, response to ship, morning, pilot boarding time, call sign, pilot boarding arrangement, contact time, and contact channel). All transcribed data (i.e., 2,379 cases of VHF communication) was segmented by applying the same research methods.

Discussions

Categorization of VHF communication

The data categorized based on the method outlined above clearly indicates that 20 different types of communication are generally conducted in Ulsan port. The definition of each communication and its number of occurrences are specified in Table 5.

Table 5 - Categorization of three-day VHF communication in Ulsan Port

Macro Category	Category	Code	No. of cases	%	No. of turns VTSO	No. of turns Onboard	Definition
Pilotage	Pilotage	PL	26	1.09	95	109	Requesting pilotage information
	Embarkation	EB	110	4.62	248	301	Embarking pilot
	Disembarkation	DE	48	2.02	51	78	Disembarking pilot
	Vessel Pilot	SP	26	1.09	4	122	Radio communication between pilot and vessel
Subtotal			**210**	**8.83**	**398**	**610**	
Leaving/Departing from the port	Arrival	AR	160	6.73	401	537	Entering the VTS area for berthing
	Berthing	BR	106	4.46	213	299	Reporting after or requesting information on berthing
	Departure	DP	197	8.28	445	611	Leaving the VTS area after unberthing
	Unberthing	DB	114	4.79	255	341	Reporting before or requesting information on unberthing
	Movement	MV	146	6.14	327	444	Moving to different areas within the port (e.g., for work)
Subtotal			**723**	**30.4**	**1641**	**2232**	
Anchoring	Anchor report	AC	109	4.58	240	323	Completing anchoring
	Anchorage information	AR	139	5.84	445	522	Requesting and providing information on anchorage
	Heaving up anchor	HU	77	3.24	181	233	Requesting and finishing heaving up anchor
Subtotal			**325**	**13.7**	**866**	**1078**	
Navigational information	Reporting/passing	RP	176	7.4	441	559	Passing through the reporting line or buoy
	Crossing	CR	95	3.99	216	295	Requesting and reporting on crossing the fairway
	Instructing	IN	125	5.25	361	367	Providing navigational instruction to vessels from VTS
	Safety navigational information	ST	142	5.97	376	431	Safety-related communication, such as navigational information on other vessels or traffic situations
	Ship to ship	SC	87	3.66	4	447	Radio communication between vessels
Subtotal			**625**	**26.3**	**1398**	**2099**	

Extra communication	Communication failure	CF	301	12.7		No response to call
	Other uncategorized communication	UC	158	6.64		Chatting or unable to be categorized (e.g., Requesting information about other vessels' phone numbers, or launching lifeboat for fun)
	Unintelligible	UT	37	1.56		Unable to categorize due to unintelligible recording condition
Subtotal				20.8		
			2,379	100.0		

From Table 5, it can be seen that four major considerations should be taken into account when designing SENP. First, excessive communication from VTSOs and vessels should be eliminated. As can be seen from Table 5, the total number of communications conducted over three days was 2,379, which means that there were 793 cases of communication per day, and 33.04 per hour. When routine communications exclude extra communication for easier understanding, the average turns within each communication case is 5.48 (1,883 cases; 4,303 and 6,019 turns, respectively, from VTSOs and vessels), and the total number of turns between interlocutors amount to 143.36 per hour. If the number of extra communications - i.e., irregularities and communication errors - is added, the turns significantly increase. The high frequency of communication could be a significant burden, specifically for VTSOs, and also for mariners who are required to listen attentively to communications from the VHF channel at all times. Keeping in mind that a large amount of communication exchanged through VHF could be a possible contributory factor to human error in communication, the structure of e-Navigation messages should be designed to be more compact and concise so that the core information can be effectively delivered to, and clearly understood by, recipients on the first try.

Second, ways in which to increase the response rate should be investigated and applied into the system. The highest rate recorded, communication failure from extra communication, clearly demonstrates that the verbal VHF messages sent to the target recipient failed at a rate of 12.7%. This means that 1 out of 10 initial attempts did not even reach the target recipient, as exemplified in the below extract (i.e., three trials from 14:37:56 to 14:39:58, but no responses).

Table 6 - An example of communication failure from extra communication

Time	Caller	Original Transcription	English Translation
14:37:56	Ulsan VTS	OO호, OO호. 항무울산.	MV OO, MVOO This is Ulsan VTS.
14:38:20	Ulsan VTS	OO호, OO호. 항무울산.	MV OO, MVOO This is Ulsan VTS.
14:39:58	Ulsan VTS	OO호, OO호. 항무울산.	MV OO, MVOO This is Ulsan VTS.

Even when the user friendliness and mutual intelligibility of the message is ensured, it could be meaningless if intended recipients do not provide the proper response. As per the lessons learnt from the massive oil spill of MV Heibei Spirit in Taean, South Korea in 2007 (Korea Maritime Safety Tribunal, 2008), no response from the target audience in a critical situation could result in disaster, particularly when immediate action is required. In addition, it has been reported that the alarm system accompanying messages onboard and/or in VTS centers is often ignored due to its overly high frequency (Lee, 2017). From this perspective, a thorough technical discussion on how to guarantee successful message delivery and recipient's confirmation should be conducted.

Finally, one-way communication (i.e., the type of reporting) and two-way interactive communication (i.e., negotiating intentions between speakers) should be identified to minimize the total number of communications and maximize the instantaneous delivery of core messages. As shown in the Table 5, the following 8 out of 20 cases, which accounts for 45.61%, were regarded as one-way communication intended to report a summary of the target situation and receive succinct confirmation from the VTS center that the message was well received: *departure* (8.28%), *reporting/passing* (7.4%), *arrival* (6.73%), *movement* (6.14%), *unberthing* (4.79%), *anchor report* (4.58%), *berthing* (4.46%), and *heaving up anchor* (3.24%). The following extract illustrates the characteristics of these categories (key messages are underlined for emphasis).

Table 7 - An example of a report on a ship's berthing

Turn	Speaker	Original transcription	Translated in English
1	Vessel	항무울산, oo, 감도 있습니까?	<u>Ulsan VTS</u>. This is <u>MV OO</u>. Do you read me, over?
2	Ulsan VTS	네네.	Yes. Yes.
3	Vessel	네, 수고 많습니다. 08시 15분에 본항 7부두에 접안했습니다. 이상입니다	Yes. Thank you. We <u>berthed</u> at <u>the Ulsan port No. 7</u> <u>at 0815</u>. Over.
4	Ulsan VTS	네, 수고했습니다.	Yes. Thank you.
5	Vessel	네.	Yes.

As shown above, the key message through five turns between a vessel and VTS is to report that '*MV 00 berthed* at *Ulsan port No. 7* at *0815,*' and the VTS's expression of confirmation of receipt by saying '*Yes.*' This kind of typical message structure for reporting a routine situation should be automatically organized by e-Navigation systems as a form of short-reporting message, and sent directly to the VTS center with a single click, as exemplified in Table 8.

Table 8 - Suggested e-Navigation message structure

From Ship to VTS Center	From VTS Center to Ship
Berthing report **Ship's name:** MV OO **Call sign:** (to be specified) **Port No.:** Ulsan port No. 7 **Berth No.:** (to be specified) **Time:** 0815 LT	Message confirmed

By following the above structure, almost half of maritime communication (45%) within the port area can be reduced and VTSOs' administrative burdens in the current system, wherein they manually write information down in the logbook, will be greatly decreased.

This ultimately contributes to the enhancement of maritime safety by decreasing the burden of communication, and, therefore, by helping actors to focus more on two-way interactive communication where intentions between the two parties are sufficiently negotiated. The reporting procedures and mandatory information that is publicly available on the webpage of Ulsan VTS (e.g., for berthing, the vessel name, call sign, port and berth no., and time of berthing must be reported) can be utilized for the purpose of organizing messages.

Linguistic patterns for designing standard e-Navigation phrases

In order to extract linguistic patterns before e-Navigation phrases' standardization, the strategies (the very last unit of categorization—see Table 4) are all categorised. To illustrate, the strategies can be seen as a series of individual actions that the speaker wishes to deliver. For example, in the exchange from a vessel to VTS, '*Officer, this is [SN]. Pilot station at 0700. So we are coming, only drifting around pilot station, going to drop anchor sir,*' there are six strategies in this one single turn, as follows: *officer* (the station called), *this is [SN]* (name of vessel), *pilot station at 0700* (ETA), *So we are coming, only drifting* (drifting), *around pilot station* (drifting location), *going to drop anchor sir* (anchoring). This means that the total number of e-Navigation phrases to be standardized is almost identical to the total number of strategies. In the case of Ulsan port, 560 strategies are identified, but two unnecessary strategies are excluded (i.e., swear word and unintelligible unit). Therefore, the total number of strategies identified is 558; 15 examples, selected at random, are as follows:

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① CPA ② ETA ③ pilot boarding time ④ whether pilot is onboard ⑤ asking destination ⑥ correction of destination ⑦ passing a waypoint ⑧ reporting time ⑨ position of the buoy ⑩ kind of buoy ⑪ number of shackles ⑫ passing astern ⑬ reporting current speed ⑭ confirmation of current speed ⑮ maintaining speed

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In the analysis of individual strategies for the establishment of SENP, the following considerations need to be addressed, and mutual agreements on this made in advance:

standardization of Korean and English phrases; common and shared understanding on the target phrase; and the consideration of intercultural and cross-cultural factors.

First, the standardization of e-Navigation phrases should be conducted at both domestic and international levels. As shown in Table 9, which shows extracts from several conversations, the means of *expressing a weak VHF signal* vary significantly from speaker to speaker in both Korean and English.

Table 9 - An example of Strategy for expressing a weak VHF signal

Korean	English
네, 귀선 감도가 안좋은데요. 네, 감도가 안좋습니다. 교신이 하나도 안들렸는데요. 감이 좀 상당히 약해가 좀 못알 아듣겠네요.	Your signal is so weak. Your radio signal is broken. I cannot read you. Your signal is very weak.

In IMO SMCP (2002), the phrase should be *I hear you bad.* In the Korean context, however, there is no standardized written or spoken format of VHF communication in Korean besides SMCP, which must be communicated in English. In order to effectively communicate with people both from the different parts of Korea, using different Korean dialects and accents, and from various English origins, standardization of English and local languages is needed when SENP is established.

In addition, intercultural and cross-cultural factors should be fully taken into account. Considering that people may have different perceptions of a single standardized phrase due to their own experiences and cultural assumptions, the individual SENPs should be fully agreed in advance among the users who have a wide range of cultural and linguistic backgrounds. For example, phrases such as 'the pilot has arrived' could yield different situational awareness to listeners, suggesting that 'the pilot boat has now arrived at the targeted vessel,'

'the pilot has just embarked on the vessel,' and/or 'the pilot is on the bridge to commence pilotage' (IALA workshop, WG 1, 2017). This kind of ambiguity should be negotiated on and overcome by users in such a way as to minimize any risk of confusion or misinterpretation, so that the final list of SENP can attain the original goal of standardization in communication not only in terms of phraseology, but also intended meaning. For this, international cooperation for the establishment of SENP is highly required by conducting a linguistic research project that includes analyzing authentic VHF communication needs by relevant parties, such as IALA and IMO.

Conclusion

In this paper, practical suggestions on how to establish SENP have been suggested based on a linguistic analysis of three days' worth of authentic VHF communication data from Ulsan Port. The analysis clearly shows that the development of SENP will significantly lessen the excessive burden of VHF oral communication for both VTSOs and mariners, which currently amounts to around 150 turns per hour. Specifically, the application of SENP in reporting-type messages is expected to dramatically decrease the volume of VHF oral communication, considering that this currently accounts for 45% of total communication. In this regard, ways in which to increase the response rate should be fully investigated and a relevant alert system to support this should be applied in advance. In terms of language, 558 communication phrases to be standardized were identified in Ulsan port; however, additional ports should be considered in the future to enhance the validity of the research. The authentic communication samples clearly demonstrate that SENP should be established in both English and local languages in order to minimize errors from different local dialects and different means of expression, and to maximize the standardization of languages in both domestic and foreign seas. For this, cross-cultural factors and different situational perceptions among individuals should be negotiated in order to ensure all actors have a shared understanding of the intention of the messages. Furthermore, international cooperative research should be conducted in order to produce mutually agreeable, beneficial, and practical output in the area

of e-Navigation.

Acknowledgement

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A Path Leading to Self Development

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Abstract

Attitudes and perceptions towards occurances determine our self development both in professional and social life. Seafaring-as a profession- is likely to hold highly international elements in nature. No matter which type of crew members are on board; mono –national or multi-national, they eventually confront with occasions embedded with cultural differences.

In this descriptive study, we have population of 150 FIT (**F**ilipino, **I**ndonesian, **T**urkish) cadets; 50 cadets each from three countries namely, the Philippines, Indonesia, and Turkey. The survey basically aims to depict cadets' preference of crew mates in terms of nationality and also serve as an emerging tool to describe; how cadets feel towards occurances based on cultural diversities, and which attitudes and solutions they have developed to cope with cultural diversities.

Fifty cadets, who completed training from each country, participated the study responding questions in the survey. It is made up of nine semi-structured and open ended items. The results will lead us-the lecturers- to get the idea on our cadets' perception and attitudes. It will also make contribution to the lectures to hold the objectives of self learning and development strategies on behalf of our cadets.

Introduction

Seafaring has always been a profession embedded with international elements within the ages. Thus ,professionals have confronted with different attitudes, perceptions and values in different cultures from different countries.

Culture is defined as "the set of distinctive spiritual material, intellectual and emotional features of society or a social group that encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs" (UNESCO). Harris (2000, pp 4-5) sees culture as a medium that gives people a "sense of who they are, of belonging, of how they should behave, and of what they should be doing."

The STCW Resolution 22 made a solid futuristic announcement in 1987, highlighting "the importance to safety of good human relationships between seafarers on board ". It was a sort of declaration to be considered by seafarers, shipping companies, maritime schools and national authorities globally. Trenker and Cole confirmed the declaration "80% of the world's merchant ships have become multilingual and multiethnic in crew composition over the past 25 years " (2003). Another confirmation was from Lane (et.al) ' two thirds of cargo vessels sail with more than one nationality in the world, and there is a growing interest in the industry in managing cultural diversity' (2002).

It is officially expressed that cadets should get a significant practical training when they go on-board for shipboard training preparing to become officer of the watch (STCW 2010 Manila Amendments, p. 97). With the real situation the cadet is facing on-board together with his crewmates, the knowledge and skills that were acquired in the classroom will be more enhanced. The cadet has to develop his communication skills and adapt to the work environment including the social environment of the crew of diverse backgrounds. The

attitude and perception of the cadet towards crew mates affect the way how he interacts with other people on-board.   Social relations and communication patterns between crews cannot be separated from their respective cultural backgrounds.

On-board communication is social communication that encompasses social interaction among crewmates, social cognition to understand the situation, and pragmatic functioning when he performs his tasks.

Multinational and multi-lingual situations on-board has increased the interaction among different cultural groups. Moreover, communication patterns resulting to social interaction promotes mental health (Zarnaghash ,et. al. 2013).

Social taboos, politics, religious traditions and values differ according to the countries. These cultural variables need to be respected if officers are to benefit from new experiences. Living with multicultural crew may help officers realize that people have different reactions to the same every day occurrences. For example, in some cultures (e.g., China, Jordan), leaving food on your plate is a sign of appreciation, implying that the host has given you enough to eat. In other countries (e.g., Indonesia), the same behavior may be taken as an insult, a condemnation of the quality of the meal. Those with experience living in foreign countries should be more accustomed to see these occurrences (food leftover on a plate, a smile, a bow) as having dynamic functions and multiple possible meanings (Galinsky, Maddux, & Ku, 2006).

Various studies (Lane et al.2002) focus on issues relevant to national culture and multiculturalism, and their influence on the performance of the industry in areas related to maritime accidents, safety and quality, efficiency, communication, job satisfaction and others. Several research studies have emerged existing problems on board among culturally diverse crew with a focus on particular nationalities (Kahveci and Sampson 2001; Sampson and Zhao 2003; Theotokas and Progoulaki 2007; Østreng2001).

Differences in cultural backgrounds between crew members coming from the same country of different backgrounds or crews coming from different countries may have an effect to the cadet's views. Filipino, Indonesian and Turkish cadets have similarities and differences in terms of cultural backgrounds.. The study concerning these three countries will provide a more complete perspective for Maritime English learning that cannot be separated from elements of cultural diversity.

Therefore the cultural diversity of the crew on board becomes one of the important subjects to be focused and studied.

Having a brief look out to the countries of **FIT** (**F**ilipino, **I**ndonesian, **and T**urkish) **cadets**; The Philippines supplies many seafarers to the international shipping industry. The quality of seafarers and maritime education institutions in the Philippines is a reference for countries in Southeast Asia. The Filipino seafarers certainly have a high adaptability with the working atmosphere on board. The wide association of the Philippines with the outside world is an atmosphere that supports the development of seafarers in a multicultural environment.

Indonesia is a country with a substantial maritime history . Due to being located as an archipelagic country-consisting of no less than 13,000 islands, makes Indonesians a maritime nation. Hundreds of years ago, sailors from Bugis and Java, reached other continents. Indonesia desperately needs the strengthening of its shipping fleet for both domestic and international interests.

Turkey is located in Anatolia forming a bridge between Asia and Europe and also surrounded by the Mediterranean Sea, the Aegean Sea and the Black Sea. Thus it is well-known with solid maritime tradition with fascinating mariners and stunning maritime history dating back some centuries. The first maritime education institute was founded in 1773 in Turkey, several maritime schools, institutes, faculties educating prospective seafarers.

Statement of the problem:

In this study we aim to reveal the responses to the questions of :

1. The preference of FIT cadets on crew mates in the future; native, foreign ,or no difference, 2. Where cultural-related problems the cadets encountered; board, port or at shore(whilst on their journey period), 3. Which feelings/reactions they had on experiencing cultural- related problems, 4.Which attitude(s)/solution(s) they developed to cope with the situations.

Data collection

The responses are gathered from 150 cadets from three different countries -the Philippines, Indonesia and Turkey- with three different cultures. Fifty cadets from each country answered the survey with open ended and semi controlled questions. (Annex1). The pre-requisite of being a member of the population is on-board training completion.

Data Analysis

From Figure 1a, it is obvious that 18% Filipino cadets prefer to work with national crew, and 31% would like to work with foreign crew members, for 51% it matters not which nationality their mates are. 22% of Indonesian cadets prefer national crew, but 52 % would like to work with foreign crew members, for 26% nationality of their mates does not matter (Figure 1b) The responses shows that Turkish cadets with the percentage of 34 prefer to work with national crew, but 32 % prefer to see foreign crew members whilst working, for 32% of the cadets it matters not which nationality their mates belong to. (Figure 1c)

Figure 1a. Filipinos' Preference
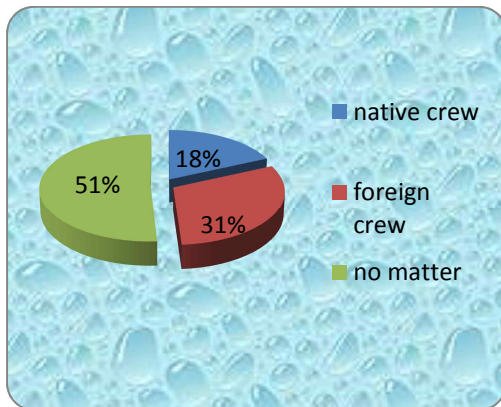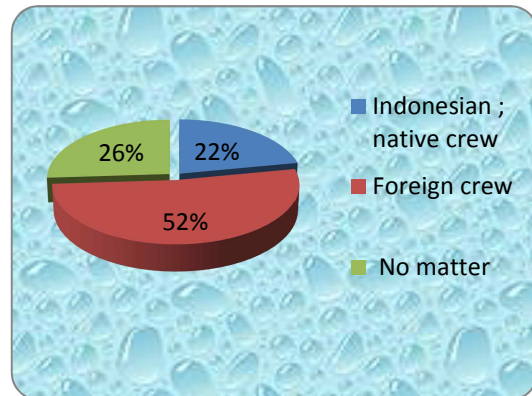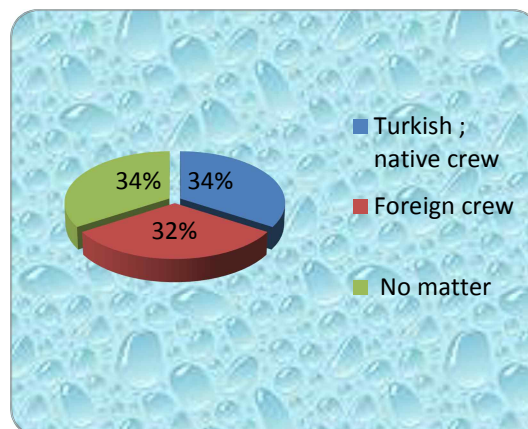

Figure 1b. Indonesians' Preference

Figure 1c. Turks' Preference

It is obvious that Indonesian and Filipino cadets have more flexible perception to work with multi-national crew mates.

When asked their reason/s for preference on native crew mates, they listed the reasons in four common themes as:

- ➢ Good communication,
- ➢ No cultural barrier,
- ➢ No adaptation problem,
- ➢ Learn more from native crew,

Indonesian cadets have extra reason of 'no envy, Turkish cadets have two more reasons as; 'food' and 'efficient work'. It is apparent that good communication is the primary concern of FIT cadets. They have already had the awareness on the importance of 'good communication'. However they have the belief of good communication is ensured via L1. They will have no cultural barrier, and adaptation problem, they can learn more should they work with native crew mates.

All FIT cadets preferring to work with foreign crew listed their reasons in four common themes:

- ➢ Develop adaptation ability,
- ➢ Peaceful working environment,
- ➢ Easier to deal with foreign people,
- ➢ Tolerant attitude.
- ➢

Besides these themes, 'develops English',' no need to work extra hours',' no envy' are extra themes uttered by Turkish cadets.

It is apparent from the answers that most FIT cadets had an experience based on cultural bias. Having asked to describe experience specifically, the most common themes fall into four categories, personal, interpersonal, socio-cultural as listed below. They appear as attitude of crew/people, way of living, working conditions and language.

Figure 2.

Attitude of crew/people	i.e. helpful, kind, tolerant, rude, demanding, discrimination, bullying, gang attack, loneliness
Way of living /social life	i.e. relationships, religion, strict rules, flexibility
Working conditions	i.e. fixed/over working hours, discipline, justice
Language	i.e. mis/understanding, accent

The responses given to the question where cultural related problem(s) occurred - on board, at port or in the country- offers the data in exact percentages. (Figure 3a, Figure 3b, Figure 3c)

Filipino cadets with the percentage of 22 % had the problem on board, 37%   at port and 41% in the country whilst travelling. 41 % of Indonesian cadets mentioned the problem happened on board, 24% had it as a port problem and 35 % faced the problem in the country. 12% of Turkish cadets expressed to have such problem on board, 44 % had at port and 44% experienced in country.

Figure 3a. Filipinos' Experience
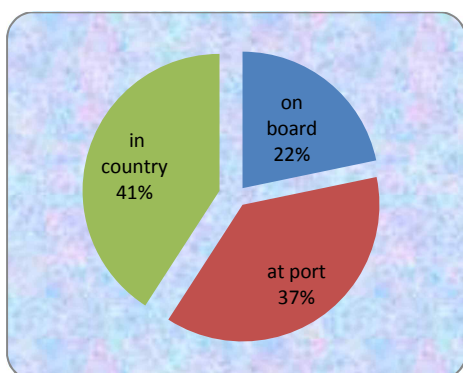
Figure 3b. Indonesians' Experience
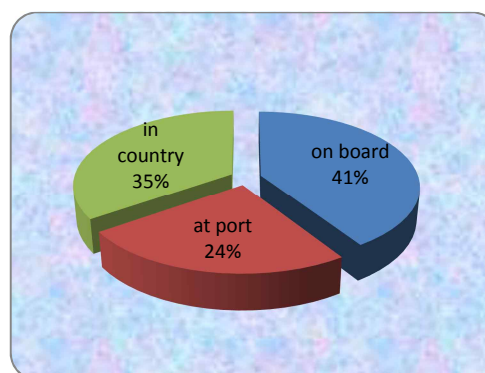
Figure 3c. Turks' Experience
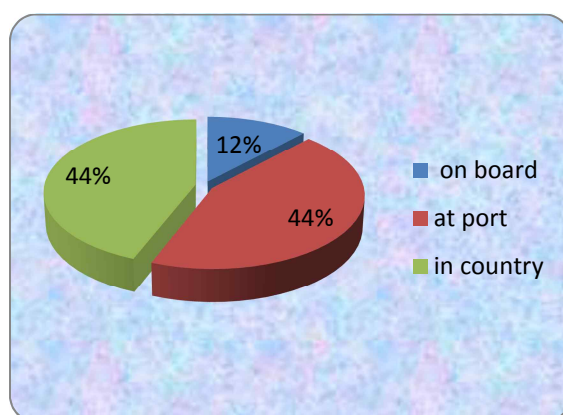
We aimed to reveal the cadets' feelings asking how they felt when it happened. We limited themes on the feelings of disgusted, sad& depressed, surprised, amazed, curious and interested. We will see the most and the least frequent feeling (s).
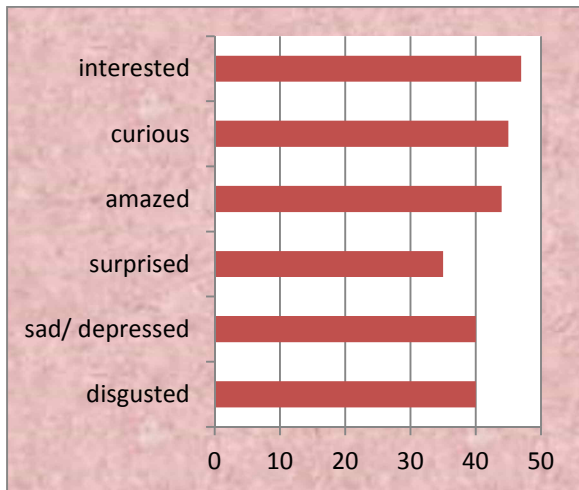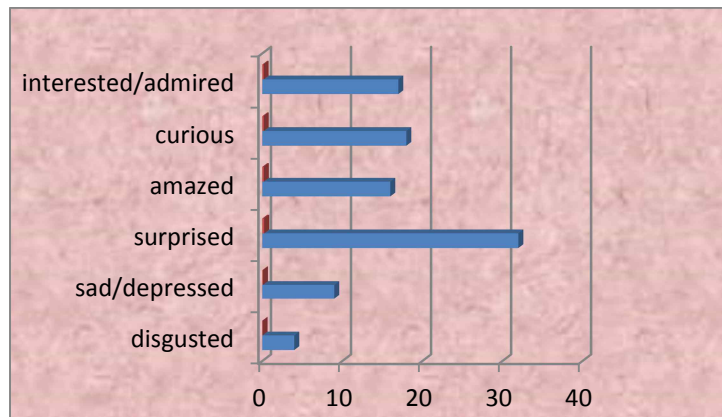
Figure 4a. Filipinos' Feelings

Figure 4b. Indonesians' Feelings

Figure 4c. Turks' Feelings

As seen from Figure 4a Filipinos are interested, curious and amazed on having the experience, being sad and disgusted are secondary feelings, they do not get surprised as frequent as they hold other feelings. Figure 4b shows that being interested is the primary feeling, followed by being interested, sad/depressed, amazed, curious and finally disgusted regarding Indonesian cadets. Figure 4c reveals dominant feeling is being surprised for Turkish cadets, being interested, curious, amazed, sad/depressed and disgusted are successively after the primary feeling.

Finally the survey questioned how they got over that situation. Most answers confirmed that they prefer to make an attempt to understand, feel empathy, and accept and respect. A few answered to stay away and ignore on confronting a problem based on diversities. Fortunately, no response having the feeling of othering, an attempt to discriminate or bullying the people belonging to different culture.

Few among FIT cadets- not developing empathy at once, said they consider and enquire the situation and find out possible reasons/rationales behind the appearance then develop attitude of adaptation.

Conclusion

People at shore have been living in highly global world – embedded with multi cultural elements since '90ies, however it looks seafarers have always been living in a world experiencing situations with multi cultural elements,throughout centuries.

The experience of what is perceived and how to respond to events are essential for sharing in order to understand each other. Misunderstanding due to cultural differences may result in communication problems, coordination, task-execution. In the end, it will also decrease work productivity on board if the problem cannot be solved well.

Having the population three different countries clarified their preferences pointing out their reasons, how they felt and reacted in view of experiencing a problem /situation based on cultural diversity, how they developed solutions to cope with the situation.

FIT cadets, practising the variety; i.on board ; working with multinational crew members, mates with different characters, attitudes,

ii.at port; coordinating with different pilots, surveyors, inspectors, stevedores other workers and,

iii. in the country; facing with native people and having experiences in different ways of life (on board) training undeniably have adjusted and adapted their perceptions and attitudes eventually developing to understand, tolerate, and respect towards different cultures.

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Annex I

QUESTIONAIRRE

1. After graduation,

   a) I want to work on a national crewed vessel.

   b) I want to work on a foreign   crewed vessel.

   c) It does not matter.

2. If you choose (a/b), point out only one reason why.

   Because,

3.   When I was on training I had a problem based on cultural bias.

YES	NO

4.   If you said YES, say it in 2 sentences

5.   Once, I had culture shock

On board	At port	Country

6.   It was…………………………………………………….

7.   This is my feeling; I was…………………………….

Disgusted	Sad & depressed	Surprised
Amazed	Curious	Interested

8.   How did you get over it, how did you handle that situation?

9.   If it happened again how would you handle the situation?

The Plural of Anecdote is not Data: A study on different world views held by Asian and European students of Nautical Sciences

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Abstract

As long as maritime training remains mono-cultural, anecdotes of "the other" will flourish. Anecdotes told by lecturers who might have been active seafarers 20 years ago are probably spiced up to make the stories more effective. Hence, over time the anecdotes may turn into less trustworthy evidence of social differences. Data based on large samples, such as Hofstede's sociological studies, may well reflect national averages, but it is a difficult undertaking to translate the data into useful descriptions to train seafarers for their first job on a vessel with a multi-cultural crew. There is a clear need for ethnographic studies on the different ways seafarers of different cultural backgrounds interpret situations they encounter in their profession. The studies need be contemporary since the rise of social media such as YouTube, Facebook and others may have changed the way in which representatives of different cultures view each other and the world in general.

This study aims to shed some light on intercultural discourse. Students of Nautical Sciences from different cultures are asked to watch and comment on a video clip showing a situation that has, or could have, occurred at sea. The comments are analysed by means of qualitative and quantitative methods. The employed qualitative methods highlight the different world views the researchers can notice in the multicultural participants while the

quantitative methods analyse to what extent the different attitudes are reflected in the linguistic patterns used to describe the observations. The study results in concrete examples of interculturally influenced descriptions of a particular scenario. The case (the video clip) together with the stories (the students' comments) can then easily be used as examples when discussing possible cultural differences in the classroom; the clip can be shown, a summary of the comments can be distributed, and the topic itself can be discussed. The material can be backed up by theoretical knowledge or by the quantitative linguistic analysis.

Keywords: *Bridge Team Communication, multiculturalism, ethnography, quantitative linguistics*

Introduction

Confirmation bias is a cognitive error of inductive reasoning that affects all of us. It causes a distorted interpretation of what we see, of how we evaluate research data and results, and it affects our decision-making processes [1]. Confirmation bias works without us even noticing it, e.g. when our minds organize what we remember, how we evaluate our experiences or how we express our opinions. This is one reason for claiming that "The Plural of Anecdote is not Data", as anecdotes most probably gain their force from the fact that they confirm both the speaker's as well as the listener's presumption on a certain issue. An example of such anecdotes, at least in a western context, is the anecdotes about Asian seafarers who are supposedly not able to contradict, blame or speak up to their superiors. In this paper we present results of an attempt to verify the anecdotes empirically by trying to find answers for the following research question:

Can evidence be found for the assumption that Asian seafarers differ from their European seafaring colleagues in their attitudes towards superiors?

In order to answer this research question a sample of Indonesian and German students of Nautical Sciences participated in an exercise in which they commented on video clip on Bridge Team Management.

Background

The unchallenged authority, at least in a maritime context, in the discussion about cultural differences is Geert Hofstede, the developer of the five cultural dimensions [2] [3]. The importance of Hofstede's work can be seen by the fact that a search in the journal *International Journal of Cross Cultural Management* lists 185 articles on the search for "Hofstede" and 191 articles on the search "Language" [4]. In this paper the focus lies on the Hofstede's concept of Power Distance. The researcher calculated a *power distance index* (PDI) for different cultures. A high PDI value indicates that members of a particular culture accept inequality between persons and that inequality is visible in their culture. Conversely, a low PDI score indicates that an important person's authority, e.g. a shipmaster's, can be questioned with suffering negative consequences. Typically, Anglo and Germanic cultures show a lower power distance while Asian and Latin cultures show higher values.

Research question

The question addressed in this paper is whether it is possible to find indications on Hofstede's dimension of *Power Distance* in maritime students' written language output. The question has arisen from the numerous times the anecdote "Asians do not confront their superiors" has reached the authors. It appears that it is difficult to find empirical backup for the statement and the question arises whether the anecdotes are actually a result of confirmation bias. A real risk exists that due to confirmation bias, European seafarers working together with Asians will notice exactly what they were told during their training,

thus strengthening existing presumptions, or, in other words, prejudices. This paper aims to present an attempt to find evidence for the assumptions expressed in the following excerpt:

> Indonesia scores high on this dimension (score of 78) which means that the following characterises the Indonesian style: Being dependent on hierarchy, unequal rights between power holders and non power holders, superiors in-accessible, leaders are directive, management controls and delegates. Power is centralized and managers count on the obedience of their team members. Employees expect to be told what to do and when. Control is expected and managers are respected for their position. **Communication is indirect and negative feedback hidden.** High Power Distance also means that Indonesian co-workers would expect to be clearly directed by the boss or manager – it is the classic Guru-Student kind of dynamic that applies to Indonesia.[1]

[5]

In the quotation above the terms *indirect communication* and *hidden negative feedback* (criticism) are mentioned. These are communication patterns we expected to find among the Indonesian students participating in our study. Additionally, the statement about Indonesians expecting to be clearly directed by their superiors is of interest.

To the contrary, Germans are expected to hold very different views in this regard:

> Co-determination rights are comparatively extensive and have to be taken into account by the management. A direct and participative communication and meeting style is common, control is disliked and leadership is challenged to show expertise and best accepted when it's based on it.

[6]

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[1] Bold by authors.

Following the description above, Germans would expect a direct communication and active co-workers. Since co-determination is expected, too compliant members of a team can possibly suffer negative consequences for their behaviour. If a member of a team does not express opinions and acts rather passively, that person can be looked at negatively. Likewise, a superior practising too much control may be reacted against, since too much control limits co-determination.

Methodology

In order to search for possible differences between Indonesian and German responses to a given nautical scenario, a method that would produce both quantitative and qualitative data was selected. A written language output by participants was chosen as text can be analysed qualitatively and quantitatively. It was decided to use a more or less controversial video clip that would produce an emotional response by participants. Today an easy way of finding vignettes is the Internet, and *YouTube*. The selected video clip had to to meet the following requirements: it needed to be

- set in a maritime context,

- a real case, and

- a case in which a superior officer can possibly be blamed for the course of events.

The two first requirements ensure that participants are able to identify themselves with the seafarers in the video clip. The third requirement is the basis for our research question. The video clip titled "Ships Collision in Gibraltar: Human-Error-Case Study on true incident" [*sic*] [7] meets the requirements outlined above and adds an additional ingredient – one of the officers in the bridge team is a woman. We did not stress the gender issue in our questions, but thought it could possibly add value to our study. The clip is produced as a maritime

training video, and it is thus quite obvious for a research topic, but we hoped it would trigger a variety of comments.

The video shows a vessel passing through Gibraltar Strait. The bridge is manned with the master, a female second mate and a helmsman. In the video the master is focused on doing paperwork (figure 1), even though he is the person in charge, the OOW. The female second mate appears to carry out her duties in a professional way. The helmsman only follows orders. After a series of bad decisions and demonstrations of poor attitude from the shipmaster's side, the vessel eventually collides with a crossing vessel.

Figure 1- Screen shot from video. Master focusing on papers, answering only "hmmmm"

We prepared a set of questions that were distributed to participating students of Nautical Sciences. The questions aimed to produce comments on how the bridge team performed and about aspects related to safe navigation in general. Questions also triggered comments on the responsibility for the accident.

Comments on this video clip were collected and analysed. Questions connected to seafaring skills remained on a general level as it was not the researchers' intention to study the respondents' maritime proficiency, e.g. in terms of the ColRegs or similar.

Data collection

An online exercise was carried out anonymously by 20 German and 23 Indonesian students of Nautical Sciences at Jade University of Applied Sciences and Sekolah Tinggi Ilmu Pelayaran (STIP), respectively. The only metadata collected referred to the students' sea time as a different exposure to real-life conditions on board sea-going ships was deemed a possible influencing factor for the participants' assessment of the navigational situation shown in the video clip. The median sea-time of the German students was 14 months while for the Indonesians it was 12 months. A Mann-Whitney U test lead to a statistically non-significant difference between both groups of p=0.23. For this reason, the small difference in the students' exposure to a real professional environment on board ship was disregarded.

Participating students were asked to watch the selected video clip [7] and subsequently provide answers to the following questions:

- What were your first thoughts when you saw the video?

- Was the video clip realistic? Why? – Why not?

- What do you think might have been the reason for the accident?

- Who is the most important person in a bridge team? (Alternatives: a) the helmsman b) the OOW, c) all are important, d) the master.)

- If you had been the helmsman, steering, what would you have done during the incident?

- Was this a good bridge team? (Yes/No) If you said YES, why do you think the bridge team was good? If you said NO, why do you think the bridge team was not good? How could it be improved?

- What was the biggest mistake the bridge team made?

- Is someone in the bridge team behaving in an unprofessional way? Who? How?

- What do you think is the worst threat to safety at sea?

- Feel free to comment or add anything!

Nearly all questions were of an open nature so that participants could answer freely without having to choose predefined categories. The students' answers were included in a database so that they could be studied in a between-groups analysis.

Data analysis

The collected comments were analysed by means of qualitative and quantitative methods. The qualitative analysis was undertaken to identify general similarities and differences between the Indonesian and German student groups while the quantitative analysis aims to provide numerical evidence for the identified qualitative inferences.

Similarities in the students' assessment of the scenario

Indonesians and Germans agreed on the following points:

1. The video is realistic because such a situation is very likely to occur at sea, except for two Indonesians and two Germans who did not think the video was realistic.

2. The bridge team members hardly co-operate, as they do not communicate well with each other. One German student thought the bridge team worked well, because all crew members needed to listen to the captain.

3. The captain is being unprofessional and his negligence is the main cause of the accident, because he underestimates the situation and loses his awareness. One German and one Indonesian student thought the second mate was not being professional because she was not using the proper means of lookout.

4. Being the helmsman, they would act just like the helmsman in the video, i.e. wait and just follow the captain's orders. Two Germans and two Indonesians would have given their opinion regarding the situation to the captain.

5. There must be good communication among bridge team members. One German respondent pointed out that no close loop communication was employed, which could have helped to avoid the accident.

6. The captain's arrogance can be a threat to safety at sea as it can lead to bad communication and a lack of situational awareness by the bridge team.

7. None of the respondents commented on gender-related issues included in the video clip which could possibly give rise to discussions.

Between-group differences in the students' assessment of the scenario

All Indonesians, except for one student, stated that all crew members were equally important to the team. The Germans students provided more varied responses: 14 said all team members were important, three participants stated the master was the most important team member, two Germans said the OOW was the most important, and one German said the helmsman was the most important.

While all the Indonesians blamed the captain for making the biggest mistake, the Germans also provided other opinions, mostly on the speed, the crew's overreliance on electronic devices, the fact that no lookouts were posted, and bad communication amongst team members. One German student pointed out the second mate's lack of confidence.

Qualitative analysis

When carrying out qualitative research the researchers' preconceptions and biases are important to be aware of. One way of dealing with this problem is to have several authors studying the same material. That way researchers can at least point out their colleagues' apparent biases:

> More than one analyst helps. Get a couple of people to analyze the data. You'll get different perspectives. If you subconsciously skew reporting, another analyst may spot it.

[8]

This is also why it is important to use a theory as a starting point for the analysis. In our case one of the central theories for the study was Hofstede's study on cultural differences, and particularly his ideas concerning power distance. From a western point of view, a high power distance leads to the fact that people from high power distance cultures [read "Asians"] show more respect towards their superiors and are unlikely to contradict them, especially with other people present. This was something we expected to see in the respondents' answers. How that would appear was unclear, and when thinking about it, we experienced the positive aspects of several researchers performing the same analysis [8]. One of us expected that the Indonesian respondents would not criticize the master. This proved not to be the case, but rather the opposite. This of course surprised the researchers and the interpretation of the implications of the theory had to be discussed within the research group. During the discussion a different understanding of the implications of the theory surfaced.

We set out to look for what would be typical for the respondents of the two different groups, namely Indonesians and Germans. At the same time the question can be raised whether there are differences in how the groups responded to the video and the questions asked.

After having studied the answers thoroughly, certain points have become very clear.

1. All respondents find shortcomings in the team work.

2. Nearly all respondents criticize the lack of situational awareness, the non-posting of a lookout, and a speed that was too high for the area.

3. Most respondents comment on the illumination of the forecastle, which made spotting the other vessels more difficult.

4. Most participants commented on poor communication.

The most interesting and obvious difference in the answers given by both student groups was who was responsible for good communication, good bridge team management and for building up a good situational awareness by the bridge team. This was also the aim of our study – to try to find evidence for Hofstede's descriptions. As can be seen in the overview of the results, there is a difference when discussing who was responsible for the accident (see above):

> *While all the Indonesians blamed the captain for making the biggest mistake, the Germans also provided other opinions, mostly on the speed, the crew's overreliance on electronic devices, the fact that no lookouts were posted, and bad communication amongst team members. One German student pointed out the second mate's lack of confidence.*

All Indonesian respondents blame the shipmaster; this is quite remarkable. To the contrary, the German respondents also discuss technical issues, communication and the second mate's lack of confidence. There is no room in this paper to discuss all implications of this. It does however suggest that Hofstede's theory gives some guidance in what to expect from German and Indonesian participants concerning bridge team co-operation. Since the Germans seem to seek responsibility in different aspects of the bridge team and not solely on the master, that seems to indicate that Germans expect everybody to be part of a decision making process and

that if something fails, it is a common failure. The fact that the second officer is criticised for low self-confidence points in the same direction; "*leadership is challenged to show expertise*". The German respondents react on the fact that the second mate does not challenge the master, at least not enough. On German student's rather strong comment confirms this: "The actions taken by the Captain but also by the 2nd officer not insisting on her opinion are frightening" (*sic*) [9].

All Indonesian participants put the blame on the Master. This is interesting even though it appears to confirm a general belief. However, opinions are given in a slightly different way and, most important, I believe the western point of view has a lot to learn from the comments. The Indonesian's putting blame on the master shows that superiors can indeed be criticised, albeit not straight in their face, in line with what the German seafarers would expect. What the Indonesians criticise the master for is his arrogant attitude, i.e. that he does not listen to the second mate: "I think the reason are the bridge team not working well. The captain is too selfish to hear opinion from the officer." (sic) [10].

Here, the second mate is not blamed for not making herself noticed, but the master is blamed for not listening to her! Thus it is not so much the second mate who lacks self confidence as it is the master who is too selfish! The same theme is repeated in many answers by the Indonesian respondents: "This video is realistic. Because is gonna be happen if we are arrogant to hear advice from somebody, […] Selfish, and arrogant captain" (sic) [11].

It appears as if both the German and the Indonesian respondents fairly well expressed opinions that could be expected. The Germans expected the second mate to insist on being heard while the Indonesians expected the master to listen more to his subordinates. It is rather interesting how both groups present a solution for the problem – the difference lies in who is expected to act, the master or the mate.

Quantitative analysis

While the qualitative analysis of the students' opinions focusses on singling out similarities and differences between the two national groups, the quantitative analysis aims to identify numerical evidence for the qualitative findings outlined above. It starts with a general description of the student groups' output and continues with a Quantitative Content Analysis (QCA) by which specific word categories are counted and compared statistically.

The 20 German participants produced a total of 7,037 words which equates to a mean word count of some 352 words per each respondent. The Indonesian students' comments totalled 3,949 words or 172 words per participant. Whether this very significant difference can be explained by a comparatively low power distance index (PDI) of the more *outspoken* German students and a far higher PDI of the more *inhibitive* Indonesians is a research topic which cannot be conclusively answered on the basis of the relative small sample size gathered in the exercise.

A more detailed analysis was carried out by means of the Linguistic Inquiry and Word Count (LIWC) computer programme. This software has been used in a large number of QCA studies, predominantly in the areas of Linguistics and Psychology [12]. A statistical analysis across 79 LIWC categories leads to a non-significant difference between both national groups (Mann-Whitney U test of variance, p=0.72). These categories include lexical aspects (e.g. lexical density [13] [14]), the use of grammar classes (e.g. articles, verbs, nouns), different tenses (e.g. present, past, future) and lexical categories expressing positive and negative emotions, cognitive processes, and assent and discrepancy, among others. Given the extremely low statistical significance level it is virtually impossible to assume a difference between the linguistic variables produced by both groups (a so-called *type II* error). It can thus be argued that in general terms, the linguistic output by the Indonesian and German student groups is quite similar, at least with regards to the analysed categories. In a nutshell,

this means that the written language output can indeed be compared without having to consider external factors which might distort the analysis.

Looking at different word categories in the respondents' lexical output, it can be stated that Indonesians employ significantly more emotional words, cognitive terms and perception words, according to the word list identified and validated by the LIWC authors (X^2 test of independence, $p<0.000$ for all three statistical tests2). Indonesians also employ a higher number of words expressing assent ($p<0.000$). However, the Indonesian participants also express discrepancy slightly more strongly than their German counterparts, albeit at a non-significant level ($p=0.65$). This latter finding is surprising because a culture having a high PDI would rather be expected to express disagreement with more caution and certainly at a lower frequency than a low PDI culture (e.g. Germany) which encourages team members to give their opinion more actively. Thus, a lower discrepancy value for the Indonesian group than for the German team would have been more in line with expectations.
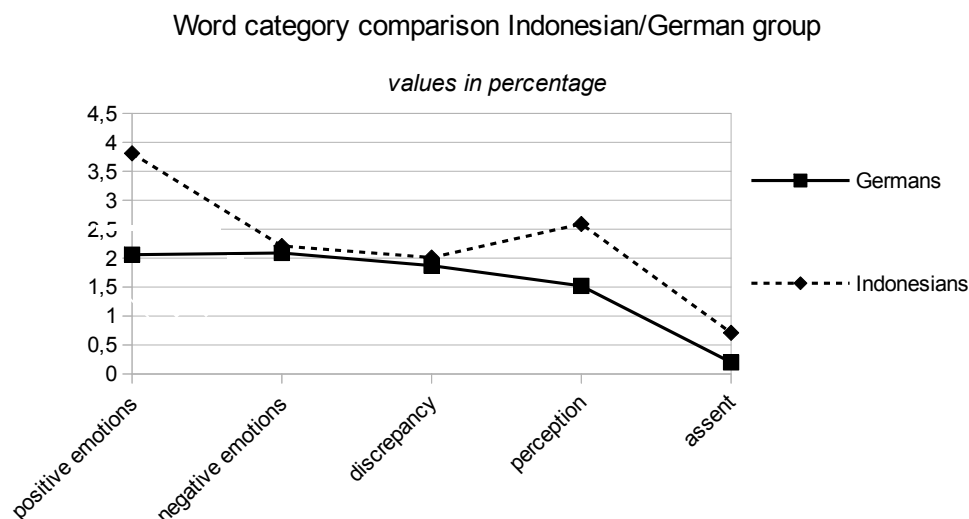

Word category comparison Indonesian/German group

values in percentage

Figure 2 - Word category comparison of national groups

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2   The X^2 test of independence was employed for all categorical variables.

Another interesting linguistic variable is the usage of personal pronouns. These pronouns reflect the way participants think of themselves, namely as individuals (i.e. *I*) or as members of a team (i.e. *we*). They are also a strong indicator of how participants reflect on the situation shown in the video clip (e.g. "Because in the bridge we are a team" (sic)). The frequency of the singular pronoun *he* and *she* and the use of the plural *they* indicate how often respondents refer to the bridge team in the scenario.

In total, the Indonesian groups produced a slightly higher number of the pronouns *I* and a significantly higher frequency of *we* whereas the Germans referred more often to the bridge team by using *she* and *he* (see figure 3, $p=0.034$, $p<0.000$, $p=0.001$, respectively). The usage of the pronoun *they* does not differ significantly ($p=0.082$). In line with the argumentation above, the findings of the quantitative analysis show that the German group rather provides a matter-of-fact description of the situation given in the video clip, thus using fewer emotional words, cognitive terms and perception words, and fewer words expressing discrepancy and assent. They also refer more often to individual members of the bridge team. To the contrary, the Indonesian respondents produce a higher frequency of emotional and cognitive words and they reflect more on the given situation (*We should*, *I would…*).
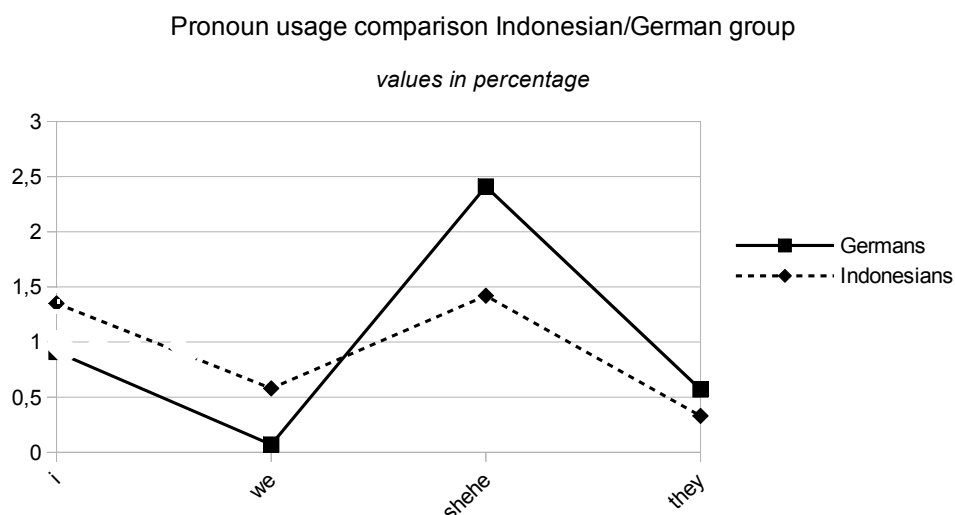
Pronoun usage comparison Indonesian/German group

values in percentage

Figure 3- Pronoun usage comparison of national groups

Discussion and Conclusions

The aim of this paper was to test a method to study different world views among seafarers. We also wanted to find illustrative examples on common assumptions and stereotyping that we believe dominate perceptions on different cultures in the seafaring community. Our method, having maritime students comment a video clip, proved to work well. Already this small sample has provided plenty of material to analyse, in fact more than we could handle in the qualitative analysis. The gathered material would deserve a much more comprehensive discussion than what the scope of this paper can accommodate. The important lesson to be learned though, is that both groups of respondents have the solution for the problem in the clip – two sides of the same coin. This is what should be discussed in MET institutions when discussing cultural differences.

The quantitative analysis has shown that the Indonesian group reflected more intensively on the scenario given in the video clip than their German counterparts who used a more factual wording in their comments. It can also be argued that the German group was more cautious in their assessment of the situation by not only blaming the shipmaster but giving more varied answers. These answers included fewer cognitive and emotional words. Hence, the exercise and its analysis has been able to demonstrate that the sampled Asian students are not necessarily more inhibitive than a comparable European sample group. Whether the outcome of this anonymous survey would be replicated in a real bridge team on board a real ship is disputable. The authors believe that by employing good bridge team management practices and actively engaging Asian officers the confirmation bias referred to in the introduction can be overcome and cultural biases be reduced. International exercises like the one presented in this paper also have the potential to contribute to this goal.

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An Original Maritime English Video Course Development Based on Authentic Shipping Practice

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Background

Problems of the Maritime English listening and speaking courses and textbooks in Chinese (and maybe in the world context as well) maritime universities and training institutes:

1. plagiarism

2. audio format only

3. unreal, recorded in language labs

    So a real, original maritime English video course /textbook recorded, developed and produced on real merchant ships and based on authentic shipping practice has been a common voice over the years.

Data Collection and production

1. Collection: With the generous help and funded by COSCO, we audio / video - recorded the data from COSCO FRANCE, a 13386 TEU container ship, the then largest in COSCO, from 5/29/2014-8/14/2014, a 77-day voyage from China and Western Europe. Qingdao-Shanghai-Ningbo-Hong Kong-Singapore-Suez-Felixstowe-Rotterdam-Hamburg-Antwerp-Suez-Hong Kong-Shanghai-Tianjin-Dalian-Qingdao

We finally recorded 2358 high quality videos, 6125 photos and a lot of other authentic materials amounting to 315 G.

2. Production: with our own sweatshop work and professionals from video editing and production company, we produced 66 videos, each about 3-5 minutes in average and we finally published in the form of a textbook-<A Maritime English Video Course> by China Communication Press in June 2016.

Main Content of the videos and textbook

Module One: Familiarization with a Container Ship

Part 1: An Overview
  Scene 1: An Overview of a Container Ship

Part 2: Wheelhouse
  Scene 1: Bridge
  Scene 2: Radio and Chart Room

Part 3: Deck Area
  Scene 1: Ship's Forward
  Scene 2: Main Deck
  Scene 3: Ship's Aft

Part 4: Accommodation Area
  Scene 1: Overview, Office, Gymnasium, Hospital
  Scene 2: Messroom, Galley, Provisions Stores
  Scene 3: Laundry, Crew Cabin, Saloon

Module Two: Deck Crew Composition and Major Responsibilities

Part 1: Crew Composition and General Responsibilities
  Scene 1: Crew Composition and General Responsibilities

Part 2: Major Responsibilities

Scene 1: Captain's Responsibilities

Scene 2: Chief Officer's Responsibilities

Scene 3: Second Officer's Responsibilities

Scene 4: Third Officer's Responsibilities

Scene 5: Deck Ratings' Responsibilities

Module Three: Unberthing

Part 1: Unmooring Operation

Scene 1: Unmooring Operation

Part 2: Bridge Operation

Scene1: Bridge Operation

Part 3: Pilot Disembarkation

Scene 1: Pilot Disembarkation

Module Four: Sailing at Sea

Part 1: Overtaking Situations

Scene 1: Overtaking from Port Side

Scene 2: Overtaking from Starboard Side

Scene 3: Being Overtaken

Part 2: Head-on Situations

Scene 1: Head-on with Agamemnon

Scene 2: Head-on with Zim Europa

Scene 3: Head-on with OOCL Ningbo

Part 3: Crossing and Other Situations

Scene 1: Crossing Situation One

Scene 2: Crossing Situation Two

Scene 3: Close-quarters Situation

Scene 4: Night Sailing Situation

Module Five: Suez Canal Transit

Part 1: Communication with Suez Canal Port Control

Scene 1: North-bound Report

Scene 2: South-bound Report

Scene 3: Convoy Information

Part 2: Canal Transit

Scene 1: Canal Transit

Module Six: Communication at Sea

Part 1: Communication with Pilot Station/ Pilot Boat

Scene 1: Communication with the Steenbank Pilot Station

Scene 2: Communication with Sunk Pilot

Scene 3: Communication with a Pilot Boat

Scene 4: Communication with the Singapore Pilot Station

Part 2: Communication with VTS/VTIS/Coast Guard

Scene 1: Communication with Sunk VTS

Scene 2: Communication with Dover Strait Coast Guard

Scene 3: Communication with Ushant Traffic

Scene 4: Communication with Finisterre Traffic

Scene 5: Communication with Tanger Traffic

Scene 6: Communication with Singapore VTIS West

Part 3: Distress/ Safety Communication

Scene 1: Mayday Communication

Scene 2: NATO Warship Securite Announcement

Scene 3: Tunisian Warship Securite Announcement

Part 4: Other Communication

Scene 1: Communication with the Agent

Scene 2: Japanese Warship Escort Communication

Scene 3: NATO Warship Inquiry

Module Seven: Anchoring

Part 1: Letting go AnchorHeaving Up Anchor

Scene 1: Letting go Anchor at Port Said

Part 2: Heaving Up Anchor

Scene 1: Heaving Up Anchor at Antwerp, Belgium

Module Eight: Drills at Sea

Part 1: Fire-fighting

Scene 1: Fire-fighting Drill

Part 2: Oil-spill

Scene1: Oil Spill Drill

Part 3: Abandoning Ship

Scene 1: Abandoning Ship

Part 4: Anti-piracy

Scene 1:Anti-piracy Drill

Part 5: Comments/Lecture

Scene 1: Captain's Comments and Lecture

Module Nine: Berthing

Part 1: Pilot Embarkation

Scene 1: Pilot embarkation

Part 2: Berthing Operation

Scene 1: Berthing Operation

Module Ten: Port Operations

Part I: Cargo Handling

Scene 1: Loading/Discharging Containers

Scene 2: Loading /Discharging Heavy/Special Cargoes

Part 2: Company Inspection

Scene 1: On-scene Inspection

Scene 2: Inspection Feedback

Part 3: Ship Repair and Maintenance

Scene 1: Voyage Repair

Part 4: Agents & Planners

Scene 1: Agents

Scene 2: Planner and Chief Officer

Part 5: Immigration/Customs Inspections

Scene 1: Immigration Inspection

Scene 2: Customs Inspection

Characteristics of the videos and textbook

1. the first this kind of course and textbook, all-video, authentic and practical.
2. 100% original work
3. The then largest, most advanced container ship in COSCO
4. 77-day filming on the spot
5. Two video cameras simultaneous filming
6. Professional post production
7. Full and practical scenes, 10 modules, 66 scene videos
8. Appropriate length 3-5 minutes video clips
9. High-quality video and content with necessary annotations
10. Authentic and original English and scenes
11. Consult real maritime and English professionals
12. With the reference of SMCP and other latest requirements

I intend to run the workshop by asking the participants the status quo of the maritime English listening and speaking course they are using. The problems and challenges we all face. Then I will briefly present my work and ask their feedback. This is also the aim of the workshop. I will organize further questions and answers, discussions and other follow-up activities by showcasing my original work. So people attending the workshop will be involved, interact and contribute very good ideas and insights in this topic and field.

Teaching accommodation strategies
in the maritime English classroom

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Abstract

English as a lingua franca (ELF) research is becoming increasingly influential in changing the way we approach English language teaching, and indeed has been the subject of presentations at recent IMEC conferences (see for example Chirea-Ungureanu (2016), Choi & Park (2015), and Hemming (2015)). Accommodation ("the process by which speakers adjust their communicative behaviour to that of their interlocutors in order to facilitate communication" (Cogo, 2009, p 254)) is a key part of successful ELF communication. In this workshop we will briefly look at the topic of teaching accommodation strategies in the classroom, try out some activities which can be used to develop this key skill, and finish off by discussing implications for our own training contexts.

Keywords: *English as a lingua franca, accommodation, classroom activities, communication*

English as a lingua franca (ELF) research has become increasingly influential over recent years. Seidlhofer (2011) defines it as "any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option" (p. 7). ELF challenges the traditional deficit model of the English learner, where non-conformance to a standard native speaker model is seen as a sign of incompetence; instead such speakers are seen as legitimate language users using a range of linguistic resources to get the job done. As Hülmbauer (2009) argues, "EFL is considered successful when it

converges to a target model, ELF when it is mutually intelligible" (p. 328). ELF is not new to IMEC participants, and has been the subject of presentations at recent IMEC conferences (see for example Chirea-Ungureanu (2016), Choi & Park (2015), and Hemming (2015)).

Much of the research in ELF has focussed on domain specific ELF, with research into Business English as a lingua franca (BELF) receiving the most attention. Here researchers have distinguished between a 'general' ELF and a more domain specific ELF. For example, Kankaanranta and Planken (2010) write that "BELF competence calls for clarity and accuracy of content (rather than linguistic correctness) and knowledge of business-specific vocabulary and genre conventions (rather than only "general" English)." If we swap the "business" for "maritime" in this quotation we could easily argue that such a definition might also fit a maritime English context.

An important element of ELF research has been to investigate what makes ELF communication successful, with many researchers arguing that accommodation skills are crucial. For example, Seidlhofer (2011) p 49 writes that accommodation "has been shown to play a very important role in international intelligibility". Cogo (2009) writes that "in ELF pragmatics" accommodation is key to the successful accomplishment of ELF communication (p. 268). Jenkins (2007) argues that 'in international communication, the ability to accommodate to interlocutors with other first languages than one's own… is a far more important skill than the ability to imitate the English of a native speaker.' (p. 238).

Cogo (2009) describes accommodation as "the process by which speakers adjust their communicative behaviour to that of their interlocutors in order to facilitate communication" (p. 254). Speakers use different strategies to do this, and if we accept that such accommodation skills are useful in a maritime English context, then it makes sense for language trainers to cover such strategies in their courses. Various writers have made suggestions on how to do this. Seidlhofer's comprehensive list includes "various interaction strategies such as indicating understanding or non-understanding, regulating backchannel

behaviour, asking for repetition, paraphrasing, avoiding 'unilateral idiomaticity', giving preference to 'transparent' expressions, being explicit, exploiting or adding redundancy, and attending to non-verbal communication." (Seidlhofer, 2011, p. 205). Kaur (2016) makes an important point about how trainers should approach such strategies, emphasising that the aim of such training is not to emulate native speakers: "Practices perhaps considered undesirable in native speaker communication are the very same ones that contribute to greater clarity and communicative effectiveness in ELF talk." Walker (2010) offers a wide variety of classroom activities which focus on improving accommodation skills within the context of teaching ELF pronunciation, and Frendo (2014) suggests activities for use within a BELF context.

Identifying the necessary strategies is only one of the challenges for the maritime English trainer, particularly if they are not familiar with an ELF approach to teaching with its emphasis on communication strategies and awareness building rather than a more traditional focus on linguistic features. Another is to design appropriate activities. Clearly the activities listed above need to be adapted to a maritime context, but for many the real challenge is overcoming the fact that many classes are monolingual, which means that trainees receive limited exposure to the different varieties of English and different competence levels which are so prevalent in ELF communication contexts. The issue is exacerbated during role-plays and simulations, where trainees do not need to adjust their speech because their classmates do not have any difficulty understanding them. The following listening and speaking activities introduced in the workshop are designed to deal with these issues.

1 What is accommodation? An awareness-building activity to demonstrate the need to accommodate.

2 Listen and repeat – participants listen to a range of different accents and mimic what they have heard.

3 Listen and reformulate – participants listen to a range of messages and reformulate them so that a less competent speaker will be able to understand them

4 Listen and clarify – participants exchange a range of messages containing "imaginary"

words, and use clarification strategies in order to understand the message.

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Piloting Maritime English: developing a universal English proficiency test for deck officers

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Abstract

Developing a universal ESP proficiency test generates a wide range of challenges, as evidenced by the progress of English language testing in the aviation industry. The validity and reliability of such tests are crucial if they are to prove their worth in the target market. Equally the tests' level of user-friendliness, consideration of language levels and attention to cultural diversity play a role. The EU-funded MariLANG project has taken on the task of developing a Maritime English proficiency test for deck officers with the aim of providing an international benchmark for the language ability of its target group. This workshop aims to demonstrate test items developed so far and collect feedback from the Maritime English community. At the same time, international peers will have the opportunity to familiarise themselves with the proficiency test and will be encouraged to participate as associated partners in the MariLANG trialling phase. Feedback collected in this workshop will be used to improve and enhance the tests.

Key words: *Maritime English proficiency test, piloting and trialling, test validity, test reliability*

In April 2017, the International Civil Aviation English Association (ICAEA) held a two-day workshop in Dubrovnik with the aim of exploring "what has and hasn't worked" since the introduction of the International Civil Aviation Organization Language Proficiency Requirements (ICAO LPRs). Significantly the title of the workshop was "The ICAO LPRs – 10 years on: Progress or Pain?"[1]. The title refers to the sector's painstaking march towards a still imperfect global system of testing the English language proficiency of aviation pilots, with a view to reducing miscommunication as a result of substandard levels. A concurrent Aviation English research project (Clark, 2017), commissioned by the UK's Civil Aviation Authority (CAA), makes for sobering reading. Although the details of the report are beyond the scope of this text, issues such as language proficiency below ICAO minimum standard (level 4), non-standard phraseology use by both native and non-native English speakers, cheating during Aviation English exams, the granting of ICAO Level on 'sweetheart' deals and questionable reliability and validity of tests are listed as key areas of concern.

Returning to the theme of the long – painstaking! – march, the establishment of universal standards, tests and accompanying qualifications is fraught with difficulties. Thus, English language proficiency testing systems which have managed to establish themselves at international level have most certainly been required to prove, for example, the validity and reliability of test items and, in addition, will have been subjected to rigorous piloting and trialling. Two such examples are IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language), which have risen to occupy the most 'popular' positions in terms of testing of English for academic and vocational purposes.

The ICAO LPRs set an important example, even precedent, for the maritime sector. Despite the existence of several commercial tests of Maritime English proficiency, most notably *Marlins English Language Test for Seafarers* and the *Seagull Crew Evaluation System (CES)*, the International Maritime Organization has shied away from promoting or supporting universal testing and assessment standards (Noble, 2017, p.14-15). Whether the

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[1] https://www.icaea.aero

reason for this is political, technical, financial, logistical – or a combination of these factors – is unclear. Perhaps, ultimately, it is futile to attempt to define the reason. The IMO does, after all, offer extensive guidelines for both the teaching and assessment of Maritime English in the form of the so-called "model courses", specifically *Model Course 3.17 Maritime English 2015 edition*, *Model Course 3.12, 2000 edition* for the assessment, examination and certification of seafarers and *Model Course 1.30, 2001 edition* for on-board assessment. The IMO has also adopted *Standard Marine Communication Phrases* (2002) for professional use on board, specifically in communication with external parties (ship-to-ship, ship-to-shore, shore-to-ship). In addition, IMO provides assistance in the form of *MEITC* (*Maritime English Instructor Training Course*) or 'train the trainer' courses which are facilitated under IMO'S Integrated Technical Cooperation Programme (ITCP), designed to assist developing countries to implement IMO conventions (idem., p. 199-200). Nevertheless, the fact remains that the absence of universal testing and assessment standards for Maritime English contributes to the existence and, notably, acceptance of 'uneven' levels in language ability on board.

The trans-national MariLANG project is tasked with developing and validating a universal proficiency test of Maritime English which can be used as an international benchmark value. One of the aims of the project is to provide Maritime English instructors with a tool to compare their own students with international peer groups (Westbrook & John, 2016) in line with the *EALTA*[2] *Guidelines for Good Practice in Language Testing and Assessment* (EALTA, 2006).

One of the key challenges in test validation is deciding on the level of testing. A test and its individual items will only prove successful if the level of testing is established correctly. It is one thing to design a test with a marking scheme and award the test taker a mark based on the number of correct items but if the score does not represent some externally-recognised level of performance, this mark is meaningless. As Cole and Trenkner (2008, p.164) state:

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[2]   European Association for Language Testing and Assessment.

assessing student performance accurately and meaningfully has always been one of the great predicaments of education and training. A result expressed as a number of marks out of a maximum total, or as a percentage, is simple to read but often lacks any true meaning when read by an outsider with little or no knowledge of the subject and/or the difficulties involved in achieving the result, and when read by the student if there is no additional feedback.

<div align="right">Cole and Trenkner (2008, p.164)</div>

There are two issues at stake here: one is deciding what the cut score (pass mark) should be for a given level of performance and, two, how that relates to external measures of a student's ability.

First of all, it is necessary to set the "cut score". This is the score that determines a pass mark or a given level, namely, fail, pass or distinction levels on a test. Fulcher (2010, p.236) points out that "the rationale for establishing the cut score must be documented. This involves explaining the process of establishing the cut score using an appropriate standard-setting methodology". This enables the test developer to provide empirical data to support the decisions made on the basis of the test.

The second point is that the score must be meaningful to an 'outsider'. It is therefore important to collect "criterion-related validity" evidence (Weir, 2005, p.35). This can be done by comparing a student's score on the 'new' test to some established external criterial level of performance. This could be another "older, longer, established test, taken at the same time" (Weir, 2005: 36) which tests the same construct. While the MariLANG test could be compared to other tests on the market, the danger is that "one might be forced to put one's faith in a criterion measure which may in itself not be a valid measure of the construct in question" (Weir, 2005: 36). The criterion measure (that is, an older test already available on the market) would not be considered a valid measure if the test is testing different constructs or if it does not have the required level of validation evidence. It is therefore imperative to find a valid external measure which can be used as a benchmark for the test.

Many test providers use the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001) (*CEFR*) as an external measure and link their tests to this framework. The CEFR provides a series of 'can do' statements which outline what students should be capable of at different levels of language ability.

However, as English for Specific Purposes (ESP) exams may use more technical language and have different expectations in terms of the language proficiency level to be acquired by the learner, attempts to link ESP exams directly to the CEFR may fall short of the mark. In the case of Maritime English, the Competence Grids for Maritime English devised under the EU-funded SeaTALK project (SeaTALK, n.d.) and "The Yardstick for Maritime English STCW Assessment Purposes" (Cole and Trenkner, 2008) provide the maritime community with established guidelines outlining the communicative expectations of a seafarer at different levels of language ability. Therefore, the Competence Grids and Yardstick levels can be used as the maritime equivalent of the CEFR, serving as a benchmark for the standards required in the MariLang test.

In this workshop, we will go some way towards collecting validation evidence for some of the items developed. Participants will be familiarised with the test tasks and will then serve as expert panel members to assess the level of difficulty of the test items. They will be asked to familiarise themselves with the descriptors in The Yardstick and will do some familiarisation exercises to test their knowledge of the descriptors. The next step will involve matching the level of the test items to the corresponding level on The Yardstick. This data will be collected and, along with the results of the piloting and trialling phases of the test development project, will be analysed to create provisional cut scores for the MariLang test. The workshop will also provide an opportunity for stakeholders from the Maritime English community to provide feedback on the test tasks and items.

By designating IMEC delegates as an expert panel, this workshop demonstrates the need to use high- level judgement to validate test items. In addition, the workshop demonstrates the

necessity of collecting well-documented data and evidence from the trialling and validation processes.

The participants will be invited to take part in further expert panel sessions as the test development project progresses.

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Part 2 of the Maritime English Educational Program

Implementation in the five NIT in Japan.

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Abstract

"Maritime Human Resources Development project" were performed at the Maritime Technology Departments in five NIT to enhance the motivation and abilities of students to be international ship officers and ship managers. Yuge college invited 2 English instructors from MAAP who performed the "Maritime English Instructor's Training Course" for instructors, "On Board Ship Training in English", and "Daily English Conversation Educational program" for students. The program was introduced into Oshima and Hiroshima. The program was edited and published into the textbook then introduced into the common curriculum at five NIT

The English study + international internship programs were performed for 11 days at NTMA in the Philippines as "NYK mirai project". Students from Oshima, Hiroshima, and Yuge participated in maritime subject classes in English and lived together at the school dormitory. Also NTMA students visited Hiroshima and Yuge, joined maritime subject classes in Japanese and performed on board ship training. It is very important to learn maritime English and also to understand inter-cultural background to be able to communicate with international colleagues in future work on ships. Maritime English classes on board the training ships were very effective.

INTRODUCTION

The maritime technology departments in the five NIT colleges (Toyama, Toba, Oshima, Hiroshima, Yuge) in Japan have challenges to improve from the classical maritime English education which focus on reading and writing typical in Japan to modern [1. 2. 3. 4] to enhance motivation and ability of students to be ship officer and manager at oversea with "All maritime college study method improvement project" from 2006 to 2011 [5] and "Maritime human resources developing project" from 2012 to 2017 [6. 7. 8] sponsored by the Japanese government.

To develop a new international internship program, Maritime Academy of Asia and the Pacific (MAAP) in Bataan and K Line Maritime Academy in Central Manila, Philippines were surveyed in 2013.[9] MAAP held "the maritime English instructors' training" for instructors from Japan, Indonesia, Thailand, Myanmar and Vietnam sponsored by the Japanese non government organization in 2013.[10] It gave a basic idea for "Professional Maritime English Instructor's Training Seminar" and "Professional Maritime English Seminar" for students in 5 NIT colleges.

Yuge invited 2 English instructors from MAAP and asked the seminars for 2 weeks sponsored by "Maritime human resources developing project" in 2013. Oshima, Hiroshima and Yuge invited an instructor and asked the seminar for instructors and for students for 1 week each in 2014 and 2015.[11] New teaching style, discussion learning, role play active learning, U shape seat arrangement, and much more were introduced to instructors and performed at student classes. On board ship training were provided in English with school training ship. Yuge Maru travelled from Yuge port to Matuyama port through Kurushima channel for 2nd grade students in common course for 2 days in 2013. On board ship role

playing of fire fighting and trouble shooting of winch were done at Oshima Maru for instructors in 2014. The program was edited and published into the textbook.[12] Then it was introduced into the common curriculum at five NIT.

Conceptual Framework

The English study + international internship programs were performed at NYK-TDG Maritime Academy (NTMA) in the Philippines as "NYK mirai project". Number of participant and schedule of the program are shown in Table 1 and Table 2 respectively.

Buddy system which makes a pair between NIT and NTMA student was employed to take care NIT students. This system works very well to have a lot of English conversation and understanding between NIT and NTMA students. NIT students participated in specialized maritime and also basic subject regular classes taught in English with the buddy. They eat together at school canteen and slept together at quadruple room at school dormitory. They did exactly same thing with the buddy. Special English seminar for NIT students are provided at every evening after dinner.

Table 1 Number of participant to the program in NTMA

Year		15	16
Student	Hiroshima	3	3
	Yuge	1	3
	Oshima	0	3
	Toyama	0	0
	Toba	0	0
Instructors	Hiroshima	1	1
	Yuge	0	1
	Oshima	0	1
	Toyama	0	1
	Toba	0	0

Table 2 Schedule of the program in NTMA

Date	Activity
1	Arrivel
2	Technical subject classes, Welcome party
3	Technical subject and Mritime English classes
4	Trip to Manila old down town
5	Trip to Coconatu prantation
6-9	Technical subject and Mritime English classes
10	Technical subject classes, Farewell party
11	Departure

A non native English speaker instructor from Oshima who joined teaching in English developing seminar of technical subject in USA and Indonesia for 1 year performed lectures of maritime technical subject, accessory machine in English at regular class in NTMA. It is very important for instructor who is non native English speaker and non English teacher to have many chance to practice to teach maritime technical subject in English. It is important to train instructor who will remain in school long than student who graduate whit in several year for future maritime English teaching improvement. A non native English speaker instructor from Yuge performed a presentation of Japanese culture and geography in English for all NTMA students. Even presentation in English was ok, question and answer was very difficult for instructor. It is very important for instructor to practice how to express own culture in English.

One day trip to Intramuros in Manila and Tagaytay in 2015, and Corregidol island and Tagaytay in 2016 were provided. Students had very good communication in English. NIT students could understand Philippines culture and geography very well.

NTMA 3rd grade students and instructors visited to Hiroshima in 2015 and Yuge in 2016 for 4 days including visit to NYK head office in Tokyo as "NYK mirai project". The buddy system is employ to take care NTMA students in Yuge.

NTMA performed presentation of self-introduction, ship boarding history (only for instructors), Philippines culture and geography for student in Yuge and Hiroshima. One day trip to JMU shipyard where huge latest NYK container ship was built in Kure city and Murakami pirate castle was provided in 2016. Students had very good communication in English. NTMA students could understand Japanese culture and geography very well.

Photo 1 Lecture of technical subject at NTMA in 2016

Photo 2 Special English seminar for NITC students at NTMA in 2016

Photo 3 One day trip for Corregidol island in 2016

Photo 4 Lecture in English by instructor from NITC at NTMA in 2016

Students participated in specialized maritime and also basic subject regular classes, Ship maneuver simulator training, Kater (Japanese style lifeboat) practical training, English and so

on. Unfortunately, some of classes taught in English but most of them in Japanese. In this point future improvement for teaching in English is needed.

Students joined on board ship training on Hiroshima Maru and Yuge Maru. Pressure measurement of main diesel engine was performed. It is very good chance to take real training ship experience. NTMA students just practice with ship simulator up to 3rd grade and go to training ship at 4th grade.

Photo 5 One day trip to the Murakami pirate castle in 2016

Photo 6 Presentation of self-introduction and Philippines culture by NTMA student and instructor at Yuge in 2016

Photo 7 Active learning of NTMA students with main diesel engine at on board ship training on Yuge Maru in 2016

Photo 8 Group photo of Yuge and NTMA students in front of Yuge Maru after on board ship training in 2016

Questionnaire survey for NIT students for the special English seminar for NIT students was performed at end of seminar at NTMA in 2016 to evaluate enhancement of student motivation to study English and be seaman as shown at Table 3.

Table 3 Questionnaire survey for NIT students for the special English seminar
at NTMA in 2016.

Just choose one number from listed below for each question.

1: Very false 2:False 3:Neither true and false 4:True 5:Very True

Q. 1 Do you understand teacher's instruction in English?

Q. 2 Do you like this seminar style (presentation, roll play, work shop and etc.)?

Q. 3 Can you join the seminar proactively?

Q. 4 Can you enhance your motivation to communicate with foreigner through the seminar?

Q. 5 Can you enhance your motivation to study maritime English through the seminar?

Q. 6 Can you understand what kind of maritime English is needed as seaman?

Q. 7 Is the seminar useful for passing seaman license examination?

Q. 8 Can you enhance your motivation to be international ship officer and ship manager at oversea through the seminar?

Pre and post test were conducted before and after the program to evaluate the educational effect of the program. Table 4 shows example questions for engineering course NIT students. Pre and post tests are composed with same question set. They differ with engineering and navigation depending the content of program.

Table 4 Pre and post test for engineering course NIT students for
the program at NTMA in 2016.

Read the questions carefully and choose the best answer. Circle the letter of your answer.

1 Where do you see the graphic panel?

   A. control room   B. engine room   C. bridge

2. What is the purpose of the generator?

   A. source of heat   B. gives electric power   C. makes fuel

3. The _____ controls the flow of the liquid in any pipe.

   A. steering   B. pump   C. valve

4. What is the main component of the valve?

A. body   B. stem   C. bonnet

5. What do you call the book in the engine department that has all the information of the engine room?

A. bellbook   B. logbook   C. manifest

6. What machinery in the engine room that has combustion to make power stroke?

A. generator   B. purifier   C. main engine

7. What is the first event in a four-stroke engine?

A. compression   B. power stroke   C. suction

8. What connects the piston and the crankshaft?

A. piston rod   B. crank   C. cylinder

Questionnaire survey for Yuge students for on board ship training with NTMA students and presentation by NTMA in 2016 were performed as shown at Table 5 and Table 6 respectively.

Table 5 Questionnaire for 1st grade Yuge students for on board ship training
with NTMA students in 2016

Q. 1 Can you communicate with NTMA students in English?

Q. 2 Can you perform training in harmony with NTMA students?

Q. 3 Can you enhance your motivation to communicate with foreigner?

Q. 4 Can you enhance your motivation to study maritime English?

Q. 5 Can you enhance your motivation to study for passing seaman license examination?

Q. 6 Can you enhance your motivation to be international ship officer and manager?

Table 6 Questionnaire for Yuge students for presentation by NTMA at Yuge in 2016.

Q. 1 Do you understand the presentation in English?

Q. 2 Can you enhance your understanding for Philippines culture through the presentation?

Q. 3 Can you enhance your understanding for Philippines seaman through the presentation?

Q. 4 Can you enhance your motivation to communicate with foreigner through the presentation?

Q. 5 Can you enhance your motivation to study maritime English through the presentation?

Q. 6 Can you enhance your motivation to passing seaman license examination through the presentation ?

Q.7 Can you enhance your motivation to be international ship officer and manager?

Result and discussion

Fig. 1 shows statistical results in percentage of the questionnaire survey for NIT students for special English seminar at NTMA in 2016. All sector show remarkable motivation enhancement. They already have high motivation to join the program with some cost. They are already 4th and 3rd grade who are close to period of job hunting.

Table 7 shows statistics result of score gain between pre and post test for NIT students for the program at NTMA in 2016. They are checked true or false at each question, give a score 1 for true and 0 for false and input into Microsoft Excel files. Score for each question is added and gain score for each student is computed by subtracting pre test score from post test score. Gain score is totalled in the class and normalized with number of total students in the class. Unfortunately results show no score gain after the program. Even worse, the score decrease. Question does not fit the program contents. The program is too short in time, 11 days. The program need a longer time span such as a month or a semester.
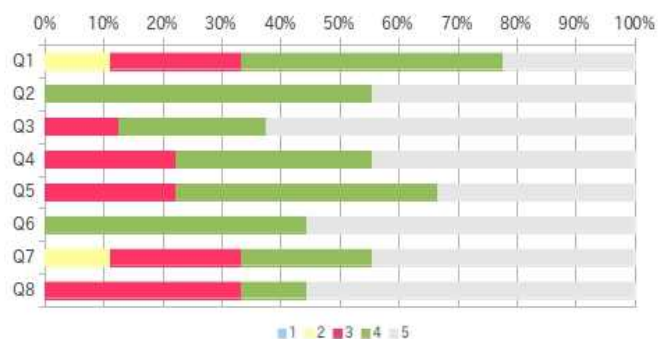

Fig. 1 Statistical results of the questionnaire survey for
NITC for special English seminar at NTMA in 2016

Course	Year	School	No	Pre Test														Post Test														Gain
				Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Total	
	4	Yuge	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0
	4	Oshima	2	1	1	1	1	1	0	1	1	0	1	0	0		9	1	1	1	0	0	1	0	1	1	0	1	0	0	7	-2
	4	Hiroshi	3	0	1	1	1	1	0	1	1	1	0	1	1	1	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-10
	4	Hiroshi	4	1	1	1	1	1	1	1	1	1	1	1	1	1	13	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0
	4	Hiroshi	5	1	1	1	1	1	1	1	1	1	1	1	1	1	13	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0
	3	Yuge	6	1	1	1	1	1	1	1	1	1	1	1	1	1	13	1	1	1	1	1	1	1	1	1	1	1	1	1	13	0
N	3	Oshima	7	1	1	1	0	0	0	1	1	1	0	0	1	0	7	1	1	1	0	0	1	0	1	1	0	1	0	0	7	0
	3	Yuge	8	1	1	0	1	1	0	1	1						6	1	1	1	1	1	1	1	1						8	2
E	3	Oshima	9	1	1	1	0	0	1	0	1						5	1	1	1	1	0	1	0	0						5	0

Table 7 Statistics result of score gain between pre and post test for navigation and engineering course NIT students for the program at NTMA in 2016.

Fig. 2 shows statistical results in percentage of the questionnaire survey for 1st grade Yuge students for on board ship traing with NTMA students in 2016. All sector show motivation enhancement. They already have common back grand of ship and understand very easily.

Fig. 2 Statistical results of the questionnaire survey for Yuge 1st grade for on board ship training in 2016
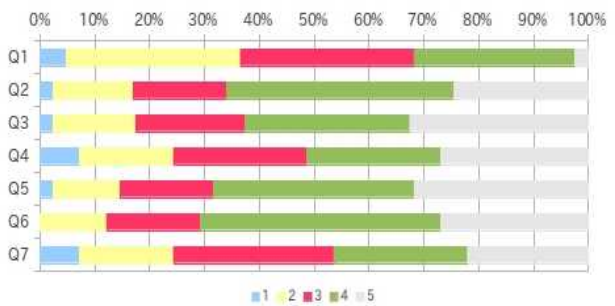

Fig. 3-1 Statistical results of the questionnaire survey for Yuge 1st grade for presentation by NTAM in 2016
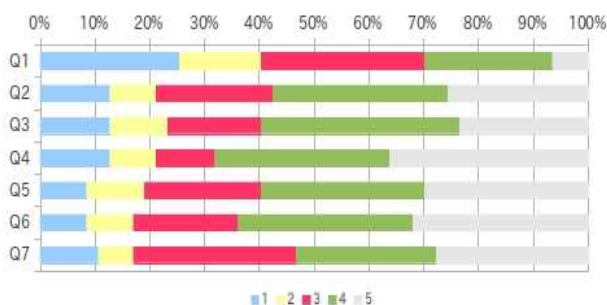

Fig. 3-2 Statistical results of the questionnaire survey for Yuge 2nd grade for presentation by NTAM in 2016
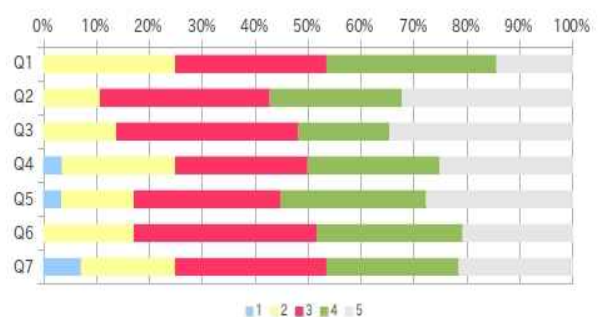

Fig. 3-3 Statistical results of the questionnaire survey for Yuge 3rd grade for presentation by NTAM in 2016

Fig. 3-1, 3-2, 3-3 show statistical results in percentage of the questionnaire survey for 1st, 2nd, 3rd grade Yuge students respectively for presentation by NTMA in 2016. All sector show motivation enhancement. The understanding of English increase with increasing grade. However motivation saturate at higher grade with on board ship training at TOMSA and job hunting.

Summary

English study + internship program in the Philippines which is affordable for all students was developed. It is very important to learn maritime English and also to understand inter-cultural background to be able to communicate with international colleagues in future work on ships. Maritime English classes on board the training ships were very effective.

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Acknowledgment

Captain Phillips requires increased integrated skills on board!

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Abstract

Individuals receive information to be interpreted by means of sensory channels. Learning style theory explains that these channels hold significant function in the learning process. Among different learning styles, most learners are observed to fall into the group of visual and auditory learners; engineering students however are confirmed to make use of audio-visual skills dominantly within the process of learning. Feature films –a typical example of such materials lead to effective teaching and learning since they attract the students' attention, trigger their motivation and result in significant impact on learners' linguistic competence irrespective of their age, interest and profession.

Throughout this study we aim to facilitate video clips from a feature film entitled as 'Captain Phillips' in MET- Maritime English Teaching to enhance the communicative skills of cadets in terms of vocabulary, grammar and SMCP.

Keywords: *learning styles, audio-visual learners, feature films, communicative skills, effectiveness, Captain Phillips*

Introduction

Effectiveness is undoubtedly one of the 'must' factors in the process of teaching and learning. Some specific **issues** appear in a fine-sequenced line throughout this subtle process. Firstly, **learners** should be aware of their personal needs, motivated for their goal.

Secondly, curricula and materials are to be targeted and designed for the needs of the learners. Thirdly, and most importantly **teachers** are to be equipped with proper knowledge, performance of teaching, methods and **materials** for learners. They seem to be the only ones aware of diversity in learning styles or preferences of students because of the fact that most curricula are deprived of tips, ways to know and develop individuals on their own learning styles and or learning preferences.

Teaching material is to be carefully considered and worked out prior to the teaching process since selected material can easily turn out to be -both (un)motivating for learners, and (im)practical for lecturers depending on the ways of using.   Efficient material is to meet not only official requirements but also the needs of the officers-to be. We as Maritime English Lecturers- are quite aware that the teaching should not only be carried out via authority approved text books but should also incorporate updated and challenging supplementary materials. Another issue which has been neglected so far is the consideration on the learning styles of cadets. A particular consideration should be made to reveal learning preferences to ensure effective teaching.

The term 'learning styles' is interpreted by several scholars as the individuals' characteristics and preferred ways of gathering, organizing, and thinking about information.
 Keefe and Ferrell (1990) describe 'the learning style 'as; the composite of characteristic cognitive, affective and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment. It is demonstrated in that pattern of behaviour and performance by which an individual approaches educational experiences. Its basis lies in the structure of neural organization and personality which molds and is molded by human development and the learning experiences of home school and society. (p59)

Students learn in many ways; by seeing, hearing, reflecting and acting, reasoning logically and intuitively, memorising and visualising, and drawing analogies and building

mathematical models. Studies reveal that many or most engineering students are visual, sending, inductive and active individuals (Felder& Silverman, 1988).

Felder& Silverman (1988) also suggest and define five survey questions to find out a student's learning style

- ✓ What type of information does the student preferentially perceive: *sensory* (external)—sights, sounds, physical sensations, or *intuitive* (in-ternal)—possibilities, insights, hunches?

- ✓ Through which sensory channel is external information most effectively perceived: visual—pictures, diagrams, graphs, demonstrations, or *auditory—words,* sounds? (Other sensory channels—touch, taste, and smell—are relatively unimportant in most educational environments and will not be considered here.)

- ✓ With which organization of information is the student most com-fortable: *inductive—facts* and observations are given, underlying principles are inferred, or *deduc*tive—principles are given, consequences and applications are deduced?

- ✓ How does the student prefer to process information: *actively—* through engagement in physical activity or discussion, or *reflectively—* through introspection?

- ✓ How does the student progress toward understanding: *sequentially—in* continual steps, or *glob*ally—in large jumps, holistically?

Murrell and Claxton (1987) have categorized learning styles into four groups: models that focus on:

a) personality characteristics (e.g., extrovert v. introvert)

b) information processing (e.g., a holistic v. a sequential approach)

c) social interaction, looking at how students behave and interact in the classroom e.g., learning oriented v. grade oriented)

d) instructional preference, the medium in which learning occurs (e.g., graphic representation, listening, reading, or direct experience).

Fleming (1995) developed student learning model -VARK -one of the most accepted learning styles theory,submitting that individuals fall into four groups as: visual learners, auditory learners and kinesthetic learners. VARK stands for the learning styles of : Visual, Auditory, Reading/Writing Preference, and Kinesthetic.

Living in this era brings the fact that most information is dominantly presented in the form of visual forms; graphs, pictures, drawings, animations and short films. We are surrounded by images which look like a tangible proof of the idiom; seeing is believing.

Unless teaching methods and materials are carefully selected and applied in accordance with the learning styles of the students, effectiveness will be hardly in the agenda in teaching/ learning process.

Audio-visual materials have twice as much impact due to the fact that the learners are under the effect of sensory stimuli; sight and sound . Therefore, they have always attracted the learners' attention, enriching their motivation, resulting in significant impact on gaining linguistic competence. Learners - irrespective of their ages, interests, professions- acquire and internalize information more easily and effectively under the exposure of audio-visual stimuli.

Statement of the problem

Having competency in English as a second language, specifically communicative skills still constitutes a problem in most countries as it is a subtle process made up of several variables based on learners, teachers, curricula, and materials. No matter how long one is

exposed to EFL period, still one might be far from mastering certain level of English competency in terms of communicative skills.

The use of feature films , a genre which has been utilised by ESL teachers for some decades, connecting conventional forms with reality seem to be an exact remedy for effectiveness in the process of learning and the teaching.

Based on the situations highlighted above, this paper reflects how feature films can be facilitated so as to enhance the Maritime English competency of cadets regarding communicative skills.

Reasons for the use of feature films

Firstly as Maritime English lecturers there are few of us who have a maritime basis in our profession and thus may have difficulty in finding vivid authentic materials to use in our class. Many scholars have revealed that movies used in EFL class can become an important part of curriculum. This is based on the fact that movies provide exposure to real language, used in authentic settings and in the cultural context, in which the foreign language is spoken. They also have found that movies catch learners' interest and can positively affect their motivation to learn.   (Kurumarasdyati, 2004)

Sherman, (2003) considers that films are a shift from the conventional and offer students realistic learning environments.

Sommer (2001) points out that even a single film-clip can be facilitated as the foundation for English skills practice: listening, speaking, vocabulary, pronunciation .

Curtis (2007) believes that students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better by making use of films in the

English classroom.

From the perspective of learners

From the perspective of the learner, the use of feature film is likely to have significant advantages in terms of the characteristics below;

*Motivating: Regardless of the type, 'motivation' is the key element in the process of learning, motivation and motivated learners language acquisition period, feeling contented. Students enjoy while watching a motivating feature film.

*Authenticity : Feature film presents authentic language into the class setting, the authenticity is not confined to the language, but the real-life situations enriched with dialogues full of jargons, specific phrases namely corpus of the profession.

* Visual context: People learn, widen their horizon basing on facilitating visual aids rather than books, which is often perceived as the chronic disorder of people in our decade. Learner may have difficulty in getting the whole message as a reult of the rhythm of the speech and specific phrases but they make use of visual tips to make the scene meaningful.

* Variety: The students will have the chance to practise communicative skills; listening, reading ,writing, and speaking based on only one material.

From the perspective of teachers

* Interesting and motivating topic: The use of film enables the lecturers to present their session in interesting, motivating flow, as they do not have to spend energy to get attention of the learners.

* Multi- purpose: Same extract can be used for learners at different levels, to develop

different skills i.e grammar, vocabulary, pronunciation.

* **Demanding pre-work:** Although the use of feature film in class may seem to be a process of let them watch and go the activities should be carefully designed, selected, and practised.

The film normally lasts minimum an hour, which requires careful selection to avoid split concentration. Prior to preparing, and designing the activities, www.imdb.com is the right destination, where synopsis, clips, quotes of the film can be found.

Aim of the Practice

This is a feature film based practice, having the reasons listed below;

i.   We can make use of it regardless the level of students.

ii. This feature film- Captain Phillips- is based on the real story: the real event that happened to the container vessel of a well- known shipping company Maersk and her crew members. Besides it reflects seafarers eternal problem with pirates. The Pirate Attack is still an emergency case, it is worth conducting a drill in accordance with   the STCW requirements   .

iii. It is also rich in frequency and range in terms of teaching targets. It is so vivid, full of actions that can draw the attention of cadets.

The practice is based on six quotes and they are selected to reflect the dialogues of; (Annex I)

Seafarers and family life (Captain Phillips & his wife) as in Quote 1

Seafarers in professional life (Captain Phillips &his crew members) as in Quote 2

Seafarers in emergency (Captain Phillips & International Maritime Bureau) as in Quote 3

Seafarers and pirates (Captain Phillips & Pirate- Muse) as in the Quotes 4, 5 and 6

Each is designed to reinforce competency in   grammar, vocabulary, SMCP via listening and speaking skills. (Annex 2)

Conclusion

Teachers seem to take place as the determiners of making the learning process effective . They work out to make the most appropriate decision on materials, techniques, activities considering type of learner they have in the class-setting.

Most engineering students are proved to be audio- visual learners, the feature films or clips of feature films have been regarded as the right medium to draw the attention of visual, auditory and kinaesthetic learners. They offer novelty triggering attention, motivation and linguistic competence of learners. The activities can be varied, graded for the learners of different levels of English. This practice reflects how film clips and Quotes from the film can be facilitated to improve communicational skills of cadets and suggests activities to develop communicative skills regarding vocabulary, grammar and SMCP.

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ANNEX I - QUOTES

QUOTE 1 (Captain Phillips & his wife)

His wife: You all right?

Captain Phillips: Yeah…

His wife: You'll think these trips get easier, but it's just the opposite .

Captain Phillips: Well, I feel the same way Ange.

His wife: I know this is what we do. This is our life. But it just seems like.. the world is moving so fast… right now things are changing so much.

Captain Phillips: They sure are. I'll tell you something. It's not   gonna be easy for our kids. They 'll be going to a different world than the one you and I came to.

QUOTE 2

IMB Officer: Maersk Alabama, you should alert your crew,get your fire hoses ready,and follow lockdown procedure.

Captain Phillips: Yeah, is that it?

IMB Officer:I am relaying your transmission now,but the chances are it's just fisherman.

Captain Phillips: They are not here to fish, I am the fish.

QUOTE 3 (Captain Phillips & Crew members)

Captain Phillips: Listen up. We have been boarded by four armed pirates. You know the drill. We stay hidden no matter what. I don't want any hostages. We stay locked down until help arrives. No one comes out until you hear the non-duress password from me which is 'suppertime.'

Maersk Alabama Crewman: Jesus.

Captain Phillips: If the pirates find you, remember, you know this ship. They don't.Make them feel like they are in charge but keep them away from the important things like the generator and engine controls. Stick together, and we will be all right. Good luck.

QUOTE 4 (Captain Phillips & Pirate Muse)

Muse: Look at me.

Captain Phillips: Sure.

Muse: Look at me.

Captain Phillips: Sure.

Muse: I am the captain now.

QUOTE 5 (Captain Phillips & Pirate Muse)

Captain Phillips: There's gotta be something other than being a fisherman and kidnapping people.

Muse: Maybe in America, Irish, maybe in America.

QUOTE 6 (Captain Phillips & Pirate Muse)

Muse: It was supposed to be easy . I take ship...ransom... nobody get hurt.

Captain Phillips: You had thirty thousand dollars and a way to Somalia. It wasn't enough?

Muse: I got bosses. They got rules.

Captain Phillips: We all got bosses.

Annex II - Activity Sheet -focusing on integrated skills

LISTENING & SPEAKING (based on All Quotes)

Theme based questions to make Ss awake and attentive before, during and after watching (brain-storming, describing, making deduction in pair work, group work, role playing,)

1. What is your nightmare as a seafarer? What is the most terrifying case at sea?

2. Which emergency situation you hate to face at sea?

3. Why? What makes you so scared?

4. What happens if there is a fire/ collision/ pirate attack?

5. How would you feel /react/do if you were Captain Phillips/his wife/ crew member/pirate?

6. Give standing orders to your crew just before having a pirate attack.

7. What are the qualifications of a thorough Master?

8. Comment on the response of the IMB officer to Captain Phillips.

9. What are the underlying problems of   pirate attack?

LISTENING& WRITING

Describing, completing for vocabulary, grammar

   i.   Completion of missing item in   cloze /open ended styles

   1.   Ss watch and take notes on the scene. Based on Quote1

Characters	Captain Philips	His wife
Feelings		

Adjectives to describe:

a) feeling of the Captain /his wife; lonely/vulnerable/ self-made/competent/mature etc.

b) problems of the sector; demanding/rewarding   work / changing

c) problems of being a seafarer;………, …………, …………..,…………. .

Based on Quote 3

  ii. vocabulary: Hostages/stay hidden/stay locked/non-duress password/ stick together

  iii. grammar : if clause, adverbial clause of time

After the pirates boarded the vessel, Captain declared orders as;

1.
2.
3.
4.
5.

RADIO TALK/ SMCP/ DIALOGUE COMPLETION

Find and write SMCP phrases, in commands, sentences.

1.

2.

3.

4.

5.

Dialogue completion/ writing between the master/the crew/ the pirates/IMB Officer

Task: You are the master /the port , make a dialogue of   radio talk   on the emergency of fire/ drifting/ causalty from enclosed space etc.

ROLE PLAYING

Develop dialogues on;

1. Suppose you are the crew member, comment on the Captain's attitude?

2. How would you treat if you were Captain Phillips?

  (Adopted from www.fluentu.com)

Producing teaching materials and learning activities for ESP courses other than EAP

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Introduction

Unlike English for Academic Purposes (EAP), which has been comprehensively studied with regard to teaching strategies and the production of specialized instructional materials, the majority of specialized varieties of English have been the subject of a comparatively underdeveloped body of inquiry. The instructors of these varieties thus have difficulties to take on a teaching role in courses. This study, which adopts a corpus analysis and a genre-based approach, presents a course of a notable, yet less studied English for Specific Purposes (ESP) variety: military English. Specifically, this study illustrates the prospective methods by which a navy-specific military English syllabus may be designed and implemented, from preparing course content in accordance with the findings of a corpus analysis, to producing lesson plans and learning activities which incorporate concordancing and genre analysis as part of a tertiary level language program. The findings of this study would lend insights to the design of those courses which feature other, less-studied English varieties.

Methodology

I prepared and implemented an ESP course for military English at a tertiary-level educational institution, the Republic of Korea Naval Academy. The course targeted the senior midshipmen who were to be commissioned and to serve as officers in the Navy and Marine Corps of the Republic of Korea. The course was following the tradition of ESP genre pedagogy: a relevant genre was selected for the instruction, and learning took place as learners engaged in the genre analysis and learning activities. My practice for implementing an ESP course would be explained from the perspective of a teaching material producer,

course designer, and course instructor.

As a Teaching Material Producer

Since there are a few teaching materials on military English and English varieties in the navy, I exploited and processed relevant texts of a genre to produce teaching and learning materials. The texts were specifically processed in a corpus so as to yield learning activities and to facilitate the analysis of texts.

It was the genre of military biographies that were selected for the instruction. Given the frequent encounter with the American Navy, learning American military biographies can meet the learners' need for their professional career in the Korean Navy. The military biography is a one-paged account of a naval officer describing his or her military career (see Figure 1). The biography is official and updated through their career, and thus it is a credible and suitable resource to study for future naval officers.

Figure 1. The military biography of a naval officer

To deliver an ESP course that is based on empirical findings, the biographies were considered qualitatively and quantitatively in preparation for the instruction. Each text was qualitatively examined in terms of the guidelines for genre analysis (Hood, Solomon, & Burns, 1996), so that content words, style, and communicative purposes of the genre can be identified. The findings of each text were then generalized by me to determine the characteristics of the genre. The qualitative analysis suggests that its primary communicative purpose is to introduce the officer to the audience by providing information such as his or her origin, education, and military career. Obligatory moves that form the rhetorical structure of military biographies are as follows:

- Move 1: Identifying the person

- Move 2: Providing personal background such as the person's origin

- Move 3: Providing educational background and commissioning program

- Move 4: Providing military career in terms of sea / operational tours

- Move 5: Providing military career in terms of shore tours

- Move 6: Describing his or her achievements such as degrees and awards

A biography is typically organized in a specific order, as show in Figure 1. In most of the biographies, identification (Move 1), personal information (Move 2), education and commission (Move 3), military career (Moves 4 and 5), and achievements (Move 6) occur sequentially.

For quantitative analysis, the collections of texts were processed by WordSmith Tools 4.0 to yield distinctive findings and teaching materials such as keywords, frequent words, significant clusters, and concordances. Statistically significant language use in the military English context, as opposed to general English, was identified by its comparison with the Freiburg-Brown Corpus of American English (FROWN) corpus, a reference corpus representing the use of American English during the 1990s. The distinctive words concerning naval matters such as *USS, report, serve, deploy,* and *assign* were identified in doing so.

As a Course Designer

Based on the findings of the qualitative and quantitative analysis of the genre, distinctive characteristics of military biographies that need to be taught were selected: the distinctive use of language was of rhetorical moves, content (including military vocabulary and naval practices), conjunctions (the predominant use of *and*), tenses (the rhetorical choice in relation to moves), voices (the rhetorical choice in relation to theme), pronouns (the predominant use of third person pronoun), and modality (the absence of modality).

To deliver a course efficiently and effectively, the instruction was designed to include several stages, where learners learned about the basics of genre and corpus techniques, and explored to learn the use of language in the military biography to be able to write their own biography. The syllabus for the instruction is summarized in Table 1. It should be noted that the pedagogy of the military course was not only genre-based, but also corpus-based: it exploited the findings of corpus analysis and incorporated data-driven learning activities using concordance data.

Table 1. Summary of military English instruction

Week	Topic
1	Introduction of genre
2	Introduction of genre
3	Introduction of genre and military biography
4	Examining content & moves
5	Practicing genre analysis (all together) + writing practice
6	Examining conjunctions & tenses
7	Practicing genre analysis (in groups) + writing practice
8	Examining passives, pronouns, & modals
9	Practicing genre analysis (alone) + writing practice
10	Genre analysis of military biography + writing

In the first stage (Weeks 1-3), learners were to receive lessons on the notion of genre, communicative purposes, and rhetorical structure. The focus of lessons gradually shifts from everyday genres such as an introduction of tourist attractions to a military genre in an attempt to facilitate learners' understanding of concepts of genre and military texts. In the next stage (Weeks 4-9), learners were to examine five different biographies of the genre and learn the distinctive use of language. They were requested to perform genre analysis with emphasis on the distinctive features such as moves, content, conjunctions, tenses, voice, pronouns, and

modals, and to learn how to exploit the genre. To facilitate learners' genre analysis, the analyses were to be carried out sequentially first by a whole-class, then a group, and finally by an individual. Besides, during the examination of distinctive features in the military biography, they were also to complete deductive and inductive data-driven learning (DDL) activities which can raise their language awareness and complement the genre analysis (Flowerdew, 2005). Before they take on DDL activities, they were to learn how to conduct DDL activities through the demonstration of the instructor using corpus techniques and learners' practice. Learners were also to conduct writing activities which could enhance their understanding of the use of language in the genre. In the last stage (Week 10), they were to produce their own biography for future career on the basis of what they learned in the course.

As a Course Instructor

Adherence to the teaching plans was prioritized. However, there was the option to allocate more time to certain lesson points and activities for learners, if they needed time and extra efforts to understand the points of lessons. For example, learners were given additional time, when they analyzed and interpreted data (e.g., concordance lines) that they were not familiar with, and generalized findings to solve inquiries of their own or given to them.

More importantly, as an instructor, I also attempted to provide as much scaffolding as possible, which is in line with the teaching-learning cycle (Hyland, 2004). For example, learners learned to conduct the genre analysis through several stages. In the first stage of the cycle, I analyzed the genre to suggest its moves and some of the linguistic features. Learners were encouraged to analyze another texts and reserved features with other learners in group in the next stage of joint construction. Meanwhile, as a teacher, I facilitated learners' analysis by providing necessary feedback and guidance on the learning process, so that learners could yield reasonable findings. In the final stage of independent construction, each learner was required to examine texts and derive findings alone, although the feedback and guidance from

instructor were still provided.

As was the case with the genre analysis, DDL activities were conducted according to the teaching-learning cycle. There were types of DDL activities, by which learners could experience diverse learning style (Boulton, 2009): in top-down style learning activities, they used their understanding of the genre, and made sense of the distinctive use of language; in bottom-up style activities, on the other hand, learning took place as learners interpreted concordance data and generalized findings. Such activities were completed through stages of modeling, joint construction, and independent construction. Activities of each style were first demonstrated by the instructor, and then learners tried these activities in group and for him or herself later.

Results and Discussion

The ESP course that was based on the combination of genre pedagogy and corpus linguistics provided several benefits. First, the course has been built on a strong empirical foundation such as qualitative and quantitative evidence from the genre and corpus analyses, and it provided more relevant learning materials that could meet the needs of learners. Typical military English courses have been commonly based on the intuition or personal experience of the course developers or instructors.

Second, the course also provided learners with broad learning experience. That is, learners were given practical instruction which enabled them to exploit statistically significant words and phrases, so that they can take on writing with these resources. For example, through DDL activities, they can encounter and learn from sizeable amounts of realizations of a particular word or phrase within authentic contexts, which can save learners from having a distorted interpretation of it based on few examples. Moreover, learners were also able to develop autonomy, as they explored the corpus to learn the use of language. Typical ESP courses present few occurrences of a specialized word or phrase for learners to understand the use of

it, not to mention opportunities for learners' autonomy.

Lastly, the course covered not only specialized vocabulary, but also concerned the rhetorical moves at the discourse level. Learners were thus given a comprehensive instruction on a relevant genre. Many ESP courses tend to focus on the specialized use of words and acronyms, neglecting to deal with the discourse features.

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Sharing Ideas of Teaching and Assessing Maritime English

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Abstract

The theme of IMEC 29 is "Maritime English and Industry Needs – Sharing Experiences and Ideas of Teaching and Learning Maritime English". In line with the main theme, this round table is organized to share the ideas on the teaching and assessing maritime English in different part of the worlds,

The authors would like to invite a few experts to make presentation on their ME teaching & assessing system in their University and National CoC exam of English test in their country. Then invite all the participants of the IMEC 29 to take part in a round table discussion on the topic. We would expect to conclude how to best implement communicative language teaching and CoC exam system of Maritime English.

Presentation Sessions

- Curriculum of English including General English, General Maritime English and Special Maritime English.

- How & What to teach and who teach?

- CoC Exam system of English test: writing (essay, multiple choice, OX, etc.), listening, speaking

The following authors chose to submit the following biography notes to accompany their contributions in The Proceedings.

No.	Name	Biography
1	Adam V. Agostinelli	Adam V. Agostinelli, is currently an EFL lecturer at the Naval Academy of the Republic of Korea. He graduated with a masters in Applied Linguistics from the Columbia University.Agostinelli's research interests include the diversity in the language classroom and the SLA and the 2nd language identit for EFL students in foreign contexts.
2	Alcino Ferreira	Alcino Ferreira, is an adjunct professor of naval English at e'cole Naval, the French Naval Academy, he is also a researcher at the CREAD didactics laboratory of ESPE de Bretagne - the Institude of Teaching and Education. Ferreira is one of the experts of the French Navy specialising in Martime English, as well as the author of numerious articles and books.
3	Alison Noble	Alison Noble is currently the Assistant professor at AMA - the Antwerp Maritime Academy in Belgium. She has a Ph.D in the Nautical Sciences and she is the head of the Maritime English Department and the staff member responsible for the Social Sciences and Languages at AMA. Her research interests include the field of teaching, assessment and testing of Maritime English and Maritimes Communication. Noble has taken part in many Maritime English projects inluding MarEng, MarEng Plus, INTERMAR, MarTEL Plus, SeaTALK and MariLANG. She is also the Head of IMLA-IMEC Papers & Activites Committee and a full memmber of the IMLA - IMEC Steering Committee.
4	Caroline Dacwag	Caroline Dacwag is an English teacher and Assistant Research Coordinator at the Maritime Academy of Asia and the Pacific in the Philippines. Asides from the demands of her positions, Dacwag has been involved in designing English course, test construction and faculty development programs.
5	Carolyn Westbrook	Carolyn Westbrook is an Assosciate Professor in EFL, a teacher trainer and materials writing. She has a wide range of experiences teaching and testing in General English, Business English, ESP and EAP. Since 2007, Westbrook has been involved in Language Testing and Assessment, she has also been involved in a number of testing and assessment projects - including major projects teaching Russian University Lecturers about the principle and practice of language testing and assessment.
6	Celeste A. Orbe	Celeste A. Orbe is the Research Coordinator of the Maritime Academy of Asia and the Pacific. She graduated with a masters degree in the subject of Language and Literacy Education. Orbe's research interests include language learning and teaching, reading comprehension and writing skills.
7	Evan Frendo	Evan Frendo is a freelance trainer, teacher trainer based in Berlin. He graduated with a Masters in ESP from the Aston University in the UK. Since 1992, he has been active in ESP, mostly in the coroporate sector. A frequent speaker at conferences, Frendo travels regularly in Europe and Asia to run courses or to work as a consultant. Currently, one of his projects is in South Korea, where he is part of the KIMFT research team, investigating into VTS communication.

8	Gao Song	Gao Song, is currently an Associate Professor of English in the Foreign Languages Department at the Qingdao Ocean Shipping Mariners College in China. He has a masters in Applied Linguistics from the University of Liverpool in the UK, as well as masters in International Law from the Dalian Maritime University in China.
9	Hyunwook Doo	HyunWook Doo, is currently an Associate Professor at the Korea Institute of Maritime and Fisheries Technology. Doo has submitted several papers at IMEC26 in 2014, IMEC27 in 2015 and IMEC28 in 2016.
10	Irma Shinta Dewi	Irma Shinta Dewi, is a Lecturer of Maritime English at the PIP Semarang in Indonesia.
11	Jieying Xie	Jieying Xie is currently a lecturer in the navigation department at the SMU - Shanghai Maritime Univesity. Apart from being a lecturer, she is also a certified deck officer.She has a masters in Foreign Linguistics and Applied Linguistics from the SMU, she also received another masters in Maritime Safety and Environmental Administration from the World Maritime University in Malmo, Sweden. She is now a doctoral candidate in Vehicle Operation Engineering at the SMU. Recently, Xie has been in charge of Maritime English course sas well as engaged in Marine Cargo Stowage Education for the students at SMU. She actively takes part in related students and projects involving Maritime English Education and Modern Cargo Operation. Xie joined the group for the new version of the IMO model course for Maritime English in 2015. She is also a member of a working group for the newly revised IMO model course 6.09 Training course for Instructors.
12	Jinchul Choi	Professor JinChul Choi graduated with a PhD in the field of Intercultural communication and Organizational Anthropology from the University of Munich. His dissertation was titled "Organizational Ethnography in Intercultural Contexts: German- Korean Project Cooperation of Multinational Corporations" the dissertation was published in 2010 by Waxmann Verlag. It directly contributed into debates on intercultural business communication between multinational companies around the world. The researched investigated how the employees of German and Korean companies in their business activites cope with cultyural differences between two countries, in which effects and consequences concern the international business process and working life of the employees. Between 2011- 2014, Choi worked as a professor in the Department of European studies at the Korea Maritime and Ocean University. Since 2015, he has worked with his colleagues to set up a new study program for martime students with the name "Division of Global Maritime Studies" in order to fulfill the newly emerging needs for humanities education due to an increase of globalization in the maritime industry. Since then, he is researching and teaching "Diversity Management and Intercultural Interactions on board ships" and trying to find a way to teach intercultural communication and integrate it into the current MET curriculum.

13	Jongdoc Park	Jongdoc Park is an associate professor in Shipping technology department at the Oshima National College of Maritime Technology in Japan.
14	Josephine M. Nthia	Josephine M. Nthia is the author to the books "Maritime Safety Strategy" and "Challenges in Maritime Education and Training in Kenya". She is also the Germany Trainer of the Trainers for the Inspectors at the Maritime Labour Convention. She is currently a PhD student at the University of Nairobi.
15	Liu Hong Tao	Liu Hong Tao, is a lecturer from the TianJin Maritime College in China. Tao has been engaging in Maritime English Teahing and research for manyh years. He has been a manager for many shipping companies such as Cruis Ship, container ship and so on.
16	Mary Liu	Mary Liu, has been involved in ME teaching, training and research since 1988. Her work experience also included being a training manager or chief instructor of internation shipping companies, training centres and manning agents. Liu was a member of the Maritime English Teaching Guidance Committee, at the Ministry of Comuncations, China.
17	Müjgan Özenir	Müjgan Özenir, is currently teaching at the Maritime Faculty of the ITU since 1996. Özenir's masters thesis was based on construct shift of cadets. She is now preparing a book in the field of Maritime English for Turkish Seafarers.
18	Nancy Lumban Batu	Nancy Lumban Batu, is a lecturer for Martime English and Public relation offices for STIP in Jakarta.
19	Naoto Shibutani	Naoto Shibutani graduated from Kobe University in the faculty of Maritime Science in 1995. Shibutani has previously been employed as the 3rd Engineer, a shore duty in charge of general affairs, a shore duty as a super intendant and a sea duty as the 1st engineer. Shibutani is now a Chief Engineer.
20	Naoyuki Takagi	Naoyuki Takagi graduated with a Masters Degree from Tokyo University of Foreign Studies and Ph.D in Cognitive Science from University of California in Irvine. Since 1999, he has been teaching Maritime English at TUMSAT. In 2002,Takagi published an SMCO based Maritime English textbook , it is still widely used in Japan. Recently, he has been involved in the English training of VTS operators in both the public (Japan Coast Guard) and private (Port Radio Services) sectors. He participated also as a rapporteur in the IALA workshop on common Phraseology and Procedures for VTS communications held in Bali from the 20th of February thru to 24th of february in 2017.
21	Natalya Borodina	Natalya Borodina, is the head of Foreign Languages and associate professor at the Far Eastern State Technical Fisheries University in Russia. Borodina's interests include ESP/ EFL teaching and teaching methods and Material writing.
22	Nita Setiyaningsih	Nita Setiyaningsih is a Maritime English Lecturer at PIP Semarang in Indonesia.

23	Osami Yagagisawa	Osami Yagagisawa has a bachelors, masters and Ph.D in Engineering. Yagagisawa has been a guest researcher at the NIST in the USA, an assistant at NIT Yuge College in Japan and a lecturer at NIT Yuge College Japan.
24	Peter Björkroth	Peter Björkroth, is currently a senior lecturer and head of program for 20 years in the maritime sector. His research interests are teaching, projects, intercultural communciations as well as R&D.
25	Peter John	Peter John is currently a senior lecturer of English and Spanish at the Faculty of Maritime Studies and logistics at the Jade University of Applied Sciences in Germany. He has worked as a reasearcher at Fraunhofer's Institute for Digital Media technology (IDMT), where his research interests are in the field of quantitative linguistices and maritime communication. John currently co-ordinates the EU funded MariLANG project for the Maritime English Language Training Standards. He is also a member of the Paper and Activites Committee of the International Maritime English Confernce and the author of the site *smcpexamples.com.*
26	Sari Kusumaningrum	Sari Kusamaningrum is an English Lecturer for Maritime Higher Education at STIP, Indonesia. She has a bachelors in English Language and Linguistics as well as a masters in Applied Linguists. Kusumaningrum has been active in joining seminars, workshops and training of language education, both national and internation. Her latest article was looking into Incorporating Critical Thinking Skills Development into English Classes. Kusumaningrum is the program coordinator the language Unit at STIP jakarta as well as being an English Lecturer.
27	Seunghee Choi	Seunghee Choi is a lecturer at the Korea Institute of Maritime and Fisheries Technology, which is the government maritime training institute and received an MA and a PhD from the University of Birmingham in the United Kingdom. She has taught Maritime English to Korean VTSOs, deck and engineering cadets and officers. Her interests are English for Specific Purposes, the analysis of linguistic data (or corpus linguistics) in a specific business area, Business English as a Lingua Franca and cross-cultural communication.
28	Sun Tingting	Sun TingTing, is a teaching assistant at the foreign language department of Dalian Maritime University. Sun graduated with a master of science in education from the University of Edinburgh in the UK with a dissertation titled "Vocational Education in Scotland and its Relevance in China". Sun also has a bachelors in English Education from the Harbin Normal University, China. Sun also has previous experience as a teaching assistant in the foreign languages department at the Dalian Maritime University, China.

29	Tristanti Agasta	Tristanti Agasta has been working as a Maritime English Lecturer at Sekolah Tinngi Ilmu Pelayaran (STIP) in Indonesia since 2002. She holds a bachelors and masters in English Education. In 2016, she was invited by Anthony Vedar B.V. on board a tanker ship for a sailing experience around the European Waters. In the same year, she was awarded by the US government to participate in the International Visitor Leadership Program, due to her involvement in social activities in specific areas of Women's Empowerment. Agasta once served as the Head of Maritime English Centre at the STIP, and currently she is one of the evaluators for the program for the Job Training Program sub division at the STIP. Agasta has been actively participating in seminars, workshops, education and training of language, as well as conferences nationally and internationally.
30	Wang Xian	Wang Xian, is currently an associated professor in Maritime Translation Technical Assistant of MTCC, Asia. Wang is also the head of Businiess English of Foreign Languages, the editor of JOSE and a part time translator of Shanghai Muncipal Transport Committee.
31	Yan Tianming	Yan Tian Ming, is a maritime English Teacher at the Zhejiang International Martitime College, China.