INTERNATIONAL MARITIME LECTURERS ASSOCIATION
(IMLA)

# Conference on Maritime Education and Training

## PADECC

*Preventing accidents, dealing with emergencies, coping with casualties - The Education and Training Perspective*

*and*

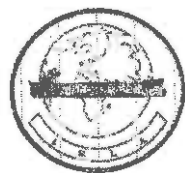## WOME 10

*Workshop on Maritime English Preventing accidents, dealing with emergencies, coping with casualties: The Maritime English Perspective*

## Volume 2

Rijeka - Opatija, CROATIA, 18 - 21 May 1999

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## ORGANIZED BY

International Maritime Lecturers Association (IMLA)
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# A FEW THOUGHTS ON PADECC AND WOME

The combination of an IMLA conference on a technical subject (PADECC) with the biennial IMLA Workshop on Maritime English (WOME) is a first, it has never been done since 1980 when IMLA held its first conference or 1981 when IMLA held its first WOME. The reasons for the combination are, in general, that communication failure has increasingly been identified as contributing to the causes of maritime accidents and even as the main cause of some of these accidents and that the globalization of shipping and the internationalization of ship crews has increased the need for reliable communication and, more specifically, communication under challenging circumstances as PA and DE and CC is a key prerequisite for successful "preventing", "dealing with" and "coping with" "accidents", "emergencies" and "casualties", respectively.

The combination of PADECC and WOME is also an acknowledgement of lecturers training students for PA and DE and CC and lecturers training students in ME have different qualifications and that lecturers with marine engineering or nautical qualifications as well as linguistic qualifications are almost non-existent. It is also an acknowledgement of the need for linguistic qualifications for teaching ME and that a native English speaker who has either a marine engineering or nautical background will not be sufficiently qualified to teach ME.

The combination of PADECC and WOME should also suggest that a close cooperation of lecturers in technical subjects with lecturers in ME will help both of them and above all, the ship officers and MET students. An integrative approach to technical subjects with the participation of both technical and ME lecturers is probably more effective and more beneficial for the students than teaching the technical subject in the national language (if it is not English) and ME separately. The mobility of ship officers requires the use of a common language and the mobility of MET students and lecturers at MET institutions would profit from delivering at least part of MET programmes in English.

It follows from the internationalization of ship crews that the multicultural aspects of communication will have to be given attention and that ME lecturers should be trained in it. Onboard communication is more than just language.

In the late 70s, the colleagues in Rijeka and in Bremen were involved in a project of using computers for exchanging written messages between ships. The project did not succeed because of the lack of appropriate technology. Today, with modern IT, it would succeed. The use of modern IT for ship-ship and ship-shore communication has not been fully exploited yet.

These are a few thoughts on potential benefits from PADECC and WOME.

Finally, I would like to thank our hosts, and as their representatives the chairmen of the committee, my friends Pavao Komadina, Predrag Stankovic, Boris Pritchard and Damir Zec, for organizing these important events.

It is good to be back in Opatija after the second IMLA conference on MET in 1982 and the second IMLA workshop on "Human Relations and Conditions on Board Ships" in 1988. These conferences were very well organized. I do not expect it to be different this time.

*Günther Zade*
*President, IMLA*

# FOREWORD

It seems that by combining the well targeted and formulated topics within PADECC and WOME 10 the International Maritime Lecturers' Organization (IMLA) has made a good decision. The IMLA Conference Organising Committee and the Papers Committees for PADECC and WOME 10 wish to express their satisfaction with both the number of the papers registered (out of over 40 reported papers 30 were received before the Conference) and with the approach, analysis and in-depth study of the respective topics. It is only expected that the Conference participants and subsequent readers will share the same or similar views and assessment.

The order of papers published in Volume 1 of the Collection of Papers presented at the IMLA PADECC Conference and WOME 10 Workshop strictly follows the sequence of paper presentation at the Conference.

A very small number of papers had not reached the Organisers by the deadline, or was not printed in *camera-ready format'*, which required subsequent re-typing and re-editing. These papers are now published in Volume 2 of the Proceedings and, together with Volume 1, present a completely integrated Conference publication.

*Editors*

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# THE IMO-STANDARD MARINE COMMUNICATION PHRASES – STATE OF AFFAIRS AND PROSPECTIVE STATUS IN MET

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The draft IMO-Standard Marine Communication Phrases (SMCP), as approved by the 68th Session of the IMO Maritime Safety Committee in May 1977, was disseminated by IMO among their member parties by IMO/Circular 794 (10 June 1997), and Members and Organizations were invited to conduct trials, preferably in non-English speaking regions, concerning the use of the SMCP.MET institutions, hydrographic offices, VTS Centers, pilots, port authorities and others involved in maritime communications were asked to report the results of their trials to IMO by March 1999.

From the comments, remarks, suggestion and criticisms brought by now to the attention of the Chairman of the IMO Working/Drafting Group on SMCP following conclusions my be drawn as far as the experimental use of the Phrases in concerned:

*The trial period of about 20 months was definitely too short a time for a generalizing assessment regarding the benefit of the SMCP in practical maritime communication form ship to shore (and vice versa), between ships, i.e., in so-called "4-S Communications", and on shipboard.*

In obviously took some time for MSC Circular 794 to make its way from the different national maritime authorities "down" to shipping companies and the seafaring personel whom first of all the Phrases have been developed for. There was just sufficient time for the latter - once they happened to learn from the existence of the SMCP mostly by the press - to contact the Chairman of the Working Group asking him for the corresponding diskette to be forwarded what he gladly did in more than 40 cases, and, by the way, the flow of requests is still going on. It is first of all ship's officers and MET instructors from the Asian, the West and East African regions who applied for the Phrases. From their requests and letters of thank one may firmly feel how badly they are in need of some king of Maritime English "survival pack" both for shipboard use and instruction purposes. This brings me to the first general conclusion as to the value of the SMCP: We should always keep in mind that European ship's officers and European MET, disregarding the country, are at a high level as far as Maritime English standars are concerned compared to the conditions to be met in many of the countries in the above mentioned regions, and we should be very careful not to judge from European standards the elementary requirements of others. To sum this up: There was no sufficient time to really test the phrases in the practice of navigation, except for one instance to which I'll come back later on, but there was at least an opportunity to have a more detailed glance at the Phrases, and some of those who did it sent quite a few remarks to the Organization or to me, resp., allowing of a rough overall assessment.

In Europe, as to my knowledge, almost all the Navigation Colleges, Schools and Universities as well as specialized institutions such as VTS, SAR or Harbour Police have included the SMCP into their qualification courses as required by the STCW 95; this is also true for some of the most important Maritime Universities in Japan and China. They already started to teach the draft SMCP to their cadets and students disregarding the forthcoming refinement which will most likely not change the entire principle. Having reviewed the Phrases proper on various occasions, e.g. at WOME 8 in Gdynia 1995, WOME 9 in Malmö 1997, WOME 1 A in Shanghai 1998 and at many national Seminars in different countries or institutions, let alone at IMO themselves, experienced Maritime English lecturers meanwhile began to think in depth about approaches and methods of

how to efficiently teach the Phrases - this is in my opinion a top ranking issue with regard to the SMCP for the Maritime English teaching community for the months or years to come.

But now I like to consider a few of the remarks which were forwarded to IMO and/or myself. Thank should be said in this connection to quite a number of institutions and colleagues from many countries who found time to put down their sometimes very detailed points of view. For reasons of time I'll restrict myself to some essential reoccurring items and will not stick to comments on, say, editorials such as misprints, occasional errors and inconsistencies in terminology or the lay-out, and on suggestions regarding re-phrasing to be made in a number of instances, etc. – all those comments are very helpful, many of them make sense and will duly be taken into consideration when completing the finalized version.

In Germany the VTS Centre German Bight Traffic whose traffic is extremely dense and to 85% international, was officially directed by the German Federal Ministry of Transport to test the Phrases in shore-to-ship oral communications from October 1997 to February 1999, and a Government Official was charged with supervising the test and keeping close contact to the Chairman of the Working Group. The basic statements read, in short, like this:

*SMCP are not yet or scarcely known among bridge officers irrespecitive of the vessels'flags. Consequently, almost all vessels when contacted using the SMCP prefer to answer in what the VTS Operators call "open" language which is BE = Broken English.*

In the beginning of the test period VTS personnel occasionally informed the contacted vessel that they will use SMCP and they sometimes even asked whether the OOW know what it is. This was a somewhat misled conception since actively sailing officers can, of course, not have a firm idea of the Phrases because they had neither been taught at academies in the past nor have they officially been introduced; it's only a very few officers aboard ships who follow the development of the SMCP by occasional notices in journals. It will probably take three to five years of graduates from maritime academies to make the Phrases known and applicable aboard vessels. The approriate strategy with the VTS Centre, however, should have been to carefully check whether instructions, advice, information, warnings etc. given in the form of the standardized Phrases including Message Markers were properly understood and/or adequate actions taken. Having made that clear in consultations and VTS qualification courses, it was stated that appr. 65% of shore-to-ship communications may be said to have improved when using the SMCP. An appreciable side effect was the drafting of an "IMO-SMCP Guide to VTS Information Service" applicable in each VTS Centre whereever in the world. Anyhow, quite a number of VTS Operators, especially among those looking back at a long time of service in the stations, still seem to be a bit hesitant to systematically apply the Phrases, but being employees of public institutions, government authorities have certain means available to persuade those VTS Operators accordingly.

*The VTS Operators furthermore stated that an insufficient command even of the fundamentals of the English language frequently makes the application of the SMCP a problem, and they continue that the efficient use of the Phrases will decisively depend on the implementation of global standards of Maritime English. I think the Operators are completely right in this rescept, when they in summary call for*

*– standardized qualification/further qualification courses with final tests on SMCP of VTS pesonnel in all VTS operating coastal states, and*

*– a considerable improvement of English language skills in general.*

That's why the IMO Working Group in its Report to the NAV Sub-Committee in 1994 "noted that a minimum level of proficiency in English be made mandatory for those embarking on a seafaring career" because, but this is of course not the only reason, "the new phrase book will build on a minimum knowledge of English" (NAV 40/25, 16.1). The VTS Operators close their evaluation statint *that the SMCP will altogether considerably facilitate oral VTS communications if all parties concerned, i.e. shore and ship, will observe the Phrases.*

In the following I like to sum up the various remarks sent to IMO or myself mostly from training institutions worldwide and also from the ISF which comparatively detailed commented on the Phrases.

*The SMCP are welcomed as a useful tool for the further improvement of the safety-related oral communication as required by the STCW 95. This, however, is only true for user or trainees who already have a fair command of general English which is indispensable for acquiring and applyin g the SMCP.*

This evaluation coincides with the estimation given by VTS Operators for their area of responsibility.

*The SMCP should be incorporated into all Maritime English syllabi. The respective instruction should be based on the practice in the ship's environment and be implemented through all the various modern language teaching methods.*

In this connection I want to quote from the letter of the ISF to IMO:

"... the draft SMCP... could give teachers the false impression that it is the definitive lexicon for effective communication. The effect of this could be that teachers will be encouraged to approach the subject in terms of learning by rote than the development of a syllabus that involves the practice of genuine English language communication".

This is precisely what the SMCP are **not** aimint at, neither are they a sort of operating instructions or manual for SAR, Fire Fighting or other safety-related procedures. In terms of the text type the SMCP are a special form of dictionary listing simplified phrases instead of individual words. That's why the SMCP are, for instance, almost completely lacking developed discourse features, except for Part IV – Chapter D: Passenger Care, necessary for a successful conversation. Things like that have to be created by methodically well prepared diversified teaching aids and, if not first and foremost, by qualified and imaginative lecturers of Maritime English making also use of user-friendly PC applications and taking into consideration specific educational conditions, baskgrounds and systems. A colleague of ours from Australia, a'triallist' of the SMCP in China, Vietnam and elsewhere over the past 18 months, informed me about her approach and wrote: "For the effective understanding of teaching maritime English, a'thinking in English'teaching strategy rather than expecting trainees to memorize the Phrases underpinned each objective (set by the Phrases – PT); teachers and instructors found this and the interactive, task-based learning approach motivating, creating lively group discussion and interesting 'instructions' / 'radio communications' on transparencies." There are, of course, many different approaches. At the end of this contribution I'd like to present a few examples which I tested in my classes.

*The teachers and lecturers for Maritime English should be familiarized in special seminars with the SMCP and appropriate teaching strategies and methods to be applied. The publication of a detailed Teacher's Manual would be highly appreciated.*

· These recommendations are self-explanatory and their realization would essentially assist in the training of trainers, i.e. the Maritime English lectures, which is fully in line with the STCW 95. I was informed from China, for instance, that courses of that kind have already been organized and even performed and I know of similar intentions in other parts of the world.

*The introduction to the SMCP should provide exact information as regards their aims and objectives, their status and function in communication and their place within the Maritime English curriculum.*

As far as the present introduction to the Phrases in concerned, the Working Group underestimated the importance of information required to be given. We cannot assume that potential users of the SMCP have knowledge of the lengthy reports of the Working Group to the NAV Sub-Committee in the years 1993 to 1997 where most of the information which are now felt to be provided can be found. The Chairman of the Working Group did his very best in this respect outside IMO, but he only reached some dozens of participants of Maritime English Workshops, qualification courses and some readers of specialist periodicals – this, obviously, didn't sufficiently cover the ground.

A relatively detailed introduction to the SMCP which also should explain the basic communicative features of the Phrases, would clear up some misunderstandings, too. For example that one about the allegedly inconsistent deletion of indefinite/definite articles and the auxiliaries "is/are". This skipping of articles and auxiliaries whenever not damaging the meaning of the

Phrase, was agreed upon at WOME 8, by the way, in Gdynia 1995, and checked for each individual Phrase by native English speakers in the Working Gropu. But there are some examples where this deletion could cause confusion, for instance: "Water on" is an order in fire fighting, and "Water is on" is its execution; "is" has to be in the latter in order to not to mix up order and execution. Or, to finish with, there is the question "Propeller clear?", and the answer is "Propeller clear." Here and in a very few other Phrases we have to add the "is" in front of the question, because one cannot rely on the correct tone to be applied distinguishing question from information. The deletion has on purpose not been done, however, in Chapter D: Passenger Care, which offers Phrases to address passengers since one cannot assume passengers to be familiar with this military-style language, and in Chapter D we use the term "ship" instead of "vessel" which is used throughout the rest of the SMCP. Having explained that, about 95% of the apparent inconsistencies turn out to be purposefully applied; the remaining 5% have, indeed, been overlooked and have to be eliminated.

As to the place of the SMCPL within the Maritime English curriculum: In STCW 95 you may read in Table A-II/1, that officers must have "the ability to use and understand the SMNV as replaced by the IMO SMCP". But in addition to this, you may find some other 120 indications in STCW 95 and SOLAS/ISM Code where Maritime English abilities are either explicitly demanded or tacitly taken for granted – otherwise ship's officers cannot meet the corresponding requirements. This is of highest importance when making up Maritime English curriculae and has, of course, duly been taken into account when developing the Phrases. In the following tables, Scope of Maritime English, you can find the functions Maritime English has to fulfil as derived from the Conventions mentioned above, plus those which are not covered by these documents but beint – not only in my opinion – a must for the corresponding curriculum. You also find in the tables which of the functions involve SMCP. On purpose I did not say "which of the functions are covered by the SMCP", since – once again – the Phrases alone do not make a Maritime English curriculum. I personally regarded these tables extremely useful when I had to recontruct the Maritime English curriculum at my university.

## Scope of Maritime English (Deck Officers)

| Function | Communication fields | Communicative situations | Communication items | SMCP |
|---|---|---|---|---|
| 1 Ship Operation | 1.1 Navigation | 1.1.1 Entering/leaving ports | - Berthing/unberthing<br>- Anchoring | IV-A 5.7<br>IV-A 5.5 |
| | | 1.1.2 Manoeuvring the ship | - Watch orders<br>- Engine orders | IV-A 3<br>IV-A 2 |
| | | 1.1.3 Routeing the ship | - Voyage planning<br>- Position fixing<br>- Radar observation | -<br>I 11, 12, 13, 14<br>IV-A 5.3 |
| | | 1.1.4 Navigating the ship | - Turning, crossing, overtaking<br>- Traffic observation<br>- Wheel orders<br>- Look out | IV-A 3<br>IV-A 3<br>IV-A 1<br>IV-A 3 |
| | 1.2 VTS/Pilotage | 1.2.1 VTS communication | - Acquiring/providing data<br>- Providing VTS services<br>- Informing adjacent VTS<br>- Emergency/allied services | III 6.1<br>III 6.2<br>III 6.3<br>III 6.4 |
| | | 1.2.2 Pilotage | - Requesting pilot/tug assistance<br>- Conservation with pilot<br>- Embarking/disembarking pilot | III 4.1, 4.3<br>IV-A 5<br>III 4.2 |
| | 1.3 Meteorology | 1.3.1 Weather reports and observation | - Transmitting/receiving reports<br>- Evaluating weather data<br>- Storm/Gale/Ice Warnings | III 3<br>III 3.1<br>III 3.1 |
| | 1.4 Special conditions | 1.4.1 Helicopter operations | - Picking-up persons/rescue | III 5.1 |
| | | 1.4.2 Ice breaker operations | - Requesting ice breaker<br>- Assistance for convoy | III 5.2.1<br>III 5.2.2<br>III 5.2.3 |

| Function | Communication fields | Communicative situations | Communication items | SMCP |
|---|---|---|---|---|
| 2 Ship Manage-ment | 2.1 Port Routine | 2.1.1 Contact with port authorities, agents | - Requesting clearance, pilots, tugs, berth, free pratique<br>- Getting certificates<br>- Paying frees<br>- Organizing turn-around in ports | III 4<br>-<br>-<br>- |
| | | 2.1.2 Port State Control (also for Eng. Officers) | - Assisting Port State Control officers<br>- Executing injunctions<br>- Giving statements | IV-B1, 2, 3; C<br>IV-B1, 2, 3; C<br>IV-B1, 2, 3; C |
| | 2.2 Cargo Works | 2.2.1 Cargo calculation and documentation | - Loading/unloading preparation<br>- Discussing cargo quantities /stowage plan<br>- Checking shipping papers, bills of lading, charter party<br>- Discussing other legal matters | IV-C 1.1<br><br>IV-C 1.1<br><br>-<br>- |
| | | 2.2.2 Cargo handling | - Checking port facilities<br>- Arranging loading/unloading rate<br>- Handling dangerous goods<br>- Ordering stevedore gangs | -<br>IV-C 1.1<br>IV-C 1.2<br>- |
| | | 2.2.3 Damage and claims | - Asking for surveys<br>- Discussing handling limits (time, loading/unloading rate)<br>- Writing letters of protest, sea protest | IV-C 2.2.1<br><br>IV-C 1.1<br><br>- |
| | 2.3 Ship Servicing | 2.3.1 Crew management<br><br>(also for Eng. Officers)<br>(also for Eng. Officers) | - Signing on/of crews<br>- Repatriating crewmembers<br>- Checking payroll<br>- Writing letters of quality to company | -<br>-<br>-<br><br>- |
| | | 2.3.2 Repairs (also for Eng. Officers | - Ordering spare part<br>- Ordering services | -<br>- |
| | | 2.3.3 Provisioning | - Ordering provisions | - |
| | | 2.3.4 Bunkering (also for Eng. Officers) | - Arrange bunker supply | - |
| 3 Safety | 3.1 Accidents | 3.1.1 Kinds of accidents<br>(also for Eng. Officers)<br>(also for Eng. Officers)<br><br>(also for Eng. Officers) | - Safety communication<br>- Action in case of danger<br>- Action after accident<br><br>- Distress/urgency communication<br>- Evacuating passengers and crew | III 3<br>IV-<br>B 1, 2, 3, 4, 5<br><br>III 1, 2, App.<br>IV-B 1, D 2 |
| | 3.2 Safety Equipment | 3.2.1 Safety Equipment (also for Eng. Officers) | - Checking Safety Equipment<br>- Instructing crew how to operate Safety Equipment | IV-B 1.3, 3.1<br><br>IV-B 1 |
| | 3.3 Safety Drills (also for Eng. Officers) | 3.3.1 Kinds of drills | - Fire drills<br>- Flooding<br>- Boat drills<br>- Person-over-board<br>- Spill drills | IV-B 3.2<br>IV-B 4<br>IV-B 1.5-8<br>IV-B 6.2<br>IV-C 1.2, 2 |
| | 3.4 SAR | 3.4.1 Joint and single SAR operations | - MERSAR | III 1.2<br>IV-B 6 |
| | 3.5 Environmental protection | 3.5.1 Waste Management (also for Eng. Officers) | - Instructing the crew | IV-C 1.3 |
| | | 3.5.2 Pollution avoidance (also for Eng. Officers) | - Drils<br>- Informing about cargo | IV-C 1.3<br>IV-C 2 |
| | | 3.5.3 Pollution fighting (also for Eng. Officers) | - SOPEP<br>- Manning teams<br>- Informing about dangers<br>- Spill recovery | III 3.3<br>IV-C1.2, 1.3<br>IV-C 1.2.1<br>IV-C 1.2.4, 1.3 |

| Function | Communication fields | Communicative situations | Communication items | SMCP |
|---|---|---|---|---|
| 4 Social Responsibilities | 4.1 Medical care | 4.1.1 Medical consultation (also for Eng. Officers) (also for Eng. Officers) (also for Eng. Officers) | - Requesting Medico <br> - Describing symptoms <br> - Understanding diagnosis given in English <br> - Understanding medical instructions in English | III 1.4 <br> - <br> - <br> - |
| | | 4.1.2 Medical assistance (also for Eng. Officers) | - Advising medical treatment | - |
| | 4.2. Contacts among crew members | 4.2.2 Social contacts (also for Eng. Officers) | | - |

*The enormous amount of Phrases should be considerably reduced – at least for teaching purposes.*

This is an issue the Working Group have been coping with from the very beginning of their work. One of the problems was that different organizations or institutions, such as IALA, IMPA, IHO, or countries submitted Phrases which they considered to be indispensable. The Working Group didn't feel authorized to impress their opinion upon the submitters standpoints. However, the accumulation of contributions was in the end one of the reasons for that quantity of Phrases we are facing. And now the amount of Phrases is critically remarked in all the comments on the SMCP I know of and IMO NAV Sub-Committee will definitely feel urged to diminish their total number. There are different possibilities of how to do it, purely mechanical or editorial ones which might reduce the number by hundreds, or/and to consider a suggestion submitted by the ISF: "It should be made clear in the foreword to the SMCP that the references in STCW 95 only refer to those sections which revise the SMNV (i.e. the sections relevant to external communications... The introduction to the SMCP should make it clear that the phrases that may be useful for internal communication on board ship have been drafted as additional material to which English language teachers may refer, but which seafarers are not actually expected to learn on a phrase by phrase base." This may lead to a kind of mandatory Code A and a recommended Code B as done in STCW 95. Irrespective of my personal point of view I regard this suggestion worth considering.

I like to finish my summary of the comments with this one which was frequently put forward: *The SMCP in printed, CD-rom and voice-recorded versions should be adopted and published by the Organization at its earliest convenience.*

With respect to an IMO publication of CD and audio versions a little doubt might be justified whether the Organization will or can do that since money gets involved. This very idea appeared in various reports of the Working Group to NAV Sub-Committee, but nothing moved in this direction for obvious reasons. However, I know of quite a few private companies in Sweden and Germany which have already developed or are about to develop computer based teaching material for the SMCP, audio versions of the same included. So we shouldn't wait for the IMO to produce that sort of things but see what is on the market and check whether it may serve our specific purposes. Money has to be paid anyhow, and also publications by IMO which calls themselves a "not-profit" organization have their price.

The track of the SMCP through IMO bodies will be the following: NAV 45 in September 1999 will most probably establish a Correspondence Group which has to consider all the remarks and suggestions for a finalized version to be submitted at NAV 46 in September 2000 and then passed on via Maritime Safety Committee to the General Assembly for adoption in form of a GA Resolution.

I want to round up my presentation with a few examples from my own teaching of nautical and engineering students at university and in qualification courses of VTS Operators and SAR personnel. It is only a very small facet from my SMCP instruction, but, nevertheless it might give you an idea of methods and approaches in this respect, and I would really be grate-

ful to get inspired by other suggestions from my esteemed colleagues. The scripts of the exercises, most of them are scripts of audiotapes, you may find in the annex to this paper.

I should add that the full text of the Phrases (either the English or the bi-lingual English – German version, what to acquire is at the discretion of the students) is part of the standard mandatory texbooks of the students.

## Annex 1

### SMCP and Message Markers
### on 6.1.1. (OHT 4)

These exercises are used to familiarize students with the Phrases. They are more or less so called pre-communicative exercises. In the first one students have to find the corresponding Phrases from the indicated section of the SMCP plus Message Markers covering the given statements. The key to the exercises, these ones and all the others, is not given to the students.

In the second exercise students listen to a dialogue between vessel and VTS Centre; depending on the level of the students they may be supported by OHTransparencies giving them the text of the dialogue in written form. After that students have to re-phrase the dialogues, it's altogether four of them, using Standard Phrases and applying the correct VHF procedures.

## Annex 2

### Routine VHF Communication (Final Exercise)
### Distress Communication

These examples are communicative exercises. Students are given the handouts, at the beginning of the exercise with the parts they have to do given in italics, the part of the VTS Centre is given on the tape. The students have to speak their part into the time gaps on the tape and their performance is recorded for a discussion later on. The duration of the time gaps may be adjusted depending on the students level or performance. The roles of the students may easily be changed so that they can act as ship's officers or VTS Operators or both, corresponding handouts and tapes are available.

A general requirement to successfully carry out exercises like these is, that the scene has to be carefully set, i.e. the situational context has to be as close to real life as possible or practicable, and students have exactly to know what they are expected to do.

## Annex 3

### On-board Communication (Fire Protection and Fire Fighting)

This role-play exercise is taken from SMCP Part IV – On-board Communication Phrases. Here the students have to orally carry out the parts of the officers, tape is only used to record their performance for a discussion later on. Depending on their level, the students may be given the handouts a day before to get prepared in form of a homework. An additional motivation may be gained when students are requested to make up similar dialogues on various sections of the SMCP by themselves and to demonstrate the results next day/week in the class – students like this kind of working with the Phrases very much.

**SMCP and Message Markers (Ex. 2)**

Open your SMCP, Part III/6 "VTS Standard Phrases" (6.1.2)
Tasks:

Find Standard Phrases suited to replace the following sentences.
Add the appropriate Message Marker in front of the Standard Phrase.

1  A vessel named Carola with call sing JOPV is burning due to an explosion near Maja Reef.
   *Warning: MV Carola/JOPV on fire after explosion in position near Maja Reef.*

2  Is any hazardous cargo burning in the ship?
   *Question: Are dangerous goods on fire?*

3  Does the burning ship need any help?
   *Question: What king of assistance required?*

4  Carola needs help with powerful fire extinguishing pumps.
   *Answer/Request: MV Carola/JOPV requires fire pumps.*

5  The ship isn't able to perform any manoevres.
   *Warning: MV Carola/JOPV not under command.*

6  There are rocks in the position of the accident which are not shown in sea charts.
   *Warning: Uncharted rocks in distress position.*

7  Carola gets informed that the ship Luzero with the call sing GN 3291 is on the way to help her.
   *Information: MV Luzero/GN 3291 proceeds to your assitance.*

8  Carola is informed thar supertanker Pritchie/7 GFD assumes that she will reach her at half past nine p.m.
   *Information: VLCC Pritchie/7GFD expects to reach you at 21:30 UTC.*

9  The VTS Centre needs to know the number of people who suffered any harm.
   *Request: Report injured persons.*

10 The VTS Centre informs that Carola needs a doctor.
   *Request: MV Carola/JOPV requires medical assistance.*


on 6.1.1 (OHT 4)

F:  Birte – your cargo, please – over
B:  We have loaded timber, 1,500 tonnes – over
F:  Do you have any dangerous cargo, Sir – over
B:  Fantasia – once more, please – over
F:  Well, Sir. Do you have any dangerous or hazardous cargo on board – over
B:  Aha, nein – eh... no, Sir, no dangerous cargo – over
F:  Any trouble with your machinery, radio, etc.? – over
B:  No, Sir, everything is o.k., in good order, yes – over
F:  O.k., Birte. Attention, please – MT Clara two miles ahead of you is a deep-drawing vessel. That's it, have a good watch – over and out
B:  Fantasia – thank you. Have a good watch, too – out

OHT 4

F:   MV Birte/DAMK – this is Fantasia Traffic
     Question: What is your cargo   over

B:   *Fantasia Traffic – this is MV Birte/DAMK*
     *Answer: My cargo 1 500 tonnes of timber   over*

F:   MV Birte/DAMK – this is Fantasia Traffice
     Question: Do you carry any dangerous goods   over

B:   *Fantasia Traffic – this is MV Birte/DAMK*
     *Request: Repeat question, please   over*

F:   MV Birte/DAMK – this is Fantasia Traffic
     I repeat question: Do you carry any dangerous goods   over

B:   *Fantasia Traffic – this is MV Birte/DAMK*
     *Question understood*
     *Answer: No, I do not carry any dangerous goods   over*

F:   MV Birte/DAMK – this is Fantasia Traffic
     Question: Do you have any deficiencies   over

B:   *Fantasia Traffic – This is MV Birte/DAMK*
     *Answer: No, I have no deficiencies   over*

F:   MB Birte/DAMK – this is Fantasia Traffic
     Warning: Hampered vessel in position two nautical miles ahead of you.
     Nothing more – have a good watch   over and out.

B:   *Fantasia Traffic – this is MV Birte/DAMK*
     *Thank you, Sir. Have a good watch, too   out*


## Routine VHF Communication (Final Exercise)

**Setting the scene:**
MV Naibota Maru/JSAZ calls Renata Port/ISV asking for information
Renata Port/ISV provides the information required

You will act as Renata Port (RP) using the information given in *italics*
You have to apply the appropriate VHF Radio Procedures
You have to use SMCP (Part III/6.1.1) including Message Markers where appropriate

Renata Port/ISV this is MV Naibota Maru/JSAZ (2X)
come in please  over
RP: *call the vessel by her call sing, ask her to spell her name*
     *ask what her flag state is*
     *ask what her position is*
     *tell her to change to VHF Ch 71*

Renata Port/ISV this is MV Naibota Maru/JSZ on VHF Ch 71
    I spell my name, first word: ... next word: ...
    Answer: My flag state: Japan
    Answer: My position 45 degrees 03.11 minutes North
          013 degrees 24.02 minutes East    over

RP: *call the vessel*
    *ask her what she wants*

Renata Port/ISV this is MV Naibota Maru/JSAZ
    My destination Renata Port
    Question: What are my berthing instruction
    Question: Where can I take pilot
    Question: When can I take pilot    over

RP: *call the vessel*
    *ask what her last port of call was*
    *ask what her cargo is*

Renata Port this is MV Naibota Maru/JSAZ
    Answer: My last port of call: Lisboa – Portugal
    Answer: My cargo: 8, 000 tonnes of iron ore
          34 twenty-foot containers on deck    over

RP: *call the vessel*
    *ask her whether she has any dangerous goods on board*

Renata Port this is MV Naibota Maru/JSAZ
    Answer: Yes, I carry following dangerous goods:
          two tonnes of IMO Class 1    over

RP: *call the vessel*
    *tell her to keep on listening on VHF Ch 71 for three minutes*

(call her again)
RP: *inform her that your port is not permitted*
          *to accept IMO Class 1 goods at present*
    *inform her that her orders have changed*
    *inform her that her new destination is Porto Antares*

Renata Port this is MV Naibota Maru/JSAZ
    I read back:
    My orders have changed
    New destination Porto Antares
    Thank you, Sir    Out

## Routine VHF Communications (Final Exercise)

### Setting the scene:

MV Naibota Maru/JSAZ calls Renata Port/ISV asking for information Renata Port/ISV provides the information required

You will act as Renata Port (RP) using the information given in *italics*
You have to apply the appropriate VHF Radio Procedures
You have to use SMCP (Part III/6.6.1) including Message Markers where appropriate

Renata Port/ISV this is MV Naibota Maru/JSAZ (2X)
   come in please    over

RP: *MV call sing JSAZ this is Renata Port/ISV*
   *Advice: Please spell your ship's name*
   *Question: What is your flag state*
   *Question: What is your position*
   *Advice: Change to VHF Channel 71    over*

Renata Port/ISV this is MV Naibota Maru/JSAZ on VHF Ch 71
   I spell my name, first word: ... next word: ...
   Answer: My flag state: Japan
   Answer: My position 45 degrees 03.11 minutes North 013 degrees 24.02 minutes East
        over

RP: *MV Naibota Maru/JSAZ this is Renata Port/ISV*
   *Question: What can I do for you    over*

Renata Port/ISV this is MV Naibota Maru/JSAZ
   My destination Renata Port
   Question: What are my berthing instructions
   Question: Where can I take pilot
   Question: When can I take pilot    over

RP: *Naibota Maru/JSAZ this is Renata Port*
   *Question: What was your last port of call*
   *Question: What is your cargo    over*

Renata Port this is MV Naibota Maru/JSAZ
   Answer: My last port of call: Lisboa – Portugal
   Answer: My cargo: 8,000 tonnes of iron ore
      34 twenty-foot containers on deck    over

RP: *Naibota Maru/JSAZ this is Renata Port*
   *Question: Do you carry any dangerous goods    over*
   Renata Port this is MV Naibota Maru/JSAZ
   Answer: Yes, I carry following dangerous goods:
            two tonnes of IMO Class 1    over

RP: *Naibota Maru/JSAZ this is Renata Port*
   *Advice; Stand by on VHF Channel 71 for three minutes    over*

   (call her again)
RP: *Naibota Maru/JSAZ this is Renata Port*
   *Information: Porto Renata is not permitted to accept*
            *IMO Class 1 goods at present*
   *Information: Your orders changed*
            *– new destination Porto Antares    over*

Renata Port this is MV Naibota Maru/JSAZ
   I read back:
   My orders have changed
   New destination Porto Antares
   Thank you, Sir    Out

### Distress Communications

**Setting the scene:**

Ferry Antonina/UVCY is on fire and sends a Mayday of VHF Ch 16

MRCC Renata Receives the Mayday and proceeds as required

You will act as MRCC Renata/IFB using the information given in *italics*

You have to apply the appropriate VHF Radio Procedures

You have to use SMCP (Part III/1.1.1-1.1.3; 6.1.2 + 6.2.3) where appropriate or practicable

MAYDEY (3X) THIS IS FERRY ANTONINA/UVCY (3X)
JA – MI – WOT. WE RUNNING WITH DRUGOM OTHER SHIP
NADO HELP – ERR – MUST GIVE HELP PRIJOM – NET – OVER

MRCC: *call the vessel in distress*
*acknowledge her distress call*
*advise her to use IMO-Standard Marine Communication Phrases*

MAYDAY RENATA RCC/IFB THIS IS FERRY ANTONINA/UVCY
KHARASO – OK. I WILL USE
IMO-STANDARD MARINE COMMUNICATION PHRASES
I HAVE COLLIDED WITH DREDGER
I REQUIRE ASSISTANCE          OVER

MRCC: *call the vessel in distress*
*ask her what her position is*
*ask her what damage she suffered*
*ask her what king of help she wants to be rendered*

MAYDAY RENATA RCC/IFB THIS IS ANTONINA/JVCY
MAY POSITION FAIRWAY APPROACHING BUOY A3
I HAVE MAJOR DAMAGE BELOW WATERLINE
NO PERSON INJURED
I AM NOT UNDER COMMAND
I REQUIRE TUGS
I REQUIRE BOATS FOR EVACUATION OF 143 PERSONS OVER

MRCC: *call the vessel in distress*
*inform her that you will send two tugs and boats*
*tell her that tugs and boats will reach her within 30 minutes*

MAYDAY RENATA RCC/IFB THIS IS ANTONINA/UVCY
OH, THANK YOU VERY VERY MUCH FOR ASSISTANCE OVER

MRCC: *call all vessels near distress position*
*tell them that Renata RCC has co-ordination of rescue*
*advise them to stand by until tugs and boats have arrived*

MRCC: *inform vessels in a safety massage and in a NAVTEX massage*
*that traffic is restricted in fairway to Renata Port*
*between buoy A3 and A5 due to SAR operations*
*that incoming vessels shall enter fairway*
*between buoy A5 and A6*
*that outgoing vessels shall leave fairway*
*between buoy A6 and A7 until further notice*

MRCC: *phone Navy SAR Squad to send rescue boats for evacuation*
*write a Telex to Tugs & Diver Services*
*inform them about the distress*
*advise them to immediately send two tugs to distress position*

## On-board Communications (Fire Protection and Fire Fighting)

### Setting the scene (1):

There has been a fire in the separator station of the engine room.

The officers, e.g. the Chief Deck Officer/Chief Engineer Officer (C) and the 2nd Engineer Officer (E)
have to take corresponding actions.

Student 1 will act as C using the information given.

Student 2 will act as E using the information given.

You have to apply SMCP (Part IV-Chapter B/3.2) where appropriate.

E   reports a fire in the separation station of the vessel

    C   wants to know whether any person received injuries

E   informs him that one motorman has suffered injuries

    C   asks whether the fire is in hand

E   replies that the fire is still gaining headway

    C   needs to know whether the fire caused any damage

E   answers that he stated a little damage to the separators

    C   orders to get the extinguishing water pipes under pressure

E   reports that he put pressure on the pipes

    C   orders to turn of the ventilator in the separator station

E   replies that he did so

    C   instructs a fire fighting team of two men commanded by E to get ready
           to put on smoke helmets
           to apply powder for fighting the fire

E   inform that the fire fighting team is prepared for immediate action

   C       orders to begin fire fighting
              to enter the separator station from the engine room
              to informed on the retreat signal being used

E   tells him that the retreat signal will be jerking the lifeline twice

   C       asks whether the fire is still not under control

E   answers that the fire is well is hand

   C       wants to know whether the fire is put out

E   responds what it is

   C       orders to have an eye upon the location of the fire once an hour if it should start
           anew, and report has to be given to him informs that the fire alarm is over


### Setting the scene (2, alternative to 1):

There has been a fire in the separator station of the engine room.

The Chief Deck Officer / Chief Engineer Officer and the 2nd Engineer Officer take corresponding actions to successfully extinguish the fire.


Use your imagination and make up an appropriate dialogue between both the officers from the moment the Chief Mate/Chief gets informed about the fire up to the cancellation of the fire alarm.

Use SMCP (Part IV-Chapter B/3.2) where appropriate.

Additional information:

   One motorman suffered burns
   Separators slightly damaged
   No external help required


## On-board Communication (Fire Protection and Fire Fighting)

According to SMCP Part IV-Chapter B/3.2
C = Chief Engineer          E = 2nd Engineer Officer

E:  Fire on board.
    Separation station on fire.

C:  Report injured persons.

E:  One motorman injured.

C:  Is fire under control?

E:  No, fire not under control.
    Fire spreading.

C:  What is damage?

E:  Minor damage to separators.

C: Pressure on fire mains!

E: Fire mains under pressure.

C: Switch of ventilator in separator station!

E: Ventilator switched off.

C: Stand by fire fighting team. 2nd Engineer in command of fire fighting team.
Have two crew members in the team.
Fire fighting team must have breathing apparatus.
Use powder in separator station.

E: Fire fighting team standing by.

C: Start fire fighting! Go through the engine room.
Agree on retreat signal and report.

E: Retreat signal for fire fighting team: pulling lifeline two times.

C: Is fire under control?

E: Yes, fire under control.

C: Is fire extinguished?

E: Yes, fire extinguished.

C: Check fire area every hour for re-ignition and report.
Fire alarm cancelled.

# E.L.T. PROVISION: LESSONS FROM OUTSIDE THE INDUSTRY

*CATHERINE LOGIE*
*E.L.T: Co-ordinator*
*Acomarit (UK) Ltd*

I would like to look at maritime English training provision in a global sense. For most of you here, the phrase 'maritime English training' will refer to the training that takes place in maritime academies. I would like to present a case study of maritime English from the perspective of training within the industry. Although there are many differences in the nature of training in academies and in industry, I like to think that these are due to the different positions we on the training continuum, not because of irreconcilable differences between the global aims of training in academia and industry. This presentation should clarify our common goals as maritime English trainers. I hope to show that the differences in the EL training between colleges and industry are mainly logistical and that there is scope for us to use broadly similar methods in delivering our training objectives.

[Slide 2]

My first aim is to present a case study of Acomarit's ELT programme. But the title of my paper is 'lessons from outside the industry' which highlights my second aim: to show how maritime English can benefit from 'borrowing' techniques used in other areas of ESP not connected with maritime English. Techniques which are in turn based on many of the principles of contemporary EGP. As I describe the aims and methods of Acomarit's ELT programme, I will refer to the features of English teaching that come from 'outside the industry'. To return to my opening statement, I would like to look at maritime English training provision in a global sense as I feel that we, as trainers, have much to gain by looking 'outside' our own professional spheres, from time to time.

## Profile of Acomarit

Acomarit is a ship manager that currently employs around 5, 000 seafarers working onboard Acomarit managed vessels. We have seven crewing offices around the world and the foreign nationalities we employ are, in order of size, Philippino, Ukranian, Indian, Russian, Croatian, Latvian and Hong Kong Chinese.

[Slide 3]

Acomarit has responsibility for ensuring that these crews operate safely and effectively. We are a Quality Assured company with a pro-active policy of investing in crews by providing training to seafarers and, since 1994, this has included English language provision.

## Acomarit's ELT programme

In 1994, Acomarit took note of the changes that were due to be announced in STCW95 regarding English language proficiency and employed their first ELT Co-ordinator. The English Language Training Programme was well established when I took over this position in 1998. For two years before that, I worked freelance consultant for the company, Marlins that produces English language testing and training materials for the shipping industry, writing and producing the two Marlins Study Packs which I will refer to again later. My background is in ELT: I worked as a teacher of EGP and ESP in the Italy and the UK for three years and then as a teacher trainer at tertiary level for a further three years in Indonesia.

As Acomarit's ELT Co-ordinator, I have responsibility for ensuring that the levels of English among our crews meet the internationally required standards. To give you an idea of

what this involves, I would like to 'think yourself into the ship management industry' and imagine you are in my situation:

[Slide 4]

I have drawn up a list of the main issues in question form. I have categorised the questions under two headings: 'logistics' ie those issues relating to planning and implementation of training and 'objectives', issues concerning the rationale and methods of training.

[Slide 5]

I'm sure that there are many other issues we could add that you have noted from your own training experiences. Before I go on to describe Acomarit's solutions to these issues, look at the lists again and consider which of these issues apply to you in your own jobs.

I imagine for those of you involved in EL training, planning, syllabus design or management that many of the questions that I have categorised as 'objectives' apply to your own training situations. As I describe Acomarit's solutions to these issues, you may like to consider whether any of the ideas I describe are similar to those already in place in your own institutions. Alternatively, you may like to consider which issues could be adapted for you own training circumstances. First, Acomarit's solutions to the logistical side of the 'ELT in industry' challenge:

## Profile of Acomarit's solution to ELT: English Language testing procedures

[Slide 6]

The first stage of the ELT programme is identifying who needs ELT. This issue is too important to to be based on subjective reports from superintendents, however well intentioned, nor on ad hoc oral interviews from English speaking members of staff in our crewing offices. To provide a fair picture of the requirements for ELT within the company, Acomarit uses the ISF/Marlins English language test. This test is on CD-Rom and is used by all our crewing offices to test both new and existing seastaff, from Captains to ratings. It is important to mention that this is that this is *not* a test of seamanship. The questions are set in a maritime context but are designed to test the seafarers 'listening, vocabulary, grammar and pronunciation. The test takes between 20 – 50 minutes, depending on the seafarers' level of English and is made up of 100 questions which are chosen at random from a database, meaning that no two tests are the same. Although this is not a test of oral proficiency, its strength is that it gives an objective picture of overall levels of English language proficiency of our crews. Staff in the crewing offices are trained in administering the test and there are instructions in ten languages to guide seafarers who are unfamiliar with using a computer.

[Slide 7]

The test forms part of the company employment policy in that new joiners are required to take it, however, I also need to emphasise that the scores are *not* used as a basis for hiring and firing, except in extreme cases. That principle purpose is to identify who would benefit from undergoing English Language Training and in what form. We use this matrix for assessing the scores and for identifying which seafarers need ELT. After training, seafarers are recalled for further testing and, if required, they proceed to the next level of courses. This leads us into the second tier of the company's EL training programme: the course.

## Set up of courses

[Slide 8]

The option of having an English tutor onboard every vessel is not realistic so short, shore-based English courses were implemented, initially in Riga and Novorossiysk and more recently in Rijeka and Odessa with plants to start in Manila. I am in the process of gathering data on the testing and training. Initial figures from the F.S.U. alone show that, since the computerised test was introduced in 1997, approximately, 1,050 seafarers have been tested while 400 have

attended Acomarit English language courses since the programme started. This data shows that in the FSU, we train approximately 38% of the seafarers we test. However, what these figures do not show is that many seafarers return for further training. In Riga, for example, over a third of those trained so far have completed more than one level of English courses.

I liase with one Acomarit employee in each crewing office who carries out the administration of the ELT programme. This administrator co-ordinates groups between eight and sixteen people to attend courses. This is the main logistical problem area as it is can be difficult to locate enough seafarers of the same level ashore who are available for training at the same time. We aim to run one course per month in each centre. Classes are three academic hours per day for three weeks for elementary level seastaff (usually ratings who receive 45 hours tuition) and for two weeks for intermediate level (usually officers who receive 30 hours of tuition). The courses are subsidised by the company. Once a seafarer has completed of course with us, he receives a certificate of attendance which is added to, for every course he completes.

During the initial setting up period, the ELT Co-ordinator taught regular classes in the two centres, however, we now employ four local, freelance teachers. Not all four centres have enough space to accommodate classes however, so in Odessa and Rijeka training is done at outside centres. Odessa is a special case in point: due to its rapid expansion, we have recently sub-contracted the teaching to a reputable language training centre locally where teachers have internationally recognised qualifications. A dedicated part-time Acomarit administrator has been recently appointed to coordinate these classes and I have just received good reports of the first course.

## Acomarit E.L.T. Course Structure

[Slide 9]

I have explained that the test scores help us to group students into approximate levels of ability. Very few of our seafarers are complete beginners so, as a very general guide, we place them into groups that roughly correspond to 'false beginners'; 'elementary'; 'upper elementary'; 'lower intermediate'; 'intermediate' and 'upper intermediate'. Very few students fall into the 'upper intermediate' classes, not because we have few seafarers who possess this level of English but because we do not feel that these seafarers require further English training. We aim to concentrate our resources upon those who most need it and will benefit from training.

Seafarers can enter the training programme at any point on this scheme. The core syllabus for each course is taken from the two Marlins Study Pack: Study Pack 1 is aimed at elementary to lower-intermediate level learners and Study Pack 2 at intermediate level learners. Although specific units are written into the scheme, this is a recommended syllabus for the teacher. It would be counter-productive to be overly prescriptive about what each group must cover in each course because each group has its own learning needs, both professionally and personally. The advantage of working with experienced teachers is that I can rely on them to assess the needs of individual classes and to supplement this core syllabus with other materials and activities that are appropriate to the level and needs of the group. This format is a working guideline for teachers to adapt.

Monitoring the courses is an important part of what I do. Teachers submit written class reports to me at the end of each course, together with a list of student test scores and a subjective grade for each student. I also make sure we speak on the phone at least once during each course and I try to visit each of the ELT centres once or twice a year, depending on the degree of support needed at the various offices. I have recently returned from Novorossiysk where I spent time with our teacher there, demonstrating techniques for adapting Study Pack 2 for classes, exchanging ideas about methodology and team teaching. Acomarit supports this type of investment in local teachers and I find that it keeps me in touch with the reality of teaching 'on the ground' as well as offering an opportunity for professional development, both for myself and the teacher.

## Continuing training

So far, so good. Acomarit has a 'catch all' testing system and corresponding training courses in key crewing offices. It fits nicely into the company training policy. But as we all know, unlike an OPA90 course of a fire-fighting course that can be 'done' in a few days, not even the most motivated student can start a language course as a false beginner and hope to emerge at advanced level in just three weeks. Critics of out programme may argue that with such short courses we do little to actually 'teach English' or that anything we do achieve must be lost once our seafarers go to work in predominantly single nationality crews. And these critics would, of course, be right.

Language learning is really an ongoing, potentially life-long activity which cannot be 'done' in isolated two or three week slots at random intervals. This reality forced us to rethink the nature of the teaching/learning process. We came to the conclusion that the only way to provide successful EL training within the industry is to turn traditional, teacher-led learning on its head. The solution was not original: inspiration came from outside the industry in the form of distance learning courses and the ELT trend towards learner autonomy. We decided that the onus for language learning lies with the individual seafarer himself and that he needs to embark on a long-term process of self-study. This is easily said, but how can a seafarer hope to achieve this on his own? This is the third tier of Acomarit's ELT programme.

[Slide 10]

You can see that the self-study section is really the foundation of our training. At elementary level seafarers find that the combination of courses and self-study materials helps direct their independent learning at sea. The intermediate level classes help the seafarer identify his own areas of need, allowing him to decide what he himself wants to focus on during his own time. So the shore-based training courses really feed in to the seafarer's individual study. I have also started to run one-off study skills seminars for senior officers when I visit Acomarit crewing offices. This helps maintain the profile of the E.L.T. programme and reaches individuals who may not require training but are motivated to study alone.

Self study requires a high degree of motivation. Ownership of appropriate training materials is crucial to this process. The Marlins Study Packs were originally designed for this purpose and they allow seafarers to study at their own pace, in their own time and to monitor their own progress. As 'stand alone' self-study courses, they come with high quality audio cassettes for varied and authentic listening practice and include grammar reference sections, a tapescript and answer key and a pairwork section for extra communication activities. All Acomarit vessels have one copy of each Study Pack on board and seafarers can order personal copies at a subsidised rate from Acomarit.

The premise of *learner independence* (via the Study Packs) coupled with *student-centred teaching* (via the methodology we use) is at the heart of the Acomarit programme. Both these features are taken from the arena of English for General Purposes and this leads me into the second section of my presentation: how elementes of EGP and ESP are built into the objectives of the Acomarit E.L.T. programme.

## Principles behind Acomarit's E.L.T. Programme

The aim of both the self-study training and the shore-based training offered by Acomarit is to develop seafarers' communicative competence. This is, in fact, also the goal of mainstream EGP and, like practitioners of modern ELT world-wide, we adopt the communicative approach to language learning to achieve this goal, with a supplementary focus on learner autonomy. Communicative competence is also the goal of many other areas of ESP: business English, English for tourism and of course, maritime English are just three example of professional fields where employees are required to be able to communicate clearly and effectively as part of theirs jobs. Moreover, this requirement is clearly stated in the language of STCW95. I have summarised the requirements and underlined what are, for me, key phrases from STCW:

[Slide 11]

Whatever your interpretation, STCW95 is clear that theoretical competence in English (knowing about the systems of language) is not adequate. It states that seafarers must be able to use English appropriately, fluently and accurately within the many varied contexts of communication at sea. In other words, seafarers must be competent at communicating: but what does this expression mean? Much research has been carried out into the theory and processes of second language acquisition and in the 1980's, Canale and Swain identified four components of communicative competence:

[Slide 12]

In other words, the confidence to use English appropriately; the ability to use English effectively and the strategies for dealing with communication problems – in English. This is what underpins the STCW95 requirements. You may be wondering how this relates to teaching elementary English to engineers, but there is a way. By adopting the communicative approach to language learning, we should be able to integrate all these elements in our ELT programmes at graded levels appropriate to our students' needs.

For the last 15 years or so, the communicative approach has become the dominant paradigm in ELT, although it is important to remember that this constitutes an *approach* to teaching, not a single method. Teachers are free to pick and choose the elements that best suit their particular contexts, meaning that communicative teaching can readily be adapted for the ESP class. This is my adaptation of a summary that Douglas Brown published in 1994 this summary of communicative language teaching in the third edition of this book, Principles of Language Teaching and Learning:

[Slide 13]

## Communicative Language Teaching

1. Classroom goals are focused on all of the components of communicative competence

2. Language techniques are designed to engage learners in the ... use of language for meaningful purposes. Organizational language forms are not the central focus but rather the aspects of language that enable the learner to accomplish (communication).

3. Fluency and accuracy are seen as complementary principles under-laying communicative techniques.

4. ... students ultimately have to use the language, productively and receptively in unrehearsed contexts (frequently).

I firmly believe that every maritime English training programme should incorporate these principles into its goals. These principles do not contradict the 'specific' maritime context of the English we teach, rather, these communicative principles *complement* the requirements of maritime English, as stated by STCW95. At Acomarit, we take a broad view of ESP that emphasises 'teaching the use of language in context.'

This is what Bloor and Bloor refer to as a 'Common Core' of language that permeates all areas of ESP: taking this broad view, it is the *context* of the language which is specific, not the language itself. To opt for the narrow definition of specific English for maritime purposes would mean restricting teaching to nautical terms and phraseology used by separate departments. Rote learning of nautical terms may have a part to play but it will not in itself help students develop communicative competence. After all, seafarers do not work in isolated departments so we should not teach them isolated language items. We need to focus on topics, notions, functions and situations that include Common core English within a seafaring context that is relevant to our navigators and engineers.

## Applying principles to practice

So how does the Acomarit programme translate these principles into practice in order to meet STCW95 requirements? I'll finish this case study by mentioning some of the techniques that we use:

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• **Needs analysis:** Let me remind you of the profile of the seafarers who are sent to us for ELT: they already have many years' experience of their profession; they have a high professional knowledge base; they usually know the terms relating to their area of expertise; at officer level, most have a good theoretical grasp of English structure; what they tend to lack is communicative competence. During intermediate courses, we ask students to focus of their own learning needs. We focus on the topic of communication and discuss approaches to learning.

• **Teach English through English:** although translation can be useful occasionally, our teaching is done in English. The teachers need to know how to grade their English to the students' level and how to create clear contexts and techniques for presentation and explanation. Paraphrasing, using synonyms, even miming, gesturing and drawing are all teaching techniques that act as valuable examples to students of how to cope when communication falters with another non-native speaker.

• **Language input/language practice:** this ratio depends on the learner's needs. Much of the language work is remedial as we aim to 'repair' and built on the individuals' existing level of English. We make sure that all new input is contextualised to consolidate the meaning and use of structure, not just its form. (In a course I taught recently, many students commented on their evaluation forms that they would have liked even more time for practising speaking.)

• **Multi-syllabus content:** we integrate grammar, vocabulary, pronunciation and language functions with practice of the four communication skills. New language is recycled frequently and always in meaningful contexts. Again, this supports the range of STCW95 requirements for all-round communicative competence.

• **Focus on oral/aural skills:** speaking and listening are prioritised and supported by reading and writing with pronunciation work integrated throughout. Fluency and accuracy are given equal focus, as STCW demands. We find that the fluency even of senior officers can be weakened by poor pronunciation so we try to raise awareness of notorious problems, for example by taking dictation from the students and writing *exactly* what they say without comment. If handled light-heartedly, this is a humourous way to encourage self-correction. Overall, lessons give seafarers opportunities to actively engage in English at every stage: 'student talking time' should exceed 'teacher talking time' in every lesson.

• **Authentic tasks and texts:** we provide varied and realistic situations that engage students in active communication activities such as problem solving, negotiating, information exchange and role play. Preparing students with different types of tasks in the class helps prepare them for unpredictable communication situation in 'the real world'. One student told me that he enjoyed revising tenses by comparing case studies of genuine incidents at sea.

• **Student centred methods:** students have a lot to offer so we draw on their experiences, elicit the language they already know, foster guessing and inductive strategies and encourage collaborative learning. During group work, students are reminded to use only English in order to practice their negotiating skills. This is especially useful in problem-solving type activities when every student is required to participate. The teacher is there to guide, facilitate and encourage students in a supportive learning environment.

• **Strategies for communication:** it's not easy to learn to 'think in a foreign language' and research shows that we can't assume that students are able to transfer the skills they possess in their first language directly into English. We try to present students with strategies for improving their communications, for example by providing tips for writing reports, speaking on the phone and improving spoken fluency.

• **Learner training:** we encourage self and peer correction and inductive learning whereby the students are asked to work out structural rules themselves. This helps develop awareness of the process of learning. Because students are expected to continue their studies after the shore-based classes, it is vital that we include techniques and suggestions for how they can continue to study at sea. At the end of the course, students leave with a summary of sugges-

tions for focussing on their individual strengths and weakness, while the material in Study Pack 2 includes 'test yourself' sections in the review units and suggestions for monitoring your own progress.

## Evaluating Acomarit's ELT programme

I have now summarised how the Acomarit ELT programme is set up. On the face of it, the set up and the circumstances of the Acomarit programme would appear to be far removed from the type of training that is carried out in maritime academies. However, I have also explained how the pedagogical aims and methods of our training meet the requirements of the industry, although they are taken from 'outside' the maritime industry.

Many of you will now be thinking "But does this system work?" Evaluations and feedback from teachers, although subjective, are usually very positive and indicate that the majority of students are very motivated and enjoy the classes. This is certainly borne out by the classes I have observed and taught myself.

We started this discussion together by looking at the issues surrounding the 'ELT in industry challenge' and I have now covered most of the questions. As the programme expands, however, new questions arise and new solutions need to be found. We are constantly looking for ways to improve and expand and the next phase of the Acomarit ELT programme will be monitoring the success of the courses and focusing on teacher development to ensure consistent standards of teaching within the Acomarit group. At the end of the day, the success of the training programme depends on the people who implement it.

## Conclusions

I hope that my presentations has helped to dispel any myth that the goals of training in the maritime industry are incompatible with those of academies. As I mentioned in my introduction, we occupy different places on the 'teaching/learning continuum' but we share the same common goal of training seafarers to become competent communicators in English.

I would like to leave you a synopsis of the ways that trainers can realise these goals, wherever they fit on the continuum. These are the lessons from outside the industry that I learned and I hope that they may contribute to the two-way flow of ideas within the maritime training profession.

[Slide 15]

- Take a broad view of English for maritime purposes
- Adapt the values of the communicative approach to your own teaching environmental
- Prioritise speaking and listening skills
- Make time for meaningful practice
- Teach study skills as well as language
- Promote learner independence
- Invest in teacher development.

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## Slide 1

# Catherine Logie
### E.L.T. Co-ordinator
### Acomarit (UK) Ltd.

### E.L.T. Provision
## Lessons from outside the industry

## Slide 2

### Acomarit's E.L.T. Programme:
### A Case Study

* Profile of Acomarit
* The 'E.L.T. in industry' challenge
* Testing
* Training
* Principles
* Practice

## Slide 3

### Acomarit seafarers

Breakdown of nationalities



## Slide 4

### The 'E.L.T. In Industry' Challenge

You are the E. L. T. Co-ordinator for a large ship management company. Your job is to ensure that 5,000 seafarers possess levels of English that satisfy internationally required standards.

*What are the issues facing you in implementing an ELT programme?*

## Slide 5

### Logistics
* Who needs E.L.T?
* Where?
* How to co-ordinate?
* How to deal with levels?
* How many students?
* How long?
* Who teaches?
* Who pays?
* How to handle admin?
* What type of certification?

### Objectives
* What type of E.L.T?
* What aims & outcomes?
* What limits?
* Which approach?
* Which materials?
* How to cater for different needs?
* How to ensure teachers understand aims?
* How to check standards?
* How to monitor success?

## Slide 6

# Who needs E.L.T?



# Test and see!

## Slide 7

### Test Outcome Policy



## Slide 8

| Acomarit Centre | Testing started | Training started |
|---|---|---|
| Riga | 1994 | 1994 |
| Novorossiysk | 1994 | 1994 |
| Rijeka | 1997 | 1998 |
| Odessa | 1997 | 1999 |
| Manila | 1997 | (1999) |
| Mumbai | 1997 | --- |
| Singapore | 1997 | --- |

## Acomarit E.L.T. Course Structure

**Language Training Course 1 (45 hours)**

| Sec.1 | Sec.2 | Sec.3 | Sec.4 |
|-------|-------|-------|-------|
| MSP1 | MSP1 | MSP1 | MSP1 |
| U1 - 3 | U9 - 9 | U10 - 14 | U15 - 21 |
| F. Beg. | Elem. | U. Elem. | U. Elem / L. Int. |

**Language Training Course 2 (30 hours)**

| Sec.5 | Sec.6 | Sec.7 |
|-------|-------|-------|
| MSP2 | MSP2 | MSP2 |
| U1 - 3 | U1 - 10 | U1 - 15 |
| L. Int. | Int. | U. Int. |

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## Acomarit E.L.T. Structure

E.L.T. Appraisal
CD-rom

Shore-based training courses
Language Course 1
Language Course 2

Study skills seminars

Self-study
MSP1
MSP2

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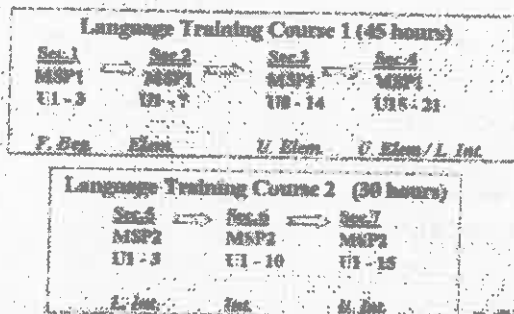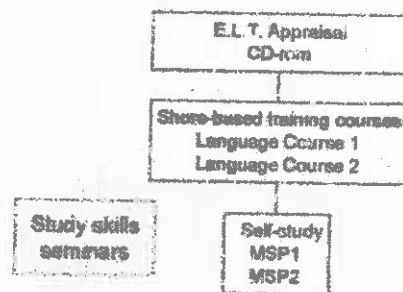
## STCW95: English language requirements

*Seafarers __must be able__ to:*

➡ __understand__ a range of written documents

➡ __communicate__ with people onboard & onshore

➡ __correctly interpret__ publications & manuals

➡ __speak clearly & comprehensibly__

➡ __use & understand__ SMCP

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## Communicative Competence

*4 elements:*

1. *grammatical competence*
2. *discourse competence*
3. *sociolinguistic competence*
4. *strategic competence*

Canale & Swain, 1980

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## Communicative Language Teaching: Principles

➡ *Focus on all 4 elements*

➡ *Engage learners in the use of language for meaningful purposes*

➡ *Fluency & accuracy are complementary*

➡ *Students must use the language productively & receptively in unrehearsed contexts.*

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## Communicative Language Teaching: Practice

Analyse needs

Teach English through English

Balance input / practice

Teach strategies

Develop speaking & listening

Promote learner independence

Use student-centred methods

Use multi-syllabus material

Use authentic tasks & texts



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## Lessons from outside the industry

✓ Take a broad view of E.M.P

✓ Adapt the communicative approach

✓ Prioritise speaking & listening

✓ Make time for meaningful practice

✓ Teach study skills as well as language

✓ Promote learner independence

✓ Invest in teacher training.

# THE IMPACT OF MULTICULTURAL AND MULTILINGUAL CREWS ON MARITIME COMMUNICATION – What is (y)our position?

*CLIVE COLE*
*World Maritime University*
*Malmö*
*Sweden*

*A considerable amount of debate about the safety of ships at sea has been focused on substandard ships and the failure to meet internationally agreed standards. However, any discussion of the safety of vessels at sea needs to address a much broader spectrum of issues. Of particular importance is the issue of substandard officers and ratings, because most accidents involve some degree of human error.*

*Hed B (June 4, 1993) Lloyd's List*

*Built in Spain; owned by a Norwegian; registered in Cyprus; managed from Glasgow: chartered by the French; crewed by Russians; flying a Liberian flag; carrying an American cargo; pouring oil onto the Welsh coast.*

*Headline, (February 22, 1996) The Independent*

## Summary

The incidence of multilingual and multinational crews has become increasingly common onboard vessels owned and operated by European Union members. Clear and accurate onboard communication is essential to promote vessel safety environmental protection, and stress-free social interaction. However, it is widely agreed that communication currently represents a significant problem within multilingual and multiethnic crews.

The two-year MARCOM project that was concluded earlier this year, has researched into the extent of this problem and has presented a number of reports which, it is hoped, will provide the basis for training in the management of cross-cultural crews, and shipboard language development in line with the requirements of the STWC Convention and the ISM Code. It has also attempted to bring out other language-related essentials which shipping organisations should adopt in their training and safety management systems.

In particular the MARCOM Project is intended to act as a catalyst at maritime education and training institutions, to set off a radical overhaul of this key aspect of maritime safety so that a unified approach to the establishment of standards, and the ways to achieve such, will be forthcoming.

This paper charts the progress of MARCOM and presents and comments on selective aspects of the research. Further, it poses the question – what is (y)our position?

## Introduction

In the not so distant past, and certainly for most of this century, it was common for ships to be financed, built, managed, commercially traded, manned and registered by a single country. Communication between any party in the operations chain was not a problem, at least not

beyond the pretence of dialectal misunderstandings! Today, however, the shipping industry is truly global in nature and rarely does a ship have an owner, officers and ratings from the same country with the same native language.

The Donaldson Report highlighted the problems involved in operating with such an international workforce:

> 8.4.1... it is certainly true that standards of training vary between countries and that there are fundamental problems of communications within mixed crews, not just because of language differences but also because of cultural difficulties.
>
> Donaldson (1994)

It was with this concern in mind that the European Commission under the Transport RTD Programme of the 4the Framework Programme, funded, through the Commission's Research Programme into Waterborne Transport, the MARCOM Project: *The Impact of Multicultural and Multilingual Crews on Maritime Communication.*

## Aims

The Project has recognised that it is essential to ensure that all those embarking on a seafaring career receive appropriate instruction in linguistic communication during their training to be able to manage and form part of any multicultural crewing environment. MARCOM's main objective has thus been to recommend improvements in communication skills on the bridge, between ships and from ship to shore in order to minimise the risks to the safe handling of the ship and ultimately to the environment. Improved onboard communication would further reduce stress levels amongst seafarers in what is recognised today to be an isolated and lonely occupation.

The steps towards achieving the aims have been to:
- assess the value of a single common working language which could be used in all circumstances
- make a linguistic analysis of ship to ship and ship to shore communications
- produce guidelines on the use of language in emergencies and accident prevention
- analyse the incidence and causes of cross-cultural tensions onboard and their current management
- evaluate present standard of teaching communication skills in maritime colleges and produce a pilot syllabus that responds to new regulations and current thinking

The Project started on January 1, 1997 and lasted for two years after which a final report was produced and submitted to the Commission in March this year for approval. It appears that the findings will be published and made generally available by the European Commission later in 1999.

## Partners

MARCOM has involved four partners from different European countries. Coordinating the Project has been the Seafarers International Research Centre (SIRC) for Safety and Occupational Health based at the University of Wales, Cardiff. The three other partners are World Maritime University (WMU), Sweden, the Institut für Sicherheitstechnik/ Verkerhrssicherheit c. V. (ISV), Germany, and Escuela Superior de la Marina Civil de Bilbao (ESMB), Spain. The project has also involved a contribution from language communication experts of the Centre for Language and Communication Research (CLCR) at the University of Wales, Cardiff.

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## Components

During the two years of research 21 reports (referred to as deliverables) have been produced by the partners according to a prearranged timetable: 4 at 6 months, 4 at 12 months, 8 at 18 months and 5 at 24 months.

The reports address such matters as:

– Cross cultural relationships

– Operational communications

– Social communications

– Ship-to-ship communications

– Language analysis

– Common guidelines and a syllabus

The final integrated report attempts to synthesise all of these aspects so that its recommendations may form the basis of an action plan, in line with the requirements of the STCW Convention and the ISM Code, to be implemented by the European Union.

## Gist

The 21 reports, collectively consisting of over 1400 pages, were submitted to the European Commission during the research period. Clearly it would be impossible to summarise or synthesis this massive amount of accumulated literature in a restricted paper like the present one. Indeed, the Final Report alone consists of two volumes of 273 pages! Nonetheless, what follows includes a number of reported salient points noted by the author that may, in the meantime, provide useful discussion items within the WOME forum.

Essentially the Projects had dealt with two aspects of maritime communication:

• the problems and practices of maritime English usage

• the training procedures used and those recommended

Regarding the former aspect the aim is:

> To provide an understanding of the significance of communication in the multi-cultural and linguistically diverse ships of today and to provide English language teachers (who are generally not mariners) of "maritime English" with detailed information on the nature of on board use and misuse of language and the types of accidents which can result.
>
> *(Final MARCOM Report, 1999)*

This provides the realistic basis for the latter aspect that covers the education and training procedures being used around the world today and those recommended.

The measuring of cultural diversity and nationalities on board ships is a difficult area of data acquisition and analysis. In an attempt to do this primarily sampling and case study methods were used. Form this data, conclusions on typical crew composition were established, a disaggregation into nationality and rank made, and a detailed analysis on 770 vessels entering one German port conducted as a case study.

Globally the result of this investigation confirm the very substantial numbers of mixed national crew compositions on all categories of ships. Only the USA and Russia reveal a significant correlation between flag and nationality of crew; the greatest diversity of nationalities occurring in the cruise ship sector where it is not unusual for the mix to exceed thirty in a crew of 500.

In short, only about 20% of all ships have nationally homogeneous crews, although even these are ethnically and culturally diverse. The other 80% of ships operating around the world simply have more than one nationality of board. Further, the relationship between rank and nationality shows that senior officers are primarily from North-West Europe and ratings from Asia.

Worth noting from the German port case study is that 345 of the 727 vessels for which an *official* ship language was noted, declared English as the official ship language. Of the 770 vessels included in the analysis, the Captains came from 49 different countries. The first language of communication between the Captain and the Pilot was English in 620 cases. On 44 vessels the Pilot communicated using sign language. Regarding the number of languages used by the bridge team, this was specified on 697 vessels, revealing that 370 (53%) used more than one language.

Regarding criteria for selecting and combining crews a questionnaire sent to organisations engaged in recruiting seafarers revealed that the top four criteria for selecting officers were:

*1. Ability/training*   *2. Tradition*          *3. Language facility*      *4. Coast*

whereas for ratings the top four criteria were:

*1. Cost*               *2. Ability/training*    *3. Language facility*      *4. Tradition*

However, it is made clear that the reason for the evolution of multinational crewing has been for one reason only to reduce costs!

Communication problems are frequently culture-based and therefore not easily resolvable. One report reviews the literature addressing cultural diversity and linguistics but concludes that no studies to data are available, which relate to the linguistic and cultural domain inhabited uniquely by seafarers. In a later report this domain is surveyed through in-depth interviews with 52 mainly middle and junior-ranking officers. The most striking impression is the overriding ethnocentrism of the interviewees and that exposure to a programme of training that provides a basic understanding of the issues at stake in intercultural communication, together with a more cohesive policy on language teaching programmes for seafarers, would benefit the whole industry.

Referring to a ITF/MORI survey which included 6500 seafarers, one report indicates that while single language crews have difficulty in understanding each other on about 5% of occasions, this figure rises dramatically to 40% when two nationalities are involved, but does not alter substantially with the addition of other language groups.

This aspect is the theme of two other reports that respectively assess how accidents result due to misunderstandings, and how stress levels arise among crew due to difficulties in understanding. The approach taken was to evaluate qualitatively, through the examination and appraisal of accident reports, official enquiry reports, anecdotal evidence and other documents, the impact that language differences in multilingual crews can have on the day-to-day running of a vessel, in specific critical situations and in communication with other vessels and the shore.

In this respect, where a lack of communication is identified as playing a role in a maritime accident it is often difficult to ascertain its importance as a factor. Further, it may not be reported at all. Nonetheless, an analysis of 273 accidents conducted by the Marine Casualty Branch of the Canadian Coast Guard found that 200 involved human factors and of those, 20 involved lapses in communication. One of the principal ways in which the problems of communication lapse will be overcome is through the strict implementation of the STCW 95 regulations and observance of the ISM Code. Here there is scope for standard to be set, communication in a common working language to be required, and Port State Control measures to be taken.

However, the problem being faced does not solely have its root in enforcement deficiencies. The results of research presented concerning current standards in maritime education and training reveal that on a world-wide basis there is little coordination in terms of (English) language use, syllabus design, course content, assessment tools, teaching materials and teaching

methods. Generally each country, and often each training institution, has, over the years developed its own system.

Typical observations reported are:

- current standards for maritime communication, as currently defined by IMO, are considered to be too vague
- individual maritime English teacher frequently establish their own content and standards for courses since national or maritime policy is lacking
- maritime English teachers often create their own material and tests
- a wide variety exists in maritime English and general English teaching content and methods
- a wide variety exists in the number of hours allocated for English instruction
- insufficient screening of candidates regarding English language skills takes place prior to enrolment
- the *wrong* language skills/components are assessed

In a follow-up report 31 countries (16 from Europe, 8 from Asia, 3 from Africa, 2 from South America, 1 from the Caribbean and 1 from the Pacific) partook in an examination of current English language teaching in maritime institutions.

The results reveal an average class size of 23 (range 6 to 55), a mean student age falling between 18 and 29, and a reliance on part-time teachers and teachers without maritime experience (82%). The largest percentage of class content is reading skills followed by speaking skills. However, there is a dramatic difference between Europe, where speaking is taught in 84% of the classes and writing in 71% and Asia, where speaking is taught in 35% of the classes and writing in 30%. A maritime English text is used in 79% of the classes, although observation revealed that this was frequently done with photocopies of pages. Around half of the institutions have language laboratories available and 43% have computers for classroom use. However, the most used teaching methods are based on the traditional: teacher-centred, translation blackboard/whiteboard.

This last matter is taken up in another report that considers alternative methods of delivery for language teaching. The review concludes that the recent and rapid increases in the cost effectiveness of PC-based multimedia training materials now make this technology practical for maritime English instruction. Use of the existing PC-based technology, together with resources of the Internet, is seen as the most effective way to standardise maritime English training and improve the skill levels and effectiveness of the practising teacher. Continuing rapid improvements in voice technology, multimedia applications, and cost effectiveness will make this even more compelling over the coming years.

At this point it is interesting to note that maritime **English** is taken for granted. In a further report, existing codes of practice are evaluated and a lingua franca is argued for, namely English, which is not just recognised but mandatory. However, a warning is flagged against the setting up of standard vocabularies, as these are, as if by default, prejudiced towards the standard varieties of English as taught in Britain and north America and do not take into consideration the many other varieties of English which, the evidence reveals, are multiplying and diversifying rather than becoming fewer and more standardised.

Two other reports also make a case for English as a working language while presenting the scope of the previously undefined concept of *Maritime English* and the levels of competence required among navigation officers, ratings and in marine engineering communication. A matrix of maritime communications is presented and levels of language skills described in tabulation form.

The current approved standards of Maritime English are also considered noting the evolution and linguistic nature of maritime communications and recording and evaluating the lan-

guage standards specified in documents issued by Maritime Organisations. In particular IMO's Standard Marine Navigational Vocabulary from 1977 and its successor, the Standard Marine Communication Phrases from 1997, are compared and a case presented for the introduction of the latter into Maritime English courses at MET establishments.

A further report anticipates the introduction of transponders on board vessels by describing alternative ways of communication on a non-verbal basis in specific ship to ship and ship to shore situations, which may preclude much of the previous discussion. While it is clear that there is great potential for clear and reliable communication to take place, particularly in the area of standardised communications, specifically in situations such as collision avoidance, in other situations such as distress and conflict the transponder will allow only marginal improvements.

Finally, one report explains what a pilot syllabus for the teaching of maritime English should consist of but is at pains to point out that a single syllabus is unlikely to be sufficient to cover the many classes of persons who use maritime English.

## Concluding comments

There are approximately 1.2 million seafarers in the world today, the majority coming from South East Asia and the states of the former USSR. During less than half of an average working life around 80% of the world's merchant ships have become multilingual and multiethnic in crew composition. In the promotion of vessel safety, environmental protection and stress free social interaction, a vital element is the existence of a single common *working* language which can be used in all circumstances. IMO has been reluctant in the past to name English as that language, even though it has been adopted in practice; a state somewhat rectified by both the new STCW Convention and the ISM Code.

The reality is, however, that most European seafarers are recruited from non-English speaking countries, both within and without the Union. The evidence collected by the MARCOM partners indicates clearly that serious problems exist in the ability of multicultural and multilingual crews, along with key shore personnel, to communicate at the level required to enhance and ensure the good reputation of the shipping industry.

Appropriate instruction in general and career-specific English, which i.a., addresses the skills required to manage a multicultural crewing/staffing environment and guarantees that quality is maintained, is a prerequisite of an industry which wishes to demonstrate its serious intent at the beginning of a new millennium. Failing to meet such requirements will not only jeopardise safety at sea but also inevitably lead to a chain of associated transgressions: meeting these requirements, however, will give European Union shipping a comparative advantage that will place it at the forefront of the quality market being fostered by IMO.

The MARCOM Project, in this respect, is intended to act as a catalyst, particularly within maritime education and training establishments, to set off a radial overhaul of this sometimes maligned, often overlooked, aspect of maritime safety, so that a unified approach to the establishment of standards, and the ways to achieve and maintain such, will be forthcoming.

MARCOM now provides the long-awaited research to give weight to what many maritime English teachers have known for years. It points out the different ways in which English is used as a maritime language, who uses it and who should use it. It provides guidelines for the creation of maritime English syllabi. It offers us the building blocks that can be utilised to produce common goals in language teaching for those who wish to follow a career at sea.

MARCOM throws down the gauntlet. How do we then best take up this challenge?

**What is (y)our position?**

## To be considered...

*A page of items, emanating from MARCOM discussions, for WOME 10 to consider:*

- The acquisition of the English language to be internationally (EU) recognised as a requirement for employment on board ships.

- Minimum standards/goals regarding the above to be internationally established and recognised according to rank/duty requirements. Could be clustered by rank and organised around goals (using English to communicate in social setting, using English to communicate professionally, using English in culturally appropriate ways, etc) supported by descriptors.

- Clear policy guidelines for English medium teaching to be established within (EU) MET.

- The need for teacher training courses to be designed and delivered for (EU) Maritime English teachers.

- The development and distribution of pedagogically sound materials for classroom and independent learning purposes – best done via a permanently manned website?

- An international system of assessment encompassing all (EU) maritime institutions (and all seafarers employed to work on (EU) ships) to be established. To be overseen by a Board. Goal to ensure quality.

- Port State Control inspectors to be provided with the means of assessing the EL ability of crewmembers – via random (hand-held) computer test items.

- Immersion programmes for maritime institutions as an alternative/complement to the existing hours-per-week timetabling. English village-type programmes could be established as pre-sessional or vacation-based (remedial) programmes. Inter-academy activities should be encouraged.

- Self-access, self-study facilities to be provided at MET institutions (during training) and on board ships.

- English language broadcasts/videos (with English subtitles) for entertainment purposes to be available at MET institutions and on board ship.

- English mentor programmes to become available to provide learners with personal advisors. Could be based on an informal buddy system (as on board ship), or more formally through designated (paid) tutors.

- The establishment of a watchdog body to report to the Transport Division of the EU on the current state of international maritime communication (professional and social) including developments in technological aids (e.g. real-time translation).

# MARITIME ENGLISH SYLLABI CONTEXT AND STRUCTURE AMENDED TO MEET NEW REQUIREMENTS

*VYARA PETKOVA, SONYA TONCHEVA*
*Naval Academy, Varna*

Amendments in conventions, amendments in nautical publications were followed by amendments in curricula and syllabi at the the Naval Academy, Varna.We worked on them for two years and now they are a real fact – they entered into force in September 1998. The first amendment was the increase of the classes in the curricula which reached the figure of 705.

When designing the syllabi we started from the assumption that a syllabus should be:

(1). Realistric in its content, that is it should be coherent with and correspond to the communicative needs of the learners as future deck officer, ship engineers and naval officers.

(2). Feasible and practicable within the time alloted for its implementation

(3). Ballanced between the knowledge input and the activities applied for acquiring and learning it.

As is known there are three types of syllabi mentioned, namely: (a) structural syllabus focusing on grammar, (b) functional-notional or semantic syllabus stressing the communicative skills (See Johnson and Morrow 1981, Swan 1981) and (c) procedural and task-based syllabus emphasizing classroom activities that stimulate acquisition and learning (See Jureckova, 1998).

We would like to stress that our syllabi are based on need analysis (See Petkova, Velinova, 1996). They contain grammatical items, functional units, notions, topics and settings and through various classroom techniques and activities we strive to develop skills needed for performing tasks in varied maritime sphere of communication. Traditionally at the beginning the cadets course of study is organized predominantly around structural syllabus. Later there predominate the semantic types of syllabi – natural realistic language is used in the input and practice material.` Therefore we can define our syllabi as multidimensional task-oriented English for Maritime Purposes (EMP) programmes.

We succeeded in planning an almost intensive course for general English during the first three semesters and an extensive one for the rest of the students' studies following or accompanying the special subjects which are read in Bulgarian.

An intensive work on the new syllabi took account of new requirements, namely new issues and changes in life. Some topics were updated, others were completely discarded and new topics, settings and notions included for the different specialities, for instance:

## 1. Navigation for the merchant marine

- SOLAS and MARPOL conventions are more intensively studied, especially the chapters on Life-Saving Appliances and Marine Pollution;
- GMDSS;
- Checklists and Bridge Procedures, Master's Role in Collecting Evidence
- Emergency plans and Drills
- the MCPHs

## 2. *Navigation for the Navy*

- In connection with the new developments in the political life of our country and the participation in the initiative Parnership for Peace and humanitarien and peace keeping operations, the NATO EXTAC Manuals and the STANAGS have been taken into account.

## 3. *Ship engineers*

- A lot of vessels are undergoing Audits in Bulgaria nowadays which increased the communication needs for ship engineers because they are to discuss the operation and the defects of various ship plants
- An extensive pile of paper work is in use on board the ships like numerous checklists, troubleshooting charts, record books, etc.

## Materials and Teaching Methods Updated

1. All the above mentioned changes have led to updating the teaching materials. Many new textbooks have been written, others were revised, for example English For Shipengineers, Cargo Work in Dialogues, English for Maritime Communications and Correspondence, English for Naval Officers.

## Examination Structure Amended

The intergration of Bulgaria in the European structures and the new programmes made us think of harmonizing the test design with the European standards. To the fore came the designing of NATO STANAG tests for the assess ment of the language proficiency of Bulgarian naval officers. Simultaneously test designing work is going on for all the other specialities. The first change we implemented was a 'Reading comprehension task' of an authentic test followed by a written comment instead of a written translation from English into Bulgarian. For example at the Final State Examination in April this year our graduates were asked to read a MARS text on COLREG violation in Singapore Strait and comment on the action of the watch keeping officer and the Master and express their own opinion. The students were allowed to have the Bulgarian version of the COLREGs. Our objectives were to check their comprehension and writing skills and command of grammar structures.

A more communicative task was included in the Final State Examination for ship engineers: the graduates were given a drawing of a diesel generator and they had to describe the process of its operation.

The ultimate aim is to create a complete system of ESP tests comprising the achievement tests and the final tests for all the specialities studied at the Naval Academy. We presented an examplary test at WOME 9 at Malmo, Sweden in 1997.

In order to upgrade the teachers in test designing a series of discussions and meetings are being held with American and British nationals. The idea is to work out a data base of test items.

In conclusion we would like to stress that an EMP syllabus should be pragmatic, well balanced and the more diverse the communication sphere is the more flexible the approach to syllabus design should be. Besides we believe that syllabus design should be consistent with test design. In other words trhey both should meet the requirements of the day.

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