

SUB-COMMITTEE ON HUMAN ELEMENT,
TRAINING AND WATCHKEEPING
2nd session
Agenda item 3

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31 October 2014
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VALIDATION OF MODEL TRAINING COURSES

Model course – Maritime English

Note by the Secretariat

SUMMARY

Executive summary: This document provides the draft of a revised model course on Maritime English

Strategic direction: 5.2

High-level action: 5.2.2

Planned output: 5.2.2.5

Action to be taken: Paragraph 3

Related document: STW 40/14

1 Attached in the annex is a revised draft model course on Maritime English.

2 The preliminary draft of this revised model course was forwarded to members of the validation panel for their comments. Due to time constraints, any comments received on the draft course from the validation panel will be provided directly to the Sub-Committee.

Action requested of the Sub-Committee

3 The Sub-Committee is invited to consider the above information and take action, as appropriate.

ANNEX

DRAFT MODEL COURSE ON MARITIME ENGLISH

**MODEL COURSE 3.17
MARITIME ENGLISH**



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IMO wishes to express its sincere appreciation to the International Maritime Lecturers' Association (IMLA) for its offer to revise and update IMO model course 3.17 – Maritime English pursuant to the 2010 Manila Amendments and to Shanghai Maritime University of China for its generous financial support and valuable expert assistance for the completion of the revision. .

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Foreword

Since its inception the International Maritime Organization (IMO) has recognized the importance of human resources to the development of the maritime industry and has given the highest priority to assisting developing countries in enhancing their maritime training capabilities through the provision or improvement of maritime training facilities at national and regional levels. IMO has also responded to the needs of developing countries for postgraduate training for senior personnel in administrations, ports, shipping companies and maritime training institutes by establishing the world Maritime University in Malmö, Sweden, in 1983.

Following the adoption of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978, a number of IMO Member Governments had suggested that IMO should develop model training courses to assist in the implementation of the Convention and in achieving a more rapid transfer of information and skills regarding new developments in maritime technology. IMO training advisers and consultants also subsequently determined from their visits to training establishments in developing countries that the provision of model courses could help instructors improve the quality of their existing courses and enhance their implementation of the associated Conference and IMO Assembly resolutions.

In addition, it was appreciated that a comprehensive set of short model courses in various fields of maritime training would supplement the instruction provided by maritime academies and allow administrators and technical specialists already employed in maritime administrations, ports and shipping companies to improve their knowledge and skills in certain specialized fields. With the generous assistance of the Government of Norway, IMO developed model courses in response to these generally identified needs and now keeps them updated through a regular revision process taking into account any amendments to the requirements prescribed in IMO instruments and any technological developments in the field.

These model courses may be used by any training institution and, when the requisite financing is available, the Organization is prepared to assist developing countries in implementing any course.

Koji Sekimizu
Secretary-General

Introduction to model courses

■ Purpose of the model courses

The purpose of IMO model courses is to assist maritime training institutes and their teaching staff in organizing and introducing new training courses or in enhancing, updating or supplementing existing training material where the quality and effectiveness of the training courses may thereby be improved.

It is not the intention of the model course programme to present instructors with a rigid "teaching package" which they are expected to "follow blindly". Nor is it the intention to substitute audiovisual or "programmed" material for the instructor's presence. As in all training endeavours, the knowledge, skills and dedication of the instructor are the key components in the transfer of knowledge and skills to those being trained through IMO model course material.

Because educational systems and the cultural backgrounds of trainees in maritime subjects vary considerably from country to country, the model course material has been designed to identify the basic entry requirements and the trainee target group in universally applicable terms. In order to meet the requirements of the STCW Convention, 1978, as amended, and the minimum standards in the STCW Code both the language and the maritime content of this model course are clearly set out, along with the levels of language knowledge and the duties of maritime-specific roles.

In reference to the IMO model course on Maritime English, training institutions and academies should note that this course more than fulfills the competences regarding English language contained in the STCW Code. Today, trainers of English for Specific Purposes hold that a broad understanding of English is required in order to meet specific objectives. This rationale underpins the IMO model course for Maritime English, however, administrations may decide to adopt an alternative approach. The course is intended to provide guidance to assist administrations in developing their own training programmes to achieve the standards of competency for English language set out in the STCW Convention, 1978, as amended.

■ Structure of IMO model course for Maritime English

There are two sections in the revised IMO model course on Maritime English: Core section 1: General Maritime English (GME), and Core section 2: Specialized Maritime English (SME), both of which contain a number of detailed teaching syllabi.

GME means that the first stage of Maritime English instruction could be general. The word "general" here is not the word "general" in general English, but metaphorically "salted" or "marinated" English in the general maritime context. It attaches great importance to the language itself, namely its pronunciation, intonation, vocabulary items, grammatical structures and discursal organizations. The overall purpose of GME instruction is to teach the language for the language's sake through the application, for example, of maritime scenarios. The GME section contained in this

model course is designed for trainees who have an elementary and lower intermediate or intermediate level of English¹.

SME means that the second stage of Maritime English instruction could be maritime-specific. It reduces the central position of the language into a position as a medium: a way by which maritime specific purposes are realized. The overall purpose of SME instruction is to achieve the effective communication competences of specific maritime duties through the application of the English language. The SME section contained in this model course consists of six parts as per the different seafarer ranks or duties whose communication competences regarding the English language are clearly required in the STCW Convention, 1978, as amended, as follows:

- Part 2.1: Specialized Maritime English for officers in charge of a navigational watch on ships of 500 gross tonnage or more
- Part 2.2: Specialized Maritime English for officers in charge of an engineering watch in a manned engine-room or designated duty engineers in a periodically unmanned engine-room
- Part 2.3: Specialized Maritime English for Electro-Technical Officers (ETO)
- Part 2.4: Specialized Maritime English for ratings forming part of a navigational watch
- Part 2.5: Specialized Maritime English for GMDSS radio operators
- Part 2.6: Specialized Maritime English for personnel providing direct service to passengers in passenger spaces on passenger ships

The relationship between GME and SME is one of gradation and preparation, with GME leading into SME; the former being the preparation for the latter. Therefore, Core section 1 is intended to prepare trainees for entry into Core section 2. However, it is possible for trainees to enter directly to Core section 2 without following Core section 1, provided that they can demonstrate their competence and satisfy the entry requirements.

This arrangement allows trainees to enter the course at a point that suits their level of English competence. In this respect, it is strongly recommended that instructors carry out a pre-course appraisal in order to assess the relevant competences and needs of each trainee.

The definitions of these language levels and the basic entry requirements for the trainee target groups are given in part A of Core section 1 of this model course.

¹ In this model course, the terms 'elementary', 'lower intermediate' and 'intermediate' refer to language levels exclusively and do not refer to standards of seamanship nor to any term used in the STCW Convention, 1978, as amended. (See part A of Core section 1 for definitions.).

■ Use of IMO model course for Maritime English

To use this model course, the instructor should review the course outlines and detailed teaching syllabi, taking into account the information provided under the entry levels specified in the course frameworks. The actual level of the trainees' knowledge, skills and prior education both in English and in technical subjects should be kept in mind during this review. The instructor needs to identify any areas within the detailed syllabi which may cause difficulties because of differences between the actual trainee entry level and that described by the course designer. To compensate for such differences, the instructor is expected to delete from the course, or reduce the emphasis on, items dealing with the knowledge or skills already attained by the trainees. The instructor should also identify any academic knowledge, skills or language training which the trainees may not have acquired.

By analyzing the detailed teaching syllabus in each section and the levels of English required for entry to either Section of this model course, the instructor can design appropriate materials to bridge any gap between the trainees' existing knowledge and the course content. This may require the instructor to design a pre-entry course if necessary or, alternatively, to insert elements of technical or linguistic knowledge required to support the practical English language communication activities at appropriate points within this model course. Suggestions for integrating English teaching and the teaching of technical subjects are given towards the end of the Instructor Manual.

In addition, adjusting the course objectives, scope and content given may also be necessary if, in a maritime academy, the trainees completing the course are to undertake duties involving English language communication that differ from the objectives specified in this model course.

Within the course outline the course designers have indicated their assessment of the time that should be allotted to each learning area. However, it must be appreciated that these allocations may not be appropriate for each training situation. Instructors should, therefore, review the time allocations and reduce, or otherwise adjust, the number of teaching hours required to achieve each specific learning objective.

■ Lesson plans

Having adjusted the course content to suit the trainee intake and any revision of the course objectives, the instructor should draw up lesson plans based on the detailed teaching syllabus. The detailed teaching syllabus contains specific references to the textbooks and teaching material proposed for use in the course; examples of GME and SME lesson plans are given in Appendix B. However, experienced Maritime English instructors who find that very few adjustments are necessary to the learning objectives of the detailed teaching syllabi may prefer to base their lesson plans entirely on the units of the detailed teaching syllabi, adding key words or other reminders to assist with the presentation or practice of the material.

■ Presentation

This model course requires the instructor to adopt the Communicative Approach to teaching, along with content-based instruction and task-based learning etc., which can be adapted to suit the particular language learning needs of each group of trainees. The Instructor manual provides explanations and suggestions for practical, communicative classroom activities to assist the instructor to implement this model course effectively. It is crucial that the language input and communication skills or maritime specific contents in each unit of the detailed syllabi are presented properly, practised thoroughly and revised regularly until the instructor is satisfied that each trainee has attained each specific learning objective or training outcome. This can be ensured by testing and evaluating the trainee's performance and achievements. Each syllabus is laid out in a learning objective format and each objective specifies a *required performance* or *what the trainee must be able to do* as the learning or training outcome.

■ Implementation

For the course to run smoothly and to be effective, considerable attention must be paid to the availability and use of:

- qualified instructors of the English language;
- qualified instructors of maritime technical subjects;
- support staff;
- rooms and other spaces conducive to learning;
- common teaching facilities and equipment;
- English language training/learning resources consistent with the Communicative Approach;
- authentic maritime technical papers, manuals, reports and publications; and
- other maritime reference material and teaching aids as indicated in the Bibliography below.

The key to successful implementation of this model course in Maritime English is an understanding of the aims and principles of communicative teaching and learning processes, combined with thorough preparation. The Instructor manual has thus been designed specifically to assist instructors in preparing themselves for all aspects concerned with its implementation.

The material listed in the course framework has been used to structure the detailed teaching syllabus, which has been written in learning objective format in which the objective describes what the trainee must do to demonstrate that knowledge has

been transferred. All the objectives are understood to be prefixed by the words: "The expected learning outcome is that the trainee ...".

In order to assist the instructor, references are shown against the learning objectives to indicate key textbooks, maritime publications, additional technical material, video material and other teaching aids which the instructor may wish to use when preparing course material.

The following codes are used to categorize the teaching materials cited in the Bibliography for this model course:

- Textbooks (indicated by T)
- Teaching aids (indicated by A)
- Publications (indicated by P)
- IMO references (indicated by R)
- IMO model courses (indicated by M)
- Video material (indicated by V)

The abbreviations used are:

- Appdx. appendix
- Ch. chapter
- Un. unit
- Ex. exercise
- p page
- Pt. part

The following are examples of the use of references:

- T1 Un. 15 refers to unit 15 of the textbook, Marlins Study Pack 1.
- R1 A1/6 refers to section A1/6 in IMO reference, Standard Marine Communication Phrases.

■ Training and the STCW Convention, 1978, as amended

This model course has been developed to cover the competences related to the English language in the STCW Convention, 1978, as amended. It sets out the education and training means to achieve the standards set out in the STCW Code, the relevant items of which are summarised here in Appendix A.

Part A for Core section 1 and for Core section 2 provides the frameworks for the course and explains the aims, objectives and organization of both syllabi along with notes on the suggested teaching facilities and equipment. The list of course publications, textbooks and useful teaching aids recommended for this course is provided in the Bibliography following this introduction.

Part B for Core section 1 and for Core section 2 provides the outlines of the constituent units of both sections of the course. Although some guidance regarding timing is suggested, no detailed timetable is provided. From the teaching and learning point of view, it is more important that the trainee achieves the minimum standards of competence defined in the STCW Code rather than following a strict timetable. Depending on their experience and ability, some students are likely to take longer to become proficient than others.

Part C for Core section 1 and for Core section 2 gives the detailed teaching syllabus. This is based on the knowledge of English language and the maritime specific purposes that trainees are required in order to be able to effectively communicate in the ways specified in the STCW Code. It is designed as a series of learning objectives, which the trainee is expected to demonstrate as a result of the teaching and training. Each of the objectives consist of a number of KUPs (knowledge, understanding and proficiency) that are correspondingly defined as a number of required performances in each area of the English language competences required. Precise textbook references, recommended teaching aids and references to the Standard Marine Communication Phrases (SMCP) are included to assist the instructor in designing lessons.

Part A of the STCW Code, which contains mandatory provisions, defines the minimum standards in section A-1/6 concerning Training and Assessment. These cover the qualification of instructors, supervisors and assessors; in-service training; assessment of competence; and training and assessment within an institution. Part B of the STCW Code contains recommendatory guidance on training and assessment.

The criteria for evaluating competence in Table A-II/1, Table A-II/4, Table A-III/1, Table A-III/6, and Table A-IV/2 of the STCW Code are to be used in the assessment of the competences listed in the table. A separate IMO model course - entitled *Assessment, Examination and Certification of Seafarers* (3.12) explains the use of various methods for demonstrating competence and criteria for evaluating competence as tabulated in the STCW Code. Appendix C in this model course contains supplementary notes specific to the assessment of competence in the English language.

■ Responsibilities of Administrations

Administrations should ensure that colleges and training institutions have written programmes in place which will ensure that training courses meet the standards of competence required by the STCW Convention, 1978, as amended.

■ Bibliography

All of the materials which are coded below appear in the detailed teaching syllabi contained in Core section 1 and Core section 2 of this document.

These materials were selected primarily because the authors had access to them and were able to review their availability and suitability for learning Maritime English. The majority of textbooks and the resources listed in the 'recommended reading' section have been identified because they promote communicative learning. If alternative textbooks are used, it is important that appropriate communicative methodology is used to implement the material (see Instructor manual).

It is also understood that the publications and videos listed below are widely available in Maritime Education and Training establishments around the world as well as within the maritime industry.

The items in each category are listed in the order they appear in the detailed teaching syllabi.

■ IMO references (R)

- R1 IMO Standard Marine Communication Phrases, 2002, (IMO SMCP 2001), (IMO Sales No. IA987E) and IMO SMCP on CD-ROM 2004 - Standard Marine Communication Phrases - A pronunciation guide. London, IMO, 2004 (IMO Sales No.: D987E)
- R2 International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW Convention), 1978, as amended, 2011 Edition (IMO Sales No.: IC938E)
- R3 The International Ship and Port Facility Security Code (ISPS Code) Revised Guidelines on Guide to Maritime Security & ISPS Code, 2012 Edition (IMO Sales No.: IA116E)
- R4 International Safety Management Code (ISM Code) and Revised Guidelines on ISM Code & Guidelines, 2014 Edition (IMO Sale No.: IC117E)
- R5 International Life-Saving Appliance Code and Testing and Evaluation of Life-Saving Appliances, 1997/2003, 2010 Edition (IMO Sales No.: ID982E)
- R6 International Convention for the Safety of Life at Sea (SOLAS), Consolidated Edition, 2014 Edition (IMO Sales No.: IF110E)

- R7 International Conference on Revision of the International Regulations for Preventing Collisions At Sea, 1972 (COLREG 1972), 2003 Edition (IMO Sales No.: IB904E)
- R8 Code of Safe Practice for Cargo Stowage and Securing, 2011 edition (IMO Sales No.: IB292E)
- R9 International Convention for the Prevention of Pollution From Ships, Consolidated Edition, 2011 Edition (IMO Sales No.: ID520E)
- R10 International Maritime Dangerous Goods Code (IMDG Code), 2012 Edition (IMO Sales No.: II200E)
- R11 International Convention on Load Lines, 2005 Edition (IMO Sales No.: IB701E)
- R12 Search and Rescue (SAR) Convention, 2006 Edition (IMO Sales No.: IB955E)
- R13 Athens Convention on Passengers & Luggage, 2003 Edition (IMO Sales No.: IA436E)
- R14 Port State Control - Procedures for Port State Control, 2012 Edition (IMO Sales No.: IB650E)
- R15 Ballast Water Management Convention and the Guidelines for its Implementation, 2004 Edition (IMO Sales No.: I620M)
- R16 GMDSS Manual, 2013 Edition (IMO Sales No.: IF970E)
- R17 International Aeronautical and Maritime Search and Rescue Manual, Volume 3, 2013 Edition (IMO Sales No.: IH962E)
- R18 International Aeronautical and Maritime Search and Rescue Manual, Volume 2, 2013 Edition (IMO Sales No.: IH961E)

■ Textbooks (T)

- T1 Nisbet A., Kutz A. W. and Logie, C., *English for Seafarers Study Pack 1.* (Edinburgh, Marlins, 1997) (ISBN 0953174808)
- T2 Murphy R., *Essential Grammar In Use.* 3rd Edition (Cambridge, Cambridge University Press, 2007) (ISBN 9780521675802)
- T3 Kluijven V.P.C., *The International Maritime Language Programme. An English Course for Students at Maritime Colleges and for On-board Training: CD-ROM Presentations, Texts, Tasks and Projects – SMCP included.* 3rd Edition (Alkmaar, Alk & Heijnen Publishers, 2007) (ISBN 9789059610064)

- T4 Pritchard B., *Maritime English 1*. (Udine, Del Bianco Editore, 1999)(ISBN 9530303033)
- T5 Blakey T.N., *English For Maritime Studies*. 2nd Edition (Hemel Hempstead, Prentice Hall International (UK) Ltd., 1987)(ISBN 0132813793)
- T6 Spinčić A., *English Textbook for Marine Engineers I*. (Rijeka, Faculty of Maritime Studies, 2002)
- T7 Dokkum V.K., *Ship Knowledge*. 7th Edition (Dokmar Maritime Publishers B.V., 2011) (ISBN 9789071500183)
- T8 Saidjashev D., *Safety Marine Vocabulary I*. (Riga, LAPA Ltd, 1999)
- T9 Katarzynska B., *Ship's Correspondence*. (Gdynia, Gdynia, Fundacja Rozwoju Akademii Morskiej, 2004) (ISBN 838743853)
- T10 Murphy R., *English Grammar In Use*. 4th Edition (Cambridge, Cambridge University Press, 2012) (ISBN 9780521189392)
- T11 Demir C., *Maritime English*. (Kocaeli, Kocaeli Universitesi, 2003)(ISBN 9752884342)
- T12 Grice T., *English for the Maritime Industry – A Language Course Book for Seafarers*. (CPI Group (UK) Ltd, 2012)(ISBN 9780957454705)
- T13 Spinčić A. and Pritchard B., *English Textbook for Marine Engineers II*. (Rijeka, Rijeka College of Maritime Studies, 1999)
- T14 Katarzynska B., *Notes on Ships, Ports and Cargo*.(Gdynia, Fundacja RozwojuWyzszej Szkoły Morskiej, 2005)(ISBN 8387438294)
- T15 Demir C., and İlhan B., *English for Marine Engineering Studies*. (Kocaeli, Kocaeli Universitesi, 2004)
- T16 Logie C., Vivers E., and Nisbet A., *English for Seafarers Study Pack 2*.(Edinburgh, Marlins, 1998) (ISBN 0953174816)
- T17 Jin Y., *Marine Signals and Radiotelephony*. (China Communications Press, 2003) (ISBN 71140475584)
- T18 Grice T., *English for Mariners*. (Arbeitsbereich Linguistik, Westfälische Wilhelms-Universität Münster, LCCTV Project, 2009)
- T19 Utlely D., *The Culture Pack*. (York, York Associates, 2002)(ISBN 90099111X)

■ Publications (P)

- P1 *On Board Training Record Book for Deck Cadets*, 3rd Edition (London, Marisec, International Shipping Federation, 2012)
- P2 *On Board Training Record Book for Engineer Cadets*, 3rd Edition (London, Marisec, International Shipping Federation, 2013)
- P3 *Bridge Procedures Guide*, 4th Edition (London, Marisec, International Chamber of Shipping, 2007)
- P4 *Companion to Ships and The Sea*, 2nd Edition (I .C. B. Dear and Peter Kemp. Oxford University Press, 2005) (ISBN 9780199205684)
- P5 Grover T. K., *Basic Marine Engineering*. (Anmol Publications PVT. Ltd, 2007)
- P6 Swindells N.S., *Glossary of Maritime Technology Terms*. (London, Institute of Marine Engineers, 1997) (ISBN 0907206905)
- P7 *Guidelines on the Application of the IMO International Safety Management (ISM) Code*, 3rd Edition (London, International Chamber of Shipping, International Shipping Federation, 1996)
- P8 *Assessment and Development of Safe Management Systems*, 1st Edition (London, Marisec, International Chamber of Shipping, International Shipping Federation, 1997)
- P9 *Managing Risk in Shipping – A Practical Guide*. (London, The Nautical Institute, UK P&I Club, 1999) (ISBN 1870077482)
- P10 *Pirates and Armed Robbers*, 4th Edition (London, Marisec, International Chamber of Shipping, International Shipping Federation, 2004)
- P11 *Garbage Management Plans*, 1st Edition (London, Marisec, International Chamber of Shipping, 1998)
- P12 *The Nicos J.Vardinoyannis Seafarers' Handbook*. (The Seamen's Church Institute of New York and New Jersey, 1999)
- P13 *Admiralty Charts, Admiralty Sailing Directions, Admiralty Tidal Tables and other publications*, (United Kingdom Hydrographic Office)
- P14 Frampton R.M., Burgess C.R. and Uttridge P.A., *Meteorology for Seafarers*, 2nd Edition (Brown, Son & Ferguson Ltd., 1997)
- P15 Dashew S. and Dashew L., *Mariner's Weather Handbook*, 1st Edition (Beowulf. Inc., 1999)

- P16 Weeks F., Glover A., Strevens P., *et al*, *Seaspeak Training Manual, Essential English for International Maritime Use* (Pergamon Press, 1984)
- P17 Spencer-Oatey H., *Culturally Speaking, Culture, Communication and Politeness Theory* (Continuum International Publishing Group, 2000)
- P18 Guy J., *Effective Writing for the Maritime Industry* (Fairplay Publications Ltd., 1994)
- P19 Shiao-Ming H., *Master's Report*, 2nd Edition, 1984
- P20 *The Ship's Atlas*, 13th Edition (Shipping Guides Ltd., 2009)
- P21 Stapleton S., *Emergencies at Sea*, Hearst Marine Books, 1991
- P22 Graham D. L., William G. W., *Handbook for Marine Radio Communication*, 5th Edition (Informa, 2009)
- P23 George H. and Grant H., *Tug Use Offshore, in Bay and Rivers, the Towmaster's Manual*, 1st Edition (The Nautical Institute, 2006) (ISBN 1870077741)
- P24 Hensen H., *Tug Use in Port, A Practical Guide*, 2nd Edition (The Nautical Institute, 2003) (ISBN 1870077393)
- P25 Derret D.R., *Ship Stability for Masters and Mates*, 5th Edition (Elsevier Ltd, 1999) (ISBN 0750641010)
- P26 *Ship Operations and Management*. (The Institute of Chartered Shipbrokers, 2009/2010) (ISBN 9871905331741)
- P27 Anwar N., *NAVIGATION-Advanced Mates/Masters*. (Witherbys Seamanship International Ltd., 2008) (ISBN 1905331150)
- P28 Dokkum V.K., *The COLREGS GUIDE*, 2nd Edition (Enkhuizen, Dokmar, 2007) (ISBN 9789071500046)
- P29 Jones S., *Maritime Security* (The Nautical Institute, 2006) (ISBN 187007775X)
- P30 *Lloyd's MIU Handbook of Maritime Security* (Taylor & Francis Group, 2009) (ISBN 9781420054804)
- P31 Babicz J., *Encyclopedia of Ship Technology*. (Gdansk, 2008) (ISBN 9788392515548)
- P32 Bist D.S., *Safety and Security at Sea: A Guide to Safer Voyages* (Butterworth-Heinemann, 2000) (ISBN 0750647744)

- P33 Kuo C., *Safety Management and its Maritime Application* (The Nautical Institute, 2007) (ISBN 1870077830)
- P34 Pedersen S.B., *Mooring - Do it safely*, Seahealth Denmark, 2013 (ISBN 9788792084286)
- P35 *MGN 324(M+F) - Radio: Operational Guidance on the Use of VHF Radio and Automatic Identification Systems (AIS) at Sea*
- P36 *Chart No.1 United States of America, Nautical Chart Symbols Abbreviations and Terms*, 10th Edition (National Oceanic and Atmospheric Administration, 1997)
- P37 *Observing handbook No.1- Marine Surface Weather Observations*. (National Oceanic and Atmospheric Administration)
- P38 Ayub A., *Marine Diesel Engines* (USA, Taylor & Francis Group, 2010)
- P39 Saarlal M., *Steam and Gas Turbines for Marine Propulsion*, 2nd Edition (Annapolis, Maryland, USA, Naval Institute Press, 1986)
- P40 Milton J.H., and Leach R.M., *Marine Steam Boilers*, 4th Edition (London, UK, Butterworths, 1980)
- P41 Taylor D.A., *Introduction to Marine Engineering*. (London, UK, Butterworths, 1980)
- P42 *International Cooperation on Marine Engineering Systems, Institute of Marine Engineers (IMarE), Conference on Operational Aspects of Propulsion Shafting Systems. Operational aspects of propulsion shafting systems*. (London, Institute of Marine Engineers (IMarE), 1979)
- P43 McGeorge H.D., *Marine auxiliary machinery*. (Oxford: Butterworth-Heinemann, 1995)
- P44 Norris A., *Operation of Machinery in Motorships: Main Diesels, Boilers and Auxiliary Plant*. (London, Institute of Marine Engineers, 1981)
- P45 Anthony F. M., and Turnock S.R., *Marine Rudders and Control Surfaces Principles, Data, Design and Applications*. (London, Elsevier/Butterworth-Heinemann, 2007)
- P46 Hayler W. B., and Keever J. M., *American merchant seaman's manual: for seamen by seamen*. (Centreville, Cornell Maritime Press , 2003)
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- P48 Nise N. S., *Control systems engineering*. (Hoboken, NJ: John Wiley, 2004)

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- P50 Richard W. J., *The Handbook of Fluid Dynamics*. (Springer Science & Business Media, 1998)
- P51 *The Running and Maintenance of Marine Machinery*. (Institute of Marine Engineers, London, 1992)
- P52 *Guide for survey based on preventative maintenance techniques*. (American Bureau of Shipping (ABS), New York, 1987)
- P53 Crawford J., *Marine and offshore pumping and piping systems*. (Butterworths, Boston, 1981)
- P54 Wildi T., *Electrical machines, drives and power systems*. (Upper Saddle River, NJ: Prentice Hall, 2002)
- P55 Rutherford D., *Ship safety personnel: role and duties: a survey and guide for ships' safety officials and for safety managers and ship operators*. (London, C. Griffin, 1982)
- P56 Pedro D. L. F., *Operational readiness of float-free arrangements for liferaft and EPIRB: analysis of implications on safety training standards and procedures*. (World Maritime University, 2008)
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- P58 Mitchell P., *Management for seafarers*. (London, Videotel Marine International, 1997)
- P59 Draffin N., *Bunker fuel for marine engines a technical introduction*. (Adderbury: Petrosport, 2011)
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- P61 Kees K., *Diesel Engines I & II*. (Target Global Energy Training, The Netherlands. 2008)
- P62 Borstlap R. and Katen, H., *Ships' Electrical Systems*. (Dokmar Maritime Publishers B.V. The Netherlands, 2011)
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- P64 Yakimchuk A., *Ship Automation: For Marine Engineers and ETOs*. (Wither by Seamanship International, 2012)

- P65 Norris A., *Integrated Bridge Systems Vol. 1: Radar and AIS*. (The Nautical Institute, 2008)
- P66 Anthony F. M., *The Maritime Engineering Reference Book: A Guide to Ship Design, Construction and Operation*. (Butterworth-Heinemann, 2008)
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- P68 Akber A., *Marine Engineering*. (Taylor & Francis Ltd, 2008)
- P69 Wadhwa C. L., *Electrical power systems*. (New Age Science, 2009)
- P70 Wing C., *Boatowner's illustrated electrical handbook*. (The McGraw-Hill Companies, 2006)
- P71 Hall D.T., *Practical Marine Electrical Knowledge*, 2nd Edition (Witherby & Co Ltd, 1999)
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- P73 McGeorge H. D., *Marine Electrical Equipment and Practice*, 2nd Edition (Butterworth-Heinemann Ltd, 1993)
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- P75 Grigsby L. L., *Electric Power Generation, Transmission, and Distribution*. (CRC Press, 2007)
- P76 *Marine Automation System K-Chief 600 Instruction Manual*, Kongsberg Corp., Norway
- P77 Abdus S. M., *Fundamentals of Power Systems*. (Alpha Science International Ltd. 2009)
- P78 Patel R. M., *Shipboard Electrical Power Systems*. (CRC Press, 2012)
- P79 Calder N., *Boatowner's Mechanical and Electrical Manual*. (The McGraw-Hill Companies, 2005)
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- P81 Sweet R., *GPS for Mariners*. (America, 2003)
- P82 Tripathy S. C., *Electrical power system*. (Alpha Science International Ltd, 2013)

- P83 Robertazzi T., *Basics of Computer Networking*. (New York, Springer, 2012)
- P84 *SafetyNET Users' Handbook*. (Maritime Safety Services Inmarsat Global Ltd., 2013)
- P85 *Radio Regulations (RR), as amended, Art.33*. (International Telecommunication Union)

■ **IMO Model Courses (M)**

- M1 1.01 Tanker Familiarization
- M2 3.06 Survey of Life Saving Appliances and Arrangements
- M3 1.20 Fire Prevention and Basic Fire Fighting
- M4 1.13 Elementary First Aid
- M5 3.03 Survey of Machinery Installations
- M6 1.19 Personal Survival Techniques
- M7 3.19 Ship Security Officer
- M8 1.21 Personal Safety and Social Responsibility
- M9 7.04 Engineer Officer In Charge Of A Watch
- M10 7.03 Officer in Charge of a Navigational Watch
- M11 1.22 Ship Simulator and Bridge Teamwork
- M12 1.25 General Operator's Certificate for GMDSS
- M13 1.27 Operational Use of ECDIS
- M14 1.28 Crowd Management and Passenger Safety Training
- M15 1.30 Leadership and Teamwork

■ **Teaching aids**

■ **Special aids for SME**

- A1 Section of a paper chart
- A2 Section of a routeing chart
- A3 Set of nautical publications

- A4 Ship's main engine manual
- A5 Ship's main engine spare parts list
- A6 Ship's marine boiler manual
- A7 Ship's engine room arrangement
- A8 Engine log book
- A9 Map showing the operational NAVAREAs
- A10 Webpages of WMO marine broadcast system

■ Websites

The following websites may be useful references for planning Maritime English courses.

General English Language teaching and testing websites

Council of Europe's Common European Framework of Reference (CEFR)
http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

International English Language Testing System (IELTS)
<http://www.ielts.org>

Educational Testing Service (ETS)
<http://ets.org>

BBC World Service (Learning English section)
<http://www.bbc.co.uk/worldwide>

ELT Journal
<http://www3.oup.co.uk/eltj>

English Club
<http://www.englishclub.com>

ESL Café (International Association of Teachers of English as a Foreign Language)
<http://www.iatefl.org>

Internet TESL
Journal
<http://iteslj.org>

Learn English
http://www.learnenglish.de/culture/introductions_and_greetings.htm

OneStopEnglish
<http://www.onestopenglish.com>

TESOL Teachers of English to Speakers of Other Languages
<http://www.tesol.org>

Purdue Online Writing
Lab
<http://owl.english.purdue.edu/owl>

Using English for Academic
Purposes
<http://www.uefap.com/>

General English Learning
<http://www.tolearnenglish.com/>

British Council
<http://www.britishcouncil.org/>

[http://iteslj.org/games/;](http://iteslj.org/games/)

[http://www.manythings.org/vocabulary/;](http://www.manythings.org/vocabulary/)

<http://a4esl.org/>

<http://www.eslgamesworld.com/members/games/vocabulary/>

<http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>

http://www.eslprintables.com/vocabulary_worksheets/

In this corpus of MARS reports more than 300 concordance lines were listed by the freely available KWIC Concordance software.

<http://www.nautinst.org/en/forums/mars/search-all-mars-reports.cfm>

Janis M. Harmon, Elizabeth Buckelew-Martin, and Karen D. Wood (2010) The Cognitive Vocabulary Approach to Word Learning

<http://hpsid-literacy-assessment.wikispaces.com/file/view/CogVocab.pdf>

■ Maritime English websites

IMLA's International Maritime English Conference (IMEC)
<http://www.imla.co/imec/>

MarEng Intermediate and MarEng Advanced
<http://mareng.utu.fi/>

Center for Maritime and Professional Training at Massachusetts Maritime Academy
<http://www.maritime.edu/index.cfm?pg=545>

The Dictionary of English Nautical Language: A comprehensive nautical dictionary, complete with usage, examples suggesting good seamanship, images of ships and gear and a nautical blog
<http://www.seatalk.info/>

International Maritime Lecturers' Association (IMLA), established in 1977; has NGO consultancy status within IMO; also has three special interest groups one of which is the International Maritime English Conference (IMLA-IMEC)
<http://www.imla.co/>

Global Maritime Education and Training Association (GlobalMET), established in 1996 as the Association of Maritime Education and Training in Asia Pacific; has NGO consultancy status within IMO http://www.globalmet.org/Services/Service_Main.aspx

International Association of Maritime Universities (IAMU) established in 1999; has NGO consultancy status within IMO
<http://iamu-edu.org/>

Intermar: an EU project designed to facilitate the reciprocal understanding and learning of languages through intercomprehension in a maritime context.
<http://www.intermar.ax/>

A leading brand in training solutions for the shipping industry
<http://www.marlins.co.uk/>

An independent Maritime English consultant, based in Western Australia
<http://www.maritimeenglishonline.com/index.html>

Useful Maritime English Learning Website
<http://www.pfri.uniri.hr/~bopri/>
<http://www2.kaiyodai.ac.jp/~takagi/mei/english/index.html>

Marine Training Services and Nautilus Education Systems
<http://www.mmts.com/Merchant>

Marlins English Language Tests
<http://www.marlinstests.co.uk>

TOMEC (Test of Maritime English Competence) - TUMSAT Maritime English Initiative
<http://www2.kaiyodai.ac.jp/~takagi/mei/english/tomec/tomec.html>

MarTEL (Maritime Test of English Language)
<http://tests.maritime-tests.org/>;
<http://www.martel.pro>

Ingles maritime
www.inglesmaritimo.com

MarineSoft, Rostock
www.marinesoft.de

TUMSAT Maritime English Initiative - Comprehensive Maritime English teaching material (for deck and marine engineering students) on CD-ROM. Tokyo University of Marine Science and Technology
<http://www.kaiyodai.ac.jp/English/index.html>

Ship's Business in English. 2nd ed.: English in Shipping - online version
www.pfri.hr/~bopri

MarEng Learning Tool – MarEng. (2008)
<http://mareng.utu.fi/> (+CD)

MS Marine Language - Training Course; MS Marine Language (SMCP Training Tool). Rostock-London: MarineSoft; Videotel (CD); www.marinesoft.de

SMCP - Navigation and Cargo Handling - Part 2 CBT#146. Seagull (2005)
<http://www.seagull.no/seagullweb/products>

IMETS (International ME Testing System). Plymouth University.
<http://www.maycoll.co.uk/imets/imets-developers.htm>

Safe Sailing CD-ROM - SMCP Training for Seafarers. Cambridge UP
http://www.cambridge.org/other_files/Flash_apps/safesailing/safesailingv6.htm

SeaTALK Project: establishing a harmonised framework for Maritime English Education and Training, where a standard approach to teaching, learning and assessment of qualifications throughout Europe is established for each type and rank of seafarers. (2013-2015)
<http://www.seatalk.pro/>

■ Maritime websites

Australian Maritime Safety Authority
<http://www.amsa.gov.au>

Australian Government Bureau of Meteorology
<http://www.bom.gov.au/index.php>

Marine Accident Investigation Branch
<http://www.maib.detr.gov.uk>

Marine Society
<http://www.marine-society.org>

Maritime related web page
<http://www.shiptalk.com/>

Nautical Institute ('MARS' reports)
<http://www.nautinst.org/mars/index.htm>

Online Nautical Dictionaries
<http://www.termisti.refer.org/nauterm/dicten.htm>

UK Maritime and Coastguard Agency
<http://www.mcga.gov.uk>

US Coastguard
<http://www.uscg.mil>

Guidelines for Keeping the Deck Log Book
http://cirm.am.szczecin.pl/download/Log_Book_Entries.pdf

Japanese Meteorological Agency
<http://www.jma.go.jp/jma/indexe.html>

National Weather Service
<http://www.weather.gov/>

Teaching Effectiveness Program, University of Oregon
http://medsci.indiana.edu/m620/reserves/def_assess.pdf

■ Video/Computer Based Training (V)

- V1 Videotel 593 Shipboard Familiarization
- V2 Videotel 525 Understanding English On Board Ship Part 1
- V3 Videotel 557 Personal Safety In The Galley
- V4 Videotel 644 Man Overboard – Rescue Procedure, (2000)
- V5 Videotel 526 Understanding English On Board Ship Part 2
- V6 Videotel 674 Basic Fire Fighting
- V7 Videotel 509 Fire Party Operations
- V8 Videotel 638 Bridge Resource Management – Emergency Procedures
- V9 Videotel 597 Who Needs It? Personal Protective Equipment

V10	Videotel 510	Setting A Course For Health
V11	Videotel 555	Personal Safety On Deck
V12	Videotel 556	Personal Safety In The Engine Room
V13	Videotel 770	Basic Terms Of Maintenance
V14	Videotel 552	Shipboard Maintenance & Painting Systems Series: Part 2
V15	Videotel 438	Setting Up Machine Tools
V16	S&P Marine	Shipboard ISM Code Safety Training Course. Simplified Crew Training Manual and Corresponding Video. Singapore
V17	Marlins	Risk Assessment, Glasgow, (2006)
V18	Videotel 743	Wind, Waves And Storms – Coping With Hazardous Weather
V19	Videotel 639	Navigational Charts and Associated Publications
V20	Videotel 681	Personal Survival Series: Part 4: Survival
V21	Videotel 400	Fuel Oil Supply Systems: Part One
V22	Videotel 442	Principles of Lubrication and General Application
V23	Videotel 612	Communication
V24	Videotel 611	Motivating Individuals
V25	Videotel 634	Working Together
V26	Videotel 497	Bridge Watchkeeping
V27	Marlins	Environmental Awareness, Glasgow, (2006)
V28	Videotel 794	Prevention & Reactions to Marine Oil Spills – The Seafarer's
V29	Videotel 603	Basic Instincts – Passenger Mustering & Crowd Management
V30	Videotel 706	Holding Effective Drills
V31	Videotel 665	Ship's Electrical Systems – Safety & Maintenance
V32	Videotel 773	Troubleshooting Centrifugal Pumps

V33 MarEng plus <http://mareng.utu.fi/>

V34 Murrell S Safe sailing, CD-ROM, training for seafarers

V35 UK P&I Club-NewsLink's IMO SMCP

■ Recommended reading

Language and methodology

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Maritime English Resources

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Core Section 1: General Maritime English (GME)

Part A: Course Framework

■ Aims

Core section 1 of this Model Course provides a guide for instructors responsible for teaching General Maritime English at the elementary to intermediate language levels (see definitions under 'Entry levels', below). It is intended to prepare the trainees for eventual progress into Core section 2, Specialized Maritime English (SME).

Provided that the material is properly taught according to the principles of communicative methodology, which are explained in the Instructor manual of this model course, trainees who successfully complete all aspects of Core section 1 will be adequately prepared to proceed to Core section 2. Trainees may not have to undergo the training in Core section 1 if their language level is high enough to allow them to enter Core section 2.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example by selecting only parts of the syllabus for remedial teaching purposes.

Instructors who intend either to select from, or to omit Core section 1, should note that it includes material from Table A-II/4 of the STCW Code (see Appendix A of this Model Course) which is not repeated in Core section 2.

■ Objectives

The objectives of Core section 1 of this Model Course are to:

- develop the trainees' ability to use English to the intermediate language level;
- teach GME, as recommended in the English language guidelines of part B-VI/1 of the STCW Code;
- improve the trainees' competence in English language to the level required to progress to Core section 2 of this model course;
- prepare trainees for developing the Knowledge, Understanding & Proficiency (KUP) in the English language required by the STCW Code;
- give the trainees wide-ranging opportunities to practise communicating in English for both maritime and general purposes at the elementary to intermediate language levels, and
- provide instructors with a suggested framework for introducing selected topics from the Standard Marine Communication Phrases

(SMCP), as required by the STCW Code.³

■ Syllabus content

The linguistic content for Core section 1 follows a multi-syllabus approach that integrates the three areas of language input (grammar, vocabulary and phonology) with practice of the four language communication skills (listening, speaking, reading and writing). The part of phonology is contained only in the first 18 units of the elementary language level, and it is integrated into the part of listening and speaking in the rest units the language level of which is supposed to be intermediate. The rationale behind the organization of each language area is explained in the Instructor manual of this course.

The maritime content for Core section 1 includes generalized maritime topics, most of which will be relevant to all trainees; however, the instructor may want to adapt, extend or supplement the maritime topics to suit the particular needs of the trainees.

Instructors are reminded that this model course is primarily an English language training course coupled with the basic knowledge and communication skills for maritime purposes and that full training in technical subjects must also be provided. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Some suggestions for integrating English and technical maritime subjects are provided in the Instructor manual.).

■ Syllabus structure

Core section 1 consists of 36 units of content which are divided into two levels, level one as elementary and level two as intermediate. Each level consists of three parts. At the end of each part (i.e. after every 6 units), there is a review unit to allow trainees the opportunity to revise and consolidate their learning to date. Instructors may also want to conduct assessments of the trainees' progress at these points.

In Core section 1, each of the first 18 units of the 36 units consists of five areas covering language input and communication skills, and the rest 18 four. These areas are presented separately on the syllabus for ease of reference; however, it is very important that they are not taught separately. The Instructor manual offers many practical techniques for integrating the various language areas.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are proficient in all of the language input areas in every unit. Instructors are also required to select the particular language communication skills that are relevant to the trainees and to give sufficient practice to ensure genuine competence in the particular use of English. In particular,

³ Not all SMCP are included in this model course. Instructors will need to identify the sections of SMCP that are relevant to their trainees and then cross-refer to both core sections of this model course. If the required phrases are not included in this model course, the instructor will need to decide where and how best to teach the required SMCP, either by supplementing the syllabi in this model course, which will increase the time required to teach the course, or by teaching the phrases in a separate course.

instructors should ensure that their trainees become confident, fluent and accurate in speaking as this is a critical skill required by the industry.

■ **Syllabus methodology**

The methodology of this model course is based on the principles of the Communicative Approach and other methods to language teaching which instructors are encouraged to adapt for their trainees' particular needs. This approach meets the requirements of the STCW Convention, 1978, as amended in that it promotes practical, communicative competence in English. Instructors who have little or no experience of the Communicative Approach and other methods are strongly advised to familiarize themselves with the Instructor manual prior to implementing the syllabus.

■ **Entry levels**

The following descriptions of English language levels provide a broad definition of levels of proficiency in English.

- **Beginner**
Knows virtually no English and cannot understand spoken or written English.
- **False beginner**
Knows a few words or phrases of English. May be able to string together a very basic question or sentence using a very narrow range of English but has extreme difficulty making him/herself understood. Fails to understand natural spoken or written English adequately.
- **Elementary**
Able to use English for very basic, everyday needs but without sustained fluency and with many errors. Has a limited understanding of spoken English, requires a lot of rephrasing, repetition and simplification of language.
- **Lower intermediate**
Can communicate satisfactorily about everyday topics with a restricted range of language. Able to understand native speaker English talking at a measured pace with some rephrasing and repetition. Comprehension is likely to fail under pressure.
- **Intermediate**
At ease communicating about everyday topics and more abstract concepts. Makes some mistakes but is usually able to correct major errors which prevent him/her being understood. Able to understand the essence of native speaker's English but may misunderstand detail.
- **Upper intermediate**
Confident in using a wide range of language to express him/herself accurately and fluently in all but the most demanding situations. Makes some minor mistakes but these do not generally prevent him/her being understood. Experiences

occasional problems of comprehension but these can usually be overcome with a little help.

- **Advanced**

Near native-speaker proficiency in all aspects of communication. Has no difficulty with comprehension and can express abstract concepts accurately and fluently. Able to resolve any problem of comprehension effectively.

Trainees admitted to Core section 1 must be at elementary language level at least. This means that they must be able to:

- read and write using the Roman script,
- demonstrate familiarity with the English sound/spelling system,
- hold short, simple conversations concerning familiar topics in 'the here and now',
- provide basic, personal information with minimum prompting,
- understand simple instructions on familiar topics, and
- respond to simple questions on familiar topics.

Trainees admitted to Core section 1 should also understand and be able to use the following

English structures with reasonable accuracy:

- subject pronouns and object pronouns,
- possessives,
- the Present Simple in the positive, negative and question form (of basic, regular verbs),
- 'wh' question words,
- basic irregular verbs (*be, have, do, etc.*),
- modal verb *can*,
- word order (subject-verb-object),
- articles *a/an* and *the*,
- common nouns,
- regular, plural noun forms,
- common adjectives,

- basic conjunctions, and
- cardinal numbers.

■ **Course intake limitations**

Course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach and other methods described in the Instructor manual.

■ **Trainer's experience**

The instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. to English language teaching and has a broad understanding of maritime subjects.

Instructor manual provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD or DVD player with speakers suited to the size of the room and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in Bibliography).

The following items are useful but not essential: a video recorder; a projector; a language laboratory; a computer with internet access for sourcing and preparing materials; a printer.

Part B: Course Outline

■ Elementary level

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM IN GENERAL MARITIME COMMUNICATIONS

Course outline	Approximate time (hours) (based on trainees' needs)	
	Classroom hours	Self-study hours
Knowledge, understanding and proficiency		
1 Ask for and give personal data 1.1 Grammar: revise Present Simple; pronouns 1.2 Vocabulary: adjectives of nationality 1.3 Phonology: introduction to rising and falling intonation 1.4 Listening and speaking: greeting and providing personal data relevant to seafarers 1.5 Reading and writing: greetings on board	12	4
2 Describe crew roles and routines 2.1 Grammar: Present Simple (question and negative forms; third person singular); prepositions of time 2.2 Vocabulary: basic verbs; numerical information; alphabet; job titles and responsibilities 2.3 Phonology: pronunciation of large numbers 2.4 Listening and speaking: identifying crew roles on board 2.5 Reading and writing: describing job requirements in written form	15	4
3 Name types of vessel, cabins and accommodation; make and confirm accommodation reservations 3.1 Grammar: <i>there is/are</i> ; articles; prepositions of place; possessives 3.2 Vocabulary: types of vessel, cabins and accommodation; facilities on board 3.3 Phonology: word stress (i) 3.4 Listening and speaking: naming locations on board and explaining major functional parts of a vessel 3.5 Reading and writing: locating parts of a ship and describing their functions	14	4

<p>4 Identify the location and purpose of safety equipment</p> <p>4.1 Grammar: prepositions of place</p> <p>4.2 Vocabulary: safety equipment</p> <p>4.3 Phonology: word stress (ii)</p> <p>4.4 Listening and speaking: describing the purpose of a safety device</p> <p>4.5 Reading and writing: describing the functions of safety equipment</p>	<p>10</p>	<p>4</p>
<p>5 Discuss navigational routes and geographic locations; understand standard helm orders; use numerical information for engineering</p> <p>5.1 Grammar: prepositional phrases of geographic location and distance; it</p> <p>5.2 Vocabulary: compass points; longitude and latitude; distances on land and at sea; standard helm orders; numerical information for engineering</p> <p>5.3 Phonology: introduction to sentence stress</p> <p>5.4 Listening and speaking: describing the location and throughput of large ports</p> <p>5.5 Reading and writing: naming navigational routes and geographic locations, understanding helm orders</p>	<p>14</p>	<p>4</p>
<p>6 Name positions on board; give directions on board and ashore</p> <p>6.1 Grammar: introduction to the imperative form; question forms; prepositional phrases</p> <p>6.2 Vocabulary: positions on board; vessel directions; common nouns</p> <p>6.3 Phonology: linking sounds (consonant / vowel)</p> <p>6.4 Listening and speaking: giving directions on board and ashore</p> <p>6.5 Reading and writing: comprehending positions and writing directions</p>	<p>16</p>	<p>4</p>
<p>Review 1</p> <ul style="list-style-type: none"> • Understand and use the grammar, vocabulary and phonology taught in Units 1-6 • Successfully carry out tasks using combinations of the communication skills practised in Units 1-6 	<p>8</p>	<p>4</p>
<p>7 Express personal likes and dislikes; discuss leisure time on board</p> <p>7.1 Grammar: gerunds; adverbs of degree; adverbs of frequency</p> <p>7.2 Vocabulary: leisure activities; adjectives of opinion</p>	<p>11</p>	<p>4</p>

<p>7.3 Phonology: use of intonation and pitch to express attitude</p> <p>7.4 Listening and speaking: talking about entertainment and pastimes</p> <p>7.5 Reading and writing: describing personal likes, dislikes and leisure time on board</p>		
<p>8 Describe routine operations on board; describe watchkeeping duties; understand standard engine orders</p> <p>8.1 Grammar: Present Continuous; contrast between Present Simple and Present Continuous</p> <p>8.2 Vocabulary: verbs describing routine operations on board; phrases connected with watchkeeping duties; standard engine orders</p> <p>8.3 Phonology: contracted sounds (<i>is/has</i>)</p> <p>8.4 Listening and speaking: understanding orders from the bridge</p> <p>8.5 Reading and writing: describing routine operations, describing watchkeeping duties, understanding standard engine orders</p>	11	4
<p>9 Discuss cultural and religious beliefs; discuss food on board; order meals; report damage to food cargoes</p> <p>9.1 Grammar: some and any; would like</p> <p>9.2 Vocabulary: food and drink; adjectives indicating preferences; basic galley equipment; cooking utensils</p> <p>9.3 Phonology: revision of intonation and pitch, word and sentence stress, linking sounds, contracted sounds</p> <p>9.4 Listening and speaking: talking about cooking and food on board; comparing cultural and religious beliefs</p> <p>9.5 Reading and writing: describing personal preferences in food; outlining religious and cultural beliefs of different seafaring nationalities.</p>	10	4
<p>10 Understand commands in emergency situations on board</p> <p>10.1 Grammar: demonstrative adjectives; imperatives; <i>must</i></p> <p>10.2 Vocabulary: types of emergency; emergency and life-saving equipment; introduction to SMCP message markers: instructions, questions and answers; SMCP for distress messages</p> <p>10.3 Phonology: contractions in connected speech</p>	18	4

<p>10.4 Listening and speaking: giving emergency alerts</p> <p>10.5 Reading and writing: dealing with emergency situations on board by receiving or sending commands</p>		
<p>11 Check supplies, cargo number and safety, passenger information; provide quantities, weights and prices; discuss cargo handling procedures; report damage to cargoes</p> <p>11.1 Grammar: countable and uncountable nouns; quantifiers</p> <p>11.2 Vocabulary: prices; types of cargo, container and cargo handling gear; SMCP for cargo handling; phrases describing cargo damage; words and phrases for passenger information</p> <p>11.3 Phonology: past tense and past participle endings (-ed)</p> <p>11.4 Listening and speaking: exchanging cargo and passenger information</p> <p>11.5 Reading and writing: processing cargo, safety, and passenger information</p>	<p>16</p>	<p>4</p>
<p>12 Compare vessel details; deal with health and safety on board</p> <p>12.1 Grammar: comparative and superlative adjectives; infinitive of purpose; <i>for + -ing</i></p> <p>12.2 Vocabulary: nouns and adjectives relating to vessel specifications; diseases and injuries; parts of human body</p> <p>12.3 Phonology: sentence rhythm and stress</p> <p>12.4 Listening and speaking: understanding and discussing how to keep healthy on board and how to prevent epidemics</p> <p>12.5 Reading and writing: comparing vessel details; health and safety on board</p>	<p>16</p>	<p>4</p>
<p>Review 2</p> <ul style="list-style-type: none"> • Understand and use the grammar, phonology, and vocabulary taught in Units 7-12 • Successfully carry out tasks using combinations of the communication skills practised in Units 7-12 	<p>8</p>	<p>4</p>

<p>13 Describe visitors on board; describe seafarer training and education</p> <p>13.1 Grammar: two uses of <i>like</i></p> <p>13.2 Vocabulary: adjectives describing physical appearance and personality; articles of Personal Protective Equipment (PPE) and types of clothing; words and phrases for seafarer training and education</p> <p>13.3 Phonology: unstressed syllables; the weak vowel sound (the schwa)</p> <p>13.4 Listening and speaking: talking about the history of seafarer training and education in brief</p> <p>13.5 Reading and writing: describing seafarer training and education and history in brief</p>	10	4
<p>14 Describe weather conditions; understand weather forecasts</p> <p>14.1 Grammar: <i>it, going to</i></p> <p>14.2 Vocabulary: months and seasons; adjectives describing weather conditions; compass references; lights, buoys, shapes and fog signals; SMCP for briefing on weather information; SMCP message markers (information and warnings)</p> <p>14.3 Phonology: groups of consonant sounds; rising and falling intonation</p> <p>14.4 Listening and speaking: understanding tide, climate and weather at sea</p> <p>14.5 Reading and writing: reporting weather conditions</p>	17	4
<p>15 Report events from past voyages; describe main engine and propulsion</p> <p>15.1 Grammar: Past Simple (positive form); review of regular and irregular verb forms</p> <p>15.2 Vocabulary: verbs relating to ship voyages; vocabulary of safety, navigation and pilotage; repairs; words and phrases for main engine and propulsion</p> <p>15.3 Phonology: reduction and merging of sounds in connected speech</p> <p>15.4 Listening and speaking: recalling past voyages and lessons from marine accidents; understanding general information about the function of engines and propulsion systems</p> <p>15.5 Reading and writing: narrating a past voyage or marine accident; describing the functions of engines and propulsion systems</p>	23	4
<p>16 Report incidents that occurred at sea</p> <p>16.1 Grammar: Past Simple (questions and negatives); question words</p>	27	4

<p>16.2 Vocabulary: types of incident; verbs describing accidents; SMCP message markers (information, warnings and requests); SMCP distress communications for collision and grounding; SMCP urgency communications for engine and cargo</p> <p>16.3 Phonology: use of pitch and intonation for expressing degrees of certainty</p> <p>16.4 Listening and speaking: sending efficient distress communications</p> <p>16.5 Reading and writing: reporting incidents at sea and on board; dealing with distress and urgency messages</p>		
<p>17 Request for medical assistance</p> <p>17.1 Grammar: conjunctions</p> <p>17.2 Vocabulary: articles of protective clothing; parts of the body; verbs describing injury; items used in basic First Aid; SMCP for urgency communication: medical assistance request; International Code of Signals</p> <p>17.3 Phonology: rhythm and contrastive stress</p> <p>17.4 Listening and speaking: requesting medical assistance</p> <p>17.5 Reading and writing: reporting injury and medical assistance at sea</p>	22	4
<p>18 Check task completion in routine operations; VHF communication regarding bunkering, distress and urgency messages using SMCP</p> <p>18.1 Grammar: Present Perfect; regular and irregular verb forms</p> <p>18.2 Vocabulary: verbs relating to bunkering, maintenance and safety procedures; terms connected with engine types; fuel oil system; tools</p> <p>18.3 Phonology: revision of elision, the weak vowel sound, contracted and merging sounds in connected speech</p> <p>18.4 Listening and speaking: simulating VHF communication</p> <p>18.5 Reading and writing; Listening: identifying VHF communications regarding distress, urgency, safety and bunkering operations</p>	24	4
<p>Review 3</p> <ul style="list-style-type: none"> • Understand and use the grammar, vocabulary and phonology taught in Units 13-18 • Successfully carry out tasks with combinations of the communicative skills practised in Units 13-18 	8	4

Intermediate Level

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM IN GENERAL MARITIME COMMUNICATIONS

Course outline	Approximate time (hours) (based on trainees' needs)	
Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>19 Produce external written and spoken communications to request and give advice</p> <p>19.1 Grammar: sentence analysis; the definite article <i>the</i>; modal verb <i>should</i></p> <p>19.2 Vocabulary: telex abbreviations; SMCP message markers</p> <p>19.3 Listening and speaking: requesting and giving useful verbal advice</p> <p>19.4 Reading and writing: requesting advice</p>	23	4
<p>20 Understand VHF instructions and give explanations; practise VHF exchange procedures</p> <p>20.1 Grammar: Past Continuous; contrast between Past Simple and Past Continuous; introduction to reported speech</p> <p>20.2 Vocabulary: review of verbs describing onboard activities; the readability code for VHF transmissions; phrases for each stage of a VHF exchange procedure</p> <p>20.3 Listening and speaking: illustrating the VHF communication procedure</p> <p>20.4 Reading and writing: explaining instructions and dealing with VHF exchange procedures</p>	26	4

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>21 Discuss future events; talk about future plans</p> <p>21.1 Grammar: <i>will</i>; revision of contrast between <i>will</i> and <i>going to</i></p> <p>21.2 Vocabulary: indicators of time</p> <p>21.3 Listening and speaking: talking about personal ambitions and plans</p> <p>21.4 Reading and writing: describing personal ambitions and planning the future</p>	14	4
<p>22 Demonstrate an understanding of the relevance of English language requirements in the STCW Convention, 1978, as amended, to all seafarers</p> <p>22.1 Grammar: Present Simple and Continuous; adverbs of frequency</p> <p>22.2 Vocabulary: stative verbs; phrases for giving opinions, agreeing and disagreeing; terminology describing competences from the STCW Convention, 1978, as amended</p> <p>22.3 Listening and speaking: discussing the use of English language in the shipping industry</p> <p>22.4 Reading and writing: briefing on the STCW Convention</p>	14	4
<p>23 Discuss and confirm travel arrangements for joining ship; describe berthing and unberthing procedures; describe stages in preparing for sea and for arrival in port</p> <p>23.1 Grammar: Present Continuous; <i>going to</i> and <i>will</i></p> <p>23.2 Vocabulary: phrases for greeting and introducing people; nouns connected with planning</p> <p>23.3 Listening and speaking: confirming travel arrangements and accommodation reservations; describing berthing and unberthing procedures, and stages of departure and arrival</p> <p>23.4 Reading and writing: preparations for a ship's voyage</p>	14	4

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>24 Describe procedures at international ports; demonstrate understanding of the cultural norms of different nationalities; describe incidents that occur on shore and on board; write reports of incidents on board</p> <p>24.1 Grammar: defining relative clauses; relative pronouns; prepositions in relative clauses; Past Simple and Past Continuous</p> <p>24.2 Vocabulary: compound words; vocabulary of helicopter / ship operations</p> <p>24.3 Listening and speaking: comparing port customs clearance differences in different countries</p> <p>24.4 Reading and writing: talking about cultural norms of different nationalities; reporting incidents on board</p>	14	4
<p>Review 4</p> <ul style="list-style-type: none"> • Understand and use the grammar and vocabulary taught in Units 19-24 • Successfully carry out tasks using combinations of the communication skills practised in Units 19-24 	8	4
<p>25 Discuss aspects of safety and risk in the workplace; give warnings and advice concerning safe working practice on board; describe maintenance and repair work</p> <p>25.1 Grammar: <i>verb + -ing / verb + to</i>; conjunctions + <i>-ing</i>; modal verbs <i>must, have to, should, ought to</i> and <i>had better</i></p> <p>25.2 Vocabulary: phrases for giving orders, advice and warnings; idioms; main engine parts; repairs</p> <p>25.3 Listening and speaking: taking actions to avoid potential risks at work</p> <p>25.4 Reading and writing: describing aspects of safety and risk in the workplace; issuing warnings or advice on safety; reporting maintenance and repairs</p>	15	4

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>26 Describe meteorological conditions; interpret synoptic charts and meteorological information; give navigational warnings; report damage caused by bad weather at sea; describe procedures for survival at sea</p> <p>26.1 Grammar: Present Perfect and Past Simple; adverbs of time <i>yet, already, just, still</i> and <i>always</i></p> <p>26.2 Vocabulary: verbs and connectives describing cause and effect, sea conditions; verbs describing the movement of a vessel; life-saving equipment on ships; equipment in survival craft</p> <p>26.3 Listening and speaking: talking about the relationship between meteorology and ship safety</p> <p>26.4 Reading and writing: reporting meteorological conditions, synoptic charts and meteorological information, damage caused by adverse weather and survival procedures at sea</p>	20	5
<p>27 Describe how machinery operates; correctly interpret operating manuals; describe an onboard procedure</p> <p>27.1 Grammar: Present Simple Passive and Past Simple Passive</p> <p>27.2 Vocabulary: idioms; conjunctions <i>first, then, next, finally</i>; main components of auxiliary machinery; navigational aids</p> <p>27.3 Listening and speaking: talking about machinery used for maintenance and repairs</p> <p>27.4 Reading and writing: describing machinery operations using operation manuals, and written procedures found on board</p>	20	5
<p>28 Describe and explain global trends in shipping; give a presentation on a current issue affecting seafarers locally; describe measures for ensuring vessel security</p> <p>28.1 Grammar: Present Continuous</p> <p>28.2 Vocabulary: verbs and adverbs for describing change; transforming <i>verb + adverb</i> into <i>adjective + noun</i>; phrases for giving presentations; vocabulary relating to ship and port security</p> <p>28.3 Listening and speaking: forecasting the future of shipping industry</p> <p>28.4 Reading and writing: understanding and explaining global trends in shipping and vessel security measures; presenting a current issue affecting local seafarers</p>	15	4

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>29 Comprehend and respond to written and oral communications; analyse problems on board and suggest appropriate solutions in speech and writing; understand and produce samples of ship's correspondence and survey reports; describe mechanical breakdowns and repairs; notify appropriate parties of repairs</p> <p>29.1 Grammar: articles <i>a, an</i> and <i>the</i>; the zero article; <i>noun + preposition</i></p> <p>29.2 Vocabulary: adjectives for categorising types of mechanical breakdowns; verbs for describing repair techniques; types of onboard documentation; partial synonyms; formal and informal phrases for discussing work related problems</p> <p>29.3 Listening and speaking: dealing with routine surveys; reporting problems on board such as mechanical breakdowns</p> <p>29.4 Reading and writing: reporting problems including mechanical breakdowns and repairs with appropriate solutions or suggestions; dealing with ship's correspondence and survey reports</p>	20	5
<p>30 Demonstrate the importance of cross-cultural awareness; describe expected standards of work and behaviour at sea</p> <p>30.1 Grammar: Present Perfect and Past Simple; adverbials of time <i>ever, never, before, for, since, recently, so far, ago, once</i></p> <p>30.2 Vocabulary: adjectives and phrases connected with aptitude; forming opposites with prefixes and suffixes; adjectives and nouns connected with maritime folk lore</p> <p>30.3 Listening and speaking: talking about differences in cultural norms; suggestions for reducing culture clash</p> <p>30.4 Reading and writing: comprehending and describing ways to minimise culture clash on board</p>	15	5
<p>Review 5</p> <ul style="list-style-type: none"> • Understand and use the grammar and vocabulary taught in Units 25-30 • Successfully carry out tasks using combinations of the communication skills practised in Units 25-30 	10	5
<p>31 Comprehend and participate in radio and internet communications; clarify misunderstandings in communication; take and deliver messages accurately</p> <p>31.1 Grammar: question tags</p> <p>31.2 Vocabulary: phrases for telephoning; standard phrases for radio communication</p>	27	5

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
31.3 Listening and speaking: applying internet live communication tool to send messages 31.4 Reading and writing: participating in radio communication; noting messages accurately		
32 Report recent events; describe the principles of watchkeeping and safety precautions to be observed during a watch; simulate handing over watch; predict likelihood of events occurring; produce written records 32.1 Grammar: Present Perfect Continuous and Present Perfect Simple; adverbials of time <i>since</i> and <i>for</i> ; modal verbs of certainty <i>may</i> , <i>might</i> and <i>could</i> 32.2 Vocabulary: idioms; uses of <i>get</i> ; adverbs of certainty; phrases for expressing degrees of certainty; understand and use vocabulary associated with COLREGs accurately 32.3 Listening and speaking: reporting recent events, discussing watch-keeping principles and safety precautions, simulating handing over a watch 32.4 Reading and writing: writing a simple report of recent events, reading watchkeeping principles and safety precautions; simulating handing over a watch	20	5
33 Describe changes in shipping, ship design and technology 33.1 Grammar: Present Perfect Passive; <i>used to</i> 33.2 Vocabulary: verbs with suffixes; verbs connected with construction and development; equipment for handling, securing and stowing cargoes; words and phrases for describing the characteristics of stability 33.3 Listening and speaking: talking about changes in shipping, ship design and technology, cargo handling procedures 33.4 Reading and writing: describing changes in shipping, ship design and technology, cargo handling procedures	20	5

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
<p>34 Give warnings about the potential problems of marine pollution; talk about regulations regarding marine protection; describe pollution avoidance procedures</p> <p>34.1 Grammar: Zero and first conditional clauses</p> <p>34.2 Vocabulary: conjunctions <i>if, unless, provided that, as long as</i> in conditional sentences; partial synonyms connected with pollution control</p> <p>34.3 Listening and speaking: talking about marine pollution and protection</p> <p>34.4 Reading and writing: reading and reporting on marine pollution issues</p>	24	5
<p>35 Evaluate different perspectives on a problem and recommend appropriate action; describe emergency response procedures; give instructions to passengers in the event of an emergency</p> <p>35.1 Grammar: second conditional clauses</p> <p>35.2 Vocabulary: modal verbs <i>would, could</i> and <i>might</i> in conditional sentences; conjunctions <i>suppose, imagine, what if</i> in conditional sentences</p> <p>35.3 Listening and speaking: instructing passengers and crew members to evacuate</p> <p>35.4 Reading and writing: read about emergency response procedures; describe procedures for evacuation of passengers and crew members in writing</p> <p>35.5</p>	24	5
<p>36 Deduce possible causes of events; establish and explain reasons for breakdowns or faults</p> <p>36.1 Grammar: relative pronouns; non-defining relative clauses</p> <p>36.2 Vocabulary: modal verbs <i>may, might</i> and <i>could</i> for deduction; words for describing mechanical breakdowns</p> <p>36.3 Listening and speaking: talking about the causes of events and ways of reducing errors arising from human factors</p> <p>36.4 Reading and writing: analysing and reporting the causes of events</p>	20	5
<p>Review 6</p> <ul style="list-style-type: none"> • Understand and use the grammar and vocabulary taught in Units 31-36 • Successfully carry out tasks using combinations of the communicative skills practised in Units 31-36 	10	5

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
TOTAL	683	180

Note: Teaching staff should note that this outline provides suggestions only regarding the sequence of maritime topics, the length of time allocated to each objective and the amount of time suggested for self-study. These factors may be adapted by instructors to suit individual groups of trainees, depending on their previous experience of learning English, their individual learning needs, their ability to communicate and their knowledge of technical areas. The use of video/computer based training material is optional but will increase the time suggested for each unit.

Part C: Detailed teaching syllabus

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM IN GENERAL MARITIME COMMUNICATIONS

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
1 Required performance		
Ask for and give personal data	T1 Un. 1	
1.1 Grammar: revise Present Simple; pronouns		
.1 conjugate verbs <i>be, do, have</i> in positive, negative and question forms	T2 Un. 1, 2, 5, 6,7	T3 p 405
.2 recognise and use Present Simple short forms orally and in writing	T2 Appdx. 4	
.3 understand and use pronouns <i>I, me, my, mine,</i> etc.	T2 Un. 59-62	
1.2 Vocabulary: adjectives of nationality		
.1 pronounce and write adjectives corresponding to country names		Flashcards/world map
1.3 Phonology: introduction to rising and falling intonation	T16 Un. 14,15	
.1 repeat rising intonation in model <i>wh</i> questions		
.2 repeat falling intonation in model <i>yes / no</i> questions and confirmation replies		
.3 recognise intonation in questions		
1.4 Listening and speaking: greeting and providing personal data relevant to seafarers		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 talk about nationality, age, marital status, birth and other personal information relevant to seafarers	T1 Un. 13	
.2 exchange personal information orally	T16 Un. 1	
1.5 Reading and writing: greetings on board		
.1 scan read a letter and identify each person's character and personalities	T1 Un. 13	P2 and P3
.2 find out personal information based on authentic identity documents	T1 Un. 1	
.3 note personal information about partners		
.4 fill out a 'particulars of cadet' form clearly and accurately with personal information		
2 Required performance		
Describe crew roles and routines	T1 Un. 2	
2.1 Grammar: Present Simple (question and negative forms; third person singular); prepositions of time		
.1 use Present Simple question, third person and negative forms correctly to describe routine activities on board	T2 Un. 6,7; Appdx. 3.4; Un. 40, 41	
.2 select appropriate prepositions or phrases relating to time	T2 Un. 91	
2.2 Vocabulary: basic verbs; numerical information; alphabet; job titles and responsibilities		
		MarEng Un. 9

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 use common verbs to describe work routines		
.2 refer to 24 hour clock orally and in writing	T5 p176	
.3 memorise and use the international maritime alphabet for noting and giving vessel call signs	T3 p 27	R1 Pt. I/2 T4 p 311 MarEng – Intermediate; Un. 8 (Radio Conventions, Ex. A, B, E) MarEng – Advanced, Radio Communication, Un. 1
.4 recognise different job titles and match with the corresponding scope of responsibilities		
2.3 Phonology: pronunciation of large numbers	T16 Un. 14	
.1 pronounce large numbers correctly		
.2 note large numbers from peer dictation		
2.4 Listening and speaking: identifying crew roles on a ship		
.1 brainstorm and note down ideas about crew members' roles; compare list with verbal description of actual crew roles	T16 Un. 2; Un. 8	
.2 note down ships' call signs correctly by listening		
.3 dictate messages using time and the international		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
maritime alphabet .4 describe key responsibilities of all crew members		
2.5 Reading and writing: describing job requirements in written form		
.1 read through a passage and check the key responsibilities of all crew members	T5 p 51-52	
.2 read through a passage and describe the work of the deck department	T3 p 196 T5 p 55	
.3 scan a reading passage to identify ships' call signs		
.4 identify errors when comparing numbers and times in writing		
3 Required performance		
Name types of vessel, cabins and accommodation; make and confirm accommodation reservations	T1 Un. 3	
3.1 Grammar: <i>there is/are</i>; articles; prepositions of place; possessives		
.1 use <i>there is/are</i> to describe places on board	T2 Un. 37	Pictures of different types of vessel
.2 use singular and plural forms of regular and irregular nouns orally and in writing	T2 Un. 66	M1
.3 use <i>a, an</i> and <i>the</i> correctly orally and in writing	T2 Un. 65	
.4 use prepositions of place to describe various	T5 p 23; 53–55	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
places on board		
.5 use 's to indicate possession	T2 Un. 58	
3.2 Vocabulary: types of vessel, cabins and accommodations; facilities on board		
.1 identify various types of ship from pictures and descriptions	T7 p 45–47; p 50–56	Pictures of different types of vessel
	P4 p 519	
	T3 p 62–67	MarEng Intermediate, Un. 4
.2 label a diagram showing places on a vessel	T3 p 81–82	MarEng Advanced, Vessel Types
	T5 p 40–4	
		T4 p 362–366
3.3 Phonology: word stress (i)	T16 Un. 1	
.1 understand the concept of word stress		
.2 count the number of syllables in words		
.3 identify the main (stressed) syllable in words		
.4 pronounce places on board using correct word stress patterns		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
3.4 Listening and speaking: naming locations on board and explaining major functional parts of a vessel	T16 Un. 2	
.1 talk about locations on board using a vessel diagram		
.2 describe the major functional parts of a vessel		
.3 exchange information about vessels orally		
3.5 Reading and writing: locating parts of a ship and describing their functions	T16 Un. 2	
.1 skim a text and name different types of vessels and accommodation	T3 p 62-67 T7 p 50-79	
.2 read the sketch of the general arrangement plan of a vessel	T3 p 81-82	
.3 describe a vessel in written form	T3 p 81-82	Pictures of vessels
4 Required performance		
Identify the location and purpose of safety equipment	T1 Un. 4 T2 Un. 106,107	
4.1 Grammar: prepositions of place		
.1 describe the position of equipment on board using appropriate prepositions	T5 p 82–83	
4.2 Vocabulary: safety equipment		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>.1 identify and name life-saving appliances</p> <p>.2 give examples of occasions when each item of life- saving equipment is required</p>	<p>T5 p 163–4 p 167</p> <p>T8 p 7; 59; 62–63</p> <p>M2</p>	<p>T7 p346-352 (pictures)</p> <p>T4 p 269</p> <p>T7 p 353-359</p> <p>Pictures of life-saving appliances</p>
4.3 Phonology: word stress (ii)	T16 Un.3	
<p>.1 recognise and repeat common word stress patterns accurately from spoken models</p> <p>.2 recognise that word stress patterns change according to parts of speech</p> <p>.3 note word stress patterns when recording new vocabulary items</p> <p>.4 use a dictionary to check word stress patterns</p> <p>.5 pronounce the names of life-saving equipment using correct word stress patterns</p>		
4.4 Listening and speaking: describing the purpose of a safety device	T16 Un. 4	
<p>.1 name the types and kinds of safety devices on board</p> <p>.2 demonstrate the function of main safety devices</p> <p>.3 describe the position of items on board orally</p>		<p>P1 and P2 (ship's particulars)</p>

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
4.5 Reading and writing: describing the functions of safety equipment		
.1 name different types of life-saving equipment based on a written text	T7 p 352-358	
.2 identify the position of life-saving equipment by reading descriptions	T1 Un. 4	
.3 explain the function of life-saving equipment by reading descriptions		
.4 describe the position of items on board in writing		
5 Required performance		
Discuss navigational routes and geographic locations; understand helm orders; use numerical information for engineering	T1 Un. 5	
5.1 Grammar: prepositional phrases of geographic location and distance; <i>it</i>		
.1 select appropriate prepositional phrase to describe location of countries and towns	T2 Un. 108	Geographical maps / atlases
.2 use <i>it</i> as a subject pronoun		
5.2 Vocabulary: compass points; longitude and latitude; distances on land and at sea; standard helm orders; numerical information for engineering	T4 p 180–181	
.1 give the longitude and latitude of international cities / ports using maps / charts	T4 p 106	
.2 describe the geographic relationship of one place to another	R1 A2/1 p 57	Standard wheel

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
	orders	
.3 give approximate distances between points on land and at sea using maps and charts	T4 p 152–154	
.4 repeat helm orders clearly, accurately and fluently	T8 p 44	MarEng Intermediate; Un. 5, Ex. 7
.5 understand and pronounce mathematical signs and expressions used in engineering correctly	T6 p 75–77	
5.3 Phonology: introduction to sentence stress	T16 Un.3	
.1 use main sentence stress to emphasise degrees of preference		
.2 identify key words in short commands		
.3 put stress on key words in short commands		
5.4 Listening and speaking: describing the location and throughput of large ports		
.1 describe some large ports and their geographical locations		MarEng Advanced; Cargo handling; listening
.2 discuss data regarding the throughput of ports		
.3 describe ships' positions from information on a nautical chart		
5.5 Reading and writing: naming navigational routes and geographic locations; understanding helm orders		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 identify Aids to Navigation from nautical charts by reading descriptions	R1 A2/1 p 57	
.2 identify ship's positions from information on a nautical chart	T3 p 198	
.3 write a description of ports in a country		
6 Required performance		
Name positions on board; give directions on board and ashore	T1 Un. 6	
6.1 Grammar: introduction to the imperative form; question forms; prepositional phrases	T2 Un. 109, 110	
.1 use the imperative form for giving directions		
.2 ask for directions using <i>yes / no</i> and <i>wh</i> question forms		
.3 use a variety of prepositional phrases for indicating directions		
6.2 Vocabulary: positions on board; vessel directions; common nouns		
.1 identify parts of a vessel from diagrams	T7 p 8–23	MarEng– Intermediate; Un. 4 Diagrams showing outline of a vessel
.2 name positions on board from diagrams	T4 p 8–11	MarEng– Intermediate; Un.

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 describe vessel directions in relation to objects and landmarks	T5 p 23; p 53–55	5; Ex. 4 Diagrams / charts showing ships' positions
.4 refer to features of ports	T5 p 98–100	
6.3 Phonology: linking sounds (consonant / vowel)	T16 Un. 9; Un. 8	
.1 demonstrate ability to link word final consonants to initial vowels in connected speech		
.2 practise vowel-consonant linking in given phrases		
6.4 Listening and speaking: giving directions on board and ashore	T16 Un. 8	
.1 describe a route ashore (on land)		
.2 describe the way to an assigned place on board		
.3 ask for and give clear directions		
6.5 Reading and writing: comprehending positions and writing directions		
.1 identify places on board by reading a written text	T1 Un. 3	
.2 comprehend written descriptions of parts of a vessel	T1 Un. 5	
.3 write directions clearly and accurately	T4 p 5	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
Review 1	T1 Review 1	
7 Required performance		
Express personal likes and dislikes; discuss leisure time on board	T1 Un. 7	
7.1 Grammar: gerunds; adverbs of degree; adverbs of frequency		
.1 use the structures <i>like + noun</i> and <i>like + -ing</i> and understand the differences between them	T10 Un. 117.A	
.2 use adverbs of degree to express personal opinions		
.3 use adverbs of frequency to describe activities on board	T10 Un. 110	
7.2 Vocabulary: leisure activities; adjectives of opinion		
.1 describe preferences regarding films, sport and other recreational activities		
7.3 Phonology: use of intonation and pitch to express attitude	T16 Un. 14	
.1 use rising intonation and high pitch with adjectives expressing personal preference		
.2 use falling intonation and low pitch with adjectives expressing personal dislike		
7.4 Listening and speaking: talking about entertainment and pastimes	T7 Un.7	
.1 describe possible entertainment on board	T16 Un.9	
.2 discuss the best way to relax on board		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
7.5 Reading and writing: describing personal likes, dislikes and leisure time on board		
.1 infer meaning from an incomplete written text	T1 Un. 7	
.2 comprehend and interpret chart information about personal likes and dislikes	T1 Un. 7	
.3 write a description of routine leisure activities on board		
8 Required performance		
Describe routine operations on board; describe watchkeeping duties; understand standard engine orders	T1 Un. 8	
8.1 Grammar: Present Continuous; contrast between Present Simple and Present Continuous		
.1 use the Present Continuous form to describe activities currently in progress	T2 Un. 3	Visual material showing onboard activities
.2 use the correct spelling with regular and irregular continuous verb forms	T2 Appdx. 2, 3	
.3 understand the differences in form and meaning between the Present Continuous (for activities in progress) and the Present Simple (for routine activities)	T2 Un. 8	
8.2 Vocabulary: verbs describing routine operations on board; phrases connected with watchkeeping duties; standard engine orders		
.1 revise common verbs to describe work routines		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
from Unit 2		
.2 describe activities taking place from pictures / video / audio prompts	T11 p 38	
.3 use phrases for describing watchkeeping duties correctly		
.4 repeat standard engine orders accurately, clearly and fluently	R1 A2/2 p 59	
	Standard orders	engine
8.3 Phonology: contracted sounds (<i>is/has</i>)		
.1 distinguish between <i>is</i> and <i>has</i> correctly in connected speech by listening to sentence context		
.2 use the contracted form of <i>is</i> and <i>has</i> in connected speech		
8.4 Listening and speaking: understanding orders from the bridge		
.1 identify orders from the bridge		
.2 carry out orders from the bridge		
.3 exchange information about current and routine situations	T11 p 37-38	
8.5 Reading and writing: describing routine operations, describing watchkeeping duties, understanding standard engine orders		
.1 note down activities that crew members are engaged in	T12 p 38	R1

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 demonstrate understanding of watchkeeping duties by reading a text and answering questions correctly	T13 p 145–147	
.3 read descriptions about current and routine situations		
.4 write a description of activities in action		
9 Required performance		
Discuss cultural and religious beliefs; discuss food on board; order meals; report damage to food cargoes	T1 Un. 9	
9.1 Grammar: <i>some and any; would like</i>		
.1 use <i>some</i> and <i>any</i> to describe supplies	T2 Un. 76	
.2 use <i>some</i> and <i>any</i> to order food and drinks		
.3 use <i>would like</i> to offer and order food and drinks	T2 Un. 34	
9.2 Vocabulary: food and drinks; adjectives indicating preferences; basic galley equipment; cooking utensils		
.1 name items of food and drinks		Pictures of: food; food packaging; galley equipment

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>.2 express personal taste using adjectives of opinion</p> <p>.3 identify, name and describe the purpose of basic galley equipment and cooking utensils</p> <p>.4 identify and name different types of packaging of food cargo</p> <p>.5 demonstrate awareness of basic religious practices and rituals</p>		
<p>9.3 Phonology: revision of intonation and pitch, word and sentence stress, linking sounds, and contracted sounds</p>		
<p>.1 practise intonation and pitch from Units 1–8</p> <p>.2 practise rising and falling intonation introduced in Units 1–8</p> <p>.3 practise word and sentence stress from Units 1–8</p> <p>.4 practise linking sounds from Units 1–8</p> <p>.5 practise contracted sounds from Units 1-8</p> <p>.6 monitor own performance by listening to a recording of own voice</p>		
<p>9.4 Listening and speaking: talking about cooking and food on board; comparing cultural and religious beliefs</p>	T1 Un. 9	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 describe how to make food nutritious and tasty	T16 Un. 5	
.2 talk to crew who have different cultural and religious backgrounds		www.exploratorium.edu/cooking
.3 order food from a menu		
.4 understand informal conversations in a messroom and café	T9 p 190, 196, 198, 200, 201, 207, 210	
9.5 Reading and writing: describing personal preferences in food; outlining religious and cultural beliefs of different seafaring nationalities.		
.1 read menu	T1 Un. 9	Example of a café menu
.2 list personal preferences in food		
.3 describe briefly in written form the religious beliefs or festivals of a particular culture		
10 Required performance		
Understand commands in emergency situations on board	T1 Un. 10	
10.1 Grammar: demonstrative adjectives; imperatives; <i>must</i>		
.1 understand the difference in meaning between <i>this</i> , <i>that</i> , <i>these</i> and <i>those</i>	T2 Un. 68	R1 A1/1.1.11 p 26 Person overboard (for examples of imperative form)
.2 use the imperative form correctly for giving urgent commands		V4

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 use <i>must</i> to express obligation and <i>must not</i> to express prohibition in appropriate circumstances	T2 Un. 27.1	R1 A1/1.1.10 p 23
10.2 Vocabulary: types of emergency; emergency and life-saving equipment; verbs describing emergency situations; introduction to SMCP message markers: instructions, questions and answers; SMCP for distress messages	T8 p 7–9; 36; 27–28; 60–61	M2
.1 name different types of emergency situations on board	T5 p 96–100	MarEng Intermediate; Un. 8; Radio Conventions Ex. F
.2 know and correctly pronounce the names of emergency equipment	R1 A1/6 p 41–42 Message markers	MarEng Advanced, Radio Conventions, Un. 1 Ex. F
.3 use correct verbs and tenses to describe what happens in emergency situations	T4 p 265–268	
.4 use SMCP message markers correctly to precede instructions, questions and answers in simulated external communications	R1 A1.1.1 p 23 fire, explosion A1/1.1.10 p 26 abandoning vessel A1.1.11 p 26 Person overboard	V4
.5 demonstrate understanding of the meaning and use of the vocabulary in SMCP for simulated external distress communications regarding fire / explosion / abandoning a ship		
10.3 Phonology: contractions in connected speech	T16 Un. 5	
.1 recognise and identify contractions and reductions of future forms in spoken English		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>.2 use contractions of future forms fluently in connected speech</p> <p>.3 recognise contracted auxiliary verbs in the Present Perfect when listening to spoken models of connected speech</p> <p>.4 pronounce contracted auxiliary verbs in the Present Perfect in connected speech</p>		
10.4 Listening and speaking: giving emergency alerts	T3 p 50	
<p>.1 give effective emergency orders verbally</p> <p>.3 correctly identify message types when listening to a selection of instructions, questions and answers which use SMCP</p> <p>.4 understand short oral commands in simulated emergency situations</p> <p>.5 react to simulated emergency situations with single spoken commands which are clear and accurate</p>		
10.5 Reading and writing: dealing with emergency situations on board by receiving or sending commands		
<p>.1 read samples of messages sent in distress procedures</p>	T9 p 110-112	
<p>.2 read and understand written instructions for carrying out general emergency procedures</p>	T1 Un. 10	Company management system documentation

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 describe the stages for a general emergency procedure	T3 p 318 P4 p 86–88, p 92 (emergency checklists)	
11 Required performance		
Check supplies, cargo number and safety, passenger information; provide quantities, weights and prices; discuss cargo handling procedures; report damage to cargoes	T1 Un.11	
11.1 Grammar: countable and uncountable nouns; quantifiers		
.1 categorise countable and uncountable nouns	T2 Un. 67, 68	
.2 enquire about quantities of goods using <i>how much</i> and <i>how many</i>	T2 Un. 77	
.3 give information about quantities of various goods using the quantifiers <i>too much / many, (not) enough</i>	T2 Un. 85, 86	
11.2 Vocabulary: prices; types of cargo, container and cargo handling gear; SMCP for cargo handling; phrases describing cargo damage; words and phrases for passenger information	T4 p 31–52	T7 p 45–47; p 50–56
.1 exchange information about prices of various goods and cargoes in major currencies	T4 p 111–128	MarEng – Advanced; Vessel Types; Cargo Space, Ex. 2–4
.2 revise types of cargo ship and passenger ship	T5 p 89	
.3 categorise cargoes and list appropriate containers	R1 B3/1.1.1 p 97	T12 p 93–99

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 name types of cargo handling gear and match with relevant cargoes	T14 p 136–139; 143	
.5 understand and use tonnage measurements to describe ships' volumes		
.6 understand and use the vocabulary of measurements relating to loading capacities and quantities in SMCP		
.7 know and pronounce correctly words and phrases to describe different types of cargo damage		
11.3 Phonology: past tense and past participial endings (-ed)	T16 Un. 6	
.1 recognise the different pronunciation of three <i>-ed</i> verb endings (<i>/t/, /d/, /ɪd/</i>)		
.2 distinguish between the pronunciation of <i>-ed</i> endings when speaking		
.3 distinguish between the different pronunciations of <i>-ed</i> verb endings in past participles		
.4 pronounce past participles correctly in connected speech		
.5 evaluate own pronunciation of <i>-ed</i> verb endings in past participles by listening to a recording of own voice		
11.4 Listening and speaking: exchanging cargo and passenger information	T18 Un.5	
.1 listen to and talk about cargo-related messages		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 send passengers' information to relevant officers		
.3 use SMCP relating to loading capacities and quantities to exchange cargo details in simulated onboard communication		
.4 talk about price of goods in the context of shopping for and ordering goods	T10 p49; 170	
.5 exchange information to complete a store's requisition form		
11.5 Reading and writing: processing cargo, safety, and passenger information	T3 p347-358	
.1 comprehend requests for numerical information relating to quantities, capacities and measurements	T14 p 260; 262; 251; 283	
.2 read and dictate a variety of numerical information correctly		
.3 comprehend instructions for packing and stowing cargoes from written texts	T14 p 149–175	
.4 comprehend nature of damage caused to cargoes from authentic texts	T9 (select from examples of reports) p 175–237	
.5 write down measurements and quantities given by another person		
.6 write a report on damage to cargo correctly and efficiently		
12 Required performance		
Compare vessel details; deal with health and safety	T1 Un. 12	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>on board</p>		
<p>12.1 Grammar: comparative and superlative adjectives; infinitive of purpose; <i>for</i> + <i>-ing</i></p>		
<p>.1 use comparative and superlative adjectives to compare vessels and cargoes</p>	T2 Un. 85, 87, 88	
<p>.2 use the structures <i>to</i> + <i>infinitive</i> and <i>for</i> + <i>-ing</i> to explain the equipment used for specific tasks</p>	T10 Un. 64	
<p>12.2 Vocabulary: nouns and adjectives relating to vessel specifications; diseases and injuries; parts of human body</p>		
<p>.1 give ship's dimensions using appropriate nouns and adjectives</p>	T3 p 88–89	Pictures of main equipment used on board
<p>.2 describe selected equipment in terms of shape and dimensions</p>	T7 p 214–223; 234	T15 p 17; 20; 60; 150–151;
<p>.3 name different parts of the body and describe the symptoms of common illnesses</p>		Company management system documentation
<p>12.3 Phonology: sentence rhythm and stress</p>	T16 14	
<p>.1 identify content words in spoken sentences</p>		
<p>.2 stress content words in single phrases</p>		
<p>.3 show awareness of rhythm patterns in English by repeating model sentences correctly</p>		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>.4 practise using rhythm and sentence stress in conversation</p> <p>.5 practise main stress in given statements</p>		
<p>12.4 Listening and speaking: understanding and discussing how to keep healthy on board and how to prevent epidemics</p>	T1 Un. 17	
<p>.1 talk about keeping healthy on board</p>		
<p>.2 exchange ideas on how to prevent epidemics</p>		
<p>12.5 Reading and writing: comparing vessel details; health and safety on board</p>		
<p>.1 comprehend a written text about ships' systems and equipment</p>	T4 p 22–29	<p>MarEng Intermediate; Un. 10, Ex. 3, 4;</p>
<p>.2 identify electrical equipment from written descriptions</p>	T7 p 311	
<p>.3 write a description of a vessel</p>	T3 p 97	
<p>.4 report on health and safety conditions on board</p>		<p>P2 and P3 (ship's particulars)</p>
<p>Review 2</p>	T1 Review 2	
<p>13 Required performance</p> <p>Describe visitors on board; describe seafarer training and education</p>		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
13.1 Grammar: two uses of <i>like</i>		
.1 use the structure <i>what does ... look like?</i> to ask for physical descriptions	T1 Un. 13	
.2 use the structure <i>what is ... like?</i> to ask for subjective descriptions		
13.2 Vocabulary: adjectives describing physical appearance and personality; articles of Personal Protective Equipment (PPE) and clothing; words and phrases for seafarer training and education	T2 Un. 85	
.1 use a wide range of adjectives to describe various people's physical appearances		
.2 use modifiers and adjectives to give opinions about various people's personalities	T8 p 23–25	
.3 name various articles of PPE, clothing for work and leisure		
.4 name different types of training and education for seafarers		
.5 name and describe the overall function of some professional organisations, training institutions and shipping regulations		
13.3 Phonology: unstressed syllables; the weak vowel sound (the schwa)		
	T16 Un. 8	
.1 identify the strong and weak syllables in word stress patterns		
.2 produce the weak vowel sound (the schwa)		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>correctly in single words</p> <p>.3 identify the weak vowel sound in spoken models of single words</p> <p>.4 evaluate own pronunciation of the weak vowel sound by listening to a recording of own voice</p>		
<p>13.4 Listening and speaking: talking about the history of seafarer education and training in brief</p>	<p>T16 Un. 12</p>	
<p>.1 talk about one's own training and education</p> <p>.2 exchange information about training and education that may be helpful to maritime training</p> <p>.3 describe visitors on board</p> <p>.4 accurately describe PPE and clothing</p>		
<p>13.5 Reading and writing: describing the history of seafarer education and training in brief</p>		
<p>.1 identify a visitor on board from written descriptions</p> <p>.2 read and discuss the impact of the parts of the STCW Convention, 1978, as amended, pertaining to seafarer training</p> <p>.3 write a detailed description comparing two or more individuals</p> <p>.4 write a brief on a specific training program</p>		<p>Pictures / photographs of well-known people</p> <p>R2</p>
<p>14 Required performance</p>		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
Describe weather conditions; understand weather forecasts		
14.1 Grammar: <i>it</i>; <i>going to</i>	T1 Un. 14	
.1 use <i>it</i> to describe weather conditions	T2 Un. 26	
.2 use the structure <i>going to</i> + <i>verb</i> to describe future events that are planned or certain	T10 Un. 23	
.3 demonstrate an understanding of the difference in meaning between <i>going to</i> and <i>will</i>		
14.2 Vocabulary: months and seasons; adjectives describing weather conditions; compass references; lights, buoys, shapes and fog signals; SMCP for briefing on weather information; SMCP message markers (information and warnings)		
.1 know and pronounce the names of months and seasons correctly	T4 p 76–85	MarEng Advanced, Radio Conventions, Un. 1 Ex. F –
.2 use various adjectives to describe a wide range of weather patterns	T3 p 323–335 COLREGs	T3 p 311–314
.3 use abbreviations of compass points in written note form	R1 B1/1.5 Briefing meteorological conditions	T15 p 171–172 on MarEng Intermediate; Un. 6; reading Satellite weather map from newspaper –
.4 explain the meaning of various lights, buoys, shapes and fog signals and give examples of	R1 A1/3.1.1 Winds, storms,	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
occasions when they are used	tropical storms, sea state A1/3.1.2 Restricted visibility	
.5 use SMCP to provide weather information in onboard communications.		
.6 use SMCP message markers during simulated external communications for giving information and warnings regarding meteorological information		
14.3 Phonology: groups of consonant sounds; rising and falling intonation	T16 p 10	
.1 pronounce groups of word-final consonant sounds clearly, without inserting extra vowel sounds		
.2 distinguish between rising intonation on question tags for checking information and falling intonation for eliciting agreement		
.3 use rising and falling intonation on question tags appropriately in connected speech		
.4 pronounce groups of consonant sounds at the beginning and in the middle of words clearly, without inserting extra vowel sounds		
.5 assess own pronunciation by checking a recording of own voice		
14.4 Listening and speaking: understanding the tide, climate and weather at sea	T3 p 331-336	
.1 listen to tide reports	T18 Un. 4	
.2 talk about damage to ship caused by bad weather		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 exchange information on current and anticipated weather in different areas	T14 p 52-55	
14.5 Reading and writing: reporting weather conditions		
.1 read and comprehend a written text regarding meteorological elements	T3 p 310-311	
.2 describe weather conditions based on a selection of meteorological information		MarEng Intermediate; Un. 7 –
.3 correctly interpret and explain symbolic data from satellite charts / weather maps	T4 p 167	Samples of English language weather forecasts from radio / TV and newspapers
.4 write down temperatures and wind directions correctly when listening to spoken weather forecasts	MarEng Un. 7	
15 Required performance		
Report events from past voyages; describe main engine and propulsion	T1 Un. 15	
15.1 Grammar: Past Simple (positive form); review of regular and irregular verb forms		
.1 manipulate Past Simple regular verb changes correctly orally and in writing	T13 p 159–160	
.2 memorise Past Simple forms of key irregular verbs with attention to spelling changes		
.3 use Past Simple irregular verb forms correctly orally and in writing		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 use the Past Simple in sustained oral and written narrative when describing past events		
15.2 Vocabulary: verbs relating to ship voyages; vocabulary of safety, navigation and pilotage, repairs; words and phrases for main engine and propulsion systems	T3 p 180	
.1 use regular and irregular verbs connected with sea travel and cargo operations to describe the ports of call on a ship's passage	T13 p 149–152	Nautical Institute 'Marine Accident Reporting Scheme' MARS reports (from internet)
.2 use verbs connected with general repairs and maintenance to describe a breakdown and repairs	T9 p 263; 268	MarEng Intermediate; Un. 6; Ex. 1–3
.3 use vocabulary of safety, navigation and pilotage to describe a ship's voyage (revise terminology connected with routes, directions, dates, weather and sea conditions)	T9 p 40–41; 63–64	
.4 use words and phrases of main engine and propulsion		
.5 name and recognise nouns and verbs relating to main engine and propulsion		
.6 use words to describe malfunctioning of the machineries		
15.3 Phonology: reduction and merging of sounds in connected speech	T16 Un.7	
.1 recognise the features of reduction in		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
connected speech (linking, elision, assimilation) from spoken examples		
.2 produce models of reduction correctly in controlled speaking practice		
.3 demonstrate ability to merge word-final sounds when followed by the same initial sounds in connected speech		
.4 recognise that certain sounds can change as a result of merging in connected speech		
15.4 Listening and speaking: recalling past voyage and lessons from marine accidents; understanding general information about the function of engines and propulsion	T3 p 140-143	
.1 tell stories of a past voyage		
.2 illustrate briefly the functions of engines and lubrication		
.3 explain events that occurred during a sea passage orally from prompts		
.4 describe the functions of engines and propulsion systems		
15.5 Reading and writing: narrating past voyage or marine accident; describing the functions of engines and propulsion systems		
.1 comprehend stages of a sea passage, based on samples of passage plans and charts	T4 p 110	Examples of sea charts and log records
.2 read and interpret log book entries	T1 Un. 15	Nautical Institute
.3 complete uncompleted short reports	T1 Un. 15	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 write notes about key details of specific past events by listening to spoken accounts	T4 p 352-353	'Marine Accident Reporting Scheme' reports (from internet)
.5 write a report of events that occurred during a sea passage	T9 p 167	
.6 describe the functions of engines and propulsion systems in written form		
16 Required performance		
Report details of incidents at sea	T1 Un.1 6	
16.1 Grammar: Past Simple (questions and negatives); question words		
.1 revise the Past Simple form of regular and irregular verbs in speech and writing	T2 Un. 11	
.2 manipulate the negative and question forms of the Past Simple correctly in speech and writing	T2 Un. 43	
.3 use a variety of <i>wh</i> questions with the Past Simple in speech	T2 Un. 45, 46, 47	
16.2 Vocabulary: types of incident; verbs describing accidents; SMCP message markers (information, warnings and requests); SMCP distress communications for collision and grounding; SMCP urgency communications for engine and cargo		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 name and understand the nature of various types of incidents at sea	R1 Pt. III 1.1.3 (collision) 1.1.4 (grounding) 2.1.1 (engines and equipment) 2.1.2 (cargo)	MarEng – Advanced, Radio Conventions Un. 1; Un. 3
.2 use a variety of key verbs for explaining the details of different incidents at sea		
.3 revise SMCP message markers for giving information and warnings		
.4 use SMCP message markers for issuing requests		
.5 demonstrate understanding of the meaning and use of the vocabulary in SMCP for distress communications regarding collision and grounding	R1 A1/2.1 p 30 Technical failure	
.6 demonstrate understanding of the meaning and use of the vocabulary in SMCP for urgency communications regarding technical failure and cargo problems		
16.3 Phonology: use of pitch and intonation for expressing degrees of certainty	T16 Un. 4	
.1 demonstrate understanding of how a speaker's intended meaning can be emphasised by the degree of pitch height		
.2 use a range of pitch to add emphasis to phrases indicating uncertainty		
16.4 Listening and speaking: sending efficient distress communications	T16 Un.4	
.1 give safety warnings and alerts		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 make Mayday calls		
.3 ask for and provide information on the details of an incident at sea	T9 p 52; 64; 75; 221; 275	
16.5 Reading and writing: reporting incidents at sea and on board; dealing with distress and urgency messages		
.1 read and comprehend the details of a formal report of an incident at sea	T9 p 253-254	Samples of completed incident reports
.2 identify appropriate types of VHF communication, based on descriptions of incidents at sea	T3 p 13	MarEng – Intermediate; Un. 8
.3 use SMCP and message markers during simulated external distress and urgency communications for giving information and warnings regarding collision and grounding or issuing requests regarding technical failure and cargo problems	R1 A1/1.1.4 (grounding)	
4 expand written notes into a formal report giving details of an incident at sea	R1 A1/2.1.2 (cargo)	
.5 write notes about the details of incidents at sea by listening to spoken accounts		
17 Required performance		
Request for medical assistance	T1 Un. 17	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
17.1 Grammar: conjunctions		
.1 demonstrate understanding of the meaning of basic conjunctions by using them to combine sentences appropriately	T2 Un. 97	
.2 write simple sentences using conjunctions to link ideas		
17.2 Vocabulary: articles of protective clothing; parts of the body; verbs describing injury; items used in basic First Aid; SMCP for urgency communication; medical assistance request; International Code of Signals	T5 p 161–162	V9 MarEng Advanced, Radio Medical
.1 name all types of protective clothing used at sea	T8 p 46; 47; 52	Pictures of protective clothing
.2 name parts of the body	T4 p 330–332	A First Aid box and contents
.3 use verbs describing injuries that affect particular parts of the body	M4	http://www.themeter.net/nautical_e.htm
.4 name and state the purpose of items used in basic First Aid treatment	R1 A1/1.3 p 29 Medical assistance	http://www.boatsafe.com/nauticalknowhow/flags.htm
.5 use SMCP for requesting medical assistance with appropriate urgency message marker	T4 p 325	
.6 use standard phrases from the International Code of Signals to describe medical problems		
17.3 Phonology: rhythm and contrastive stress	T16 14	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 demonstrate awareness of how rhythm is created by stress patterns in English		
.2 demonstrate understanding of how contrastive stress can change the emphasis of a phrase and communicate the speaker's intended meaning		
.3 use contrastive stress effectively to change the emphasis of given phrases		
17.4 Listening and speaking: requesting medical assistance		
.1 get First Aid on board		V10
.2 request for medical assistance		V11 V12
.3 speak about possible physical injury at sea		
.4 identify type of injury from spoken description of physical symptoms		
17.5 Reading and writing: reporting injury and medical assistance at sea		
.1 read and comprehend texts regarding medical emergencies	T12 p 57	
.2 identify the causes, prevention and treatment of common injuries on board from written reports or texts	T1 Un. 17	
.3 write basic reports of the causes of minor accidents on board	T9 p 66-69	
.4 listen to description of injury and complete a	T9 p 44; 47; 275	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
written report accurately		
.5 use SMCP, message markers and phrases from the International Code of Signals during simulated external urgency communications requesting medical assistance		
18 Required performance		
Check task completion in routine operations; VHF communication regarding bunkering, distress and urgency messages using SMCP	T1 Un. 18	
18.1 Grammar: Present Perfect; regular and irregular verb forms		
.1 memorise the past participle forms of known key irregular verbs with attention to pronunciation and spelling	T2 Un. 24B	
.2 manipulate the Present Perfect correctly in speech and writing	T2 Appdx. 1 and 2	
.3 demonstrate understanding of the specific use of the Present Perfect to describe recent actions by using the tense in speech and writing		
.4 use the question form of the Present Perfect to check completion of operational procedures	T10 Un.7; 8	
.5 use the positive and negative forms of the Present Perfect to give information about activities at different stages of completion		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
18.2 Vocabulary: verbs relating to bunkering, maintenance and safety procedures; terms connected with engine types; fuel oil system; tools		
.1 revise verbs relating to operational procedures	V 11	MarEng – Advanced: The Engine Room
	M5	
.2 use an appropriate range of verbs to describe maintenance duties in various departments	V 12	Diagrams of engine types
	V 13	
.3 use nouns and verbs to describe the stages involved in bunkering procedures	T7 p 238–239	T3 p 132
.4 identify types of engine	T4 p 42–44	T12 p 49–52
.5 describe the fuel oil system	T15 p 202–206	
.6 name hand and machine tools		
18.3 Phonology: revision of elision, the weak vowel sound, contracted and merging sounds in connected speech	T16 Un. 12	
.1 revise elision in connected speech and produce models of elision correctly in controlled speaking practice		
.2 identify main sentence (tonic) stress in functional phrases		
.3 revise the weak vowel sound in connected speech		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 revise contracted sounds in connected speech		
.5 revise merging sounds in connected speech		
.6 evaluate selected aspects of own pronunciation by listening to a recording of own voice		
18.4 Listening and speaking: simulating VHF communication	T16 Un. 6	
.1 compare normal speech with VHF protocol		
.2 identify some VHF recordings	T15 p 53-56	
.3 check stages of completion of a variety of tasks from spoken information		
.4 talk about the recent activities with partners		
18.5 Reading and writing: identifying VHF communications regarding distress, urgency, safety and bunkering operations		
.1 read message concerning VHF communications regarding distress, urgency and safety	T20 p 175-178	
	T3 p 12-19	
.2 simulate urgency procedures	T9 p 114-115	
.3 refer to a checklist to describe stages of completion in a routine procedure	T3 152	T7 p 240
.4 simulate VHF communication regarding bunkering operations	T15 p 53-56	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
Review 3	T1 Review 3	
19 Required performance		
Produce external written and spoken communications to request and give advice	T1 Un. 19	MarEng – Advanced: The Engine Room
19.1 Grammar: sentence analysis; the definite article <i>the</i>; modal verb <i>should</i>		
.1 distinguish between content and structure words		
.2 demonstrate understanding of the use of the definite article by inserting it into an abbreviated text	T2 Un. 70	
.3 use the definite article, <i>the</i> , correctly in speech and writing		
.4 use <i>should (not)</i> to give advice and personal opinions		
19.2 Vocabulary: telex abbreviations; SMCP message markers	T9 p 289–312	
.1 use common telex abbreviations in place of full word forms	T3 p 46; 25; 29-41	
.2 revise SMCP message markers	T4 p 318	Samples of telexes / emails
	R1 A1/16 p41-42 Message markers	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
19.3 Listening and speaking: requesting and giving useful verbal advice		
.1 ask for and give advice in a range of on board scenarios		
.2 identify an electronic message on air		
.3 use SMCP to achieve a more effective VHF communication	T4 p319; 326-329	
19.4 Reading and writing: requesting advice		
.1 show familiarity with telex and email writing conventions by identifying the location of key information within a telex	T4 p 158–159; 180	Samples of telexes and emails
.2 read and comprehend abbreviated telex message	T3 p 50–58	
.3 demonstrate comprehension of abbreviated telex messages by transferring telexes into full written form	T9 p 69; 71; 72; 75-78	
.4 demonstrate knowledge of abbreviations by transferring full messages into telex form		
20 Required performance		
Understand VHF instructions and give explanations; practise VHF exchange procedures	T1 Un. 20	
20.1 Grammar: Past Continuous; contrast between Past Simple and Past Continuous; introduction to reported speech		
.1 use the Past Continuous correctly in speech and writing to describe repeated or continuous actions	T2 Un. 13 and 14	MarEng – Intermediate; Un. 8, Radio

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>in the past</p> <p>.2 use the Past Continuous correctly in speech and writing to describe ongoing activities in the past which were interrupted by another event</p>	T9 p 69; 75; 78	Conventions
<p>.3 understand the differences in form and meaning between the Past Simple and Past Continuous</p>		
<p>.4 use <i>say</i> and <i>tell</i> correctly in reported speech</p>	T2 Un. 50	
<p>20.2 Vocabulary: review of verbs describing onboard activities; the readability code for VHF transmissions; phrases for stages of a VHF exchange procedure</p>		<p>MarEng – Advanced, Radio Communication</p>
<p>.1 describe routine onboard tasks orally and in writing using verbs and nouns previously learned</p>		
<p>.2 use the Past Continuous with appropriate verbs with reported speech to explain a problem that occurred in the past</p>	T3 p 22-23	
<p>.3 memorise and use the readability code for checking and reporting radio reception</p>	T4 p 304-306	
<p>.4 revise phrases for each stage of a VHF exchange procedure: making contact; agreeing a working channel and switching over; exchanging messages; terminating the exchange</p>	<p>R1 6 General p 6 Standard organizational phrases</p>	
<p>20.3 Listening and speaking: illustrating the VHF communication procedure</p>		
<p>.1 simulate VHF communication</p>		<p>Recorded simulation of VHF communications with varying degrees of distortion</p>

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>.2 compare real recordings with examples of VHF communication</p> <p>.3 explain the reasons for and consequences of poor VHF communication</p>		<p>MarEng-Advanced: VTS in practice</p>
<p>20.4 Reading and writing: explaining instructions and dealing with VHF exchange procedures</p>		
<p>.1 read the text about the VHF exchange procedure</p>		<p>MarEng – Advanced: Radio communication</p>
<p>.2 read and comprehend ship reporting systems</p>		
<p>.3 write down the details of required action from a VHF communication</p>	<p>T3 p 50-54</p>	
<p>21 Required performance</p>		
<p>Discuss future events; talk about future plans</p>	<p>T1 Un. 21</p>	
<p>21.1 Grammar: <i>will</i>; revision of contrast between <i>will</i> and <i>going to</i></p>		
<p>.1 use <i>will</i> to predict future events</p>	<p>T2 Un. 27</p>	
<p>.2 use <i>will</i> to discuss likely events in the future</p>	<p>T2 Un. 28</p>	
<p>.3 recognise and use the short forms of <i>will</i> and <i>will not</i> in speech and informal writing</p>		
<p>.4 demonstrate understanding of the difference in meaning between <i>will</i> and <i>going to</i></p>	<p>T10 Un. 23</p>	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
21.2 Vocabulary: indicators of time		
.1 use adverbial phrases to refer to future points in time		
21.3 Listening and speaking: talking about personal plans and ambitions	T16 Un.12	
.1 talk about career development		
.2 discuss individual career plans		
.3 debate the best course of action in a simulated formal meeting		
.4 negotiate a social arrangement that incorporates the wishes of everyone in a group		
21.4 Reading and writing: describing personal ambitions and planning the future		
.1 plan a course of action based on reading information from a variety of authentic business correspondence		Samples of business planning material (diaries/ meeting agendas/ schedules/ timetables)
.2 read and describe individual plans for spending a day ashore and predict likely events	T1 Un. 21	
.3 write a formal letter describing a proposed plan of action	T3 p 384-385	
22 Required performance	T16 Un. 1	
Demonstrate an understanding of the relevance of English language requirements in the STCW		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
Convention, 1978, as amended, to all seafarers		
22.1 Grammar: Present Simple and Continuous; adverbs of frequency	T10 Un. 3, 4	
.1 understand the differences in form and meaning between the Present Simple and Present Continuous when used for describing current events	T1 p 167-168	
.2 use appropriate present tenses fluently and accurately to describe current events		T15 p 19-20
.3 select appropriate adverbs of frequency and position them correctly in sentences		
22.2 Vocabulary: stative verbs; phrases for giving opinions, agreeing and disagreeing; terminology describing competences from the STCW Convention, 1978, as amended	T10 Un. 4	
.1 understand the meaning, form and use of stative verbs		
.2 differentiate between active and stative verbs		
.3 demonstrate awareness of occasions when stative verbs can be used in the continuous form		
.4 use phrases for giving opinions, agreeing and disagreeing in conversation	R2 including definitions, p 5	
.5 use the terms relating to function and competence from the STCW Convention, 1978, as amended, to describe the responsibilities of seafarers		
22.3 Listening and speaking: discussing the use of English language in the shipping industry	T16 Un.12	
.1 listen to and talk briefly about Maritime English history		MarEng-Advanced; Port State Control,

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 talk about the facilitating role of Maritime English in the shipping industry		Ex. 11
.3 exchange opinions on various approaches to language learning by comparing different skills and strategies		
.4 discuss the impact of the parts in the STCW Convention, 1978, as amended concerning English language requirements for seafarers		
.5 brainstorm the circumstances in which seafarers need to be able to use English		R2
22.4 Reading and writing: briefing on the STCW Convention		
.1 read those parts in the STCW Convention, 1978, as amended that pertain to English language requirements for seafarers	R2	P2 and P3
.2 scan articles about language learning and find information	T16 Un. 1	
.3 write an individual study plan for improving specific aspects of English and review the aims and progress at regular intervals		
23 Required performance	T16 Un. 2	
Discuss and confirm travel arrangements for joining ship; describe berthing and unberthing procedures; describe stages in preparing for sea and for arrival in port		
23.1 Grammar: Present Continuous; <i>going to</i> and <i>will</i>	T2 Un. 26, 27, 28	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 use the Present Continuous to describe scheduled future arrangements	T10 Un.19	
.2 use <i>going to</i> to describe fixed future plans or intentions	T10 Un. 20	
.3 use <i>will</i> to predict future events	T10 Un. 22	
.4 use <i>will</i> for spontaneous offers and for plans made at the moment of speaking	T10 Un. 21	
.5 select appropriate future forms in speech and writing	T10 Un. 23	
.6 use contracted future forms where appropriate in speech and writing	T10 Appdx. 3.2, 3.3	
23.2 Vocabulary: phrases for greeting and introducing people; nouns connected with planning		
.1 use phrases for greeting and introducing people appropriately in a range of formal and informal situations	T9 p 20–21	Internet English learning resources e.g. http://www.learnenglish.de/culture/introductions_and_greetings.htm
.2 identify, name and describe different types of planning document using a range of nouns		T19
23.3 Listening and speaking: confirming travel arrangements and accommodation reservations; describing berthing and unberthing procedures, and stages of departure and arrival	T16 Un. 2	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 talk about how to prepare for a ship voyage		
.2 confirm travel arrangements and accommodation reservations		
.3 report departure and arrival of a vessel		
.4 describe a complex situation regarding altered travel arrangements and work out an alternative plan based on information available		
.5 explain the situation to another person and give details of the revised arrangements		Company management system documentation
.6 simulate preparing for sea by using a checklist to confirm completion of procedures		P3 p 70 checklist
.7 simulate preparing ship for arrival in port by using a checklist to confirm completion of necessary procedures		P3 p 71 checklist
.8 role-play conversation between Master and Port Control before vessel arrives in port		MarEng-Intermediate; Un. 5
23.4 Reading and writing: preparations for a ship's voyage		
.1 read through a time-table and write a description of a ship's voyage using all the available information	T5 p 111-112	
.2 read and comprehend anchoring, berthing and unberthing procedures	T3 p 218	
.3 demonstrate awareness of language register by using appropriate expressions to greet visitors on board		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 simulate making, confirming and changing hotel reservations in person		
.5 note down changes of travel plan by listening for specific information		Samples of travel information (bus / train / ferry timetables; flight schedules etc.)
24 Required performance		
Describe procedures at international ports; demonstrate understanding of the cultural norms of different nationalities; describe incidents that occur on shore and at sea; write reports of incidents on board	T16 Un. 3	
24.1 Grammar: defining relative clauses; relative pronouns; prepositions in relative clauses; Past Simple and Past Continuous		
.1 use the relative pronouns <i>who, whose, that, which</i> and <i>where</i> correctly in defining relative clauses	T2 Un. 101	
.2 omit the relative pronoun when it is the object of the verb in defining relative clauses	T10 Un. 92, 93, 94	
.3 position prepositions correctly in relative clauses		
.4 understand the differences in meaning and form between the Past Simple and Continuous	T10 Un. 5, 6	
.5 use the Past Simple and Continuous appropriately when describing a sequences of events in the past		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
24.2 Vocabulary: compound words; vocabulary of helicopter / ship operations		
.1 use items from a lexical group of compound words connected with travel in speech and writing	T5 p 145–147	V15
.2 use compound words relating to technical objects and processes		
.3 use compound numbers to identify specific technical nouns and processes	T5 p 151–152	
.4 use vocabulary of helicopter / ship operations correctly	T8 p 18–20	
24.3 Listening and speaking: comparing port customs clearance differences in different countries	T 18 Un. 1	
.1 describe differences between customs clearance procedures at different ports		
.2 elaborate on the differences		
24.4 Reading and writing: talking about cultural norms of different nationalities; reporting incidents on board		
.1 skim a long article for general understanding of cultural norms of different nationalities		Magazine or news articles
.2 read articles about a sea protest and study samples of original documents	T9 p 319 T3 p 356	
.3 summarise the key points of a long text	T9 p42; 43; 51; 52; 64; 69; 71; 72; 75; 221; 275	Magazine or news articles; Samples of log books

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 record key details of routine events in log books	T9 p167	
.5 write a detailed report of an incident in an acceptable style and format	T3 p 391	
Review 4	T16 Review 1	
25 Required performance		
Discuss aspects of safety and risk in the workplace; give warnings and advice concerning safe working practice on board; describe maintenance and repair work		
25.1 Grammar: <i>verb + -ing / verb + to</i>; conjunctions + <i>-ing</i>; modal verbs <i>must, have to, should, ought to</i> and <i>had better</i>	T16 Un. 4	
.1 select either the gerund or the infinitive form correctly when one verb follows another	T10 Un. 53, 54, 56, 57	
.2 demonstrate understanding of the difference in meaning between gerund and infinitive patterns when a verb can be followed by either form	T10 Un. 28, 31, 32, 33, 34, 35	
.3 use the <i>-ing</i> form after conjunctions when giving instructions		
.4 change the position of the clause containing the conjunction, according to the required emphasis		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.5 select appropriate modal verbs to express obligation and to give advice (<i>must, have to, should, ought to</i> and <i>had better</i>) and demonstrate understanding of the differences in meaning	T5 p 158–160	
25.2 Vocabulary: phrases for giving orders, advice and warnings; idioms; main engine parts; repairs	T7 p 234–239	
.1 select an appropriate conjunction (<i>before, after, when</i> or <i>while</i>) to link two clauses in sentences giving instructions	T3 p 132–137; 140	
.2 use appropriate phrases with correct grammar construction to simulate giving orders, advice and warnings regarding safe practice at sea	T15 p 16–33; 40–48	
.3 demonstrate understanding that idioms do not have literal translations	T3 p 180	
.4 identify and name parts of main engine machinery correctly		
.5 use verbs for describing repairs accurately	T7 p 262–283	
	M5	
25.3 Listening and speaking: taking actions to avoid potential risks at work	T3 p 338	
.1 talk about some potential risks on board		MarEng-Advanced: The Engine Room
.2 talk about possible actions to avoid risks at an early stage		P6 Pictures / diagrams of engine machinery / work areas on board and tools for labeling

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 discuss aspects of safety on deck and in the engine room and brainstorm areas of risk	Sample of a company Safety Management System policy based on the IMO's ISM Code	T7 p 118–119 R4
25.4 Reading and writing: describing aspects of safety and risk in the work place; issuing warnings or advice on safety; reporting maintenance and repairs		T7 p 262-283
.1 read a sample of a company SMS policy document and note specific information on safety measures for different activities	P7 P8	R4
.2 read extracts from Code of Safe Working Practices	T5 p 172-173	
.3 write a notice warning against risks and giving reminders of safe practices on board	T5 p 144-145, 150-151	
.4 make a written plan of routine maintenance activities in note form		
.5 use process writing techniques to produce a piece of written work in collaboration with partners	T9 p153-154, 163, 164	
.6 write a full description of the safety measures to be taken during a specific operation		
26 Required Performance		
Describe meteorological conditions; interpret synoptic charts and meteorological information; give navigational warnings; report damage caused by bad weather at sea; describe procedures for survival at sea		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
26.1 Grammar: Present Perfect and Past Simple; adverbs of time <i>yet, already, just, still</i> and <i>always</i>	T16 Un. 5	
.1 differentiate correctly between the form and meaning of the Present Perfect and Past Simple	T2 Un. 20	
.2 use the Present Perfect and Past Simple fluently and accurately when describing recent and past events		
.3 distinguish between the meaning of various adverbs of time frequently used with the Present Perfect and use them appropriately	T10 Un. 7, 8	
26.2 Vocabulary: verbs and connectives describing cause and effect, sea conditions; verbs describing the movement of a vessel; life-saving equipment on ships; equipment in survival craft		
.1 use a range of verbs and connectives in sentences describing cause and effect / effects and causes	T5 p 116–119	
.2 define the characteristics of various sea and tidal conditions	T13 p 64–65	Pictures / diagrams of life-saving equipment on ships and of equipment in survival craft
.3 define the terms used to describe the movement of a ship from diagrams	T3 p 313–316	
.4 identify, name and explain the function of life-saving equipment on ships	M2	
.5 identify, name and explain the function of the equipment in survival craft		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
26.3 Listening and speaking: talking about the relationship between meteorology and ship safety	T3 p 331-340	
.1 find out ways to obtain necessary weather forecast		R5
.2 discuss how meteorology influences ship safety	T4 p 76–85; 161–167; 224–230	
.3 note down detailed information about meteorological conditions from a listening text		
26.4 Reading and writing: reporting meteorological conditions, synoptic charts and meteorological information, damage caused by adverse weather, and survival procedures at sea		
.1 read and describe weather conditions based on a selection of meteorological information	T5 p 112-113	
.2 scan articles and identify all the elements referred to as "the weather"	T3 p311-312	Selected realia: synoptic charts, tide tables, tidal stream and current atlases,
.3 study the weather map of a hurricane and describe the weather in written form	T12 p 43	
.4 identify and describe navigational hazards by interpreting synoptic charts	T9 p 52; 60; 61; 62; 64; 78; 159; 223	
.5 describe correct procedures for survival at sea		
.6 write a report of an incident that occurred during bad weather at sea		

Knowledge, understanding and proficiency		Primary resources	Supplementary resources
27	Required performance		
	Describe how machinery operates; correctly interpret operating manuals; describe an onboard procedure	T16 Un. 6	
27.1	Grammar: Present Simple Passive and Past Simple		
	Passive		
	.1 demonstrate understanding of the difference in form and meaning between the active and the passive voice in the Present Simple	T2 Un. 21	
	.2 use the passive voice in the Present Simple correctly		
	.3 demonstrate understanding of the difference in form and meaning between the active and the passive voice in the Past Simple	T10 Un. 42	
	.4 use the passive voice in the Past Simple correctly	T10 Un. 43	
	.5 recognise which verbs cannot be used in the passive voice		
27.2	Vocabulary: idioms; conjunctions <i>first, then, next, finally</i>; main components of auxiliary machinery; navigational aids		P1
	.1 identify some common idioms in a written text and infer their meanings from the context	T3 p 169–175	
	.2 use conjunctions to describe a sequence of events correctly	T15 p 94–126	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 use marine engineering terms to identify and describe the main components of auxiliary machinery	T4 p 217–223	Pictures/diagrams of marine engines and auxiliary machinery
.4 identify and describe the main navigational aids	T11 p 75–85	Pictures/diagrams of navigational aids
27.3 Listening and speaking: talking about machinery used for maintenance and repairs		
.1 name and describe the main purpose of the machinery in the workshop		
.2 talk about the consequences of poor machinery maintenance	T3 148-168	
27.4 Reading and writing: describing machinery operations using operation manuals and procedures found on board		
.1 write down some procedures for machinery maintenance	T15 p34-39; 49-69 Engineering operational manuals and diagrams	MarEng-Advanced: Cargo Handling; The Engine Room
.2 read engineering manuals to check operating instructions for engines and systems	T7 p 240-243	
28 Required performance		
Describe and explain global trends in shipping; give a presentation on a current issue affecting seafarers locally; describe measures for ensuring vessel security	T16 Un. 7	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
28.1 Grammar: Present Continuous	T10 Un. 1	
.1 use the Present Continuous fluently and accurately to describe current situations		
.2 use the Present Continuous to describe trends and changes taking place		
28.2 Vocabulary: verbs and adverbs for describing change; transforming <i>verb</i> + <i>adverb</i> into <i>adjective</i> + <i>noun</i>; phrases for giving presentations; vocabulary relating to ship and port security		
.1 understand and use a range of verbs for describing different changes in trends		MarEng-Advanced: Port Operations; listening Ex. 2 and 3
.2 understand and use a range of adverbs for describing the speed, time-scale and degree of changes in trends		MarEng-Advanced: Port Operations; Presentations T7 p 119–120
.3 demonstrate understanding of the collocation patterns of verbs and adverbs for describing change, in writing		ISPS Crew Awareness
.4 transform <i>verb</i> + <i>adverb</i> into <i>adjective</i> + <i>noun</i> for describing changes, in writing		Internet resources: IMO; UK MCGA; USCG; etc.
.5 learn a range of phrases for each stage of a public talk or presentation		
.6 learn and understand vocabulary connected with ship and port security	R3	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
	M11	
28.3 Listening and speaking: forecasting the future of shipping industry		
.1 discuss the future of shipping		
.2 predict the content and sequence of key points on a general seafaring issue before listening to a spoken presentation		
.3 listen to the introduction of a presentation to confirm the sequence of topics		
.4 listen to the complete presentation for specific information		P10
.5 prepare an oral presentation and practice by recording own voice and using a checklist to evaluate own performance		
.6 give an oral presentation on a current issue affecting seafarers locally		MarEng-Advanced: Port Operations: listening
28.4 Reading and writing: understanding and explaining global trends in shipping and vessel security measures; presenting the a current status issue affecting local seafarers		Shipping magazine articles / conference reports
.1 skim a selection of news articles / reports for gist to identify current trends in shipping		Local newspaper articles to summarise in English
.2 skim read a passage about factors affecting ship	T5 p 172-173	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
security		
.3 write a description of social trends locally based on group discussion or analysis of local newspaper reports		
. 4 write a memo describing measures for ensuring vessel security		P10
29 Required performance		
Comprehend and respond to written and oral communications; analyse problems on board and suggest appropriate solutions in speech and writing; understand and produce samples of ship's correspondence and survey reports; describe mechanical breakdowns and repairs; notify appropriate parties of repairs	T16 Un. 8	
29.1 Grammar: articles <i>a</i>, <i>an</i> and <i>the</i>; the zero article; <i>noun + preposition</i>	T2 Un. 65	
.1 demonstrate understanding of the difference in meaning between <i>a</i> , <i>an</i> and <i>the</i>	T10 Un. 72-78	
.2 demonstrate understanding of the different uses of <i>the</i> by using it correctly in practice exercises, writing and speech		
.3 demonstrate understanding of when <i>the</i> is not used (the zero article) by omitting it in practice exercises, writing and speech	T5 p 19–20	
.4 use the pattern <i>noun + preposition</i> when discussing problems (<i>causes of / reasons for / solutions to / problems with</i> , etc.)	T10 Un. 129	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<p>29.2 Vocabulary: adjectives for categorising types of mechanical breakdowns; verbs for describing repair techniques; types of onboard documentation; partial synonyms; formal and informal phrases for discussing work related problems</p>	T13 p 149–152	<p>T5 p 148</p> <p>MarEng-Advanced: Cargo Handling; engine problems; The Engine Room (Part 1; Operating Procedures); Bill of Lading</p>
<p>.1 describe common mechanical breakdowns by referring to visuals and / or a description of symptoms</p>	T13 p 149–152	Manufacturers' equipment manuals
<p>.2 describe repair techniques using technical verbs</p>		
<p>.3 identify, name and describe the function of various types of written documentation commonly found on board</p>		
<p>.4 identify words that have similar meanings (partial synonyms)</p>		Samples of notes, e-mails and formal letters
<p>.5 demonstrate understanding of the differences in connotation and collocation between partial synonyms</p>		
<p>.6 differentiate between formal and informal language registers by using appropriate phrases for discussing problems</p>		MarEng-Intermediate; Un. 13
<p>29.3 Listening and speaking: dealing with routine surveys; reporting problems on board such as mechanical breakdowns</p>		
<p>.1 name some routine surveys on board</p>		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 discuss the way to deal with surveys		
.3 advise ship's agents of repairs in simple, clear and appropriate English		
29.4 Reading and writing: reporting problems including mechanical breakdowns and repairs with appropriate solutions or suggestions, dealing with ship's correspondence and survey reports		
.1 propose solutions to a range of problems outlined in authentic written communications to a vessel (faxes, emails, memos, telexes etc.)	T3 p 384–386	MarEng-Advanced: Cargo Handling; engine problems
.2 understand the nature and purpose of different types of reading skill and demonstrate the ability to read authentic texts by scanning, skimming and reading for detail	T9 (select different types of document)	
.3 analyse the differences in form and style between written notes and formal writing	T3 p 384–386	MarEng-Advanced: Cargo Handling; engine problems
.4 simulate advising ship's agents of repairs using a style and register appropriate to the text type		Samples of notes, telexes, e-mails and formal letters
30 Required performance		
Demonstrate the importance of cross-cultural awareness; describe expected standards of work and behaviour at sea	T16 Un. 9	
30.1 Grammar: Present Perfect and Past Simple; adverbials of time <i>ever, never, before, for, since,</i>		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
<i>recently, so far, ago, once</i>		
.1 revise uses of Present Perfect	T10 Un. 11-14	
.2 use Present Perfect question form to enquire about the duration of events		
.3 combine Present Perfect and Past Simple to describe recent or past events		
.4 distinguish between various adverbials of time frequently used with Present Perfect and Past Simple		
.5 use contractions of auxiliary verbs in the Present Perfect when speaking		
30.2 Vocabulary: adjectives and phrases connected with aptitude; forming opposites with prefixes and suffixes; adjectives and nouns connected with maritime folk lore		
.1 use a range of adjectives and functional phrases to describe levels of aptitude and ability		Sample of a company personal appraisal form
.2 demonstrate understanding of the meaning of common prefixes		Company management system documentation
.3 apply knowledge of the general rules regarding prefixes and suffixes to make adjectives with opposite meanings		
.4 recognise that some adjectives cannot be transformed using prefixes or suffixes	T16 p 15	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.5 use a range of adjectives and nouns to describe maritime folk lore and personal beliefs		
30.3 Listening and speaking: talking about differences in cultural norms; suggest ways to reduce culture clash		
.1 describe common types of culture clash on board		
..2 exchange ideas about ways to avoid culture clash	Sample of a company personal appraisal form	Internet resources e.g. http://www.jobweb.com ; http://jobsearch.about.com
.3 complete a sample of a company appraisal form by listening to a discussion of an individual seafarer's performance		
.4 exchange opinions on a problem concerning the attitude and aptitude of a crew member, based on an authentic written text	T9 p 172-173	
30.4 Reading and writing: comprehending and describing ways to minimise culture clash on board		
.1 describe expected standards of work and behaviour at sea, discuss the pressures that face seafarers and suggest solutions	T 19	Internet resources e.g. http://www.jobweb.com ; http://jobsearUn .
.2 write a letter of reference concerning the attitude and aptitude of a seafarer	T9 p 172–173	V25
.3 write a comparative description of cross-cultural issues affecting crews	T16 Un.15, p 15.1–15.4	M 8

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 compare maritime beliefs from different countries	T9 p 79–82	
.5 compare styles of resumés between countries; write a resumé for a job application	T3 p 385-386	
Review 5	T16 Review 2	
31 Required performance		
Comprehend and participate in radio and internet communications; clarify misunderstandings in communication; take and deliver messages accurately	T16 Un. 10	
31.1 Grammar: question tags		
.1 demonstrate understanding of the form and purpose of question tags in speech	T2 Un. 44-49	
.2 recognise that the meaning of a question tag depends on the intonation used		
.3 use the correct auxiliary verbs to form question tags for positive and negative statements		
31.2 Vocabulary: phrases for telephoning; standard phrases for radio communication		Internet resources e.g. http://www.englishclub.com ; http://www.eslcafe.com ; http://www.onestopenglish.com
.1 use a range of phrases in simulated practice of different stages of a telephone conversation		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 use appropriate phrases for clarifying meaning and dealing with misunderstandings in simulated practice of telephone conversations		
.3 demonstrate awareness of language register by responding appropriately to incoming telephone calls		MarEng-Advanced; Vessel Types; Cargo Space, Ex. 5,6,7
.4 revise and use standard radio phrases for communication in simulated practice	R1 6 General p 6	MarEng-Advanced; VTS in practice; Radio Communication
31.3 Listening and speaking: using Voice Over IP online applications to send messages	T16 Un. 10	
.1 apply Voice Over IP online applications		
.2 respond verbally to live internet messages		
.3 discuss strategies for communicating by radio / phone and demonstrate ability to cope with breakdowns in communication		
.5 simulate complete telephone and radio conversations and exchange detailed information accurately		Audio or video training material presented by a native speaker
31.4 Reading and writing: participating in radio communication; noting messages accurately		Operating instructions for hand-held receivers

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.1 read through a passage to learn about communication at sea by radio	T5 p 187	MarEng-Advanced, VTS; Radio Communication
.2 read notes from a simulated telephone conversation	T20 p 170-181	
.3 write accurate notes from a simulated telephone conversation		
32 Required performance		
Report recent events; describe the principles of watchkeeping and safety precautions to be observed during a watch; simulate handing over a watch; predict likelihood of events occurring; produce written records	T16 Un. 11	
32.1 Grammar: Present Perfect Continuous and Present Perfect Simple; adverbials of time <i>since</i> and <i>for</i>; modal verbs of certainty <i>may</i>, <i>might</i> and <i>could</i>	T2 Un. 19	
.1 use Present Perfect Continuous to emphasise the duration of unfinished or recently finished events		
.2 revise stative verbs that are not used in the continuous form	T10 Un. 29, 30 Appdx. 4.2	
.3 distinguish between the meaning and form of Present Perfect Continuous and Present Perfect		
.4 differentiate between the use and meaning of <i>since</i> and <i>for</i> to describe the duration of an event		
.5 use <i>may</i> , <i>might</i> and <i>could</i> in positive and negative forms to express uncertainty about present or future situations	T5 p 170–171	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
32.2 Vocabulary: idioms; uses of <i>get</i>; adverbs of certainty; phrases for expressing degrees of certainty; vocabulary associated with COLREGs		
.1 understand the most common uses of <i>get</i> and replace <i>get</i> with appropriate alternative vocabulary in formal communication	T2 Un. 56	
.2 use a range of adverbs of certainty to make predictions	T10 Un. 43.4	
.3 use a range of phrases to express varying degrees of certainty and uncertainty	T5 p 170–171	
.4 understand and use vocabulary associated with COLREGs accurately	T8 p 15–16	
32.3 Listening and speaking: reporting recent events, discussing watchkeeping principles and safety precautions, simulating handing over a watch	T16 Un. 11	
.1 describe handing over a watch		
.2 discuss factors that may cause an unsuccessful handover		
32.4 Reading and writing: writing a simple report of recent events, reading watchkeeping principles and safety precautions; simulating handing over a watch		Company management system documentation
.1 summarise the events of a watch after reading entries in completed log records in detail	T11 p 37–41	M 10
.2 simulate handing over a watch using checklists and write information correctly in a format suitable for log record keeping	T13 p 145–149; 153–156; 157–160	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 identify the causes and possible consequences of several problematic situations, based on written reports	T9 p 244–256 Sample of completed log record books Sample of an incident report form	
33 Required performance		
Describe changes in shipping, ship design and technology	T16 Un. 12	
33.1 Grammar: Present Perfect Passive; <i>used to</i>		
.1 demonstrate understanding of the difference in form and meaning between the active and the passive voice in Present Perfect	T10 Un. 10	
.2 use the passive voice in Present Perfect to describe changes that have been made or events that have taken place	T10 Un. 18	
.3 revise verbs that cannot be used in the passive voice		
.4 use <i>used to</i> to ask about and describe activities that happened regularly in the past		
33.2 Vocabulary: verbs with suffixes; verbs connected with construction and development; equipment for handling, securing and stowing cargoes; words and phrases for describing the characteristics of stability		MarEng-Intermediate, Un. 3 General arrangement plans
.1 demonstrate understanding of the meaning of common suffixes		Cargo securing manuals

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.2 describe the construction of vessels, buildings or the development of an area using appropriate verbs		
.3 apply knowledge of the general rules regarding suffixes to transform parts of speech in controlled writing exercises	T7 p 199–202	Pictures of securing and lashing equipment
.4 use the suffix <i>-ise</i> to transfer adjectives and nouns into passive verb forms connected with construction and development	T4 p 118–138	M10
.5 type of equipment used for handling, securing and stowing cargoes	T11 p 93–99	
.6 use words and phrases appropriate for describing the characteristics of stability	T14 p 149–181	M9
33.3 Listening and speaking: talking about changes in shipping, ship design and technology, cargo handling procedures	T7	
.1 discuss the reasons of trimming in cargo handling		
.2 sum up the principles of rebalancing in stowage		
33.4 Reading and writing: describing changes in shipping, ship design and technology, cargo handling procedures		Pilot books
.1 categorise and explain the changes in shipping, ship design and ship operation over the last few decades based on information gathered from reading texts	T7 p 80–91	Sample of a guide to port entry
.2 scan the passage and outline the general stages in loading and unloading cargo		MarEng-Advanced:

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.3 read the basic cargo handling documentation	T3 p 354–356	Cargo Handling, Bill of Lading M10
.4 outline the general stages in loading and unloading cargo	T3 p 241–243	
.5 correctly draft samples of cargo handling documentation	T9 p 136–143	
34 Required performance		
Give warnings about the potential problems of marine pollution; talk about regulations regarding marine protection; describe pollution avoidance procedures	T16 Un.13	
34.1 Grammar: zero and first conditional clauses		
.1 demonstrate understanding of the meaning and form of the zero conditional	T2 Un. 99 T10 Un. 38	
.2 use the zero conditional to describe facts		
.3 demonstrate understanding of the meaning and form of the first conditional		
.4 use the first conditional to give warnings and to make predictions		
.5 change the position of the <i>if</i> clause, according to the emphasis		

Knowledge, understanding and proficiency	Primary resources	Supplementary resources	
<p>34.2 Vocabulary: conjunctions <i>if, unless, provided that, as long as</i> in conditional sentences; partial synonyms connected with pollution control</p>	<p>T10 Un. 115</p>		
<p>.1 demonstrate understanding of the differences in connotation and collocation between <i>if, unless, provided that</i> and <i>as long as</i> in conditional sentences</p>			
<p>.2 use <i>if, unless, provided that</i> and <i>as long as</i> appropriately in conditional sentences</p>			
<p>.3 identify words connected with pollution control that have similar meanings (partial synonyms)</p>			
<p>.4 demonstrate understanding of differences in connotation and collocation between partial synonyms</p>			
<p>34.3 Listening and speaking: talking about marine pollution and protection</p>			
<p>.1 discuss marine pollution caused by waste generated on board</p>			
<p>.2 exchange ideas on how to avoid marine pollution</p>	<p>R9</p>	<p>Website case studies of pollution at sea</p>	
<p>.3 exchange information about controlling oil spills on board</p>	<p>R9</p>		
<p>.4 pronounce long numbers, percentages, decimals, sums of money and other statistical information correctly</p>			

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
34.4 Reading and writing: reading and reporting on marine pollution issues		
.1 identify and explain the causes and consequences of marine pollution in writing	T16 Un. 13	P11
.2 read and summarise the regulations introduced by MARPOL to control marine pollution	T7 p 124-139	
.3 prepare and deliver a presentation on onboard systems for preventing and minimising pollution at sea	T9 p 171	
35 Required performance		
Evaluate different perspectives on a problem and recommend appropriate action; describe emergency response procedures; give instructions to passengers in the event of an emergency	T16 Un. 14	
35.1 Grammar: second conditional clauses		
.1 demonstrate understanding of the meaning and form of the second conditional sentence structure	T10 Un. 39	
.2 use the second conditional to discuss hypothetical situations	T13 p 108–109	
35.2 Vocabulary: modal verbs <i>would, could</i> and <i>might</i> in conditional sentences; conjunctions <i>suppose, imagine, what if</i> in conditional sentences		
.1 use <i>would, could</i> and <i>might</i> appropriately in conditional sentences	T10 Appdx. 4	
.2 use the conjunctions <i>suppose, imagine</i> and <i>what if</i> appropriately in the <i>if</i> clause of conditional sentences	T5 p 171	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
35.3 Listening and speaking: instructing passengers and crew members to evacuate	T18 Un. 2	
.1 explain the evacuation procedure correctly and calmly	T16 Un. 14	
.2 explain the need for individual awareness of safety on board	T3 p 338	
.3 describe response procedures and alarm signals for a range of maritime emergency situations	T11 p 187–198	R6
35.4 Reading and writing: read about emergency response procedures; describe procedures for the evacuation of passengers and crew members in writing		Company SMS documentation
.1 read texts about organising shipboard drills, such as fire fighting and abandon ship drills, etc.	T13 p 165–177	MarEng-Intermediate; Boat Drill, Un.11 Ex. 1–4
.2 give a balanced account of a complex situation, summarising the different perspectives of all parties involved	Safety onboard-general activities	T7 p 330–353
36 Required performance		
Deduce possible causes of events; establish and explain reasons for breakdowns or faults		
36.1 Grammar: relative pronouns; non-defining relative clauses		
.1 revise relative pronouns in relative clauses		
.2 demonstrate understanding of the differences in form and meaning between defining and non-	T5 p 84–85	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
defining ('extra information') relative clauses		
.3 use non-defining relative clauses to give additional information about a person or an object	T5 p 100–102	
36.2 Vocabulary: modal verbs <i>may</i>, <i>might</i> and <i>could</i> for deduction; words for describing mechanical breakdowns	T13 p 149–152	
.1 use <i>may</i> , <i>might</i> and <i>could</i> in positive and negative forms to deduce the reasons for situations that occurred in the past		
.2 revise words and phrases for describing mechanical breakdowns		
36.3 Listening and speaking: talking about the causes of events and ways of reducing errors arising from human factors		
.1 talk about experiences of dealing with breakdowns, engine failure and other accidents		R6
.2 discuss how to reduce the influence of human factors in accidents		R2
36.4 Reading and writing: analysing and reporting the causes of events		
.1 describe possible causes of unusual events from a limited amount of information	M5	Operation manuals
.2 work out causes of machine failure by reading an operation manual	T5 p 152	Ship's technical drawings
.3 state possible sources of error based on inaccurate readings from electronic navigational aids	T5 p 148–150, 210	

Knowledge, understanding and proficiency	Primary resources	Supplementary resources
.4 write a plan for repairing an electrical or a mechanical fault		V32
Review 6	T5 Review 3	

Notes: The terms 'simulate' and 'simulated' used in the context of this model course syllabus relate to the English language teaching term meaning 'role play' (see Instructor manual), not necessarily to the use of simulator technology

Core section 2: Specialized Maritime English (SME)

Part 2.1: Specialized Maritime English for officers in charge of a navigational watch on ships of 500 gross tonnage or more

Part 2.1-A: Course framework

■ Aims

Part 2.1 of this Model Course provides a guide for instructors responsible for teaching Specialized Maritime English to meet the mandatory minimum requirements for the knowledge, understanding and proficiency in Table A-II/1 of the STCW Code.

Administrations may choose to modify this course to suit the needs of the particular learning environment.

■ Objectives

Part 2.1, Core section 2 of this Model Course covers the requirements set out in Ch. II, section A-II/1 of the STCW Convention, 1978, as amended. The functional element of the section provides the detailed guideline to support the training outcomes related to Navigation at the Operational Level.

The objectives of this Part are to:

- develop trainees' ability to use Specialized Maritime English to facilitate effective communication according to their duties and responsibilities;
- ensure that trainees possess the knowledge, understanding and proficiency in English as set out in the STCW Code;
- provide the instructor with other suggested topics to accomplish routine and emergency communication orally or in written form according to their duties and responsibilities; and
- promote the study skills for continuing independent learning at sea.

This includes:

- using English in written and oral form to use charts and other nautical publications;
- using English in written and oral form to understand meteorological information and messages concerning ship's safety and operations;

- using English in written and oral form to communicate with other ships, coast stations and VTS centres; and
- using English in written and oral form to perform the officer's duties with a multi-lingual crew.

■ Syllabus content

The content of the syllabus includes all the requirements in the STCW Code regarding the tasks that seafarers are expected to be able to carry out in English. As it aims to accomplish effective communication, the contents not only cover all the requirements of the STCW Convention, 1978, as amended but also provide other practical topics for further Specialized Maritime English practice. The instructor should select and adapt the topics to suit the needs of the trainees.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided separately. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ Syllabus structure

The syllabus is structured into two areas. Area one is "use English in oral and written form" and area two is "use IMO SMCP". Area one consists of 5 units relating to ship officer's competence and area two gives a brief introduction about how to use the IMO SMCP. Compared with Core section 1, Core section 2 is more competence-based. Therefore, it is of necessity to establish a task-oriented layout. There are five units in area one that cover the knowledge, understanding and proficiency in the English language required by the STCW Code. Area two emphasises the appropriate use of IMO SMCP. As for the useful phrases provided in the SMCP, they should be adopted during the whole learning process at the instructor's discretion.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to become proficient in the use of English for the specific purposes stated here.

■ Entry levels

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. and has a good understanding of marine navigational subjects.

The Instructor manual of this model course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD or DVD player with speakers suited to the size of the room, a voice recorder and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

It is essential to provide some onboard facilities or mockups for building the marine navigational scenario.

The following items are useful but not essential: a video recorder; a projector; a computer with Internet access for sourcing and preparing materials; a printer.

Part 2.1-B: Course outline and timetable

■ Course outline

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM

Course outline	Approximate time (hours)
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Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1 Use English in written and oral form to	85	54
1.1 Use charts and other nautical publications	10	5
1.2 Understand meteorological information and messages concerning ship's safety and operation	10	5
1.3 Communicate with other ships, coast stations and VTS centres	15	10
.1 Routine communication	10	5
.2 Emergency communication	5	5
1.4 Perform the officer's duties	40	24
.1 Keep a log and other voyage records	5	3
.2 Identify and describe ship's type, structure and equipment	5	3
.3 Demonstrate the basic communications regarding cargo handling in port	5	3
.4 Give a brief introduction to IMO Conventions and Port State Control	5	3
.5 Explain the operation basics to navigational aids	5	3
.6 Request ship repairs and maintenance for navigational equipment	5	3
.7 Demonstrate the basic communications regarding Emergency Responses on ships	5	3
.8 Keep ship's correspondence	5	3

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1 Use English in written and oral form to	85	54
1.1 Use charts and other nautical publications	10	5
1.2 Understand meteorological information and messages concerning ship's safety and operation	10	5
1.3 Communicate with other ships, coast stations and VTS centres	15	10
.1 Routine communication	10	5
.2 Emergency communication	5	5
1.4 Perform the officer's duties	40	24
.1 Keep a log and other voyage records	5	3
.2 Identify and describe ship's type, structure and equipment	5	3
.3 Demonstrate the basic communications regarding cargo handling in port	5	3
.4 Give a brief introduction to IMO Conventions and Port State Control	5	3
.5 Explain the operation basics to navigational aids	5	3
.6 Request ship repairs and maintenance for navigational equipment	5	3
.7 Demonstrate the basic communications regarding Emergency Responses on ships	5	3
.8 Keep ship's correspondence	5	3
1.5 Communicate with a multi-lingual crew	10	10
.1 Establish communication and demonstrate the ability to communicate in routine and face-to-face situations onboard ship	5	5
.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multiethnic crew	5	5
2 Use IMO Standard Marine Communication Phrases	5	2

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1 Use English in written and oral form to	85	54
1.1 Use charts and other nautical publications	10	5
1.2 Understand meteorological information and messages concerning ship's safety and operation	10	5
1.3 Communicate with other ships, coast stations and VTS centres	15	10
.1 Routine communication	10	5
.2 Emergency communication	5	5
1.4 Perform the officer's duties	40	24
.1 Keep a log and other voyage records	5	3
.2 Identify and describe ship's type, structure and equipment	5	3
.3 Demonstrate the basic communications regarding cargo handling in port	5	3
.4 Give a brief introduction to IMO Conventions and Port State Control	5	3
.5 Explain the operation basics to navigational aids	5	3
.6 Request ship repairs and maintenance for navigational equipment	5	3
.7 Demonstrate the basic communications regarding Emergency Responses on ships	5	3
.8 Keep ship's correspondence	5	3
Total	90	56

Timetable

Period/Day	Day 1	Day 2	Day 3	Day 4	Day 5
1 st Period (1.5 hours)	1. Use English in written and oral form to : 1.1 Use charts and other nautical publications	1.1 Use charts and other nautical publications (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)

2 nd Period (1.5 hours)	1.1 Use charts and other nautical publications (continued)	1.1 Use charts and other nautical publications (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)
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Meal break

3 rd Period (1.5 hours)	1.1 Use charts and other nautical publications (continued)	1.1 Use charts and other nautical publications (continued) 1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)
4 th Period (1.5 hours)	1.1 Use charts and other nautical publications (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.2 Understand meteorological information and messages concerning ship's safety and operation (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)	1.3 Communicate with other ships, coast stations and VTS centres (continued)

Period/Day	Day 6	Day 7	Day 8	Day 9	Day 10
1 st Period (1.5 hours)	1.3 Communicate with other ships, coast stations and VTS centres (continued)	1.4.1 Keep a log and other voyage records (continued)	1.4.2 Identify and describe ship's type, structure and equipment (continued)	1.4.3 Demonstrate the basic communications regarding cargo handling in port (continued)	1.4.4 Give a brief introduction to IMO Conventions and Port State Control (continued) 1.4.5 Explain the operation basics to navigational aids

2 nd Period (1.5 hours)	1.3 Communicate with other ships, coast stations and VTS centres (continued)	1.4.1 Keep a log and other voyage records (continued)	1.4.2 Identify and describe ship's type, structure and equipment (continued)	1.4.3 Demonstrate the basic communications regarding cargo handling in port (continued) 1.4.4 Give a brief introduction to IMO Conventions and Port State Control	1.4.5 Explain the operation basics to navigational aids (continued)
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Meal break

3 rd Period (1.5 hours)	1.3 Communicate with other ships, coast stations and VTS centres (continued)	1.4.1 Keep a log and other voyage records (continued) 1.4.2 Identify and describe ship's type, structure and equipment	1.4.3 Demonstrate the basic communications regarding cargo handling in port	1.4.4 Give a brief introduction to IMO Conventions and Port State Control (continued)	1.4.5 Explain the operation basics to navigational aids (continued)
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4 th Period (1.5 hours)	1.3 Communicate with other ships, coast stations and VTS centres (continued) 1.4.1 Keep a log and other voyage records	1.4.2 Identify and describe ship's type, structure and equipment (continued)	1.4.3 Demonstrate the basic communications regarding cargo handling in port (continued)	1.4.4 Give a brief introduction to IMO Conventions and Port State Control (continued)	1.4.5 Explain the operation basics to navigational aids (continued)
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Period/Day	Day 11	Day 12	Day 13	Day 14	Day 15
1 st Period (1.5 hours)	1.4.6 Request ship repairs and maintenance for navigational equipment	1.4.7 Demonstrate the basic communications regarding Emergency Responses on ships (continued)	1.4.8 Keep ship's correspondence (continued)	1.5.1 Establish communication and demonstrate the ability to communicate in routine and face-to-face situations onboard ship (continued)	1.5.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multi-ethnic crew (continued) 2. Use IMO Standard Marine Communication Phrases (SMCP)
2 nd Period (1.5 hours)	1.4.6 Request ship	1.4.7 Demonstrate the	1.4.8 ship's	Keep 1.5.1 Establish communication	2. Use IMO Standard

	repairs and maintenance for navigational equipment (continued)	basic communications regarding Emergency Responses on ships (continued)	correspondence (continued)	and demonstrate the ability to communicate in routine and face-to-face situations onboard ship (continued)	1.5.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multi-ethnic crew	Marine Communication Phrases (SMCP) (continued)	
Meal break							
3 rd Period (1.5 hours)	1.4.6 Request ship repairs and maintenance for navigational equipment (continued)	1.4.7 Demonstrate the basic communications regarding Emergency Responses on ships (continued)	1.4.8 Keep ship's correspondence	1.5 Communicate with a multi-lingual crew	1.5.1 Establish communication and demonstrate the ability to communicate in routine and face-to-face situations onboard ship	1.5.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multi-ethnic crew (continued)	2. Use IMO Standard Marine Communication Phrases (SMCP) (continued)
4 th Period (1.5 hours)	1.4.6 Request ship repairs and maintenance for navigational equipment (continued)	1.4.7 Demonstrate the basic knowledge of Emergency Responses onboard	1.4.8 Keep ship's correspondence (continued)	1.5.1 Establish communication and demonstrate the ability to communicate in routine and face-to-face situations onboard ship (continued)	1.5.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multi-ethnic crew (continued)	2. Use IMO Standard Marine Communication Phrases (SMCP) (continued)	

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Part 2.1-C: Detailed teaching syllabus

<p>COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM</p>	<p>IMO Reference</p>
<p>TRAINING OUTCOMES:</p>	<p>STCW Code Table A-II/1</p>
<p>Demonstrates a knowledge and understanding of:</p>	
<p>1 using English in written and oral form</p>	
<p>2 using IMO Standard Marine Communication Phrases</p>	

<p>COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM</p>	<p>References</p>
<p>1 Required performance</p>	
<p>Use English in written and oral form to:</p>	
<p>1.1 Use charts and other nautical publications (10 hours)</p>	
<p>- explain symbols and abbreviations on a chart especially navigational marks, obstructions, contours, soundings, bottom nature, traffic lanes and separation zones etc.</p>	<p>P13 A1</p>
<p>- develop and practise a glossary of the key items with definitions relating to information given on a chart</p>	<p>P3 p 59-60 A1</p>
<p>- explain the title, explanatory notes including warnings given on a chart</p>	<p>P20 p 1-11</p>
<p>- create a dialogue to prepare the ship with an appropriate routing chart by using given information</p>	<p>T12 p 19-24, p 25-30 A2</p>
<p>- explain how to select standard charts by areas or routes with a given chart catalogue</p>	<p>P27 p 15-60</p>
<p>- discuss in pairs or group, information from nautical publications such as Sailing Directions, Ocean Passage for the World, Mariner Handbook, Almanac, Tide Table, List of Lights and Fog Signals, List of Radio Signals, Notices to Mariners, radio navigational warnings and Guide to Port Entry etc.</p>	<p>P27 p 100-133 A3</p>
<p>- interpret corrections of charts and publications by Notices to</p>	<p>T3 p 267-370</p>

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
Mariners, worldwide and nationwide	
- compile a glossary of the terms and abbreviations used in ECDIS	
- explain the functional basics of electronic charts	
1.2 Understand meteorological information and messages concerning ship's safety and operation (10 hours)	
- obtain accurate meteorological information from Sailing Directions, Ocean Passage for the World, routeing charts, Mariner's Handbook	R1
	A2
	A3
- obtain the climatological information from routeing charts and Sailing Directions for route planning	P14 p 3-7,p 21-24 p 26-29, p 49-85
	A2
	A3
- interpret key meteorological symbols and abbreviations	P14 p 110-123
- interpret information from a given title on a weather chart	P15 p 26, p 32
- note the weather bulletin from a given sample	P15 p 35-38, p 43-46
- render to a colleague the basic meteorological information from selected radio navigational warnings	P15 p 66, p 194-199, p 396-416 T3 p 311-316 T2 p 43-48 P31 p 40-42
- brainstorm with colleagues the actions to be taken on board due to meteorological warnings received from weather services	P36 P37
1.3 Communicate with other ships, coast stations and VTS centres	
.1 Routine communication (5 hours)	T17 p 109-136
- explain the standard abbreviations and commonly used service codes	R1 P3 p 66-67, p 78-85

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
- interpret AIS data and draft a short AIS safety related message by using a given sample	P22 p 133-139
- practise the International Phonetic Alphabet using written terms and sound samples	P27 p 357-368
- use the message markers in routine radio communication	P3 p 65
- apply the standard routine communication procedures by using different scenarios	P16 p 24-34
- create dialogues with VTS centres using the Ship Movement Reporting System MAREP and local Ship Reporting Systems.	P21 p 175-208
	P27 p 350-356
	P27 p 157-165
- create VHF communication with other ships to avoid collisions with pilot stations while entering port, and with VTS centres for arrival, departure, transit, report etc.	P28 p 60-67
	P35
- demonstrate the ability to give commands to assist tugs and related personnel during berthing and unberthing procedures	T12 p 40, p 120-124
.2 Emergency communication (5 hours)	T17 p 153-162
- apply the correct procedure for transmitting a distress alert/call	P27 p 347-349
- create distress messages based on different scenarios in written and oral form	P27 p 370-377
- simulate acknowledgement of distress messages	
- listen to orally simulated emergency situations and practice the given scenarios with colleagues	
- simulate on-scene communication between different parties involved in SAR	
- demonstrate Urgency and Safety communications and practice the given scenarios with colleagues	
- scan the navigational warnings/ NAVTEX	

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
<ul style="list-style-type: none"> - demonstrate procedures for transmitting distress calls on radio using GMDSS 	
1.4 Perform the officer's duties	
.1 Keep a log and other voyage records (5 hours)	
<ul style="list-style-type: none"> - explain the requirements to keep a proper log and other voyage records on board 	<p>R8 P17 p 73-95</p>
<ul style="list-style-type: none"> - summarise the types of information to be properly recorded according to the company's Safety Management requirements 	
<ul style="list-style-type: none"> - develop a glossary to keep a log on routine scenarios such as ocean passages and coastal navigation 	<p>P3 p 43 P18 p 101-148</p>
<ul style="list-style-type: none"> - develop a glossary to record incidents, accidents and other abnormal situations on board 	
<ul style="list-style-type: none"> - develop a glossary to record performance checks and tests of navigational systems 	
<ul style="list-style-type: none"> - scan and draft logs and records by using given scenarios 	
.2 Identify and describe ship's type, structure and equipment (5 hours)	
<ul style="list-style-type: none"> - identify and describe different kinds of ships 	<p>T7 p50-79</p>
<ul style="list-style-type: none"> - identify the principal structural members of a ship and the proper names for the various parts 	<p>T7 p144-179</p>
<ul style="list-style-type: none"> - brainstorm new developments and innovations in shipping, ship design and marine technology 	<p>P25 p17-26 T3 p 62-80</p>
<ul style="list-style-type: none"> - summarise the main functions of major deck machinery 	<p>T12 p 1-6 P25 p 13-17</p>
<ul style="list-style-type: none"> - identify the fire fighting and lifesaving equipment on board ship 	<p>T3 p 98-103 P31</p>

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
- outline the general arrangement of safety equipment and practise how to report and record its working condition	P25 p 27-33 P31, P34
- brainstorm the correct procedures for routine safety operations and emergency response onboard through pictures or videos	
- understand the general arrangement, repair list, survey report and other related documents	
.3 Demonstrate the basic communications regarding cargo handling in port (5 hours)	
- name the port/ship cargo handling facilities	R9 R10 T12 p 85-90
- give clear instructions and orders, request corrective action and give arguments	P25 p 379, p 389-394
- give correct orders regarding improper packaging, marking, handling techniques, dunnage and securing arrangements	P25 p 99-112
- use the SMCP for cargo handling procedures and reporting incidents related to cargo damage	
- understand items, inserts and appropriate remarks in cargo documents	T3 p 348-366
- understand the term "dangerous and hazardous substances"	P32 p 144-151
- simulate in a dialogue effective communication between ship and terminal personnel	T12 p 85-90
- demonstrate the understanding of regulations related to carriage of cargo	
- simulate how to take the necessary equipment/fittings and measures to adjust the trim and stability of a vessel under different loading conditions	
- simulate how to give orders for the appropriate securing and lashing of cargo in different loading situations	
.4 Give a brief introduction to IMO Conventions and Port State Control (5 hours)	

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
-read extracts from IMO instruments	R2, R3, R6, R5, R8, R9
- study a specific accident scenario and point out the violation of regulations of IMO conventions	P27 p 1-10
- explain and understand the background, main purposes and procedures of Port State Control	T12 p 61-66
- understand the items of a PSC checklist and related nonconformities	P32 p 215-227
- simulate appropriate communication with the PSCO	
.5 Explain the operation basics of navigational aids (5 hours)	
- identify the name and basic working principles of navigational aids	P3 p 46-67
- read the extracts from operator manuals for navigational aids on the bridge	P27 p 12-14
	P30 p 215-229
- identify and note down the status regarding navigational aids	P32 p 87-104
	T12 p 31-36
.6 Request ship repairs and maintenance for navigational equipment (5 hours)	
- give clear oral and written instructions on operations, maintenance, safety guards and repair work	T7 p 314-337
- initiate and maintain a conversation about the condition and operation	
- comprehend written technical texts and manuals	
- use the SMCP for briefing on navigational aids and equipment status	
- write a report on major malfunctions	
.7 Demonstrate the basic communications regarding Emergency Responses on ships (5 hours)	

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
- illustrate in oral and written form the emergency situations and alarm signals on board	R1 P3 p 44-45 P21 p 11-174 P28 p 185-208
- brainstorm the appropriate action to be taken in given emergency situations	T12 p 49-54
- give an announcement in public concerning emergency situations on board ship	T12 p 67-72
- simulate appropriate communication with passengers concerning safety matters	
- brainstorm the consequences of marine pollution and explain the importance for a shipboard oil spill contingency plan	P29 p 175-183
- report on the use of safety equipment considering different scenarios including fire, abandoning ship and survival at sea	
- report the location and condition of safety equipment	T12 p 55-60
- use the SMCP in drills and distress messages involving fire, explosion, grounding, pollution, piracy, armed attack SAR operations and communication with a helicopter	
- apply message markers connected with the corresponding SMCP	
- describe physical symptoms and types of injuries	
- comprehend radio medical advice	
- understand basic information regarding medical assistance for ships	
- draft a basic report concerning incidents onboard ship	
.8 Keep ship's correspondence (5 hours)	
- comprehend the main information from samples of ship's correspondence	T18 p 2.1-2.11 p 4.1-4.12, p 6.1-6.9
- write a witness statement or report	T18, p 9.1-9.3,

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM	References
- study a sample of Sea Protest and identify the key elements	p 10.1-10.6 T18 p 11.1-11.11
1.5 Communicate appropriately with a multi-lingual crew (10 hours)	
.1 Establish communication and demonstrate the ability to communicate in routine and face-to-face situations onboard ship	M11
- describe and compare orally events, places, processes (e.g. ports, voyages, weather conditions) - exchange information orally giving opinions, and agree or disagree giving points of view - understand orders, ask for and give relevant information - conduct appropriate VHF communication to avoid collisions.	
- simulate internal communication between crew members during berthing and unberthing operations	T3 p 215-217 T12 p 79-84
.2 Demonstrate the ability to communicate with other crew members, especially multilingual and multi-ethnic crews	P12 p187, p241-285
- demonstrate the knowledge and ability to apply social conventions and awareness of cultural aspects and language diversities appropriately - compare the basic philosophy of at least two cultures; e.g., religions, habits, politeness, do's and don'ts, etc.	
- identify the language problems that can arise and endanger effective communication on board ship	
- identify the social responsibilities of crew members and illustrate the challenges involved	P32 p119-131
- listen to orders and messages spoken by non-native English speaking persons and identify the basic information	
- write down tips on how to improve working relationships on board	P33 p187-204

COMPETENCE: USE THE IMO STANDARD MARINE COMMUNICATION PHRASES AND USE ENGLISH IN WRITTEN AND ORAL FORM

References

- discuss in groups the expected standards of work and behaviour at sea

2 Required performance

Use IMO Standard Marine Communication Phrases (SMCP) (5 hours)

R1
T17

- describe the background and purpose of the IMO SMCP
- demonstrate the appropriate application of the IMO SMCP
- explain the structure of the IMO SMCP
- brainstorm the major advantages and limitations of the IMO SMCP

Part 2.2: Specialized Maritime English for officers in charge of an engineering watch in a manned engine-room or designated duty engineers in a periodically unmanned engine-room

Part 2.2-A: Course framework

■ Aims

Part 2.2 of this Model Course provides a guide for instructors responsible for teaching Specialized Maritime English for officers in charge of an engineering watch in a manned engine-room or designated duty engineers in a periodically unmanned engine-room.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example, by selecting only parts of the syllabus for remedial teaching purposes.

■ Objectives

The objectives of this Part are to:

- enable trainees to master the English language related to marine engineering;
- develop trainees' ability to use engineering publications written in English and perform the engineer's duties;
- ensure that trainees possess the knowledge, understanding and proficiency in English as set out in the STCW Code;
- give trainees wide-ranging opportunities to practise communication in English for both maritime and general purposes; and
- promote the study skills essential for continuing independent learning at sea.

■ Syllabus content

The marine engineering syllabus content for this Part includes all the requirements in the STCW Code regarding the tasks that marine engineers are expected to be able to carry out in the English language.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided separately. Trainees will benefit most from their English language training if the

teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ **Syllabus structure**

This Part consists of 12 units of content which are divided into two areas. The first area mainly emphasises the knowledge of the English language to enable the officer to use engineering publications. The second area mainly focuses on the English language to enable the officer to perform engineering duties.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to become proficient in both reading and writing in SME regarding marine engineering.

■ **Entry levels**

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. and has a good understanding of marine engineering subjects.

The Instructor manual of this model course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard

markers; a CD or DVD player with speakers suited to the size of the room and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

It is essential to provide some onboard facilities or mockups for building the marine engineering scenario.

The following items are useful but not essential: a video recorder; a projector; a computer with internet access for sourcing and preparing materials; a printer.

Part 2.2-B: Course outline and timetable

■ Course outline

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM

Course outline	Approximate time (hours)	
	Classroom hours	Self-study hours
1 Adequate knowledge of the English language to use engineering publications	93	50
1.1 Use publications of main and auxiliary machinery and associated control systems	57	29
1.2 Use publications of fuel, lubrication, bilge, ballast and other pumping systems and associated control systems	6	3
1.3 Use publications of electrical, electronic and control systems	9	4
1.4 Use publications of hand tools, machine tools and measuring instruments for fabrication and repair on board	3	2
1.5 Use publications of pollution-prevention requirements	3	2
1.6 Use publications of seaworthiness of the ship	3	2
1.7 Use publications of preventing, controlling and fighting fires on board	3	2
1.8 Use publications of life-saving appliances	3	2
1.9 Use publications of monitoring compliance with legislative requirements	3	2
1.10 Use publications of personnel and ship safety	3	2
2 Adequate knowledge of the English language to perform engineering duties	12	6
2.1 Use internal communication systems	3	2

2.2 Maintain a safe engineering watch	9	4
Total	105	56

■ Timetable

Period/Day	Day 1		Day 2		Day 3		Day 4		Day 5	
1 st Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary machinery and associated control systems		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)	
2 nd Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)	
Meal break										
3 rd Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary machinery and associated control systems(continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)	
4 th Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)	
Period/Day	Day 6		Day 7		Day 8		Day 9		Day 10	
1 st Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary		publications of main and auxiliary		publications of main and auxiliary		publications of main and auxiliary		publications of main and auxiliary	

	machinery and associated control systems (continued)		machinery and associated control systems (continued)		machinery and associated control systems (continued)		machinery and associated control systems (continued)		machinery and associated control systems (continued)	
2 nd Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.1	Use
	publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)	
Meal break										
3 rd Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.2	Use
	publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of fuel, lubrication, bilge, ballast and other pumping systems and associated control systems	
4 th Period (1.5 hours)	1.1	Use	1.1	Use	1.1	Use	1.1	Use	1.2	Use
	publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of main and auxiliary machinery and associated control systems (continued)		publications of fuel, lubrication, bilge, ballast and other pumping systems and associated control systems (continued)	
Period/Day	Day 11		Day 12		Day 13		Day 14		Day 15	
1 st Period (1.5 hours)	1.2	Use	1.3	Use	1.4	Use	1.6	Use	1.8	Use
	publications of fuel, lubrication, bilge, ballast and other pumping systems and associated control systems (continued)		publications of electrical, electronic and control systems (continued)		publications of hand tools, machine tools and measuring instruments for fabrication and repair on board		publications of seaworthiness of the ship		publications of life-saving appliances	

2 nd Period (1.5 hours)	1.2	Use	1.3	Use	1.4	Use	1.6	Use	1.8	Use
	publications of fuel, lubrication, bilge, ballast and other pumping systems and associated control systems (continued)		publications of electrical, electronic and control systems (continued)		publications of hand tools, machine tools and measuring instruments for fabrication and repair on board (continued)		publications of seaworthiness of the ship (continued)		publications of life-saving appliances (continued)	
Meal break										
3 rd Period (1.5 hours)	1.3	Use	1.3	Use	1.3	Use	1.7	Use	1.9	Use
	publications of electrical, electronic and control systems		publications of electrical, electronic and control systems (continued)		publications of electrical, electronic and control systems (continued)		publications of preventing, controlling and fighting fires on board		publications of monitoring compliance with legislative requirements	
4 th Period (1.5 hours)	1.3	Use	1.3	Use	1.5	Use	1.7	Use	1.9	Use
	publications of electrical, electronic and control systems (continued)		publications of electrical, electronic and control systems (continued)		publications of pollution-prevention requirements		publications of preventing, controlling and fighting fires on board (continued)		publications of monitoring compliance with legislative requirements (continued)	

Period/Day	Day 16	Day 17	Day 18
1 st Period (1.5 hours)	1.10 publications of personnel and ship safety	Use of and engineering watch	2.2 Maintain a safe engineering watch (continued)
2 nd Period (1.5 hours)	1.10 publications of personnel and ship safety (continued)	Use of and engineering watch (continued)	2.2 Maintain a safe engineering watch (continued)
Meal break			
3 rd Period (1.5 hours)	2.1 Use internal communication systems	Use of internal communication systems	2.2 Maintain a safe engineering watch (continued)
4 th Period (1.5 hours)	2.1 Use internal communication systems (continued)	Use of internal communication systems	2.2 Maintain a safe engineering watch (continued)

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Part 2.2-C: Detailed teaching syllabus

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	IMO Reference
TRAINING OUTCOMES:	STCW Code Table A-III/1
Demonstrates a knowledge and understanding of:	
1 Adequate knowledge of the English language to use engineering publications	
2 Adequate knowledge of the English language to perform engineering duties	

COMPETENCE: Use English in written and oral form	References
1 Required performance	
Adequate knowledge of the English language to use engineering publications	
1.1 Use publications regarding main and auxiliary machinery and associated control systems	
.1 Marine diesel engines, marine steam turbine and marine gas turbine (9 hours)	
- read and use the terminology of engine construction	P 5 (Ch. 4, p 54-119)
- describe and explain the working principles of marine engines	P 38 (Ch. 3, p 31-80), P 38 (Ch. 2, p 7-30), P 39 (Ch. 2, p 5-10), P41 (Ch.2, 3, p 9-67),
- obtain and interpret the maintenance and repair information from the manufacturer's instruction book	A4
- write the maintenance /repair records and spare parts application form	A5
.2 Marine boiler (6 hours)	
- read and use the terminology of marine boiler construction and boiler type	P40 (Ch. 2, p 18-59)
- describe the major function of a marine boiler	P41 (Ch. 4, p 68-94)
- explain the working principle of different types of marine boiler	
- obtain and interpret the maintenance and repair information from the manufacturer's instruction book	A6
- write the maintenance /repair records and spare parts application form	
.3 Shafting installations, including propeller (3 hours)	
- read and use the terminology of shafting installations, including propeller	P41 (Ch. 11, p 193-202)
	P42 (p 1-137)

COMPETENCE: Use English in written and oral form	References
<ul style="list-style-type: none"> - describe the arrangement of a shafting system using a drawing 	A7
<p>.4 Other auxiliaries, including air compressor, purifier, fresh water generator, heat exchanger, refrigeration, air-conditioning and ventilation systems (18 hours)</p>	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations of the different types of pumps, air compressor, purifier, fresh water generator, heat exchanger, refrigeration, air-conditioning and ventilation systems 	P41 (Ch.7, 9, p 130-146, p 173-192)
<ul style="list-style-type: none"> - explain their working principles 	
<ul style="list-style-type: none"> - obtain and interpret the maintenance and repair information from the manufacturer's instruction book 	P43 (Ch. 1, p1-40; Ch. 2, p 40-77; Ch.
<ul style="list-style-type: none"> - write the maintenance / repair records and spare parts application form 	4, p 112-138; Ch. 11-12, p 333-391)
	P44 (Ch. 2, p 4-21)
<p>.5 Steering gear (3 hours)</p>	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations of the construction and working principles of steering gear 	P41 (Ch. 12, p 203-222)
<ul style="list-style-type: none"> - explain their working principles 	
<ul style="list-style-type: none"> - obtain and interpret the maintenance and repair information from the manufacturer's instruction book 	P44 (Ch. 9, p 286-313)
<ul style="list-style-type: none"> - write the maintenance or repair records and spare parts application form 	P45 (Ch. 5, p 69-192)
	P46 (Ch. 9, p 9-1-9-12)
	P51 (Ch. 9, p 306-324)
<p>.6 Automatic control systems (6 hours)</p>	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations of the marine automatic control system 	P47 (Ch. 3, p 65-115)
<ul style="list-style-type: none"> - explain the working principle of basic control strategies 	P48 (Ch.1, p 2-34); Ch. 13, p 786-846)
<ul style="list-style-type: none"> - obtain and interpret the maintenance and repair information from the manufacturer's instruction book 	
<ul style="list-style-type: none"> - write the maintenance / repair records and spare parts application form 	P51 (Ch. 7, p 231-255)
<p>.7 Fluid flow and characteristics of lubricating oil, fuel oil and cooling systems (3 hours)</p>	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations in the diagram of lubricating oil, fuel oil and cooling systems 	P49 (p 3-18)
<ul style="list-style-type: none"> - explain their working principles 	
<ul style="list-style-type: none"> - obtain and interpret the maintenance and repair information from the manufacturer's instruction book 	
<ul style="list-style-type: none"> - write the maintenance/ repair records and spare parts application form 	
<p>.8 Deck machinery (6 hours)</p>	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations of marine deck machinery including mooring winch, windlass and cargo crane 	T7 (Ch. 9, p1 96-216) P43 (Ch.13, p 392-

COMPETENCE: Use English in written and oral form		References
	- explain their working principles	417),
	- obtain and interpret the maintenance and repair information from the manufacturer's instruction book	P51 (Ch.3, p105-156; Ch. 5-7, p 178-255)
	- write the maintenance / repair records and spare parts application form	
1.2	Use publications regarding fuel, lubrication, bilge, ballast and other pumping systems and associated control systems	
	.1 Pumps and piping systems, including control systems (3 hours)	
	- read and use the terminology and abbreviations in the diagram of bilge, ballast and other pumping systems and associated control systems	P41 (Ch. 6, P 108-129)
	- explain their working principles	P43 (Ch. 5, p 139-175)
	- obtain and interpret the maintenance and repair information from the manufacturer's instruction book	P51 (Ch. 10, p 332-394)
		P53 (Ch. 2-6, p 4-102)
		R15
	- write the maintenance / repair records and spare parts application form	
	.2 Oily-water separators (3 hours)	
	- read and use the terminology and abbreviations in the structure of oily-water separator	P41 (Ch.7, p 140-142)
	- explain the working principle of an oily-water separator	P43 (Ch.3, p 78-111)
	- obtain and interpret the maintenance and repair information from the manufacturer's instruction book	
	- write the maintenance/ repair records and spare parts application form	
1.3	Use publications regarding electrical, electronic and control systems	
	.1 Electrical system (3 hours)	
	- read and use the terminology and abbreviations of electrical equipment: generator and distribution systems	P62 (Ch. 2, p 10-14)
	- read and use the terminology of electrical motors including starting methods	P62 (Ch. 6, p 40-46)
	- read and use the terminology of high-voltage installations	P51(Ch. 5-6, p 178-228)
	- describe and explain the preparing, starting, paralleling and changing over of generators	P62 (Ch. 14, p 92-100)
	.2 Electronic system (3 hours)	
	- read and use the terminology and abbreviations of electronic equipment	P41 (Ch. 14, p 270-288)
		P51 (Ch. 7, p 231-255)
	- obtain and interpret the functions, characteristics and features of control systems for machinery items from the manufacturer's instruction book	P54 (Ch. 22-23, p 541-629)
		P62 (Ch. 19, 138-156)
	.3 Control systems(3 hours)	
	- read and use the terminology of and abbreviation for electronic equipment	P62 (Ch. 19, p 138-156)
	- describe and explain the various automatic control methodologies and characteristics	
1.4	Use publications regarding hand tools, machine tools and measuring instruments for fabrication and repair on board (3 hours)	
	- read and use the terminology and abbreviations of fabrication	T7 (Ch. 14, p 316-

COMPETENCE: Use English in written and oral form	References
and repairs on board including materials, hand tools, machine tools and measuring instruments - describe and explain the processes used for fabrication and repair - write the maintenance/ repair records and spare parts application form	337) P41 (Ch.16, p 316-330)
1.5 Use publications regarding pollution prevention requirements (3 hours) - read and use the terminology of and abbreviations for pollution prevention from ships in the marine environment - describe and explain the precautions to be taken to prevent pollution from ships in the marine environment - obtain and interpret the requirements from anti-pollution publications	T7 (Ch. 6, p 124-130) R9
1.6 Use publications regarding seaworthiness of the ship (3 hours) - read and use the terminology and abbreviations of seaworthiness of the ship including stability, trim, watertight integrity and ship construction - describe and explain the measures to be taken to ensure the seaworthiness of the ship	T7 (Ch. 16, p 364-376), R6 R11
1.7 Use publications regarding preventing, controlling and fighting fires on board (3 hours) - read and use the terminology of and abbreviations for preventing, controlling and fighting fires on board - describe and explain the procedures of preventing, controlling and fighting fires on board - describe how to use the fire fighting equipment on board. - report a fire incident/ accident	P43 (Ch. 14, p 418-457) R6
1.8 Use publications regarding life-saving appliances (3 hours) - read and use the terminology of and abbreviations for life-saving appliances on board - describe and explain the procedure to launch the life boat and life raft - describe and explain how to maintain the life-saving appliances - obtain and interpret the requirements for life-saving appliances from related publications	P56 (Ch.3, p 52-74) R6 R2
1.9 Use publications regarding monitoring compliance with legislative requirements (3 hours) - read and use the terminology of and abbreviations for legislative requirements - describe the legislative requirements regarding maritime safety and pollution prevention - explain how to meet the legislative requirements regarding maritime safety and pollution prevention	T7 (Ch. 6, p 116-123) R2 R9 R6
1.10 Use publications regarding personnel and ship safety (3 hours) - recognise and demonstrate the use of symbols and abbreviations onboard regarding safety - read and use the terminology of safety of personnel and the ship - describe and explain the procedures and safe working practices designed to safeguard personnel and the ship - brainstorm what kind of measures should be taken to avoid accidents	P55 (Ch.1, p1-5; Ch. 5-6, p30-40) R6 R11
2 Required performance	

COMPETENCE: Use English in written and oral form	References
Adequate knowledge of the English language to perform engineering duties	
2.1 Use internal communication systems (3 hours)	
<ul style="list-style-type: none"> -demonstrate the use of internal communication systems - describe and explain the major functions of the internal communication systems - simulate effective communication by using the internal communication systems 	
2.2 Maintain a safe engineering watch	
.1 English language associated with taking over and handing over a watch (1 hour)	
<ul style="list-style-type: none"> - describe and explain what preparation work should be done when taking over and accepting a watch - demonstrate the procedure of taking over and accepting a watch 	R2 (Ch. VIII, Pt. 4-2) A8
.2 English language associated with keeping a watch and handing over a watch (1 hour)	
<ul style="list-style-type: none"> - describe and explain what work should be done during watch keeping - brainstorm how to maintain a safe watch - simulate handing over a watch 	R2 (Ch. VIII, Pt. 4-2) A8
.3 English language associated with maintenance of the machinery space logs and the significance of the readings taken (1 hour)	
<ul style="list-style-type: none"> - use the proper words and phrases to keep an Engine Log Book - explain the importance of the machinery space logs and the significance of the readings taken 	R2 (Ch. VIII, Pt. 4-2) A8
.4 English language of safety and emergency procedures (2 hours)	
<ul style="list-style-type: none"> - read and use the terminology and abbreviations of safety and emergency procedures - describe and explain the safety and emergency procedures onboard 	P56 (Ch. 3, p 52-74)
.5 English language of application of leadership and team working skills (1 hour)	
<ul style="list-style-type: none"> - brainstorm the importance of leadership and team working skills 	P57 (Ch.1-2, p 1-88) P58 (Pt. 4)
.6 English language associated with Port State Control (2 hours)	
<ul style="list-style-type: none"> - read and use the terminology of PSC inspections - describe and explain the preparation work for PSC inspections -simulate a PSC inspection on board 	R14
.7 English language associated with bunkering operation (1 hour)	
<ul style="list-style-type: none"> - read and use the terminology of bunkering operations - describe and explain the bunkering procedure - simulate a bunkering operation - write the bunkering application form 	P59 (Ch. 11-13, p 85-97) P60 (Ch. 9-16, p 49-130)

Part 2.3: Specialized Maritime English for Electro-Technical Officers (ETO)

Part 2.3-A: Course framework

■ Aims

Part 2.3 of the Model Course provides a guide for instructors responsible for teaching Specialized Maritime English for Electro-Technical Officers.

The content of this part more than fulfils the English language requirements of the STCW Code. Provided that the material is properly taught, trainees who complete all relevant aspects of the syllabus successfully will arrive at the levels of competence in the English language set out in the STCW Code.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example, by selecting only parts of the syllabus for remedial teaching purposes.

Instructors who intend to select from, or adapt the syllabus in this part, should be sure to retain the elements that pertain to part A of the STCW Code.

■ Objectives

The objectives of this Part are to:

- enable trainees to master the English language related to an ETO's responsibilities;
 - develop the trainees' ability to use engineering publications written in English and perform the ETO's duties;
 - ensure that trainees possess the knowledge, understanding and proficiency in the English language as set out in the STCW Code;
 - give trainees wide-ranging opportunities to practise communication in English for both maritime and general purposes; and
- promote the study skills essential for continuing independent learning at sea.

■ **Syllabus content**

The syllabus content for this Part includes all the requirements in the STCW Code regarding the tasks that marine Electro-Technical Officers are expected to be able to carry out in the English language.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided separately. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ **Syllabus structure**

The syllabus structure consists of 11 units of content which are divided into two areas. The first area mainly emphasises the knowledge of the English language to enable the officer to use engineering publications. The second area mainly focuses on the English language to enable the officer to perform engineering duties.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to become proficient in both reading and writing in SME regarding marine electrical, electronic and control engineering.

■ **Entry levels**

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. and has a good understanding of marine electronic and electrical subjects.

The Instructor manual of this model course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers. When making use of audiovisual materials, it should be ensured that appropriate equipment is available such as a CD or DVD player with speakers suited to the size of the room and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

Finally, the use of a ship simulator for certain segments of the course will enhance the overall effectiveness of the teaching and learning process.

Part 2.3-B: Course outline and timetable

■ Course outline

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM

Course outline	Approximate time (hours)	
	Classroom hours	Self-study hours
1 Adequate knowledge of the English language to use engineering publications	48	25
1.1 Use publications of mechanical engineering systems	2	1
1.2 Use publications of electrical and electronic control systems	10	5
1.3 Use publications of generators and distribution systems	9	5
1.4 Use publications of automation and control systems of main propulsion and auxiliary machinery	12	6
1.5 Use publications of computers and computer networks on ships	2	1
1.6 Use publications of bridge navigational equipment and communication systems	13	7
2 Adequate knowledge of the English language to perform the officer's duties	56	29
2.1 Use English in written and oral form to understand electrical and electronic control systems	12	6

2.2 Use English in written and oral form to understand generators and distribution systems	10	5
2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery	15	8
2.4 Use English in written and oral form to understand computers and computer networks on ships	3	2
2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems	16	8
Total	104	54

■ Timetable

Period/Day	Day 1	Day 2	Day 3	Day 4	Day 5
1 st Period (1.5 hours)	1.1. Use publications of mechanical engineering systems	1.2. Use publications of electrical and electronic control systems (continued)	1.3. Use publications of generators and distribution systems	1.3. Use publications of generators and distribution systems (continued)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)
2 nd Period (1.5 hours)	1.1. Use publications of mechanical engineering systems (continued) 1.2. Use publications of electrical and electronic control systems	1.2. Use publications of electrical and electronic control systems (continued)	1.3. Use publications of generators and distribution systems (continued)	1.3. Use publications of generators and distribution systems (continued)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)
MEAL BREAK					
3 rd Period (1.5 hours)	1.2. Use publications of electrical and electronic control systems (continued)	1.2. Use publications of electrical and electronic control systems (continued)	1.3. Use publications of generators and distribution systems (continued)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)
4 th Period (1.5 hours)	1.2. Use publications of electrical and electronic control systems (continued)	1.2. Use publications of electrical and electronic control systems (continued)	1.3. Use publications of generators and distribution systems (continued)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)
Period/Day	Day 6	Day 7	Day 8	Day 9	Day 10
1 st Period (1.5 hours)	1.4. Use publications of automation and control systems of main propulsion and auxiliary machinery (continued)	1.6. Use publications of bridge navigational equipment and communication systems (continued)	1.6. Use publications of bridge navigational equipment and communication systems (continued)	2.1. Use English in written and oral form to understand electrical and electronic control systems	2.1. Use English in written and oral form to understand electrical and electronic control systems (continued)
2 nd Period (1.5 hours)	1.4. Use publications of automation and	1.6. Use publications of bridge navigational	1.6. Use publications of bridge navigational	2.1. Use English in written and	2.1. Use English in written and

	control systems of propulsion and auxiliary machinery (continued)		equipment and communication systems (continued)		equipment and communication systems (continued)		oral form to understand electrical and electronic control systems (continued)		oral form to understand electrical and electronic control systems (continued)	
MEAL BREAK										
3 rd Period (1.5 hours)	1.5 publications of computers and computer networks on ships	Use of and on	1.6 publications of bridge navigational equipment and communication systems (continued)	Use of and	1.6 publications of bridge navigational equipment and communication systems (continued)	Use of and	2.1 English in written and oral form to understand electrical and electronic control systems (continued)	Use in and to	2.1 English in written and oral form to understand electrical and electronic control systems (continued)	Use in and to
4 th Period (1.5 hours)	1.5 publications of computers and computer networks on ships (continued)	Use of and on	1.6 publications of bridge navigational equipment and communication systems (continued)	Use of and	1.6 publications of bridge navigational equipment and communication systems (continued)	Use of and	2.1 English in written and oral form to understand electrical and electronic control systems (continued)	Use in and to	2.1 English in written and oral form to understand electrical and electronic control systems (continued)	Use in and to
	1.6 publications of bridge navigation equipment and ship communication systems	Use of and								

Period/Day	Day 11	Day 12	Day 13	Day 14	Day 15
1 st Period (1.5 hours)	2.2 Use English in written and oral form to understand generators and distribution systems	2.2 Use English in written and oral form to understand generators and distribution systems (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued) 2.4 Use English in written and oral form to understand computers and computer networks on ships
2 nd Period (1.5 hours)	2.2 Use English in written and oral form to understand generators and distribution systems (continued)	2.2 Use English in written and oral form to understand generators and distribution systems (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.4 Use English in written and oral form to understand computers and computer networks on ships (continued)
MEAL BREAK					
3 rd Period (1.5 hours)	2.2 Use English in written and oral form to understand generators and distribution systems (continued)	2.2 Use English in written and oral form to understand generators and distribution systems (continued) 2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.3 Use English in written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	2.4 Use English in written and oral form to understand computers and computer networks on ships (continued) 2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems
4 th Period	2.2 Use English in	2.3 Use English in	2.3 Use English in	2.3 Use English in	2.5 Use English in written and oral

(1.5 hours)	written and oral form to understand generators and distribution systems (continued)	written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	written and oral form to understand automation and control systems of main propulsion and auxiliary machinery (continued)	written and oral form to understand bridge navigational equipment and communication systems (continued)
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Period/Day	Day 16	Day 17	Day 18
1 st Period (1.5 hours)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)
2 nd Period (1.5 hours)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)
MEAL BREAK			
3 rd Period (1.5 hours)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	
4 th Period (1.5 hours)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	2.5 Use English in written and oral form to understand bridge navigational equipment and communication systems (continued)	

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Part 2.3-C: Detailed teaching syllabus

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	IMO Reference
TRAINING OUTCOMES:	STCW Code Table A-III/6
Demonstrates a knowledge and understanding of:	
1 the English language to use engineering publications	
2 the English language to perform the officer's duties	

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
1 Required performance	
Adequate knowledge of the English language to use engineering publications	
1.1 Use publications regarding mechanical engineering systems (2 hours)	
- read the terminology of prime movers, including main propulsion plant	T3 P5 p 15-25 and p 171-175
- read the terminology of engine-room auxiliary machinery	T3 P66 p 418-439
- read the terminology of steering systems	T6 P66 p 446; 448
- read the terminology of cargo handling systems	P68
- outline the terminology of deck machinery	T6 P68
- read the terminology of hotel systems	P41
1.2 Use publications regarding electrical and electronic and control systems (10 hours)	
- read and write the terminology of electro-technology and electrical machinery theory	P78 p 55-59

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- describe the terminology of electrical measuring instruments and tools	P79 p 116-121
- explain the terminology of AC motor construction	P78 p 105-107
- interpret the terminology of starting and control of AC motor	P79 p 306-307
- list the terminology of AC motor protection	P78 p 241-244
	P79 p 308-309
- comprehend the terminology of AC frequency converter	
- read and use the terminology of electronics and power electronics	
- describe the terminology of drive and control of deck machinery	P41 p 179-186
- express the terminology of electric drive and control of steering gear	P66 p 448-452
- interpret the terminology of electrical drives technology	P66 p 375; 377
- read the terminology of electrical materials technology	P74
- note down the terminology of electro-hydraulic and electro-pneumatic control systems	P71
	P73
1.3 Use publications regarding generators and distribution systems	
.1 AC generators (2 hours)	
- read the terminology of the working principle of AC generators	P79 p 290-294
- list the terminology of an AC generator's construction	P74 p 280-281
- explain the terminology of an AC generator's protection	P78 p 235-249 P74 p 286-287
.2 DC generators (1 hour)	
- read the terminology of the working principle of DC generators	P79 p 305
- pronounce the terminology of a DC generator's construction	P80

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM

References

- list the terminology of a DC generator's protection

.3 Switchboards (1 hour)

- read out the terminology of a switchboard's construction P74 p 269
- explain the terminology of a switchboard's classification

.4 Ship power system (3 hours)

- list the terminology of ship power system components P80 p 82
- develop a glossary of the terminology of parallel running of generators P77
- read the terminology of load sharing of generators P71 p 69
- read the terminology of changing over generators P71 p 69
- describe the terminology of functions of a ship power system P71 p 69
- explain the terminology of ship power system protection P75
- interpret the terminology of the automatic control of a ship power system P75

.5 Ship high-voltage power system (2 hours)

- read and write the terminology of high-voltage technology
- listen to and read out the terminology of ship electrical propulsion
- explain the terminology of hazards and precautions of high-voltage power systems

1.4 Use publications regarding the automation and control systems of main propulsion and auxiliary machinery (12 hours)

- read the terminology of automation, automatic control systems and technology P66 p 462-465
- develop a glossary of the terminology of effect laws of regulators P66 p 465-469
- list the terminology of programmable logic controllers

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- read the terminology of fuel oil viscosity automatic control system	T3
- express the terminology of the automatic control of an auxiliary boiler	P66 p 470-473
- interpret the terminology of the automatic control of a purifier	P41 p 153-158
- note down the terminology of common types of sensors	P74 p 248-253
- explain the terminology of the fire detecting method and detectors	P74 p 428-430
- list the terminology of the main engine remote control system	P67
	P76
	P64
- develop a glossary of the terminology of instrumentation, alarm and monitoring systems	P74 p 247-257
1.5 Use publications regarding computers and computer networks on ships (2 hours)	
- read the terminology of configuration of a commercial computer system	P74 p 433-435
- read the terminology of a computer operation system	
- read and use the terminology of word and sheet processing software	
- read a glossary of the terminology of computer network and communication protocols	P83
- list the terminology of the security of a ship's computer network	P83
1.6 Use publications regarding bridge navigation equipment and ship communication systems (13 hours)	
- read the terminology of an Integrated Bridge System	
- read and use the terminology of compositions of Radar	P63
	P65 p 1-13
- list the terminology of the Global Positioning System	P22 p 360-361

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- list the terminology of the Automatic Identification System	P81
- read the terminology of the Voyage Data Recorder	P64 p 37-41
- read and write the terminology of the marine gyrocompass	P74 p 410-411
- list the terminology of the echo sounder	P74 p 416-419
- note down the terminology of a marine speed log	P74 p 411-413
- read out the terminology of an ECDIS	
- explain the terminology of compositions of GMDSS	P22 p 37-41
- interpret the terminology of the Inmarsat system	P22 p 143-148
- outline the terminology of a marine VHF system	
- pronounce the terminology of the compositions of the NAVTEX system	P22 p 372-373
- read the terminology of an EPIRB	P22 p 58-60
- develop a glossary of the terminology of a SART	P65 p 80-81
- read the terminology of a marine telephone exchanger	
- describe the terminology of the compositions of a sound-powered telephone	
- refer to the terminology of compositions of a public address system	
2 Required performance	
Adequate knowledge of the English language to perform the officer's duties	
2.1 Use English in written and oral form to understand electrical and electronic and control systems (12 hours)	
- demonstrate the use of electrical measuring instruments and tools	P70 p 124-125
	P72 p 95-97; 100-101

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- describe the working principle of an AC motor	P78 p 105-109
- illustrate the starting and controlling operations of an AC motor	P79 p 308-309
- interpret the maintenance and repair of an AC motor	P79 p 309-315
- demonstrate the drive and control of deck machinery	
- describe the drive and control of steering gear	
2.2 Use English in written and oral form to understand generators and distribution systems (10 hours)	
- describe the working principle of AC and DC generators	P79 p 290-294
- interpret the maintenance and repair of AC and DC generators	P79 p 294-305
- keep a detailed record of the maintenance and repair of switchboards	P78 p 203-206
- demonstrate the operation of paralleling generators	T15
- simulate the operation of load sharing of generators	P78 p 94-97
- describe the operation of changing over generators	T15
- recognise the functions of a ship power system	P78 p 189-191
- interpret the maintenance of a ship power system	
- simulate the working principle of automatic control of a ship power system	
- demonstrate the detection of electric malfunction, location of faults and measures to prevent damage	P72 p 67; 87; 93; 128
	P78 p 193
- discuss the hazards and precautions of high-voltage power systems	
2.3 Use English in written and oral form to understand automation and the control systems of the main propulsion and auxiliary machinery (15 hours)	
- illustrate the composition of automatic control systems	P66 p 463-465

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- discuss the features of different effect laws of regulators	P66 p 465-467
- describe the working principle of fuel oil viscosity in an automatic control system	T15
- illustrate the operation of fuel oil viscosity of an automatic control system	T15
- describe the working principle of automatic control of an auxiliary boiler	P66 p 470-473
- demonstrate the operation of the automatic control of an auxiliary boiler	P66 p 470-473
- describe the working principle of the automatic control of a purifier	P41 p 153-158
- interpret the operation of the automatic control of a purifier	P41 p 153-158
- describe the principles of common types of sensors	P74 p 248-253
- discuss the working principles of fire detectors	P74 p 428-430
- demonstrate the functions of a main engine remote control system	P67
- dictate the detection of faults of a main engine remote control system	P67
- recognise the functions of alarm and monitoring systems	P76
	P74 p 247-257
2.4 Use English in written and oral form to understand computers and computer networks on ships (3 hours)	
- describe the use of a commercial computer system	P74 p 433-435
- demonstrate the operation of the Windows operation system	
- draw and explain the layout of a computer network	P83
- discuss the measures of increasing the security of a ship computer network	P83
2.5 Use English in written and oral form to understand bridge navigation equipment and ship communication systems (16 hours)	

COMPETENCE: USE ENGLISH IN WRITTEN AND ORAL FORM	References
- illustrate the compositions of an Integrated Bridge System	T18
- explain the use of Radar	P65 p 55-57
- practise the functions of a Global Positioning System	P22 p 360-361
- demonstrate the functions of an Automatic Identification System	P65 p 67-68
- interpret the functions of a Voyage Data Recorder	
- describe the working principles of a marine gyrocompass	P74 p 410-411
- describe the working principles of an echo sounder	P74 p 416-419
- describe the working principles of a marine speed log	P74 p 411-413
- demonstrate the functions of an ECDIS	
- describe the principles of the GMDSS	P22 p 37-41
- describe the functions of the Inmarsat system	P22 p 143-148
- explain the functions of the NAVTEX system	P22 p 372-373
- describe the functions of an EPIRB	P22 p 58-60
- describe the functions of a SART	P65 p 80-81
- describe the compositions of a marine telephone exchanger	
- describe the working principle of a sound-powered telephone	
- explain the compositions of a public address system	

Part 2.4: Specialized Maritime English for ratings forming part of a navigational watch

Part 2.4-A: Course framework

■ Aims

Part 2.4 of the Model Course provides a guide for instructors responsible for teaching Specialized Maritime English for ratings forming part of a navigational watch to meet the mandatory minimum requirement for the knowledge, understanding and proficiency in the English language in table A-II/4 of the STCW Code.

Administrations may choose to modify this course to suit the needs of the particular learning environment.

■ Objectives

This syllabus covers the requirements of the STCW Convention 1978, as amended. This functional element provides the detailed knowledge to support the training outcomes related to navigation at the operational level.

The objectives of this Part are to:

- develop the trainees' ability to use Specialized Maritime English to establish effective communication according to their duties and responsibilities;
- ensure that trainees possess the knowledge, understanding and proficiency in the English language as set out in the STCW Code;
- provide the instructor with other suggested topics to train the trainees for routine and emergency oral/ aural communications; and
- promote the study skills essential for continuing independent learning at sea.

■ Syllabus content

The syllabus content includes all the requirements in the STCW Code regarding the tasks that ratings forming part of a navigational watch are expected to be able to carry out in English. As it aims to accomplish effective communication, the contents not only cover all the requirements of the STCW Convention, 1978, as amended but also provide other practical topics for further Specialized Maritime English practice. The instructor should select and adapt the topics to suit the needs of the trainees.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided separately. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ **Syllabus structure**

The syllabus of this Part is more competency-based and task-oriented, and emphasises the appropriate usage of IMO SMCP for ratings forming part of a navigational watch. It consists of 7 units namely, unit 1 Communicating with officers (and other crew) when steering the ship; unit 2, understanding the standard engine orders; unit 3, reporting to the officer of the watch any relevant information; unit 4 communicating with the officer of the watch and other crew on matters related to watchkeeping, relieving and handing over the watch; unit 5 communicating effectively (using the SMCP when relevant) and acknowledging orders during emergency situations; unit 6 describing basic environmental protection procedures; unit 7 training the trainees' ability to communicate with a multi-lingual crew when performing duties.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to ensure genuine competence in the use of English applicable to ratings.

■ **Entry levels**

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-

based instruction and task-based learning etc. and has a good understanding of maritime subjects relating to the rating's duties.

The Instructor manual of this model course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD or DVD player with speakers suited to the size of the room and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

The following items are useful but not essential: a video recorder; a projector; a computer with internet access for sourcing and preparing materials; a printer.

In this part, it is essential to provide some onboard facilities or mockups for building the marine navigational scenario.

Part 2.4-B: Course outline and timetable

■ Course outline

COMPETENCE: STEER THE SHIP AND ALSO COMPLY WITH HELM ORDERS IN THE ENGLISH LANGUAGE; USE ENGLISH TO COMMUNICATE AND PERFORM THE RATING'S ROUTINE AND EMERGENCY DUTIES

Course outline	Approximate time (hours)
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Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1. Comply with helm orders in the English language and communicate with officers and other crew members when steering the ship		
1.1 Communicate with officers and other crew members when steering the ship	5	2
2. Use English to communicate and perform the rating's routine and emergency duties		
2.1 Understand the standard engine orders	5	2
2.2 Report to the officer of the watch relevant information	5	2
2.3 Communicate with the officer of the watch and other crew members on matters related to watchkeeping, relieving and handing over the watch	5	4
2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations	9	4
2.5 Get to know about basic marine environmental protection	3	4
2.6 Communicate with multi-lingual crew members when performing duties	4	2
Total	36	20

■ Timetable

Period/day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1 st period (1.5 hours)	1.1 Communicate with officers and other crew members when steering the ship	2.1 Understand the standard engine orders	2.2 Report to the officer of the watch relevant information	2.3 Communicate with the officer of the watch and other crew members on matters related to watchkeeping, relieving and handing over the watch	2.4 Communicate (using SMCP when relevant) and acknowledge orders during emergency situations	2.5 Get to know about basic marine environmental protection
2 nd period (1.5 hours)	1.1 Communicate with officers and other crew members when steering the ship	2.1 Understand the standard engine orders	2.2 Report to the officer of the watch relevant information	2.3 Communicate with the officer of the watch and other crew members on matters related to watchkeeping, relieving and handing over the watch	2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations	2.5 Get to know about basic marine environmental protection 2.6 Communicate with multi-lingual crew members when performing duties
Meal break						
3 rd period (1.5 hours)	1.1 Communicate with officers and other crew members when steering the ship	2.1 Understand the standard engine orders 2.2 Report to the officer of the watch relevant information	2.3 Communicate with the officer of the watch and other crew members on matters related to watchkeeping, relieving and handing over the watch	2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations	2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations	2.6 Communicate with multi-lingual crew members when performing duties
4 th period (1.5 hours)	1.1 Communicate with officers and other crew members when steering the ship 2.1 Understand the standard engine orders	2.2 Report to the officer of the watch relevant information	2.3 Communicate with the officer of the watch and other crew members on matters related to watchkeeping, relieving and handing over the watch	2.4 Communicate (using SMCP when relevant) and acknowledge orders during emergency situation	2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations 2.5 Get to know about basic marine environmental protection	2.6 Communicate with multi-lingual crew members when performing duties

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Part 2.4-C: Detailed teaching syllabus

<p>COMPETENCE: STEER THE SHIP AND ALSO COMPLY WITH HELM ORDERS IN THE ENGLISH LANGUAGE; USE ENGLISH TO COMMUNICATE AND PERFORM THE RATING'S ROUTINE AND EMERGENCY DUTIES</p>	<p>IMO Reference</p>
<p>TRAINING OUTCOMES:</p>	<p>STCW Code Table A-II/4</p>
<p>Demonstrates a knowledge and understanding of:</p>	
<ol style="list-style-type: none"> 1. Complying with helm orders in the English language and communicating with officers and other crew members when steering the ship 2. Using English to communicate and perform the rating's routine and emergency duties 	

<p>COMPETENCE: STEER THE SHIP AND ALSO COMPLY WITH HELM ORDERS IN THE ENGLISH LANGUAGE; USE ENGLISH TO COMMUNICATE AND PERFORM THE RATING'S ROUTINE AND EMERGENCY DUTIES</p>	<p>References</p>
<p>1. Required performance</p>	
<p>Comply with helm orders in the English language and communicate with officers and other crew members when steering the ship</p>	
<p>1.1 Communicate with officers and other crew members when steering the ship (5 hours)</p>	
<p>- understand the standard wheel orders</p>	<p>R1</p>
<p>- role-play the standard wheel orders</p>	<p>R1</p>
<p>- practise the standard procedure of repetition, execution, report and acknowledgement</p>	<p>T18 p 14-28, p 45-63, p 100-112, p 130-143</p>
<p>- identify the differences between orders to be steered by a wheel angle and orders to be steered by a compass course</p>	<p>T3 p22-23</p>
	<p>V33 Un. 10</p>
<p>2. Required performance</p>	
<p>Use English to communicate and perform the rating's routine and emergency duties</p>	
<p>2.1 Understand the standard engine orders (5 hours)</p>	

COMPETENCE: STEER THE SHIP AND ALSO COMPLY WITH HELM ORDERS IN THE ENGLISH LANGUAGE; USE ENGLISH TO COMMUNICATE AND PERFORM THE RATING'S ROUTINE AND EMERGENCY DUTIES	References
- be familiar with the standard engine orders	R1 T18 p 14-28, p 45-63, p 100-112, p 130-143 T3 p22-23 V33 Un. 10
- role play by using standard engine orders	V34 A2/2
2.2 Report to the officer of the watch relevant information (5 hours)	
- report the bearing of the sound signals, lights, or other objects at sea by degrees or points	R1 T18 p 45-63, p1 30-143
- report to the officer on watch the information about a ship in vicinity, such as bearing, range, aspect, etc.	R1 R7
2.3 Communicate with the officer of the watch and other crew on matters related to watchkeeping, relieving and handing over the watch (5 hours)	
- role play with the phrases for routine safety watch and hand over	V34 B1/1.1-1.13 T3 p 196-214
- read out the phrases used for gangway watch	
- read out the phrases for ship security in a given scenario	V35
- role play with the phrases used for cargo watch	V33 Un. 10, port state control, VTS (advanced level)
2.4 Communicate (using the SMCP when relevant) and acknowledge orders during emergency situations (9 hours)	
- recognise the safety symbols on board	R1 T7 p 314-337
- name the major riggings, tools and materials on board	T18 p 159-171 V33 Unit 4 Ex.1-6

COMPETENCE: STEER THE SHIP AND ALSO COMPLY WITH HELM ORDERS IN THE ENGLISH LANGUAGE; USE ENGLISH TO COMMUNICATE AND PERFORM THE RATING'S ROUTINE AND EMERGENCY DUTIES		References
	- use the phrases for emergency situations	R1
	- role play the words and phrases for emergency situations such as fire-fighting, life-saving, anti-piracy etc.	R1
		T18 p 30-43, p 114-128
		T31 p 12-19, p 318
		V33 radio communication Unit 1-5 (advanced level)
		V34
		V35
2.5	Get to know the basic marine environmental protection (3 hours)	
	- discuss the reason why the sea should be protected	R10
2.6	Communicate with a multi-lingual crew when performing duties (4 hours)	R15
	- role play information exchange	P17 p 73-95, p 187
	- identify and discuss the issues and solutions regarding multi-cultural and multi-lingual crews when performing duties	V33 the navigation bridge, working as an AB on board ship Ex.1-4
	- be aware of the common practices of seamen at sea	

Part 2.5: Specialized Maritime English for GMDSS radio operators

Part 2.5-A: Course framework

■ Aims

Part 2.5 of the Model Course provides a guide for instructors responsible for teaching Specialized Maritime English for GMDSS radio operators to meet the mandatory minimum requirements for the knowledge, understanding and proficiency in English language set out in the STCW Code.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example by selecting only parts of the syllabus for remedial teaching purposes.

■ Objectives

The objectives of this part are to:

- develop trainees' ability to use English effectively in the GMDSS context;
- ensure that trainees possess the knowledge, understanding and proficiency in English as set out in the STCW Code;
- provide instructors with a suggested framework for introducing selected topics from the SMCP, as required by the STCW Convention, 1978, as amended;
- give trainees wide-ranging opportunities to practise communication in English for maritime search and rescue purposes; and
- promote the study skills essential for continuing independent learning at sea.

■ Syllabus content

The syllabus content includes all the requirements set out in the STCW Code regarding the tasks General GMDSS Operators are expected to handle in English. Since the maritime content aims to cover all the requirements on General GMDSS Operators of the STCW Convention, 1978, as amended, the instructor may need to select and adapt the topics suiting the needs of the trainees.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided

separately. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ **Syllabus structure**

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to become proficient in both reading and writing in SME regarding marine engineering.

This syllabus consists of 4 units according to the requirements of the English language for General GMDSS Operators set out in the STCW Convention, 1978, as amended. These topics are essential parts of the work for General GMDSS Operators on board ships and are organized in the order of priority.

Unit 1 deals with distress, urgency and safety communication based on given dangerous situations, which aims to promote the communication skills in English for General GMDSS Operators by simulating real communication situations. Unit 2 provides a guide of understanding Maritime Safety Information (MSI); the main types of MSI should be introduced to the trainees to ensure that they are familiar with the pattern of the messages and the key words. In unit 3, the standard GMDSS materials will be provided to the trainees, and the communicative aspects presented by the instructor and considered by the trainees. Unit 4 considers routine ship-to-shore and ship-to-ship communications. The basic information exchanging procedures should be practised through simulation.

■ **Entry levels**

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under

the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. and has a good understanding of GMDSS.

The Instructor manual of this Model Course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

The Instructor manual of this model course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD or DVD player with speakers suited to the size of the room, a voice recorder and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

The following items are useful but not essential: a video recorder; a projector; a computer with internet access for sourcing and preparing materials; a printer.

In this part, it is essential to provide some onboard facilities or mockups for building the marine GMDSS communication scenario. Using institutional simulators is recommended.

Part 2.5-B: Course outline and timetable

■ Course outline

COMPETENCE: TRANSMIT AND RECEIVE INFORMATION USING GMDSS SUBSYSTEMS AND EQUIPMENT AND FULFILLING THE FUNCTIONAL REQUIREMENTS OF GMDSS

Course outline	Approximate time (hours)
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Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1 The English language, both written and spoken, for the communication of information relevant to safety of life at sea	32	16
1.1 Simulate the corresponding communication based on the given distress, urgency or safety situation	8	4
1.2 Use Maritime Safety Information and special services	8	4
1.3 Read GMDSS tool materials	12	6
1.4 Illustrate routine communication procedures	4	2
Total	32	16

■ Timetable

Period/Day	Day 1	Day 2	Day 3	Day 4	Day 5
1 st Period (1.5 hours)	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)

2 nd Period (1.5 hours)	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation (continued)	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation (continued)	1.2 Use Maritime Safety Information and special services	1.2 Use Maritime Safety Information and special services	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)
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Meal break

3 rd Period (1.5 hours)	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)	1.4 Illustrate routine communication procedures
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4 th Period (1.5 hours)	1.1 Simulate the correspondence communication based on the given distress, urgency or safety situation (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.2 Use Maritime Safety Information and special services (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)	1.3 Read GMDSS tool materials (continued)	1.4 Illustrate routine communication procedures (continued)
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Period/Day	Day 6
1 st Period (1.5 hours)	1.4 Illustrate routine communication procedure s(continued)
2 nd Period (1.5 hours)	1.4 Illustrate routine communication procedure s(continued)

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training..

Part 2.5-C: Detailed teaching syllabus

<p>COMPETENCE: TRANSMIT AND RECEIVE INFORMATION USING GMDSS SUBSYSTEMS AND EQUIPMENT AND FULFILLING THE FUNCTIONAL REQUIREMENTS OF GMDSS</p>	<p>IMO Reference</p>
<p>TRAINING OUTCOMES:</p>	<p>STCW Code Table A-IV/2</p>
<p>Demonstrates a knowledge and understanding of:</p>	
<p>1 The English language, both written and spoken, for the communication of information relevant to safety of life at sea</p>	

<p>COMPETENCE: TRANSMIT AND RECEIVE INFORMATION USING GMDSS SUBSYSTEMS AND EQUIPMENT AND FULFILLING THE FUNCTIONAL REQUIREMENTS OF GMDSS</p>	<p>References</p>
<p>1 Required performance</p>	
<p>The English language, both written and spoken, for the communication of information relevant to the safety of life at sea</p>	
<p>1.1 Simulate the corresponding communication based on the given distress, urgency or safety situation (8 hours)</p>	
<p>- render the correct Calling Procedures for transmitting a distress alert/ call/ message</p>	<p>P27 p 347-349</p>
<p>- create distress messages based on different scenarios in written and oral form</p>	<p>P27 p 370-377</p>
<p>- simulate a distress communication with colleagues on given scenarios between two or more vessels</p>	
<p>- create correct acknowledgements of given distress messages</p>	<p>P85</p>
<p>- create a distress call by a station, not itself in distress, based on a given scenario</p>	<p>R1 p 32-39</p>
<p>- simulate the cancellation of a given false distress alert/ call</p>	<p>R1 p 29</p>
<p>- demonstrate distress/ urgency/ safety traffic with relevant simulated parties, e.g. RCC, SAR unit, and information provider, etc.</p>	<p>R1 p 56</p>
<p>- listen to simulated emergency communications on VHF with background noise and record the information in writing</p>	
<p>- simulate urgency and safety communications based on given scenarios applying the correct Calling Procedures</p>	<p>R3 p 2-24, p 2-26</p>

COMPETENCE: TRANSMIT AND RECEIVE INFORMATION USING GMDSS SUBSYSTEMS AND EQUIPMENT AND FULFILLING THE FUNCTIONAL REQUIREMENTS OF GMDSS		References
1.2	Use Maritime Safety Information and special services (8 hours)	
	- read NAVTEX messages including metrological and navigational warnings, etc. to become familiar with special terms and message patterns and extract important information from Enhanced Group Calling (EGC) messages by scan reading	A9
	- read EGC messages including metrological warnings and navigational warnings, etc. to become familiar with special word message patterns and scan read to identify the key information in the EGC message	A9 A10
	- understand Maritime Safety Information (MSI) broadcasts on VHF/ MF/ HF radio	
	- draft special service text messages to obtain special services from relevant coastal special stations (for example: MEDICO,)	P84
	- demonstrate communication with coastal special service stations (for example meteorological stations) to obtain special services.	R3
1.3	Read GMDSS tool materials (12 hours)	
	- scan read the Admiralty List of Radio Signals	M12
	- skim read IMO and ITU References	R16
1.4	Illustrate routine communication procedures (4 hours)	
	- demonstrate ship-to-ship communications	P22
	- role play ship-to-shore or subscriber communications	R1
	- refer to Part 2.1 for details about routine communication procedures on board vessels	

Part 2.6: Specialized Maritime English for personnel providing direct service to passengers in passenger spaces on passenger ships

Part 2.6-A: Course framework

■ Aims

Part 2.6 of the Model Course provides a guide for instructors responsible for teaching Specialized Maritime English for personnel providing direct service to passengers in passenger spaces on passenger ships, to meet the mandatory minimum requirements for the knowledge, understanding and proficiency in English language set out in Section A-V/2 of the STCW Code.

Administrations may choose to modify this course to suit the needs of the particular trainees' learning environment.

■ Objectives

The objectives of this Part are to:

- develop the trainees' ability to use Specialized Maritime English to establish effective communication according to their duties and responsibilities;
- ensure that trainees possess the knowledge, understanding and proficiency in English as set out in the STCW Code;
- provide the instructor with other suggested topics to train the trainees for oral/ aural routine and emergency communications ; and
- promote the study skills for continuing independent learning at sea.

■ Syllabus content

The syllabus content includes all the requirements in the STCW Code regarding the tasks that personnel providing direct service to passengers in passenger spaces on passenger ships, are expected to be able to carry out in English. As it aims to accomplish effective communication, the contents not only cover all the requirements of the STCW Convention, 1978, as amended, but also provide other practical topics for further Specialized Maritime English practice. The instructor should select and adapt the units to suit the needs of the trainees and passengers.

Instructors are reminded that this Model Course is primarily an English language training course and that full training in technical subjects must be provided

separately. Trainees will benefit most from their English language training if the teaching of technical subjects also includes an element of English. (Suggestions for integrating English and maritime subjects are provided in the Instructor manual.)

■ **Syllabus structure**

This syllabus is competency-based, task-oriented, and emphasises the appropriate usage of the IMO SMCP and other essential phrases, instructions and procedures for personnel providing direct services to passengers on passenger ships. It consists of 4 units. Unit 1 considers instructions on board ship; the trainees should have the ability to communicate with and lead the passengers, giving appropriate instructions in different situations. Unit 2 simulates the various drills on board ship; the trainees should simulate different patterns of drill procedures under various emergency situations. Unit 3 speculates on the situations concerning medical treatment; within this unit, the trainees should familiarize themselves with various common injuries and diseases onboard ships, and master the suitable medical treatment to ensure the physical and psychological safety of the passengers. Unit 4 evaluates the different emergencies to be carried out when coordinating search and rescue procedures and operations; the trainee should be able to identify devices for sending distress signals for assistance.

In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are given sufficient time and appropriate practice to ensure genuine competence in the use of English for the sake of the safety of the passengers.

■ **Entry levels**

It is suggested that trainees admitted to this section have at least a lower intermediate level of English. Those who have not completed Core section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary, and phonology outlined in the syllabus of Core section 1. They should also demonstrate that they are able to carry out the tasks in the parts of 'listening & speaking, and reading & writing' set in Core section 1 with reasonable fluency and accuracy.

Since these personnel will provide direct services to passengers, their English skills, particularly speaking & listening, should be emphasised. Ensure the trainees have attained an appropriate level of oral/aural competency in General Maritime English as in Core section 1, before entering into the specific knowledge background required for personnel providing direct services to passengers on passenger ships as contained in Core section 2.

■ **Course intake limitations**

The course intake should be limited to not more than twenty trainees to allow the instructor to monitor and give proper attention to each trainee, in accordance with the principles of the Communicative Approach as described in the Instructor manual.

■ **Trainer's experience**

Section A-1/6 of the STCW Code states that "...instructors, supervisors and assessors are appropriately qualified for the particular types and levels of training or assessment of competence of seafarers either on board or ashore, as required under the Convention." Therefore, in this case the instructor should be a qualified teacher of English language who has been trained in the Communicative Approach, content-based instruction and task-based learning etc. and has a good understanding of marine subjects, especially relating to the service work undertaken on passenger ships.

The Instructor manual of this Model Course provides guidance for instructors in the application of communicative teaching methodology to Maritime English.

■ **Equipment needed**

As a minimum basic requirement for English teaching, the classroom should be equipped with a good quality whiteboard; a supply of good quality whiteboard markers; a CD or DVD player with speakers suited to the size of the room, a voice recorder and a reliable power supply.

The instructor will also require access to photocopying facilities, paper and a supply of authentic English language maritime resources (see Teaching aids in the Bibliography in this Model Course).

The following items are useful but not essential: a video recorder; a projector; a computer with internet access for sourcing and preparing materials; a printer.

In this part, it is essential to provide some onboard facilities or mockups for building the marine scenario on board passenger ships.

Part 2.6-B: Course outline and course timetable

■ Course outline

COMPETENCE: ABILITY TO COMMUNICATE WITH PASSENGERS DURING AN EMERGENCY

Course outline	Approximate time (hours)
----------------	--------------------------

Knowledge, understanding and proficiency	Classroom hours	Self-study hours
1 The likelihood that the ability to use elementary English vocabulary for basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language	42	20
1.1 Give instructions on board ship	8	5
1.2 Simulate the various drills on board ship	15	5
1.3 Speculate on the situations concerning medical treatment	10	5
1.4 Evaluate the different emergencies to be carried out when coordinating search and rescue procedures and operations	9	5
Total	42	20

■ Timetable

Period/ day	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
1 st period (1.5 hours)	1.1 Give instructions on board ship	1.1 Give instructions on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.3 Speculate on the situations concerning medical treatment	1.3 Speculate on the situations concerning medical treatment	1.4 Evaluate the different emergencies to be carried out when coordinating search and rescue procedures and operations

2 nd period (1.5 hours)	1.1 Give instructions on board ship	1.1 Give instructions on board ship 1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.3 Speculate on the situations concerning medical treatment	1.3 Speculate on the situations concerning medical treatment	1.4 Evaluate the different emergencies to be carried out when coordinating search and rescue procedures and operations
Meal break								
3 rd period (1.5 hours)	1.1 Give instructions on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.3 Speculate on the situations concerning medical treatment	1.4 Evaluate the different emergenci es to be carried out when coordinatin g search and rescue procedures and operations	1.4 Evaluate the different emergencies to be carried out when coordinating search and rescue procedures and operations
4 th period (1.5 hours)	1.1 Give instructions on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship	1.2 Simulate the various drills on board ship 1.3 Speculate the situations concernin g medical treatment	1.2 Simulate the various drills on board ship 1.3 Speculate the situations concernin g medical treatment	1.3 Speculate on the situations concerning medical treatment	1.4 Evaluate the different emergenci es to be carried out when coordinatin g search and rescue procedures and operations	1.4 Evaluate the different emergencies to be carried out when coordinating search and rescue procedures and operations

Instructors should note that the hours for lectures and exercises are suggestions only as regards sequence and length of time allocated to each objective. These factors may be adapted by instructors to suit individual groups of trainees depending on their experience, ability, equipment and staff available for training.

Part 2.6-C: Detailed teaching syllabus

COMPETENCE: ABILITY TO COMMUNICATE WITH PASSENGERS DURING AN EMERGENCY	IMO Reference
TRAINING OUTCOMES:	STCW Code Table A-V/2
Demonstrates a knowledge and understanding of:	
1 The likelihood that the ability to use elementary English vocabulary for basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language	

COMPETENCE: ABILITY TO COMMUNICATE WITH PASSENGERS DURING AN EMERGENCY	References
1 Required performance	
The likelihood that the ability to use elementary English vocabulary for basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language	
1.1 Give instructions to passengers (8 hours)	
- recognise the safety symbols and signage on board	R1 R5 R13
- introduce the life-saving and fire-fighting appliances to passengers	T18 p 30-43, p 114-128 T3 p 25-43 V33 Un. 11 Ex.1-3
- role play giving instructions to passengers in emergency situations	V34 B2/1.1-1.4, B4/1.1-1.2, B4/3.1-3.2
1.2 Simulate the various drills on board ship (15 hours)	
- identify the potential dangers and explain the needs for drills to passengers	R1

COMPETENCE: ABILITY TO COMMUNICATE WITH PASSENGERS DURING AN EMERGENCY	References
	R13
- simulate the procedures in emergency	T3 p 56-61
	V33 Un. 11 Ex.1
- broadcast the emergency announcements for guidance	V33 Un. 11 Ex.1
- role play the use of standard SMCP orders for evacuation and boat drills via the public address system	V34 B4/2.1-2.6
1.3 Speculate on the situations concerning medical treatment (10 hours)	
- identify common injuries on board passenger ships	R1
	R13
- name the various first-aid medicines and devices	V33
- role play the given medical treatment	V33
1.4 Evaluate different emergencies to carry out coordinating search and rescue procedures and operations (9 hours)	
- name the devices used for sending distress signals in an emergency	R1
	R12
- demonstrate the Search and Rescue (SAR) devices following the instruction manual posted nearby	T3 p 56-61
	V35
- explain the various patterns of search and rescue to passengers in emergency situations	R13
- simulate the radio communications with the Rescue coordination Centre (RCC) for assistance	V33 Un.12
	V34 B2/6.1-6.6

■ Instructor manual

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■ Introduction

Model Course 3.17, *Maritime English*, is designed to help trainees develop their communicative competence in English to a level that will enable them to satisfy the competences relating to English language set out in the STCW Code. The concept that underpins the specific requirements of the STCW Code is that seafarers are required to be *competent in using* English for professional purposes (see appendix A of this model course). To help instructors achieve this aim, the authors have selected the Communicative Approach as the principal means of instruction and student learning in combination at times with other approaches such as Content Based Instruction, Task Based Learning and Lexical Approach. For effective language teaching and learning to take place, instructors need an understanding of the Communicative Approach methodology in order to be able to create tasks appropriate to their students' learning needs, to develop the trainees' communicative competence and to implement a syllabus that meets the requirements defined by the STCW Code.

This Instructor manual gives Maritime English teachers an introduction to the principles, terminology and techniques of the contemporary Communicative Approach to language teaching. It:

- gives a brief outline of the background to the Communicative Approach
- includes classroom management guidance
- presents the rationale behind each 'strand' of the multi-syllabus structure used in this model course
- gives clear instructions for a range of tasks for teaching grammar, vocabulary and pronunciation
- gives clear instructions for a range of tasks for teaching listening, speaking, reading and writing
- incorporates ideas for adapting authentic texts for language learning
- gives guidance on using the internet and multimedia resources
- suggests Content Based Instruction and 'twinning' as a way of integrating the teaching of English and technical maritime subjects.

Although this manual cannot substitute effective teacher training, it can help instructors who have varying degrees of experience. Those who are already familiar with communicative teaching may wish to 'dip in' to selected parts of the manual to find new teaching activities. Instructors who have little or no knowledge of communicative teaching are advised to pay particular attention to the sections 'Principles of the Communicative Approach' and 'Classroom management' and to refer regularly to the manual when planning lessons.

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All instructors should be aware that although this Model Course promotes communicative learning, it does *not* prescribe any single teaching method; each teaching situation being unique. As a result, instructors need to trust their own knowledge of the students and the local environment along with assessing the students' needs and discovering what might work best for the trainees and themselves when implementing the communicative aims of the course.

■ **Background to the Communicative Approach**

Communicative English teaching has been evolving since the 1970s and its principles are now widely accepted as the basis for teaching both general and specific English. Contemporary teacher training programmes and the most widely used course books are founded on the principles of communicative language teaching.

Prior to the 1970s, language education theorists, psychologists and researchers sought to devise a method for teaching foreign languages that would guarantee successful learning. Several methods were developed, some of which became the established mode of thinking for several years. During the 1960s and '70s, the **Audiolingual method** became popular, its legacy being the widespread use of language laboratories worldwide. Central to the techniques of Audiolingualism was the behaviourist belief that, via the 'stimulus and response' concept, learners could be trained to speak English correctly by first listening and then responding to units of language presented in carefully graded sequence. Although aspects of Audiolingualism have been carried through to the Communicative Approach, it is now recognized that teaching needs to incorporate a broader and more realistic view of language use and language learning, views which have emerged from research into second language acquisition.

This research has exposed the limitations of the Audiolingual method; however, it is important to recognize why this method gained currency during the 1960s and '70s. Audiolingualism itself was a reaction to the traditional practice of foreign language teaching which was based on techniques for teaching the ancient classic languages of Latin and Greek. Since students of these languages were required to read rather than speak, learning was traditionally based on analysing and memorizing structure for the purposes of translation. This system was known as the **Grammar Translation method**, and although it may have worked well for classics scholars, it cannot cater adequately for those who need to be able to speak in foreign languages today.

Many other methods emerged from the 1960s onwards, among them Situational Language Teaching, The Silent Way, Suggestopedia and the Natural Approach. Each attempted to pinpoint 'the right way' to teach languages and although each

method has merits and has furthered the debate, none can be said to provide the definitive solution.

For the Maritime English instructor's use, it is worthwhile contrasting the principal advantages of the Communicative Approach to teaching a foreign language against traditional language learning methods, as analysed by David Nunan (2001). The summary below was developed for General English teaching purposes, however, the similarities with Maritime English teaching are clear:

<i>Traditional Approaches</i>	<i>Communicative Approach</i>
1. <i>Focus on learning:</i> Focus is on language as a structured system of grammatical patterns	Focus on communication
2. <i>How language items are selected:</i> Based on linguistic criteria alone	Based on what language items the learner needs to know in order to get things done
3. <i>How language items are sequenced:</i> This is determined on linguistic grounds	The emphasis is on content, meaning, relevance and interest
4. <i>Degree of coverage:</i> The aim is to cover the 'whole picture' of language structure by systematic, linear progression	The aim is to cover only what the learner needs and sees as important
5. <i>View of language:</i> A unified entity with fixed grammatical patterns and a core of basic words	A variety of language is accepted, and determined by the character of particular communicative contexts
6. <i>Type of language used:</i> Tends to be formal and bookish	Genuine, everyday language is emphasized
7. <i>What is regarded as a criterion of success:</i> Aim is to have students produce formally correct sentences	Aim is to have students communicate effectively and in a manner appropriate to the context they are working in
8. <i>Which language skills are emphasized:</i> Reading and writing	Spoken interactions are regarded as at least as important as reading and writing
9. <i>Teacher/student roles:</i> Tends to be teacher-centred	Is student-centred
10. <i>Attitude to errors:</i> Incorrect utterances are seen as deviations from the norms of standard language	Partially correct and incomplete utterances are seen as important steps in the learning process rather than just 'wrong'
11. <i>Similarity/dissimilarity to natural language learning:</i> Reverses the natural language process by concentrating on the form of utterances rather than on the content (adapted from: Quinn 1984:61–64)	Resembles the natural language learning process in that the content of the utterance is emphasized rather than the form

Thus, the beliefs behind the Communicative Approach are that:

- learners learn a language through using it in order to communicate
- authentic and meaningful communication should be the goal of classroom activities
- spoken fluency is an important dimension of communication
- communication involves the integration of different language skills
- learning is a process of creative construction and involves trial and error.

However, it is an approach rather than a method. Today, educationalists are no longer concerned with the search for a single method which provides a formula for teaching language. Modern instructors recognize that there are no hard and fast rules dictating how to teach but that they can select from the best of many methods.

The field of research into language learning and teaching is constantly evolving. New areas of interest in language teaching continue to emerge in response to globalization and the international role of English. Since the late 1990s, we have seen the development of many different areas including: the Lexical Approach; learner training; changes in Task Based Learning; e-learning; distance learning; an increase in English for Specific Purposes; and more. Many of these areas will draw on elements of the Communicative Approach: it has become a defining methodology on which to build and adapt.

With this range of approaches available, instructors need to be clear about the aims of their particular courses and the needs of their particular group of learners so that they can make informed choices about which techniques best suit their circumstances. The Communicative Approach is not all encompassing, and does not meet the needs of every class in every country, but it can provide a solid base to help instructors develop their own style of effective teaching. Maritime English comes under the category of English for Specific Purposes and as such, the Communicative Approach will yield the best results if combined with task or content based teaching and learning.

■ Principles of the Communicative Approach

For seafarers to be able to communicate effectively, they need to be able to use and understand English in a range of situations. 'Being able to use English' means that the seafarer can combine the 'building blocks' of language (grammar, vocabulary, phonology) to express him/herself clearly and appropriately in speech and writing. 'Being able to *understand* English' means that the seafarer can interpret messages that he/she hears and reads correctly and can respond to these

messages appropriately and comprehensibly. When a seafarer can demonstrate the ability to do this, he/she proves his/her **communicative competence** in English.

The ultimate aim of the Communicative Approach is that instructors should teach in a way that develops communicative competence. 'Being able to use English' can be done more at elementary levels and intermediate levels in this Model Course: introducing communication practice at an early stage helps students to become confident in their ability to use English. By actively communicating in English from the beginning, students develop their communication skills and strategies and confidence, as well as knowledge of the language itself. 'Being able to understand' should be more emphasised for 'Specialized Maritime English' for the purpose of meeting the amended STCW competency of seafarers in terms of Maritime English, derived from related practices and operations on board.

The underlying practice of the Communicative Approach is based on:

- language as a practical tool of communication
- student-centred teaching
- English taught through English
- students learning by active involvement
- learning tasks reflecting real life communication.

Each of these principles will now be expanded in the sections that follow.

■ **Language for communication**

Language can be divided into two broad categories for teaching purposes: **competences** and **skills**.

Language competences cover:

- vocabulary
- grammar
- phonology
- listening and speaking
- reading and writing.

and the first three systems form the majority of the **input** about language, or the new material that students are taught. (See 'Input and lesson planning' section for further explanation.)

In this Model Course, language competences are achieved mainly by Core section 1, especially in respect of the grammar. The input is based on a 'common core' of language needed by all learners, regardless of their profession. Incorporated along with this common core input is the maritime input, i.e. the fundamental terminologies and phrases that seafarers require for communication. The majority of input is related to the context of seafaring, both in General Maritime English (GME) and Specialized Maritime English.

Language skills refer to the four communication skills:

- listening
- speaking
- reading
- writing.

Learners need to be competent in each of these skill areas in order to combine and utilize language systems effectively. This model course integrates practice of language systems with practice of the communication skills. The skills activities are adapted from authentic maritime situations with a choice of supplementary maritime topics provided in the SME sections of the syllabus of Core section 2.

Suggestions for teaching each area of the language systems and each communication skill are given later in this Instructor manual.

Successful communication requires more than the ability to integrate language systems and skills, however. The students also need to understand how social contexts and specific situations influence the choice of language and the type of communication. For example, they need to be able to recognize which **register** of language (i.e. language use according to field or subject matter, mode and tenor) is appropriate in a given social context, e.g. formal, neutral or informal, and which **genre** (i.e. functional type of text, such as reports, operating instructions, expressing opinion, etc.) best suits the purpose of communication. They also need to know the conventions for using the language in specific situations (e.g. when using specific communication devices) and, as importantly, they should know some strategies for coping with misunderstandings in the event that communication breaks down. Teaching, then, needs to reflect genuine use of language so that the student is equipped for communicating in 'the real world'.

■ The role of students and teachers

In the Audio-lingual and Grammar Translation methods described earlier, students were seen as the passive recipients of knowledge passed on to them via the teacher.

The Communicative Approach, however, is a **student-centred approach** that encourages active learning via student involvement. Students are encouraged to think about and experiment with language, with the teacher providing guidance, supervision and encouragement.

This holistic view of learners as individuals has been developed in recent years by the trend of **learner training**. It is increasingly accepted that while teachers can direct and facilitate learning, students themselves have ultimate responsibility for their own progress. Research has shown that people who learn languages successfully have a well-developed appreciation of their own learning styles and preferences that enables them to build on their strengths and improve their weaknesses. Teachers can assist students to become aware of their personal learning by encouraging students to reflect upon their own progress on a regular basis. Techniques for learner training are incorporated throughout this manual, along with ideas for teaching.

The main ways in which a trainer can hope to encourage this kind of independence and develop the learner's approach to learning are:

- involving the student in the planning of the course
- raising awareness of personal goals
- encouraging self-correction and assessment
- organizing learning (for example in a portfolio)
- showing students techniques for recording new language.

This student-centred, reflective approach may not be the educational norm in some cultures. Indeed, some of the techniques and methodology that a teacher uses could seem alien to a seafarer from a specific educational background. In these instances, the trainer should take care to explain the reasoning behind the method and the way in which it is intended to benefit the learner. However, if students need to communicate independently as seafarers in an international environment, then they require appropriate training.

Successful teaching is based on the instructor understanding and responding to a trainee's needs which means that s/he must take an interest in the group as individuals.

On-going **needs analysis** can help the instructor decide the focus of the teaching for the purpose of identifying:

- what professional tasks the trainees are required to be carried out in English

- how much language the trainees can actively use already
- the extent of the trainees' passive knowledge of the language systems of English
- the strengths and weaknesses of individual trainees.

For many students, an **individual learning plan (ILP)** is essential to measure their progress as, depending on the individual's educational and cultural background, formal tests may not be something they are used to. The experience of many well-informed teachers shows that formal assessment often tests little more than the learner's ability to do tests, rather than their overall progress. An **ILP** usually takes the form of a folder or portfolio, with extensive diary style space for records.

The production of an **ILP** for each student may sound like an intimidating amount of work but the drawing up of such a plan need not be produced by the teacher alone; in fact much of the responsibility of such a plan is the student's. An **ILP** should contain the learner's long-term goals in terms of items to be learned and communicative abilities the learner wishes to achieve. It should have space to record the achievement of targets and dates for meeting them and any developments in the **ILP**. The goals of the **ILP** should be cross-referenced to any core syllabus and any results of assessments included with a portfolio of work. Other goals that the learner wishes to achieve, both personal and professional, can be included.

Much of this depends on **motivation**: if the instructor shows that s/he is actively interested in the trainees as individuals, they will respond well, contributing to a good rapport and a productive learning atmosphere. If student motivation is a problem, it may be helpful to explain the rationale behind the activities and to emphasize that for learning to take place, individuals need to be prepared to work with, and support, each other.

■ Learning styles

People's learning styles are mostly influenced by their character, but also by their educational experiences, culture and the society they live in. Students learn better and more quickly when the teacher uses methods which match their preferred learning styles. The benefits in classroom terms are quite obvious; the students are less likely to be bored and the student- teacher relationship is enhanced.

There are different ways of looking at learning styles but there are basically four modalities:

Visual learning style: these students often recognize words by sight, use lists to organize information and recall information by remembering how they have seen it set out. It is useful for these learners to have wall displays and the security of having their books and records open in front of them.

Auditory learning style: learners with this style solve problems by talking about them and use rhythm and sound as memory aids. They like the teacher to provide verbal instructions and enjoy dialogues, discussions and plays.

Kinaesthetic learning style: These students learn best when they are involved or active and may not enjoy sitting still for long periods. Activities which involve getting up and going around the room (or even out of it) benefit them as they use movement as a memory aid.

Tactile learning style: learners with this style use writing as a memory aid and benefit from hands-on activities like projects and presentations.

Another approach offers a different perspective to consider when looking at individual students' learning styles. It divides people into these two groups:

Field-independent: Students who can easily separate important details from a complex or confusing background. They tend to rely on themselves and their own thought-system when solving problems. They are not so skilled in interpersonal relationships.

Field-dependent: Students who find it more difficult to see the parts in a complex whole. They rely on others' ideas when solving problems and are good at interpersonal relationships.

The easiest way for a teacher to learn the various learning styles within a group is to try to incorporate a variety of activities in lessons and to observe the results and ask for feedback from students. It is possible by means of a questionnaire about a student's preferences, educational history and past educational successes and failures to determine a reasonably accurate idea of their learning style. This is a subject that many educationalists have studied in great detail so it is probably best to use an existing questionnaire from a reputable source. There are a number of questionnaires and tests in books for language teachers designed to help discover students' learning styles (see Bibliography for recommended publications and websites). It is also useful for teachers to reflect on their own learning preferences from time to time and whether they are relevant in the student-centred context.

■ Learning English through English

Like people who 'pick up' languages when they live overseas, students can also 'pick up' a certain amount of language in the class, given the right conditions. This process of **second language acquisition** occurs when students have consistent exposure to English that is just a little above their own level. Even though students may not understand every word that the teacher says, they can often be helped to guess the meaning if the context is made clear to them through the use of pictures, diagrams and gestures, for example. **Clear language context** is a very important part of communicative teaching as it helps students develop the skills they need for understanding language in real-life situations.

Instructors who **teach English through English** establish an English-speaking environment *in* the class. Instead of using the students' first language to talk **about** English, they explain in English. The teacher's language is simplified to suit the students' level and clear situational contexts are created to demonstrate meaning using combinations of pictures, drawings, diagrams and gesture. Although translation can be a quick and useful way for a teacher to provide a brief explanation or check understanding, over-use of the students' first language (sometimes referred to as the **L1**) does not give them the chance to acquire English nor to develop important 'discovery' strategies.

The more English that students are exposed to, the more familiar they will become with it, and the more likely they are to learn to 'think in English'. This is especially important if the students have limited access to English outside the class. Instructors can maximise the trainees' exposure to the language by using English for the majority of communication in the class and by encouraging the trainees to speak English as much as possible. Even with beginners, translation should be used only when the teacher judges it to be necessary, not as the main means of instruction.

The language classroom presents many opportunities for **interacting in English**. Consider the following patterns of classroom interaction:

- teacher to student communication: greeting students; social conversation; checking the register and homework; giving instructions; explaining a language point; asking questions; assisting individuals with problems; concept checking; etc.
- student to teacher communication: greetings; asking for help and explanations; answering questions; presenting information; expressing ideas and opinions; discussing individual work; social conversation; etc.
- student to student communication: social conversation; working out and checking answers; checking understanding; asking for help; exchanging information; group work; pair work; peer correction; project work; reacting to someone's opinion; etc.

This list shows that English can be used frequently during lessons, even when the subject of discussion is something other than the language itself.

■ **Learning by doing**

Student-to-student communication in English is an important part of communicative learning. Like other courses that use the Communicative Approach, this Model Course promotes the use of tasks that require the students to use English in order to achieve a result. For example, students may have to complete a table by finding out information from their partner, or they may be asked to find a solution to a problem by working together in groups. The key feature of this type of learning is that students need to use language for *realistic functions* (e.g. asking; discussing;

negotiating) and *for realistic purposes* (e.g. finding out information; exchanging opinions; problem solving). While actively using English for tasks, students can acquire language from each other and also practise communicating in a social context.

Language tasks can be used at any stage of a lesson for one or all of the following purposes:

- for diagnostic purposes to let the instructor hear what areas trainees need help with
- to let trainees practise new language in a semi-controlled way
- to revise new or existing language freely
- to give practice in one or more of the communication skills
- to create as natural a context as possible (see the section below on Task-based learning).

This manual gives suggestions for many different types of language tasks, many of which are based on the concept of the 'information gap'.

■ Real life communication

Information gap tasks replicate 'real life' communication which is usually based on the need to exchange information of any kind. For example, the Captain of a vessel may give an instruction to the Chief Engineer; the Second Officer may request a report from the Coast Guard; a seafarer may read a personal letter. In each of these examples, people are exchanging information for a specific reason. This exchange can be imitated in the language class by creating a context for students to share information that they have been given by speaking to one or more people. This type of activity may involve pairs, groups, or the whole class exchanging information simultaneously: suggestions on how to set up these activities are given in the 'Classroom management' section below.

■ Classroom management

■ Input and lesson planning

Input is the term used to describe new information that teachers select and present to students. Grammar, vocabulary and phonology are the three language systems that make up the 'building blocks' of English that students need, so equal attention should be paid to each area. In Core section 1 of this model course, the three systems should be integrated during teaching, as they are in the recommended textbooks in the Bibliography. (The example of a lesson plan in appendix B illustrates how the three language areas can be integrated in one lesson.) The grammar input in the syllabi is therefore in graded sequence, complemented by

the vocabulary and phonology input. For the Specialized Maritime English (SME) in Core section 2, there would be more knowledge and information inputs on maritime subjects, with the aim to fulfill the requirements of STCW Code upon the Maritime English competency of seafarers.

Learning is not a linear process, however. Not only do all students need frequent practice of new language, they also need regular **revision** in order to retain new language. However, the instructor will need to adjust the amount and frequency of revision according to the trainees' ability to retain new information successfully. It is only through frequent practice that new language will become part of a student's active language store.

Limiting the amount of new input is essential, regardless of the topic. Presenting language step-by-step in small 'chunks' or sections (often called **meaningful input**) is more effective than overloading students with a lot of new material all at once. If the entire lesson is devoted entirely to *teaching* new language, it is extremely unlikely that the students will actually *learn* anything. The teacher should break down the syllabus into weekly sections and plan the approximate amount of input for each day.

During **lesson planning**, teachers need to estimate roughly how much time will be needed for revising language previously taught, for teaching new input, and for practice. Bear in mind that during an input lesson, students need time to:

- tune in to the context of new language they are asked to learn
- work out the meaning of the item(s)
- hear how new language sounds
- see how new language is formed
- try out the new language by manipulating it in controlled speaking and writing practice
- explore different ways for linking the new item(s) into their existing language knowledge base
- practise using the new item(s) in meaningful communication
- revise other, related language items
- familiarise themselves with related operations onboard.

The amount of time spent on input will be determined by the aims of the lesson and the knowledge of the students. If the aim of a lesson is to consolidate the Past Simple which has already been presented, there will be little new grammar input as the class would need to concentrate on practising the grammar from the previous lesson. In this lesson, the teacher may, for example, include pronunciation

input of irregular past verb forms and/or vocabulary input of new verbs, both of which would reinforce the main language point. The pronunciation and vocabulary practice could then be combined with a variety of communication activities.

It may seem that this system takes a lot of time and that students could be exposed to a lot more language during the lesson. However, teachers should never equate the ability to repeat a word, phrase or structure with the ability to use the structure independently. Students need time to assimilate language, to make mistakes, to re-learn and, above all, to practise. To some extent, the pace of the classes will be determined by the students' rate of learning and the teacher needs to consider this when planning lessons. It is better to plan a variety of interesting activities that give thorough practice of one language point than to present a string of new items superficially.

■ Stages of lessons

The format of lessons should be varied according to the language level and learning needs of the class, meaning that input can be introduced at any stage. The **Presentation, Practice, Production (PPP) model** described below provides a framework for lessons where the aim is to present a key grammar point. It is especially useful at elementary level when students need a lot of controlled language input as well as plenty opportunity to consolidate, practise and revise new language.

- **Presentation:** Having selected the language point to be taught the teacher should start by introducing a context for the new language that will focus the students' attention on when, how and why the language is used. Techniques for creating contexts are outlined in the 'Teaching grammar' section, for example, by showing visual images, by personalizing the topic or by using model texts. The teacher should first present the new language item in context, to show how it would be used naturally, giving the students the chance to hear it a few times and checking that they understand its meaning.
- **Practice:** The practice stage can be sub-divided into two steps: controlled and semi-controlled practice. During **controlled practice** exercises, the students should focus on saying and writing the new item without any distracting difficulties. This ensures that they know how to manipulate the structure correctly. Exercises can then become a little more challenging during **semi-controlled practice**, requiring the students to use the new language within a wider context. It is important that the teacher checks that the students are using the new language accurately during both these steps. It may be necessary for the teacher to go back to the presentation stage to clear up any problems of understanding or use.

- **Production:** If the students have understood the presentation stage and successfully completed the practice tasks, they should be able to integrate the new language item in communication activities that involve free speech and writing. The students' attention should now be on completing the task, not on the language itself. The teacher should not interrupt or correct the students while they are working as it is important for them to develop fluency and confidence by expressing themselves freely at this stage. Correction of the most important errors can take place after the activity during feedback time (see 'Feedback and correcting group work' below).

The Engage, Study, Activate (E.S.A.) model is an alternative model for lesson planning which is similar to the PPP pattern. It is probably more useful at intermediate levels where trainees have a lot of language at their disposal that they need to practise while refining their communication skills. It is also appropriate for the study of vocabulary and phonology systems as new language can be studied in the context of a reading or a listening text. The sequence of stages can be varied according to the needs of the class and the aims of the lesson, for example:

- **Engage:** At this stage, the teacher focuses the students' attention on the topic in order to prepare them for either the study or activate stage. This may involve **eliciting** general information about the subject matter by stimulating discussion, asking for opinions, checking facts or pooling background knowledge together. As well as generating interest in the topic, this interaction also gives the teacher the chance to check the students' existing knowledge of language that they need to know for the lesson. New material is not actively taught at this stage.
- **Activate:** At the 'activate' stage, students are involved in completing a task relating to the topic. If they have not yet studied the specific language input point of the lesson (often called the **target language**), students cannot be expected to produce it accurately at this stage. Instead, the focus should be for the students to develop an aspect of their communication skills or to revise language previously learned. It is also an opportunity for the teacher to assess the students' strengths and weaknesses and to determine the amount or type of language that students need to learn, revise or correct.
- **Study:** During this stage, the teacher and students will work on a particular aspect of language either for revision or for language input. As with the 'practice' stage described in the PPP model, students will need a variety of controlled and semi- controlled practice exercises. The 'study' stage can come at any point of the lesson (e.g. Study, Engage, Activate or Engage, Activate, Study) and individual stages can also be repeated with a different focus (e.g. Engage, Activate, Study, Activate, Study).

Whatever sequence is followed, it is important that students understand what is expected of them at each stage of the lesson. Adult students usually appreciate having a clear idea of what they are learning and why. By briefly explaining the aims of each stage of the lesson, the teacher involves the class in monitoring their own learning progress.

■ Task Based Learning (TBL)

TBL sprung from some teachers' dissatisfaction with the PPP approach to lesson planning and most introductions to the methodology begin by expressing this discontent. Proponents of TBL believe that in PPP lessons, a student simply demonstrates his or her use of new language and therefore does nothing meaningful with it. The consequence of not using the new language in a meaningful way is that the student will not remember the language adequately. TBL therefore offers an alternative for language teachers using less unnatural contexts.

In TBL lessons, the teacher does not pre-determine what language will be studied, neither is it dictated by a course book. The lesson is based around the completion of a **task** and the language studied is governed by what emerges from the students' needs as the students complete it. Often the task could be a problem-solving activity, replicating a workplace-style scenario. It is a strong communicative approach and very student-centred, where students spend a lot of time working together to complete the task. Therefore, the TBL approach is highly appropriate for SME teaching. The task stage is designed to activate useful language and its sub-planning stage is intended to give the student an opportunity to improve on his or her use of the language. The TBL lesson cycle follows these three stages:

Pre-task: The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage. During this preparatory stage the teacher can elicit the students' knowledge of language that may be useful for the task. This stage can also often include playing a recording of people doing the task to provide a clear model of what is expected of the class. The students take notes and prepare for the task.

Task: The students complete the task in pairs or groups using the linguistic means they possess as the teacher monitors and takes notes of what students may need help with in the final practice stage. Still in groups, the students prepare a short oral or written report to present to the class on what happened during their task. They also have time to practise what they are going to say. Throughout, the teacher is available for the students to ask any relevant language questions. Students then report back to the class. At this stage the teacher may give the students some quick feedback on the content. The teacher may also play a recording of others doing the same task for the students to compare.

Analysis and practice: The teacher then highlights relevant parts from the recording for the students to analyse. Students may be asked to observe interesting features

within this. The teacher can also highlight the language that the students used during the report phase for analysis. This could be an area of language which emerged during the task and report phases that requires further practice and consolidation. Finally, the students do practice activities on these areas of language.

Task-based learning has some clear advantages:

- in all three stages they must use all their language resources rather than just practising one pre-selected item
- a natural context is developed from the students' experiences with the language that is personalised and relevant to them
- the students will have a much more varied exposure to language with TBL; they will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms
- the language explored arises from the students' needs rather than a decision made by the teacher or the course book
- it is a strong communicative approach where students spend a lot of time communicating
- it is enjoyable and motivating.

■ **Active learning**

In a student-centred approach to teaching, the teacher stimulates frequent learner participation in order to:

- assess how much students already know
- stimulate interest in a topic
- increase opportunities to interact in English
- recycle language previously taught
- give both strong and weak students the chance to speak in class
- encourage independent thinking by helping students to work out 'rules' for themselves.

The last item above is known as **inductive learning**, which leads students to identify patterns in language by analysing examples of the target structure. The students should be pushed to formulate their own theories and guided to the right

answer by the teacher, as far as they are able. The teacher must gauge the reaction of the class during inductive learning and be prepared to intervene quickly if students are becoming confused. Students who become accustomed to thinking independently like this in the class will be better equipped to do the same outside the class.

The opposite technique is **deductive learning**, a more traditional method whereby the teacher presents both rules and explanations to the students. It is possible to combine inductive and deductive methods, for example by first asking students to pick out language patterns from a sample and to try to define the rule and then by confirming and explaining the structure clearly. The combination of both techniques promotes independent thinking with the reassurance of teacher support.

The technique of guiding students towards answers can be used at any stage of a lesson, for any aspect of language learning or practice. This process of drawing on the students' existing knowledge as a basis for language work is called **eliciting**, an essential means of involving the class in student-centred learning. The teacher elicits information by asking specific questions aimed at drawing out relevant ideas and examples from the students themselves. Successful eliciting necessitates giving students enough time to answer but not so long that they become frustrated by the process.

In every class some students are more inclined to speak out than others; however, because students are quiet it does not mean that they lack ideas. When eliciting answers from the class, the teacher should at times direct the questions at the students who do *not* volunteer information and encourage them to contribute. The teacher should judge when it is appropriate to spend time eliciting information: sometimes it is quicker and easier for the teacher to clarify a point and move on.

Inductive learning and eliciting techniques are ways of involving the class using 'student to teacher' interaction. At the practice and production stages of lessons, however, the teacher needs to increase the amount of student participation so that everyone has a chance to speak. 'Student-to-student' interaction can be a part of every lesson through the use of pair and group work.

■ **Pair and group work**

Pair and group work came to prominence with communicative methodologies in the 1970s. Before then, lesson time in foreign language classes largely consisted of the teacher talking to (or at) the students. In a large class it was apparent that the learner hardly got a chance to practise the language. **Teacher Talking Time** (TTT) became undesirable and ways were devised to reduce it, or even stamp it out and train the students to constantly perform in the language they were learning. Group work was introduced into EFL techniques to deal with a particular problem and made it possible for the teacher to devote more time to the students' oral production, which before had not been a priority of the English classroom. Through group work, less confident students get the chance to put their knowledge of new language into practice in a non-threatening environment, away

from the critical ear of the teacher. Instead of being dependent on the teacher, students get used to learning from and helping each other. Meanwhile, the teacher is left free to monitor progress and give help, advice and encouragement where and when it is needed. Pair and group work maximises student participation and **Student Talking Time** (STT) in communicative activities.

For pair and group work to be successful, students need to understand the value of co-operative learning. Students who share the same first language often do not like speaking a foreign language in front of their peers for various reasons: shyness, embarrassment, fear of making mistakes or personality differences may cause group work to fail. Some students may consider group work to be unproductive or uncontrolled, especially if they are not accustomed to it. With repeated encouragement, students can come to accept that speaking English to their peers is a normal and necessary part of active learning. This may require the teacher to demonstrate a positive attitude towards co-operative learning, explaining that time spent in pair and group work increases the opportunity for students to actively practise their English. Seafarers spend large parts of their working life in teamwork situations, e.g. on the bridge and in the engine room, where teamwork involving effective communication is essential in carrying out the operational tasks required.

Each student possesses different knowledge and a different style of learning: by working with other people at a similar level, individuals can learn from each other's mistakes and benefit from each other's insights. Varying the pair and group arrangements will let the teacher see which students work well together and which students have specific learning needs. (If at first some members of the group seem too uncomfortable to volunteer opinions, give the students a couple of minutes preparation time to write down their responses individually before the whole group exchanges their ideas.) Students can come to enjoy and benefit from this style of studying when they realize that it is controlled, that the teacher is discreetly paying attention to each group as they work and that they will be required to report back with the results of their discussions. This method does not suit the aims of every stage of the lesson, however: planning a mix of quiet, individual study as well as interactive work should cater for the learning styles of all students. Group work can include a follow-up stage in which students are asked to reflect on what was achieved by the group, in terms of the task set and the language used to carry out the activity satisfactorily.

Circle games are a great way to encourage the whole class to work together and offer a welcome break in the working dynamic. If the game clearly recycles a specific vocabulary or grammar point, their value can be made clear to those learners who find collaborative activities alien. These games are ideal for those with a kinaesthetic learning style. These are a few tried and tested games.

Present perfect musical chairs: This is based on the party game; however, adult learners also respond well to it and it appeals to kinaesthetic learners. The class sits in a circle with one less chair than learners so that one person is standing. This student asks the group a yes/ no question beginning "Have you ever?". If the individual student's answer to the question is "yes" s/he must stand up and sit in

another chair. The point of the game is not to be permanently left standing in the centre, and therefore it can become quite competitive.

Conditional chain game: This game is useful for revising and practising structures in the first conditional. The teacher begins with a sentence, for example "If it's sunny on Saturday, I'll go to the beach." The next person in the circle must use the end of the previous sentence to begin their own sentence. E.g. "If I go to the beach, I'll buy an ice cream". The next person could say, "If I buy an ice cream, I'll start to put on weight", etc.

Out!: This can be used to recycle an area of recently learned vocabulary. The class stands in a circle and the teacher introduces the topic. For example, an elementary class is revising types of life-saving equipment. The first student names a type of life-saving equipment, the next student names a different one and the game goes round the circle each student saying their word in turn. If someone repeats a word which another student has said, the group says "out!" and that student sits down and leaves the game. The person left standing at the end is the winner.

■ ***Managing group work***

Managing group work can be tricky and teachers may, understandably, feel threatened by the prospect of 'losing control' of their class. However, students will not learn to develop their socio-linguistic competence if they are not permitted a degree of freedom in the classroom. Teenage and adult learners tend to respond well when they are given responsibility for directing their own work, and group work can bring a dynamic appeal to the classroom. There are many factors to consider when managing groups: giving instructions; arranging groups; monitoring work in progress; dealing with different levels; and handling feedback and correction.

Each of these factors will be expanded in the sections that follow.

Giving instructions is crucial to group work: teachers who are not familiar with organizing interactive tasks may underestimate the challenge of making sure that instructions are both clear and understood. It can be very demoralizing for everyone if group work fails. It is worthwhile taking a few moments to check that everyone knows what the task involves rather than students wasting time wondering what to do. If teachers adhere to this checklist, not only will they ensure that their instructions are understood, their students will feel more secure and confident in tackling tasks, both on their own and as a group.

- Be clear about the aims and the timing of each stage of group tasks. During planning, break down the activity into logical steps and prepare a simple instruction for each step. Prior to the lesson, test the instructions by reading them aloud: if the wording is ambiguous, change it.
- Make sure that the language used for giving instructions is not above the students' language level: use short, simple sentences.

- Give oral instructions before dividing the class into groups: students cannot concentrate on listening if they are moving around or speaking to their partners.
- Before starting the activity, check that students understand by asking individuals to translate into their own language.
- Do a sample answer in front of the class to demonstrate what is required.
- For complex tasks or with elementary groups, demonstrate the activity in front of the class with one of the more able students.
- For longer tasks or with large groups, write reminders on the board so that the students do not have to keep asking what to do.

Concept checking questions, of the kind prescribed in the Teaching grammar section, can be effective in clearing up potential misunderstandings. This is especially effective for lower level learners, who take confidence from demonstrating that they have understood instructions

Arranging groups can be done in different ways, depending on the layout of the class and the furniture. If left to form their own groups, it is likely that the students will gravitate towards the same people every time. Encourage students to mix by choosing different techniques for grouping, for example by allocating a number between one and four to each student then grouping them by number. To communicate properly, students need to be able to see each other so encourage them to move into circles or to sit round a desk. If it is inconvenient to move the classroom furniture, have the students move their chairs into groups instead or, if writing is not required, ask them to stand up and move into groups. Limit the size of groups as it is difficult for more than ten people to contribute at once: experiment with combinations ranging from three to eight people for different types of activity.

■ ***Monitoring work in progress***

While students are working, it is important to monitor their work discreetly, without interfering. At this stage, **teacher talking time** should be minimal to allow maximum **student talking time**. The teacher should move quietly around the room or sit behind each group in turn, listening carefully to students' discussions, taking notes of main errors or language points that need to be covered and checking that all students are interacting and using English to do the task. Although students may at first be distracted by the teacher's presence, they will soon become familiar with the procedure and will realize that they should not ask for help unless absolutely necessary during these activities. If the task involves more than one stage, the teacher should make sure that the groups keep to the time allocated for each task; however, if the teacher judges that allowing further time would benefit the students (e.g. if they have made a particularly slow start to the task), then it can be advantageous to be flexible.

A certain amount of tact and sensitivity is required when monitoring group work. The teacher may have to decide whether to intervene to bring an enthusiastic discussion on to a more linguistically beneficial path, or to stay in the background to allow the students to make their own discoveries about the language and the best way to learn it.

■ ***Dealing with different levels***

There is inevitably a range of ability in every class so the student-centred teacher should be aware of the different levels and be prepared to make arrangements that cater for all needs. At lower levels, it should be remembered that the difficulties of difference in level are usually much more prominent. From time to time, students should work in mixed ability groups as this reflects 'real life' working conditions and gives less able students the opportunity to learn from the stronger members of the group. However, students who are confident in their abilities often tend to dominate weaker students, so it is often more advisable to group students by ability. In the event that groups with a higher level of English finish before weaker students, the teacher could decide to give them extra tasks to encourage more self-correction.

The stronger students will also need supplementary activities to keep them focused while others finish the task, for example:

- students check their answers together and then with members of another group
- students swap their written work with a partner, checking each other's work; this could be a general check on aspects such as punctuation, vocabulary use, tenses, etc., or a specific check directed by the teacher
- the teacher provides a follow-on task which builds on the original activity; this could be in the form of a skills-based activity which will need to be checked as well, or a few short language based exercises that can be completed quickly in the class.

Groups of weak students also need to be monitored. They may become discouraged if they perceive that other students are constantly waiting for them or feel pressurized by not having the time they need to complete an activity. If this is the case, it may be necessary to adapt tasks for the lower levels by preparing variations of the task at two different levels with appropriate instructions for each task. Appoint a group 'secretary' to read out the instructions and explain the task to the group. Alternatively, keep the instructions the same but grade the material so that weak students have easier tasks to do.

Most of these techniques can also apply to **pair work** as much as group work. There are two types of pair work: **open pairs** and **closed pairs**. Open pair work is when the whole class listens while two students demonstrate a model e.g.:

Student A: *How long have you worked at sea?*

Student B: *Six years*

Student B: *How long have you worked at sea?* Student C: *Twenty years*

Student C: *How long have you worked...? Etc.*

Selecting students from different parts of the room for open pair work makes students more likely to pay attention in the class. Closed pair work is when every student is allocated a partner and the whole class works together at the same time. Like group activities, closed pair work provides the chance for increasing language practice within the class time. Pair work is generally easier and faster to set up than group work and can be used for virtually any type of practice. Often, all it requires is for one student to turn to a partner. Trying out various combinations of pairs will prevent the predictability of always working with the same partner. Students can turn round and work with the person sitting behind them; move and work with someone at the opposite side of the room; or can be allocated a partner by the instructor.

■ **Feedback and correcting group work**

Feedback takes place when the teacher (and possibly the students) comments on students' work, giving an analysis of strong points and areas for improvement. Feedback is usually carried out at the end of an activity and is especially important after the production stage when students have been working independently of the teacher. For fluency-based group work (see 'Promoting fluency' in the 'Teaching speaking' section), it is better to save correction of errors for the feedback session rather than interrupt students during the activity. Regular follow-up of production tasks will get students into the habit of reflecting on their work and will help make them aware of their own errors. However, it is important to use feedback time positively so that students do not feel continually criticized for their efforts. Give students a sense of their own progress by giving praise for good work and reminding them of what they have learned.

The traditional method of **error correction** is when the teacher points out and corrects the students' mistakes as they arise, with the expectation that students will learn directly from this process (see 'Correcting errors' in the 'Teaching grammar' section). This puts the students in a passive role, however, and may inhibit them from speaking for fear of failure. Also, if students are not encouraged to think about and self-correct their mistakes, it is unlikely that they will retain the right answer for very long, especially if there are many corrections. Mistakes are a natural part of language learning, so feedback on fluency-based tasks should focus on the most important problem areas rather than every single error. Many 'incorrect' utterances arise because students have not yet learned a particular rule: these

should only be explained if necessary rather than treated as mistakes for correction.

These suggestions for feedback reinforce the inductive learning approach and contribute to co-operative study. The techniques are aimed at helping students revise language they should know by means of **self-correction**.

- **Teacher-led feedback:** To tackle a persistent language problem that occurs among the majority of students' work, note down a variety of examples of the error heard during group work then write them on the board once the group work is over. Correct the first example and check that the class understands the correction. Then elicit corrections for each of the subsequent examples, asking different students to make the necessary changes on the board. (Do not attribute the errors to any particular students; this technique makes the class collectively responsible for the errors without embarrassing individuals by identifying their weaknesses in front of others.) More confident students often enjoy the personal challenge of correcting their own errors in a very open way and will often admit to them.
- **Oral feedback from groups:** If the aim of pair or group work is to provide answers to a task, tell each group to elect a representative to report their comments to the class. Allow a few minutes for students to prepare for this by checking their final answers after finishing the task. One group representative should start by reporting their answers while the others listen and compare their answers. If the other groups have any differences, they should take it in turn to present their ideas to the class, discussing which versions are correct. The teacher may have to intervene to correct any problems that the trainees are unable to resolve themselves.
- **Written feedback from groups:** An alternative to oral feedback is to appoint group 'secretaries' to write the answers on the board. (If space allows, two or more secretaries can write on the board at the same time.) Instead of writing from their notes, the other group members should dictate to the secretaries, checking that no errors are written. Once all the groups have written up their answers, the teacher can draw attention to any differences and can ask the class to try to correct any major problems.
- **'Identifying errors' feedback:** To make feedback more positive, write a variety of phrases on the board which are taken from students' work, some correct and some containing errors. Put the students into groups and ask them to read the phrases carefully and to identify those containing errors. Then ask them to try to correct the errors. This can take the form of a competition, with the group correctly identifying/correcting the most errors being the winner.

- **X-file:** Encourage your students to keep a file in their course records of their recurring errors with a suitable correction. Check this from time to time and point out if they are repeatedly making the same mistakes.

■ Teaching the three language systems

Teaching grammar

Traditional approaches to teaching attached great importance to the learning and application of grammar rules. Students were required to memorize structures by drilling and had to translate complex structures into their first language. Grammar is still considered important in contemporary teaching and some of these techniques are still used. However, the focus has changed from 'knowing about grammar' to understanding the meaning as well as the form of grammar items, in order to be able to use the structure in communication. In this way, students develop a 'global' sense of context along with the ability to manipulate the structure in detail.

The textbooks recommended for this model course have a carefully graded grammar component which forms the basis for the input of language systems. Structures are presented in stages to give students enough time to learn, practise and consolidate what they have learned. For example, lots of practice is given with the Present Perfect Simple tense before the students are introduced to the Present Perfect Continuous tense so as to avoid confusion between the meaning, use and form.

In the syllabi of Core section 1 of this model course, students' knowledge of and skills in grammar are accentuated and the learning objectives regarding grammar often incorporate a language function to help students recognise the communicative purpose of the target language, while for the Core section 2 such knowledge and skills, objectives and functions are subject to the teachers' discretion on seafarers' competency in Maritime English.

A **language function** describes the purpose of language, for example agreeing and disagreeing; giving instructions; giving advice; etc. It is useful to use functions for introducing students to new language because this creates a realistic context for communication. It is easier for students to grasp the meaning of an abstract structure if it is presented to them within a clear and familiar setting.

This is especially important if English structure is conceptually different to the students' first language. Lower level students especially need time to assimilate language gradually and so can benefit from learning one functional aspect of a tense at a time.

However, for students who have reached the intermediate stage and have learned the main structures of English, it is useful for them to examine the various functions that apply to a single tense in order to deepen their understanding (e.g. showing

how the Present Continuous is used for describing events that are in process at the moment of speaking; for describing ongoing current situations; and for referring to planned future events). It is now widely accepted that some structural forms, in isolation, carry less meaning than traditional approaches to grammar thought (such as the Present Perfect Simple and Continuous tenses or 'will' and 'going to' for the future) and are quite interchangeable if taken from a meaningful context.

The activities suggested here correspond to the presentation and practice stages described in the PPP model above. Tasks appropriate to the production stage can be adapted from the 'Promoting Fluency' part of the 'Teaching speaking' section and the 'Guided Process Writing' section.

■ **Presentation techniques: explaining meaning**

As explained in the section 'Stages of lessons' earlier, the presentation should engage the students by focusing their attention on the situational context or language function first. One technique is to present students with a text that contains the new language. The text may be specially written as a model for presenting the new structure, or may be a more authentic text in which the new structure appears incidentally. In model texts, the language surrounding the new structure is generally simplified with the distracting elements of 'real' communication removed, making them suitable for elementary level students. Authentic texts which present the new item in a more natural context are more appropriate for intermediate students.

The students should be clear about the meaning before they are asked to focus on the form explicitly (see below).

- **Using dialogues:** Dialogues are useful for presenting new language in that they are a simple way of showing how the target structure is introduced and responded to. Two speakers are adequate for presentation dialogues: any more is likely to confuse the students. Establish or elicit the background situation first by showing the students a picture relating to the dialogue (see 'Using visuals' below) or by explaining who the characters are, where they are and why they are talking, without revealing too much of the content. If the dialogue is pre-recorded, follow the procedure for 'Using listening texts' below. If not, act out or read out the dialogue, changing voice to indicate the different characters speaking. Follow this with concept questions (see below) that relate to the context before going on to highlight the target structure.
- **Using listening texts:** Select a short recorded listening text that contains the target structure. First, do a pre- and a gist-listening activity to familiarize the students with the topic and the content of the text (see 'Teaching listening' section). Then focus the students' attention on the new input by asking the students to listen carefully to that part of the listening text (e.g. by adapting an

exercise from the 'Listening for specific information' section). Pause the recording after the new item and model it by repeating it or by writing it on the board followed by some concept questions (see below). N.B: Ensure the students are *listening* while the recording is playing and not *reading* the text.

- **Using reading texts:** Adapt the listening procedure described above, using comprehension questions that focus on the section containing the model structure.
- **Using visuals:** It is a good idea to build up a resource bank of visual materials: draw pictures, or ask students to draw them; cut them out of magazines, copy symbols from signs and posters or display the visuals directly from books. Visuals do not have to be restricted to present tenses: indicate the time of day and the date above the pictures to adapt the context to the past or future. **Cartoon strips** or picture sequences are good for modelling a new structure in the context of a narrative. **Action pictures** can be used to present the language of description or to comment on what people are doing (useful for presenting continuous tenses). **Single item pictures** and everyday objects (often called **realia**) are useful for teaching comparatives and superlatives as well as adjectives, among other structures. Teach passive forms or conjunctions through **diagrams** or **technical illustrations**. **Drawing figures**, even if they are very basic, is one of the most versatile techniques when building up or eliciting a situation that concerns the character(s), manipulating the situation to practise the target language or function.
- **The internet:** This is the richest and quickest source of pictures and photographs. Most search engines have an 'Images' option. Simply use this tool as you would if you were searching for information on the web; choose the picture you require from those available and copy and paste into the program you are using. If possible the language trainer could use an Overhead Projector to show the images, or even take a portable device into the classroom and project the pictures onto a screen. PowerPoint and Prezi are ideal for this purpose but other programs can also work well.
- **Personalisation:** Create a context for the new language either by asking students about their own experiences of, or knowledge about, a specific topic. For example, introduce the structure 'Have you ever been to...?' by using it to ask the students which countries they have been to. They do not need to know the complete structure to understand the question at this stage. Alternatively, the teacher's own experiences, whether true or imaginary, may be used as the introductory context.

give strictly controlled practice in producing the target structure accurately. After the presentation, the students will be ready for some less controlled practice of the structure (see below).

- **Eliciting the form:** After explaining and checking the meaning of the new structure, elicit it orally from the class to focus their attention on the constituent parts. It is likely that the students will need help to recall the new language and they will not be totally accurate at first. Give assistance by indicating the number of words on your fingers or with blank spaces on the board, one for each word. Use this activity to draw attention to the construction of the new language.

- **Drilling:** Drills are mechanical exercises that give students the chance to hear and repeat the new language, producing it 'safely' without fear of making grammatical mistakes. Various types of drill are described in the 'Developing accuracy' part of the 'Teaching speaking' section. The underlying principle of drilling is that students repeat a word, phrase or sentence after a stimulus, usually a prompt from the teacher. Monitoring the drills allows the teacher to focus on tricky aspects of the new structure such as pronunciation, word order, etc. (See also the 'Teaching pronunciation' section). While drilling is important at this stage, it should not continue for more than a minute or two.

- **Memorisation:** If a short dialogue has been used for the initial presentation, allocate the speakers' roles to pairs of students and have them practise reading the dialogue aloud a couple of times. Give the students a couple of minutes to try to memorize the dialogue then rub it off the board, leaving lines to symbolize each individual word; now ask them to try to recall it, paying particular attention to the new structure. (If this is too demanding or the dialogue is too long, rub out parts of it in stages instead of deleting it completely, and ask the students to reproduce the sentences after each deletion, until all that remain are the blank lines.) After this, ask the class to try rewriting the dialogue again on the board, calling on different students in turn, and encouraging suggestions from the whole class.

- **Writing the form:** Since people absorb new information in different ways, it is equally important to present the structure in writing as it is to introduce it verbally. In the initial presentation, the written form normally comes after the students have been exposed to the new structure verbally. If the presentation is being done for remedial purposes, write a gap-fill version of the new structure on the board then ask the students to complete the exact structure, referring to any text used. As an alternative to gap-filling, try mixing up the constituent words and asking the students to put them in the correct order; providing the first letters of each word only, or just indicating the number of words in the structure.

■ **Practice**

Once the meaning, use and form of the new structure are clearly established in the students' minds, they should be ready to practise and consolidate it through guided speaking and writing exercises.

These suggestions are for controlled practice exercises (see the earlier section, 'Stages of lessons').

- **Prompts:** Expand on the original presentation example by introducing new vocabulary using the same structure. To use the context from 'Concept checking' above, the teacher may choose to modify the original example, 'The crew loaded the cargo at 0800' by varying the subject and verb to produce 'The Master checked the cargo at 1000'. Give the students a series of prompts in the form of pictures, verbal hints or written notes to elicit more variations of the structure.
- **Substitution tables:** This is a more structured version of the 'Prompts' task above.
Write the presentation example on the board and draw columns to separate each part of speech. Write a list of three or four different options under the parts of speech to be focused on. This provides a framework for the students to create different versions of the original pattern by choosing from the options in the substitution table.
- **Semi-controlled writing from prompts:** Follow on from the oral 'Prompts' activity above by giving the class a series of pictures or notes that continue from the original presentation text/dialogue or that create a new situation. Ask the students to work in pairs, adapt the original model text by using the prompts, taking care to include the target structure correctly. (See 'Guided dialogues' in the 'Developing accuracy' part of the 'Teaching Speaking' section.)
- **Dictation tasks:** Several ideas for dictation are provided in the 'Developing accuracy' part of the 'Teaching speaking' section.
- **Information gap tasks:** Some of the tasks described in the 'Practising new vocabulary' section can be adapted for grammar practice, particularly 'Describe and draw', 'Interpret and write', 'Spot the difference' and 'Jigsaw procedures', so long as the visual material elicits sufficient use of the target language.
- **Interviews:** Semi-structured pair interviews are a good way of personalising practice of the new language. Give the class a series of question prompts: Person A in each pair should prepare

questions to ask his partner while Person B anticipates the questions and prepares his/her responses. The interviews can be done in closed pairs or as a whole class activity, with each person aiming to interview/be interviewed by as many people as possible. Encourage the students to improvise from notes only to avoid simply reading from prepared text. (See also 'Class surveys' and 'Checklists' in the 'Developing accuracy' part of the 'Teaching speaking' section.)

- **Jumbled sentences:** To practise word order, prepare a few sentences containing the target language and either write the words for each sentence in a random sequence on the board or write individual words on to separate pieces of card. Ask the students to try to put the words in the correct sequence. (Different colours can be used to highlight different parts of speech.)
- **Parallel writing:** Students read a model text such as a short diary entry/a postcard/a note/a telephone message containing the target structure to be practised. They write a similar text of their own, keeping as close to the pattern of the original text as possible.
- **Twenty questions:** To practise question forms, write down the name of a person who is well known to the students. Then tell the students that they have a limit of twenty questions to work out who the person is by asking you questions to which you can only answer 'yes' or 'no'. (This can be adapted for identifying an object or place, discovering the solution to a problem, etc.)
- **Grammatical games:** Adapt the rules of popular board games such as chess, 'snakes and ladders', draughts, 'Monopoly', etc., by preparing a stack of cards with a grammar question and the corresponding answer written on each card. The cards should be placed face down in front of the players who should select one to ask their opponent. If the person answers correctly, he or she 'wins' a move on the board, if they answer incorrectly, s/h e misses a turn.
- **Websites:** A large number of websites now exist aimed at students of English and most of these feature lots of practice exercises for grammar. They often contain games and quizzes, which are an interactive way for students to engage with grammar, as well as serving as a sort of online grammar book. See Bibliography for a list of the recommended sites.

It is important to monitor the students' ability to use the target language correctly during the presentation and controlled practice stages before proceeding to the production stage. If the students are either not entirely clear about the meaning of the new structure or are experiencing difficulties in saying and writing it correctly, it will be necessary to re-present the item or give more controlled practice to clear up the problem.

Ideas for semi-controlled activities and production activities can be found in the 'Developing fluency' part of the 'Teaching speaking' section, the 'Post listening tasks' section and the Guided process writing' section.

■ **Correcting errors**

It is important to correct errors that relate to the new structure during the presentation and practice stages. However, this needs to be handled sensitively; the teacher can help the students to realize that errors are a natural part of language learning. It is also beneficial for students to get into the habit of analysing the reasons for some of their mistakes which may be due to **L1 interference** (i.e. the students are trying to transfer patterns from their first language into English); 'false friends' (cognate words that mislead because they appear to be similar to words in other languages but have different meanings, for example '**sympatice**' in Italian and 'sympathetic' in English) or hypothesis testing when students apply a rule that they have already learned to a new structure incorrectly ('I goed there yesterday').

- **'False friends' warning:** Have a 'warning' list of the most common first language and English cognates or false friends on the wall as a reminder to students about the differences. Put the words in the context of sentences and encourage students to memorize them.
- **Colour coded sentences:** To help students with recurring problems of English word order, write a few examples of one construction on the board, using different colours for different parts of speech. Show the students the position of the target item in relation to other parts of speech, for example, the adjective before the noun. Use the same colours consistently to represent separate parts of speech and colour code new vocabulary as well, if the technique helps the students.
- **Coloured blocks** Cuisenaire rods or coloured pieces of card representing the various parts of speech, can be used for this kind of correction, as they are moveable and can be manipulated to represent the correct word order. The learner can make a mental connection between each colour and a unit of language; black could represent nouns; blue verbs; red, because they are small, prepositions etc. These blocks can be manipulated to represent the structure of real sentences.
- **Self correction:** If a student's error seems to be a 'slip of the tongue', encourage self-correction by echoing the mistake, drawing attention to the error by exaggerating it with a surprised expression and questioning intonation.
- **Silent correction:** Instead of immediately correcting a student's error, repeat it slowly, 'counting off' each word on your fingers, shaking your head when reaching the error and indicating that the student should self-correct.

- **Peer correction:** If a student makes a mistake and is uncertain how to correct it, ask another student to try instead. (This works best if there is a good, co-operative atmosphere in the class. Do not try this if it is likely to embarrass or humiliate.)

■ ***Teaching vocabulary***

Vocabulary is the most obvious feature that distinguishes any specialized use of language from general English. While it is crucial to teach specialist maritime vocabulary, this needs to be balanced with other areas of language systems and skills practice. In this third edition of IMO Model Course 3.17, seafarers' competence in English language communication is treated as a well measured balance between General Maritime English (GME) and Specialized Maritime English (SME), as per Core section 1 and Core section 2, respectively.

The vocabulary of GME consists of a lexical mix ranging from elementary to intermediate level of English for General Purposes (EGP) and for General Maritime purposes. SME however retains some relevant elements of GME but also requires some higher level vocabulary items, in particular the maritime-related terminology required for the IMO certificates of competency for the operational and management levels.

This in particular refers to the vocabulary requirements for officers in charge of a navigational watch, officers in charge of an engineering watch, Electro-Technical Officers, ratings forming part of a navigational watch, GMDSS radio operators, and personnel providing direct service to passengers in passenger spaces on passenger ships.

Teachers are advised to supplement the core textbook material with extra vocabulary relevant to their students' specific areas of work or study.

■ ***Approaches to Vocabulary Teaching***

The **approaches** to teaching Maritime English vocabulary within this model course follow the same approaches as those applied in English for General Purposes (EGP) and English for Specific Purposes (ESP). In the traditional, **Grammar-Translation Method**, vocabulary was learned in isolation, using lists of words in any two languages to learn and memorise by repetition, a technique mainly used to prepare the learner for translating.

The **Direct Method** presupposes that the acquisition of a second language follows the same process as when acquiring a first language. It emphasises learning through demonstrating objects, drawings and pictures, Where vocabulary teaching was mainly done through drills and the pronunciation of simple vocabulary items.

In the **Audio Lingual Method**, learning was based on the behaviourist stimulus-response approach. The main aim was to enable learners to master particular structures in order to utter grammatically correct sentences. Therefore only simple and familiar words were introduced and vocabulary was considered of secondary importance.

In the 1980s, the traditional approach to language teaching was challenged and largely replaced by the **Communicative Approach (CA)**. This means that the grammar-translation and direct method gave way to language-in-use, with the focus centred on the learner. Nevertheless, translation and the need for dealing with instances of first language interference, have not disappeared altogether. There are frequent occasions, even today, when translating a lexical item, especially when it comes to "difficult words" of specific terminology, yields better results in comprehension and acquisition, and is more economical.

With the introduction of the Communicative Approach, vocabulary instruction focuses on natural occurring discourse, which requires words should always be learned **in context** (focusing on word meaning and function) rather than in isolated word lists. This approach calls for the introduction of a lexical syllabus based on the natural and authentic use of language.

The **Natural Approach**, an outgrowth of CA, is grounded in comprehensibility, i.e. the ability to recognise the meaning of key elements in the utterance. Therefore, learning the language will only succeed if vocabulary is comprehended.

A major breakthrough in teaching vocabulary came about in the 1990s with the emergence of the **Lexical Approach**. The word lexis applies to all vocabulary, not just single words but also items such as multi-word verbs, collocations and fixed and semi-fixed expressions. The principles of this methodology have been around since Michael Lewis published 'The Lexical Approach' in 1993. Traditional Grammar Translation methods emphasised the importance of structures which individual words could be inserted into to produce meaningful sentences. The lexical approach reverses this view and says that native speakers carry around in their vocabulary, thousands of units called lexical chunks. These are prefabricated items of speech which, more than grammar, forms the back bone of the language we use.

The basic principle of the Lexical Approach, then, is: "Language is grammaticalised lexis, not lexicalised grammar" (Lewis, 1993). Lewis (1997) especially insists on the importance of learning word combinations, multi-word lexical units and lexical associations, and suggests the following taxonomy of lexical items:

- words (e.g. pen, book, ship, derrick)
- polywords (e.g. by the way, upside down)
- collocations or word partnerships (*heavy weather, heavy seas, heavy wind, heavy cloud, heavy rain*)
- institutionalized utterances (*If I were you, Would you like a ..., That'll do, etc.*)
- sentence frames and heads (*In this paper we explore ...; Firstly ...; Secondly ...; Finally...*)

The lines below, already used in the paragraph above, provide an example. Look especially at the highlighted words.

/The basic principles of/ the Lexical Approach have **/been around/** since Michael Lewis published 'The Lexical Approach' **/in 1993/**. **/It seems, however, that/** many trainers do not **/have a clear idea of/** what the Lexical Approach actually **/looks like/ in practice/**.

All of the highlighted words can be seen as lexical chunks. If you accept this principle, then the rational implication is that we should spend more time helping learners develop their supply of lexical chunks, and less time on grammatical structures and translation. The Lexical Approach demonstrates that in most cases a word-for-word translation won't help. If the trainer has knowledge of a learner's first language, he or she can juxtapose English and native language expressions and help learners realise this important point.

Statistical research into vocabulary use has provided useful insights into the studies of word frequencies and their bearing on word use and vocabulary teaching. This research resulted in the notion of **word lists** such as: 'core vocabulary' (the number of words important for the learners to know); 'basic English' - a simplified subset of regular English (Ogden 1930); General Service List of English words (West, 1953); and 'minimum technical vocabulary' (Nation 1990), all of them useful in making decisions in both general and specialized vocabulary teaching. Such lists, especially the last one, can prove very important in deciding on the size of vocabulary for a Maritime English course.

With the development of computer-aided research, vocabulary teaching and learning has changed dramatically within the last two decades. Corpus-based studies provide us with huge amounts of information about how words are used in real contexts. Using professional general English language corpora (e.g. the 100 million word British National Corpus, or the 650 million word Collins COBUILD Bank of English), we can search for and generate thousands of concordance lines with any maritime term as 'key-word-in-context' (KWIC). These KWIC lines provide us with syntactic, semantic and extra linguistic information about a word, its grammatical use, collocations, phrases, meanings, etc. In addition, freely available web-based software applications make it possible for teachers and learners to create their own, tailor-made corpora, consisting of selected specialized maritime-related texts in order to retrieve vocabulary information for teaching purposes. For example, to study and generate numerous vocabulary tasks and activities for learners based on 'real world' usage. Once created, these corpora can provide contextual information on word relationships, such as collocations. Furthermore, such corpora can generate language chunks that enable learners to achieve native-like fluency, especially in maritime-related conversation (e.g. VHF conversations, communication exchanges at sea and in port including a ship's arrival in port, safety at sea, security, port state control, shipping business, etc.).

ship decided that the safest course was to alter	course	'hard-a-port' and pass the bulker starboard-to st
ly heading placed the bulker across the intended	course	of the container ship. * During the occurrence so
ss the channel and partly obstructed the intended	course	of the container vessel. * The container vessel t

pilotage techniques by attending radar simulator	courses	. The report recommended that: The Department of T
re approaching on reciprocal or nearly reciprocal	courses	. The reasons for the such actions are the misunde
e ship data could include call sign, name, speed,	course	, bearing, distance, and type of manoeuvre intende
, the pilot ordered "dead slow ahead" and altered	course	to starboard, to bring the ship on to fixed green
hen 13 miles south by east of Termination Island,	course	was altered from 122° to 090° . Late on 29 Septemb
eed of 15.7 knots and steering 304o (G) to make a	course	of 302o (T). On the bridge, keeping watch, were t
which to determine if the vessel was on collision	course	. After a while, the skipper saw a ship very close
of the collision. 3. The fishing vessel was on a	course	of east-south-east and making between 2 and 2.5 k
determine if an echo was approaching on collision	course	, and three DGPS sets. 6. The skipper saw a large
n the vicinity. Steering was by autopilot and the	course	was set 1850. Her speed was about 8 knots. Iona
there was traffic in the immediate vicinity. The	course	was set at 0080 and her speed was about 8 knots.
his starboard bow. He therefore planned to alter	course	to starboard when the vessels ahead had closed to

The example of a short extract of concordance lines above, taken randomly from a maritime-related corpus (Nautical Institute's MARS Reports), shows the key-word course as used in real life texts. These are best used for vocabulary practising and recycling with learners of SME (Specialized Maritime English, cf. Core section 2).

Within corpus based studies, the instructor's role is to prepare concordance lines for learners to search. Using the example above, learners could search for: typical collocates (adjective + course: *intended course, reciprocal courses*; noun + course: *collision course*; verb + course: *alter course, make a course, set course*); word expressions and chunks (*across the course of a ship; alter course hard-a-port; be on a course of; alter course to starboard; be on a collision course; approach on a course of*); rare cases of plural form (*courses*), etc. The lines above also show the word 'course' as a homograph (line 4 – *simulator course*) thus requiring learners to infer different meanings of the word 'course'. The text of each concordance line can be extended to obtain full sentences or paragraphs and so provides an opportunity for content study.

Most recently, heavy focus has been placed on the cognitive approach to learning vocabulary. This puts the learner in the foreground, and calls for a measured balance between the incidental and explicit teaching of vocabulary. The **Cognitive Vocabulary Approach (CVA)** is grounded in "what we know about vocabulary and comprehension and focuses on explicit instruction of not only new word meanings but also on a meta-cognitive direction intended to help students develop independent word learning strategies that will serve them well in subsequent encounters with unfamiliar words". In this approach the teacher's role becomes increasingly important in facilitating incidental learning, i.e. helping the process of independent vocabulary learning (e.g. learners guessing word meaning in context). On the other hand, explicit teaching is also encouraged (e.g. the learning of word pairs or sets, teaching groups of words together and cross-association, teaching the underlying meaning of a word, teaching word families instead of individual words, teaching word formation, presenting sequences of words together, word collocations, fixed phrases, idioms, etc.).

■ ***Key issues in vocabulary teaching***

Issues concerning the teaching of vocabulary are broadly the same, regardless of whether the vocabulary is general or specialized. Some of the key questions in vocabulary teaching are:

- How much vocabulary is needed for the learners' purposes? (quantity of items, frequencies, rate of new words per lesson, etc.)
- Which words need to be taught? This is the pragmatic and sociolinguistic aspect (words in context, restricted vocabulary for safety purposes, such as SMCP) words appropriate to maritime-related situations
- Which parts of the vocabulary items' form are to be taught? (pronunciation, spelling, grammatical form or all of these?)
- Which aspects of the word meaning do the students need to know? (denotation, connotation?)
- What typology will help learners to understand and retain the vocabulary? (word formation, word families, lexical sets, word associations, multiword units?)
- What is the 'grammatical behaviour' of the words to be taught? (textual and discourse aspects of word use (cf. the Lexical Approach, Lewis1993)
- What approach to teaching vocabulary will work best for the learners? (explicit vs incidental learning by exposure, dictionary uses, use of corpora in vocabulary acquisition, etc.)
- What task types will best help the learners? (receptive such as identifying words, selecting matching, sorting, ranking and sequencing; and productive such as completion, cloze, gap fills, multiple-choice tests, word games); (cf. CEFR 1990, Schmitt 2000)
- Which aspects of vocabulary learning and teaching are required? (presenting new vocabulary, practising and remembering vocabulary, production of learned words)
- How best to help learners organize words in their minds? (the mental lexicon)
- How to link words to the learners' existing knowledge? (the cognitive aspect of learning)
- How to integrate vocabulary and the four communicative skills, according to the learners' needs? (reading, listening, speaking, writing)
- How to assess and test vocabulary?

Crucial to the success of a teaching sequence is whether a lesson or a whole course is the selection of items to focus on (Thornbury 2002). When **selecting new words** for teaching, it is useful to bear the following issues in mind:

- Limit **the number of new words** to be taught in one lesson. Research has shown that seven new words is the maximum number that the average learner can deal with in one lesson. Encourage students to take responsibility for which words they want to actively record and try to use as part of their vocabulary.
- Consider the frequency of the new words to be taught. Give priority to teaching words that are widely used and which students are likely to need to know (i.e. high frequency items). At lower levels especially, these are more useful than rare words that have limited use.
- Choose **appropriate** words for the students. If the class is made up of engineers, they will need to know more verbs to describe mechanical faults than navigational terms, for example. Consult with maritime trainers from other departments to ensure that you are selecting appropriate vocabulary for your classes.
- Take care when **grading** new words according to their difficulty and frequency. Vocabulary items that the teacher considers difficult or unusual may be essential to all seafarers. On the other hand, do not attempt to compensate for this by insisting that all students should know all maritime terms. When selecting maritime vocabulary for different levels, check with a colleague that you are covering items that correspond with the students' content knowledge in other subject areas (see the section 'Integrating maritime topics').
- Present words in **lexical groups**. Students will find it easier to remember and record vocabulary items which are all connected with one topic, rather than random words relating to totally different subjects. These form lexical sets and lexical associations.

When selecting vocabulary for Maritime English teaching, it is important for the instructor to be aware of the size and typology of the vocabulary used in General Maritime English (Core section 1) as compared to Specialized Maritime English (Core section 2). The typology of vocabulary for teaching purposes is today based on word frequency research. This yields four categories of vocabulary:

- 1st level: **high frequency words** – the 2000 most frequent words in English (80% of running words of academic texts and newspapers; 90% of conversation and novels); all functional words (176 word families); and the majority of content words (eg *the, a, is, in, out, between, common, late, heavy, especially*). These are not technical words.

- 2nd level: **academic vocabulary** – a specialized extension of 1st level words (8.5 % of academic texts; 4% of newspapers). The 2nd level is also termed 'sub-technical' or 'semi-technical' vocabulary in technical texts, consisting of items that are more closely related to high frequency words than to technical vocabulary (eg *situation, part, time, position, support, forms, describe*). 2nd level items are minimally related to a technical register.
- 3rd level: **technical vocabulary** – 5% of the running words in specialized texts – words frequent in and related to specialized text or subject area but low in frequency or not occurring in other fields (*bow, stern, heave up, steer, port side, shaft generator, cove, ridge, Stella Polaris, Bellatrix, relative bearing, Great Circle Sailing*)
- 4th level: **low frequency words** – thousands of words covering around 5% of the running words in texts (*abandon ship, Cargocaire system, full container load*); they are specific to a technical register in Maritime English.

If applied to maritime-related texts, the above typology can become a useful tool in selecting the minimum vocabulary for any IMO COC level. On the basis of word frequency the **vocabulary of Maritime English** can be categorised as follows:

- (i) a very limited number (up to 5-7 %) of strictly technical / nautical terms, whose central lexical meaning (i.e. the word used in isolation, outside the context) is restricted to maritime use only and thus 'unambiguous' by nature (e.g. some terms referring to ship design and construction, general seamanship, cargo work, ship handling, etc. *fore-and-aft, halyard, starboard, bow, rudder, stevedore*),
- (ii) numerous semi-specific items (usually semi-technical words), often highly polysemous, which are disambiguated in the maritime context only, e.g. some verbs, descriptive adjectives and basic concept nouns or semi-lexical nouns (*heave, haul, steer; clear, bound; line, set, position, time, situation*),
- (iii) function words (e.g. auxiliary verbs) and semi-lexical items (*let, make, provide, set, get*).
- (iv) an unlimited number of very productive multi-word lexical units consisting of the words of general vocabulary having specific meaning in the maritime context and setting: compounds (*shipping forecast, deep-sea trade, close-quarters situation, vessel traffic service, muster station, master station, land earth station, assistant engineer, finger pier, blue water, beat up*) and verbal phrases (*heave in, heave on, heave up, heave to, heave away*).

Furthermore, Maritime English instructors can run texts of their own choice (according to the needs of a target group or target syllabus) and obtain the categories of vocabulary to focus their teaching on, e.g. VHF conversations, communications in emergency situations, master-boarding party exchanges, master-agent exchanges, etc.

Teaching vocabulary is not just a case of having the students write or repeat lists of isolated words. Knowing a word, therefore means knowing how to use it.

As for Maritime English, this includes such vocabulary knowledge as:

- a) terms used in Maritime English only
- b) General English words acquiring a new (technical, specialized) meaning
- c) word families (e.g. inflections, derivations), morphology
- d) multi-word lexical units (MWU) in Maritime English:
 - a. compounds
 - b. collocations
 - c. verbal phrases
 - d. idioms, phrases
- e) Maritime English vocabulary across semantic relations (lexical sets held by the relationship of synonymy, antonymy, hyponymy; polysemy and homonymy/ homography)
- f) word or term associations; clustering around maritime-related topics or maritime situations
- g) words with a high degree of recurrence/ frequency in Maritime English
- h) fixed expressions in Maritime English
- i) metaphoric use in Maritime English
- j) terms belonging to a particular maritime register (field subject-matter)
- k) lexical elements of speech acts in Maritime English (e.g. VHF conversations, etc.)
- l) lexical elements of maritime discourse
- m) archaisms in Maritime English
- n) function words in Maritime English text and discourse
- o) areal distribution of words (words and word forms used in the UK, US, etc., e.g. cargo ship vs freighter)

The student needs to:

- understand the **context** of the new item
- recognise how the word can change form depending on the **part of speech**
- be aware of the prefixes and suffixes used with the root word to

change the part of speech, make opposites etc.

- know which other words **collocate** or 'go with' the new word
- differentiate between 'specialist' and 'general' meanings of words which can be used in several contexts
- know about the frequency of the vocabulary in specific maritime-related language situations
- be aware of the **register** and **genre** of the word (e.g. formal/ neutral/ casual; maritime/ general)
- be able to remember and reproduce the word when needed.

The last point refers to the difference between **passive** and **active** vocabulary. **Passive vocabulary** means the language items 'stored' in a student's memory: although they may recognize the word when reading or listening, they cannot recall or produce it automatically in their own communications. The number of words in a student's active vocabulary will be less than the number in their passive vocabulary store. **Active vocabulary** means that the student knows the word (according to the points above) and can use it freely and appropriately in their speech and writing. When words are encountered for the first time, they usually go into the 'passive store', unless they make a very deliberate effort to learn and actively use the new word. Regular exposure to words that have been taught in previous classes is essential for ensuring that passive vocabulary becomes active. In other words, revision is a crucial part of learning and time must be spent doing this.

The techniques for presenting new words for the first time are different to the techniques for revising passive vocabulary. When planning how to teach new words, the teacher must beware of the **differences between teaching and testing**: the presentation of new input requires teaching, whereas revision may involve some testing. For example, if the aim is to pre-teach completely new words in preparation for listening or reading, a labelling exercise would not be appropriate as the students would not understand the new words. Instead, the teacher would need to present the new words to the students, establishing the meaning clearly.

Suggestions for presenting new vocabulary to students are given in the following paragraphs.

■ ***Strategies and tasks in learning vocabulary***

Students should be encouraged to use a range of vocabulary **learning strategies** to help them deduce the meaning of new words without the assistance of an instructor and learn and use new words. Strategies for vocabulary learning may include:

1. determination strategies:

- analysing any non-linguistic clues available, e.g. pictures, gestures, etc.

- guessing the word's meaning from the context
- using a dictionary (preferably monolingual, followed by a bilingual dictionary)
- analysing the lexical structure (e.g. word formation, collocations, compounding, phrasal verbs, idioms, lexical chunks)
- memorising word lists and their translations

2. social strategies:

- interacting with other people to improve language learning
- looking for a synonym, paraphrase, or L1 translation of new word
- practicing new words with a study group

3. mnemonics (memory strategies), relating new words to previously acquired knowledge

- exploring semantic fields or mind-maps
- using the keyword method
- associating a new word with synonyms, hyponyms and antonyms which are already known

4. cognitive strategies:

- connecting with other words by association, comparison, classification
- transforming the topic and informing about the words to be learned (examining word meanings, linking the word to existing knowledge)
- predicting, inferring, drawing conclusions
- keeping a vocabulary notebook
- visualising the new word; drawing it and using the learner's creativity
- organising words in the mind.

Vocabulary **teaching strategies** include explicit and implicit vocabulary instruction.

Explicit vocabulary teaching strategies involve: pre-teaching new words; repeated exposure to words; the keyword method; word maps; word form analysis (root and part of words); synonyms and antonyms; paraphrase definition; providing examples and non-examples; etc.

Implicit vocabulary teaching strategies are applied in incidental learning; i.e. spontaneous learning in extensive communicative language use. Vocabulary learning then occurs as a subconscious activity as a by-product of reading and listening. The word meaning is inferred from the way a word is used in a text. The learners (reader) may also use textual and extra-textual clues to arrive at the meanings of words. The clues include other words in a sentence or paragraph, captions, tables, graphs, illustrations and titles etc. to determine the meanings of unfamiliar words. Plenty of tasks and ideas for teaching, practising and adapting vocabulary teaching tasks, especially vocabulary games, can be found on websites such as: <http://www.manythings.org/e/vocabulary.html>; TESL Journal (<http://iteslj.org/games/>); etc.

Suggestions for presenting new vocabulary to students are given in the paragraphs that follow.

■ **Presenting new vocabulary**

It is best to try to teach new words in English as translations often do not have a direct parallel in other languages and this can be confusing for beginners. Persistent translation hinders the ability to 'think in English' and does not give students much chance to develop an understanding of English collocations.

The following suggestions are alternatives to translation. Using a combination of these techniques should ensure that students with different learning styles, are all catered for.

- **Contextualization:** It is important to create a clear context when teaching vocabulary, not only to explain its meaning but also to demonstrate how a word is typically used (see 'Presentation' in 'Stages of lessons' above). Students need to be exposed to new words in context, hearing them said and seeing them in writing before they can be expected to use the words themselves.
- **Guessing meaning from context:** Before explaining the meaning of a new word to the class, encourage students to make 'an educated guess' about the approximate meaning by themselves from 'clues' in the surrounding text. 'Clues' include words which 'go with' the target word (collocations); the position of the word in the sentence; any prefixes or suffixes; and punctuation. Thinking about this type of contextual information should help guide students towards understanding the function of the word (e.g. describing/linking/defining) and its possible meaning. This is an inductive process, often described as **inferring meaning from context**, an important strategy in the skills of reading and listening. For example: *The job involved some welding, so he put on his **goggles** to protect his eyes.* The learner may never have seen the word 'goggles' before, but would probably be able to guess the meaning from the context.
- **Visual representation:** This is effective when teaching vocabulary of specific objects as the student can see exactly what is being referred to. Studies show that we retain more information from a visual stimulus than an aural stimulus. Use diagrams, pictures, drawings, slides and posters saying each new item a few times before asking the students to repeat it. If visuals are difficult to find, the teacher or an artistic student may be able to sketch the new item on the board. It is a good idea to share materials with other instructors, building up a pool of useful resources that everyone can access.
- **Realia:** This is the name given to 'real' items used for teaching purposes. If it is possible to bring samples of realia into the class, then they can be exploited for different purposes. For example, use

- tools, safety equipment, etc. to demonstrate verbs, adjectives and adverbs as well as the nouns associated with specific procedures.
- **Gesture and mime:** Often the quickest and most simple way to communicate meaning visually is to demonstrate using your hands. Many teachers use this technique to explain words such as verbs of routine action, adjectives of physical description, and so on.
 - **Oral explanations:** For words which cannot be represented visually, give verbal definitions, for example by paraphrasing; giving synonyms (while making sure that students realize that two words seldom have exactly the same meaning or form); giving opposite meanings; showing how the word 'fits' on a scale; or by describing characteristics of the word such as its function, appearance, location, etc.
 - **Monolingual dictionaries:** Higher level students should be encouraged to use English-English reference books such as dictionaries, glossaries and thesauruses to discover the various meanings of new items in English. (Special learners' dictionaries are now available for students of English.)
 - **Functional chunks drill:** Borrowing from Lexical Approaches to teaching, the teacher prepares a number of functional phrases or 'chunks' (not single words), presents the meaning of the phrases in context and drills how to say them. This takes place before the learners have seen the lexis written. For example, phrases that your learners may need to use in meetings for functions such as: interrupting, accepting interruptions, making a suggestion, returning to the subject, etc.
 - **Ordering procedures, scripts and scenarios:** Describing procedures and processes often includes a lot of verb + noun collocations. This activity features regularly in Lexical Approach to vocabulary teaching. Present the class with a list of stages in any procedure, which contains collocations; for example, the sending of an e-mail. This procedure begins with *switch on the computer, enter the recipient's address* and many more examples until *send the message* finishes the process. These are presented in the wrong order and, by working in groups the learners put them in the correct order. This is a deductive activity because by putting them in order the students can try to discover the meaning of any unfamiliar lexis.

■ **Practicing new vocabulary**

The presentation of new vocabulary should be followed up immediately with **controlled practice**. This should not involve asking students to 'make sentences with new words' on their own as this is not an activity which native speakers would

do and can be daunting for the students. Controlled practice should let the students use the new words for communicative purposes within clear contexts. This allows the teacher to check the students' understanding of the new items and help the learners consolidate the meaning of the new word, making it more likely that it will enter their active vocabulary store, in the short-term at least.

The following information gap activities can be adapted for practising maritime vocabulary as well as general vocabulary. (For the activities which refer to pictures, visual material can be adapted from diagrams in technical manuals or textbooks that depict an onboard procedure, a mechanical process, a part of the vessel, a routine operation, etc., e.g. technical journals such as *The Motor Ship*, *Marine Engineers Review* etc.)

- **Describe and draw:** Students work in pairs. Student A in each pair is given a plan, diagram or picture which relates to the given vocabulary items. Student A describes the diagram to Student B who listens and tries to draw the diagram from the description. As with all information gap activities, remind Student A not to show their picture to their partner and, similarly, Student B should not reveal their drawing until the end of the task. Each pair should compare drawings at the end of the task. As a follow-up activity, the class could produce a model description of the drawing together. This activity is useful for practising vocabulary items, for revising prepositions of place and for practising negotiating skills.
- **Interpret and write:** Students write a description based on visual information, for example, a map, chart, graph, diagram, table, plan or sketch. At the end of the activity, the students compare their descriptions.
- **Spot the difference:** Prepare two versions of a picture or diagram with about ten slight differences between them. Copy the pictures and hand them out to each pair of students, telling them not to reveal the pictures. Each student then describes their version of the picture to their partner, with the aim of discovering all the differences.
- **Odd one out:** Show the students sets of individual words or pictures that appear to be lexically related. In each group, include one word that does not 'belong' to the topic. For example, in the group tanker, ro-ro, reefer, lifeboat and bulk carrier, 'life boat' would be the odd one out because it is not a type of cargo vessel. It is the students' task to identify which word does not fit and say why.
- **Jigsaw procedures:** The teacher gives each student in a large group a different picture that shows a stage in a procedure. Each student then mingles with the others in the group, describing (but not revealing) their pictures. By listening to each other's

descriptions, the students should be able to put the stages in the correct sequence. This activity can be done with sentences instead of pictures as an alternative.

- **Crosswords/word grids:** The simplest version of this is for the teacher to devise a word puzzle that tests the students' memory of vocabulary: students read the clues then fill in the relevant answers on the crossword or grid. Alternatively, the teacher can prepare the finished version of two puzzles without clues, split the class in half and ask the students to devise their own clues for each word. The students then swap their clues and a blank version of the puzzle and try to do each other's. This activity encourages students to think about definitions of words they have learned.
- **Half a crossword:** The teacher devises a crossword (this is more effective if all answers are from the same lexical set) and makes two copies of the blank formation. On one copy, half of the answers are written in the boxes. On the other copy, the remaining answers are filled in. Students work in pairs and take it in turns to describe the words in their own crossword. Their partner guesses and completes their own version until all the squares are full.
- **Semantic grids:** The teacher prepares a grid: along the top are words belonging to a lexical set, e.g. types of weather. Down the side are collocates, e.g. adjectives describing types of weather. The students collaborate to decide which words collocate (e.g. *light rain*; *light wind* but not *light fog*)

Dictation: There are several suggestions for dictation in the 'Developing accuracy' section of 'Teaching speaking' that can be adapted for vocabulary practice. Try varying the seating arrangements for these activities, for example: put pairs 'back-to-back' to mimic the conditions of a radio or telephone conversation; make students sit far apart (e.g. on other sides of a table) so that they have to concentrate on listening to and watching their partner, ignoring the surrounding noise; or try a group dictation where each member of the group has a sentence from a short paragraph which s/he reads out in turn while everyone writes.

■ **Revising vocabulary**

The teacher can incorporate word recall activities into different types of lessons to help students maintain their word base. Various eliciting techniques can help learners pool their combined knowledge while word games and puzzles can also be adapted for vocabulary revision and are useful as 'fillers', 'warmers' or for when a quick activity is needed to inject some life into a tired class.

- **Brainstorming:** This task can help remind students of words they have learned connected with a specific topic. A typical

brainstorming activity would involve all members of a group spontaneously thinking of as many words, phrases or ideas that they associate with a specific topic as possible. The brainstorming session should be quick and quite intense with individuals encouraged both to listen to other members of the group and to contribute the ideas that occur to them. One person should be responsible for noting down everyone's suggestions. If brainstorming is done as a whole class, one or more people can write the class' contributions on the board. This can work well as a pre-listening or pre-reading activity. Students can then listen to check how many of their words are included in the text.

- **Writing mind maps:** This extends the association activity into a more organized, visual plan. Working in pairs or individually, students write the topic word in the centre of a page and then list associated words into categories scattered around the page. (It may help to provide categories to guide the students.)
- **Eliciting questions:** This technique can be used to remind students of vocabulary which has been previously taught. Revise vocabulary by asking questions such as 'what is the opposite of ...?'; 'try to change this verb into an adverb'; 'how can you change this word to a feminine form?'; 'can you think of another word for ...?'; 'can you think of some more words connected with this one?'; etc.
- **Word definition bingo:** Adapt the numbers game 'Bingo' for vocabulary by writing the words that you want the students to revise randomly on the board (you will need a minimum of 15 words). Tell the students to choose about 6 words from the board and to write their selection in their notebooks. Explain that students should listen while you read out definitions of the words on the board. If they hear a definition that corresponds to one of the words they have chosen and written down, they should circle it in their books. As soon as they have circled all of their words, they should shout out 'Bingo!' and the winner is the person who does so first. Check the winner's answers by having him/her repeat the words aloud and ask the rest of the class to provide a corresponding definition.
- **Pictionary:** If enough games boards, counters and die are available, this can be played as a team board game or, alternatively, just in groups. Prepare by writing a large selection of words that students need to revise on to a sheet of paper, copying it for each group, cutting up each sheet into separate words and put one set face down in front of each group. Each group should be split into two teams who will play against each other. Team A starts timing for one minute while one person from Team B takes the first word from the pile and tells his/her team what part of speech the word is (e.g. noun, verb, adverb, etc), without reading out the word itself.

The student then starts to draw the word as quickly as possible while their team-mates watch and try to guess the word from the drawings. The person drawing is not allowed to speak but should stop as soon as someone in their team guesses correctly. If they guess within one minute, they can have another turn, if not, Team A continues with the second word in the pile. The winning team is the one with the highest number of words at the end.

- **Call My Bluff:** Students prepare a vocabulary quiz challenge for the rest of the class in groups. Each group should choose the same number of words from a selection that they have learned over a few weeks. They should create three definitions for each word, all of which seem plausible but only one of which is actually correct. Each group should then take turns to announce their word to the class and read out all three of their definitions. The other groups should listen and decide which definition they think is correct. Teams can score points for correct answers.
- **Crosswords:** As a revision alternative to the exercise on crosswords (see 'Practising new vocabulary' above), ask the students to select their own choice of words from their notebooks and create their own puzzles with their own clues. The puzzles can be circulated around for others to do.
- **Taboo:** This is a revision activity where the teacher prepares a number of cards featuring a key word that the students have recently learned. The card also lists five more words useful to the definition or description of the key word; however, the students cannot mention any of these words in their description. One student talks about the key word without using any of the words on the card and the others must guess what the key word is. The class can be put into teams to make this a competitive game.
- **Lexical (or grammar) auction:** The teacher prepares a list of sentences and questions, some of which contain mistakes, some of which are correct. The mistakes should preferably be ones which class members frequently make. The teacher prepares some fake money and distributes it to **the** students in pairs or small groups. The students then gamble on whether the sentences are wrong or not, winning and losing money as they go. The group with the most money at the end is the winner.
- **Word games puzzles and quizzes**
A wide range of games can be used to help students practise, recycle and produce words at all levels of language learning. Under the game theory "the structural elements of a game exist as rules, turns, collaboration and competition, where winning, or fun, is modeled as numerical payoff". They are useful because they encourage interaction and are fun for all learners irrespective of their

age and education level. Games are an important and increasingly popular means of building vocabulary.

Most L1 language word games transfer comfortably to L2 language classroom. One problem with word games, however, is that they deal with words in isolation. In addition to classroom games (e.g. word clap, categories, noughts and crosses, coffeepot, back to board, pictionary, word snap, word race, spelling race) the majority of games are now computer-based and available on the web. Games are also played using mobile devices. Gaming tasks and 'apps' may take many forms but some of the most popular ones are:

analogy games, antonym games, compound games, context games, hangman, homophone games, idiom games, matching games, prefix/ suffix games, root word games, synonymy games, word play games, wordshake games, spelloween, word definition games, word web games, word association games/ word spiders, word pairs games, word drop games, word find/ search games, vocabulary games with pictures, vocabulary word lists, cloze, crossword games, jumbled words games, taboo, memory, memory challenge, last one standing, pictionary, outburst, concentration, scrambled letters, Q&A, categories etc.

For examples and more information on vocabulary games, puzzles and quizzes see the following websites:

[http://iteslj.org/games/;](http://iteslj.org/games/)

[http://www.manythings.org/vocabulary/;](http://www.manythings.org/vocabulary/)

<http://a4esl.org/>

<http://www.eslgamesworld.com/members/games/vocabulary/>

<http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html>

http://www.eslprintables.com/vocabulary_worksheets/

■ ***Extending vocabulary***

Rather than treating vocabulary as a list of unconnected items, the teacher should encourage the learners to think of words in semantic groups and to look for common structural patterns. This will help students to make connections between words, increasing their chances of inferring the meaning from context more successfully. By comparing and contrasting meanings, students will also see how particular vocabulary can have different meanings in specialist and general contexts (e.g. the word 'cabin' could mean accommodation in a ship; a small wooden house in the mountains; or the part of an airplane where the pilots sit). Learners of English often assume that one word has one meaning; this approach will encourage them to appreciate that one word can have many different applications. At higher levels, students will also need to be aware of the connotations that words have and should be helped to think about the differences in meanings between words.

Monolingual dictionaries (both General English and Maritime English) should be used with various types of word research activities to extend the students' understanding of words which have more than one meaning, have more than one part (i.e. multi-word verbs and compound words) or have idiomatic uses.

- **Word families:** Help students understand the concept of word derivation, inflection and conversion by showing them how one word can be modified with prefixes and suffixes to form other parts of speech, for example, sign/signal/signify/significant; act/action/activate/acting; note/notice/notify/notification; etc. (This exercise can be integrated with pronunciation work on changing word stress. See the 'Word stress' section in 'Teaching pronunciation'.)
- **Prefixes:** Provide students with a list of adjectives and a list of common prefixes (e.g. il-, im-, in-, un-, ir- and dis-). Ask the students to form the negative or opposite meaning of the adjectives by matching each word with the appropriate prefix. This activity can also be adapted for suffixes.
- **Understanding connotation:** Provide students with a list of words of the same part of speech that fall into the same semantic field, for example the adjectives 'dirty', 'grimy', 'soiled', 'filthy', 'unclean' and 'polluted'. Students first use monolingual dictionaries to check the connotations and the degree of formality for each word and then use the words for a sentence completion or multiple choice exercise.
- **Matching collocations:** Provide students with two columns of words: one column containing semantically related words (e.g. nouns for types of weather) and the other containing several possible collocations (e.g. adjectives describing types of weather). The students should collaborate and try to match the correct collocations (e.g. *light rain*; *light wind* but not *light fog*). They should then check the answers in a monolingual maritime dictionary then use the words in a controlled writing activity. The collocations task is also called a semantic grid. Another example would be a grid with a column with types of marine document, e.g. 'Sea Protest', 'Bill of Lading', 'Oil Record Book' etc. and a row of verbs such as 'make', 'note', 'lodge', 'note', 'enter', 'state', 'fill in', etc.
- **Phrasal verbs:** Present the students with a list of near synonyms for a range of phrasal verbs that use the same main verb, for example, 'get on', 'get off', 'get in', 'get out', 'get by', 'get over', 'get away', 'get through', etc. Ask the students to try to match the synonyms and the phrasal verbs then to use monolingual dictionaries to confirm their answers. Alternatively, give students a long text and ask them to scan it in order to locate as many examples of phrasal verbs that use the same main verb (see 'Scan reading' in the 'Teaching reading' section). Encourage them to try to work out the meaning of the different words from context before checking the meanings in their dictionaries (See the 'Presenting new vocabulary' section above.) Follow this up with a sentence completion activity.

- **Phrasal verbs:** Since these lexical items do not exist in the vast majority of languages, it is important that students are made aware of their frequency and various peculiarities: same verb + particle can have a number of meanings (e.g. *heave on*, *heave away* (in line-handling operations), *heave to* (in manoeuvring the ship in heavy weather), *heave up* (when speaking of the anchor), etc. Meanings can be extremely idiomatic or quite clear in context; more phrasal verbs are intransitive than single word verbs; some can be and often are in common usage, separable by an object e.g. *take your shoes off* (verb + object + particle). Teachers are responsible for making the learner aware of these factors when presenting them with phrasal verbs, and should encourage the students to consider this when recording vocabulary (see Recording vocabulary section below).

■ **Testing vocabulary**

Assessment of vocabulary is necessary because words are the building blocks of language and the basic units of meaning from which larger structures such as sentences are formed. Testing is a reliable means of knowing how effective teaching of vocabulary has been and provides feedback to the learner as to her/his achievement and to the instructor as to the success of the learning process. In terms of this course, three types of test are applied: **placement tests** (to estimate how many words the test takers already know), **progress tests** (these tests serve the diagnostic purpose for the instructor to plan further tasks) and, probably the most frequently applied, **achievement tests** (to examine how well the learners have mastered the vocabulary and the vocabulary skills they have been taught).

The key issues in testing vocabulary are:

- Why test vocabulary?
- What vocabulary to test?
- How to test vocabulary recognition/reception and production abilities?
- How to measure and score test achievement?

Testing is a necessary part of revising and can be carried out informally, allowing the teacher to see where and why students are making mistakes. Many of the vocabulary exercises in the Marlins Study Packs can be adapted for informal testing purposes. Useful samples of the various types of vocabulary tests can be found on the following websites:

- Marlins English Language Tests, <http://www.marlinstests.co.uk>
- TOMEC (Test of Maritime English Competence) - TUMSAT Maritime English Initiative,
<http://www2.kaiyodai.ac.jp/~takagi/mei/english/tomec/tomec.html>,
and

- MarTEL (Maritime Test of English Language) <http://tests.maritime-tests.org/>; <http://www.martel.pro>.

For more information on vocabulary assessment and testing in Maritime English, search on the International Maritime English Conference (IMEC) website: <http://www.imla.co/imec/>, selecting the link IMEC Proceedings.

Here is a list of widely used types of vocabulary tests:

- **Gap-fill exercise / Cloze test:** This is perhaps the most common technique for testing; the students are required to complete a sentence or paragraph with key words (which may be provided out of context for the students to choose from). They test the ability to produce a word rather than simply recognise it. One of the best known tests of this type is the **cloze test** (a test in which gaps are regularly spaced, e.g. every seventh word). A cloze test can be **selective (open) cloze test** where specifically targeted words, preferably content words, are deleted.
- **Multiple choice gap-fills:** A variation on the above, these can be a useful way of testing the students' knowledge of the form of a word, for example, its collocation; the part of speech; its spelling (e.g. with homophones such as *their* and *there*) or words which are often confused (such as *do* and *make* for speakers of Romance languages). When preparing multiple-choice questions, it is important that each option is plausible but only one is correct.
- **Labelling visuals:** Copy a diagram or picture that clearly shows different parts. Either provide the students with a random list of words that they have to match to the corresponding part of the diagram or ask them to name each part by themselves. This is especially effective for testing and revision of technical terms.
- **Matching:** This is a similar activity: prepare two columns of separate words and ask students to match words from each column, for example, to make compound words, to make new words by adding affixes, or to identify appropriate collocations.
- **True or false exercises:** These can be used to test students' understanding of meaning, for example by giving definitions of a selection of words, only some of which are correct.
- **Pelmanism:** This is a game which can be used to test the learners' memory of any number of types of lexical items, e.g. verb + noun collocations, antonyms, prefixes/ suffixes. As an example of how this activity can be used to review prefixes: the teacher prepares a pack of cards where half of the cards feature an adjective and half of the cards a corresponding prefix. The aim is to match the adjective with a corresponding prefix. Students work in pairs and are given a set of cards each. They take turns to turn over one

card from their pile. The person who turns over the matching card wins the two cards. If there is no match, the cards are returned to the bottom of the pile. The winner is the one who has most cards at the end of the game.

■ **Revising vocabulary**

Recording vocabulary and lexical items is one of the most important topics in the increasingly popular subject of **learner training**. The way that students' record vocabulary in their notebooks can influence how well they learn new words: often, students do not pay special attention to vocabulary, mixing it up with the rest of the work they record in their notebooks. If students need to be able to refer to vocabulary for specific purposes, they need a clear system for categorizing words and phrases that will make sense to them later. It is worthwhile spending time discussing ways to record words effectively.

Unit 22 of the syllabus in Core section 1 of this model course requires the trainee to focus on different ways of recording vocabulary and to consider which way best suits the student's own learning style (e.g. by using notes, illustrations, tables, lists, model sentences, personalized definitions, etc.). Translation to the students' first language is not encouraged; even at lower levels, seafarers should be encouraged to think about vocabulary items in English in order to promote their understanding of English as a seafaring language worldwide.

Students should be made aware that a simple direct translation of a word is not always adequate. There are a number of reasons for this: there may not be an exact equivalent or the word may not even exist in their first language; the closest equivalent in their language may be used quite differently and could even be a different part of speech; the word may also collocate quite differently in their language and have different cultural connotations.

Unit 22 of the syllabus in Core section 1 of this model could be adapted for elementary level learners by demonstrating the various techniques shown and asking students to try each of them out.

Students often copy the way that the teacher writes vocabulary on the board, so it is important to present a clear visual record. Try to reserve one section of the board for new words only and leave the words on the board until the end of the lesson to act as a record of input for the students. It is also useful to write the phonetic script for each new word when noting new vocabulary, provide or elicit a sample sentence that shows the word in context, encourage the students to identify the part of speech and note this too. At the end of the lesson, the students can be asked to transfer key words learned in the lesson on to a poster on a wall in the class creating a semi-permanent record of what was taught on previous occasions. These posters should reflect the methods of recording vocabulary preferred by all of the students. The poster can then be used as the basis for a vocabulary review after a few lessons. Similarly, the students can be asked to contribute to a vocabulary store by writing sample sentences using new words from the lesson on pieces of paper that are then stored in a box (or simply

an envelope tacked onto the wall). This is a great source of vocabulary items for recycling in warmer activities. Some websites for English students offer a downloadable vocabulary calendar or diary (see the Bibliography for recommended sites).

Word building tables: These are best done on some whiteboards or computers by pairs of students since there is a lot of guess work, errors and correction (so a written sheet is often messy). If using a computer, the student opens a blank document and draws a grid of 4 columns and roughly 10 rows and heads each column with *verb*, *noun*, *adjective* and *opposite adjective*. The teacher provides a number of words, which the learner has seen before, one for each row. The learner puts each word in its own row under the correct part of speech column and tries to use suffixes to complete the row: the purpose of the opposite adjective column is not to think of antonyms but to use negative prefixes. The shifting word stress patterns can also be recorded on each word.

■ Teaching pronunciation

Maritime English instructors often work with monolingual groups of students. As the instructors are familiar with and comprehend their learners' pronunciation in English, there can be a tendency to neglect pronunciation work in Maritime English teaching. However, this is not representative of the real world in shipping. It is essential to recognise that in multi-national crews, seafarers' spoken English must be comprehensible to other nationalities. Similarly, seafarers who have an awareness of pronunciation will be better able to deal with the range of accents they encounter.

Deviations from both segmental and supra-segmental aspects of pronunciation can, and do, lead to communication failure in Maritime English, particularly when radio is used for communications on board, from ship-to-ship and from ship-to-shore/shore-to-ship.

Today, so many varieties of English are spoken worldwide that there is no single model of pronunciation and it is certainly not necessary to aspire to speak 'the Queen's English'. There are more people now speaking English as their second language than there are native speakers. We also have to remember that there are a range of 'Englishes', i.e. accepted variations of English with particular accents and linguistic styles e.g. Indian English, Sri Lankan English, Malaysian English, Australian English; this is a very pertinent discussion area in EFL in this era of global communications.

Much of the spoken English that seafarers encounter is informal and is spoken in a range of international and regional accents. An accent forms part of the speaker's identity and is acceptable so long as it does not prevent the speaker being understood. When two non-native speakers experience a breakdown in their verbal communication when using English, it is often due to inaccurate use of one of the three systems (grammar, vocabulary and pronunciation). In around 90% of those occasions it is because they do not understand each others (often idiosyncratic) pronunciation. Pronunciation practice should therefore be a regular and frequent part of study. Whenever possible, students should practise listening to

English spoken with a range of accents: audio material can be sourced from the internet. Students also need practice both in recognizing and producing the common characteristics of informal speech so that they can understand and be understood by people from different countries.

The main elements of English pronunciation that students commonly need to practise are outlined here, with some suggestions for presentation and practice. Teachers will need to select the areas that are of most importance to the nationality of the group in order to minimize **first language interference** with English.

Pronunciation should be relevant to, and integrated with the teaching of grammar, vocabulary and language skills, rather than treated as an isolated subject. It is important to recycle aspects of pronunciation regularly to keep students focused on the accuracy of their spoken English and to give them a basis for analysing their own weaknesses. The activities described below are accuracy based and can be incorporated into the 'presentation' or 'study' part of a lesson (see 'Stages of lessons'). Taking this approach, pronunciation should be taught in small 'chunks' set in the context of the language that is being used in the class. It is more useful to demonstrate examples, giving visual support and lots of meaningful examples that can be applied in 'real' communication than to overload students with theory about phonological systems.

Concentrate on one aspect of pronunciation at a time, introducing new concepts through varied recognition exercises that sensitize students to the particular element of pronunciation, and then move on to productive exercises. Language laboratories are very useful for practising pronunciation but it is not essential to have one. All of the exercise types described below can be done in a class with a single tape recorder, although it is useful if students can have access to a recording device to record their own voices and check their pronunciation. (A suggestion for self-assessment of spoken accuracy is provided in the 'Promoting fluency' part of the 'Teaching speaking' section.) **Drilling** is important for introducing new aspects of pronunciation and for raising awareness of problem areas (see 'Developing accuracy' in the 'Teaching speaking' section); however, this does not mean that all pronunciation work has to be confined to teacher-led drilling or repetitious lab work. These exercises can also be adapted for interactive pair and group work.

■ ***Teaching English sounds***

The teaching of phonemes is important for helping students pronounce well and understand English sound-spelling rules. Traditionally, however, this area has been the focus, to the exclusion of other aspects of pronunciation. Teaching and practising sounds must also be balanced with the aspects of pronunciation that convey meaning (i.e. the '**suprasegmental**' or 'prosodic' elements: intonation, stress, rhythm and pitch, described in the relevant sections below.) The advice is to work on selected sounds that particular students find most difficult as part of the wider pronunciation programme. The tasks described below are designed to practise specific sounds, useful for controlled practice, as a step towards meaningful, realistic communication.

- **Modelling sounds:** When demonstrating English sounds, try to show students visually how the sound is formed rather than using complex or abstract terminology. Use mirrors so that students can see the position of their mouths, lips, tongue and teeth; tell them to hold paper in front of their mouths to demonstrate aspirated sounds like 'p' and 'k'; get them to feel the difference between voiced and unvoiced consonant sounds by touching their throats; arrange pairs to work face- to-face to monitor each other's pronunciation during drills; and draw diagrams of speech organs if it helps students to see how sounds are formed. Concentrate on consonant sounds, as these can cause more confusion if mispronounced than vowel sounds which tend to vary according to people's accents.

- **Counting sounds:** Play a recording of a few short phrases that each contains the target sound. Ask students to count the number of times they hear the target sound in each phrase then let them check their answers against the transcript.

- **Phonetic symbols:** There are arguments for and against using phonemic transcription: while it is useful for focusing learners' attention on sounds without the distraction of spelling, speakers of languages which do not use the Roman alphabet may find it confusing, especially at low levels. However, it can be a useful tool for learner autonomy – when using a dictionary for self-study, a learner can immediately see the correct pronunciation of the word. The teacher can introduce symbols gradually, selecting those that represent key sounds, such as **the schwa** (the weak vowel sound) and sounds that students have problems with. If using phonetic symbols, it is important to be consistent: point to the symbols on a chart while drilling new words; use the symbols for 'silent correction' of student errors; write the schwa symbol on the board where it occurs in key vocabulary; write the symbols above columns of minimal pairs (see exercise below); encourage students to notice the transcriptions in dictionaries and to record the phonemic spelling of new words in their vocabulary books.

Literal dictation: Since students often find it difficult to hear their own pronunciation mistakes, try the technique of asking them to dictate to you, telling them that you will write what they say, exactly as you hear it. For example, if students have problems differentiating between 's' and voiced and unvoiced 'th', you might write 'Ze sird officer said "Don't srow zose sings overboard." When they see what their errors are, they should be able to start correcting themselves. It is best to focus on one or two specific sounds during this activity and to make sure that several students contribute so that individuals do not feel embarrassed by their errors.

- **Tongue twisters:** These may not seem like serious learning tasks but they have the advantage of providing amusing practice that helps students practise and memorize certain sounds.
- **Chain drills:** This requires each student in turn to contribute a vocabulary item that includes the target sound. Start off a sentence then go round the class, each student repeating what the previous person said then adding their own item so that you build up a long list together.
- **Minimal pairs:** Give 'ear training' to help students distinguish between pairs of sounds that they find difficult. Start by asking them to look at two columns of words which vary by one phoneme only (e.g. 'right/light'; 'deep/dip'). They should then listen to a recording and circle which word in each pair is said. After drilling the words in each column, students can then work in pairs, choosing one word for their partner to identify. This works well if there is distance between the partners to make them concentrate on looking at their partner's mouth as well as listening. A possible follow up activity is producing sentences using words from each column, which can then be used as drilling material.
- **Picture prompts:** After the students have had practice repeating minimal pairs, give further practice by holding up pictures that illustrate words containing the target structure (e.g. rock/lock; pilot/pirate) for students to produce without hearing a model. (Note: This only works with nouns which are already known to the students.)
- **Mini dialogues:** Construct some short dialogues that give intensive practice of the key sounds that you want to practise and try to include words from one lexical group (e.g. to practise the difference between 'sh' and 'ch' devise a dialogue based on ordering food supplies from a ship's chandler: chocolate, fresh fruit, chicken, etc.). Use a listening task from the 'While-listening tasks' section that requires the students to focus on the target words (e.g. noting down which food supplies are in stock). Although such dialogues sound artificial, if used occasionally, they are useful for focusing on accuracy. Students can then be asked to construct their own mini dialogues, incorporating some words or phrases from a selection that you provide.
- **Echo technique:** This works on the principle that we all have an inner ear, the ability to mimic any comprehensible utterance internally, regardless of whether or not we know how to produce the sound. This is very useful for conquering difficult consonant clusters or vowel sounds. Using the example of the vowel sound in it/think/ship, the stages of this activity are: the teacher repeats the target sound in, for example, a minimal pair, e.g. it/eat, 4 or 5

times; the students listen carefully, watching how the teacher forms the sounds; the learners echo the teacher's voice internally in silence as the teacher continues to mouth the words; the teacher asks the class to speak and a drill of the sounds begins, often with notable success.

- **Hear/Say cards:** A revision activity for recently taught vocabulary which requires the students to produce the words accurately. The teacher produces three cards for each group (one card each) which feature a grid divided into two columns headed 'hear' and 'say'. In each row of the grid there is a word in the 'hear' and 'say' columns. Student A says a word in the 'say' column, this word appears in Student B's 'hear' column and on hearing the word he or she must look directly at the word in the opposite column ('say' column). Student B says this word which in turn appears in Student A's 'hear' column and so the game continues until they return to the original word. The preparation of this activity may sound laborious but with the three cards in front, it is actually very quick and easy.

■ **Connected speech**

Learners often complain that they find native speakers difficult to understand because they speak too quickly. This statement often reflects the fact that students are not accustomed to listening to native speakers and that they have difficulty identifying word boundaries in connected speech. Since English is a stress timed language, structure words are usually weakened while content words take prominence. Listening activities that focus on gist will help (see 'Gist listening tasks') while stress and intonation exercises will train students to pick out prominent words. In addition, students also need to recognise and then practise a range of English **weak forms**.

- **Linking:** Introduce students to the concept of linking by visually linking words on the board, by drawing an arch above the connecting letters in colour, starting with examples of consonant to vowel links, e.g. 'The ship **is** old **and** unsafe.' before progressing to linking vowel sounds. Drill the phrases, encouraging students to make them sound as 'smooth' as possible. Ask students to identify more examples of this type of linking in other phrases. When students are comfortable with this, remind them to think about linking before they do dictation activities (see 'Developing accuracy' in the 'Teaching speaking') and to practise listening to themselves and each other critically.
- **Contractions:** Practising contracted forms of verbs and auxiliary verbs is not 'bad English' but a feature of fluent speech that will help students to sound natural. Introduce contractions at an early stage (e.g. 'My **name's** Ivan, **I've** got two children, **they're** both boys.') and include them when teaching grammar, especially tenses.

To raise awareness of contractions, ask students to highlight the full forms in a dialogue and practise the dialogue in pairs using contracted forms.

- **The schwa:** Many vowel sounds are shortened in connected speech but the schwa, or the weak vowel sound, is the most common English vowel sound so students should be encouraged to practise it from the start. When introducing new vocabulary, draw attention to it regularly and include it in drill practice. Once students are familiar with the sound, ask them to find examples of it in lexical groups, for example English ports, places on board, types of equipment, etc. Keep reminding them of this sound when presenting new language.

- **Strong vs weak structure words:** After practising giving prominence to content words (see 'Expanding a text' and 'Sentence stress and intonation' below), focus students' attention on the way that unstressed structure words such as conjunctions and prepositions 'fade into the background', for example in the middle of sentences. Illustrate this by writing the weak structure words faintly on the board with the stressed content words in bold (e.g. '**Salt** and **pepper**'; '**How** do you **do**?'). Contrast this by showing examples of strong structure words, for example, when they appear at the end of sentences (e.g. '**Where** are you **going to**?') or are deliberately emphasized (e.g. 'Where are **you** going to?'). Keep reminding the students of these differences during ongoing grammar work.

- **Elision:** Introduce students to elision by showing how certain letters sound as if they 'disappear' from the beginning of weak structure words in connected speech, for example, 'h' (e.g. 'What's (h)er name?'; 'Why's (h)e late?') and remind them of the effect of linking. Then show how, in some words, weak syllables also seem to disappear (e.g. '**February**', '**reference**', '**correct**', etc.). Mark examples of elision on a dialogue for students to practise before they start to identify examples themselves.

- **Assimilation:** This is similar to elision and refers to how a sound at the end of a word takes on the quality of the sound at the beginning of the next word because of the place in the mouth where certain sounds are made: She's a good girl (goog girl); He's a good boy (goob boy); I only use white paper (whipe paper). Sometimes the sound at the end of the first word changes to a completely different sound: we can go now (cang go); Green Park (greem park); He arrives on Monday (om Monday). Even if the teacher decides that assimilation and elision do not need to be practised, it is important that the learners are aware of when they occur and that they are a common feature of natural English pronunciation which they need to recognize.

- **Shadow reading:** This activity uses a short text and combines listening and pronunciation practice. The teacher reads the text aloud pausing clearly at full stops. The students follow, marking the stressed words in each sentence. The teacher reads the text a second time and the students mark for linking. Lexical chunks which provide good examples of linking or problematic pronunciation can then be drilled. Students practise these aspects of pronunciation by reading the text to themselves before the teacher reads the text aloud again, and they listen. Then the students read the text with the teacher and they have to start and finish at the same time as the teacher, who reads the text at normal speed. This works well after some exposure to the rules of pronunciation, e.g. connected speech, stress and intonation.

■ **Word stress**

This can present problems to learners because, in contrast to syllable timed languages, syllables do not have equal stress in English. Teaching the stress patterns of new words is as important as teaching the constituent sounds since errors of word stress are potentially more confusing than errors of sound. Further, although the rules of English word stress are complex, it is best to introduce them gradually and in context.

- **Counting syllables:** Students need to know about syllables in order to work on word stress. Start by asking them to count the number of syllables in words they already know. Give them visual support by saying a word slowly and counting each syllable on your fingers then encourage them to do the same with other words. (When introducing new vocabulary, however, make sure that first to model the word at the right speed to let the class hear the correct pronunciation.)
- **Marking stress patterns:** Indicate strong and weak stress visually by drawing large and small squares, triangles or circles above the stressed and unstressed syllables. It is best to avoid underlining or using capital letters to indicate stress as this could interfere with writing. Do this regularly and be consistent with the system you use, encouraging students to work out the word stress patterns of new words they encounter, using the same system to record vocabulary in their books.
- **Matching stress patterns:** Draw a range of word stress patterns on the board and present the class with a corresponding range of words they have recently learned. Ask the students to match the words with the stress patterns. Use this technique to help them work out some tendencies of word stress patterns; for example, compound nouns, two syllable nouns and two syllable verbs.

- **Back chaining:** Students can identify stress patterns by counting back from the last syllable in a word e.g. the second last syllable in nouns ending ___ sion or the third last in nouns ending ___ ity. If a learner has difficulty with a particular word, break it down into single syllables and starting with the last, drill the student with each one until they are producing the whole word.
- **Strong vs weak syllables:** To emphasize the difference between strong and weak syllables, say the stressed syllables loudly and whisper the weak syllables then ask the students to drill in this way.
- **Dictionaries:** Encourage students to consult a good dictionary to check the stress patterns of new words. If possible, give one dictionary to each group and ask them to use it during vocabulary or accuracy-based speaking activities (see relevant sections above).
- **Dictionary search:** This is to encourage the use of monolingual dictionaries.
Prepare a list of questions and write each question on a separate piece of paper. Each question should require the answer to be found in a monolingual dictionary. Put the class into two teams and give them both a shuffled set of questions. Questions could be as follows: *Give two definitions for the word 'port'; is the word 'sail' a verb, noun or both?; How do you write the word 'engine' in phonetics?* Each team works together to answer each question. When they have the answer they check with the teacher at the front of the class, and move on to the next question. The first team to answer all questions correctly is the winner.

■ **Teaching English sounds**

English is a stress timed language, like Russian, German and Arabic, not a syllable timed language like French, Spanish, Italian, Greek and Swahili. This means that, in English, prominence falls on content words (e.g. verbs, nouns and adjectives) which convey the main information. Structure words (e.g. articles, auxiliary verbs, prepositions) 'fit in' to the rhythm of the sentence and are not usually emphasized. It is important to practise English sentence stress and rhythm with speakers of both stress timed and syllable timed languages.

- **Beating rhythm:** Choose a well-known song, limerick, rhyme or chant and demonstrate its rhythm by clicking your fingers or clapping to the beat. Write up the words on the board and elicit where the 'beat' or stress falls from the class. Try choral drilling the rhyme a few times, encouraging the students to exaggerate the stress more and more each time. Show how the 'loud' words are content words and the 'quiet' words are structure words. This will also help prepare students for practising weak forms in connected speech (see above).

- **1 2 3:** Across the board write 1 2 3 with lots of space between and ask the students to repeat the numbers while you clap a rhythm. Then add the article 'a' before each number so that it reads a1 a2 a3 and ask the students to read this giving the numbers the same rhythm as before. Add the conjunction 'and' so that it reads a1 and a2 and a3. Again ask them to read the line giving the numbers the same regular rhythm. Finally add the pronoun 'then' so that the line reads a1 and then a2 and then a3 and ask them again to read the line giving the numbers the same regular rhythm. This is a fun and challenging activity which encourages the learner to give as little stress as possible to non-content words which 'fit between' the 'beat' of the stressed words.

- **Reducing a text:** To help students see the difference between content and structure words, give them a text made up of a few sentences and ask them to 'strip' it to its content words. This task should demonstrate how the meaning is 'carried' on the content words. Demonstrate by reading the complete text aloud, giving extra emphasis to the content words.

- **Expanding a text:** This activity is the reverse of 'reducing a text'. Write an example of a short telex style message made up of content words on the board (e.g. 'Arrival delayed - engine problem'). Elicit structure words for expanding the sentence (e.g. 'Our arrival is delayed due to an engine problem' or 'The ship's arrival will be delayed because of an engine problem.') then read out the different suggestions showing how the sentence stress remains on the content words, regardless of the structure words. Create some more 'telex' messages or make up some short 'news headlines' for students to expand. They should practise beating the rhythm when they read the expanded versions aloud.

- **Moving stress:** Show students how sentence stress changes depending on what the speaker wants to emphasize, for example, when a sentence is repeated with new information added (e.g. 'Our arrival will be delayed due to *more* engine problems. '); to correct someone ('Our arrival will be delayed due to *engine* problems. '); or to insist on something ('Our arrival *will* be delayed ... '); etc. This can be demonstrated via a dialogue in which two people are disagreeing strongly, each determined to make their point or via a radio communication with interference where one person mistakes the message and has to be corrected.

- **Identifying thought groups:** People do not speak in complete sentences; they speak in phrases or 'thought groups'. Thought groups are the equivalent of punctuation in speech and indicate the natural breaks between phrases. One word usually carries the main stress in each thought group. Train students to become aware of thought groups and to identify main stress by preparing a transcript

of a short listening text with these features marked on it for students to follow while they listen. (English language news broadcasts provide a good source of material as the newsreaders are trained to emphasize key words.) Discuss how the use of stress conveys the speaker's intended meaning. Students are likely to need a lot of exposure to this type of training before they can be expected to mark thought groups and stress independently.

- **One sentence, many meanings:** Prepare a selection of sentences that could have many different meanings, depending on the way they are said, and write the first one on the board, for example, 'This tanker was registered in Liberia'. Show how the meaning of the sentence can change depending on where the stress is placed, for example, '*This* tanker...' (meaning 'not that other tanker'); 'This *tanker*...' (meaning 'not this ro-ro'); 'This tanker was...' (reinforcing the fact); 'This tanker was *registered*...' (implying that it was not *built* there); 'this tanker was registered in *Liberia*' (meaning 'not in any other place').

- **Make yourself heard:** Position pairs of students at opposite ends of the classroom and give each student several messages or warnings to call out to their partner on the other side of the room, for example 'The Captain wants to speak to you'. Explain to the students that they will have to identify and give strong emphasis to the important words in their message in order to make themselves heard above the noise of other students. (Add to the background noise by playing the cassette recorder deliberately loudly.) Encourage students to check that they have understood and to correct each other if necessary. If you have access to an appropriate outdoor space, this activity could be adapted for teams of three students relaying messages to each other over distance.

■ ***Intonation and pitch***

English speech depends heavily on **intonation** (i.e. the movement of the voice) to express meaning. Intonation conveys attitude, focuses the listener on key words and marks the grammatical boundaries in speech. Since intonation patterns vary from country to country and from language to language, students need practice in identifying how, when and why intonation is used in English. If students are left to transfer intonation patterns from their first language to English, they risk giving out the wrong signals to listeners. This can quickly lead to cross-cultural misunderstandings.

Some non-native speakers have a tendency to speak in more of a monotone in English than they would in their first language, possibly because they are concentrating on the content rather than the sound of what they are saying. Speaking without much intonation and variation in pitch can, quite literally, become monotonous for listeners who may quickly 'switch off' and miss the message. Students need to be aware of the cultural differences that pitch

communicates (i.e. the highs and lows of the voice), for example, in English a wide pitch range usually conveys a strong feeling, while speaking in a constant low pitch might indicate boredom or a lack of interest.

As well as practising voice movement (i.e. intonation), students also need to practise varying the pitch of their voices. Together, pitch and intonation indicate the speaker's mood and intention and can change the entire meaning of what is said to the extent that listeners more often remember the tone of voice rather than the precise words they hear. Sarcasm, for example, is partly indicated by pitch and intonation, not by the actual choice of words.

One of the easiest ways to demonstrate stress and intonation is by using your own body to emphasize the patterns. You can easily show difference in intonation by using your hand and body to follow the rising and falling patterns as you repeat the phrase to your students. Although this may seem over-emphasized, it is a useful way to illustrate the concept of intonation to students whose first language may be comparatively monotone.

- **Sentence stress and intonation:** Use the activities 'One sentence, many meanings' and 'Identifying thought groups' above to show how intonation 'peaks' on the stressed syllable of the word that carries the main stress. Show how intonation is not fixed, but changes according to which words the speaker wants the listener to hear. Include intonation when teaching functional phrases (e.g. for contradicting, disagreeing, giving orders, etc.).
- **Rising and falling intonation:** Use a single sentence with a question tag to contrast rising intonation (indicating surprise or uncertainty) with falling intonation (implying confirmation, statement of fact or a conclusion). For example, 'You're the Chief Officer, aren't you?' with a rise on the question tag indicates that the speaker is not sure of the person's rank. Read or play a selection of sentences to the class and ask them to decide if the speaker is sure or unsure. Show that the greater the pitch range on the rise, the more surprised or uncertain the speaker sounds then drill the sentences on a scale of certainty.
- **Hear the difference:** Introduce students to the concept of pitch by reading aloud a short text without any change in pitch. Then read the same text again using intonation to give emphasis and ask the class which version they found easiest to listen to. Alternatively, sing a verse of well-known song to the class on one note (this is surprisingly hard to do!) then ask the students what was wrong with your version of the song, whether they would find it easy to listen to much music like this and why.
- **Variations of 'oh':** To sensitize students to the way that pitch conveys attitude, prepare a few short dialogues between two people. In each dialogue, the first speaker should be making a

suggestion or telling some news to which the second speaker answers 'oh' or 'oh really'. Make sure that the second speaker's pitch and intonation changes in each dialogue to indicate differing degrees of interest, from complete disinterest (a low pitched 'oh' with no intonation) to exaggerated enthusiasm (rise-fall intonation with a very wide pitch range). Draw a scale from 'totally uninterested', through 'quite interested', to 'extremely interested', on the board and, for each dialogue, ask the students to mark the approximate position of the second speaker's response on the scale.

- **Elastic band drill:** Demonstrate variations in pitch range by stretching an elastic band increasingly wider to illustrate increased height of pitch in a phrase several times.
- **Tracing pitch and intonation:** Write some sentences on the board and read them aloud with an exaggerated intonation pattern and a wide range of pitch. Show the shape of the intonation and the range of pitch by drawing a line or arrow above or through the text. The peak of the line should correspond with the prominence in sentence stress. Do some more examples and then provide some more sentences with the intonation patterns drawn in but do not provide the spoken model. Ask the students to practise saying the sentences with the appropriate intonation, encouraging them to exaggerate. Next, give the class a short recorded dialogue that includes a range of pitch and intonation. Ask the students to listen to the recording and draw the intonation patterns above the text, using the same system. Some people find this task easier than others, especially if they are musical. Do not force your students to do it if they find drawing lines difficult: it is more important that they are aware of the effect of pitch and intonation and can use it when speaking.
- **Which mood?:** Provide the class with a range of exclamations then ask them to listen either to a recording or to you reading each one, making sure that the tone of voice clearly indicates the mood (in a couple of examples the tone should contradict the actual message). They should judge the attitude of the speaker based on the way the sentences are said, not on the words alone. For example, 'Oh, that's just great' (falling intonation and low pitch indicating sarcasm/ depression); 'really?' (rising intonation with a very wide pitch range indicating extreme surprise); 'Don't do that!' (high pitched indicating fear, panic, alarm), etc. If students are doing this for the first time, give them more guidance by providing pictures or simple drawings of people with different expressions and ask them to match an expression with each exclamation. Alternatively, create a written multiple choice questionnaire as a task.

- **Different voices:** As a follow up to the 'Which mood?' activity, ask students to experiment with different ways to say the same exclamations by varying their pitch and intonation. This can be made more amusing by writing (or draw) various moods on to separate pieces of paper for each group, mixing them up and giving them out to the groups. Students should choose one and say the exclamation accordingly while the group decides on the speaker's attitude.

■ Teaching the four communication skills

Listening, speaking, reading and writing are the four communication skills. Although people do not usually need to think about how they use these skills when communicating in their first language, research into the way adults learn foreign languages shows that learners do not automatically transfer the skills they use from their first language to the new language. It is important to teach ways of listening, speaking, reading and writing in addition to teaching structure, vocabulary and phonology.

The four skills can be divided into two groups: **receptive skills** (*listening and reading*) and **productive skills** (*speaking and writing*). Each of the four skills can then be broken down into a series of **sub-skills** that students need to understand and practise. The sub-skills of listening and reading are quite similar, as are the sub-skills involved in speaking and writing. This model course gives practice in all four skills in order that students are able to fulfil the competences regarding English language proficiency in the STCW Code (see appendix A). 'Real' communication usually involves two or more skills, for example, telephoning requires the ability to listen, to speak, possibly to write (e.g. taking notes) and maybe also to read (e.g. reading information out loud). Consequently, the training exercises in the recommended textbooks combine integrated skills (i.e. using more than one skill to perform a task) and language practice.

■ Adapting tasks and supplementing material

The four skills should be used according to various requirements in the syllabi of GME and SME which are reflected in tasks to be completed. While the four skills are required for both GME and SME, listening and reading are much weighted in GME, speaking and writing in SME.

The Teaching Aids referred to in the model course syllabus are necessary for giving further authentic practice of the communication skills. Use maritime realia such as reports, memos, letters, telexes, e-mails, newspaper, video, internet and magazine articles or recordings of VHF communications to supplement the core syllabi. Suitable tasks can be created by adapting the suggestions for skills practice provided in the rest of this section. Texts that may appear to be above the language level of the students can still be a useful source of material, provided that the task itself is at a level that the learners can achieve. Alternatively, texts can be simplified (summarised, paraphrased or shortened) although this requires more preparation on the teacher's part and may result in a loss of authenticity.

■ The receptive skills

For every listening and reading text that is presented to a class, there should be three accompanying activities: a preparatory task, a focus task and a follow-up task. These are usually referred to as **pre-listening/pre-reading; while-listening/while reading and post-listening/post-reading tasks** respectively. Following this pattern will ensure that the students are prepared for the topic of the text, that they have a clear reason for listening to or reading the text and that they have something to do with the information that they discover.

This pattern replicates the way that native speakers deal with authentic written and aural communication: for example, if we turn on the radio to listen to a broadcast, the announcer tells us the name of the programme and a little about the content so that we are informed about the topic before listening. If we choose to listen to the programme, there is usually a reason for doing so: for pleasure or personal interest, for information, for confirmation of something we already know. We may want to listen for one specific piece of information then turn off the radio, or we may listen to the whole programme with varying degrees of concentration. After the programme, we may decide to tell someone else about what we heard, discuss it or perhaps even write about it. This example demonstrates how the listener or reader is engaged throughout the listening/reading process, reinforcing the fact that the receptive skills should not be treated as passive skills.

■ Teaching listening

Seafarers need practice in listening to many different types of communication, including, for example: formal and informal 'face-to-face' conversations; conversations including more than two people; VHF radio communications; telephone conversations; presentations; travel announcements; and radio reports. Teachers can make use of a range of 'real' sources of spoken English in the classroom from international radio stations, TV, movies, training videos, songs, even foreign visitors. Students should also be encouraged to exploit these sources to do their own listening practice outside the class.

If students' experience of listening practice is always limited to the same voice, they will not be prepared for the international world of seafaring which requires them to be able to understand non-native speakers of English from many countries. **CDs (or cassettes), video/ DVD, podcast, mp3, radio, the internet** are important sources of listening practice that provide variety from the teacher's voice. Some audio CDs, for example, use professional actors who speak English with a wide range of foreign accents in a variety of maritime related situations (British English is used as a model for pronunciation exercises). It is important therefore, to maintain a variety of accents throughout listening activities in class and in the listening materials you recommend to your students for their own self-study. (see Bibliography for recommended websites with international accents).

Video/DVD is also a useful source for listening practice that catches students' imaginations, if used carefully. All of the exercises below can be adapted for use with videos and further exercises can be created if the sound is turned down and

students are asked to describe or re-tell what they see (this technique can also be used for videos/DVDs in languages other than English).

Podcasting is the name given to the publishing of audio files via the internet, designed to be downloaded and listened to on a personal computer or copied on to disc. Podcasting has now become popular as an alternative way of providing 'radio' style listening material. The idea that a podcast can be produced by just about anyone with access to the internet has generated a lot of interest in educational circles. In ELT, the appeal is not only in providing additional listening input for students, but that students themselves can become involved in recording and producing the podcast. If you and your students have the necessary IT skills you may wish to produce your own podcast. If not you may wish to consider exploiting these resources: authentic Podcasts that are not aimed at ELT students can often be a rich source of listening materials. Most of these will only be suitable for use with higher level students, but others, such as www.sushiradio.com are made by non-native speakers of English making them ideal for use with classes. Podcasts produced by teachers, often for their own classes, are usually aimed at helping students learn by producing listening content that is not available elsewhere. Try www.englishcaster.com for teacher-produced podcasts. For examples of authentic listening material, try the 'listen again' feature of BBC radio on the BBC website www.bbc.co.uk.

While **language laboratories** can provide useful practice for pronunciation and listening both for the whole class and for individual students, successful listening practice can also take place in the class using a good quality CD player with original CD/cassette. As with all technology, it is important to be comfortable handling the cassette/CD player and the CDs or cassettes to be used in class. Before playing a listening text to the class, it is important to listen to the material in advance to become familiar with the length and content of the recording, to be aware of potential comprehension difficulties and to be ready to start at the right place. Most CD players nowadays make it possible to start at an exact point or to return to a particular place on the CD. If you use cassettes, these are best used with a cassette player with a counter.

Before starting the listening exercise, it is important to contextualize the listening material by giving the students an idea of what they will hear and clear instructions for the listening task (see 'Pre-listening tasks' below). Do not speak while the CD/cassette is playing or stop and start the recording to give instructions, explain or translate, as this is very disruptive and does not foster good listening skills. Do not ask students to memorize, repeat, translate or write down long chunks of what they hear: these are unnatural activities that do not reflect the way we listen in 'real life'.

Many students panic when they hear English that is above their level, often assuming that if they cannot understand each word then they will not be able to understand anything at all. Students who are tense about listening will put up psychological barriers that prevent them from understanding as much as they should. Reassure students by telling them that it is not necessary for them to understand every word and demonstrate this by using the 'Gist listening' tasks

below. Give support by explaining key words and phrases from the listening text before listening (this is called **pre-teaching** vocabulary) or by asking students to guess the meanings of key phrases in advance. You can also build up students' confidence by giving them listening tasks that they will be able to do in order to prove that they can understand at least part of what they hear. Play the listening text two or three times, pausing in between to allow students to check their answers and confer about what they understood. (It is generally not advisable to play it more than three or four times as students may become bored and frustrated.)

■ Pre-listening tasks

At this stage, the aim is to engage the learners' interest in the topic and introduce them to the context of the listening text. A good pre-listening task will create an expectation of what they will hear and will motivate the students to listen.

Many of the suggestions below are for **prediction activities** which utilise eliciting techniques to draw out the students' ideas on the topic. They will generate the language and vocabulary that students will expect to hear on any given subject.

- **Brainstorming ideas:** Write the theme of the listening text on the board (e.g. 'emergency on board') then ask the students to think of as many situations connected with the theme as possible (e.g. types of emergency or places where emergencies may occur on board). The activity should be timed and students can either write directly on the board or on one piece of paper per group (see 'Revising vocabulary' section).
- **Open discussion:** If the listening text is about a subject that the students have direct experience of or opinions about, invite individuals to contribute to a brief, whole class discussion on the topic. Use the discussion to check whether students already know any key vocabulary that is relevant to the topic but do not let the discussion flounder or digress away from the topic.
- **Interviews:** If the class is too large for an open discussion or the students are too shy to speak English in front of the whole class, students can interview each other either in pairs or in groups about their own experiences. As a pre-listening task, the interview questions should correspond with the subject of the listening text, prepared either by the teacher then photocopied or written on the board, or prepared by the students themselves.
- **Find someone who...:** This is a type of whole class or group survey. Give students a list of up to six prompts which they will use to form yes/no questions relating to the subject of the listening text. Once they have prepared their questions, the students circulate around the class, asking various students their questions. If they get the response, 'no', they should move on and ask the same question to another student. If they get the response 'yes', they should ask a

follow-up question of their own and note down the name of the student and his answer. The aim of the activity is for each student to try to find a different person who can respond 'yes' to each of his/her questions.

- **How much do you know about...?:** This activity is useful for factual texts, for example, those explaining a technical maritime subject that the students have learned about in another class (see 'Integrating maritime topics'). It involves the students in planning their own version of the while-listening task while activating their knowledge of the subject. Introduce the topic of the listening text then ask the students to work in pairs or small groups and to note down how much they already know about the subject in three categories: 1) I am certain that...; 2) I think that...; 3) I would like to find out... After a few minutes, ask the groups to report their ideas to the class as a whole. (In this example, Column 3 acts as the focus for the while-listening task; see the exercise 'Listen and discover' in 'Listening for specific information' below).
- **Guessing the situation:** Show the students a picture that illustrates the conversation that the students are about to hear. Ask the students to imagine who the speakers are, what the relationship between them might be and the subject of the conversation. Later, during the first while-listening task, they should listen to check how accurate their ideas were.

■ **While-listening tasks**

Students will usually need to listen to a text two or maybe three times. The first listening task should give them a general understanding of the topic. This is called **listening for gist**. Once the general meaning is clear to the students, they can practice **listening for specific information**, usually during the second listening.

Listening for gist means understanding the general meaning of a listening text without having to understand every detail. All of the pre-listening activities described above could lead into gist listening activities by asking the students to listen to **confirm** whether any of the topics they discussed are mentioned in the listening. Students should have a focused task to do while they are listening and should not be asked to 'just listen' as this may pressurize them into thinking that they need to understand everything that is said. Gist listening tasks should focus on a limited number of key points that help to define the context and the global message. It is important that at this stage, the task does not require students to listen for minor details.

Some suggestions for gist listening tasks are given below:

- **How many speakers?:** Select or prepare a recorded dialogue between three or four different speakers, making sure that the

voices can be easily distinguished. Before playing the dialogue, ask the students just to listen and count the number of speakers they hear.

- **Identifying the purpose of the conversation:** Give students a choice of functions such as asking for help/requesting information/giving instructions/giving warnings. Students listen and identify which function summarizes the purpose of the conversation.
- **Understanding the context:** Vary the exercise above by presenting the students with a few pictures, each showing a different activity or situation (e.g. pictures of bunkering/loading/mooring/discharging). Only one of the pictures should represent the main topic of the dialogue, however. The students have to listen and select the picture that corresponds to the topic of the text.
- **Understanding attitudes:** Students can be asked to determine the attitude of the speakers by choosing from sketches showing a range of expressions. This encourages them to listen to the tone and pitch of the speakers' voices, as well as the words themselves (see also 'Which mood?' in 'Intonation and pitch' in the 'Teaching pronunciation' section).
- **Listen and identify:** Give the students a range of pictures of people, places or objects, one of which is referred to in a recorded dialogue. Ask the students to listen and identify which person, place or object is being discussed.
- **Listen and put in sequence:** As a pre-listening task, present the students with a list of the key points that are mentioned in the dialogue and discuss a likely sequence. While-listening, the students should number each point according to the sequence in which it is mentioned.
- **One-sided dialogues:** Select or record a 'question and answer' type dialogue in which only one part of the conversation is heard, as, for example, in a telephone conversation or VHF radio exchange. (Alternatively, use a complete dialogue and be ready to turn down the volume for one of the speakers.) Prepare a choice of responses for each gap in the dialogue and give this to the students who should listen and choose the best response from the multiple choice. It is best to play the one-sided dialogue all the way through first to give the students an idea of what to expect, so that students are prepared to note their responses during the second listening.
- **Graded reading with audio recording:** Traditionally graded readers could be purchased with accompanying CDs or cassettes. This source is especially good for students with little or no access

to the internet, which is becoming the most common way for a student to supplement his or her listening activities. However, students should be encouraged to listen to the accompanying material without reading the actual text at the same time. Reading while listening is not the best practice for improving listening skills.

Listening for specific information helps students to focus on the detail of the text. This type of practice is necessary for accurate understanding of maritime communications, such as VHF radio communications.

Some suggestions for listening for specific information are given below and further ideas for practising listening and speaking using SMCP are included in the 'Developing accuracy' part of the 'Teaching speaking' section.

- **True/false statements:** Select a listening text and prepare a list of statements relating to the topic, some true and some false. The students must have time to read the statements before listening. While listening, they should decide whether each statement is true or false.
- **Gap-fill:** Prepare a written text such as a list, memo, fax, note or telex that corresponds to a recorded text and blank out some of the information in the written text. The students should listen and complete the gaps in the written text with the missing information. Because this activity requires a high level of accuracy, it is important that the written task does not contain too many gaps so that the students have enough material to listen to.
- **Listen and correct:** This is similar to the true/false activity above. Prepare a realistic written text (e.g. a letter, list or notes) that relates to a recorded text. Include several errors in the written text and tell the students the number of mistakes but not what they are. After reading the text, they should listen carefully twice, first to identify and then to correct the written mistakes.
- **Listen then predict:** Choose or prepare a recorded dialogue that contains language that the students have already learned. Pause the cassette at suitable points during the dialogue and ask the students to predict what might be said or what could happen next. (There must be enough 'clues' in the text to stimulate discussion of different options.) Once the students have thought of a few predictions, ask them to compare their responses as you play the next the section of the dialogue.
- **Listen and follow:** If a nautical chart is available, prepare or select a pre-recorded conversation between navigators on the bridge about the ship's route (see Marlins Study Pack 1 Units 5 and 15). While the students listen, they should trace the route or mark the places that are discussed during the dialogue. This situation could be adapted to include warnings or other information about the sea area on the chart.

- **Listening for data:** Select a recording which contains a lot of statistical data and prepare a pie chart, line or bar graph that relates to the topic. Tell the students to fill in the graph or chart with the statistical information from the listening text.
- **Listen and complete:** For listening texts which give a lot of factual information, prepare a chart, table, list or diagram containing part of the information from the recording. After checking that the students understand the format, ask them to listen to the recording and fill in the remainder of chart.
- **Listen and discover:** To follow on from the pre-listening task 'How much do you know about...?', students should first listen and compare the recording with their notes in the first two columns. During the second listening, they should concentrate on extracting the information that they wanted to find out in the third column.
- **Listening for specific items:** Before listening, give the students questions which relate to specific details of the text, for example times, dates, numbers, names, places, etc. Students listen only for this information, ignoring anything irrelevant to the questions. As a variation, different students can be asked to listen for different information, comparing their answers at the end.
- **Taking messages:** When listening to recordings of telephone conversations, give students the outline of a message memo and ask them to note down essential information from the conversation such as the time, the speaker's name and the message in brief.
- **Taking notes from a talk:** When students are ready to listen to longer recordings and have had practice of note-taking, prepare them by discussing the topic in advance. As a class, prepare a list of sub-topics that you anticipate hearing about and ask the students to note them down. First, students should practise listening for gist by identifying the sub-topics in the talk. Then, they should listen again and try to note one piece of information about each of the sub-topics. After this, they should compare their answers and discuss which pieces of supporting information are most significant. (Remind the students that they should be practising taking notes, not taking dictation of everything the speaker says.)
- **Recorded dictation:** This is a whole class group activity and requires a short listening extract. One student is given control of the CD player; if using a cassette, it should be ready at the start of the extract with the counter at '0'. Another student should be at the board with a marker and this person will write down the extract word for word but the whole class is responsible for checking what is written to ensure it is correct. The class also tells the student with the tape recorder when to play, stop, rewind, repeat

etc. When the whole class is satisfied that the extract on the board is correct, the teacher gives them a transcript of the recording and they listen through once more to compare it with their version. Any differences can usually be explained by particular features of pronunciation which the teacher can pick out and then practise with the class.

Although it is invaluable to have access to pre-recorded audio material, listening can also be practised during speaking activities for pairs and groups. Reinforce the listening element with '**blind**' activities which reproduce the conditions of listening to someone who cannot be seen, for example in telephone calls or radio conversations:

- **Back-to-back pair-work:** Select a speaking activity from the 'Teaching speaking' section. Position the students with their chairs facing in opposite directions so that they cannot see each other while they carry out the task. Although students may feel uncomfortable at first, explain that this encourages them to listen carefully to each other.
- **Hidden announcements:** To replicate the effect of listening to broadcast or public announcements, prepare one student to give an 'announcement' out of sight of the class or group. (If it is not possible to screen off the student, have him/her stand behind a group or turn his/her back to the group.) This technique can be used with several of the listening activities suggested above. To deliberately distort the tone of the speaker's voice, have him/her cup his/her hand in front of his/her mouth or speak through a paper cone.
- **Students' recordings:** Motivate students to work on their spoken accuracy and pronunciation by telling them that they are going to record and listen to messages for other students. Include preparation of the message as the basis of a group language task then tell each group to record its message on to a cassette, using either the lab or a tape recorder. Prepare one of the listening activities above and tell the groups to swap cassettes and carry out the activity. If it is not possible for each group to listen to a recording simultaneously, play each group's recording one by one for the whole class to work on.

■ **Post-listening tasks**

The information gathered from a listening task can provide a focus for language work or can lead into more productive skills work. Summarizing and reproducing the content of the listening text in various ways can form the basis of several realistic activities:

- **Reconstruction:** Select a narrative text which has a clear sequence of events. For lower level students, give guidance by showing them pictures representing each stage in the sequence. Play the cassette a couple of times and then ask the students to work in pairs or small groups to try to reconstruct it in their own words. It is not important for students to reproduce the text exactly but to reproduce the gist of the text. Groups can compare their versions of the text before listening again. (See also 'Dictogloss' in the Guided process writing' section.)

- **Split pair reconstruction:** Split the class into two groups, A and B. Group A leaves the room while Group B listens to a short text, each student noting down the key points. Each member of Group A then pairs up with someone from Group B. In his/her own words, each Student B explains what the text is about while his/ her partner listens and takes notes. The whole class then listens to the text again, comparing their notes for accuracy. This can be repeated with a different text, this time sending Group B outside. (If it is inconvenient to send half the class outside, use two cassette players with different listening texts simultaneously in different parts of the class, one for each group. This way, both Student A and Student B have the chance to re-tell what they heard.)

- **Reporting:** Before playing the listening text, tell the students to imagine that they are present in the same place as the speakers, listening to what is said as if at a meeting, for example. Give the students a detailed while-listening task that focuses them on the main points. After this, ask the students to produce a realistic written summary of what was said, for example minutes of the meeting, a report or a letter. The report may be in brief note form or more formal style and should be in their own words. (This is useful for practising reported speech.)

- **Simulated problem-solving:** Choose or create a conversation that focuses on an unresolved problem on board and give the students a detailed 'while listening' comprehension task to make sure that they understand the details of the problem. After listening, they can work in groups, taking on the roles of the people in the conversation and continue the discussion themselves in order to reach a solution that is acceptable to everyone.

- **Replying to a recording:** Give students an extension activity to reflect 'real life' communication that often requires us to act on information we receive. Create follow-up tasks which utilize the details that students have noted during listening for gist or listening for specific information activities, such as finding out more information on the topic; writing a letter, memo or telex about the content; passing on the information they heard in a VHF

communication; making a phone call; etc. These activities require the student to integrate the four communication skills.

More ideas for integrated skills activities can be found in the 'Teaching reading', 'Teaching speaking' and 'Teaching writing' sections.

■ **Teaching reading**

Many of the principles of teaching listening also apply to teaching reading:

- students need a reason for reading that should reflect the type and purpose of the text
- different types of tasks should be used at different stages of reading
- students should practise the various sub-skills of reading for comprehension: **skim reading** to get the general idea (similar to listening for gist); **scan reading** to look for a specific aspect within the text; **intensive reading** for detailed understanding; **extensive reading** to practise dealing with long texts
- reading tasks should also focus on organization of information within the text in order to aid students' comprehension
- reading texts should interest the students and motivate them to read
- students should have exposure to a variety of reading texts, some of which should be examples of genuine marine communications (e.g. telexes, memos, notes, letters, reports, newspaper articles, fleet standing instructions, manuals, checklists, maritime business correspondence, schedules, plans, log books, etc.)
- where authentic texts are used, tasks need to be graded according to the students' level.

■ ***Pre-reading activities***

All of the suggestions given in the 'Pre-listening tasks' section can be adapted for reading texts. Here are some additional suggestions specifically for reading:

Predicting the subject from the surrounding information: Give copies of a newspaper/ magazine article or a report to the class and tell the students to cover up the main text at this stage. (Alternatively, make a photocopy of just the supporting information.) Tell the students to examine the features of the text such as the title/any sub-titles, pictures, diagrams or photographs and the layout and encourage them to guess what the subject and general content could be. Reveal the main text during the while-reading activity and ask students to compare their predictions with the content.

- **Pairs text prediction:** Put a photograph on the board and tell the class it accompanies a text they are going to read. In pairs the students imagine what they think the forthcoming text could be about. Invite one pair to come to the board and write two key words which they think could be connected to the text. Give the students two minutes to explain why they chose these words. Then repeat the process: a different pair suggests another two words followed by more discussion. Repeat this process a number of times and each pair will build up a detailed idea of what the text could be about before they read and compare. This activity effectively recycles your learners' vocabulary on the subject as well as stimulating interest in the text.

- **Choosing a personal text:** Give pairs of students a section of an English language newspaper or magazine and ask them to choose a text that they want to read by scan reading the contents page, titles and pictures but without reading the actual text. Before they read, they should explain to another pair why the surrounding information led them to choose that particular text. Follow this up with a second pre-reading activity that focuses on the content, for example 'How much do you know about the topic?' (see 'Pre-listening tasks' section).

- **Ordering pictures:** For narrative texts, tell students what the topic is then give each group a series of pictures representing different stages in the narrative. The students should try to arrange the pictures in a logical sequence, comparing their answers before reading to confirm whether they decided on the correct sequence.

- **Ordering summary sentences:** Write individual sentences from a summary of a reading text on to separate pieces of paper. Put students into groups and give each person in each group a single sentence. The students should read all the sentences then try to arrange them into a logical order. To make this task more active, tell students not to show their sentence to anyone but to walk around the room exchanging sentences verbally to other members of their group. The aim is for the members of each group to line up in the order of the sentence sequence. When all groups are finished, they can compare their summaries by taking it in turns to read their sentences aloud. After discussing the summary, the class can then proceed to read the entire text.

■ ***While-reading activities***

The skill of reading can be divided into its sub-skills of **skim reading**, **scan reading** and **reading for detailed comprehension**. These are described in more detail below and suggestions for activities to develop these sub-skills follow.

Skim reading is a very important skill to develop as it trains students to read through a text quickly in order to get the general meaning. Students need to get into the habit of moving their eyes quickly along the text, reading whole phrases rather than separate words.

If students stop at every new word they encounter then their reading will slow down considerably. To avoid this, students need to practise ignoring words that they do not know, concentrating instead on understanding the gist of the text. This in turn requires them to practise the technique of guessing the meaning of new words from context (see 'Presenting new vocabulary'). Students should also be discouraged from trying to translate the text into their own language, whether mentally or explicitly as this does not promote the ability to 'understand in English'.

To develop speed in skim reading and scan reading, give students a time limit in which to do some of the tasks suggested below.

- **Ignoring unknown words:** This task will help students read quickly without being distracted or overwhelmed by the amount of new vocabulary. Demonstrate first that it is possible to understand the gist of a text even when some words are unknown by showing the students a short text which contains some unfamiliar vocabulary. Cover up or blank out the unknown vocabulary and ask the students to read the text quickly and then to say what it is about. Tell the students to repeat the task with another text that has no words removed and that when they see an unknown word, they should ask themselves 'Can I understand enough of the general meaning without knowing this word?'. If the answer is 'yes', they should carry on reading, if 'no' they should circle the unknown word and continue skim reading the rest of the text. If, by the end of the text, they still feel that their general understanding of the text depends on some of the unknown words, they may look the meanings up in a dictionary.
- **Forbidden dictionaries:** Give the students a text that will interest them but which is a little above their current level of English. Set some simple questions (possibly multiple choice) that refer to the function and/or the general message of the text. Then tell the students that they must try to find the answers to the questions by reading the text as quickly as possible, ignoring any unknown words. Explain that they are not permitted to use their dictionaries and that they have a time limit of a minute, for example, to finish the task.
- **Skim reading for confirmation:** Set a pre-reading task that involves brainstorming or predicting a topic contained in the text (see 'Pre-listening tasks' and 'Pre-reading activities' sections). Then give the class a time limit to skim read the text in order to find out if any of their ideas are contained in the text.

- **Predicting the topic:** As a pre-reading task, give the students the title of the text and/or a picture or diagram that accompanies it then present a list of topics that could feasibly be mentioned in the text, some made up and some true. Ask the students to discuss which of the topics they think are likely to be included in the text then to skim read the whole text quickly to find out which of the topics are actually mentioned.
- **Matching:** Give the students several short texts with the headlines or titles removed. Present the headlines or titles separately then ask the class to skim read the texts and match each one with an appropriate headline or title as quickly as possible.
- **Missing text:** To prove to students that it is possible to understand the gist of a text without having to read and understand every sentence, hand out copies of a newspaper text or report in which the second half of each paragraph has been blanked out, leaving only the first sentence in each paragraph. Ask the students to skim read the text quickly and to answer some simple multiple choice questions based on the information that they have read.
- **Highlighting topic sentences:** Demonstrate that in a narrative text such as a report, the most important information comes in the opening lines of each paragraph. Then, give students practice identifying the main idea of each paragraph by asking them to skim read a text, highlighting the topic sentence in each paragraph.
- **Timed comprehension:** To follow on from the pre-reading activity, 'Choosing a personal text', give the class about two minutes to 'skim' their eyes over the text quickly in order to find out what it is about. Stop them after the time is up, ask them to cover the text and give them another minute or so to work with their partner, noting down the things they remember about the text. If this is too unstructured for a low level class, give a framework of questions to guide them. Repeat the process once more and ask the students to add more to their notes.
- **Relay comprehension:** Select several texts of roughly the same length and level concerned with different topics that will appeal to the students. Give one text to each pair, along with a blank piece of paper. Follow the procedure for the first stage of the 'Timed comprehension' activity above but make sure that the students write their notes on the blank paper. Instead of reading the same article twice, ask the students to pass the text and their notes to another pair. Each pair then has a time limit to read the second text. When time is up, they should check the points noted by the first pair and add their own notes to the list. Continue to pass the texts and notes around the class in this way until each pair has read each text.

This procedure should generate discussion about the main points of the text, showing how much can be understood from a quick reading.

- **Understanding text purpose:** Introduce your students to the functions of different types of text: narrative (describing the chronology of a series of events); descriptive; discursive (putting forward an argument); speculative (predicting outcomes); classifying (separating and discussing information in different categories); comparative; or instructional. Explain these terms then show the students excerpts from a range of texts that represent these functions. Ask the students to skim read the samples of texts and determine what their overall function is. (This task is most suitable for learners at intermediate language level or above. Students may find these concepts quite abstract at first so take care to choose texts that have a single, clear purpose. Once they are able to identify these functions, move on to more complex texts that contain more than one function.)

Wall Quiz: Write a list of questions based on a selection of newspaper articles and distribute the quiz to teams of 2-3 students. Pin up the articles around the room and ask students to walk around the room trying to find the answers. The winning team of this lively, competitive activity is the first to find all the answers.

Scan reading is different from skim reading in that students are not required to understand the text, just to find particular pieces of information within the text. This type of skill is needed when looking for a particular reference in a lot of material, for example in an index or a manual. Train the students to scan read by moving their eyes over the text in unconventional ways, from bottom to top, right to left, searching quickly for the information they require instead of reading the information in the order that it is written in.

- **First language word search:** To demonstrate how people do this naturally, give the students a reference text such as a dictionary, index, directory or manual written in their first language. Select one significant word or piece of information from a page of the text and ask the students to locate this word only, as quickly as possible. Do this a few times with different words then explain that they have been practising the technique of ignoring 99% of text in order to find the 1% that they need.
- **Reading data:** Before progressing to English texts, give the students a page which contains a lot of numerical data, such as a graph, spread sheet, timetable or log book. Again, name some specific pieces of data and tell the students to search for the data by scan reading the material you gave them. Show how, when they know what to look for, the information should 'jump out' of the page, and explain that they need to transfer this scan reading sub-skill to English texts.

- **Count the words:** Another training exercise for scan reading is to ask students to circle one particular key word every time they see it in the text. Again, set a time limit and emphasise that the aim is just to find the word, not to 'read' the text.
- **Find it first:** Give the class specific questions to answer from the text instead of specific words to look for. Make sure that all the answers are identifiable single items such as statistics, dates, places or names. This task can work well as a class race to see which group or pair can find the answers first.

■ **Reading for detailed comprehension**

As well as finding specific information within a text by skim reading and scan reading, students also need to develop the ability to understand texts in detail. It can be quite daunting for learners to attempt to read a long text in English so it helps to start with a general reading activity to familiarise students with the topic of the text before proceeding to detailed reading tasks (see 'Pre-reading activities' and 'While reading activities' sections).

Traditional reading comprehension tasks consist mainly of questions relating to the content of the text in the form of **yes/no questions; true/false questions; multiple choice questions; gap-fill sentences**. While these types of exercise are useful, they do not in themselves promote understanding of the structure of a text. Detailed comprehension requires the ability to understand the text as a whole, as well as the ability to extract information at sentence level. This means being able to identify the type of the text (factual, descriptive, discursive, etc) and how the writer's intention shapes the organization of information within the text. In other words, for students to understand a text in detail, they need to be trained to recognize and understand elements of **discourse** that give a text its overall shape and meaning. For example, they should recognize the way that paragraphs represent the logical development of ideas and the use of discourse markers (such as the connectors *however, but, on the other hand*, etc) to express the relationship of ideas within sentences, between sentences and between paragraphs.

Many of the ideas below are designed to help students develop a detailed understanding of how meaning is communicated in written texts. These activities also provide a useful starting point for developing writing skills.

- **Jumbled paragraphs:** Choose a suitable text and make one copy for each group in the class. Cut each text in the same way into several sections (of one or more paragraphs) and give one set to each group. (Mix up the paragraphs before handing out.) Ask the students to put the sections in the correct sequence. This activity draws students' attention to the organization of information within the text. This activity can also be done on screen if the class has access to personal computers. This way is very quick and easy for the teacher to prepare and the only IT skill required of the learner is

the ability to click and drag chunks of text around the page to put it into the correct order.

- **Jigsaw reading:** Each group/pair of students reads a separate piece of text about the same subject. (When used as a listening exercise, this can involve groups of students in separate rooms listening to different recordings on the same topic.) Groups/pairs are then mixed and a spokesperson has to orally relay the information read to members of other groups. A discussion can then follow about the differences in the text or students can answer questions about the information they have heard from their classmates. Answers can be checked by distributing all the listening and reading texts to each student.
- **Selecting key sentences:** Blank out the topic sentences of each paragraph of a text then copy the text for the class. Either write all the topic sentences on the board or write them on slips of paper for each group then ask the students to decide which paragraph each topic sentence belongs to.
- **Multiple choice topic sentences:** Blank out the topic sentence of each paragraph then provide three or four multiple choice options for the blank space in each paragraph, one of which is the original sentence. Students should try to guess which sentence is correct by close reading of the context. (Make sure that the 'distracter' options are in keeping with the text but are not logically correct.)
- **Paragraph summary matching:** Prepare copies of a text with a number for each paragraph. On the board write a single summary sentence for each paragraph and label each summary sentence with a letter of the alphabet. Ask the students to match the summary sentences on the board with the paragraphs in the text.
- **Jumbled phrases:** Take the most important paragraph of a text (usually the introductory or the concluding one) and divide it into phrases (not necessarily whole sentences). Mix up the phrases and ask the students to decide which order the phrases come in. This will help students to focus on cohesion within paragraphs.
- **Predicting phrases:** Select two paragraphs of a narrative text and write the first phrase of the first paragraph on an overhead projector or on the board. Encourage the class to suggest what the next phrase could be by focusing on connector words. (Do not expect students to provide verbatim answers: the aim is to encourage logical suggestions.) Reveal the next phrase and discuss how close the students' prediction was. Continue to the end of the second paragraph.

- **Dummy sentences:** Rewrite a short text, inserting a false sentence into each paragraph. The false sentences should at first glance seem feasible but should contain one or more mistakes which mean that they do not logically 'fit' into the paragraphs. Copy the text and ask the students to identify which sentence does not belong in each paragraph.

- **Choosing connectors:** Connectors (also called conjunctions or 'link words') convey important information about the relation of phrases and sentences within a text; however, they are often overlooked. Blank out all the connectors within a paragraph and write them at random on the board. Ask the students to fill the gaps in the text with an appropriate connector. Show how the meaning of a sentence can be totally changed by using different connectors, for example, 'The hoist broke *and/so/but/because/consequently* I didn't repair it).

- **Table completion:** As an alternative to comprehension questions, give students a table to fill in with pieces of information from different parts of the text. This exercise works well with factual texts, with texts which compare two or more items, systems or methods and with texts which refer to classifications of different objects. It also gives students a clear framework for practising note-taking skills.

- **Understanding text organization:** This exercise follows on from the task 'Understanding text purpose' in the 'Skim reading' section. Once students are familiar with the range of different text types, choose one type of text and show students how it is organized by analysing the purpose of the different sections within it. First, number the sections then write a brief note on the board for each numbered section to define the writer's intention. Elicit ideas from the students as you go through the text until you build up an outline of the whole text. The organizing framework for a narrative text such as an accident report (e.g. MARS reports published on-line by the Nautical Institute or MAIB reports: see Bibliography), for example, might be: 1) Provide factual details: time and place of accident; name of person(s) involved; name of person reporting. 2) Establish context: activities taking place at time of accident. 3) Describe sequence of events: what caused the accident to happen. 4) Describe result: what happened after the accident. 5) Provide conclusion: recommendations for further action. Next, give students another text and ask them to work together in small groups to build up a similar framework, comparing their ideas at the end. (For a post-reading activity, see 'Writing from frameworks' in the 'Guided process writing' section.)

- **Separating fact and opinion:** It is important to be able to distinguish between subjective opinions and objective facts in texts

such as reports, minutes, proposals, letters and other such documents. Ask students to identify the key points of the text (using one of the suggestions above) then ask the students to work together to determine whether each point is a 'fact' or an 'opinion'.

- **Comparing different accounts of one event:** It is sometimes necessary to compare different reports of one event in order to understand the whole picture or to contrast different points of view (e.g. incident reports, letters of complaint, etc.). Practise by dividing the class in two and giving each a different newspaper report of the same event. The students should note the key details described in their news report then compare their notes with a partner from the other half of the class. While exchanging information, they should listen for any information that they have in common. After the exchange they should swap reports and read them in order to check any differences between the two accounts. This can open up discussion of the way that 'facts' are often reported differently.
- **Spot the difference:** A variation on this theme is to contrast a spoken and a written account of an event. Prepare two texts relating to the same event but with some differences between them. Students should listen to the spoken account and note the main points. Then they should read the second text, underlining points which are the same and circling points which are different.
- **Data interpretation:** For texts that contain a lot of factual data, students can develop their reading for detail skills by finding then interpreting specific information. The task could require them to produce a chart, graph or diagram that represents the information in the text.
- **Internet information search:** Direct the students to a search engine and set them a series of questions on a specific subject. By focusing on the key words in each question the students should be able to search the available web sites and find answers to the questions.
- **Text transfer:** This exercise can be done with almost any type of realistic text to reflect the way that we often have to transfer the information that we read into a different written form. Give the students a factual text and a note taking exercise that requires them to note down key information. Then ask them to transfer the key information to another form, either expanding, summarizing or paraphrasing the original. For example, starting with a formal letter, they can extract the most important details then transfer the message into telex form by shortening it and using abbreviations. Conversely, they may start by reading short log book entries and expanding these into a full written report.

- **Draw the procedure:** Instead of transferring information in writing, ask the students to read a description of a procedure (e.g. a safety drill or instructions for using equipment) and then illustrate the stages, for example in poster format. This exercise could be incorporated into a problem-solving role play in which groups are required to find a way to present complex information clearly to a mixed nationality crew.
- **Multiple choice summaries:** Prepare three different summaries for a text, two of which contain information that is included in but not central to the text and one which summarises the main points. Give the text to the students and ask them to decide, which is the best summary for the text, giving their reasons for the choice.
- **Write the summary:** Give the students a report minus its summary. Ask them to read the report in detail and decide which key points should be included in the summary. They can then work together, producing summaries to compare with each other.
- **Punctuating a passage:** Although this is not a natural activity, it can help to develop students' understanding of structure and text cohesion. Prepare a text without any punctuation and ask the students to read it and decide where to insert appropriate punctuation (the amount of punctuation and degree of accuracy can be varied according to the students' language level). They should discuss their answers and various possibilities before comparing their work with the original.

■ ***Post-reading activities***

Many of the activities described above require the students to produce a piece of work in response to the text. The work produced can then be used as a springboard for post-reading activities that move into other skills areas (see 'Teaching listening', 'Teaching speaking' and 'Teaching writing' sections). Many of the ideas in the 'Reading for detailed comprehension' section contain suggestions for how to extend the reading task and most of the suggestions in the 'Post-listening tasks' section can also be adapted for post-reading work.

■ **Teaching speaking**

In traditional grammar-centred language lessons, speaking was not treated as a priority as it was assumed that students would automatically be able to produce the language they were taught. However, students and teachers worldwide often complain that after several years of studying a foreign language they are only able to speak it 'a little' although they may remember grammar rules very well. This probably reflects the lack of time spent practising speaking skills rather than weakness on the students' or teacher's part.

Traditional speaking activities include reading aloud, rote learning and drilling of set dialogues for the purpose of memorizing a particular language point (e.g. the Audiolingual Method) with students often singled out to recite in front of the class. Although these techniques can still be seen in communicative classes, teachers need to recognize their place and limitations. Tasks based on memorisation and repetition are useful for developing spoken accuracy but will not develop the full range of **speaking sub-skills** necessary for 'real life' interaction.

In addition to producing English sentences which are accurate and intelligible, oral communication also requires us:

- to be able to listen
- to have the confidence to participate
- to use a 'register' of language appropriate to the circumstances
- to know when and how to take turns in conversation
- to be able to 'think on our feet', selecting our words in response to the situation
- to be able to check and negotiate meaning with other speakers
- to be able to paraphrase our own and others' words
- to possess strategies for dealing with breakdowns or misunderstandings in communication
- to be aware of different cultural norms for opening, sustaining and closing a conversation.

These are complex sub-skills which demand a lot of the learner. Regular practice of speaking in class is essential for building up these skills (see 'Learning English through English' in the section 'Principles of the Communicative Approach').

■ ***Developing accuracy***

Accuracy focused tasks are usually controlled tasks that require students to produce language correctly, the emphasis being on minimizing error rather than on spontaneous speaking. Although accuracy tasks are not authentic communication tasks, they play a crucial role in consolidating new language for students. They are necessary for giving students the confidence they need to use language that they have just acquired as well as for ensuring that they are able to produce new forms correctly (see 'Practice' in the 'Teaching grammar' section). Use controlled and semi-controlled accuracy exercises to encourage shy students to speak, leading on to tasks that build fluency. Students of every level can benefit from controlled accuracy exercises that draw attention to specific areas of difficulty or common errors.

The following tasks can be adapted for practising any new language, such as vocabulary items, a structure, functional phrases or pronunciation. Many of these suggestions are based on the concept of classroom **drilling** (See 'Presentation techniques: focusing on form' in the 'Teaching grammar' section) but can also be adapted for individual students who need extra practice by using a language lab or a tape recorder at home.

The first six suggestions are designed for controlled practice whereas the final six suggestions are suitable for semi-controlled practice to give extra practice once students have mastered the form. Some ideas are included for **dictation** work which involve all students and replicate the need for clear communication. The writer needs to listen closely and check what he hears, while the speaker needs to concentrate on accuracy of pronunciation and correcting any written errors at the end of the task.

All of these activities can be adapted for practice of the IMO **Standard Marine Communication Phrases (SMCP)**. Extra suggestions for practising SMCP are given in the next section.

- **Back chaining drills:** Long sentences and multi-syllable words can be difficult for students to repeat correctly. It helps to break down the item into its constituent parts and drill them separately in reverse order and then link the sections together. For example, if your class has difficulty drilling the SMCP 'What kind of assistance do you require?', try drilling sections of the phrase in isolation, building up to the complete phrase like this: 'require'; 'do you require'; 'what kind of'; 'assistance'; 'what kind of assistance'; 'what kind of assistance do you require?' It is important to make sure that the section breaks represent the phrasing of natural speech (see 'Identifying thought groups' in the 'Rhythm and sentence stress' part of the 'Teaching pronunciation' section).
- **Choral drills:** This is a traditional type of drill when all students repeat a model together. The model is either spoken by the teacher or played on a cassette. As with all drills, it is important to maintain a good, quick pace and not to let the drills continue too long: if too much choral drilling is done, students' concentration is likely to lapse. Give the same, clear signal each time you want the class to respond (either a verbal command or a physical gesture) and check that everyone in the group is speaking.
- **Split class drills:** To keep choral drilling lively and interesting, divide the class into halves or groups and indicate which group should repeat after the cue. With regular drilling you can experiment with different groupings, for example by row, rank, age, place of name in the alphabet, etc. It is also possible to have groups take different parts in drilling a dialogue together.

- **Individual drills:** Single out individuals in the class to repeat what you say either by pointing or by calling their names. This keeps students' attention focused, especially if the item drilled changes a little each time. It is a good idea to intersperse choral drills with some individual drills so that you can check on weak students' performance. It is not necessary for students to stand up to speak: as well as slowing down the class and contributing to a formal atmosphere, this is likely to make individuals feel exposed and nervous with a higher chance that they will make mistakes. If an individual student is having difficulty drilling a particular item, do not force him/her to repeat it over and over again in front of the class as this is likely to demoralize him/her. Make a note of the problem and, at an appropriate moment, suggest that he should focus on improving this point by doing extra practice alone (but be sure to follow up his progress).

- **Open and closed pair drills:** (See 'Pair and group work' in the 'Classroom management' section.) After demonstrating a short exchange or dialogue, choose different students to practise it a few times in open pairs while the others listen. (With question and answer drills, let the first student choose someone else to ask.) Once the whole class understands what to do, ask them to practise the exchange with a partner in closed pairs. If more practice is needed, tell the students to stand up and mingle, practising the exchange with as many different people as possible.

- **Contrasting drills:** To make group and pair drilling more interesting, split the class into large groups and assign opposite characteristics to each group, for example, loud/quiet; angry/happy; tired/lively; quick/slow; etc. The students should drill the model with intonation and pitch that conveys the assigned characteristic of their group (see 'Intonation and pitch' in the 'Teaching pronunciation' section.)

- **Substitution drills:** When students have had sufficient practice with the original item, give them some more varied practice by replacing a word or part of the sentence with an alternative. Give the students a prompt and ask them to supply their own alternative word or choose from a substitution table (see 'Substitution tables' in the 'Practice' part of the 'Teaching grammar' section).

- **Class surveys/Group questionnaires:** This technique is useful for giving semi- controlled practice of tenses, question forms or vocabulary items that have already been modelled and drilled. Split the class into groups and ask each group to prepare a questionnaire that incorporates the new items. For example, if the Present Perfect question form has been taught and drilled, students should prepare a questionnaire repeating this structure with a range of verbs (e.g. 'Have you ever been to India?', 'Have you sailed on a tanker?', 'Have you ever put out a fire on board?').

You may want to write a selection of verbs on the board in their infinitive form to give the students some choice. Once students have completed their questions, they should either interview someone from another group or they should ask their questions to as many people as possible, noting the individual replies. After interviewing, the students should have time to summarize the information they gathered in the form of a report.

- **Checklist simulation:** Checklists for monitoring onboard procedures can provide a realistic way to practise new language such as tenses or technical vocabulary. If an authentic checklist is not available, prepare a sample one yourself. First, drill any new vocabulary with the class then put students into pairs and set up a simple simulation based on questions and answers concerning the checklist. For example, Person A could decide which of the activities on the checklist he has completed and which still remain to be done. Person B then questions him/her to find out how much he has achieved so far. This would give intensive practice of the Present Perfect and Past Simple tenses in the context of checking work that has been done to date. This could be extended into a simple written or oral report at the end of the exchange.
- **Vanishing dialogue:** Write a dialogue on the board or on an OHT and drill it with the class. Then rub off one line and ask the class to repeat the whole dialogue again. Keep removing sections of the dialogue until only the opening and end remain and the students can say the dialogue from memory. (See 'Memorisation' in the 'Presentation techniques: focusing on form' part of the 'Teaching grammar' section.)
- **Guided dialogues:** Once students have drilled a dialogue and are familiar with its structure, write the outline of the dialogue in diagram form on the board (use SMCP dialogues for example). This will provide students with a framework for creating their own dialogues using their own words while revising the structure or phrases they have just practised.
- **Wall dictation:** Traditionally, the teacher dictated while students wrote in silence but there are other student-led variations which focus students' attention on the accuracy of their spoken English. For this activity, prepare a short text and stick a few copies on to one wall of the classroom. Put the students into pairs and ask each Student A to sit at opposite ends of the room. Each Student B must go to the wall, read a section of the text, memorize it, run back to his partner and dictate it to him/her. While Student A writes, Student B returns to the text to memorize the next phrase and so on. The winners are the pair who complete the dictation first with the least errors. (To make sure that each partner gets a chance to

dictate, tell the pairs to swap over when they reach a designated point on the text.)

- **Split pair dictation:** Prepare two versions of a text, blanking out alternate sentences on each one. Copy the texts and distribute them to pairs of students, explaining that between them, they have the complete text. They should start to read the text aloud, Student A writing down what his/her partner says in order to fill the gaps then dictating the next sentence from his/her version for Student B to write down. Once each pair has the complete text, they should check their versions and analyse any errors they made.

- **'Thinking' dictation:** With students in pairs, give Person A a short text that either contains errors or omissions relating to a specific language point (grammar, vocabulary or spelling). While dictating the text to his/her partner, Person A must identify the errors/omissions and correct the text as he dictates it to his/her partner. While writing, Person B should think carefully about the content and underline any parts which he thinks may not be correct. At the end of the task, pairs should re-assess the accuracy of Person B's text both for content and spelling, making improvements as necessary.

- **Student-led dictation:** Tell students to research a particular aspect of their job specialism and to write a short paragraph describing it (e.g. a technical procedure, an aspect of safety management, operational instructions, etc). Mark each student's work, ask them to rewrite it correctly then practise reading it aloud at home. Put the students into small groups, explaining that each student will take turns dictating his/her paragraph while the others write. Each person should start by introducing any technical words which may not be known to the other students. When the dictation is finished, the group should compare their versions and discuss why they may have made mistakes. (See 'From research to writing' in the 'Guided process writing' section.)

- **Pair race dictation:** Introduce an element of competition with this activity. Prepare dozens of sentences on separate slips of paper and put them into a box on a table in the centre of the room. Each partner in each pair should take it in turns to pick a sentence out of the box, return to their partner and dictate it. At the end of the time limit, ask each pair to count the number of sentences they have managed to write down. The pairs with the highest number should read out their sentences one by one. The winning pair is the one which has the highest number of sentences correctly written down.

- **Chain dictation:** The teacher prepares a short text of two or three sentences. Students sit in a semi-circle and the teacher gives a student at one end a board pen. The student selected for this role

should not have any difficulty with writing. The teacher dictates a short chunk of the text to the student at the opposite end of the line. He or she tells this information to the student next to them who in turn passes it on to the person next to them. When the information finally reaches the student with the board pen they write what they heard on the boards. While this information is passing round the line, the teacher dictates the next part of the text which travels around the group in the same way. Repeat the process until the group has constructed a version of the original text on the board. If possible, play music in the room quite loudly so that the students can only listen to one person at a time and in multi-lingual groups prevent students with the same native language from sitting together.

- **Banana dictation:** An amusing name for a great activity. A simple dictation but the teacher substitutes words from the text with the word 'banana' (or another strange word that does not appear in the text). The students write down the words they hear, as in a regular dictation but when they hear the word 'banana', they leave a gap. So, the teacher could read, 'Captain Smith has banana instructions to the engineer' and the student would write 'Captain Smith has _____ instructions to the engineer'. When the text is complete the student is faced with a gap fill exercise to complete. This activity can be used for practice with lexis or a grammatical structure.
- **Shouting Dictation** – this is a variance on student-led dictation where the students are put into pairs. Each pair stand at opposite ends of the room from each other. They have to relay a message for their partner to put in writing. As the dictating partner tries to make themselves heard by shouting over their classmates, it becomes difficult to decipher the message therefore the partner receiving the message has to concentrate and focus on what their partner is saying.

Standard Marine Communication Phrases (SMCP)

With their emphasis on accuracy, the activities described above are especially useful for giving practice in **Standard Marine Communication Phrases** which rely on clear communication. In order for students to retain the phrases, it is necessary to spend regular time revising short sections. The training manual titled 'Seaspeak' is based on the Standard Marine Navigation Vocabulary now superseded by SMCP. However, it provides another good source of training exercises which could be adapted for SMCP.

- **SMCP comprehension activities:** Record a selection of dialogues on cassette that use SMCP and prepare a comprehension task from the 'Teaching Listening' section (e.g.

multiple choice responses; true/false questions; gap-fill dialogues; matching SMCP questions and responses; jigsaw dialogues; dummy sentences; spot the errors; or predicting the response). If these activities are treated as group tasks, students will integrate listening and speaking skills.

- **SMCP message markers:** Record a selection of individual SMCP messages on to a cassette. Ask the class to listen and decide what the appropriate message marker would be for each one.
- **Students' recordings:** Ask students to make their own recordings at home, using a language lab or taking turns to use the tape recorder in class. Put students in pairs and have them record a short dialogue, choosing their own questions and responses from memory. They should then compare their recording with the original text and discuss if they are satisfied with their work. If not, they should close their books and re-record the dialogue until they are satisfied with it. Use the students' cassettes for further drilling, comprehension and dictation activities (see suggestions for dictation tasks above). Listening to their own recordings will increase student motivation by personalizing the SMCP text.
- **Taking notes:** Have two students read an SMCP dialogue to the rest of the class.
Give the other students a 'while-listening' task that requires them to note down important information from the dialogue in an authentic form. (As an alternative to reading aloud, play the students' own dialogues on cassette: see the exercise 'Students' recordings' above.)
- **Transferring messages to SMCP:** Start by giving the students a few messages in 'general' written or spoken English that relate to either external or on board communication topics. Together, practise transferring the messages into the correct SMCP form. This could lead to further revision of VHF procedures and/or revision of appropriate SMCP responses.

Drilling SMCP with recording device: Make your own recording of a short section of the Standard Marine Communication Phrases that contains a question and response sequence. Take care not to include too many phrases: eight phrases is probably enough for one session if they are to be properly learned and practised. Create a context for presenting the phrases to your students (see 'Presentation Techniques' in the 'Teaching grammar' section and the 'Pre-listening tasks' section) then, once the class understands the meaning of each phrase, drill them in turn, using some of the techniques described in the 'Developing accuracy' section above. Once the class is familiar with the phrases, rub them off the board and play the questions only, pausing the cassette after each question so that the students have time to supply the correct answers. Encourage peer and self-correction when errors arise. If a language lab is available, students can record

their own voices, checking whether their responses are correct and monitoring their own pronunciation.

- **Half dialogues:** Write out one person's part of a dialogue containing SMCP and give it to the students. Ask them to work with a partner to complete the dialogue using appropriate phrases. After checking their answers, they should then practise the dialogue together. Alternatively, adapt this exercise by recording one half of the dialogue on to cassette and asking the students to respond after each prompt (see 'One-sided dialogues' in the 'Listening for gist' section).
- **SMCP dialogue prompts:** Once the students have had time to learn and memorise a section of SMCP, select some short dialogues that they are familiar with. Write a prompt in the form of just one or two words for each line of dialogue on the board (see 'Prompts' in the 'Practice' part of the 'Teaching grammar' section). Put the student in pairs and ask them to reconstruct the dialogue without looking it up in their books. The pairs should compare their answers and discuss any changes in content. Encourage pairs of students to learn the dialogues and to act them out in small groups in the class.
- **Random choice communications:** This exercise will help with revision of a range of short question and answer phrases relating to a section of the SMCP document. Put students in groups, give them some blank pieces of paper and ask each student to write just one phrase on each piece of paper. The groups should fold the papers and mix them up then one person in each group should choose one at random and read it out to the others in the group. The other students should try to respond with an appropriate phrase as quickly as possible.
- **Collaborative dialogues:** After studying and practising a range of SMCP related to a particular section (e.g. 'Cargo handling procedure: loading and unloading'), write the titles of the relevant sub-sections onto pieces of paper, put them into a container and mix them up (e.g. 'loading capacities and quantities'; 'port cargo handling gear and equipment'; 'preparing to load'; 'preparing to unload'; etc.). Ask one of the students to choose a piece of paper at random and read out the topic then ask the class to construct an appropriate dialogue on the board, using the phrases they have learned. To encourage a collaborative atmosphere, ask different students to write each line of the dialogue and do not intervene unless the task becomes too difficult. (See also the exercise 'Dialogue building' in the 'Promoting fluency' section below.)
- **Guided SMCP role plays:** Prepare a guided dialogue using SMCP (see 'Developing accuracy' section above) and also some simple

role cards to vary the information contained in the dialogue (see suggestions for role play in the 'Promoting fluency' section below). Once the class has completed and practised the guided dialogue, hand out the role play cards to pairs of students and ask them to try the dialogue again but using the new information they have on their cards. It is more authentic if students are seated so that they cannot see each other (see the exercise 'Guided telephoning' in the 'Promoting fluency' section below).

- **Free SMCP role plays:** Prepare a range of situations onboard a vessel that would require seafarers to use SMCP. To make the situations more realistic, present each one differently in an authentic message format that requires action (e.g. a telex, an urgent weather warning recorded on tape, an incoming VHF communication, a problem reported by a crew member, an order from the Captain, etc.). The students should work in pairs, improvising a suitable dialogue in quick response to each situation using appropriate SMCP. They should not write down the dialogues until the end of the activity. After writing down their dialogues, the pairs should form groups, exchanging their work and discussing the reasons for any differences between their ideas.

■ ***Promoting fluency***

Conversation classes and open discussions are notoriously difficult to handle because students may lack the necessary language to express what they want to say; the conversation may be dominated by strong students; the topic may not motivate the students to contribute much; or students may feel embarrassed to voice their personal opinions in English. The result is that the teacher often has to intervene or ends up taking control of the discussion, which defeats the aim of developing student speaking skills. At any language level, it is better to plan speaking activities in advance: students respond better and will feel more confident when they are linguistically and psychologically prepared for a structured activity.

Rehearsal stages will highlight any language problems which the student is likely to encounter during fluency practice and help build up confidence. Remember that this type of activity could be outside your learner's educational experiences so not only could you encounter the uncertainty caused by unfamiliarity but also resistance due to the learner not appreciating the value of practising fluency in the classroom. Problems of confidence are also helped if the subject of any conversation is familiar to the learner. By connecting the topic to a learner's area of expertise in the maritime industry, the teacher can ensure that the learners feel themselves on solid ground and gain the authority to speak out (see section on Task based learning).

The speaking activities described here are designed to develop fluency as well as accuracy. They can be used at the 'production', 'engage' or 'activate' stage of a class, depending on the needs of the students and the aims of the lesson (see

'Stages of lessons' in the 'Classroom management' section). Some are based on the **information gap** concept of exchanging information, others rely on the students to use English for problem-solving, task completion or discussion. The purpose of each activity is to develop 'natural' speech so students will not be judged on grammatical correctness alone but on their ability to make their point successfully. If your class feels inhibited about doing fluency activities, tell them that the emphasis is on communicating fluently and that mistakes are to be expected when speaking spontaneously. Remind them that they should try to correct themselves if possible but should try not to let mistakes interrupt their speaking.

- **Describe and draw:** (See 'Practising new vocabulary' section)
- **Spot the difference:** (See 'Practising new vocabulary' section)
- **Story building:** Prepare a sequence of simple pictures that illustrate an event and put them on the board or an OHP. Reveal the pictures to the class one at a time, eliciting an oral description from the class for each picture until they have described the whole episode. Leave the pictures on display and put the students into small groups, asking them to reproduce the narrative together, in writing. They should use one piece of paper per group, each person taking a turn to write down the consensus description of each picture. (See also 'Reconstruction' in the 'Post-listening tasks' section.)
- **Picture story:** Prepare a sequence of simple pictures that illustrate an event, copy one set for each group, mix them and hand out the sets of pictures - one per team member. Each student keeps their picture hidden from their teammates. One by one, they take turns to describe what they can see in their picture to the rest of the group. After everyone has had the opportunity to describe, the team must decide which order the pictures should be in to tell a complete story (still without looking at each others' pictures). For lower levels, time could be allocated for preparing notes and key vocabulary before speaking.
- Encourage the students to listen carefully and report back to see which groups had similar ideas. (Try the 'Jigsaw procedures' activity in the 'Practising new vocabulary' section as a variation on this task.)
- **Dialogue building:** Write the opening line of a dialogue on the board (e.g. a line from an SMCP conversation) and elicit appropriate responses from the students by asking what they think should come next. Wait until they have offered several suggestions, choose the best one and ask a student to write it on the board. Continue to build up a dialogue together based on the students' own suggestions. Encourage students to feel responsible for creating a good model by getting them to correct any mistakes themselves as they occur. At the end, the students will have a good model

dialogue that they have produced themselves which they can then practise in pairs.

- **Internet chat rooms:** Communicating live in an online chat room differs from e-mailing since the information is received immediately as it is being typed and requires a quick reply. It can be made into a speaking exercise for students if they work together to discuss quickly what responses to write in the chatroom. The dialogue evolves spontaneously like a written conversation and, using short forms, can be more like speech than writing. The students will find this activity very enjoyable and when finished you have an onscreen record of the learner's language, which can now be analysed by the authors with or without teacher guidance. The conversation could also be printed and worked with on the page, lending itself well to peer correction activities.

- **Guided telephoning:** After drilling specific phrases used for making and answering telephone calls, put students into pairs, Student A acting as the caller and Student B as the person answering. To simulate the conditions of a phone call when the speakers cannot see each other, ask the pairs to turn their chairs back-to-back so that they face opposite ways. Then follow the same procedure for 'Guided dialogues' in the 'Developing accuracy' section.

- **Reconstructing a phone call:** Divide the class into pairs, Student A acts as the caller and Student B as the person answering. Give each Student A a written message of a telephone conversation and give Student B a blank phone message form. Explain that Student A has to pass on the message to Student B in a simulated telephone call. During the conversation, Student B should fill out the details of the message on his/her form and, at the end, should compare his/her message with Student A's original message.

- **The right register:** This can form the basis for a group discussion activity on the importance of using the right social register in English. It can also lead into some controlled practice of useful functional phrases. Prepare a multiple-choice quiz: each question should describe a different communication situation that seafarers might come across (e.g. giving orders to crew; socializing; speaking to an agent; taking orders from the Captain; dealing with passengers; etc). Prepare a choice of four responses for each question, each expressing the same message in a different way (e.g. one rude, one appropriate, one too formal and one which might be a direct translation from the students' first language). The students should discuss which answer they think is most appropriate and give reasons for their decisions. This will also help them to consider the issues in communicating with people from

other cultures where norms vary regarding how direct/indirect you can be when addressing colleagues of different positions.

- **Communication strategies:** This is another activity which focuses on cross-cultural issues. Prepare a set of situations or short dialogues that each involves a communication problem. (e.g. 'You are a Second Officer. An English pilot comes aboard your vessel and gives you orders but he speaks very quickly and you find his/her accent difficult to understand. He seems irritated when you ask him/her to repeat him/her self. What do you do?') Copy one set for each group, cut each situation up so that there is only one on each piece of paper and put them into an envelope or face down in front of each group. (Do not supply any answers.) Each member of the group should select one situation at random and read it aloud to the others. Together, they should discuss what the problem is, why it occurred and different ways to deal with the situation. Everyone should try to offer a solution and then the group should try to agree on one solution which is acceptable to all members.

- **Problem-solving simulations:** Prepare a description of a difficult situation onboard a vessel which includes several different problems. Write the situation on the board and then divide the class into groups. The task is for each group to discuss all aspects of the situation and come up with a solution within a limited time period. One person in each group should write the key points of the solution on to a poster-sized piece of paper which they should display on the wall. The groups should walk around and read each other's solutions, comparing them and questioning other groups about their decisions.

- **Functional expressions:** All simulation and roleplay activities create a context where expressions for particular functions are especially useful. For example, discussion activities could require giving opinions, agreeing and disagreeing, making and accepting interruptions. Learners will find fluency practice easier if they have a store of this language to draw upon. Although the purpose of fluency practice is fluency itself, students will find more reason to be involved if they see a connection between the activity and the language they are using within it (see section on pre-teaching vocabulary).

- **Role play:** A role play differs from a simulation in that, in a role play, students are required to respond to a situation, speaking from the point of view of another person. Students usually respond well to the opportunity to 'be someone else' for a while, especially if they get promoted to higher ranks or positions of authority! This activity can also be designed to take account of strong and weak students by varying the complexity of information and the instructions that

you give them. SMCP dialogues can be adapted into role plays by copying key information on to role play cards (see Bibliography and details of 'International Maritime Language Programme' for examples). If you want to set up your own role play, start by devising a problem situation (as for a simulation). Work out how many characters will be involved in the situation according to the number of students per group (a maximum of six is usually enough) and plan how each character will react to the situation, what he will want to achieve and what his/her motives are. (Including an element of conflict between some of the characters, such as differences of opinion, strong personal beliefs or an ulterior motive will help generate discussion.) Write the specific information for each character on to separate pieces of card. Explain the situation to the class, divide them into groups, hand out the role cards and give the class a few minutes to read their own cards, think about the situation and plan what they will say. (It is possible to write easier roles for the weaker students and vice versa.) Give the students a time limit for the whole activity then ask them to start by introducing themselves to the group and saying what they think about the situation. Encourage them to respond to each other's ideas, exchange opinions, debate, argue, agree and disagree but do not try to intervene in the discussion. If the class responds well, ask each group in turn to re-enact their role play for the rest of the class.

- **Free roleplay:** Instead of preparing role cards for students, involve them in creating their own information for a role play, based on an authentic text. Choose a standard form that could be used as a discussion point between two people such as a job appraisal form, a checklist, an auditor's questionnaire, an order form, etc. Explain the context for the roleplay to the class (e.g. an auditor is speaking to an engineer and making notes on the form). Divide the class in half and allocate one role to each half (e.g. the auditor and the engineer). Together, students should brainstorm the questions or comments they would make in response to the text. Once they have decided what information they may need to provide during the roleplay, pair off students from each half of the class and ask them to improvise their own roleplay conversation without referring to their notes.

- **Debates:** Informal debating occurs during many conversations and it is important that seafarers can contribute their ideas freely when required. Debating activities help students practise the functions of giving opinions, agreeing and disagreeing and responding to what other people say while reinforcing the need for tolerance of ideas which may be different to our own. Prepare a few statements which could be considered controversial. Divide the class in half and give a time limit for the task: one half should brainstorm reasons for agreeing with the statements and the other half reasons for

disagreeing with the statements. At the end of the time limit, group two pairs of students from each half and ask them to exchange their opinions without referring to their notes.

- **Talks and presentations:** This is a demanding activity that involves a lot of preparation so give students plenty of time to research, plan and rehearse their talks (see 'Technical presentations' in the 'Integrating maritime topics' section). At the preparation stage, include discussion of what makes a good presentation and remind students that, in order to sound natural and to keep their audience's interest, they should use notes and look at the audience instead of reading from a script. Give controlled practice to help students memorize some useful functional phrases. Encourage students to practise by recording themselves and assessing a partner's performance (see 'Self-assessing spoken accuracy' below). When the students are ready, arrange to video or tape record each student speaking to the whole class, if possible. Give the students a while-listening activity to do (see 'Teaching Listening' section) and encourage comments and questions after the presentations. Mark each student according to his/her spoken accuracy (pronunciation, grammar, vocabulary), choice of register and fluency. If possible, give individual feedback by talking to each student about the strengths and weaknesses of his/her presentation.

- **Self-assessing spoken accuracy:** To help students monitor their own speaking abilities and revise language work, give each student a copy of a checklist for grading fluency. The list could either focus on the structures, phrases, vocabulary and aspects of pronunciation that the students have studied to date or could focus on just one of these areas. Supply a four or five point scale that can apply to each language area, allowing the student to grade different aspects of his/her own performance, for example: 'I am very pleased with this: I performed to the best of my ability and did not make any major errors'; 'I am satisfied with this: although I made some mistakes, I know I can correct them'; 'I am not very satisfied with this: I made too many mistakes that I need to work on'; 'I am not at all satisfied with this: I need to revise and practise much more'. Before grading a student's spoken work, ask him/her to prepare by assessing his/her own performance, using the checklist while listening to a recording of his/her own work. Help students to use the checklist to prepare an achievable programme of self-study.

- **Just a minute:** This is an activity best organized as a competitive game. It is only useful once your class is aware of the benefits of free fluency practice. Organize your class into two equal groups, trying to allocate students with a variety of abilities to each group. One student is given a topic to talk about and he or she must try

to do so for sixty seconds without hesitation, repetition or deviation from the subject. If they hesitate, repeat or deviate after, for example 35 seconds, the topic is passed over to the other group for the remaining 25 seconds. Should this speaker break one of the rules after 20 seconds then the remaining 5 seconds is given back to the other team. The team who finishes the minute receives the point. The beauty of this activity is that all importance is placed on fluency and mistakes with language are irrelevant to completing the game. This activity can be adapted for lower levels by giving them time to prepare ideas about the topic in their groups before the timed speaking starts.

- **Alibi:** Create an onboard or on shore workplace scenario, in which something has gone wrong e.g. an engineering repair has not been carried out correctly. Two students are given the role of engineers or **suspects** and are sent out of the room to create and rehearse an alibi clearing them both of responsibility. While they are out of the room, the rest of the group act as superintendents or investigators and prepare a series of questions designed to find out if the two are responsible or not. One of the suspects comes back into class to face questions. Then the other suspect, without notes and without hearing their partner's answers, returns to class to face the same questions. If their answers are not sufficiently similar they are caught out and deemed responsible. The language used is not focused more on fluency than on accuracy and as there is quite a lot of preparation time, it can be used with lower levels provided your class is familiar with the context and language required.

- **World's greatest:** One student stands in front of the class and claims to be the world's greatest expert on a specific subject of their choice. They must talk about this subject for a minute, before taking questions from the rest of the class. The activity is intended to build confidence and fluency not to pick up every mistake made: if the task can be made into a fun activity, the students will appreciate the value of a purely fluency-based activity. This works best with confident students.

- **Mini-talks:** This activity is designed to be diagnostic and give students freer speaking practice in the form of mini-talks in small groups; it works ideally with a small class. The teacher then focuses on accuracy in a follow-up activity and feedback sheet in the next class. One student in the group chooses a topic and talks for 3 to 4 minutes - students B, C and D then ask questions about the content, the teacher notes down problematic language. The next day the teacher revises, corrects or teaches the main lexical items and phrases that the students had difficulty with and feeds in any new items that would improve the task. The students re-tell their improved version to a new group: at the end the teacher

gives out an individual feedback sheet which focuses both on problematic as well as good use of language and pronunciation.

■ Teaching writing

There are many similarities between the productive skills of speaking and writing. As with speaking, it was traditionally assumed that students would automatically be able to produce good written English after being taught about language structure. Much of the writing that students did in class tended to be in the form of exercises that required the student to produce correct structures at the level of single sentences. While helpful for consolidating grammar and vocabulary, these restricted practice exercises did not in themselves mean that students learnt how to write well in English. Extensive writing practice was traditionally given in the form of essays on a set topic done outside the class.

While it is important for students to have the opportunity to write discursively, the lack of guidance in free essay writing makes the task difficult for the student to produce and difficult for the teacher to grade. Moreover, essay writing alone does not prepare students for the range of different text types they need to produce in the world of work. Both these examples show that, traditionally, the primary concern regarding writing was the accuracy of the finished product. This form-focused or 'bottom up' approach to writing can be described as **controlled writing** or **product writing**.

Product writing tasks, like accuracy focused speaking tasks, are necessary for helping students to manipulate and practise the structures they learn. However, communicating in writing involves more than producing a string of English sentences which are grammatically accurate.

Effective written communication in 'real life' requires us to:

- be able to read effectively
- choose an appropriate means of response
- plan the content of our response before writing it
- have a clear idea of the purpose of the text we are writing
- organize our thoughts in a logical, linear sequence, in keeping with the rhetorical pattern of English
- signal the organization of information by using paragraphs and cohesive markers
- use a layout appropriate to the type of text
- use an appropriate register of language
- draft, check, edit and revise our own writing (both at sentence level and at discourse level).

In other words, classroom instruction needs to take account not only of the written product but also of the processes involved in writing. Writing should not be given as solitary practice of grammar exercises or reserved for exclusively for homework. If students are to be able to produce the range of written work that is expected of them as officers, they will need guided practice in each of the sub-skills outlined above. **Process writing** provides a way of doing this by means of classroom activities which take a global or 'top down' approach to writing. This requires ongoing input, supervision, support, revision and regular feedback, as with the teaching of any communication skill.

There are suggestions below both for product writing to help students focus on accuracy and process writing which stress the communicative value of writing. (Note: It is a basic requirement for these exercises that students are able to read, understand and write the Roman script.)

■ ***Integrating writing into teaching***

Writing, like other skill areas, can be taught from an early stage, so long as the tasks are graded according to the level of the group. Introduce concepts in 'manageable chunks', using the PPP or E.S.A. model as a framework (see 'Stages of lessons' in the 'Classroom management' section) and selecting from the suggestions below. Whatever the stage of the lesson, writing should be integrated with other skills and language work. In reality, writing is often done in response to reading, listening or speaking. Responses can include a wide range of text types such as messages, invitations, requests, instructions, notes, memos, minutes, etc. For example, authentic practice can be given if students are asked first to read a telex, letter or memo for comprehension, then to study the particular features of the text and finally to write an appropriate reply using a process writing task. If you have a wide range of abilities in your class, it may be necessary to give different writing tasks to groups at different levels.

It is important to monitor all students during writing tasks, giving discreet support to each person in turn so that you are aware of how each person is developing. This type of immediate feedback is valuable for individuals and is also less time-consuming than marking after the lesson. Some work will, however, need to be marked in full. **Grading students' work** can be de-motivating if its sole purpose is to correct mistakes. It is very important to give praise for students' development and to acknowledge the communicative quality of their work. Tell students what you are looking for when you mark and give marks for different aspects on different occasions, according to the aim of the task (e.g. communication of message, organizational structure, grammar and vocabulary, punctuation and spelling, handwriting, layout, register etc.). Use a consistent marking scheme with codes to categorize the type of error, rather than correcting all the errors for each student. This will encourage students to check, analyse and learn from their own errors, rather than passively accepting your corrections.

Since most writing is now done on computer, students are often much more comfortable writing this way. Writing on computer has other advantages since the student can correct all their mistakes and finish with a product, which is free of

unsightly teacher's correction marks and without having to rewrite the whole piece. A number of websites (see Bibliography for recommended sites) have online writing programmes, which are graded according to level and offer a wide variety of topics. It is still useful to do writing work of this kind in class time with teacher supervision since students eager to impress may simply cut and paste information from a website.

■ ***Controlled writing: sequence level***

Analytical reading tasks are a good starting point for many of the guided writing tasks suggested below (see 'Reading for detailed comprehension' in the 'Teaching Reading' section). Focus on the features of written English that show students **how meaning is organized within and between sentences**, such as conjunctions, cohesive devices and paragraphs. Integrate this study with guided process writing practice to help students use these features in their own texts (see next section).

Many problems in writing arise when students try to translate directly from their first language into English. The following activities are product-oriented tasks that focus on accuracy. Their aim is to help students deal with the mechanics of writing, mainly at word and sentence level. Wherever possible, controlled activities should be set in meaningful contexts using examples from a variety of authentic texts. It is better to focus on the cohesive devices that appear in a range of authentic texts than to devise your own texts for practising specific structures. This will expose your students to the specific requirements of different types of writing in English.

- **Punctuation:** After studying the meaning and use of the various elements of punctuation, provide students with a text in which some but not all of the punctuation is wrong. Tell the students the number of errors and challenge them to identify where the mistakes are and to correct them. Next, give them a text which contains no punctuation and ask the students to insert punctuation appropriately, comparing and discussing their answers at the end.
- **Spelling:** Identify some of the main problems that your students have with spelling and adapt the punctuation activity above to focus on spelling errors. Another idea is to record samples of students' own written errors and to write them in numbered sequence on the board, mixed up with sentences that are completely correct. Ask the students to work in groups, 'repairing' the sentences that they think contain mistakes. Turn this into a competition to see which groups can identify and are able to correct all the errors.
- **Handwriting:** If your students have minor problems using the Roman script, such as mixing up capital letters and small letters, photocopy sections of some students' work, making sure that the names are removed. Give these samples out to groups of students and ask them to circle the errors of handwriting then to copy out the sections of text accurately.

- **Characteristics of spoken and written English:** To raise students' awareness of the differences between speech and writing, record a spoken message in natural speech and then give out the transcript of the message (the message could be, for example, a senior officer giving instructions to all ratings). Prepare a second, more formal version of the same message in writing (e.g. a memo to all crew) and copy both the transcript and the written version. Ask the students to listen to the recording while reading the transcript and then to compare the transcript with the written text. Elicit a list of the contrasting characteristics of the two texts. (The features of the spoken message should include idioms, colloquialisms, multi-word verbs, contractions, fillers, hesitations, unfinished sentences, question tags and spontaneous 'add on' phrases while the written text may use more formal vocabulary, full forms, complete sentences, the passive voice, more nouns, and possibly special functional phrases.)
- **Matching phrases:** Select a semi-formal written text and extract a few phrases, transferring them into informal, spoken English. Give the full written text to the students to read for comprehension, then give out the list of informal phrases. Ask the students to read the text again and match the informal phrases with their equivalents in the formal text. Follow this up with study of word collocation and discussion of register.
- **Substituting phrases:** To follow on from 'Matching phrases' above, prepare another semi-formal text but include in the text several phrases that clearly represent spoken English (see 'Characteristics of spoken and written English' above). Ask the students to read the text and identify the phrases that are inappropriate in the context of written English. When you have checked their answers, ask them to rewrite the text in pairs, substituting the spoken language with appropriate neutral phrases.
- **Functional phrases for writing:** To show students how certain phrases are used in different types of writing, present them with two or three samples of one type of text, such as a formal letter, a memo or a telex. Discuss the purpose of the texts and their level of formality then ask the students to identify phrases that match specific functions such as introducing the topic, reminding, requesting, instructing, advising, thanking, signing off, etc. Focus on and give practice of any special linguistic features in the phrases such as collocation or grammatical structure. Next, provide another text in which similar functional phrases have been blanked out and ask the students to complete it without referring to their notes.
- **Topic sentences:** Most kinds of formal writing, which is organized into paragraphs, use topic sentences which direct the reader to the general purpose of the paragraph. These are a feature of written

discourse and can be easily practised. Simply give the students a text which has had the topic sentences removed and write the missing lines on the board. The students have to read the text and match each sentence with the appropriate paragraph.

- **Multiple-choice conjunctions/collocations:** Design a multiple-choice task for conjunctions or collocations by taking an authentic text and blanking out some of the target items, giving each blank space a number. On the board, write three or four options for each numbered space then give out one copy of the text to each group. Ask the students to work together to discuss and choose the correct option for each blank.

- **Finishing sentences:** Follow on work with conjunctions/collocations by preparing a short authentic text as follows: for conjunctions, blank out the phrase that comes after the target words; for collocations, blank out half of the collocation and the subsequent phrase. Write the phrases at random on the board (or copy and cut them up for each group) then give the students a copy of the blanked out text. Ask the students to fill the blanks in the text with the phrases from the board and then to check their answers together. For further practice with collocations, adapt the 'Jigsaw reading' task in the 'Reading for detailed comprehension' section by splitting the text up in sections that end in a phrase, not a complete sentence. Ask students to reconstruct the text by analysing which sections logically follow on from each other, writing the complete text out in full.

- **Analysing reference systems:** After reading a text for comprehension, ask students to circle examples of pronouns ('this', 'that', 'he', 'his', 'their', 'those', etc.) in the opening paragraphs. Demonstrate how the pronouns refer back to the original subject by drawing connecting arrows, showing how this creates 'links' throughout the text. Ask the students to continue this task in pairs, drawing arrows that link the pronouns with the original reference. Next, give the students a paragraph to read in which the subject is repeated in every sentence with no pronouns used to replace nouns or phrases. Ask students to tell you why the paragraph seems unnatural then ask them to rewrite the paragraph using pronouns where necessary. (This activity can be adapted to highlight other examples of cohesive devices.)

- **Linking sentences with relative pronouns:** Students at lower language levels often have difficulty in combining sentences. Once they have learned about and had controlled practice with relative pronouns, ask them to combine separate sentences that relate to the same topic. For example, the two sentences 'A windlass is a piece of deck machinery. It is used for raising and lowering the anchor' can be combined into one: 'A windlass is a piece of deck machinery which/that is used for raising and lowering the anchor.'

Next, ask them to write a brief description of the tools or equipment used at sea for someone who has no experience of seafaring. They should name the objects and describe the function of each one. This activity can also be used to revise specialist vocabulary: first, the students should write some definitions of technical terms without naming the term itself (e.g. 'This is a type of machine that is used for ...'), then they should read out their definitions to their group members who should try to guess the object or name the term.

- **Sentence combining:** Once students have had practice with a range of cohesive devices, take a short, factual paragraph and rewrite it as a list of full sentences without any conjunctions or reference links. Write each sentence in a list on the board in the order in which they appear in the text. Then ask the students to combine the sentences using the cohesive devices they have studied to produce the original text.

- **Cause and effect conjunctions:** Prepare some sentences that use conjunctions to describe cause and effect. Split the sentences in half and either write them randomly on the board in two columns or write each half on to a separate piece of paper and give a full set to each group. Ask the students to match the halves in order to make complete sentences. Next, give the students just one half of several more sentences and ask them to complete the sentences with their own ideas, using a suitable conjunction.

- **Describing cause and effect:** Follow on from the above activity by giving some freer writing that requires accurate use of cause and effect conjunctions. Select an authentic text that describes a series of cause and effect actions, for example relating to marine protection or safety. Write a table on the board containing two columns: one labelled 'cause' and the other labelled 'effect'. Fill in the 'effects' column with examples from the text and, as a pre-reading task, ask the students to guess what the possible causes could be. Then ask the students to fill in the rest of the table by identifying each cause in the text. After this, give the students a simple flow chart or series of pictures that show how a succession of minor hazards can escalate into a major disaster (e.g. how fires can start on board). Ask the students to write a paragraph describing the dangers using the language of cause and effect. (This could be made realistic if set in the context of warning seafarers or passengers about safety issues.)

- **Breaking down long sentences:** While some students have problems connecting sentences, others have difficulty in writing sentences which are clear and simple. This may be due to first language influence: some cultures favour complex sentences with several embedded clauses. In today's international business English, however, it is important to be clear, concise and unambiguous. To demonstrate this, prepare two short texts that say

the same message in different ways: one composed of long, formal sentences with dependant clauses and the other composed of shorter, clearer sentences in a 'neutral' style. Show the students half of both texts and discuss the differences between the language, asking which version they find easier to understand. Give the remainder of the long text to the students to read then ask for suggestions for rewriting it using short sentences. Write their ideas on the board then, if this goes well, ask the students to continue the rewriting in small groups. At the end of the task, the students can compare their ideas with the remainder of the short version of the text.

- **Self-assessing written accuracy:** Explain the marking scheme that you use to your students (see 'Grading students' work' in the 'Integrating writing into teaching' section above) and give them a reference page of notes with examples of how to use correction symbols. Students may not be accustomed to marking their own work so give practice by providing them with a model of poor writing and ask them to categorize the types of errors and then to correct the errors. Encourage the students to get into the habit of evaluating the accuracy of their own and others' work. Ask students to identify their own weak areas and suggest ways they can improve individually. For example, if spelling is a problem, suggest they make a note of key words they frequently misspell and, after writing, check spellings they are unsure of in a good dictionary.

- **Cut and paste lexical chunks:** Students research a subject online and cut and paste lexical chunks they think might be useful into their own piece. This requires the learner to demonstrate their understanding of how the item is used by incorporating it into a sentence of their own.

■ ***Controlled writing: paragraphs***

Because different languages have different ways of communicating meaning in the written form, students need to be aware of what is acceptable in English discourse. Paragraphing is a key skill because it represents the logical development of ideas within a text. A typical English paragraph starts with a general topic sentence which is expanded upon by each successive sentence, giving supporting examples and illustrations of the main point. This structure characterizes the linear logic of English discourse. Texts which include digression, superfluous detail and lengthy subordinated clauses may be incoherent to the native English reader. At advanced level, it may be useful to do some contrastive analysis of the organization of information between English texts and texts written in the students' first language.

It is recommended that, before progressing to writing tasks, you familiarize students with paragraphing through reading. The section 'Reading for detailed comprehension' contains several exercises which will help students develop

awareness of English paragraph conventions through analysis of reading texts (see the exercises 'Selecting key sentences'; 'Multiple choice topic sentences'; 'Paragraph summary matching'; 'Jumbled phrases'; 'Dummy sentences'; 'Understanding text organization'.)

- **Defining paragraphs in run-on texts:** Prepare a run-on text in which the paragraphs follow on from each other without visual breaks. Ask the students to read the text in pairs and to identify where the paragraph breaks should occur. After this, they should compare their answers with another pair and explain the reasons for their decisions.
- **Continuing paragraphs:** Select a text based on a topic that the students have some knowledge of. Prepare the text by blanking out the supporting sentences in each paragraph, leaving only the topic sentences. Ask the students to read each of the topic sentences and then to work in small groups, discussing what the supporting information could be in each paragraph. Next, they should work together to try to complete the paragraphs, comparing their versions at the end.
- **From facts to paragraphs:** Prepare a list of single sentence statements about a topic that the students have some knowledge of. The sentences should be factual: some generalized and some containing detail. Write the sentences on the board at random and ask the students to work in small groups, deciding which of the sentences would be appropriate for topic sentences. Next, the students should sequence the topic sentences to make an outline framework for a factual text. After this, they should decide which of the remaining statements to insert as supporting statements and finally, they should work together to produce a short text based on their framework of topic sentences.

■ ***Guided process writing***

Students should realize that even competent writers do not produce a 'perfect' piece of writing first time and that the process of writing involves various stages of planning, drafting, revising, editing, checking and improving. The **process writing** activities described below will help students of any level develop both fluency and accuracy in writing by focusing on each of these stages. The exercises are designed to be collaborative, providing support for students and raising awareness of their own development.

Even though these are guided exercises, the writing can still be authentic and communicative. Students should have a reason to write and should receive regular feedback on their work. It may not always be possible for the teacher to grade each student's work, so some of the ideas here suggest that students read and mark each other's work (see the task 'Self-assessing written accuracy' in the 'Controlled writing' section above). Exchanging texts in the class helps students

become accustomed to writing for different people, as they will have to professionally. Try to vary the 'audience' that reads your student's work by finding out if it would be possible for your students to write to students from other classes. Your students may even be able to write some of their writing tasks from other subject areas in English, if other lecturers agree. This is especially valuable if the task requires the students to read and/or research technical texts in English.

The tasks below start with awareness-raising suggestions for learner training, ideas for analysing text types, activities for each of the stages in process writing and finally some suggestions for collaborative writing activities.

- **Good writers:** Introduce students to the processes of writing by asking them to describe the stages that professional writers such as journalists go through before publishing their final work (i.e. discussion, research, planning, drafting, editing, revising, proof reading, etc.). Explain to the students that, in order to improve their written English, they also need to practise each of these stages. To make students reflect on the way that they usually approach writing tasks, devise a questionnaire based on statements that a 'good writer' might make, for example, 'I use a dictionary to check my spelling after I have written something'; 'I keep a list of special phrases for formal writing that I can refer to'; 'I like to have someone check my writing before I submit it'; etc. Students should work in pairs, discuss their answers together and decide whether they 'always', 'sometimes', 'rarely' or 'never' do the same themselves for each statement.
- **Students' diaries:** Encourage students to keep a written record of their own progress in English. They can either write it in their own time or you can schedule short, regular writing sessions during class time. Explain that as this is a personal project, they can choose what to write, the format and whether they want to show you their diaries. If they do decide to show you, make it clear that you will comment mainly on the ideas and only give suggestions for improving the accuracy.
- **Analysing layout:** Give the class a model of an authentic type of text in which the English layout conventions are different to that of the students' first language, such as a business letter. Give the students a few minutes to look at features of the text and to skim read it then ask them to cover it up. On the board, sketch the content of the text in block outline, each block in the same position as the section it represents in the text (i.e. the company name, the date, the sender's address, the greeting, the sign off, etc.). Ask the class to identify the features of the text and discuss how it differs from conventions in the students' culture.
- **Comparing text types:** Familiarise students with the range of texts that they might be expected to produce as seafarers by giving them

authentic samples (e.g. a technical report, a telex, a letter, an e-mail). Write prompts on the board to focus their attention on features of the texts such as the length, layout, special vocabulary, purpose, intended reader, register of language, etc. and ask them to make notes to compare the characteristics of each text. Tell the students to keep these texts as models for future writing work.

- **Jigsaw dictation:** Follow on from the 'Analysing layout' task above by copying another short text for each group, cutting up the constituent parts and mixing them up. Distribute the parts of the text between the members of each group, telling them not to show their piece of the text to anyone else. Then ask them to take it in turns to describe the part they have by identifying its function (e.g. the concluding paragraph of text, the greeting, the date, etc). Everyone in the group should listen carefully to find out who has the first part of the text. When they have agreed who has the first part, that person should read it aloud while the others write it down. The group members should continue like this, deciding the right order and dictating the pieces of the text to the group until they have produced the complete text.
- **Planning content:** Before students start drafting a piece of written work, encourage them to get into the habit of planning the content first. Divide the class into groups and give each group a single sheet of paper, telling them that they have a limited period of a few minutes to brainstorm all their ideas on the topic (see 'Brainstorming' in the 'Revising vocabulary' section). They should then consider which of the ideas are most relevant for inclusion in the text. At the next stage of the planning process, the students should transfer these ideas on to a mind map (see 'Revising vocabulary' section). When producing the mind map, the students should write the main ideas in the centre of a new sheet of paper with related points connecting to each main point. (The related points should consist of supporting detail and examples.)
- **Organizing ideas for writing:** After planning their ideas, encourage students to take time to discuss and decide a logical sequence for the main ideas and to prepare an outline framework before they start drafting. Demonstrate this on the board by showing the suggested layout of a specific text type with a note of the main point for each paragraph and a brief list of the supporting details for each paragraph, also in note form. Ask the class to do the same for their own work and then discuss the development of ideas with them before drafting starts. (They may need to reconsider parts of their plan at this stage.)
- **Drafting:** Once the outline has been agreed, tell the class to work in groups, expanding the notes on the outline framework into complete paragraphs. Only one person in the group should write at any one

time, taking suggestions from other group members. When one paragraph is complete, a different person should take over the writing. During this process of team writing, students should work together to find the right words, scribbling out and revising as they proceed, all the time keeping to the agreed outline. Reassure them that drafts do not have to be tidy as every change represents an improvement to the writing and inform them that they may have to make several drafts. Once the whole group is satisfied with their final draft, it should be checked for accuracy (see 'Self-assessing written accuracy' in the 'Controlled writing' section above) then neatly written out or typed and handed to another group for comment.

- **Editing others' work:** When students have produced their final drafts, ask them to read each other's work and comment on it. Encourage them to edit the work by providing them with checklists, varying the questions according to the features that the students have been studying and practising (e.g. layout, paragraphing, essential vs non-essential information, register, vocabulary, functional phrases, grammar, spelling, handwriting, etc.). Tell students not to make changes on the original texts but to make their comments on a separate piece of paper to return to the writers. (Remind students to be careful how they criticize and to give due praise to the writers as well.) When each group receives its edited work, they should discuss which comments they want to incorporate in their finished version.

- **Conferencing:** This is a technique for giving ongoing support to individual students during the writing process rather than waiting until they have finished before commenting on their work. Once students have completed the planning stage of a writing task, aim to have regular, brief consultations with each student in turn by sitting with individuals and asking them to describe their work in progress. Do not dictate exactly what students should write but help them to assess their own work, giving feedback and suggesting improvements if necessary.

- **Using students' ideas for writing:** Introduce a specific maritime topic that your students are knowledgeable about (e.g. types of engine) and elicit detailed information from the class about various aspects of the topic, noting their ideas on the board. Next, present the class with a simulation concerning the topic (e.g. the breakdown of an engine while at sea) and give them the task of writing a specific text in order to deal with the situation (e.g. a telex ordering replacement parts for the engine). Tell the students to use a process writing approach and to incorporate any relevant information from the board.

- **Dictogloss:** Read aloud or play part of a speech or presentation while the students note down the key points. Put the students into small groups and ask them to compare their notes and to try to

reconstruct the text together (see 'Reconstruction' in the 'Post-listening tasks' section). Explain that the aim is not for them to reproduce the exact text but to aim for a similar text that is written in accurate English and contains the main points. Once they have done this, they can compare their versions between groups and with the original. (If students find this activity difficult, give them detailed comprehension questions that follow the sequence of the recording. The answers to the questions will provide them with a basis for reconstructing the text.)

- **Writing from frameworks:** Once students have had practice with analysing text organization (see 'Understanding text organization' in the 'Reading for detailed comprehension' section), present them with the outline details of a type of text that they are familiar with. Discuss the topic with the whole class then ask the students to work in small groups to write their version of the text, using a process writing approach.
- **From diagrams to text:** This activity builds on reading activities which require students to transfer information from factual texts into tables or diagrams (see 'Text transfer' in the 'Reading for detailed comprehension' section). Once students are familiar with the organization of texts which classify different types of information, give them a selection of graphs, diagrams or charts showing information in different categories or classifications. Ask the students to discuss the diagrams then to write their interpretation of the data in full, using the outline of the model text as a guide.
- **Incident/accident reports:** After studying the type of information, language and format of a typical incident report, provide students with a series of simple pictures that show the stages of an accident or incident at sea. (Or, alternatively, start with a speaking task, mixing up the pictures and asking the students to decide on a logical sequence of events themselves.) Each group should then follow the process writing stages to produce a report that describes what happened, providing all the required details. (This activity also gives practice with chronological sequencing, and conjunctions of cause and effect.)
- **Simulation in writing:** Create a simulation by preparing a written instruction to hand out to groups in the form of a memo from a ship manager to a Master. The memo should present the Master with a problem that makes it necessary for him/ her to communicate with a third party in writing. After the students have read the memo, tell them to discuss the Master's reaction, what he will need to say and what written format he will use. They should then imagine that they are writing the Master's response, planning, drafting and checking their communication together before comparing it with other groups' work.

- **From research to writing:** Once students have had sufficient practice with reading and note-taking skills plus all the stages of process writing, give them research based writing tasks to do, either independently or in pairs. Researching is an important part of writing, both for professional and academic purposes. Find out from other instructors what topics your students are currently studying in other subject areas. Alternatively, consult with another instructor about an appropriate research topic for your class. Set your students the task of writing an explanation of how a specific process or system works and ask students to think of various sources of information available to them (text books, manuals, journals, reports, other teachers, other students, seafarers, etc.). Tell the class that they will need to take notes of their findings and ask them to prepare their work following the stages of process writing that they have practised in groups.

- **Predictive text messages:** All of your learners probably send text messages and many of them will use the predictive text function on their phone. Present your learners with a text in which you have deliberately included typical mistakes which a phone would make because words share the same button combinations e.g. 'home' instead of 'good' or 'if' instead of 'he' (include as many as possible). The students have to use their mobiles to research each word in the text to correct all the errors. A very unusual activity in that it uses something which is rarely thought of as a teaching resource.

- **Lone brainstorm:** Ask your students a general, open-ended question on a familiar topic and give them a few minutes to write down as much as possible on the subject. Tell them not to worry about spelling, grammar or neatness; rather, they should just let loose and write as much as possible. Do not explain the purpose of the exercise. When the time is up, explain how brainstorming is one method to overcome the problem of not knowing what to write and come up with ideas. Facilitate a class discussion about why it is sometimes hard to decide what to write and encourage students to share their own experiences and solutions. The teacher can give advice on how to improve what the student has produced and set a home work task based around the ideas expressed in the brainstorming activity.

- **Online writing courses:** Writing courses for English language learners exist on the internet. Students communicate with their teacher and their international peers using discussion forums. Students give each other feedback of the content of their work, while their teacher helps them with their language problems. These courses are arranged in two ways, for classes and for independent learners. Courses for classes can also be arranged in two ways, either with an English-speaking teacher acting as tutor, or with the students' local teacher taking responsibility for his or her own class.

Individual self-study students are taken care of by a tutor assigned by the website, either privately or as part of an international class. (See Bibliography for a recommended online course.)

■ **Content-Based Instruction (CBI)**

The Communicative Approach can be considered the principal approach for both English for General Purposes (EGP) and English for Specific Purposes (ESP). As Maritime English is also a sub-type of ESP, the Communicative Approach can also be adopted in the entire learning and teaching process. This, of course, does not eliminate any other approach or method that the Maritime English language teacher finds useful in order to meet the requirements of a specific course. While GME equally benefits from EGP and ESP methodology, SME is largely marked by ESP methodology.

Traditionally, Maritime English follows an ESP approach, i.e. the learners' attention is focused on the linguistic peculiarities of professional communication in the maritime industry (ship design, seamanship, shipping, ports, maritime law etc.). This includes lexical features (vocabulary, esp. terminology of maritime communication), grammar (phonology, structure, semantics), discourse (language-in-context, e.g. relationships between linguistic forms, such as types of texts etc., the extralinguistic world in the maritime industry), and pragmatic features (language-in-use, e.g. speech acts in VHF radio communication such as opening and closing signals, turn-taking signals, repair signals, etc.). These linguistic features of Maritime English as a sub-type of ESP are described in Work Package 2.2 of the PROFS Project.

Language has often been perceived as one of the main barriers to success in school and at work and this is also true in the maritime industry. Many seafarers and cadets lack access to comprehensible input in English although English language skills and effective communication are critical competencies in the maritime industry. In recent times, a trend has emerged in language teaching whereby teachers integrate the acquisition of content on the one hand and development of language competence on the other.

One means of achieving this is by teaching content (e.g. electronic navigation, marine engineering, distress radio communications) in English, using language strategies and techniques that make the content comprehensible to the second language learner. In other words, the teaching of content and language is integrated. Using this approach, students are able to increase their proficiency levels in the English language. It is now widely accepted that a second language can be learned effectively as the medium of instruction, not the object. Thus, language and content are intertwined and cannot be isolated one from another.

Content-based instruction (CBI) is an effective method of combining language and content learning (subject matter). The content provides a "cognitive and motivational basis for language learning by making it captivating and interesting to learners". In addition, CBI enables integration of all language skills within the subject matter by elevating the engagement of ESP learners. It applies equally to acquiring knowledge about language systems (vocabulary, structure, discourse, pragmatics), developing

various language skills through CBI tasks, and self-assessment in order to compare the degree of skills adopted and the expected outcomes. In fact, CBI has become increasingly popular as a means of developing linguistic competence. It builds on the principles of communicative language teaching where learners are immersed in real and meaningful interactive communication. In the CBI approach "students simultaneously acquire subject matter expertise and greater proficiency in English". CBI heavily relies on "the integration of particular content with language teaching aims...the concurrent teaching of academic subject matter and second language skills". The instructor uses concepts from the regular curriculum as a vehicle for language learning. The principal assumption underneath CBI is that learners will learn a second or foreign language more successfully when they use the language as a means of acquiring information (not as a language of tuition) and thus be more motivated. Furthermore, learners learn best when they are given language in a meaningful, contextualised and more interesting forms.

To sum up, content-based instruction is intended to foster the integration of language and content, where language is viewed as a "medium for learning content "and content is viewed as a "resource for learning and improving language".

In explaining the **rationale** (advantages) for adopting the CBI approach Grabe and Stoller (1997) emphasise the following:

- students are exposed to a considerable amount of language while learning content this incidental language should be comprehensible, linked to their immediate prior learning and relevant to their needs
- CBI supports contextualized learning; students are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments
- the use of coherently developed content sources allows students to call on their own prior knowledge to learn additional language and content material
- students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation
- CBI lends itself well to strategy instruction and practice, as theme units naturally require and recycle important strategies across varying content and learning tasks
- CBI allows greater flexibility and adaptability to be built into the curriculum and activity sequences
- CBI lends itself to student-centered classroom activities.

However, the CBI approach has often been criticised and there are certain issues and problems which still need to be solved. The key difficulties and issues are:

- "what content" and "how much content" best supports language learning?

- Content may serve as the medium for language instruction but greater emphasis is placed on the acquisition of language skills than the academic or cognitive skills associated with the content being taught
- CBI is more a philosophy than a methodology
- since language is partly learned incidentally and because CBI is not explicitly focused on language learning, some students may feel that they are not improving their language skills and find it much easier and quicker to use their mother tongue
- teachers may lack training in CBI and available instruction material. CBI mainly uses authentic materials and tasks which often require much adaptation for language-teaching purposes
- collaboration between language teacher and the subject matter teacher is imperative but not always possible
- there can be problems assessing subject matter and language skills within the educational (or Maritime Education and Training) system
- a tendency for an English language teacher to teach subject content and a subject instructor teaching language.

CBI has proved to be a valid approach on all levels of learning and all stages of instruction, with good results in ESP for tertiary students (post-secondary and academic level), which makes it very useful in teaching Maritime English.

Although elements of CBI have had a long tradition in foreign and second language learning, the true CBI approach, as an initial attempt to integrate teaching of content and language, started in US and Canada in the late 1980s. Further integration occurred under the name of **Content and Language Integrated Learning (CLIL)** as a specific European version of CBI. CLIL, an umbrella term for all types of CBI, represents any kind of language learning in dual-focused educational contexts in which a target language is also used for teaching students non-linguistic content. This can be conducted by the Maritime English teacher using maritime-related curricular content or the subject teacher using English as the language of instruction. CLIL is broader than CBI in that it is not limited to ESP and tertiary education. Giving the advantages of CLIL, Coyle (2007) claims that it can: raise teacher and learner expectations; develop learners' risk-taking and problem-solving skills; increase vocabulary learning skills and grammatical awareness; motivate and encourage student independence; take students beyond 'reductive' foreign language topics; encourage linguistic spontaneity (talk) if students are enabled to learn through the language rather than in the language; develop study skills and concentration by learning how to learn through the foreign language.

Finally, **immersion** can be regarded as the supreme form of integrating content and language instruction. The principal difference between content-based instruction and immersion lies in the fact that while content-based instruction belongs to a language

course, since it is taught within classes on the target language, immersion belongs to a course of non-linguistic disciplines.

■ Models of CBI

According to Brinton, Snow and Wesche (1989) the three most common models for CBI are:

- Theme-based Courses (TB)
- Adjunct/Linked Courses (AL)
- Sheltered subject matter instruction (SSM)

The **theme-based course** is usually found in ESL and EFL contexts. It is often an ESL course with a content orientation (rather than focus) the goal of which is second language competence within specific topic areas. Sometimes it is specially designed for ESP classes only (e.g. Maritime English for nautical or engineering students) and not for immersion teaching. The instruction is structured around a set of professional topics or themes that follow each other in the same order as the themes in the key subjects/ disciplines of the academic or diploma courses. In the theme-based course, the language instructor is responsible for both language and content, but students are evaluated primarily on their second language skills. In the learning and teaching process, special attention is paid to the integration of reading, speaking, listening and writing for professional purposes. This model is best suited to teaching Maritime English because thematically organized maritime-based materials in English are easier to remember and learn. Practically, most Maritime English course books are of the theme based type. The ESP or Maritime English instructor's role is to design suitable communicative approach tasks using theme based materials. Sometimes the theme based course is team taught with a content specialist. Some authors argue that "practically all instruction is theme-based".

The **adjunct-model** is a linked content and ESL course with two separate instructors. Its goal is both mastery of content material and the introduction to academic discourse with the aim of developing transferable skills. In this **twinning** system of teaching, the language instructor is responsible for language while the content instructor is responsible for content. Students are evaluated on their second language skills in the language class and on content mastery in CBI. The aim of such classes is to prepare students for the "mainstream" classes. This can prove valuable as a preparatory language course before attending subsequent academic and diploma Maritime Education and Training programmes or for specialized STCW courses. Adjunct classes place emphasis on acquiring specific target (maritime) vocabulary and communicative skills to familiarize students with listening, note taking, skimming and scanning texts.

The **sheltered course** is a content course the goal of which is the mastery of content material with only incidental language learning. The instructor (either an EFL/ESL specialist alone or in team-work with a content specialist) is responsible for both language and content but students are evaluated primarily on their content mastery. These courses are usually taught at universities in English language contexts and

are therefore less suitable for Maritime English teaching. This is called "sheltered" because learners are given special assistance to help them understand regular classes.

Learning strategies in content-based learning and instruction are also shared with the Communicative Approach:

- CBI results in better content and language learning
- the approach increases student motivation
- natural language acquisition occurs in context: natural language is never divorced from meaning; it is connected to real life
- coherently presented information (thematically organised) is easier to remember
- the emphasis is on relevant, meaningful content
- CBI provides for cognitive engagement
- CBI promotes cognitive processes (problem-solving, reflection, making inferences, deeper processing)
- CBI promotes thinking skills:
 - problem-solving skills
 - information gathering skills (absorbing, questioning)
 - organising skills (categorising, comparing, representing)
 - analysing skills (identifying main ideas, identifying attributes and components, identifying relationships, patterns)
 - generating skills (inferring, predicting, estimating)
- CBI integration of language and content in instruction respects functional language (dependence of meaning upon context)
- CBI promotes co-operative learning
- CBI encourages group and teamwork.

The above CBI strategies are equally valid for Maritime English learning and teaching. The ME teacher/ instructor is highly recommended to master the two approaches (the Communicative Approach and CBI) and engage in combining them for Maritime English teaching and learning purposes.

■ **Strategies and tasks in CBI**

The CBI approach should be combined or integrated with the Communicative Approach as the two approaches share many activities, tasks and skills, e.g.:

- **activities and tasks:** portfolios, performance activities, written essays, oral / written reports, interviews, role-playing, hands-on activities, poster making, questionnaires, data gathering, information management activities, final project, etc.
- **skills:** problem solving, content area skills, content comprehension, critical thinking, language use communication skills, attitudes, skimming, scanning, gist, key-sentence, key-word, etc.

For more information on strategies and tasks in CBI see Things to Do with Content-based Material by T.N. Robb. (www.kyoto-su.ac.jp/~trobb/activtypes.html).

The CBI approach was largely applied in Work Package 7 of the METNET Project: *Design of Maritime English back-up material for use at MET institutions in countries where English is not the official language*. Here is an extract on devising the Maritime English syllabus for the special target group (ex-Masters, Chief Engineers and navigating and engineer officers coming ashore to take up managerial duties in ports, shipping companies, agencies, maritime administrations, etc.). This is produced in WP 7 of the METNET Project (www.wmu.se).

Unit Overview	<i>The learner is informed, in brief, of the subject matter, the tasks involved and of the nature of the final project. The specific skills required are also named.</i>
Task 1	The topic is introduced. To do this a text may be scanned and/or the learners may share their knowledge and experience. Key vocabulary items can be discussed for meaning in groups.
Task 2	Get introductory information by reading (e.g. scanning). Transfer the textual information to graphic form. Oral brainstorming on specific aspects of the topic may also take place, e.g. identifying pros and cons. Clarify terms; find definitions.
Task 3	Get the main idea or collect background information by preliminary discussion in groups, further reading, take notes, report to the group and share information.
Task 4	Listen to a lecture or view a tape for topical vocabulary and concepts in a specific context. Note different solutions to a problem. Observe case studies. Listen to a description of processes.
Task 5	Get in-depth information, summarise and evaluate. Draft a questionnaire. Use survey and question strategies to get the main idea.
Task 6	Consolidate information about the topic by making notes (from memory). Turn key sentences into questions. Compare in groups and discuss differences.
Final Project	Design and present a poster. Create a public awareness campaign (e.g. on aspects of Marine Pollution). Write a report/article/essay. Organise a debate. Design, present and defend a practical solution to a problem (e.g. on aspects of Port Operations). Prepare and perform a role play on a controversial issue and report on the outcome in writing (e.g. on aspects of Shipping Operations). Produce a questionnaire, distribute it, collect responses and write a report.

The approach exemplified above shows that the Maritime English syllabus is based on the following characteristics:

- (a) it is centred on the content of a subject
- (b) it is based on the use of authentic language materials
- (c) it is built up according to students' linguistic and learning needs
- (d) teaching is focused on meaning/ themes.

In other words, the content represents the organising principle and the language structures: the vocabulary and functions suit the content and should be compatible with it.

■ **Content Based Instruction – Conclusion**

CBI is worth introducing across the Maritime Education and Training (MET) curriculum but can be both challenging and demanding for the Maritime English instructor and the learners. It can also be very stimulating and rewarding. Since it is collaborative in nature, the Maritime English teacher should not hesitate to involve other teachers/ instructors within a particular MET programme, especially subject teachers (twinning). The Maritime English instructor should try to involve their students/ learners and have them help decide which topics and what subjects the lessons are based around and gather information and learning materials. The role of the Maritime English or ESP teacher should be to integrate CBI and the Communicative Approach in the learning and teaching process, by engaging students in gathering authentic materials that provide comprehensible input for the students, and by designing appropriate tasks and activities with the communicative effect strongly in mind.

Therefore, the question as to whether in the Maritime English courses we should do away with the traditional language-focused ESP teaching in favour of totally replacing it with integrated ESP learning, is a false one. **The language teacher should never take up the role of the content teacher in teaching subject matter.** However, Maritime English or ESP teachers can achieve the best learning results if they focus on the English language as used in specific maritime contexts, combining CBI with the Communicative Approach, the prevailing approach to language learning and teaching today. This also applies to teaching and learning English in specific maritime contexts. The degree of integration of CBI within EGP and ESP (Maritime English) will be decided by the students' needs and the section of IMO Model Course 3.17 to be used (GME or SME). While the integration will be of a somewhat lower degree in the General Maritime English syllabus, CBI and CLIL should be highly integrated in the ESP language-focused syllabus concerning Specialized Maritime English.

■ ***Twining activities***

It is vital that English instructors who have limited knowledge of the technical aspects of seafaring are given real opportunities to liaise with staff from other departments in order to increase their understanding. Technical instructors will also benefit from improving their knowledge of English. Following a CBI approach, collaboration between departments should be ongoing and will require formal approval, co-ordination and review to be effective.

- **Cross-departmental meetings:** When planning the curricula for a new term, ask the Heads of Department to arrange a meeting with the aim of linking the English teaching syllabus into other subject areas. Heads of Department should check the degree of overlap between syllabi to make sure that the English syllabus complements the content of other subjects. Regular sessions should be built in to the timetable for instructor observation and cross-curriculum teaching (see below). English teachers should be

designated to collaborate with instructors from other departments in order to maintain departmental links.

- **Instructor observation:** Ask the Heads of Department for regular, time-tabled sessions when English instructors and technical instructors can observe each other's classes. This will help both parties understand what students are required to learn and be able to do in other areas.
- **Cross-curriculum teaching:** In addition to observation, ask the Heads of Department if it is possible for English instructors to co-teach with technical instructors in order to integrate content and language learning. Argue that the students will benefit from seeing the relevance of English in their vocational training. This scheme has the added advantage of improving English teachers' technical understanding while improving technical teachers' language skills. There may also be scope for English instructors to demonstrate the value of interactive, student-centred teaching methods to other teachers
- **Sharing materials:** Instructors of English should consult with the technical instructors who they are designated to work with to assess which technical material could be adapted for language teaching. For example, English instructors will be able to adapt diagrams, drawings and data for reading, writing and speaking work (see the relevant sections above). The Technical instructors may also be able to include English language resources in their teaching. English teachers may need to reinforce that they are not responsible for teaching the content but for teaching the language needed to understand the content. Thus the same material can be exploited by the English teacher and the technical teacher in different ways, for different purposes.
- **Assessing tasks:** English teachers should also find out how technical subject teachers prepare students for the practical skills they will need at sea. If students are required to do tasks that include an element of communication, the English lecturer should use these tasks as a context for teaching language and practising communication skills and strategies. In this way, the English teacher will be sure of using authentic tasks as well as authentic material.
- **Onboard research:** If the institution has a training ship, take the opportunity to go on board and sail with the cadets if possible. Find out what types of situation regularly occur and the conditions that seafarers work and communicate in. This experience can be used to create classroom contexts for simulation, role play and presentation. Take notes and recordings of conversations and communication on board and use this for language work in the

form of dialogues and listening practice. Note that it may be necessary to edit and record the material to improve the quality of the recording. Consider also the legal implications of recording on board.

- **Sourcing realia:** Ask the Head of Department to contact local ship owners, managers and agents to request samples of authentic materials and documents and permission to use them for training purposes. Use these texts as the basis for the tasks suggested in this Model Course, keeping the original documents to copy for subsequent use and updating them when applicable.
- **Guest lecturers:** Invite another English speaking member of staff, visitors or seafarers on leave to give a short talk to your class about a specific aspect of seafaring. Prepare your students in advance by practising listening sub-skills (e.g. note taking skills). Before the speaker comes, give the students a while-listening task and make sure they are clear about what to do as it will not be possible to interrupt the speaker. Follow up with a post-listening task involving writing (e.g. a report), speaking (e.g. a simulation based on the topic), reading (e.g. researching more on the topic) or a combination of the three. If technical teachers are unable to assist with this activity, try setting up exchanges between other English lecturers.
- **Technical quizzes:** Every week or so, prepare the students to test each other on topics that they have studied in other subject areas. Find out what they have been studying and assign a different topic to each group which should devise a set number of questions on their topic in English, making sure they know the correct answers. The students should write each question on a separate card with the answer written on the back. Pool all the questions and arrange a competition between groups: members of different groups should choose a card at random and read it out to the class. The first person to answer correctly is awarded a point for their group. In addition to giving points for the correct answers, give and deduct points for aspects of English pronunciation, grammar or vocabulary, according to what the students have been practising. Awarding points for correcting language errors may be stimulating.
- **Technical presentations:** On a regular basis, ask pairs or groups of students to give presentations to the class in English about a topic they have learned about in other subject areas. This will give them the chance to consolidate their learning from other departments and to revise technical terminology in English. Make it a condition that students should also prepare visual aids to assist their presentations, such as drawings, diagrams or notes on large sheets of paper, the board or on an overhead projector. (See

'Developing fluency' in the 'Teaching speaking' section for ideas on presentations.) Encourage other students to ask questions or to take notes and prepare short reports about the presentation afterwards.

- **Ask the experts:** Give a group or pair of students a particular technical area to research before the session (see 'From research to writing' in the process writing section): the researching students may make notes if they want to but need not write a formal report at this stage. Meanwhile, tell the other students to brainstorm as many questions as possible on the topic. On the appointed day, the 'expert' students should attempt to answer the other students' questions. Prepare the class in advance by practising functional phrases and strategies for handling difficult questions, interrupting, correcting, changing the subject etc. If possible, ask a technical subject instructor to attend, not to answer the questions directly, but to correct any misinformation or to resolve disputes about the answers. Finally, ask the students to write an account based on what they have discussed.

- **Peer teaching:** Arrange for groups of students to 'teach' groups of cadets in the year below them about an aspect of a technical subject in English, under supervision. This could take the form of a presentation using visual aids, a discussion, a practical demonstration, etc., and will provide a genuinely communicative situation that should motivate all students. Make sure that the more senior students have sufficient time to practise and that they are well prepared. The more junior students will need to have any specialist vocabulary pre-taught. Observe the students teaching and give feedback about their performance (for language and for content). If possible, arrange to have the sessions recorded and ask the teaching students to evaluate their own performances. This activity could work as a simulation for an on board training situation.

■ Teaching and learning with modern facilities

■ Maritime English Teaching aided by Marine Simulators

Maritime officers and engineer need to communicate with each other in English in order to execute various operation and management tasks smoothly on board especially when they are in the bridge and engine room. Marine simulators can provide a unique function in Maritime English teaching because they can create an authentic nautical environment with various scenarios and circumstances that replicate actual ship operations in the simulated configuration of a ship's bridge / engine room. Simulator training can provide an interactive approach to Maritime English learning which stimulates students' interest and enthusiasm in Maritime English as a whole. Globally, maritime simulators are increasingly used in the teaching and training of Maritime English.

Role Play can be used successfully as a teaching technique in simulator-aided Maritime English teaching. The teaching and training process consists of preparation, task-assignment, practical training and debriefing, as follows:

- **Preparation:** Specify teaching objectives and tasks. All teaching activities should encompass and support the stated training objectives and desired learning outcomes. Preparation includes selection of teaching and training scenarios, the readiness of teaching and learning materials, booking simulators, monitoring systems, identifying communication tools to be used and other necessary facilities
- **Task assignment:** Depending on the teaching requirements, students are divided into groups of a size determined by the planned scenarios. The students should then be briefed about the specification of the mission and target. Each student should be assigned with a "role" in the group and such roles should be reported to the teacher responsible.
- **Practical training:** Members of each training group get in position and execute the simulation process, using only English language to communicate. The teacher may join the process personally and should supervise the whole process. Recording the simulation using audio or video is extremely useful. It should be noted that this teaching and training method depends highly on the professional nautical knowledge and competency of the teachers. In many occasions, such training can be practised as a 'twinning' activity, concurrently with professional maritime courses.
- **Debriefing:** The teacher should offer each student a comprehensive assessment for their use of professional language and coordination during the simulation, focusing upon important vocabulary, phrases, expressions, summarising or replaying their performance during the simulation training and encouraging students to identify and correct their own linguistic errors.

■ **Computer Aided Language Learning (CALL) in Maritime English education**

In communicative Maritime English teaching, teachers used to aim to develop students' listening skills using a tape recorder, audio CD or video for listening practice and develop speaking skills through activities such as group discussion, questioning and answering and brainstorming. These conventional communicative activities are generally accepted by most trainers and have a good effect on English language learning. However, since the arrival of new technologies, these activities if used in isolation may now limit students' way of thinking about Maritime English. Communicative classroom activities may also limit the type and extent of interaction between students and trainers in the classroom due to the restricted time available.

In some regions, students have very limited opportunities to practise English as a working language out of the classroom. Additionally, some Maritime English instructors have no seagoing experience. In both these circumstances, Computer Aided Language Learning (CALL) can provide a good Maritime English learning environment for both students and trainers, enhancing language learning through technology.

CALL puts a strong emphasis on student-centred materials that allow learners to work on their own. Such materials may be structured or unstructured, but they normally embody two important features: interactive learning and individualised learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has already been learned in the classroom or as a remedial tool to help learners who require additional support.

It should be also noted that the value and potential for Maritime English CALL has been recognised by maritime training providers and many CALL software programmes have been developed accordingly in recent years, for example, training software produced by Videotel, Marlins, Seagull, MTS, MarineSoft, IDESS Interactive, MARTEL, etc. These pieces of software provide materials to support distance learning and blended learning for both seafarers and students of maritime institutes.

Here is an example for the practical application of CALL. Trainers can download or record listening exercises into a computer file and edit it appropriately so as to meet different requirements of students. Meanwhile, the students can have their own exercises based on the audio files, according to their language level. This method can also incorporate speaking skills practice.

For reading and writing practice, software such as 3D, Photoshop and Powerpoint can be also used by both teachers and students to explain and illustrate abstract concepts involved in maritime subjects such as navigation, ship construction, marine meteorology, thereby also facilitating language learning and increasing the interest of students. A picture or a simple animation is more useful than hundred words in class. Taking marine meteorology as example, a simple animation produced by 3D authoring software can easily show the how the front influences the future weather phenomenon (e.g. rain, thunder, fog). This can help to reduce the difficulties of teaching as well as increasing student interest and improving their potential for e-learning in the future.

To apply CALL to Maritime English teaching, trainers are advised that:

- For the design and practice of Maritime English courses based on CALL, the trainer should pay attention to the integration of language form and content. This will help students recognize the different functions of language used in real communication.
- Trainers should consider how CALL can be used to redistribute the number of hours available for teaching and learning. Using CALL, students can prepare for class at home, learning key points then use classroom 'contact time' for practise, revision and support. Feedback from students will help determine where adjustments of time are further required.

- As with any resource, trainers need to select and prepare CALL materials and activities carefully as the contents of some software packages will not be compatible with the Maritime English course. Parts of the software can be used as teaching material in class or as an assignment. For example, there are now many kinds of software available to teach road regulations at sea. Trainers can divide students into several groups and establish different road situations for each group, using the software. Every group can prepare a presentation about the specific situation and then all members can communicate with each other about collision avoidance regulations and further actions to be taken. Adopting this Content Based Instruction approach, students can improve their English language but also acquire more terminology about road regulation.

- The trainer, who is going to use CALL for Maritime English teaching, should have basic computer knowledge, proficiency in English language and basic knowledge of maritime subject areas to enable him / her to adapt CALL materials according to the needs of the student group.

Moreover, it is important for the trainer using CALL to develop resources based on a good understanding of the relationship between the Communicative Approach, Content Based Instruction and English for Specific Purposes.

■ **Web-based Maritime English teaching**

The Autonomous learning theory is of the view that learning is an active process of constructing internal mental representation. Information is not simply unidirectional input from outside to inside, but a two-way interaction between the learners' new information and original knowledge and experience. It is a process of interaction between learners and the learning environment. This concept requires a student to change from a passive recipient of external stimulation and indoctrination of knowledge, to an active constructor of knowledge. The contemporary theory of language acquisition holds that learning is the first task of foreign language study rather than teaching. Teachers can provide help, advise and instruct but only the learner can decide whether to learn or not. Thus creating a favourable English learning environment, motivating students' learning interest and giving students choices in the learning process, are the key steps to autonomous learning. Web-based learning reflects and satisfies these conditions of autonomous learning in respect of Maritime English.

The development of computer multimedia and web technologies has injected strong powers into Maritime English teaching. Image intuitive interaction environments, audio-visual and a variety of comprehensive sensory stimulations, as well as an abundance of fresh, real language materials, have greatly increased the effectiveness of language teaching and for many students provide an excellent learning environment for Maritime English autonomous learning. In addition, the web also offers autonomous learning tools for learners to communicate and interact conveniently with its unrestricted access in terms of time and space.

Web-based resources are infinite and include language learning systems, language testing systems, learning repositories, etc. The first two are most probably incorporated in the computer aided software, while learning repository (corpus) deserves more discussion. A **Corpus** is a huge language material library collected for language study and preserved in electronic form with properties of virtuality, openness, interactivity and diversity. The value of web-based corpora is obvious, presenting learners with a vivid and lively learning environment which can draw their attention and help deepen their memory. Since a web based corpus is taken from real context, it can stimulate a learner's interest by combining shared contexts, text display (some have audio and/or video) and web interaction. When the learner uses a web-based corpus directly online, its contents can help them solve various language problems and understand all kinds of language phenomena. In this kind of discovery learning, learners transfer from passive recipients to autonomous explorers. With the expansion of corpora, the improvement of the function and the popularisation of computer-like devices and network technology, autonomous learning, aided by web-based corpora, will gain in significance within Maritime English learning and teaching.

The internet provides a wide range of online electronic dictionaries, for instance the Online Powerword and some electronic dictionaries from BBS, for students to access references easily. They are useful tools for students to correct pronunciation, improve the convenience of word queries and expand their professional vocabularies. To improve listening and speaking abilities in Maritime English, the space provides many alternatives such as general English radio (VOA, BBC, etc.), professional and multimedia data (maritime-related audios and videos, such as MP3, podcasts and videos taken by seafarers on board, etc.). The internet also includes various maritime-related international organisation's websites, shipping company's web sites, personal websites, for reading and translation of Maritime English. In addition, students can use social media such as Twitter, Facebook, QQ, Blogs, Webchat and other social networking tools for discussing, exchanging and learning.

The internet can also offer teachers of Maritime English many tools for their own self-development as well as a resource for classroom teaching. There are authentic resources and materials, sites with prepared lesson plans, worksheets and practical ideas (see Bibliography). The extent of the internet means the teacher has the ability to adapt suggested lesson plans to specific student needs and interests. Trainees respond better when they feel involved and engaged in the subject and since most internet material is current and up to date, this helps motivate the students further.

Teachers can also design lessons where students actively use the internet in class time. Many learners enjoy using this dynamic medium in their own free time and its use in class can promote decision-making and learner independence. It should always be remembered that internet lessons do not prepare themselves, so it is wrong to believe that using it in lessons is an easy option. In fact, it calls for clear learning outcomes and the preparation of a conventional lesson. Check that the computers are working properly and that any sites the students may need to access are still available and have the content expected. If teaching an 'online class' be flexible: an alternative task/ activity may be necessary in the event of technological problems.

Finally, it is important to remember that whatever the resources and material being used, it is the teacher, not the computer, who does the teaching and therefore the same class management skills are required as in a communicative lesson. Thus, the learning aspect in this specific context should be guided by the teacher even though Maritime English teaching and learning in general is best developed in the direction of personalised, autonomous learning.

APPENDIX A

Appendix A: Summary of references to English language requirements from the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as amended

STCW Code

Part A: Mandatory standards regarding provisions of the annex to the Convention

Table A-II/1 Navigation at the operational level

Competence

Use the IMO Standard Marine Communication Phrases and use English in written and oral form.

Knowledge, understanding and proficiency

English language

Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships, coast stations and VTS centres and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP).

Criteria for evaluating competence

English language navigational publications and messages relevant to the safety of the ship are correctly interpreted or drafted.

Communications are clear and understood

Table A-II/4 Navigation at the support level

Competence

Steer the ship and comply with helm orders in the English language

Knowledge, understanding and proficiency

Helm orders

Criteria for evaluating competence

Communications are clear and concise at all times and orders are acknowledged in a seamanlike manner.

Table A-III/1 Marine engineering at the operational level

Competence

Use English in written and oral form

Knowledge, understanding and proficiency

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

Criteria for evaluating competence

English language publications relevant to engineering duties are correctly interpreted

Communications are clear and understood

Table A-III/6 Electrical, electronic and control engineering at the operational level

Competence

Use English in written and oral form

Knowledge, understanding and proficiency

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

Criteria for evaluating competence

English language publications relevant to engineering duties are correctly interpreted

Communications are clear and understood

Table A-IV/2 Radio communications at the operational level

Knowledge, understanding and proficiency

In addition to the Radio Regulations, a knowledge of...
.6 the English language, both written and spoken, for the communication of information relevant to safety of life at sea.

Criteria for evaluating competence

English language messages relevant to the safety of the ship and persons on board and protection of the marine environment are correctly handled.

Section A-V/2 Mandatory minimum requirements for the training and qualification of masters, officers, ratings and other personnel on passenger ships

Safety training for personnel providing direct service to passengers in passenger spaces

Communication

.1 Ability to communicate with passengers during an emergency, taking into account:

.1.2 the likelihood that an ability to use an elementary English vocabulary for

basic instructions can provide a means of communicating with a passenger in need of assistance whether or not the passenger and crew member share a common language.

Part B: Recommended guidance regarding provisions of the STCW Convention and its annex

Chapter II Guidance regarding the master and the deck department

Section B-II/4

Guidance regarding the training and certification of ratings forming part of a navigational watch

1 In addition to the requirements stated in table A-II/4 of this Code, Parties are encouraged, for safety reasons, to include the following subjects in the training of ratings forming part of a navigational watch:

.3 an understanding of wheel orders given by pilots in English

Chapter IV Guidance regarding radio communication and radio personnel

Section B-IV/2

Guidance regarding training and certification of GMDSS radio operators

TRAINING RELATED TO THE FIRST-CLASS RADIO ELECTRONIC CERTIFICATE

Miscellaneous

14 Knowledge of and/or training in:

.1 the English language, both written and spoken, for the satisfactory exchange of communications relevant to the safety of life at sea.

TRAINING RELATED TO THE GENERAL OPERATOR'S CERTIFICATE

Miscellaneous

36 Knowledge of, and/or training in:

.1 the English language, both written and spoken, for the satisfactory exchange of communications relevant to the safety of life at sea.

Chapter VI Guidance regarding emergency, occupational safety, medical care and survival functions

Section B-VI/1

Guidance regarding mandatory requirements for safety familiarization and basic training and instruction for all seafarers

Personal Safety and Social Responsibilities

6 Administrations should bear in mind the significance of communication and language skills in maintaining safety of life and property at sea and in preventing marine pollution. Given the international character of the maritime industry, the reliance on voice communications from ship-to-ship and ship-to-shore, the increasing use of multinational crews, and the concern that crew members should be able to communicate with passengers in an emergency, adoption of a common language for maritime communications would promote safe practice by reducing the risk of human error in communicating essential information.

7 Although not universal, by common practice English is rapidly becoming the standard language of communication for maritime safety purposes, partly as a result of the use of the IMO Standard Marine Communication Phrases.

8 Administrations should consider the benefits of ensuring that seafarers have an ability to use at least an elementary English vocabulary, with an emphasis on nautical terms and situations.

Section B-VI/5

Guidance regarding training and certification for ship security officers

2 On completion of training, a ship security officer should have adequate knowledge of the English language to correctly interpret and communicate messages relevant to ship or port facility security.

APPENDIX B.1

Appendix B.1: Example of a lesson plan for GME

Appendix B.1: Example of a lesson plan for GME

COURSE: Maritime English: GME TRAINING AREA: 14 Describe weather conditions LANGUAGE LEVEL OF GROUP: Elementary		LESSON NUMBER: SIZE OF GROUP: 16		DATE: DURATION: 60 minutes	
Main element	Stages	Instructor guidelines / notes	Time (mins)	Textbooks / materials / teaching aids	Language sub-skills practised
Specific learning objective (in teaching sequence, with memory keys)	Activities (and type of interaction) ⁱ				
<p>14.2 Vocabulary: months and seasons; adjectives describing weather conditions</p> <p>.1 know and pronounce the names of months and seasons correctly</p> <p>.2 use various adjectives to describe a wide range of weather patterns</p> <p>14.1 Grammar: <i>it</i></p> <p>.1 use <i>it</i> to describe weather conditions</p> <p>14.3 Phonology:</p> <p>.1 pronounce groups of word-final consonant sounds clearly, without inserting extra vowel sounds</p> <p>14.4 Listening and Speaking: tide, climate and weather at sea</p> <p>.1 listen to tide reports</p>	<p>Lead in</p> <ul style="list-style-type: none"> - elicit today's date in full <p>Present / revise (ss. → T. / all)</p> <ul style="list-style-type: none"> - elicit names of months & seasons - drill word stress/ pronunciation if necessary <p>Controlled practice (s. → s.)</p> <ul style="list-style-type: none"> - ss. ask each other which months & seasons they like best/ least and why <p>Present / revise (ss. → T. / T. → ss.)</p> <ul style="list-style-type: none"> - elicit description of today's weather - present structure <i>it's</i> + adj. then elicit more examples using flashcards of weather symbols - ss. drill structure with flash-cards - present and drill the phrase <i>What's the weather like?</i> then elicit question and response exchanges using flash-cards <p>Controlled practice (s. → s.)</p> <ul style="list-style-type: none"> - write prompts of months & seasons on board - ss. describe typical weather in different months/ seasons/ places <p>Less controlled practice (s. → s. / all)</p> <ul style="list-style-type: none"> - split pair exchange: give different gap-fill weather reports to pairs - ss. complete the gaps by listening to a recording - ask and answer about time and height of high tide and low tide in different places - answer check and feedback 	<ul style="list-style-type: none"> - Ask ss. which months are hottest/ coldest/ wettest etc - Revise functional phrases for stating preferences quickly - Start with open pairs, change to closed pairs - check ss. know <i>it's rainy/ windy/foggy/misty/ cloudy/ sunny/stormy/icy, it's hot/ cold/ freezing</i> - focus on contracted sounds <i>what's</i> and <i>it's</i> - revise <i>usually</i> - ss. ask and answer <i>What's the weather usually like in ...?, It's usually rainy and cold in October</i> etc. - demonstrate task first - work in closed pairs 	<p>10</p> <p>5</p> <p>15</p> <p>10</p> <p>20</p>	<p>English calendar</p> <p>Flash-cards showing symbols of different types of weather</p> <p>T1 p 14.2–14.3</p> <p>2 versions of newspaper report with alternate blank spaces from BBC shipping forecast (podcast)</p>	<p>Speaking: accuracy</p> <p>Speaking: fluency</p> <p>Speaking: accuracy</p> <p>Speaking: accuracy & fluency</p> <p>Reading for detail / listening for detail / speaking / writing notes</p>

ⁱAbbreviations for types of classroom interaction:

ss. → T. = students speaking to teachers. → s. = students speaking to each other, in pairs or in groups

T. → ss = teacher speaking to students, as a whole class all = whole class and teacher in free interaction

APPENDIX B.2

Appendix B.2: Example of a lesson plan for SME

Appendix B.2: Example of a lesson plan for SME

**Subject area: 1.3 Communicate with other ships, coast stations and VTS centres Lesson Number: 1
(7x45 min classes)**

Duration: 5 hours 15 minutes

Training area: 1.3.1 Routine communication

Main element Specific training outcome (in teaching sequence)	Teaching method	Textbook	IMO reference	Video/ Computer based training	Instructor Manual	Time (minutes)
1.3.1 Routine Communication (5 hours)						
explain the standard abbreviations and commonly used service codes	Needs based	R1 P3	STCW II/2, A-II/2	V2, V33		20
interpret AIS data and draft a short AIS safety related message from a given sample	Needs based	P22	STCW II/2, A-II/2	V2, V33		25
practise the International Phonetic Alphabet using written terms and sound samples	Needs based	P3	STCW II/2, A-II/2	V2, V33		45
use the message markers in routine radio communication	Needs based	P16	STCW II/2, A-II/2	V2, V33		45
apply standard routine communication procedure using different scenarios	Needs based	P21, P27	STCW II/2, A-II/2	V2, V33		45
create dialogues with VTS centres using the Ship Movement Reporting System MAREP and local Ship Reporting Systems.	Needs based	P28, P35	STCW II/2, A-II/2	V2, V33		45

create VHF communication with other ships to avoid collisions; with pilot stations while entering port; with VTS centres for arrival, departure, transit, report etc.	Needs based	P28, P35	STCW II/2, A-II/2	V2, V33	45
demonstrate the ability to give commands to assist tugs and related personnel during berthing and unberthing	Needs based	T12	STCW II/2, A-II/2	V5 T12 p 40, p 120-124	45

■ Notes on lesson plans

1. These sample lesson plans are intended to demonstrate the type of information that an instructor would need to have considered before teaching. Instructors who have not had much experience in teaching English using an integrated and communicative approach are advised to devise similar lesson plans in preparation for teaching.
2. The lesson plan is primarily a guide to help structure the content, activities and timing of each stage of the lesson. Instructors should, however, be prepared to adapt the lesson plan during the course of the lesson to meet the needs of the class.
3. Instructors who are unaccustomed to preparing lesson plans should pay particular attention to the times they allocate to each stage of the lesson. This should include time for explaining tasks, setting up student pairs or groups and carrying out feedback. To gain experience in anticipating the length of time required for different activities, it is useful to compare the times indicated on the lesson plan with the actual length of time taken for each stage of the lesson.
4. Lesson plans may also be adapted to include notes on the particular needs of the class, areas for revision, and homework tasks.
5. As these example lesson plans show, the instructors should feel free to incorporate specific learning objectives from the model course syllabi in a sequence which suits the learning needs of the class and provides a logical progression of language input and practice. (See the 'Classroom management' section in of the Instructor manual in this Model Course.) Instructors should keep records of the specific learning objectives covered in each lesson to ensure that all aspects of the syllabi are taught.

APPENDIX C

Appendix C: Notes on assessment

Appendix C: Notes on assessment

Learning and teaching Maritime English builds on the same objectives and the methodology as English for General Purposes (EGP) and English for Specific Purposes (ESP). Assessment is "the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what learners know, understand, and can do with their knowledge as a result of their educational experiences".

While IMO's original STCW-78 Convention focused almost entirely on knowledge, the emphasis of the 1995 amendments shifted to practical skills and competence, underpinned by theoretical knowledge. The 2010 amendments continued to emphasise competence rather than sea service or period of training. So, as far as Maritime Education and Training (MET) is concerned, in the current context the ultimate goal is the assessment of STCW-based language competency, frequently referred to in the STCW Code as "effective communication". Thus, the IMO STCW Convention requires the Maritime English learning and teaching process to be competence-oriented. Competence is achieved, for example, through content-based learning while applying the Communicative Approach as the main methodology.

The assessment of English language ability can take place for various purposes:

- establishing a trainee's level of ability (proficiency testing)
- monitoring a trainee's progress during a course (progress testing)
- providing feedback on the course (course evaluation)
- assessing whether trainees are able to satisfy the required levels of competence set out in the syllabus (final assessment)

There are two main categories of assessment: formative and summative assessment. Formative assessment is often done at the beginning or during a course or programme of studies (proficiency and progress testing). It provides the opportunity for immediate evidence of a learner's learning status in a particular course or at a particular point in a course programme.

Summative assessment is comprehensive in nature. It is used to check the level of learning at the end of a programme. Course goals and objectives often reflect the cumulative nature of the learning that takes place in a programme. Summative assessment such as course evaluation or final assessment is conducted at the end of the programme to ensure that students have met the programme goals and objectives, including the learning outcomes.

In contrast to assessment, which is a participatory and iterative process, testing is of a more instantaneous nature. It can be equally valid and applicable both in formative and summative assessment, although it is mainly used in the latter.

Progress assessment does not necessarily have to follow formal test procedures. It can be carried out by continuously assessing each trainee's classwork and homework. If continual assessment is carried out, instructors should ensure that they

assess all aspects of each trainee's ability and keep a written record of each individual's performance. If more formal results are required, progress testing should be carried out at regular intervals during the course, for example, during the three review units that are incorporated in the syllabus of General Maritime English. Whatever means is chosen for progress testing, trainees should be provided with sufficiently detailed performance feedback to enable them to identify the specific areas that they need to improve. Feedback should ideally be accompanied with encouragement and constructive suggestions for improvement. This will be more beneficial than simply giving the students a grade or rank.

Final assessment testing takes place at the end of a course in order to indicate whether the trainee has attained the goals and achieved the learning outcomes.

In specific purpose testing, in this case Maritime English, the test content and test methods are derived from a particular language use context. However, this also includes testing the learner's competence in dealing with general language use situations. Therefore, testing for maritime purposes lies on a continuum between general purpose tests and those for highly specialized contexts.

Generally speaking, testing is a problem solving task which:

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

These criteria are generally measured against a scale consisting of bands or levels. The Common European Framework of References for Languages (see Bibliography) highlights the need for standardisation of scales across educational systems and sectors in order to arrive at a common set of levels. The assessment criteria relevant for Maritime English, and consequently for this model course, are set out in the Yardstick for Maritime English STCW assessment purposes (see Bibliography).

Finally, the assessment criteria should reflect outcomes of the four communicative skills; particularly speaking and writing. Thus, for example, an assessor should be aware that upon taking the final speaking test, an officer of the navigational watch should prove to be a communicatively competent seafarer. This means demonstrating competence not only in general English speaking skills but also the ability to use specific skills when speaking English in various maritime contexts, i.e.:

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

■ **Assessment Tasks**

The most common techniques for testing, including Maritime English tests, are:

- multiple-choice questions
- short answers based on short items or short texts
- short answers based on longer, written texts / on audio texts such as orally narrated conversations or lectures, often referred to as comprehension

- questions; these are applied most widely in testing both language knowledge and the four communication skills
- 'Yes/No' and 'True/False' items
 - gap filling items (often applied in vocabulary, grammar and reading skills tests)
 - essay and guided writing (e.g., a letter, a report, a narrative recounting an event)
 - identifying the correct picture, video or audio clip to match an oral description (often used in speaking tests)
 - summarising the content of a text
 - explaining concepts contained in a text
 - expressing opinions about information contained in a text
 - combinations of the above (listening multiple choice; listening then speaking; reading multiple choice; reading then speaking; listening then writing).

How to effectively test knowledge and communication skills is the key issue in the contemporary teaching of Maritime English. It is of equal importance to all the stakeholders: the test-taker (seafarers qualifying for a STCW certificate of competence) maritime administrations, shipping industry (ship owners, ship operators, oil companies, crewing agents, etc.) and MET institutions.

Examples of assessment and testing can be found in almost any Maritime English teaching material, e.g.:

- General Maritime English textbooks, some with accompanying CD-ROMs
- Maritime English courses specially designed for the three IMO STCW levels (many course books exist for both international and national use, authored by experienced Maritime English teachers, with some offered online)
- CD-ROMs or software applications containing assessment sections, assessment and testing tasks in Maritime English courses
- dedicated computer-based tests (CBT) on Maritime English.

For a full list of teaching resources that include the assessment of Maritime English, search the *Maritime Resources Databank* at <http://www.imla.co/imec/>.

All these tests reveal dependence on the **standard** test packages applied in General English in the fields of English Language Teaching (ELT), Teaching English As a Foreign Language (TEFL), and, for example, the Cambridge Examination Suite. Maritime English assessment also draws from English as a Second Language (ESL) and English for Academic Purposes (EAP) referring to such international exams as IELTS, TOEFL and TOEIC. Within the field of English for Specific Purposes (ESP), some Maritime English assessment follows examples such as the Test of English for Aviation (TEA) or ICAO's Aviation English Language Test Service (AELTS), and also from Business English tests such as BULATS.

Maritime English tests invariably result from a carefully performed needs analysis of a specific target group to be tested and show the individual Maritime English teacher's approach to testing.

Below is a brief list of computer-based testing tools for English language competence that conform to IMO Model Course 3.17:

- Marlins Test of Spoken English <http://www.marlins.co.uk/maritime-english>

- ISF Marlins English Language Test for Seafarers www.marlinstests.co.uk
- MarineSoft TOME (Test of Maritime English) www.marinesoft.de
- TOME (Test of Maritime English Competence)- TUMSAT Maritime English Initiative <http://www2.kaiyodai.ac.jp/~takagi/mei/english/tomec/tomec.html>
- Murrell S. & Nagliati P., Safe Sailing CD-ROM - SMCP Training for Seafarers, Cambridge UP
http://www.cambridge.org/other_files/Flash_apps/safesailing/safesailingv6.htm
- IMETS (International ME Testing System) <http://www.maycoll.co.uk/imets>

In addition to the above CBT tools, an EU project on the design, production and administration of CBT in Maritime English that meets the requirements of IMO STCW 2010 (operational, management and support level) and IMO Model Course 3.17, has been conducted by MarTEL. This project has produced a set of "maritime tests of English language" for all STCW levels (MarTEL Phase 1; MarTEL Phase 2 Tests for Deck officers; MarTEL Phase 2 Tests for Engineer officers; MarTEL Phase 3 Test for Deck officers; MarTEL Phase 3 Test for Engineer officers; MarTEL Phase R Test for Ratings; MarTEL Phase R Test for Ratings; MarTEL Enhanced Oral Test) (<http://tests.maritime-tests.org/>; <http://www.martel.pro>).

For more information on the theoretical and practical issues in assessment and testing in Maritime English see the IMEC Proceedings database on the IMLA-IMEC website at <http://www.imla.co/imec/>.

Instructors who plan to carry out assessment of competence in English are recommended to follow **IMO Model Course 3.12, on Assessment, Examination and Certification of Seafarers**, in order to gain detailed understanding and practice of assessment methodology and techniques with specific reference to the standards of competence set out in the STCW Convention, as amended. The sections of this Model Course of particular relevance to the instructors involved in assessing English language competence are:

- 8 Requirements in Training and Assessing
- 9 Approving Training, Assessment and Records
- 10 Competence-Based Standards
- 11 Developing Written Tests
- 12 Invigilation of tests
- 13 Scoring Tests
- 14 Oral and Practical Tests
- 17 The Assessment Process
- 18 Develop Performance Improvement Plan

The following appendices from IMO Model Course 3.12 are also relevant if adapted to the context of Maritime English language training and assessment:

- Appendix F (Generates different types of questions for testing)
- Appendix H (Produces a scoring scheme for an essay-type question)
- Appendix I (Draws up a test specification and a scoring scheme for a practical test)

■ **Recommendations for the assessment of competence in English**

The principles of performance-based testing described in IMO model course 3.12 on Assessment, Examination and Certification of Seafarers apply equally to the assessment of English language competence. When devising appropriate tests, assessors should bear the following points in mind:

- In order to assess English language competence, tests should be based on the specific learning objectives set out in the detailed syllabi of the model course.
- Types of performance-based tasks for testing can be adapted from the suggestions for teaching tasks listed in the Instructor Manual. It is important the trainees are familiar with the type of task prior to the assessment.
- Tests of English language competence should aim to assess the trainee's communicative competence. This will involve assessing the ability to combine knowledge areas of English language with the various language communication skills involved in order to carry out a range of specific tasks. Assessment should not test the trainee's knowledge of separate language areas alone.

There are references to several books on English language testing in the Recommended Reading section of the Bibliography. Many of the more general books also contain chapters on assessment. The Bibliography also includes the details of websites specializing in language assessment, including some which contain samples of scoring schemes for assessing communicative competence in English.
