P r o c e e d i n g s
16th IAMU Annual General Assembly
Opatija, Croatia, 2015

Sveučilište u Rijeci
Pomorski fakultet Rijeka
University of Rijeka
Faculty of Maritime
Studies Rijeka

IAMU
International Association of Maritime Universities

ON IMPORTANCE OF NONVERBAL COMMUNICATION IN MARITIME ENGLISH TEACHING

Rodinadze, Svetlana*; Bezhanovi, Zurab; Mikeladze, Tamila; Zarbazoia, Kristina

Batumi State Maritime Academy
Georgia

Abstract. The present paper deals with the importance of the nonverbal communication provision in Maritime English teaching at Higher Maritime Institutions. Requirements related to the verbal communication teaching are clearly stated in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 as amended, which directly requires "adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships, 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 (SMCP)" [2]. The IMO SMCP provide verbal ship to ship, shore to ship and vice versa communication and cover the most important cases of routine and emergency contact.

At the same time, seafarers actively use nonverbal communication which also plays significant role in ship routine and emergency activities and procedures. Taking into consideration the above mentioned conventional requirements, the authors propose a model of inclusion of the above stated components into Maritime English teaching.

Key words: nonverbal communication, Maritime English, safety, STCW, IALA signs

***Corresponding author**
e-mail: z.bezhanovi@bsma.edu.ge

INTRODUCTION

Onboard nonverbal communication is related to different aspects of shiphandling, such as passage course plotting, lookout and watchkeeping, cargo loading and discharging, mooring and towing operations, repair works, etc. Nonverbal communication is typically provided by different means, such as symbols and abbreviation used on analog and electronic nautical charts, navigation lights and shapes,

Morse code, the International Maritime Signal Flags, signing used during cargo loading and discharging operations, cargo identification labels and dangerous goods signs under the classification of The International Maritime Dangerous Goods (IMDG) Code, uniform components, ship hull signs and other elements which are the integral parts of provision of safety of navigation. International Convention for the Safety of Life at Sea (SOLAS), 1974 and the International Life-Saving Appliance (LSA) Code, require signs to identify the locations of life saving equipment in accordance with recommendations of IMO.

Accordingly the IMO signs are presented by departmental signage, direction signs, EEBD pictograms, fire control symbols, fire equipment signs, hazard signs, immersion suit pictograms, IMO fire control symbols, IMO lifesaving appliances symbols, mandatory signs, port terminal signage, prohibition signs, safety awareness & training posters, and safety signs. The goal of the presented paper is to propose a sample of a teaching data compilation designed in a form of a coursebook unit (aimed at non-native English students of Sea Navigation Specialty) to meet the revised STCW 78/95 requirements regarding the English Language competence and proficiency of bridge team applied to the latest changes introduced by the International Association of Marine Aids to Navigation and Lighthouse Authorities.

The frames of the present paper do not give possibility to discuss all types and kinds of nonverbal communication used at sea, that is why we present only thetype of such kind of communication based on the use of the AtoNs (Aids to Navigation) which include any device or system, external to a vessel provided to help a mariner to determine position and course, to warn of dangers or of obstructions, or to give advice about the location of a best or preferred route. Visual Marks can be natural or man-made conspicuous objects such as mountain-tops, rocks, churches, towers, minarets, monuments, chimneys, etc.

Purpose-built AtoNs include lighthouses, beacons, leading (range) lines, lightvessels, buoys, daymarks (dayboards) and traffic signals. Visual marks can be provided with a light or left unlit. The effectiveness of a visual AtoN depends on its type, location, distance and atmospheric conditions.AtoN distinguishing features include the location, type (fixed structure, floating platform) and characteristics (shape, size, elevation, color, lit/unlit, light intensity, signal character, construction material, names, letters and numbers). The IALA MBS consists of the following marks that may be used in any combination: Lateral Marks, Cardinal Marks, Isolated Danger Marks, Safe Water Marks, Special Marks and the Emergency Wreck Marking Buoy (New Danger Mark). The marks have easily recognizable elements. All marks within the IALA MBS are distinguished by: shape, color, topmark, light, location, markings (name, number: etc) and auxiliary features such as sound signals: whistles, bells and gongs.

Taking into consideration the critical importance of these signs (actually they are used at sea as the means of nonverbal communication between the port authorities/VTS Centres and the seafarers, which at the same time should be transferred into the verbal communication between the lookout, OOW and the helmsman) we used these signs as the background for the model presented below. The goal of the presented sample unit is to provide the nautical students with adequate competence and proficiency to enable them to use specific nautical nonverbal communication and to develop oral communication skills by means the individual project work motivation.

Sample Unit: English for Bridge Watchkeeping Skills – The Lateral Marks, Regions A and B: features and function

Lateral Marks (signs) indicate the port and starboard hand side of a safe water channel. The lateral signs in the Regions A and B are different; the other marks are common for these both regions. If marks at the sides of a channel are numbered or lettered, the numbering or lettering shall follow the “conventional direction of buoyage” which may be:

Local Direction of Buoyage is the direction taken by the Mariner when approaching a harbor, river, or other waterway from seaward. General Direction of Buoyage is the direction determined by the buoyage authorities is based, whenever possible, on the principle of following a clockwise direction around continents and is usually given in Admiralty Sailing Direction and, if necessary, indicated on charts by the appropriate symbol.

Description of Lateral Marks used in Region A:

	Port hand Marks	**Starboard hand Marks**
Color	Red	Green
Shape (Buoys)	Cylindrical (can), pillar or spar	Conical, pillar or spar
Topmark (if any)	Single red cylinder (can)	Single green cone, point upward
Light (whenfitted)		
Color	Red	Green
Rhythm	Quick Flashing, Flashing, Long Flashing, Group Flashing	Quick Flashing, Flashing, Long Flashing, Group Flashing

At the point where a channel divides when proceeding in the "conventional direction of buoyage", a preferred channel may be indicated by a modified Port or Starboard lateral mark/junction buoy/bifurcation mark which usually indicate a deep water channel, suitable for commercial traffic, with a secondary channel suitable for shallower draught vessels as follows:

Description of Modified Lateral Marks used in Region A:

	Preferred channel to Starboard	**Preferred channel to Port**
Color	Red with one broad green horizontal	Green with one broad red horizontal
Shape (Buoys)	Cylindrical (can), pillar or spar	Conical, pillar or spar
Topmark (if any)	Single red cylinder (can)	Single green cone, point upward
Light (whenfitted)		
Color	Red	Green
Rhythm	Composite group flashing (2+1)	Composite group flashing (2+1)

The Lateral Marks, Region B, different features and the same function:

	Port hand Marks	**Starboard hand Marks**
Color	Green	Red
Shape (Buoys)	Cylindrical (can), pillar or spar	Conical, pillar or spar
Topmark (if any)	Single green cylinder (can)	Single red cone, point upward
Light (whenfitted)		
Color	Green	Red
Rhythm	Quick Flashing, Flashing, Long Flashing, Group Flashing	Quick Flashing, Flashing, Long Flashing, Group Flashing

At the point where a channel divides, when proceeding in the "conventional direction ofbuoyage", a preferred channel may be indicated by a modified Port or Starboard lateral mark as follows:

Description of Modified Lateral Marks used in Region B:

	Preferred channel to Starboard	**Preferred channel to Port**
Color	Green with one broad red horizontal	Red with one broad green horizontal
Shape (Buoys)	Cylindrical (can), pillar or spar	Conical, pillar or spar
Topmark (if any)	Single green cylinder (can)	Single red cone, point upward
Light (whenfitted)		
Color	Green	Red
Rhythm	Composite group flashing (2 + 1)	Composite group flashing (2 + 1)

To the Examinees and Instructors – Communicative Competence Tasks:

The principles of assessment include Speech Fluency Development: pair work discussions; presentations of individual project works; presentations of the illustrations in Blind Formatand the tests, based on the illustrations used in the text, e.g.:

– Danger (depth unknown)
– Obstruction, least depth known
– Leading line, Region A
– Leading Line, Region B

Individual work/Presentation: be ready to comment upon the presented illustrations in their blind formats.

Pair Work: Be ready to ask and answer the text related questions;

Individual Project Work: Skim and scan the presented text and conclude, why the transformation of nonverbal communication into verbal one is important for a seafarer: don't simply copy the contents, put appropriate word combinations into the given sentence models, motivate your answer in the form of a short summary:

to comply with: the COLREG rules; the STCW requirements; the SOLAS requirements; the MARPOL requirements; the IALA recommendations	to steer; to manoeuvre; to alter the course to starboard; to alter the course to port; to operate astern propulsion	to become: a rating forming part of a navigational watch; an officer in charge of a navigational watch; a Master	to perform: watchkeeping duties; the Master's orders; the pilot's advice; VTS; instructions	a vessel engaged in dredging or underwater operation; a vessel engaged in fishing	a vessel restricted in her ability to manoeuvre; a power-driven vessel engaged in a towing operation
to maintain: a proper lookout; shiphandling	to proceed at a safe speed	to prevent: the risk of collision; striking with another vessel	in narrow channel; in congested waters; in Head-on situation	to obtain: an early warning of the risk of collision; a watchkeeping license	not to run aground; not to impede the passage

Of course, I naturally agree that …… is/are important for future seafarers. Let me present a set of arguments clearly proving my point of view: Firstly, …… is/are necessary (compulsory/ obligatory) for/to …… .

Similarly, there is no doubt, that …… essential to/for …… .

So, as I think (in my opinion/as to me), it is for sure, that every cadet should …… .

In other words, it is obvious, (clear) that …… .

Let's use this illustration as an example: (use any of the presented sketches): …… .

Finally, as the conclusion, if one wants to become a seafarer, he should …… .

CONCLUSION

The expected outcome of selected data and communicative competence tasks covers the fluent use of adequate speech act modeling, self-representation and critical thinking development.

REFERENCES

[1] IMO Publishing.SOLAS Consolidated edition, 2014, IMO.
[2] IMO Publishing.STCW including 2010 Manila Amendments, 2011, IMO.
[3] IMO Publishing.*IMO Standard Marine Communication Phrases*, 2002, IMO.
[4] www.iala-aism.org
[5] www.mapserver.maptech.com/mapserver/nautical_symbols/Contents.html