THE CASE-STUDIES BASED APPROACH IN MARITIME ENGLISH TEACHING

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Summary. *Challenges of constantly increasing role of the English language proficiency under the conventional requirements of the International Maritime Organization (IMO) require implementation of Maritime English teaching within the frames of a set of different modern approaches aimed at the development of the above mentioned skills. Accordingly, the aim of the paper is to offer the results of analysis of the case study-based approach of English competence development, providing nautical cadets with the IMO-required language competence.*

1 INTRODUCTION

The English language competence is progressively becoming a mandatory requirement for all ranks of seafarers. The conventions, developed by the International maritime Organization (the IMO), clearly require the application of English in different spheres of marine activities. The International Safety Management Code specifies the need for seafarers to communicate in a common language. [1] Under requirements of the convention, regulating Safety of Life at Sea, on all vessels, to provide operative crew members safety issues, a sole working language shall be used and fixed in the vessels' log-books. [2] Simultaneously, the same convention requires that on merchant vessels the English language shall be applied on the navigation bridge to provide safety communication in three major directions: on-board communication, communication between the ships and communication between the ship and shore based stations. [2] In its turn, the Convention on Standards of Training, Certification and Watchkeeping for Seafarers finally shows the whole range of the English language competency requiring the officers in charge of navigational watch (the OOWs) to use printed and electronic nautical charts as well as a wide range of necessary nautical publications, including meteorological data and the information related with vessels' safety, security and operation, including contact with other vessels, shore-based services and to implement other obligations of the OOW including application of the IMO Standard Marine Communication Phrases (the IMO SMCP). [3] Accordingly, the absolute majority of the shipping companies

determine English as obligatory working language on board the merchant ships. Hence, the range of competence to be provided to the students of Marine specialties needs different approaches caused by different fields of their competence. Therefore, the provision of effective, outcomes-aimed teaching of Maritime English needs application of a set of different approaches intended to develop above stated competence development. Accordingly, the aim of the paper is to propose the different ways to provide the cadets with appropriate language competence.

2 THE HYPERTEXT-BASED APPROACH IN MARITIME ENGLISH TEACHING

In our opinion (based on application of the below stated at approach at BSMA), one of the useful methods to satisfy the needs presented above and subsequently to reach the stated objectives is to involve the practice of a hypertext application into Maritime English teaching. Hypertext provides playback, self-control and self-assessment options presenting a dual constructive educational outcome – as the academic activity, as well as, the factor increasing individual responsibility of the student. At the same time, distinctly from the analogue text, elastic essence of the hypertext ensures constant altering and development of its components in reply to course of studies or student demands. Consequently, a hypertext empowers adaptable linking and sharing of the educational data over the entire scheduled teaching catalogue. Accordingly, a hypertext, as the educational instrument, is the outcome of clearly planned and highly arranged/frequently corrected teaching strategy with the above-noted evident benefits, giving the tutors possibility of continuous tuning and upgrading of the existed training resources.

As a sample of vital advantage of the hypertext benefits in use within Maritime English training, we'd like to offer a set of six interrelated screenshots (taken from our own electronic interactive course) of the hypertext "A Cargo Ship Construction", which ensures the students of Batumi State Maritime Academy with a set of simultaneously available hypertext conveniences.

Understanding of the specific marine texts for non-native English students is associated with understandable complications because of hardly supposable explanations of a large number of marine terms. Simultaneously, the hypertext provides its users possibility of:

Figure 1: screenshot of the hypertext with the whole text listening:

[7]

Figure 2: screenshot of the same hypertext with listening and reading of Georgian translation of (preliminarily chosen) key words

[7]

Figure 3: screenshot of hypertext with pictorial illustration of marine terminology:
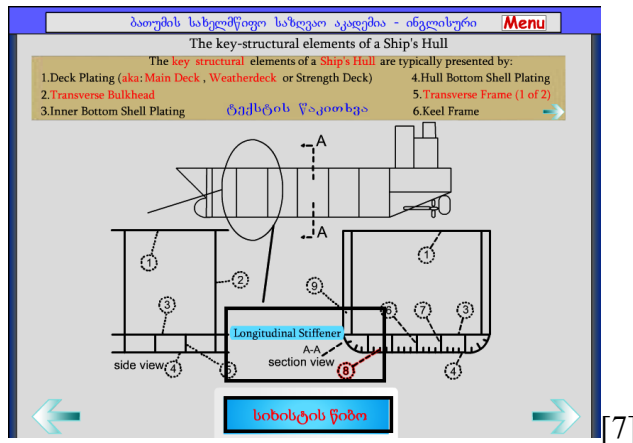

[7]

Figure 4: screenshot of usage of the picture as the knowledge development source – clicking the unknown part of a ship the student is immediately provided with the term's pronunciation and translation (a picture in Maritime English is really worth a thousand words and explanations):
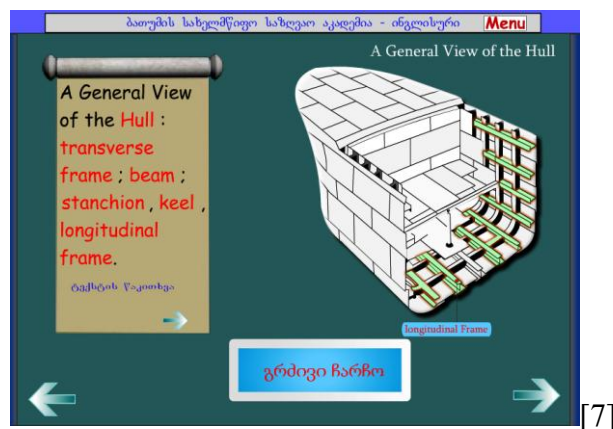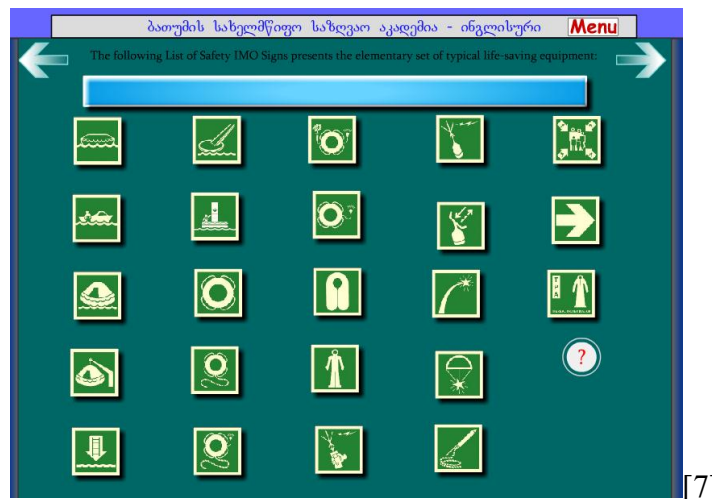

[7]

Figure 5: screenshot of the hypertext with related topics access:

[7]

Figure 6: screenshot of the hypertext with self-check, control and evaluation:

[7]

Thus, Maritime English training, following the general principle of CBT (computer based training) may benefit from development of HBT (hypertext based training), applying above mentioned advantages in provision both maritime teachers and students with opportunities of rapidly developing digital world.

3   THE CASE STUDY BASED APPROACH IN MARITIME ENGLISH TEACHING

Therefore, in case of development of students' competence related with acquisition of technical marine terminology, it is sufficiently enough to use Computer Based Training with application of hypertext advantages.

At the same time, it is also significant to consider the OOWs' obligations foreseen by the IMO model course "Leadership and Teamwork", implementation of which is directly interrelated with the increasing role of Maritime English. Thus, among other technical fields

of nautical proficiency, the officers' competence also includes implementation of operative safety management via on board and shore-based communication. [4]

Therefore, such wide range of the results to be achieved during the process of Maritime Education and Training implementation related to the language competence development, needs application of wide and elastic range of modern approaches actively used in different fields of skills - oriented education.

In our opinion, based on the gained experience, one of the most effective ways to ensure the students with appropriate knowledge and competence is to choose the suitable teaching data, causing the students' interest and accordingly making teaching useful and successful in results. Thus, one of the best ways to cause the future seafarers' interest is to provide them with the compilation of Presentation, Practice, Production (PPP) method involving real marine cases showing actual features of life and work aboard. Consequently, the paper offers a model of PPP lesson based on a real case study, aimed at provision of appropriate communication competence in case of such critically important issues, such as: contact, collision, capsizing, sinking, flooding and listing, fire, explosion and grounding (the frames of the paper do no give possibility to put the whole set of intended material, that is why we offer only one brief scheme of the intended proposal).

3.1 Presentation, Practice, Production (PPP)/Case Study Arranged Lesson Sample

Thus, if our aim is to build up the lesson using the real case study, all the components (Presentation, Practice, Production) of the lesson are presented with examples of the real accident which took place at sea on board the merchant fleet. So, we offer to start the PPP/case study-arranged lesson with the warmer, presented by the real pictures, involving the students into discussion predicting what happened with these two vessels:

Figure 7: warmer activity: look at the pictures and decide what happened with these two vessels?

[5]

Then, as the review tool, the students are asked to define (in the frames of preliminarily provided material) the role and importance of the message markers of the IMO Standard Marine Communication Phrases (the IMO SMCP) in provision of effective and safe maritime communication.

As the next step of the lesson implementation, the students are given the hand-outs containing the brief summary of the real accident, when "containership CARINA STAR was proceeding eastward toward Hanshin Port through the Kanmon Passage in Kanmon Port. Japanese destroyer was proceeding westward through Kanmon Passage toward Sasebo Port. At 1956.09-12 hrs, October 27, 2009, the ships collided with each other in the vicinity of Moji Saki, Kita-Kyusyu City. Finally, CARINA STAR sustained a fracture opening on the starboard bow outer-plate, and KURAMA sustained substantial damage on the bow, which

caused both ships to catch a fire at the damaged part. Six crew members of KURAMA suffered injuries during the fire-fighting operations, and, there were no injuries among the crew of CARINA STAR." [5]

As the next stage of PPP implementation, the students are elicited to suggest the possible reasons of the accident - listening part of the lesson introduces the transcript of the noted collision, indicating time, party and communication:

"19:18:22-50 Ship B to Kanmon MARTIS (KM): "We'll proceed westward through Kanmon Strait." KM to Ship B: "About 2 miles ahead of you, KAISHO-MARU, a vessel navigating in the opposite direction. The current there is 3 kn westward, falling." Ship B to KM: "OK, roger. We will proceed with full attention."

19:52:18-26 KM to Ship C: "Vessel behind you is approaching you. Pay attention."

19:52:32-38 Ship C to KM: "Ok. It's surpassing. Overtake me on my port side."

19:52:38-44 KM to Ship C: "Ok. Then you should keep starboard side. You are now middle of the fairway. Move to starboard side right now. Over."

19:52:46-55 Ship C to KM: "Ok, Ok. I will be a little course to starboard side."

19:53:08-20 KM to Ship A: "CARINA STAR, vessel ahead of you, QUEEN ORCHID is moving to starboard side, so please overtake on her port side. Over."

19:53:26 Ship A to KM: "Ok, roger, I will overtake."

19:53:31-43 KM to Ship A: "Overtake on her port side, QUEEN ORCHID is moving to starboard side, but one M ahead of you, Japanese navy ship is coming. Pay attention. Over."

19:53:46-49 Ship A to KM: "Ok, thank you, I will overtake on my port side."

19:55:55-56:04 KM to Ship A: "CARINA STAR, opposite course vessel, pay attention."

19:56:32-35 Ship B to KM: "Kanmon MARTIS, this is JDS KURAMA, Ship No. 144. Over."

19:56:38-41 KM to Ship B: "CARINA STAR is getting extremely close to you. Pay attention. Take evasive action."

19:56:42-48 Ship B to KM: "We collided with a tanker, in Hayatomo Seto. The tanker is on fire. Over."

19:56:52-57 KM to Ship B: "Roger. Fix your condition of ship. Open this CH 16."

19:57:18-27 Kanmon MARTIS to every station: "All stations, All stations, this is Kanmon MARTIS. 5 cables east of Kanmon Bridge, a JDS and vessel CARINA STAR collided and are stuck together. Vessels around there pay attention. This is Kanmon MARTIS."" [5]

Then the students are given the extract from case investigation report, according to which: "Kanmon MARTIS, at the time of the occurrence of the accident, did not use the message marker of the IMO Standard Marine Communication Phrases. At the same time, the messages were in the imperative form in English and Master A, took the messages from Kanmon MARTIS as an order instead of an advice. Thus, Master A did not understand properly the relationship between a VTS and a ship master and the meaning of the messages." [5]

As the final production part of the lesson, the students are offered to make presentation under the following conclusive instructions:

Presentation/Role Play: Using the following components (a sample presented below), put necessary corrections into the above mentioned VTS-MV/MV-VTS communication and avoid collision: Do not forget to apply Standard Organizational Phrases (advise to remain (or change to) on a VHF Channel, use corrections and repetitions; do not forget about readiness and responses; take into account, that numbers are to be spoken in separate digits and a few digits and numbers have a modified pronunciation; note, that distances to be expressed in

nautical miles or cables; speed to be expressed in knots; times should be expressed in the 24 hour in UTC; do not forget to use the following message markers: Instruction, Advice, Warning, Information, Question, Answer, Request, Intention. [6]

Sample:

VTS: "Please use IMO Standard Marine Communication Phrases." Over

MV: "I will use IMO Standard Marine Communication Phrases." Over

VTS: "How do you read (me)?" Over

MV: "I read you fair. Over

VTS: "Advise (you) change to VHF Channel ... / frequency ... ." Over

MV: "Changing to VHF Ch. .. / frequency ..." / "I'm ready to receive your message." Over

VTS: INSTRUCTION: Do not overtake. Repeat. Do not overtake. Over

MV: "Yes I will not overtake"   Over/Out

Conclusion

Thus, modern maritime education and training is shifting from traditional model into a wide range one, in which the creative approach of combination of teaching methods and approaches is of principal importance. Accordingly, selection of both   form (hypertext) and content (real accident cases) of teaching data provision should also follow the challenges of this process. Thus, hypertext and case study can play a significant role in reshaping the traditional English language resources to respond to modern maritime education needs, decreasing the gaps that exist between maritime needs and the outputs of education system. The application of the above mentioned approaches in Maritime English teaching can raise access to learning opportunities. It can help to improve the quality of education with advanced teaching methods, progress learning outcomes and enable better planning of unlimitedly flexible educational programs.

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