

QUALITY STANDARDS IN MARITIME ENGLISH EDUCATION IN UKRAINE

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Quality assurance system in training merchant fleet officers in Odesa National Maritime Academy, particularly in English language, is based on the pyramidal hierarchy of requirements of International Standards Organization, standards ISO 9002, ISM code, STCW – 78/95 and IMO Model courses.

Referring to the mass/ general professional/ experience, we've carried out:

1. the analysis of everyday practice of mariners – the chain of business situations – contracts and necessities in English language usage;
2. the study of standard regulations, rules, codes, conventions which define the materials of the syllabus;
3. the analysis of mariners' aspirations to improve their previously obtained knowledge, stressing on the weak points traditionally omitted in their education.

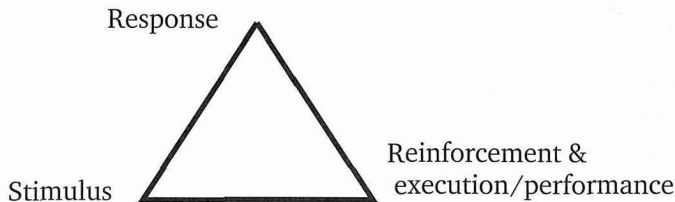
The whole EL teaching process in ONMA is now the continuous multistage cycle of testing- teaching – knowledge estimation/checking (as tests, modules, exams) with the well defined terms and limits of every stage:

I stage / level – teaching the subject “English Language”

II stage / level – teaching the subject “Professional terminology in English”

III } stages – teaching the subject “Business English”
IV }

We think that EL teachers of engineering institutes should think over the arguments for motivating their students in order to further interact/ cooperate with them in close partnership and under the following scheme



All of us know the main advantages of programmes psychologically and pedagogically adapted to the learners' mental and linguistic abilities, i.e.:

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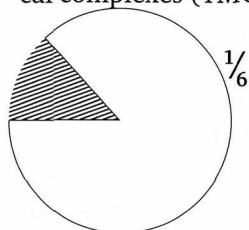
- learners will follow them without difficulty;
- slow learners will have the sense of progress;
- further learning tasks are encouraged to attempt;
- faster learners will not be held back by the pace of slow learners;
- the content of the programme will be carefully controlled.

The teacher will have a clear idea of:

1. the ground the student has covered;
2. the programme will be successfully completed

We have started carrying out the experiment on creating the non-interrupted continuous cycle of learning EL by future navigators within the framework of IMO model course 3.17 to make the process of our cadets' teaching at the Academy more closely interlinked with their participation in the seamanship training at sea.

The communicative space of cadets' future business activity field which is supposed to be studied by them is planned to be expressed and covered by teaching methodological complexes (TMC), aimed at the solution of the definite professional speech task.



EL of teaching coverage in the System – Bachelor – Master – Post-Graduate Course – in Odesa National Maritime Academy is now being under this credit-module arrangement.

Our Syllabus for EL teaching has already been elaborated and detailed in Units of textual modules at the 1st year.

This is the example - Sample:
Subject thematic plan

Table 2. *EL Syllabic material presentation in contextual module blocks Units ^{CTM} (4) I year, Navigation Faculty*

Contextual nomination of modules & curriculum disciplines modules	Code of contextual module blocks	Academic hours				Sources of literatures Bibliography
		Lectures	Laboratories	Practice	Individual studies	
1	2	3	4	5	6	7
I. Contextual module blocks № 1 Block 1.1. Introduction, presentation of one's personality. Grammar: Present Indefinite Tense, pronouns. Block 1.2. Ship Organization and working day on board ship. Grammar: Present Indefinite Tense (questions, negative form) prepositions of time. Block 1.3. Types of ships. Ships construction. Grammar: "there is, there are", articles, prepositions of place relations of objective case in EL. Block 1.4. Location and purposes of life - saving appliances. Grammar: prepositions of time and place				6	4	17, 20, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
				10	5	
				10	5	

Contextual nomination of modules & curriculum disciplines modules	Code of contextual module blocks	Academic hours				Sources of literatures Bibliography
		Lectures	Laboratories	Practice	Individual studies	
1	2	3	4	5	6	7
Totally CTM N° 1				34	19	
II. Contextual module blocks N° 2 Block 2.1. Navigation routes and geographical positions, Bridge orders: to the helmsman and engine room. Grammar: prepositional word combinations – for geographical positions and distances. Block 2.2. Location of ship premises, structures and spaces, escape routes. Procedures of launching and landing. Grammar: Imperative Mood. Block 2.3. Accommodation in cabins, free time on board. Grammar: future intentions “going to, will”.				8	5	17, 20, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
				10	5	
				10	4	
Totally CTM N° 2				18	14	
III. Contextual module blocks N° 3 Block 3.1. Description of everyday ship operation. Grammar: Present Continuous Tense in comparison with Present Indefinite Tense Block 3.2. Personal priorities, ordering meals on board. Grammar: “some / any, would like”. Block 3.3. Emergencies on board the ship and emergency orders and signals. Grammar: demonstrative pronouns, modal verbs: “must”. Block 3.4. Ship’s stores, checking amount, weight. Loading operations ... Grammar: nouns countable and uncountable “some, any, much / many, few / little”.				8	5	17, 20, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
				8	4	
				8	5	
				10	4	
Totally CTM N° 3				34	18	
IV. Contextual module blocks N° 4 Block 4.1. Ship construction; description of ship main equipment and devices. Grammar: degrees of comparison in adjectives, verb infinitive forms. Block 4.2. Visitors on board ship. Grammar: two ways of using “like”. Block 4.3. Weather conditions on ship passage. Grammar: “it, going to”				10	5	17, 20, 27, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42
				8	4	
				10	4	
Totally CTM N° 4				28	13	
Totally in 1 st term “EL course”				124	64	

The target of our Research is to assimilate the whole curriculum in EL at three stages to the credit module arrangement of teaching and what is more important – knowledge assessment process in marine higher educational establishment.

Now I'd like to demonstrate you one of the teaching methodical complexes

- one of the building bricks
- in which we are going to present the whole curriculum / syllabus in EL for general and special purposes.

We join the idea of Sam (1990) that these complexes should be:

- a) purposeful. They are beyond strictly practicing particular though Syllabic grammar and lexical structures;
- b) interactive. The activities are often polylogical and involve different forms of discussion;
- c) Authentic materials are used. The language models given are planned to be authentic.
- d) based on the information gap principle.

We tried and are aspiring still when implementing our methodology to keep to 5 principles of communicative methodology / as Morrow 1981/ :

- I - Know what you are doing;
- II – The whole is more than the sum of the parts.
- III- The processes are important as the forms;
- IV- To learn, do it;
- V - Mistakes are not always a mistake.

The main target of our research is the attempt to prove the possibility of combining two methods in teaching EL to seafarers – situational communicative and emotionally cognitive methods. We start from the consideration that there is no direct correspondence (harmony) between the units of thinking and units of language. But we know that the thinking information has as language context and other types of mental representations.

There are many factors which need to be integrated into the learning process coming from the capabilities of

The *right brain* and the *left brain*

The *reflex brain*

The *limbic system*

The *new brain*

The idea is in combining the benefits of in one teaching massif. Different learning styles

In our project we've distributed the Syllabic EL material in the following way:

Bachelor Degree Modules

At a Crewing Agency. Asking for and giving personal information

Traveling by plane

Shipboard training

In the messroom

Navigational aids

Ship handling

Communication at sea

Safety on board

Accidents and incidents at sea. Visiting a doctor

Free time on board. Going ashore

Lifeboat drills and firefighting drills

Survival technique

Arrival in port

Anchoring

Mooring

Clearing the ship in. / Medical Inspection

Loading operations

Master Degree Modules

Grounding. Oil pollution

Salvage operations

Stranding. Flooding. Towing

Firefighting at sea

Piracy

Terrorism. Security

Collisions

And as an example I'd like to demonstrate you a string of several units from our Project which is being implemented in our teaching process in Navigation Faculty.

For organizing my workshop I've chosen the combinatory topic, consisting of a limited number of scenes from our Project scenario. It includes extracts from such activities of navigating officers and trainees as:

- a) Ship Organization and Ship Construction Familiarization.
- b) Ship Handling Characteristics, affecting the ship movement.
Keeping watch on Bridge. Familiarization with Navigational Aids.
- c) Familiarization with ship safety equipment, appliances.
- d) Participation in lifeboat and fire-fighting drills.
- e) Preparation for arrival in Port.
- f) Anchoring Arrangements in outer road.
- g) Mooring at berth.

Participants involved in this workshop may be as more as possible. I'm planning them in bridge teams in 3-4 persons / crewmembers. All teams will be working out the same tasks.

The goals of the workshop: to convert as close as possible the framework of the teaching-learning process into the authentic professional activities of future seafarers at the level of everyday routine communication of one ship crewmembers.

That's why the program steps of realizing the scenes of the scenario of one voyage are going to be:

1. to submerge into the ship atmosphere;
2. to adapt, to the certain ship and crewmembers;

3. to intrude into new duties through learning new textual vocabulary;
4. to attract and explode paronomically speakers' attention to the comparison of equivalent language elements / norms and transfer of additional highly demanded professional knowledge;
5. to approach as realistically as possible to the canonic communicative situation.

Planned activities:

- a) demonstration of the ready-made material-dialogues, polylogues, textual questions-interviews, etc.
- b) accurate reproduction
- c) immediate creativity on the spontaneous discussion of the details of the presented material – presented problems.

Time limits of each scene are about 10 min. The duration of the workshop is planned to be approximately 45-50 minutes but it can be interrupted after each scene of the presented chain of situations.

The outcome of the workshop is planned to be ended as a result of commenting on the feelings of the participants (as they may be as cadets / students) during the Workshop, their sociability, swiftness of reactions, their dependence – independence on each other, profundity of counteraction and the possible positive results of the activities performed by them

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