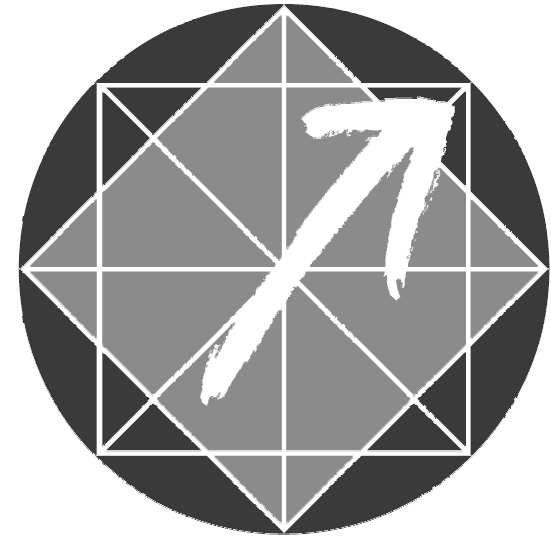# EUROPEAN UNION
5th Framework Programme
Competitive and Sustainable Growth

METNET

Thematic Network on Maritime Education, Training and Mobility of Seafarers

METNET, Trieste 2003

METNET - The 4 E's

- Essentials - Minimum standards - STCW 1978/1995

- Extension – beyond STCW requirements

- Enrichment – degree (sea & shore-absed employment)

- Elevation – MSc or MBA degree

ROLE OF METNET

- **standards of proficiency for METNET member institutions**

- **students' / marine operators' needs**

- **course standards (model)**

- **minimum standard course requirements**

- **core course materials**

- **learning& teaching**

METNET - WP 7 - Introduction

- *Creation of ME language material for a course on* **marine environment protection***/T6.2*

- *Creation of ME language material for a course on* port operations and costs*/T6.3*

- *Creation of ME language material for a course on* shipping operations and costs*/T6.4*

1.1 Observations - 1

➢ current standards for maritime communication, as currently defined by IMO, are considered to be vague

➢ individual maritime English teachers frequently establish their own content and standards for courses since national or maritime policy is lacking

1.1 Observations - 2

➢ *insufficient screening* of candidates regarding English language skills takes place prior to enrolment

➢ the *wrong* / *inappropriate* language skills/components are assessed

1.2 MARCOM - Results:

- 1.2 million seafarers today - majority from Asia and former USSR
- multi-cultural
- multi-lingual
- a *single common working language* is vital
- serious problems exist
- a corporate quality culture requires serious action - standards

2. 1 MARITIME ENGLISH

What does **_Maritime English_** mean

- – to you?
- – to your institution?

NEEDS ANALYSIS:

- Misconceptions on needs and standards (users, MET institutions)
- Misunderstandings

Maritime English: DEFINITION

" the entirety of all those means of the English language which being a device for communication within the international maritime community contribute to the safety of navigation and the facilitation of the seaborne business"

(Trenkner 2000)

MARITIME ENGLISH cont.

- nature of Maritime English

- communicative aspects:
    - language-in-use
    - absolute priority for ship-board comms
    - English language requirements on shore

- other aspects:
    - cultural
    - sociolinguistic
    - psycholinguistic

2.2 WHAT KIND OF MARITIME ENGLISH?

- **standard English with 'belonging' English**
  (standard/general English with some knowledge of Maritime English),

- **'Survival English' -** STCW 95

- **SMCP 2001**

- **operational vs management level**

- **standard English** (i.e. highest degree of competence in general English)

- **other maritime Englishes** (technical / business / law)

3. WP 7 - THE TASK

" To design Maritime English back-up material for use at MET institutions in countries where English is not the official language"

3.1 THE TASK

Three subject areas:

- Marine environment protection

- Port operations and costs

- Shipping operations

    Create framework

    Implement courses - workshops

OBJECTIVE

To enhance current individual language proficiency for shore-based, post-seafaring careers: will facilitate mobility and competitiveness

3.2 REQUIREMENTS ON STRATEGIES - TASKS - ACTIVITIES

➢ *Communicative approach*

➢ *content-based learning*

➢ *learner-centred approach*

➢ *project-based learning*

➢ *hands-on activities*

➢ *developing cognitive (self-learning) skills*

4. METHODOLOGY

- Content-based instruction (Theme-based)

- Communicative approach (CLT)

- "Twinning"

4. 1 LANGUAGE SKILLS / STRATEGIES
adapted to the learner:

1. Listening skills

2. Reading skills

3. Speaking skills

4. Writing skills

5. Vocabulary development

6. Communicative competence

BENEFITS

- C-B eliminates artificial separation between language & subject matter
- C-B develops both language and professional skills
- C-B units lend themselves to integrated skills approach

(Stoller 1999)

BENEFITS

- **Thematically organised materials are easier to remember & learn**

- **Expertise in a topic develops when learners reinvest knowledge in a sequence of progressively more complex tasks**

$$\text{(Stoller 1999)}$$

5. THE COURSES

- Level – intermediate +
- Length – 20 hours (3 days)
- Class size
- Supplementary materials
- Three themes

5.1 THEMATIC UNITS

Series of tasks which
- focus on meaning
- challenge the learner linguistically & mentally
- increase in difficulty
- involve solving problems
- involve presenting opinions on controversial issues

5.2 Group Work - A KEY ASPECT

"An activity where the learner is required to interact with one or more other learner(s) in the class"

5.3 ACTIVITIES & STRATEGIES

role play

- poster

- brochure

- presentation

- piece of writing

Always a Final Task

6. REGIONAL APPROACH TO *ME*

➔ Can international ME requirements be delivered within local training contexts?

➔ How can Maritime English be used in MET institutions?

➔ Mother-tongue interference: specific needs learning English

➔ Domestic general education and MET system

REGIONAL APPROACH, Cont.

- ➢ **Compatibility of syllabi and curricula? (Home/East Europe - EU)**
- ➢ **Availability of textbooks, software, course materials?**
- ➢ **Who should teach ME?**
- ➢ **Modern teaching technology - teaching equipment?**

Should all MET institutions follow a universal solution?

> ➢ a definitive ME textbook?

> ➢a single syllabus?

> ➢ an approved methodology?

> ➢ a scripted version of Maritime English?

7. ROLE OF IMLA :

- ♦ IMLA - IMEC / WOME

- ♦ MARCOM

- ♦ METHAR

- ♦ METNET, etc.

8. CONCLUSIONS

NEGATIVE CONSEQUENCES
   FAILURE:

- jeopardise safety at sea
- a chain of associated transgressions

POSITIVE IMPACT

- Appropriate instruction in career-specific English language skills required in the maritime industry

- comparative advantage to EU maritime industry

- IMO quality in the forefront

METNET, Trieste 2003

9. WP 7 - RECOMMENDATIONS

- For teachers:
  - briefing on CBT/CBL
  - METNET workshops in EU and
    EE preaccession countries
  - IMLA WOME workshops
  - feedback

WP7 - RECOMMENDATIONS, cont.

- ## For EU / EE MET institutions:

  - ◆ further qualification measures for lecturers - STCW 1978/95 % ISM Code

  - ◆ introduce content-based & communicative Maritime English instruction

  - ◆ "twinning" of subject + ME teachers

  - ◆ the status of ME and the ME teacher