The Approaches of Teaching and Learning Maritime English: Some Factors to Consider

Raju Ahmmed[1]

Abstract

The objective of this paper is to find out the linguistic features of maritime English and to investigate the approaches that the teachers and learners can follow. The present study also investigates the needs of the maritime students in order to develop good syllabi and the approaches of teaching. The present study finds that the language abilities that the maritime students mostly need are reading, writing and spoken English. The paper represents how the learners should learn maritime terminologies, read texts and comprehension and write responses to emails or letters. It also explains how the teachers should teach the required skills to the maritime students, how they (teachers) can develop communicative competence among the students, and the other factors they should consider while designing the syllabi and course contents of maritime English.

Key words: Features, approaches, needs, terminologies and communicative competence.

Introduction

A common language is needed for communication and for avoiding accidents at sea. This common language is English. In fact, English is a language which is widely used in maritime sector. The maritime professionals and seafarers use maritime English while working in the port and shipping industries. Often a report about a major maritime disaster affects and saddens the people working in that sector. Analyzing the mishaps, it is seen that the accidents often occur due to the breakdown in communication and cooperation. So, the relation between safety at sea and competency in English are interlinked. Seafarers having a good command will hardly have any miscommunications.

These miscommunications occur due to language and cultural barriers as Thiel (1996) reports that most maritime accidents happen due to human errors. Therefore, the mariners need to learn that communicative

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[1]*Lecturer, Department of English, Bangabandhu Sheikh Mujibur Rahman Maritime University, Bangladesh*

competence and cross cultural issues can affect their team work at sea. Since the graduates of maritime university get opportunities to work in government ministries, shipping company managements, port administrations, international organizations, diplomatic missions and maritime educational institutions, they should have good proficiency as well as efficiency in maritime English.

In fact, maritime English originates from general English and so the communication in English can be for both maritime and general purposes. To develop standard syllabus for the students, the learning and the teaching processes of both general English and maritime English should be examined. EAP (English for Academic Purpose) and ESP (English for Specific Purpose) courses provide training about general English as well as maritime English. The students of EAP or ESP courses need to master the skills to do presentations; write reports and thesis; take part in national and international seminars and conferences; communicate with the teachers and other students at the university and at the dormitories. So, maritime students' efficiency in English is highly expected and this paper will look at the factors of learning and teaching maritime English.

Literature Review

Researchers over the years have contributed to the understanding of what happens due to communication gaps and inefficiencies at sea. Being unable to communicate may cause the loss of lives of not only the passengers but also the crewmen. Pyne and Koester (2005) in their study report of an incident in which a repairman of a ship suffered from fever and pain. The sick repairman asked his colleague to translate his sentences to the chief officer for medication. However, during the translation the meaning of fever did not come and so the chief officer gave him a mild pain killer for treatment. Later, the repairman died and the cause of his death was identified as pneumonia for which he did not get any medication. Mainly, the mishaps occur at sea due to communication problems and errors. These communication errors have been identified as 'human error' (Albayrak and Sag (2011). These human errors occur when the crewmen fail to communicate properly. Regarding communication failure, Pyne R. and Koester (2005, pp.197) says "human communicative error can be defined as 'Human Errors' which occurs as a result of a failure in communication, be it ship to ship, ship to shore or intra-ship". Shen and Wang (2011) in their

research titled "On English Teaching in Maritime Colleges" report about the incompetency of students in ocean work with poor English capability and textbooks containing classical works which have nothing to do with ocean transportation. They found that the offered courses in China ignore the training of oral English, listening to comprehension, and writing ability. As a result, students fail to understand English at work. The similar findings were found in the studies of Shen and Zhao (2011). They stated that many ship owners complained about Chinese shipmen's bad English ability, and many Chinese shipping enterprises could not effectively communicate with foreign shipping enterprises or produce many misunderstandings because of bad English ability. Romanova (2011) conducted a study on the first year students of Port and Shipping Management and analyzed the kind of vocabulary used at Latvian Marine Academy, Latvia. She found that maritime English books available at the academy do not provide sufficient activities to succeed in learning maritime vocabulary. To many first year students of Latvian Marine Academy, maritime English is totally unknown. Kourieos (2015) conducted a study on thirty four first year students of the programme of Maritime Studies and found that 79% students said that their main difficulty is to get their messages by using correct English. They also mentioned their lack of grammatical knowledge and lack of confidence in expressing themselves in spoken English.

Although many students' English writing doesn't meet the requirements of maritime English, they are very keen to learn and acquire these skills for their respective professions or future careers. For example, Mercado et al. (2013) conducted his study titled "Teachers' perceptions and students' needs and attitudes towards to the teaching and learning of maritime English" on fifty participants and found that the students showed a positive attitude towards learning maritime English. They wanted to learn Maritime English (ME) so that they could communicate to the people of different nationalities. They also said that being able to speak ME is a mark of respect to foreign crewmen. Comprehending the necessity of maritime English, a number of European projects have been launched in order to accelerate the learning process. EU projects such as MarTEL (Maritime Test of English Language), SeaTALK, CAPTAINS (Communication and Practical Training Applied in Nautical Studies) etc. have been developed to establish standards in Maritime English Training (MET) programmes. Standards of Training, Certification and Watch keeping for Seafarers (STCW), Safety of Life at Sea (SOLAS), Standard Marine Communication

Phrases (SMCP) and International Maritime Organization (IMO) model courses are adopted globally, and they provide common ground for MET institutions. So, learning and being able to speak maritime English is very significant for maritime nations and its maritime professionals. Therefore, the researcher of this study wants to find out the characteristics of ME and the needs of the maritime students and these will help to show the appropriate means of learning and teaching ME.

Research Questions

a. What are the linguistic features of maritime English?
b. What are the academic and professional needs of maritime students?
c. How maritime English can be approached by learners and teachers?

Methodology

The present study is a secondary research. The existing data and information were collected from some of the previous researches and articles on maritime English ranging from 1951 to 2015. The findings have been analyzed by qualitative research method.

Maritime English and its Features

Maritime English is a restricted language which is largely used at sea. It is the working language of the shipping industry and it has independent language system with its specialized lexis and limited grammar. Pejakovic (2015) says that British linguist, Firth J. R. (1890-1960), introduced this term (Maritime English) as a label for strictly reduced linguistic system that is used for a particular activity. In fact, Maritime English is an example of English for Specific Purposes (ESP) and it is mainly used in maritime sectors. These ESP courses focus on learners' immediate and future wants and needs, learner centeredness, authentic materials, process oriented syllabi with students' active involvement (Bruton, 2009). About maritime English (ME), Mercado et al. (2013) say that it (ME) develops students' ability to use English at least to intermediate language level. ME is a practical course in which the sailors have to contact with the foreigners. However, ME not only facilitates communication at sea but also in various professional roles.

ME has certain linguistic features. Its vocabulary and writing formats are different from general English. The lexis and its meanings are distinct in

maritime English. For example, when looking up the meaning of the word "ship" in an English dictionary, the meaning shows "vessel, tanker, ferry, yacht". However, in maritime English the word 'vessel' refers to ships for cargo, 'tanker' is for oil tanker, 'ferry' means ferry boat and 'yacht' refers to barge, used for pleasure trips. One more example can be considered from the study of Shen and Wang (2011). The 48th term of China Maritime Law states, "The carrier shall properly and carefully load, handle, stow, carry, keep, care for and discharge the goods carried" (Shen and Wang, 2011; pp.177). In this sentence the words "keep" and "care for" both mean "look after"; yet they are being used in the same sentence because in maritime English the word "keep" means "look after", but it emphasizes that goods' quantity is guaranteed, such as avoiding thefts or falling apart. On the other hand, the phrase "care for" also means "look after" but it focuses on that good quality is guaranteed. Therefore, the difference between quality and quantity lies although the meanings are same in general English. Again, the writing features of ME are also different from general English. For example, in ordinary English writing "good morning/afternoon/evening, is used for greeting but ME is overseas and the morning of the sender can be the afternoon or evening of the receiver. Therefore, the usual maritime greeting is "good day".

Shen and Zhao (2011, pp.185) mentions about '7 C' in written maritime correspondence and these are "courtesy, consideration, completeness, conciseness, clarity, correctness and concreteness". Firstly, the vocabularies selected for maritime communication have to be polite and the content of the correspondence should show respect to the other party. For instance, the phrases like "your good company" and "your esteemed director" show respect to others. If one party writes "Do you think you could send us correct stowage factor?" Sentence like this implicitly indicates doubts to other party's ability. So, such sentences must be rephrased and the above mentioned sentence can be rewritten as "Would you please advise us correct stowage factor?" which shows respect to the second party and indicates politeness of the first party. Secondly, English used in maritime correspondence needs to be expressed clearly. Shen and Zhao (2011, pp.186) mention an incident which occurred due to incompleteness of the meaning of the message. The ship owner told the captain to "proceed to Fremental (a port of Korea) after unload" but the captain interpreted it as Fremental port of Australia and directed the ship to that way. The misunderstanding was found out after 3 days of sailing and then the ship

had to turn back by wasting six days' oil consumption. Thirdly, ME should consist of simple and concise sentences. The senders have to express exactly what the real intention is and at the same time instead of equivocal words or sentences, use of professional words and acronyms is to be encouraged. For example, the word 'stem' in ME is used to buy oil. If the users use 'order', 'purchase', 'book', 'buy', the other party may assume that the first party wants to buy other things but not fuel. Fourthly, the other parties' opinions, thinking mood should be respected highly. According to Shen and Zhao (2011, pp.187), if the proposal provided by the other party does not suit the first party, then they should not say 'Your proposal was totally rejected' because it may sound offensive to the other party. In this case, the first party can deliver the sentence in a euphemistic way by saying 'I don't think your proposal will be accepted" in order to avoid any embarrassed situation. Fifthly, in ME communication less words should be used and unnecessary repetitions and flowery words have to be avoided because the receivers may lose patience to read the whole correspondence if the message is lengthy. Shen and Zhao (2011, pp.187) also explains how sentences can be made shorter from lengthier and some of his examples can be considered. The sentence "We will endeavor to utilize chemicals to clean holds on approximately March 15, so we place this order of 5 drums" can be replaced by "We will try to use chemicals to clean holds on about March 15, so we order 5 drums". Similarly, "We wish to acknowledge the receipt of your letter" can be replaced by "We appreciate your letter". The principle of writing short but to the point has to be maintained. Besides, the content of the correspondence should have time, place, price and cargo numbers to avoid disputes for the future business. Finally, the content of the correspondence needs to be syntactically correct. The messages have to be checked before they are sent to avoid the typing mistakes.

Need Analysis for Maritime Students

Robinson (1991) in his book titled '*ESP today: a practitioner's guide*' defines 'needs' as the language skills learners need to acquire in order to function effectively in the target situation. Again, Hutchinson & Waters (1987) give another definition of needs. According to them, 'needs' refers to learners' preferred ways of learning, techniques and materials. Whatever the definition is of needs, need analysis is needed to make teaching-learning beneficial for all maritime students, seafarers and stakeholders. Usually learners of maritime English have different needs and expectations which

have to be determined in order to develop course contents and good syllabi. ME courses designed anywhere may differ from other parts of the world due to learners' respective needs and prerequisites (Eliasson and Gabrielli, 2015). So, national as well as international requirements of maritime industry have to be taken into account when analyzing the needs of the learners. Learners have both academic as well as professional needs. Among the academic needs, maritime students have to read and understand class room materials, listen to class lectures and take notes, express their ideas and opinions accurately in writing, interact with the teacher for the purposes of the lesson, and use subject specific jargons (Kourieos, 2015). Besides the students have to interact with the peers to complete the task, extract the main ideas from a passage, participate in classroom discussion and prepare and deliver oral presentation. Among the academic needs, the reading skills are also very vital. The students have to develop comprehension skills to understand reports, articles, and instruction manuals. At the same time they should have good writing skills to write good reports, memos, letters, emails and messages correctly. After that, the professional needs are required when the students join different sectors of maritime fields. After completing graduation, the students have to write and respond to both formal and informal emails, prepare reports, interact with the clients and colleagues and attend department meetings. Moreover, as officers they need to acquire knowledge and skills to operate international ships. They have to learn vocabulary and terminologies. The students when they join their profession have to take and deliver messages accurately via VHF (Very High Frequency) radio. So, they need to master these skills as well. Among the professional needs, the most important is communication skill because they will need to communicate to multicultural nationalities whose L1 (mother tongue) is different from each other and because learning and being able to speak the English language is a mark of respect to the foreign crewmen. Moreover, when a ship reaches another country, the sailors need to communicate to the port authority in English. In addition, seafarers have to use English for inter- and intra-ship communication, negotiating with foreign employers, from ship to shore and shore to ship correspondence.

Therefore, the students need to improve their proficiency in English as determined by STCW (Standards of Training, Certification and Watch keeping for Seafarers) 1995 Code. Furthermore, the safety measures are also essential to consider the needs of the maritime students because the

officers have to give instructions to passengers when an emergency situation occurs. They have to describe the procedure to survive at sea. All these descriptions and instructions must be delivered in the English language. In fact, safety at works is the most important social policy to prevent risks at sea. Therefore, learners have to study standard marine vocabulary, crew roles and routines, safety equipment, standard wheel orders, organization on board, marine protection rules, standard maritime communication phrases, types of vessels, safety and emergency situation on board, emergency response, standard engine orders and safety and risks on board (Mercado et al. 2013).

Albayrak and Sag (2011) mention that the maritime students should have awareness about the marine environment, training in security, leadership and teamwork, situational awareness, decision making, health issues and professional conduct and use of standard operating procedures. If they do not have these skills, quality and competency, they may not get their desired employments. Shen and Wang (2011) in their study say that many sailors in China can just briefly introduce themselves in English when they are interviewed by the ship owners. They (Shen and Wang, 2011) said that many ship owners would rather spend much more money in hiring Indian or Philippine sailors with good English level but a little poor ability. To sum up, the language abilities that the mariners need to have are spoken English, reading English, and written English. Spoken English is essential for meetings and voice communication. Reading English is required for understanding manuals and instructions whereas written English is necessary for sending and receiving messages, mails and letters.

The Approach of Learning Maritime English

The learning processes have to be designed in the institutions in which maritime students receive their Maritime English Training (MET). The institutions need to design MET programmes which are internationally unified. In this regard, Eliasson and Gabrielli (2015) state that the responsibility of ME proficiency as identified with the STCW lies on the responsible institutions, and not the ME instructors. So, the standards agreed by IMO member countries have to be taken into consideration so that the aims and objectives of the courses meet the IMO or STCW requirements. Apart from the respective institutions, the learners can adopt some techniques and strategies to learn maritime English. So, the learners

have to use some strategies while mastering ME as strategies develop communicative competence. Oxford (1990, pp.117) says "strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferrable to new situations." She mentions three types of strategies: cognitive, metacognitive and socio-affective strategies. Learners use cognitive strategy to solve new problems by connecting prior knowledge whereas they use metacognitive strategy to organize time, self-monitoring and self-evaluation. Learners use socio-affective strategies to control their emotions, motivation and attitudes towards learning. Regarding socio-affective strategies, Hutchinson & Waters (1987) say that much ESP research has been on language analysis and learners' emotions have been neglected. Cole (2002) says that learners with positive self efficacies feel a strong sense of control over their language learning process. So, the learners have to be acquainted with these strategies of learning and use them in their convenience when applicable.

Learning Maritime English Vocabulary

Learning vocabulary is the core activity in acquiring a foreign language. Vocabulary is not just a set of memorized complicated tokens and so there are a lot of creative ways to learn them. The learners have to shift their focus from language system to the act of communication. The knowledge of maritime vocabulary is necessary for professional development i.e. taking part in seminars and class discussion. Vocabulary for maritime communication is normally precise as the length of the message is restricted. If this precise vocabulary is interpreted literally, the recipient will misunderstand the message. For instance, 'breast line' and 'back spring' mean ropes or lines; a 'gypsy' means a part of the windlass; 'monkey island' means the top of the wheel house (Romanova, 2011, pp. 26). That's why; the meaning of maritime English vocabulary should not be taken literally. Romanova (2011, pp. 26) categorizes ME vocabulary into three categories namely core vocabulary (used in general language), semi-technical vocabulary (used in general language, but has higher frequency of occurrence in scientific and technical discussion and description) and technical vocabulary (common in the maritime and engineering area). Again, the students can practice noticing (paying attention to a word). Noticing occurs when students realize that the word complements their knowledge of the language, they check its meaning in a testimony or find it out from the teacher. So, the students have to study the words to get their

meaning from the context. The learners should divide the vocabulary items into manageable chunks. Then, they need to study these chunks and compile personal glossaries of maritime terminologies. Besides, considerable attention should be given to collocations in connection with reading texts and topics studied and the students have to negotiate meanings among themselves. These are some of the effective ways that the learners can attempt to acquire maritime English vocabulary.

Reading Maritime English Texts

Reading is a kind of process which involves much strategic behavior. According to Block and Duffy (2008, pp.25), "Comprehension is a strategic process; that is, good readers proactively search for meaning as they read, using text cues and their background knowledge in combination to generate predictions, to monitor those predictions, to re-predict when necessary, and generally to construct a representation of the author's meaning." The learners have to read Standard Marine Communication Phrases (SMCP) which will describe what to say when and they will learn the safety-related phrases. These phrases will assist mariners in meeting basic on-board requirements. The officers need to be familiar with standardized language for navigational purposes. They can read texts from online resources and maritime newspapers. While reading any text, the learners can use some reading strategies like skimming (reading rapidly to get the main points) and scanning (reading rapidly to find specific of information). They should also read for pleasure and for detailed information.

Writing Maritime English Letters or Emails

"Writing is a multidimensional process which includes planning what to say, how to say, translating ideas into written text and revising what has been written" (Harris, Santangelo & Graham, 2010; pp.226). Except the VHF radio communication, emails and letters are widely used in maritime correspondence. Whether writing emails or letters, the maritime professionals have to meet certain formats and requirements. Each written document should have an addressee, MSG number, date and subject. The addressee is the person to whom the mail is being sent, MSG number is the number of correspondence, and the subject is the topic of the correspondence. Then the salutation should follow. The usual salutation is 'Good day to you'; however 'Dear Sir/ Madam' can be used if the party's name is known. If it is unknown 'To whom it may concern/Dear

Concerned' can be used. After that, the body of the letter or email should follow. In the beginning of the body, the sender should introduce himself/herself and explain why the letter is being written. Then he/she should write the facts and provide the supporting details. At the end of the body, he/she should propose the requirements (if any) and draw the attention of the recipient. After that, the letter should end with a complimentary close with the phrases like 'sincerely, best regards, yours truly' etc. Finally, the enclosure or attachment section should be written at the left bottom.

Approach of Teaching Maritime English

Maritime English (ME) should not be taught from the initial stage of the learners. After learners have achieved a minimum level of proficiency, ME should be taught. Native as well as non-native learning approaches have to be adopted which means that the learners will learn the language not only at the institution but they have to develop it all throughout their life. Shen and Wang (2011) say that the traditional teaching methods are not suitable for modern maritime needs. So, the learners are to be taught shipping terminologies, safety communication, and technical marine English with new innovative teaching methods. Along with the terminologies, the teachers have to present new vocabulary with illustrative materials like drawing or labeling partners. They have to emphasize on the improvement of students' word recognition skills. ME teachers are supposed to be able to provide any help with the explanation or precise translation of the new vocabulary. They should help the students when general words are used as maritime terms. New words have to be taught in such a way that they are used in the real life professional context. Using the words with common meaning (synonyms) and their opposites (antonym) is one of the effective ways of explaining new vocabulary to the learners. Activities like gap-filling, and word searches, scrambles and puzzles may work better for teaching vocabulary but these activities should go beyond simply memorizing new definitions. The teachers should encourage the relation between words and help to build semantic relations. Romanova (2011) hypothesized that one of the most successful ways of learning maritime vocabulary is using explicit teaching of vocabulary by means of the activities corresponding to the professional needs and the language proficiency level of the learners. Then, the teachers can raise learners' motivation in learning ME by providing them student-friendly materials.

After that, ME teachers can apply learner centered pedagogy and provide high quality engineer training, encourage knowledge about shipboard engine system and maritime industry. The maritime English teachers have to "teach locally but think globally" (Trenker, 2010 as quoted in Eliasson and Gabrielli, 2015). Therefore, a global teaching approach as well as globalization of maritime institutions is needed.

ME teachers should have abundant professional maritime knowledge, develop teaching skills and arrange training. They have to choose the textbooks which are related to the latest maritime technology and regulations. ME teachers have to meet the requirements as set by the STCW Convention (Convention on Standards of Training, Certification and Watch Keeping for Seafarers) by developing good syllabi, classroom materials and adopting effective teaching approaches. Kourieos (2015) found that lectures were the least preferred means of instruction whereas classroom discussion is rated highest by the students. Therefore, more interactive pedagogical approach is needed to be adopted by the teachers. Speaking and writing skills should be incorporated into the curriculum. The teachers have to improve oral English teaching and bring authentic materials to the class. Certainly there are some challenges for the teachers. One challenge that teachers mostly encounter is to keep their teaching materials up-to-date. Finally, as learners use different strategies, the teachers have to focus on the learning strategies, modify their teaching method and classroom materials from time to time. Learners' age, gender, personality, motivation, self-concept, life experience and other affective factors that influence learning have to be taken into consideration.

Developing Communicative Competence and Cultural Awareness among the Learners

Communication is the 'building blocks' which ensure effective and safe working conditions at sea (Vangehuchten, et al., 2010). So, there is always a need for a clear verbal communication. Good communication can be done by correction, interaction, balance and understanding. Interaction involves emotions, creativity, agreement, disagreement, people waiting patiently to get a word in sighing, nodding, gesticulating and so on (Albayrak and Sag , 2011). While developing the communication skills of the students, the teachers must remember about the term 'communicative competence'. It

refers to learners' ability to understand and use language appropriately in social and school environments. This ability not only covers the grammatical rules of the sentences, but also when to use these sentences and to whom. Along with general communicative competence, intercultural communicative competence is also very significant because people's communication styles are inherently culturally bound. Therefore, maritime students must have excellent command over English and a sound understanding of socio cultural issues so that they can deal properly with multicultural and multinational crew. The majority of errors which arise from misunderstandings occur not only for grammatical deficiencies but also for cultural distances among the speakers. Leon (1999) suggested that the multicultural factors be integrated in English Language Teaching (ELT). She also found that task based approach is linguistically and communicatively relevant to the learning situation. The teachers have to work as a facilitator who will assist the learners to gain confidence by overcoming the loss of face. Therefore, communicative competence as well as cultural awareness is essential skills to be instilled among the maritime students.

Planning of the Course and Syllabus

While planning a course for maritime students, the teachers have to consider students' proficiency level. Their levels can start from low intermediate to advanced level. So, the course which is suitable for advanced level students may not be appropriate for intermediate level. Along with the proficiency level, the learners' language needs, although challenging to sort out, have to take into consideration. Secondly, students' diverse linguistic and cultural backgrounds need to be considered. Thirdly, teachers have to share their expertise, teaching methodology and previous learning experience among themselves in different seminars and international conferences. In designing a language course and its syllabus, the teachers need to think about the social and professional communicative skills which will be required for students to participate in conferences, seminars and communicate efficiently in the student hostel, at the university, within the community. The courses need to be designed not only for academic purposes but also for professional needs as Harding (2007, pp.7) mentions in his study that 'markets are on the lookout for employees with professional skills'. The authentic materials like documentaries, online news and journal articles have to be incorporated in the syllabus. Along

with that, the teachers have to adapt communicative aspects of language learning activities which will develop graduates' communicative skills. For that, use of language lab, readers' library and CALL (Computer Assisted Language Learning) can be incorporated. Finally, learners' motivation and interests are to be taken into account while designing the syllabi for maritime students.

Recommendations

English should be used as the 'Lingua Franca' of the seafarers and maritime students. Teachers' competencies in maritime English are also highly required. Maritime English teachers can use Communicative Language Teaching (CLT), Content Based Instruction (CBI) and Task based language teaching (TBLT). Students can use information and communication technology (ICT) to learn maritime English. Intercultural contents of communication should be considered in teaching or learning ME. The learners should be encouraged to use different strategies (cognitive, metacognitive and socio-affective) to accelerate their learning. While learning maritime vocabulary, the literal meanings of the words should not be considered, but their technical use has to be noticed. Whatever the communication medium (written or spoken) is, the other party's opinions should always be respected. Oral English training hours should be increased. Modern teaching equipment, multimedia, audio-video clips and internet can be used to create opportunities for practicing oral English. English forum, English club, English cares etc. can also be established within the maritime institution to make students motivated to speak.

Conclusion

The students and seafarers have to be familiar with the characteristics of maritime English, its written correspondence styles. The students as well as the graduates have to understand the principles of politeness and socio-cultural factors. Collaboration between subject specialists, students and professionals is also required. Students' productive skills (speaking and writing) should be emphasized more. The people involved in maritime sector should always keep in mind that maritime mishaps should not occur due to their inefficiency in English or failure in communication.

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