

Suitability of Current Technical English language
course Materials for International Maritime Academy
students

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Cadets (Students), Crew, ESP (English for Specific purpose), International Maritime Academy (IMA), Maritime English (Mar Eng), Materials, Professional Language, Ships, Technical Language, Teachers

Abstract

The study probed the suitability of the materials for learning technical English Language in International Maritime Academy in Bangladesh. Mariners have a different way of communicating on board in different situations and they use some special terms and signal language to communicate among them that is somehow apart than that of casual interactions. So, it is essential to make the learning materials suitable for the learners to enable them to learn this technical language to ensure the safety of life at sea. It has been found that most of the accidents happened is due to poor standards of Maritime English at sea. The purpose of this study is to examine the suitability of current English language learning course materials that are using in International Maritime Academy in Bangladesh. To collect the relevant data, the Researcher has used qualitative method. As research tools of data collection teachers and students interview, focus group discussion with teachers and class observations have been included. The data have been analyzed after collection. English is regarded as a second language in Bangladesh and the maritime English that is the language for the mariners is a specific technical language, new for the learners. So, the suitability of the materials only can ensure the successful learning of the learners with proper implementation. The finding of the study has been summarized in the concluding part.

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List of abbreviations

EU- European Union

ETA- Estimated Time of Arrival

ESP- English for Specific Purpose

FGD- Focus Group Discussion

GMDSS- Global Maritime Distress and Safety System

IMEC- International Maritime English Conference

IMLA- International Maritime Lecturers' Association

IMO- International Maritime Organization

ME/MarEng- Maritime English

MMSI- Maritime Mobile Service Identity number

MET- Maritime Education and Training

STCW- Standards of Training, Certification and Watch keeping for
Seafarers

Declaration

I declare that the Dissertation titled “Suitability of Current Technical English language course Materials for International Maritime Academy students’ is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL .This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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CHAPTER-1: INTRODUCTION

1.1. Background:

Course Material in any learning process plays an important role to attain the expected goal. There are many resources and learning materials used for the purpose of learning English as a foreign language. If we consider the field of professionals in English, it is very apparent that every sector or field of education has its distinct feature that differs from one another. For example: Medical sector or engineering or RMG or advocacy or the Marine has their own expressional terms that only used by those particular professionals of that sectors as terminological terms that interconnect that community to understand the expressions between themselves clearly.

Maritime English is a restricted language and it is restricted to the activities of men (and women) tied to a specific purpose that is shipping industry (Trenkner 2002). The cause why it is a restricted language is that it is only use on board between the crews from ship to shore within the particular area of a sea voyage . So, it requires a certain level of professional knowledge and experience to become more comprehensible than that of the other ESP's among the community of the seafarers. Although the major part of MarEng is general English words and only a seven percent (7%) belongs to purely maritime or nautical terminology with their isolated meanings and distribution (Pritchard 2002), combined with semi-lexical or semi-functional words, it becomes a unique language that only men and women of sea will understand.

Maritime English, which can be considered as a branch of ESP, has originated as a variety of professional specialized technical English out of the necessity of effective communication between ship and shore, between crew members and between crew and passengers in order to ensure safety of life at sea. Furthermore, special terminology referring to ship types, ships structure, ship general arrangements, sailing, navigation, ship power plants, emergency situations, meteorology etc. developed and needed to be studied, classified and standardized. In addition, with the globalization of the shipping industry all around the world along with the multi-national character of crews, English has become the lingua franca of intercultural communication at sea.

Three fourth of this world is surrounded by water and thus the waterway plays an important role to communication between different nationalities through business, transport and other things. Everyday thousands of ships are sailing for international/national purposes. Here on board different people from different countries are working together. Like, the Chinese captain may have officers under him from Turkey or Pakistan or German. In this multi-national working environment everyone is doing their work though they have different language as their first language. Because, they use English as a common means of communication ,specially the marine English. But difficulty arises when one is unable to understand another verbal instruction or have a miscomprehension of meaning. Understanding and proper use of maritime English is essential to ensure the security of on board property, protection of environment and the most important of all the safety of life by maintaining an efficient interaction between non-English and English speaking crews.

Ziarati (2006) in one of his writing (as cited in Ziarati, R., Ziarati, M. & Calbas, B., 2009) mentioned that International Maritime Organizations (IMO) (2005) has reported that by far majority of accidents at sea are caused by human error, and one of the main causes of these accidents and incidents is due to poor standards of Maritime English. In IMO Maritime Safety Committee, 2006 this accidental issues were highlighted by Turkish and English delegations by the papers that were presented. Though many countries have done quite a number of analyses in this marine sector for the deficiencies in learning or teaching maritime English still no research has been done from the perspective of Bangladesh, as we know that this country has a good future to step to develop in this sector. Moreover, many skilled seafarers are working on various ships as a representative of Bangladesh and have led the path of a new zone to ensure employment facility at sea.

Maritime English is a global language used at sea that ensures the safety of life without which communication breakdown occurs that sometimes cause the cost of life , environment and property at sea. So, it can easily comprehend that the safety at sea is closely related with the proper competency in English and for that the materials for teaching and learning must be suitable according to the demand of the professional seafarers to make them competent enough to perform their allocated task internationally in a multi-cultural and multilingual environment.

Hence, the task in this study will be to bring out into light the suitability of current Technical English language course materials for International Maritime Academy students in Bangladesh. It will be an experimental attempt to enlarge the understanding of the use, availability, accessibility, appropriateness and implementation of the English course materials for Maritime professionals and the difficulties that the learners as well the teachers faces due to the unavailability or unsuitableness.

1.2. Research justification:

All over the world English is regarded as the common language to maintain intercultural communication and worldwide relations. As it is an international language is also used on ship to tie up with shipping companies all over the world and the shippers. So, to learn the English for the mariners is mandatory and to have a good command on Marine terminology is given priority among the other things. It is very clear that the suitable learning material can bring success to the learners who want to build their career in marine profession or shipping industry. Because, if the learning materials can render a good input then the outcome will be worth enough to make sure the success for the learners.

“...materials, in fact are an essential element within the curriculum and do more than simply lubricate the wheels of learning. At their best they provide concrete model of desirable classroom practice, they act as curriculum models, and at their very best they fulfill a teacher development role.”(Nunan 1988)

It is very important to observe whether the teaching learning materials in Marine English are useful or effective to the learners or not. Not only that but also the value of the way of using the materials appropriately cannot be denied.

The present report is an attempt at identifying, describing and evaluating maritime English learning/teaching materials as used currently in the maritime institutions, maritime industry like shipping companies, company training centers and the maritime world and more specifically in International Maritime Academy according to the context of Bangladesh. This report will focus only on ‘materials’ that is used in the classroom, the availability and the effectiveness that

facilitates the learners to learn Maritime English according to the syllabus recommended for the seafarers by following IMO model course 3.17.

The port business is a worldwide business where different nationalities under different cross-cultural environment work together. So, International Maritime Organization has approved Maritime English as the language that have to be used in marine industry. That's why proper knowledge and understanding of this specialized language is important not only for the seafarers but also for the appropriate operation of different types of vessels like- cargo ship, tankers, bulk carriers, ro-ro vessel etc as all of their structures are not same and also the equipment that are used differs from vessel to vessel.

Moreover, all the learners' level of learning is not equal and as they are adult learners who are at the age of 18-21yrs old that is not an age of acquiring a language rather than learning. Another difficult thing arises for the non-English speakers whose first language is not English. It becomes very challenging for this type of learners as they always concerned about the mistake and try to translate whatever they learn in their own language for understanding. As General English is a big part in marine English it is helpful for those learners who are English speakers or those who have a good communication and comprehensive knowledge in English. So, the teaching-learning materials that are used in a classroom for the learners to learn the Marine English should be appropriate, suitable and according to the learners need and competency level.

That's why this study is essential to sort out the suitability of the currently used teaching/learning materials.

So, this study will help the teachers/instructors, the private and public maritime organization, the authority for selecting materials for the syllabus to understand what else is necessary to improvise the materials or what could be include or exclude to make the learning more authentic and connected to the life of the learners to make sure that they can communicate at sea which will help to avoid accidents at sea that occurred due to miscommunication.

1.3. Purpose of the study:

The purpose of the study is to explore the effectiveness of the teaching/learning materials of Marine English for International Maritime Academy students in the framework of Bangladesh. It also intends to explore the views of the teachers and the learners about the materials that they are using for teaching/learning purpose in the English class. At the same time the method of teaching and accessibility of the learning aids will be sorted out. The view of the learners as well their expectation in regard to learning materials is projected to scrutinize according to the need of them. The objectives set for the study are:

General objective:

- To look at the suitability of the materials for learning Marine English in IMA (International Maritime Academy) English classes.

Specific Objective:

- To scrutinize the availability of the materials needed for teaching/learning Marine English.
- To use the materials properly along with the aptness of teaching method
- To evaluate the materials in the classroom.

1.4. Significance of the study:

In teaching-learning process the success of teaching –learning depends on the learning materials that are used to fulfill the purpose of the study by gaining the aims and objectives. A material for learning means not only the selective tools that are specified but also the effective and related tools that are important for the learners to learn more appropriately. Another thing is that the use of material in the classroom is also an important thing to consider. Sometimes it happens that the materials are very effective but for the lack of proper use or we can say the method or teaching technique of the teacher makes the class traditional and dull which causes bad feedback both from the part of the teacher as well from the learners.

Maritime English is a professional English language, devised on the basis of cross-cultural requirements and various language resources in response to the domain of merchant navy and

shipping. As it is a specialized language which is used only for specific purpose and within a located region the study on this is needed to find the lacking side by side the effective things of the classroom materials that are using to provide proper learning to the students of the maritime institutes.

Moreover, according to the perspective of Bangladesh, the marine sector is improving day by day and the mariners from Bangladesh are valued in different foreign shipping companies for their extraordinary performance in the working place. But there is hardly any research to find out the reason behind the lacking of Bangladeshi mariners in proficiency in English where other countries grab the opportunity as they are more skilled in Marine English. This causes an obstacle for Bangladeshi seafarers though they are highly skilled enough to perform their duties. For the Bangladeshi learners English is their second language and all of them are comfortable in using Bangla in communication. During speaking and listening the tendency for translating the ideas into native language also works for the barrier in learning English. Those students who are from English version or English medium can improve rapidly than that of others. Because, others have to learn two languages – the general and the marine English. So, the materials needed for the learners should be a blend of both general and marine English. Also the resources need to be presented in an interesting way for these adult learners to make sure their active participation along with the skilled instructors with experience. Another thing is that no Bangladeshi researchers have ever felt the necessity of doing any research on this topic to put our mariners ahead by finding the problems in the suitability of Maritime English materials and providing effective suggestion or guideline to overcome it.

So, This research on suitability of Maritime English materials will help both the syllabus design committee who will designed the syllabus and recommend the texts or materials, the teachers to design the effective materials for their learners and obviously the learners by leading them to have competency in communicating in the region of ocean/sea to make sure the safety navigation for all through a good communication skill. Moreover the findings from this research will help both the national, private and public maritime institutes in Bangladesh by showing them the real scenario of the value of suitable materials for the learners to make them internationally competent.

1.5. Research topic and Research questions:

Research topic: “Suitability of Current Technical English language course materials for International Maritime Academy students”.

In Bangladesh there are many private maritime institutions that are using different types of teaching-learning materials for Maritime English. IMA (International Maritime Academy)) also uses some text book materials, technological materials etc for their learners. But there is no specification of recommended materials or text books for the learners. Various institutions use individual text book materials for the learning purpose though all the institutions follow the same syllabus by IMO but the availability of the materials mentioned in the syllabus is mostly not in use in the institutions. Moreover, there are no sufficient or available materials on teaching Maritime English except a few text books which are also not in use. So, it is difficult for the teachers to sort out which one is best for the learners as the teachers are not a professional maritime English teacher. As a result the flexibility of the materials also influences the teachers for teaching.

For that a big question provoke in our mind is “**How far the current technical English language course materials is suitable for the students of International Maritime Academy?**”

To uncover the answer to the question we need to follow some supplementary question for the suitability of the materials in International Maritime Academy for learning Marine English. The supplementary questions have set in accordance with the big questions.

⇒ What English language skills do the students need?

⇒ What materials are used for teaching English?

⇒ To what extent do the materials meet the needs of the learners?

1.6. Specification of the problem:

The recent study has made out to explore the aptness of the technical English language learning materials that are using in teaching-learning process for the learners/students/cadets of the International Maritime Academy in Bangladesh.

1.7. Thesis Outline

The thesis consists of the following chapters:

Chapter One provides a brief outlines about the research and the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance of the research.

Chapter Two outlines the research methods for this study by following qualitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitations.

Chapter Three explores the relevant material from the extensive bodies of literature on English as a Marine Language to determine the significance of the study. It reflects on the nature and problems of the study.

Chapter Four provides a brief account of the study. It presents a brief account of the research work.

Chapter Five reports on the results of the study. It explains in detail the challenges to the study the barriers to policy implementation; and prospective areas of participation.

Chapter six provides suggestion on the findings that may help to improve in the related field of this research

CHAPTER-2: LITERATURE REVIEW

In accordance with STCW78/95 convention made by IMO, the seafarers are required to be competent in using English for professional purposes. Maritime English falls into the category of ESP, English for Specific Purpose. ESP focuses the learner's attention on the language and communication requirements in a particular professional field. Maritime English is to satisfy the need of seafarers.

(Cui, Z.2010, September,p-245). So, to supply trained and skilled officers on board the ship countries those want to develop in shipping business need to make their officers qualified highly with a good caliber.

The syllabus for the mariners by International Maritime Organization combines both maritime and general English to ensure a good communicative skill for the seafarers all over the world to work together without any difficulty caused by language barrier. Anna Tenieshvili, (2013,p-14) in his paper "The importance of general English for mastering of maritime English/Maritime English as part of ESP" in 25th International Maritime English Conference stated that "...vast majority of accidents at sea happen due to human factor and language barrier. The reason for this, to our opinion, lies in the fact that seafarers are taught ME without sufficient GE knowledge what impedes their perception and results in lack of language competency." Moreover, he thought it to be necessary to teach general English(GE) at the initial stage before students receive knowledge in Maritime English as it contains a lot of explicit information which can be better understand by the trainee who already has background knowledge in the technical field(Tenieshvili,A.2013,23-26 september,p-14).

But, most of the maritime institutes emphasizes on learning the maritime English without considering the importance of the foundation knowledge that is general English. The text materials for the maritime students/cadets requires understanding as technical information are put forth there in the texts to get across the ideas correctly which is not possible without having a good background knowledge in general English. Whatever may be the materials- text book, CD, audio-visuals, teacher made materials or computer based materials the thing important is to consider the culture, flexibility of language, gender and the cognitive factors as well.

Maritime English is considered as operational language as the officers on the ships have to use different type of charts, lines, publications for new IMO regulations, meteorological information, communicate with the personnel under them and sometimes make them understood their responsibilities who belongs from a different nationality through verbal instruction by using Standard Marine Navigational Vocabulary or Standard Marine Communication Phrases (SMCP). SMCP is a special type of material in which there is description on communicating in different type of emergency situation along with some abbreviated words that are particularly used shore to shore or port to port on the ship, like- GMDSS, ETA, ETD, MMSI etc to precise communication by avoiding the unambiguity and ensure safety. So, undoubtedly teaching Maritime English needed an updated material that can be use to render good learning on the part of the students.

Textbooks and maritime English teaching materials should be properly selected. If an outdated textbook is used, students will not keep up with new development in shipping industry, not mention some new technical terms (Halid, E., & Genova ,B. 2009, 4th -5th June, p-7). Teaching maritime English covers a number of combination resources both in-house and suggested texts. As we are living in a modern age now computer based materials like CD and software, videos on operation of ship or navigation or any other things related to the lesson, authentic materials like newspaper articles, journals, conference reports , project works are gaining priorities in the list of material to bring a new dimension in learning a professional language in an interesting environment .

Although we have a variety of learning materials for maritime English, still the evidence for the suitability of these materials lies considering the fact of learner's level, teaching-learning process, use of materials, experience of the teachers, choosing the perfect materials, analyzing the materials to remove the shortcoming, careful observation for effectiveness of the materials etc. The main problem exists between the native and the non-native speakers of English as mentioned earlier.

Every year in Bangladesh hundreds of students enroll in maritime institutions to build their career in merchant navy with a dream to be a deck or engineering officer. But to become a successful officer and step to advance forward to get the desired goal good commanding skill in

communication with clarity in English is must which many of the students in Bangladesh lack due to the unavailability of appropriate learning material, uninteresting materials, use of out dated resources, shortage of technological support or modern teaching-learning materials which nowadays are most important to make the learners competent to set them in achieving their target destination.

Considering the demand of the present situation of the Bangladeshi students in the maritime institutions this research has conducted to sort out the problems in designing or implementation or presentation or any other problem that lies in the Maritime English learning materials. This research thought to be important for teachers, syllabus & curriculum designers, and material designers to contribute successive designing of teaching-learning materials to make the students of Bangladesh to overcome the language deficiencies and to encourage them in successful communication beyond the regional boundary as a representative of the country.

CHAPTER- 3: METHODOLOGY

The method for doing any research in a particular area is very important to measure the way of selecting the techniques, the participants and analyzing the categories. Research methods can be qualitative and quantitative or can be both. Quantitative data is particularly useful when we wish to discover how common particular forms of behavior and Qualitative data is particularly useful when we wish to find out why people engage in such behavior. For deciding of the method research questions are very important to be focused on the related ground as it directs the methodology and design of the study.

3.1. Nature of study:

The study of this research was empirical. It applies empirical research as it involves the teachers and the cadets in an English language classroom in using the materials for learning the marine terminology. Here the existing teaching- learning materials, the lacking in the materials, the types and use of materials for technical language learning along with the suitability of it explored. The view of teachers and the cadets as learners also came to light through the research.

A qualitative research methodology was used to generate various types of data. In this study mainly primary data is going to be collected.

3.2. Research Design:

To execute a research it is better to advance by following a systematic planning to find out the problem. The intention of a research study defines its type, whether it is descriptive, experimental, analytical, and hypothetical or something else. It also defines the process of data collection, focused questions and the other additional questions to get the real picture of the phenomena. Actually, research design is a framework to seek the answer for the problem in the research study.

This current study executed by using qualitative data collection tools that includes questionnaires for cadets and for teachers on the suitability or effectiveness of the materials, focus group discussion with the teachers, class observation checklist, interview with the cadets.

3.3. Research area:

This research was limited to work for the improvement of English language learning materials in International Maritime Academy, Gazipur, Dhaka.

This study included only the cadets from Nautical and Engineering sections in International Maritime Academy (IMA).

3.4. Participants:

The participants of the study were the teachers and students of IMA. The concern for gender, age, nationality was not under consideration.

The objective of this study was to find whether the materials that used in the English language classes were suitable for the cadets who were going to join at sea further professionally. It also looked for the view of teachers and cadets about the teaching learning techniques in using the materials properly to make sure the suitability of these teaching-learning aids.

3.5. Sampling Procedure:

Sample of this study was collected from IMA (International Maritime Academy), Dhaka. For the time constrain and inconvenient transportation problem it was not possible for the researcher to collect more data from the other sources. Researcher selected 10 teachers and 120 students from the institution.

Though this study was for ESP learners , teachers whose subject was not English but taught professional subjects took also took part as they had to interact with the cadets in English in the classroom and all the subject textbooks and other resources for teaching –learning were written in English . Moreover, in the part Marine English students have to study the topics related to other subjects. That’s why other teachers took part for the study.

Students were selected from nautical and engineering section. There were two batches running currently. The 4th and the 5th cadets. Data had collected from both the junior engine cadets and senior engine cadets and junior and senior nautical cadets.

3.6. Instruments or Data collection tools:

Three qualitative techniques were used to collect the data- teacher and students interview through questionnaire, focus group discussion with teachers and class observation checklist.

The researcher interviewed the teachers and cadets to identify how far the materials for learning technical English language for the professional mariners were effective in IMA from Bangladeshi context.

By the FGD (Focused Group Discussion) with the researcher explored the deficiencies in selecting the materials including books, handouts, lab practice etc and the steps that might prove effective for the improvement of those materials or re structure it accordingly.

3.7. Interview with questionnaire:

Ten teachers, 30 from junior nautical, 30 cadets from junior engineering, 30 junior cadets from nautical and 30 cadets from senior nautical participated in the interview session. Questionnaire were made earlier in a structured way. Before carrying out of the interview all the participants were made aware about the purpose of the interview. Permission was taken from the commandant of the institute to continue the session to avoid any unexpected situation.

3.8. Class observation:

To observe the class a checklist was made to facilitate the observation so that every single thing could be noticed. The observation was done in the classes twice in a week and sixteen class observations were done both in senior and junior sections. For observing the classes permission was taken from the respective instructors and the authority by enabling them the rationale. During the observation notes were taken in written form for each observation and the findings were put into the checklist.

3.9.FGD (Focused Group Discussion):

Apart from the interview and class observation, FGD was done with 10 teachers of IMA. The duration of the discussion was 1 hour and 15 minutes. During the session the researcher used question guideline containing open-ended questions to find different aspects of the study. During

the discussion notes were taken in written form. For the unavailability of digital recorder the researcher was unable to make the record.

3.10. The advancement of research tools followed the following steps:

I. Preparing draft tools

II. Editing the tools as per supervisor's instruction

III. Review of literature and consulting with the Supervisor.

IV. Suggestion to choose the method according to the supervisor.

3.11. Data Collection Procedure:

The data for the study was collected by the researcher herself. Approximately 20-25 working days from August-September 2014 employed for the whole procedure.

Before collecting the data the researcher took a written permission from the commandant who was the authorized person in the IMA. In the interview session with the teachers and the cadets the researcher used questionnaire to get the necessary information for data. During the data collection session the researcher maintained a good relation with the participants by creating a friendly atmosphere.

In every session the researcher brief the procedure and the role of the participants that they had to play to remove any kind of confusion. The researcher gave the chance equally to each participant to express their views and consent.

3.12. Data Processing and analysis:

In collecting the data much care was taken to maintain the quality of the data to show a holistic picture of the existing situation. Data was collected manually and analyzed thematically.

3.13. Ethical Considerations:

The study was done by keeping ethical consideration. As in every step the researcher took permission for her activities from the authority and no participants were forced or influenced forcibly to participate or to respond. Everyone joined willfully. The objective of the research was made clear before the respondents and all were welcomed. Those who did not show any interest or showed negative attitude and had a tendency to avoid the interview were not forced to join the session. The researcher was committed to the respondents to maintain the privacy of their information and the source of data. It was made clear that the research report will not disclose the respondent's personal identity.

CHAPTER - 4: ANALYSIS & DISCUSSION

4.1. Analysis:

The researcher conducted the data collection process by herself from August-September 2014, approximately within 20-25 working days. The study aimed a great deal of analysis to show the real scenario.

Ten teachers were the participants In FGD and the cadets from nautical and engineering section took part in the interview. The interviews with the teachers were organized separately to avoid the biasness of the data. The interview questionnaires were prepared by the researcher. The supervisor was asked to verify the apparent accuracy of the category system and after discussion with him data analysis was done.

The best way of presenting a qualitative data, therefore is to present the data in such a format that is easy for every readers to make sense of the study and draw their own understanding. In this study the data are presented and analyzed in the order in which the study was conducted. I have used acronyms to represent actual comments of various participants.

FGD= Focus Group Discussion.

4.2. Interview:

4.2.1. Teachers view for Marine English learning materials:

Most of the interviewees said that the materials that are used in the classroom are not enough to teach the cadets Marine English properly. One of them said that “There is no text book recommended for the learning. So, it’s difficult for the cadets to comprehend that what are they going to learn and without books there is little possibility to guide a classroom properly.” Not only has that some of them opined that “*the basic knowledge of the cadets for English are not so good that they can improve rapidly through the existing materials. So, there should be also focused on general English, its use with some basic grammar, use of collocation, sentence structure to furnish their language skill*”.

Moreover , one of the interviewees, who was a instructor of “Cargo Operation” stated *“there are not enough collection of books for learning English for the mariners ; though nowadays internet resources are a great source of available materials. But, it is difficult to decide which one is best for the students. Besides, we cannot deny learning English as all the text books are written in English and it is the common language used on board.”*

4.2.2. Teachers view for the importance of learning Marine English for Mariners:

It is very necessary for the cadets to learn the marine terminology as it is different from other formal English languages. The seafarers have own genre and terms that are only used on board and understood by the mariners. As most of the teachers in the institution were professionals in marine sectors and had 5-10 years sea experience they know the importance of learning Marine English to be a high-quality mariner. One of the “Navigation Aid” said *“To ensure the safety at sea life there is no substitute to marine language as they have to communicate with the crews who are not from the same region. As mariners have their own terminology to indicate different type of things that are not the same as we use in general speaking to express us. For example: In marine term ‘galley’ stands to mean ‘kitchen’; ‘starboard’ means the right side of a boat. So, the materials should be more focused on learning marine English.”*

The researcher has found that most of the interviewees have agreed on the fact that the students need to learn English as they are the representative of a country and if they do not know English they cannot express themselves. They need to learn marine English to follow the instruction, to receive the VHF radio messages and to transmit the messages, for signaling in a distressed condition etc during the sea voyage as the mariners follow the technical language different from other language which only the mariners and the persons related to shipping can understand.

4.2.3. Difficulties in learning Marine English:

Marine English is not like the general English that we use to our daily life to communicate. It’s an operational language with some restriction of use, especially in use of grammar. Here grammar is used in precise form to communicate by following some marine vocabularies to continue the messages on board. The marine phrases need to be memorized by the learners with accurate pronunciation.

One of the interviewees who were the instructor for GSK (General Ship Knowledge) said that “cadets here have a very general background and up to their Higher School Certificate (H.S.C) they taught the general English which doesn’t have any relation to this specialized language. So, it is obvious that they face difficulties in memorizing so many terms and phrases from marine and to remember them as these marine vocabularies are new to them.”

The very common thing among the interviewees were that they strongly agreed that the importance of learning English is to improve their overall knowledge in this language as it has become the lingua franca among the seafarers. Another thing is that in marine profession the possibility of early establishment is more than that of any other profession. Because, after completion of two years pre-sea course they will join the ship according to their performance.

Moreover, learning the marine terms and phrases are the pre-requisite to be a mariner was strongly agreed by all the instructors of the institute.

4.2.4. The performance of the cadets in teacher’s view:

The institute IMA was established in 2008 and during these six years from 2008-2014 three batches had passed out successfully .The instructors, specially the professionals here were from marine background and had 5-10/15 year’s sea voyage experience.

The researcher had collected the view of the instructors both professionals and non-professionals through interview. According to the instructors they strongly agreed that the cadets cannot speak fluently in English and after speaking for 1-2minutes they cannot continue their topic smoothly. Seven of the instructors strongly agreed that while speaking most of the cadets stumble and made repetition.

The researcher had found that cadets were good at writing as most of the instructors agreed that. But three of the interviewees had different opinion. One of them personally commented “while checking the exam script, I found most of the cadets made mistake in spelling and were not careful about using the punctuation sign in their writing”.

4.2.5. Availability and implementation of the teaching-learning materials:

The materials that used to teaching-learning process were available for the cadets in the institution. The institution had a large library enriched with books related to their subjects. The interviewees though agreed on the availability of the materials but one of them said “sometimes cadets are in trouble to make photocopies of the handouts provided by the instructors. Here cadets had their regimental life style and not allowed to go outside the academy.” This comment really showed that cadets could not collect their materials always whenever they wanted.

Implementations of the materials depend on various factors. Among them number of students, teaching technique, class duration, type of material, availability of materials are very important. More than half of the instructors said that they disagreed on the point that the materials are available and not easy to implement always in the class. The cause that they showed; as one of them said “It would be better if the number of the cadets were in between 20-25 in one class. To implement the materials and the outcome of the class would be hundred times better than at present; as we had to manage 55-60 students in a class.”

About the instruction six of the interviewees strongly agreed that they use English in the classroom to deliver the lecture and cadets specially the juniors faced difficulty in understanding the instruction. As one of the interviewee said “*Most of the time we need to use mother language or we translate our lecture to make them understand better.*”

Most of the instructors agreed that the senior cadets were more proficient and fluent than that of the juniors. Cadets in the classroom were always inspired by the instructors to use English and all the instructors were agreed at that point.

All most all the instructors strongly agreed that expert and professionally experienced teacher is required for using materials effectively.

Five of the interviewees agreed that the sources of materials are limited and not always accessible; where the three of the interviewees disagree that source of materials are vast and difficult to choose which one is perfect for the students and the rest of the two interviewees agreed that source of materials are vast and difficult to choose which one is perfect for the students.

4.2.6. Teachers comment on the syllabus:

Materials in any teaching-learning process are related to the syllabus. The design of the syllabus is responsible to make sure that it will meet the need of the students for that particular subject.

One of the interviewees said *“The syllabus for marine English is vast and designed for 374 hours. But I think to have a good competence in marine English either the syllabus should make short or the hours needed to be increased as cadets should learn perfectly whatever they are learning.”*

Another interviewee wrote that *“The syllabus is nicely designed for the mariners. To make the syllabus fruitful we need to follow the referred materials in the syllabus.”*

Other teachers said *“The syllabus will meet the needs of the learners only when the assigned instructors will have specialized/professional training on that. So that they can use creative materials to make their class successful and also need to train on teaching techniques to achieve the goal.”*

Some other opined that *“If the size of the classroom is not more than 20 cadets than we can make sure that whatever we are teaching they are learning it and also we can make sure the appropriate use of teaching materials properly.”*

4.3. Interview with the cadets (students):

The students here get admission after their H.S.C exam and they have to sit for an aptitude test to get the admission. The researcher had her interview with the 4th and 5th batch cadets here.

4.3.1. Cadet’s use of English in their daily life:

Most of the cadets were learning English academically from 10-12 years focusing on the focus skills of language learning. They use English mostly with the instructors in classroom.

4.3.2. Type of materials in the classroom and importance of learning English:

From the researchers finding it was clear that in the classroom the materials that used were- books, handouts, multimedia and sometimes newspaper. All most all the cadets agreed that both marine and communicative English are important for their professional career.

Most of the cadets strongly agreed that to improve their language skill, to communicate on board and for a better career they need to learn marine and communicative English. They also strongly agreed that they need the language to understand the contents and it's a pre-requisite to be a mariner to make sure the safety and to communicate with non-native speakers/foreigners.

4.3.3. Suitability of the materials and the expectations to improve materials:

The findings showed that most of the cadets found the materials used in the class effective for them. Among them seven cadets said that the materials were not useful for them to learn English while only one cadet said that he did not feel that he needed English so not concerned about the effectiveness of materials.

The researcher had found that most of the cadets wanted multimedia based materials in the class, videos on marine sectors which could relate them to their professional life. More listening and speaking materials they thought was needed for them to improve their skill.

4.4. Classroom observation

The researcher had observed total ten classes of the senior nautical, junior nautical and the pre-sea ratings classes and she used a checklist to make the observation precise and well structured.

She observed two classes in a week and before the observation she took the permission from the instructor and from the authority explaining the purpose of the observation. She also took notes that she found important and related to the research.

4.4.1 Interactive class or teacher controlled class:

The researcher had found most of the classes were interactive and it was a student-teacher class. In most of the classes instructors had used power points, teacher made materials like handouts or worksheets.

The teachers entering into the class had a rapport building with his/her learners and then write the topic on the white board and then started the class.

In most of the classes' observation the researcher had found that there were a balanced control of the instructors and cadets in the class. Cadets did not take the control of the class and instructors were not dominating the classrooms.

4.4.2. Marine English or communicative which one was taught:

According to the observation in the classroom the instructors use both marine and communicative learning materials to teach the cadets. Instructors used the marine English materials to achieve the communicative competence by putting some related tasks based on those materials.

4.4.3. Instruction in the classroom:

The instructors before any task provide proper instruction to the cadets and sometimes used the mother tongue to make them understand the task. Especially in the junior section classes and the pre-sea rating classes cadets faced difficulties with the instruction given in English.

4.4.4. Respond of the teacher and cadets:

Whenever any questions were asked the instructors responded positively in most of the classes. But in one class the researcher had found that the teacher after delivered his lecture kept 15 minutes for the students to ask questions and gave the feedback. The attitudes of the instructors in the class were positive in most of the classes.

4.4.5. Use of English in the classroom:

In the pre sea junior nautical and rating classes instructor needed to use native language frequently though the lecture was delivered in English. Most of the cadets hardly could follow the class if the instructor did not help by translating it into native language.

Cadets were forced to use English while responding into the class without regarding the accuracy and fluency.

4.4.6. Use of materials:

The instructors could use materials effectively in the classroom though in two class rooms the researcher had found that the sound system were not working smoothly and cadets faced problem in listening the audio clearly .As a result, the instructor needed to play the audio more than two times which was time consuming and it was difficult in a large classroom to lose control over time for inconvenient situation.

In the last observation it was found in another class that the instructor took more time to set the multimedia as some technical problems were there which was not informed or tested before starting the class.

The worksheets in the vocabulary class that the researcher observed was found very effective. The teachers provide worksheets on the classroom individually, gave instruction and asked to read and understand and if had any problem raise the hand; he would go for to answer the problem. The material was based on the vocabulary list used on ships and in maritime life. So, cadets would learn the related words and also the use of those words in their real life. The class was interactive and the teacher was motivating enough to encourage learning.

4.4.7. Other observations:

Most of the instructors follow the CLL method in teaching with a blending to GTM (Grammar-Translation Method) and sometimes Direct Methods. But the most admiring thing about the teaching was that the teacher made the class more interactive than that of traditional ones and also made materials interesting to attract them to learning. Moreover, in most of the classes observation it was found that the instructor designed group tasks so that he could manage a large class easily and made it interactive and also made the cadets comfortable with the materials to solve the problems together rather than solving alone which may cause loose of confidence.

The time management of the instructors was good. But it seemed to be difficult to manage the large classes always. Another noticeable thing was that the each class comprised of two hours and it was very hard to keep the attention of the learners for two hours though there was break for ten minutes between those two hours. Overall, the instructor could finish the classes within time.

4.5. FGD (Focused Group Discussion with Instructors)

The focused group discussion was made by the researcher to know the view of the instructors of the institution about the suitability of the learning materials for marine English which is a part of ESP (English for Specific Purpose) to those who want to build their career in marine sectors. The FGD was done with the English and other professional instructors from the institution and they were ten in number.

4.5.1. Effectiveness of the materials:

Most of the instructors said that the materials in the institution that were used for learning English (communicative/marine) were effective enough for the learners here. The problem is not with the materials but with the level of the cadets. So, to implement proper material to the cadets according to their needs it was necessary to know about their level and taught them accordingly.

4.5.2. Availability of the teaching materials:

All the materials of marine English are not available for teaching according to the instructors. The text books recommended by the IMO for marine English are not always available. Besides, the instructors said “Internet is a great source of materials for the learners. But there is vast information to select which one is more perfect. Moreover, all materials on online are not easily accessible and costs both money and time.

Most of the instructors talked about the limitation of Marine English language learning materials in our country. The book shops are not enriched with the books for mariners.

4.5.3. Marine English VS Communicative English:

The instructors from their discussion talked about whether marine or communicative English was more important for the cadets. One of the participants said that *“marine English being a part of specialized English for the people related to ship and sea must have knowledge on this particular type of language. Side by side communicative English cannot be denied to have a good proficiency in English”*

Another participant commented that *“Marine English and the communicative English are the two sides of a coin. One is incomplete without the other.”*

4.5.4. Up dated materials:

It was come to know from the FGD that the institution had all the modern technical support and teaching aids available here to ensure learning in a modern world. One of the participants said *“In contrast to other educational institutions IMA is smooth the progress of learning by providing the modern classroom equipments for teachers and learners. We have multimedia, sound system, generator for ensuring power supply all the time, microphone to facilitate cadets to listen to the lectures clearly in a large classroom consisting of 55-60 cadets.”*

Most of the participants said that they use the audio visual in the classroom so that cadets could relate their learning with vision. It helped them to connect the learning with the actual thing.

CHAPTER – 5: ANALYSIS

5.1. Teacher student ratio:

As mentioned earlier, the each class had 55-60 students as learners and one instructor to teach them for two hours per class. So, the teacher-student ratio is not an ideal one to make sure of good learning. It hampers the teaching to utilize the materials properly.

5.2. Syllabus oriented:

The instructors here were syllabus oriented and all their efforts showed that they only tried to finish the syllabus within time with a little concern on creativity or the proper learning. Sometimes, they skip some of the topic from the syllabus. They thought all chapters were not necessary to learn.

5.3. No arranged materials:

Although the syllabus was designed by IMO and for English it started from 1995 but still there is no particular materials for the mariners Marine English. There were vast list of audio –visual, books and articles in IMO syllabus without any guidance to the appropriate ones. So, the teachers always confused about designing and following any particular teaching materials like books, audio etc.

5.4. No approval for material design:

There was no approval to design the materials for the cadets according to their needs and levels. Instructors were free to follow any book, audio-visual or any type of materials and there was no one to monitor whether those materials were working well or not.

5.5. Conflict between marine and general English:

As there were no particular text books or any recommended teaching-learning materials instructors were often confused which one to emphasize- Marine English or the general English. Among the ten classes the researchers had found that more emphasize was on communicative

English. But as the cadets were here to become mariners in future, Marine English should be highlight in the classes.

Moreover, there was no one to approve the materials for the classroom use. As a result some lacking in material design always lies there.

5.6. Less realistic opportunity:

Though the institute had a large language lab but most of the computers were out of working. There were no sufficient headphones to execute the listening class for all together. Besides, it was not possible to take all the students together in the lab room for practice for insufficient place. It was not open to all students during the institutional working time and for that not possible for them to practice more on it.

5.7. Discussion:

Materials in teaching-learning process play an important role to ensure proper learning for the learners. A good language learning material can make a learner more proficient to be able to use it in all situation .Teachers adopt, adapt, replace, concise or elaborate materials to help the learners progress and materials become the centre of successful learning for any language but the thing that is important to consider is the suitable or we can say the perfect material to be chosen to make the learning effective for learners.

O'Neill (1990) said that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation.

So, to teach a technical language like marine English it also includes the attitudes to knowledge, teaching-learning approaches with cultural and linguistic information.

Though the educational institutions in Bangladesh are improving day by day but the supply of modern teaching-learning materials have not yet make sure to all the institutions rather than some private ones. Not only should that but the proper use of the materials be making sure to attain the success.

Materials should be chosen a bit higher than that of the current level of the students and there should be scope to revise the syllabus and materials according to the learners' needs and expectations. In choosing English textbooks, it should have clear instructional procedure and methods, that is, the teacher and students should be able to understand what is expected in each lesson and for each activity. As it was found in the research that there were no text books for the students of IMA for learning marine English.

Materials are getting more complicated and instructional philosophy, approach, methods, and techniques are getting more important. Teachers need to be able to evaluate materials involving photos, videos, and computers now. As the participants in the FGD said that there is no scope to redesign the syllabus and materials and nobody to monitor the effectiveness of the materials that the teachers are using.

The size of the classroom was also large to supervise all the students and help them to complete their activities individually. Sometimes, it seemed too hard to implement different types of materials in the classroom.

In Bangladesh English is considered as a second language. Moreover, it is hard to find professionally expert teacher for teaching English including the four skills. It is also hard to execute classes in the rural areas by using the modern teaching aids for the unavailability of those materials and the lack of expert teachers. So, the basic of the students for English doesn't get that space to flourish successfully.

Our students are weak in English and when they come into contact with marine language this give totally a new impression to them as another type of language specially used in marine territory. Though the findings showed that the instructors in the institution were using modern teaching-learning aids but still there lies problems with the materials as there was no guideline for that.

Most of the cadets here said that the materials that were used in the classroom were effective and reliable to learn English but they also wanted more classes for English as they themselves had the feeling to be weak at English language.

Teachers/instructors believed that there should be scope to revise the syllabus and materials according to the needs of the students and the inconvenience in using the modern aids should be removed to make sure that the learning was not hampered in the classroom.

Chapter-6: Recommendation

Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The choice of deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials. (Kitao, K.,1997, April 4,Vol.IV,no-4)

After doing the research the following recommendations are for the improvement of the materials and its righteous implementation in an English class based on the findings:

- ◎ Further research in different marine institution should undertake in future in Bangladesh to enrich the marine professionals.
- ◎ There should be recommended text book for the students
- ◎ Before executing the classes for different level an assessment for finding their present level will help a lot to identify the existing level and to work on designing materials accordingly.
- ◎ The teacher-student (cadet) ratio should be considerable to ensure proper learning in class. If each classes divide into sections and the ratio maintained in 1:25/30 then the teacher can monitor the class closely.
- ◎ Priority should be given to the students interest and choose the material or design it keeping in mind the students' interest
- ◎ A balance between the marine English and communicative English should be there in the lessons made for the students.
- ◎ Language lab should be keep open for practice and some library activity will enrich the learning
- ◎ Participation of all cadets/students should make sure

- ◎ More focus on maritime English will make the cadets professionally more able and expert teacher should be there to teach this technical language.
- ◎ Make sure that all the technical devices are working well before executing the class, so that time could not be wasted.
- ◎ The materials that the teachers are using in the classroom should reach to the cadets without any inconveniency.
- ◎ A committee to revise the syllabus and to design the materials should organize and there must be monitoring system whether the materials are reliable and effective or not.

Conclusion:

The study that has been done intended to find out the suitability of current technical English language course materials for International Maritime Academy students in Bangladesh. Based on the opinion of the performers (students) the materials are effective to language learning.

In order to explore the teachers view, interview question was made and FGD of ten teachers together was done to fulfill the objectives of the research, to know whether the teaching-learning materials are perfect enough to teach maritime English for the mariners in IMA.

Here International Maritime Academy represents the total picture of Bangladeshi private marine institutions. The study in IMA explored that still the materials need to improvise according to the students need though the students and most of the teachers support for its suitability. Marine English is a technical language and it's all new for the marine academy students. So, to make them comfortable with the materials it is important to emphasize on their interest too.

In fine it can be said that learning should not be confined within the syllabus and the recommended hours rather it should be according to the student's expectation and requirement to make them proficient.

The researches on marine English learning materials for the Bangladeshi students are very scanty. Marine sector has a bright prospect and to make our nations professionally more competent materials plays a great role to learning. Though there is rare concern to work on that but as we have scope to do better to represent our nation internationally we need to continue work on developing the technical English language learning materials for Mariners in Bangladesh that is suitable for the learners to learn this specialized marine English properly.

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Appendix

Class observation checklist:

Queries	Responses
1. Is the class interactive?	Yes/no
2. What type of materials are used?	Multimedia/ Teacher made materials/ handouts/ White board/other.....
3. What type of English the students are learning?	Only Communicative/ Only Marine English/ Both
4. Does the teacher give clear instruction for tasks?	Yes/no
5. How do the students responses to a question?	Willfully/ forcibly
6. Gesture or movement of the Teacher	Stands in front/ stands in the middle/ moves around
7. Is there any scope for feedback in the class?	Yes/no
8. What type of language the teacher uses?	Simple/ Complex
9. Are they (students) able to understand the lecture?	Yes/no
10. How much time the teacher needs to use the	Most of the time/ After each instruction/ No need to use native

native language to make the students understand?	language/ Once, twice, thrice or more.....
11. What type of class this is?	TS(teacher-student/ SS(student-student)/ ST(student-teacher)
12. How is the outcome of a class after the lesson is completed?	Positive / Negative
13. Does the teacher able to finish the class within time?	Yes/no
14. How does the students seem to be in the class?	Attentive / Not attentive / Feeling board/ Enjoying/ Both attentive & enjoying/ Both not attentive & boring /Chaotic/ Silent/ Other.....
15. What type of teaching method is followed by the teacher?	GTM/ ALM/CLT/ CLL/DM/Other.....
16. Is the teacher motivating?	Yes/no
17. How does the teacher use the teaching materials?	Good/Poor/ Considerable/ Outstanding

Questionnaire for Teachers

(The information will be used for academic research only and your name will not be disclosed anywhere)

Age:

Gender: male female

1. How long you are working in IMA? _____
2. Which subject you are teaching here? _____
3. What type of teaching materials you are using so far?

4. Which language do you use while teaching your students?
5. Do you think that the cadets need to emphasize on learning marine English rather than communicative English?
6. As you are working here for months/years how do you will evaluate the performance of English language of the cadets here, please put a tick (√) on your opinion:

Performance, implement and use of language skill	Strongly agree	Agree	Strongly Disagree	Disagree	No comments
Students can speak English fluently					
Sometimes stumble while speaking					

Performance, implement and use of language skill	Strongly agree	Agree	Strongly Disagree	Disagree	No comments
The materials used for teaching is available and easy to implement					
Students are good at writing					
Students are good at listening & speaking					
Understand the instruction in English easily					
The beginners are not fluent and hardly understands the English instruction					
Senior cadets are more proficient than that of juniors					
Ratings students are more weaker in English skills than that of the Nautical					

Performance, implement and use of language skill	Strongly agree	Agree	Strongly Disagree	Disagree	No comments
and Engineering cadets					
Students are encouraged to speak in English					

7. What are the importance of learning English in a Marine oriented course according to Bangladeshi context? Some reasons are given below you can select from them or have the freedom to add your own.

Reasons	Strongly agree(5)	Agree(4)	Strongly disagree	Disagree	No comments
Improve English skill(speaking, listening reading, writing,)					
Better career/job opportunity					

Reasons	Strongly agree(5)	Agree(4)	Strongly disagree	Disagree	No comments
To communicate with the foreigners on board/ship/coast					
Pre-requisite to be a mariner					
Others					

8. Suitability of the course materials:

Statements	Strongly agree(5)	Agree(4)	Strongly disagree(3)	Disagree(2)	No comments(1)
Materials are available					
Marine English language learning materials are difficult to understand & to use					
Expert and professionally experienced teacher is required for using materials					

Statements	Strongly agree(5)	Agree(4)	Strongly disagree(3)	Disagree(2)	No comments(1)
effectively					
Sources of materials are limited and not always easily accessible					
Source of materials are vast and difficult to choose which one is perfect for the students					

8. To what extent do you think that the syllabus designed for learning Marine English will meet the need of the cadets?

.....
.....

9. What type of course materials should be included for effective learning?

.....
.....

10. Do you think the materials that are used for teaching English is enough and appropriate for the students.

11. Do you have any suggestion?

.....
.....

Questionnaire for students

1)Learners Academic Profile:

- a. Level of study: S.S.C H.S.C Undergraduate Postgraduate
- b. Area of recent study: Science Arts Commerce Others

2.Do you know other language except your mother tongue?

- Yes No

3) English Language learning history:

a. Studying English language for..... yrs as a compulsory subject.

b. Skills focus in English course:

- Speaking listening reading writing

4.Type of materials used in English classes:

- Multimedia Text books Newspaper Others

5.Do you speak English in your everyday conversation?

- Always sometimes very few not at all

6.With whom do you speak English mostly?

- Friends teachers parents with no one

7)Self assessed proficiency level:

Performance of language skills	Excellent	Good	Satisfactory	Fair	Poor
Reading comprehension					
Writing ability					
Fluency in speaking					
Listening comprehension					

8.I am satisfied with my pronunciation

Strongly agree Agree Strongly disagree Disagree No comments

9.I regularly practice myself to develop my English

Strongly agree Agree Strongly disagree Disagree No comments

10.Which one is more important to you?

Marine English Communicative English Both

Reasons	Strongly agree	Agree	Strongly disagree	Disagree	No comments
Improve English skill(speaking, listening reading, writing,)					
Better career/job opportunity					
To communicate with the foreigners on board/ship/coast					
Pre-requisite to be a mariner					
Understand content of the core courses					
Others					

11) Do you think that the materials used by your teacher is effective for you to learn English?

.....

12) Regarding the syllabus and the materials what is your expectation and suggestion make the English learning course more reliable and effective?

Focus Group Discussion (Teachers)

1. Are the materials using to teach English effective?
2. Do you think that teaching materials are available in IMA?
3. Marine English or communicative, which one would you support?
4. Are the teachers using up-dated materials like audio visual?
5. What are the suggestion you would like to give for the suitability of the materials in the classroom to teach English language?