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*Professional Maritime English Communicative Competence in Algerian
Ports
The Case Study of Harbour Master Offices
& E.N.S.M
Ecole Doctorale*

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Dedication

I am dedicating this thesis to four beloved people who have meant and continue to mean so much to me. First and foremost, to my parents whose love for me knew no bounds and, who taught me the value of hard work. Thank you so much.

Next, to my brothers.

Statement of Originality

I hereby certify that this thesis represents my own work and has not been taken from the work of others, or previously included in a thesis, dissertation or report submitted to this university or to any other institution for a degree, diploma or other qualifications, except where due cited and acknowledged is made.

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Abstract

The international maritime industry consists of a global web of shipping that covers the oceans and connects all continents on the earth. It brings together seafarers from a multitude of national, ethnic and linguistic backgrounds. The English language has emerged as the lingua franca of the sea; English for seafarers (EFS). By consensus- and, indeed, by UN resolution - it is the most common means through which communication takes place wherever language barriers exist. Maritime English (ME) has become in recent years the most frequently useful code to serve a range of purposes in the nautical world. Maritime English fits into the category of a special-purpose form of English, in that it has generated, modified or adopted from other languages many terms and phrases that are only used in the International Maritime Industry (IMI). “Competence” as well as “Proficiency” in Maritime English language skills determine the eligibility criteria for the job seekers as well as employees of the industries and they are expected to possess excellent communication skills. Hence, it becomes essential that Harbour Master Office personnel of various ranks to be communicatively competent in all four skills to meet those requirements. This thesis explores the status and the role Maritime English performs to serve the needs of the Algerian maritime companies at an international scale. Being Non-English speaking background (NESB), the thesis tries to identify the nature of the Algerian seafarers’ maritime communication, and it investigates on communicative competence as well as proficiency in Maritime English both applied and taught at E.N.S.M. This investigation mostly incorporates: Harbour Master Office’s personnel views, E.N.S.M students and teachers on the current level of communicative competence; and to what extent their proficiency and professionalism correlates with their employability in the international maritime labour market. To find out responses to the declared inquiries a descriptive study was conducted, it is based on both qualitative and quantitative approaches. Diverse instruments are employed for the analysis comprising: workplace observation, needs analysis based on semi- structured questionnaires and semi structured interviews plus corpus analysis based on accident reports, recorded speech, VHF com, thematic dictionary and a course manual. The findings showed that Maritime English communicative competencies are among the top determinants for seafarers to be employed in the Algerian HMOs. Most respondents interviewed believe that there has been an upgrading trend in the communicative competence of the Algerian seafarers over the last decade and they unanimously agree that a high priority should be placed on the excellence of quality of Maritime English teachers. Practically, it is concluded that Algerian maritime communication reflects professional communicative proficiency for it includes a mixture of knowledge, skills, ability and personal characteristic traits that are essential for port personnel to guarantee high performance at their workplace.

Key Words

Language of the Sea, Language Standardization, English for Navigation; English for Maritime purposes/ Maritime English Requirements and Characteristics, English proficiency, communicative competence in ME.

List of Acronyms & Abbreviations

Acronyms	Meaning in Full
AASTMT	Arab Academy for Science and Technology & Maritime Transport
ATC	Air Traffic Control
ATD	Actual Time of Departure
BBS	Bulletin Board System
BE	Business English
BMV	Basic Marine Vocabulary
BTEC	Business and Technology Education Council and Edexcel (education and excellence)
CA	The Communicative Approach
CBT	Computer Based Training
CC	Communicative Competence
CIO	The symbol CIO marks where the cassette should be used
C.L.C	Capitaine au long Cours
COLREGS	The Convention on the International Regulations for Preventing Collisions
CNP	Classification Nationale des Professions
CMS	Course management system or Learning Management System (LMS)
CTAISB	The Canadian Transportation Accident Investigation and Safety Board
DSC	Digital Selective Channel
DSC	Digital Selective Call
EAP	English for Academic Purposes
EBE	English for Business & Economics
EBP	English for Business Purposes
EEP	English for Examination Purposes
EFL	English as a Foreign Language
EFS	English for seafarers
EGAP	English for General Academic Purposes
EGBP	English for General Business Purposes
EGL	English as a global language
EIL	English as an international language
EIMN	Etudiant Ingénieur D'état en Mécanique Navale
EISN	Etudiant Ingénieur D'état en Science de la Navigation
ELF	English as a Lingua Franca
ELP	English Language Proficiency

ELT	English Language Teaching
EMP	English for maritime purposes
EMSA	The European Maritime Safety Agency
EOP	English for Vocational Purposes
EPA	Entreprise Portuaire Alger
EPE	Entreprise Portuaire El Ghazaouet
EPG	Entreprise Portuaire El Ghazaouet
EPM	Entreprise Portuaire Mostaganem
EPO	Entreprise Portuaire Oran
E.N.S.M	Ecole National Supérieure Maritime
ERL	English as a Restricted Language
ESA (PPP)	European Space Agency/ Public Private Partnership
ESAP	English for Specific Academic Purposes
ESBP	English for Specific Business Purposes
ESP	English for Specific Purposes
ESS	English for Social Studies
EST	English for Science & Technology
ETA	Estimated Time Arrival
ETD	Estimated Time Departure
EVP	English for Vocational Purposes
FTF	Face-to-Face
GE	General English
GMDSS	Global Maritime Distress & Safety System
GME	General Maritime English
GMT	Greenwich Mean Time
GPS	Global Positioning System
GSM	Global System for Mobile Communications
HMO	Harbour Master Office
HRD	Human resource development
IALA	The International Association of Lighthouse Authorities
IETC	International Educational Technology Symposium (conference)
ILS	Institute for Language Studies
IMarEST	(Institute of Marine Engineering, Science and Technology),

IMCO	International Maritime Council/ International Maritime Consultative Organisation
IMEC	The International Maritime English Conference
IMO	International Maritime Organisation
IMLA	The International Maritime Lectures Association
IMI	The International Maritime Industry
INMARSAT	International Maritime Satellite
IQ	International Quality
ISM	Institut Supérieure Maritime
ISO	International Standards Organisation
ISPS	International Ship and Port Facility Security
ITU	International Télécommunication Union
ITU-RM	International Télécommunication Union Radio Communication Sector
KSMA	Kherson State Maritime Academy
KUP	“Knowledge, Understanding & Proficiency”
LGP	Language General Purposes
LORAN	Long Range Navigation
LMS	Learning Management System or course management system (CMS)
LSP	Language Special Purposes
MAIB	The Marine Accident Investigation Branch
ME	Maritime English
MEC	Maritime English Communication
MELv	Maritime English for Law
MESc	Maritime English for Secretaries
MESv	Maritime English for Stevedoring
MMS	Maritime Mobile Services
MSA	Modern Standard Arabic
MSN	Microsoft Network
MV	Motor Vessel
MVS	Maritime Vocational Schools
NNS	Non Native Speakers
NOA	Notice of Arrival
NRN	New Relation Negotiation

NTSB	The National Transportation Safety Board
NVQ	National Vocational Qualifications
OOW	Officer of the Watch
ORN	Old Relation Negotiation
PC	Port- company
PDG	Président-Directeur Général
PPP (ESA)	Public Private Partnership / European Space Agency
QMI	International Maritime Quality
RP	Received Pronunciation
SAR	Search & Rescue Communication
SME	Specialized Maritime English
SIDA	Swedish International Development Agency
SIRC	International Research Centre
SMNV	Standards Marine Navigational Vocabulary
SOL	Cargo and Cargo Handling
SOLAS	Safety of Life at Sea
STCW	Standards Training for Certification of Watch keeping
SVQ	Scottish Vocational Qualification
TEFL	Teaching English as a Foreign Language
TRW	Technical Reading and Writing
UTC	Universal Time Coordinated
VE	Vocational English
VHF	Very High Frequency
VTS	Vessel Traffic Services
(WE)	World Englishes
WHO	World Health Organization
WMD	World Maritime Day
WMU	World Maritime University

List of Message Markers

Message Marker

SMCP Message Marker Identification

Advice	SMCP Message Marker: that the following message implies the intention of the sender to influence others by a Recommendation.
Answer	SMCP Message Marker: indicating that the following message is the reply to a [SMCP] previous question.
Effectiveness	<p>a) For Traffic: Cost effective, undelayed.</p> <ul style="list-style-type: none">• For aids to navigation with reference to shipping: availability under stated conditions in a particular locality to enable mariners safely to proceed along a predetermined track.• For aids to navigation and VTS with respect to operation: Provision of a service complying with the safety requirements in a given area.
Information	SMCP Message Marker: indicating that the following message is restricted to observed facts, situations, etc..
Instruction	SMCP Message Marker: indicating that the following message implies the intention of the sender to influence others by a Regulation.
Intention	SMCP Message Marker: indicating that the following message informs others about immediate navigational action intended to be taken.
Question	SMCP Message Marker: indicating that the following message is of interrogative character.
REQUEST	SMCP Message Marker: indicating that the following message is asking for action from others with respect to the vessel.
Warning	SMCP Message Marker: indicating that the following message implies the intention of the sender to inform others about danger.

List of Charts

1. Chart 1. The Development of Approaches as Found in the Literature.....	27
2. Chart 2. The Department of ESP as Found in the Literature.....	28
3. Chart 3. A Simplified Tree of ELT (Mackay & Mountford, 1978).....	29
4. Chart 4. Branches of ESP from McDonough, 1984.....	30
5. Chart 5. The E.S.P. “Family tree”, from Pauline Robinson 1991... ..	31
6. Chart 6. David Carter’s ESP Classification Developed by Robert Jordan, 1997... ..	32
7. Chart 7. The E.S.P. Classification by Professional Area/EAP & EOP Subdivision (Dudley Evans & ST. John 1998).....	33
8. Chart 8. Carter’s Division of ESP	34
9. Chart 9. David Carter’s ESP Classification Developed by Robert Jordan, 1997	35
10. Chart 10. The Standard Marine Navigational Vocabulary	39
11. Chart 11. Maritime English for Shipping Communication	51
12. Chart 12. Maritime English Characteristics for Professional Purposes.....	65
13. Chart 13. A Port’ Management Process: Activities & Services.....	94
14. Chart 14. The Harbour Master’s Office Organization Chart, Algerian Ports	102
15. Chart 15. The Shipping- company & the Port- authority Ties.....	110
16. Chart. 16. Theory of Communicative Competence by Language Strand.....	196
17. Chart.17. A Visual Representation of the Various Aspects of a Communication Model Process	198
18. Chart. 18. A Visual Representation of Communication Barriers.....	199
19. Chart.19. Effective Communication Elements Applied at the Workplace.....	222

List of Figures

1. Figure.1. LGP & LSP Classification.....	44
2. Figure.2. IMO SMCP operational format for cargo handling, "reporting and cleaning up spillage"	47
3. Figure.3. IMO SMCP controlled format for external distress messages, "sinking"	48
4. Figure.4. IMO SMCP controlled format for occupational safety (grounding), "reporting damage"	48
5. Figure.5. IMO SMCP controlled format for "bearing and distance from a navigation mark"	48
6. Figure.6. IMO SMCP controlled format wind indication - "question66"	49
7. Figure.7. IMO SMCP controlled format wind indication - "answer"	49
8. Figure.8. IMO SMCP controlled format for posing a question (draft/draught, see footnote No.....	49
9. Figure.9. IMO SMCP controlled format for answering (including the spelling of numbers).....	50
10. Figure.10. Maritime English Complex System of Specialized Sub- languages	56
11. Figure.11. The Importance of Communication as Classed in the Organizing Framework for the Human Factor.....	58
12. Figure.12. VHF Radio Communication Model	105
13. Figure.13. Port- officer Talkie- Walkie Communication	106
14. Figure.14. Maritime Pilot and His Duties.....	107
15. Figure.15. Typology of Qualitative Research Source: Ryan and Bernard (2000).....	133
16. Figure.16. A Descriptive Card to ENSM Instruction Manual	181
17. Figure.17. Role of Education (Grewal & Haugstetter, 2007).....	182
18. Figure.18. SMCP Sample Content- Part A.....	184
19. Figure.19. SMCP Sample Content- Part B.....	184
20. Figure.20. A Questionnaire Submitted to Foreign Vessels in Presence of Port- health officer	217
21. Figure.21. Maritime English Training Content.....	329
22. Figure.22. English Basic Marine Vocabulary Content.....	330
23. Figure.23. A Descriptive Card to ENSM Instruction Manual	331
24. Figure.24. English for Maritime Studies Course	332
25. Figure.25. Model Course 3.17 Content	338

26. Figure.26. Model Course 3.17 Core section 1 and 2 Scheme.....	338
27. Figure.27. Model Course 3.17Part D Components	339
28. Figure.28. Model Course 3.17 Appendices.....	339
29. Figure.29. Exchange Procedures (1) in VHF Routine Communication.....	350
30. Figure.30. Exchange Procedures (2) in VHF Routine Communication.....	351
31. Figure.31. An IMO SMCP VHF Routine Communication Model.....	352
32. Figure.32. Algerian Port- communicative Process with Foreigners	364
33. Figure.33. A Written Communicative Model.....	366
34. Figure.34. Typographical Mistakes in Written Communication	367
35. Figure.35. Main Topics dealt with during Nautical Communication in Port	378
36. Figure.36. Algerian Ports' Written Internal & External Correspondence	381
37. Figure.37. Understanding Competence & Proficiency Flash Card.....	388
38. Figure.38. A Positive Learning Cycle (Hutchinson & Waters 1987: 47)	403
39. Figure.39. The Teacher- students Linear Relationship in a Traditional Classroom	405
40. Figure.40. The Teacher- students Triangle Relationship in a Traditional Classroom	405
41. Figure.41. The CEFR (Skype) Level Test Model's Steps.....	425
42. Figure.42. MarTEL Tests Phases.....	432
43. Figure.43. Skills of English Language	433
44. Figure.44. Structure of Phase 1 Martel Standard MarTEL Test Phase 1 tested Skills...	436
45. Figure.45. The MarTEL Study Guidelines	437

List of Tables & Graphs

1. Table.1. Examples of Phrases, Message patterns and Types as extracted from IMO’s SMC.....	73
2. Table 2. Balanced syllabus mapping in GME.....	76
3. Table 3. GME and SME syllabus outline (2 examples).....	77
4. Table 4. Syllabus Mapping in SME.....	78
5. Table.5. Maritime English Learning Material	84
6. Table. 6. Number of Employees in the Algerian Port Authorities –HMO.....	103
7. Table.7. The HMO Acquisition of the Current English Language	191
8. Graph.7. The HMO Acquisition of the Current English Language	191
9. Table. 8. The Responses about the Initial Attitudes towards Using English.....	192
10. Graph.8. The Responses about the Initial Attitudes towards Using English.....	192
11. Table.9. English skills HMO Personnel performed well.....	193
12. Graph.9. English skills HMO Personnel performed well.....	193
13. Table.10. Port- officers’ Proficiency Appraisal in English Skills at Present.....	193
14. Graph.10. Port- officers’ Proficiency Appraisal in English Skills at Present	194
15. Table.11. A Review competent and communicator qualifications in English.....	195
16. Graph.11. A Review competent and communicator qualifications in English.....	195
17. Table.12.The Communicative Problems Port- officers encounter with NNS.....	197
18. Graph.12.The Communicative Problems Port- officers encounter with NNS.....	197
19. Table.13.Skills Performed by Port- officers at the Workplace	203
20. Graph.13.Skills Performed by Port- officers at the Workplace.....	203
21. Table.14.Fundamental Sub- skills in Maritime English language Performed by Port- officers at the Workplace.....	204
22. Graph.14.Fundamental Sub- skills in Maritime English language Performed by Port- officers at the Workplace.....	205
23. Table.15. Port- officers’ Commitment in Improving Job- related Skills & Knowledge.....	206
24. Graph.15. Port- officers’ Commitment in Improving Job- related Skills & Knowledge...	206
25. Table.16. An Assessment to the Occupational ME Knowledge from Training.....	207
26. Graph.16. An Assessment to the Occupational ME Knowledge from Training	207
27. Table.17. A Review of Current Background Knowledge in Maritime English Communication.....	208
28. Graph.17. A Review of Current Background Knowledge in Maritime English Communication.....	210
29. Table.18. The Acquisition of Maritime English Communication Background Knowledge.....	210

30. Graph.18. The Acquisition of Maritime English Communication Background Knowledge	211
31. Table.19. Type of Maritime Education and Training Resources Employed for Maritime English Communication Training	211
32. Graph.19. Type of Maritime Education and Training Resources Employed for Maritime English Communication Training	212
33. Table.20. Evolution of Maritime English Communication at Maritime Industry in Algeria	213
34. Graph.20. Evolution of Maritime English Communication at Maritime Industry in Algeria	214
35. Table.21. The Factors that influenced Changes Evolution of Maritime English Communication.....	214
36. Graph. 21. The Factors that influenced Changes Evolution of Maritime English Communication.....	214
37. Table. 22. Employee Involvement and Empowerment in ME.....	215
38. Graph. 22. The HMO Personnel Contribution in Solving Maritime English Communication RelatedIssues.....	216
39. Graph.23. The Employee's Empowerment in Maritime Communication Decision-making.	218
40. Graph.24. The HMO Staff Received Pre-planning and Communication Related-instructions.....	219
41. Graph.25. A Review to Maritime English Communication Knowledge and Level of Skills among HMO Staff.....	219
42. Graph.26. HMO Personnel Awareness of Maritime Communication	220
43. Graph.27.HMO Personnel Awareness of Maritime Communication Responsibilities Assigned by the Company	221
44. Graph.28. The Positive Influence in Creating Maritime English Communication Knowledge by theAlgerian Maritime Companies.....	223
45. Graph.29. An Assessment to the Positive Influence in Creating Maritime English CommunicationKnowledge by the Algerian Maritime Companies	223
46. Table. 23. A Review to the Effectiveness of Maritime English Communication at Work-context	224
47. Graph.30. A Review to the Effectiveness of Maritime English Communication at Work-context	225

48. Table.24. An Evaluation to the Allocation of Money/ Resources Dedicated to Maritime English Communication Training	227
49. Graph.31. An Evaluation to the Allocation of Money/ Resources Dedicated to Maritime English Communication Training	227
50. Table.25. HMO Officers' Awareness of ME projects: Martel, Martel plus, Sea TALK, Spot on Learning Projects.....	229
51. Graph.32. HMO Officers' Awareness of ME projects: Martel, Martel plus, Sea TALK, Spot on Learning Projects.....	229
52. Table.26. L1 Students Identification and ME Instruction Portrayal at ENSM.....	248
53. Graph.33.L1 Students Identification and ME Instruction Portrayal at ENSM.....	248
54. Table.27. English Communication Importance for ENSM L1 Students Studies and Future Career	250
55. Graph.34. English Communication Importance for ENSM L1 Students Studies and Future Career	251
56. Table.28. Significance of English Communication at the Workplace with Hierarchy- crew members- Passengers- Ships and Ashore stations	251
57. Graph.35. Significance of English Communication at the Workplace with Hierarchy- crewmembers Passengers- Ships and Ashore stations	252
58. Table.29. The Four Skills Mostly Emphasized in the future Workplace.....	252
59. Graph.36. The Four Skills Mostly Emphasized in the future Workplace.....	253
60. Table. 30. Importance of English Proficiency for Job Efficiency.....	253
61. Graph.37. Importance of English Proficiency for Job Efficiency.....	254
62. Table.31. English Language Skills in terms of Importance in Conducting Nautical Profession	255
63. Graph.38. English Language Skills in terms of Importance in Conducting Nautical Profession	255
64. Table.32. The Significance of ME course is for ENSM Students' academic studies	256
65. Graph.39. The Significance of ME course is for ENSM Students' academic studies	257
66. Table.33. The Significance of ME course is for ENSM Students' Vocational Execution/ Performance	257
67. Graph.40. The Significance of ME course is for ENSM Students' Vocational Execution/ Performance	258
68. Table.34. Linguistic Skills for Students' Studies at ENSM vs. Future Profession	259
69. Graph.41. Assessment of Linguistic Skills for Students' Studies at ENSM	259

70. Graph.42. Assessment of Linguistic Skills for Students’ Future Profession.....	260
71. Table.35. An illustration to Students’ Language Skills Current ability & the Required Linguistic Standard at Workplace	261
72. Graph.43. Current Ability in Each Skill/ Area	261
73. Graph.44. Required Level of Skills/ Areas to Perform Effectively at Workplace	262
74. Table.36. Identification of Students’ Skills’ Deficiencies in the English Language.....	262
75. Graph.45. Identification of Students’ Skills’ Deficiencies in the English Language.....	263
76. Table.37. Sub skills Importance: Reading For my students’ academic studies	264
77. Graph.46. Sub skills Importance: Reading For my students’ academic studies	264
78. Graph.47. Sub skills Importance: Reading For my Job Career	265
79. Table.38. Importance of Writing Sub skills for Students’ Academic Studies	265
80. Graph.48. Importance of Writing Sub skills for Students’ Academic Studies	266
81. Graph.49. Importance of Writing Sub skills for Students’ Future Profession.....	266
82. Table.39. Importance of Speaking Sub skills for Students’ Academic Studies.....	267
83. Graph.50. Importance of Speaking Sub skills for Students’ Academic Studies.....	267
84. Graph.51. Importance of Speaking Sub skills for Future Workplace	268
85. Table.40. Importance of Listening Sub skills for Students’ Academic Studies.....	268
86. Graph.52. Importance of Listening Sub skills for Students’ Academic Studies.....	269
87. Graph.53. Importance of Listening Sub skills for Students’ Profession.....	269
88. Table.41. Usefulness of Maritime English Class Activities at ENSM.....	271
89. Graph.54. Usefulness of Maritime English Class Activities at ENSM.....	271
90. Table.42. Students’ Roles vs. the Teacher’s during the English Language Lesson.....	272
91. Graph.55. Students’ Roles vs. the Teacher’s during the English Language Lesson/ Column 1	272
92. Graph.56. Students’ Roles vs. the Teacher’s during the English Language Lesson/Column	273
93. Graph.57. ENSM Instructors’ Support for English Documentation and Consultation	274
94. Table.43. The Objectives of the Use of Specific Documentation.....	275
95. Graph.58. The Objectives of the Use of Specific Documentation	275
96. Table. 44.Language Skills the ESP Course at ENSM Enhanced for Students	276
97. Graph.59. Language Skills the ESP Course at ENSM Enhanced for Students	276
98. Table.45. The Aptness of Current Course Content vs. Students’ Needs.....	276
99. Graph.60. The Aptness of Current Course Content vs. Students’ Needs	277
100. Table.46. Teacher(s) of English assessment of Students’ Progress in Maritime English	277

100. Graph.61. Teacher(s) of English assessment of Students' Progress in English.....	278
101. Table.47. Students' Preferences Type Testing Tasks.....	278
102. Graph.62. Students' Preferences Type Testing Tasks.....	278
103. Table.48. The Current Formative & Summative Assessment of L1 ENSM Students ...	279
104. Graph.63. Formative (continuous) assessment	280
105. Graph.64. Summative (Final) assessment	280
106. Graph.65 L1 Students' ME Learning Class Hours at ENSM.....	281
107. Table.49. Instructors' ENSM Personal Information	287
103. Table.50. Instructors Progress Opportunities in ME	288
110. Graph .66. Instructors Progress Opportunities in ME	288
111. Table.51. ENSM Teachers' Satisfaction about ME teaching Process	289
112. Graph.67. ENSM Teachers' Satisfaction about ME teaching Process	289
113. Graph.68. Importance of ENSM ESP Course.....	290
114. Graph.69. Benefits of ENSM ESP Course	290
115. Graph.70. Maritime English Class of Teacher 1.....	294
116. Graph.71. Maritime English Class of Teacher 2.....	294
117. Table.52. Skills and Language Areas for Students' while at ENSM.....	297
118. Graph.72. Skills and Language Areas for Students' while at ENSM	298
119. Graph.73. Skills and Language Areas for Students' Job.....	298
120. Table.53. An Assessment to the Students' Current Ability in Each Skill/Area for Studies and Job while at ENSM....	299
121. Graph.74. An Assessment to the Students' Current Ability in Each Skill/Area for Studies while at ENSM....	299
122. Graph75. An Assessment to the Students' Current Ability in Each Skill/Area for Job while at ENSM.....	300
123. Graph.76. The Requisite Language Skills of the ESP Course at ENSM.....	300
124. Table.54. Types of Assessment Applied in the ESP Course	301
125. Graph.77. Types of Assessment Applied in the ESP Course	301
126. Table.55. Phonetic Alphabet and Figure Code, IMO SMCP.....	310
127. Table.56. Digits and Numbers, IMO SMCP, p 17.....	310
128. Table.57. Expressing time in IMO SMCP, p18....	311
129. Table.58. Message Markers, IMO SMCP p 14.....	315
130. Table.59. Other Priority Message Markers, IMOSMCP p 14....	315
131. Table.60. Radiotelephone Phraseology, IMOSMCP p 16- <u>17-18</u>	317

132. Table.61. SMCP Code Manual Contents	326
133. Table.62. The Exploit of English Language Skills & Degree of Worth by Algerian Port Personnel	377
134. Table.63. English Language Requirement for Maritime Training and Certification (STCW code 1995, p.110)	384
135. Table.64. English Language Requirement for Maritime Training and Certification (STCW code 1995, p.110)	385
136. Table.65. The Concept of Gamification in Scientific Discourse 1... ..	416
137. Table 66. The Concept of “Gamification” in Scientific Discourse 2.....	417
138. Table 67. MarTEL Tests Phases & Requirements for Seafarers Classes/ ranks.....	435
139. Table.68. Suggested Training Methods in Teaching/Learning Maritime English.....	444
140. Table.69. Suggested Course content for HMO Staff	445

Table of Contents

Dedication	I
Statement of Originality	II
Acknowledgments	III
Abstract	V
List of Acronyms & Abbreviations	VI
Message Markers	X
List of Charts	XI
List of Figures	XII
List of Table & Graphs	XIV
Table of Contents	XX
General Introduction	01

Chapter One: English for Specific Purposes: Review of Literature

1.1 Introduction.....	14
1.2 English as a Global Language	14
1.3 English as a Subject Study	18
1.3.1 The Growth of ESP.....	18
1.3.2 Divergence over ESP.....	21
1.4 Classification of ESP.....	26
1.5 English for Navigation	36
1.5.1 Projects for ME Standardization.....	37
i. Brief Overview on SMNV.....	37
ii. The Standard Marine Navigational Vocabulary Content	38
iii. The Objectives of SMNV	40
iv. SEASPEAK.....	40
v. Reasons of Adoption	41
vi. Similar Projects.....	41
1.6 Conclusion.....	42

Chapter Two: Maritime English: English for Maritime Purposes

2.1 Introduction	43
2.2 Maritime Language	43
2.2.1 Maritime English: A Unique Type of English	43
2.2.2 General versus Special Language Conception	44
2.2.3 Maritime English as a Language for Special Purpose	45
2.2.4 Maritime English as a Controlled Language.....	47
2.2.5 Maritime English and ESP Ties	50
2.3 Maritime English Definition.....	51
2.4 Maritime English Forms: ME Restricted Code vs ME Elaborate Code.....	55
2.5 Maritime English & the Workplace Implementation.....	57
2.6 The Branches of Maritime English.....	59
2.7. ME Standardization – Brief Description of the Current Status	60
2.8 ME: Language Distinctiveness & Characteristics in Verbal and Written Features.....	62
i. Language Distinctiveness and Characteristics with Examples	63
ii. Maritime English Language Features & IMO’s Consistency	65
2.8.1 Maritime English and Speech VHF Communications	67
2.8.2 Maritime English and Ship Safety	68
2.8.3 The Standardized Language of Marine Communications	69
2.8.3.1 The Standard Marine Communication Phrases (SMCP)	70
2.8.3.2 Speech Communications at Sea.....	71
2.8.3.2.1 Standardized Verbal Message Patterns	71
2.8.3.2.2 Routine Messages	72
2.9 Maritime English Teaching Content	73
2.9.1 Model Course 3.17 Identification	75
2.9.2 The Model Course 3.17 Content.....	76
2.9.2.1 The Methodological Nature of Core sections 1 and 2.....	77
i. SME for Officers in charge of an Engineering of Watch.....	78
ii. SME for Electro-technical Officers.....	79
iii. SME for GMDSS	79
iv. SME for personnel	79
2.9.2.2 Strengths	80
2.9.2.3 Points for Consideration	82
2.10 Types of Maritime English Resources and Materials	83
2.11 Conclusion	85

Chapter Three: Maritime English Application in Algerian Ports & Training at ENSM

Port Activities & Current Communicative Management Process

3.1 Introduction.....	86
3.2 Maritime Transport Synopsis/Brief Record	87
3.2.1 Shipping is indispensable to the world.....	87
3.2.2 The Founding of IMO & Certified Communicative Code: ME.....	89
3.3 The Algerian Maritime Ports Presentation and English Ties	90
3.3.1 Historical Overview of the Language Policy in Algeria.....	90
3.3.2 Ports' Activities Management & Maritime Communication.....	92
3.3.3 The Profile of Ports...Activities.....	93
3.3.4 Competency Requirements for Port- personnel	95
3.3.5 Mostaganem Port Entreprise (EPM)	96
3.3.6 Mostaganem Port Management.....	97
3.3.7 Algiers Port Entreprise (EPA).....	98
3.3.8 Oran Port Entreprise (EPO)	98
3.3.9 Port Domain Management	100
3.3.10 Ghazaouet Port Entreprise (EPO).....	100
3.3.11 Pilotage Lamanage Activities in the Algerian Ports	101
3.3.12 Harbour's Organization Chart.....	101
3.3.13 The Harbour Master's Office in Port Companies	102
3.4 The Role of Port Staff Members & the Nature of Communicative Process.....	103
3.4.1 Harbour Master Office Role & Responsibilities.....	104
3.4.2 The Role of Shipping- companies.....	109
3.5 International Maritime English Training Awareness.....	112
3.6 Maritime Training for Port Members in Algeria	114
3.6.1 ENSM: A Brief Overview	114
3.6.2 Prominence of Training at ENSM.....	114
3.6.3 Requirements for Joining Formal Training at ENSM.....	116
3.6.4 Maritime English Communicative Competence Requirements	118
3.6.5 Communicative & Professional Competence in ME / Explanation	119
3.6.6 International Requirements for Achieving ME Communicative Competence at ENSM.....	120
3.7 Conclusion.....	121

Chapter Four: Research Methodology & Data Collection Procedures

Maritime English Corpus in Algeria

4.1 Introduction.....	122
4.2 The Research Methodology	123
4.3 Methodology & Data Collection.....	125
4.3.1 Scope of the Study	126
4.3.2 Research Synopsis & Personal Perspective.....	128
4.3.3 The Setting (Study Context) &Methodological Assumptions.....	129
4.3.4 Quantitative and Qualitative Approaches.....	130
4.3.5 Case Study Approaches.....	134
4.4 Pollster’s Standpoint.....	134
4.5 Research Objectives and Motives.....	136
4.6 Research Method and Design.....	137
4.6.1 Questionnaires	138
4.6.2 Interviews	142
4.6.3 Work Observation.....	148
4.7 The Study Setting: Training in the Algerian Ports	149
4.7.1 The Participants’ Profile: Population & Sample.....	149
4.7.2 Harbour Master Office Staff Members’ Questionnaire.....	150
4.7.3 ENSM ME Teachers	150
4.7.4 ENSM Students	151
4.8 The Research Instrument.....	151
4.8.1 The Questionnaires’ Design and Content	151
4.8.1 A. Training in the Algerian Ports.....	151
4.8.1.1 The Algerian Seafarers’ Questionnaires	151
4.8.1.1 The Purpose of the Questionnaire	152
4.8.1.2 The Description of the Algerian Seafarers’ Questionnaire	152
4.8.1.3 The Administration of the Seafarers’ Questionnaire	160
4.8.2 B. Training in the National Superior Maritime College (ENSM).....	161
4.8.2.1 L1 ENSM Students’ Questionnaire	161
4.8.2.2 The Purpose of the Questionnaire	162
4.8.2.3 The Description of the L1 ENSM Students’ Questionnaire	162
4.8.2.4 The Administration of L1 ENSM Students Questionnaire	164

4.8.3	Description of ENSM Teachers Interview	165
4.8.3.1	The Interviews.....	165
4.8.3.2	Harbour Masters' Marine Personnel & ME Teachers' Interview	166
4.8.3.3	The Aim of ENSM Teachers Interview	166
4.8.3.4	Description of ENSM Teacher Interview	167
4.8.3.5	The Marine Staff Interview	167
4.8.3.6	Advantages of Semi- structured Interview Questions	169
4.8.3.7	The Administration of ENSM teaches' Interview	170
4.9	Corpora Analysis	172
4.9.1	The Role of Corpora in ESP Materials Design.....	173
4.9.2	The Objective of Corpora Analysis	173
4.10	Reliability and Validity.....	185
4.11	Conclusion.....	187

Chapter Five Maritime English Use & Application in the Algerian Ports

5.1	Introduction.....	188
5.2	Training Vis a Vis Official Program Applied at the Workplace	188
5.2.1	Ports' Questionnaire on Maritime English Competence & Professionalism at the Workplace Analysis.....	189
A.	An Inquiry about GE	179
B.	An Inquiry about ESP/ME	203
C.	Maritime Education and Training in Algeria	207
D.	Inquiry about the Status of ME Communication in Algeria	212
E.	Employee Involvement and Empowerment in ME	215
F.	An Assessment to ME Communication in the Algerian Ports.....	224
5.2.2	Port Interviews' Discussion	231
5.2.3	The Analysis of the L1 Students' Questionnaire at ENSM.....	246
5.2.4	Teachers at ENSM: Perceptions towards the Teaching and Learning of ME in Algeria.....	283
5.2.4.1	ME Teachers' Questionnaire Analysis	283
5.2.4.2	Current Training Status and Instructors' Recommendations for METraining Enhancement: Personal Viewpoint.....	285
5.2.4.3	ME Teachers' Interview Analysis.....	301

5.3	Training Vis a Vis Official Program Applied at the Workplace	305
5.4	Maritime English Application at Workplace	307
5.4.1	Applied Terminology	308
5.4.2	Phonetic Alphabet and Figure Code.....	309
5.4.3	Numbers.....	310
5.4.4	Standard Organizational Phrases in Conducting VHF Communications.....	314
5.4.5	SMCP Message Markers.....	314
5.4.6	Other Priority Marker- Words.....	315
5.4.7	The Grammar Program at ENSM.....	318
5.4.8	ME Education Content Vs Harbour Master Offices’ Congruency &Application	325
5.4.8.1	ME Training Experience at ENSM Review .vs. Real Workplace Appliance.....	325
5.4.8.2	Maritime English Training (SMCP) for Graduates.....	325
5.4.8.3	ME Training Content of ENSM Students: Learning Needs versus Professional Communicative Competence	329
5.4.8.4	English for Maritime Studies: A Descriptive Card	331
5.4.8.5	The Role of IMO and Reasons of Model Course 3.17Adoption at ENSM.....	336
5.4.8.6	Model Course 3.17 Linguistic Target.....	337
5.4.8.7	Model Course 3.17 Content.....	338
5.4.8.8	Structure of IMO Model Course3.17 for ME	339
5.4.8.9	Use of IMO Model Course for ME at ENSM.....	340
5.4.8.10	Presentation of Model Course 3.17 &Training Requirements.....	341
5.4.8.11	Implementation of the Model Course 3.17	341
5.4.8.12	Professional Communicative Competence.vs. ME Curriculum Review.....	348
5.5	The Standard Communicative Process vis a vis the Real Exchange at Harbour Master Office	349
5.6	Local Harbour Master Offices’ Real Verbal & Written Exchange Situations with Deficiencies.....	353
5.6.1	Local Harbour Master Offices’ Real Verbal Exchange Situation.....	353
5.6.2	Local Harbour Master Offices’ Real Written Exchange Situations.....	362

5.6.3	ME Application at the Workplace vs. Communicative Competence Enhancement & Data Interpretation Synopsis	374
5.6.4	Ports' Efforts towards Improving Professional ME Communicative Competence	381
5.7	Conclusion.....	391

Chapter Six Enhancing ME Communicative Competence for the Algerian Maritime Milieu

6.1	Introduction.....	393
6.2	Pedagogical Proposals to Enhance Maritime English Communicative Competence in the Algerian Nautical Context.....	393
6.3	Maritime English Teaching Research.....	397
6.3.1	The Application of the Constructivism Theory in Teaching ME.....	397
6.3.2	Basic Concepts for Modern Technology and Maritime English	398
6.3.3	Integration of Constructivism in Teaching.....	399
6.3.4	Constructivism Definition.....	399
6.3.5	A Constructivist Classroom in Teaching	400
6.3.6	The Importance of Needs Analysis in ME.....	401
6.3.7	The Role of the Teacher in the Constructivist Process	403
6.4	Inspiration of the Study.....	404
6.4.1	Changes in the Presentation of the Instruction.....	404
6.4.2	The Role of the Students Is Changed while Learning in Multimedia Mode.....	404
6.4.3	The Role of the Teacher is Changed.....	405
6.5	The Information Accomplishment and Life-long Learning	406
6.6	Enhancing Communicative Competence & Proficiency in the Algerian Maritime Training & Workplace.....	407
6.6.1	Teaching Maritime English with Innovative Technologies	407
6.6.2	Recommendations ESP/ME Tutors Requirements	408
6.6.3	Teaching Maritime English for Professional Purpose with the LMS Moodle....	409
6.6.4	What is Moodle LMS?.....	410
6.7	Enhancing Maritime English Communicative & Professional Competence via/based on Gamification Approach.....	412
6.7.1	What is Gamification?	412

6.7.2	Gamification Approach Appliance	413
6.8	Effective Maritime English Training Platforms for Communicative Competence Enhancement	417
6.8.1	Spot on Learning Maritime English Training.....	417
6.8.2	What is Spot on Learning?	417
6.8.3	Reasons to Pursue ME Training via Spot on Learning Platform.....	420
6.8.4	Assumptions about English Proficiency	421
6.8.5	Spot on Learning and English Language Tests (CEFR)	423
6.8.5.1	Comprehensive and Practical Testing Methods for International Team and Crew Members.....	423
6.8.6	Maritime Communication Proficiency Training Enhancement at Spot on Learning	426
6.8.6.1	SMCP Vocabulary and Measurable Progress on CEFR Scale.....	426
6.8.6.2	Learning program for Seafarers and other Professionals in the Maritime Business	427
6.8.6.3	Maritime English Education Program step-by-step	427
6.8.6.4	Building a Support Network.....	429
6.8.6.5	Improve Pronunciation.....	429
6.8.6.6	Specific Vocabulary based on SMCP list (Standard Marine Communication Phrases)	430
6.8.6.7	Learning Made Fun and Easy + Personal Coaching = Progress in English Language Proficiency.....	430
6.8.6.8	Our 80/20 rule and General English Acceleration Courses... ..	430
6.8.6.9	Learning about Learning	431
6.8.6.10	Spot on Learning Testing	431
6.9	Part Three: MarTEL Project Application in the Algerian Maritime Testing Context	431
6.9.1	MarTEL Project, What is it?	432
6.9.1.1	MarTEL Foundation Synopsis	432
6.9.1.2	MarTEL Project Definition	432
6.9.1.3	“Why MarTEL?” Reasons & Benefits to adopt MarTEL.....	433
6.10	MarTEL Testing Approach.....	434
i.	Vocational and Knowledge.....	434
ii.	MarTEL Grading.....	434

6.11 MarTEL Phases	434
6.11.1 Why Three Phases?.....	435
6.11.2 Study Guidelines and Download Sample Questions.....	437
6.11.3 MarTEL Tests: Security & Recognition	438
6.12 MarTEL Plus Project Identification.....	439
6.12.1 The MarTEL plus Project Founding Target	440
6.12.2 MarTEL Plus Vs. MarTEL Project/ MarTEL Plus Reasons &Partnership	440
6.12.3 MarEng Plus or MarTEL plus Nature of Content/Design.....	441
6. 13 Conclusions and Prospects for Further Research	443
6.14 Part Four: Syllabus Proposals	443
6.14.1 English for Maritime Law Syllabus	443
6.14.2 Maritime English: Language and Communication Skills Enhancement.....	444
6.14.3 Further Motivational Activities	446
6.14.3.1 Complementary Online Training Courses	446
6.14.3.2 E-learning Platform.....	448
6.14.3.3 Online Applications.....	449
6.14.3.4 Communication Workshops	449
6.15 Conclusion	451
General Conclusion.....	452
Bibliographical References	462
Appendices	497
Glossary	

General Introduction

Communication is a dynamic process that takes place around us all the time. In fact, we spend 70% of our time receiving and sending messages. The origin of the word “communication” is “communicare” or “communis” which means “to impart”, “to participate”, “to share” or “to make common.” The sense of sharing is inherent in the very origin and meaning of “communication”. Countless authors have provided various definitions to communication to simplify its notion:

One simpler definition for instance is that communication is a process of passing information and understanding from one person to another (Keith Davis). In that sense then, communication is essentially the ability of one person to make contact with another and make himself or herself understood (John Adair). Basically, communication is an exchange of ideas, facts, opinions or emotions of two or more persons (William Newman and Charles Summer). Other authors have provided deeper and precise clarifications in which communication represents a bridge of meaning which involves a systematic and continuous process of telling, listening and understanding (Louis Allen). Communication is also a process by which information is transmitted between individuals and / or organizations so that an understanding response results (Peter Little). Communication in that case is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired rejoinder or reaction from the receiver (Murphy, Hildebrandt, Thomas).

It is natural that people communicate through the use of language. Much of human existence both individual and corporate is mediated and constructed through communication. With it everything is managed since it represents the ability to share information and convey feelings. All this communicative process can be easily achieved thanks to language which at a societal level serves many ends.

Linguistically speaking, Williams Downes (1998) explains further in his book “Language and Society” by stating that language is indissolubly linked with the members of society. On the one hand, language is essentially a means of communication among the members of the general public. On the other hand, S. Pit Corder (1973) added that language is an object like a tool, which we can pick up and use for some purpose. It is a means by which man communicates; a system of contact for the purposes of communication.

Progressively, many languages have been used through history. However, we are living in an era when people are being brought closer together due to many circumstances and

since no part can isolate itself from the rest of the world, a great need for a common language is required to enable various nations and races to communicate and learn to understand each other. A familiar common language is one of the most important features of a community.

English has predominantly been imposed as a major vehicle of interaction. This language has witnessed such an emergence and prosperity as a global medium thanks to many reasons. A large proportion of people use it for their day to day needs as it is regarded as a major means to get access to anything that happens in every field: scientific, economic, technological and political...etc. It is also a vehicle of debate and the language of command in many economic organizations as well as the language of many schools and colleges.

Algeria, just like others has had to comply with the situation and to bring English into its educational system. It is considered together with other foreign languages as a means to facilitate a constant communication with the world, to have access to modern technologies and resolve some modern deficiencies. Henceforth, the teaching of English is now part of the curriculum in all schools as well as higher academic institutions through-out the country. English has been appointed as the official foreign language rather than French.

However, as time goes on EAP English for Academic Purposes has become no longer effective or suitable for some fields especially business. As a result, many studies have been developed to find out what solutions could be found to solve such a dilemma. A specific type of the English language has thus emerged under the name of ESP to serve accomplish the needs of certain activities and tasks depending on each situation encountered. Briefly speaking, ESP or English for foreign learners developed more than 50 years ago from the early 1960's to become one of the prominent areas in EFL teaching since the latter is recommended in many professions. Its chief purpose is mostly to guide employees dealing with specific fields such as English used for air traffic- control or dyestuff chemistry...

At the workplace, adopting one form of English aims generally to transcend all regional differences and guarantee intelligibly when people from different English speaking parts of the world communicate with each other. This standardization concerns mainly projects such as: science, finance, industry, government, medicine, advertising and transportation. Improvements of this kind have already taken place in the form of English used as the international medium of communication at sea. Essentially, language users has to follow clear rules, and reduce the possibilities of ambiguity or confusion when sending or receiving messages.

Seafaring is one of the important fields which existed centuries ago where contacts considerably varies among seafarers from using signs, symbols and different languages to other means. Nevertheless, in the maritime world a specific type of English has predominantly been imposed internationally because of certain compliances and conventions with international organizations. Dealing with such a topic, it is interesting hence to have a fleeting look on Maritime English factual application in Algeria and the extent to which the nationwide shipping staff relies on using this world's lingua franca.

Algeria, a prominent former French colony relies on both the standard Arabic and French languages, has also incorporated English as the chief maritime language to accomplish certain activities as well as port regulations. Algiers, Oran, El Ghazaouet, and Mostaganem port-authorities, being case studies represent a perfect illustration where Maritime English; a specific type devoted to fulfill certain tasks and activities in the port-company, is adopted. This medium is employed for international navigational communication and business affairs in compliance with international conventions.

1. Scope of Study

Curiosity to know about ourselves, our institution, our environment and the universe is inherent in us. Innumerable questions go on arising in our mind. Whenever such questions arise, we seek answers to them. Whenever we encounter the problems, we try to find solutions to them. In the well-known nursery rhyme:

“Twinkle Twinkle Little Star How I Wonder What You Are”

1.1 Problem Statement

In the current world of intercontinental shipping that is characterized by multinational and multi-cultural crews communication, between shore and ship and between those on-board vessels, is extremely imperative. Maritime communication manifests itself on three levels: on-board communication, ship-to-ship communication and ship-to-shore communication or vice versa. To reduce the problem of multi-cultural communication in

the shipping context, whether for relaying standard commands or reporting standard information, the International Maritime Organisation (IMO) has established in 2001 a series of Standard Marine Communication Phrases (SMCP). Nonetheless, the number of maritime accidents or incidents is unanimously categorized as attributable to human elements, in which communication failures represent one third of these elements (Trenkner, 2007). Another review to date clearly shows that communication failures are one of the dominant contributing causes of accidents and incidents at sea (Ziarati, Ziarati, & Çalbaş, 2008). Under the International Regulations on Standards of Training, Certification and Watch-keeping for Seafarers (STCW 2010), each administration (state) shall require every company to ensure that at all times effective oral communication is maintained onboard ships or shore (IMO, 2011).

The present thesis intention is to reveal the nature of maritime communication in the Algerian context, to pinpoint and scrutinize seafarers' professional communicative competence and proficiency in accomplishing vocational tasks mainly at the Harbour Master Offices. It is also to detect the communicative problems that may arise and emerge due to encountered mixed nationalities' (heterogeneous crews') and causes of breakdown in communication. The basis of the analysis is provided based on the obedience to international regulations which consists in the submission of ME via respecting the implementation of SMCP at the workplace.

This doctoral thesis studies the nautical milieu in general, as well as relevance and role of maritime language in the Algerian shipping workplace in particular. The thesis entry is a discussion about ESP as an approach and then a painstaking debate on communicative matters is well-established in relation to global shipping; precisely as a respect to international norms certain navigational services require the application of a specialized type of English. For this reason, a detailed identification of ME is handed: its inception, features and teaching content issued by IMO to facilitate maritime communication and world business affairs as well. The aim plus an allusion to the significance and the limitations of the work done are also stated herein.

1.2 Research Questions

Maritime English communicative competence and proficiency are now a business of everyone, it is also one of the requirements of the new revised Standards of Training

Certification and Watch Keeping (STCW) for seafarers. Maritime English is a means of global communication in the maritime industry and is considered on the one side as an important tool to maintain safety of life and property at sea, while it is a perfect embodiment to professionalism subsistence on the other side. It is the language used by multilingual crews towards the comprehension of daily shore, on-board and external communication. The current study revolves around four main inquiries as listed below:

1. **Scope of** professional communicative competence in ME
2. **Compliance** to international norms
3. **Congruency** of ME application and instruction in Algeria vs universal training
4. **Congruency** of ME application at workplace vs international Maritime English communicative requirements.

The current study revolves around four main inquiries as listed below:

1. **Scope of** professional communicative competence in ME
 - ❖ Is Maritime English the real specialized medium applied in the Algerian nautical workplace?
2. **Compliance & conformity** to international norms vs. SMCP Appliance.
 - ❖ Does this medium conform to international norms as issued by IMO and STCW conventions?
3. **Congruency** of ME application and instruction in Algeria vs universal training
 - ❖ Does ME teaching at the national nautical college match to ME curriculum imposed by WMU and IMO instructions and thus ensures professional communicative competence for real usage?
4. **Congruency** of ME application at workplace vs international Maritime English communicative requirements.
 - ❖ Is there congruency between Maritime English applied in the Algerian maritime companies and international Maritime English communicative requirements? Drawn from previous research conducted by the researcher at Mostaganem Harbour Master Office port-company, it is recognized that ME entails compliance and full submission of SMCP code to fulfill nautical services by the port personnel in the Harbour Master Office (VHF communication). Each research question attempts to answer another number of related sub- inquiries are listed below:

Further related sub- inquiries are taken into account within the present study. These are listed as follows:

- 1. Scope** of professional communicative competence in ME (standardized and 100% ESP)
 - a. ME conformity to SMCP code instructions in the Algerian HMO.
 - b. Real implementation of SMCP in the Algerian nautical context.
 - c. Type of SMCP impact on maritime communication at the workplace?
 - d. Does SMCP ensure ME communicative competence and proficiency for port personnel at HMO?

- 2. Compliance** to international norms vs. SMCP Appliance
 - a. What communicative requirements should exist to consider Algerian mariners' competent communicators in Maritime English?
 - b. Is SMCP really applied and respected as issued by IMO?

- 3. Congruency** of ME application and instruction in Algeria vs universal training.
 - a. Is there Maritime English training for the Algerian context?
 - b. Effectiveness of ME training in Algeria versus communicative aptitude and expertise guaranteed for the port staff. Or simply, current syllabus worth versus the needs of the maritime community.
 - c. In other words, what is the nature of syllabus taught at ENSM; does it conform to ESP features and serve the needs of the target situation for future usage? Does this syllabus delivered in the Algerian institute conform to international Maritime English standards as issued by IMO and WMU?
 - d. How is this syllabus taught, by whom is it taught (specialists/ non-specialists)? Is there a syllabus for teaching Maritime English?

- 4. Congruency** of ME application at workplace vs. international Maritime English
 - a. How is Maritime English (English for professional marine purposes) applied in Algeria?

The inquiry concerns the Algerian port personnel communicative competence in ME both at the workplace & training context. The researcher investigates on whether the maritime staff is regarded as ME competent communicators; whether ME truly is applied in their work-context not forgetting that Algeria is a bilingual country relying on both Arabic and French languages too in accomplishing administrative tasks. Hence, if Maritime English is

functional, the investigator's main role is to offer a brief description to both the operational nature and communicative purposes of ME, and then, how such a standard code is acquired: via national or international training! This aims to provide a detailed account together on college and quality of training available (worth of courses: content delivered in ME). Furthermore, a reference to conformity to international standards as recommended in SMCP is included as well. In this vein, a supplementary portrayal to linguistic deficiencies encountered by the Algerian staff in applying ME plus pedagogical problems tutors at ENSM may face to deliver ME courses for future mariners. Respondents are required to declare the genre of existing flaws and how to overcome them for a better future use. As a final point, suggestions and recommendations can be set to enhance both the application and instruction of ME to achieve communicative competence in the Algerian nautical milieu.

1.3 Hypotheses

Based on previous research, it is hypothesized that:

1. **subsistence of** professional communicative competence in ME among Algerian staff
 - a. ME; being a practical language and a type of workplace English, is a unique variant of ESP.
2. **conformity** to intercontinental standards vs. SMCP Appliance
 - a. ME is better personified in SMCP code
 - b. Both ME and SMCP content are 100% respected and applied for all communicative situations.
3. **Accord** of ME application and instruction in Algeria vs universal training
 - a. ME is the main approach applied in the Algerian maritime teaching context for seafarers and workplace as well.
 - b. ME content is well-designed to suit the needs of its users in a real vocational context. By means, it covers all areas of conversation and interactive dealings in a multilingual milieu.
4. **Congruency** of ME application at workplace vs international Maritime English communicative requirements
 - a. There exists congruency between ME training and usability at the workplace.
 - b. Actual ME training is enough to ensure communicative competence of the Algerian seafarers as required in every communicative situation.

- c. No language deficiencies arise within the maritime communicative performance via ME code and SMCP policy.

2. Aim & Objectives

This thesis offers an overview of maritime communication and introduces to the medium of interaction applied in the world of seafaring: Maritime English (ME) as well as the main elements involved in the communication process to serve the purposes of the nautical context. It also highlights the value of communicating effectively both in speaking correctly and writing unmistakably and unambiguously, positive messages. By this, the researcher offers you some basic tips and guidelines on this form of communication on how to become more proficient at the workplace to realize professionalism. It is also to learn about some of the common pitfalls which may impede the effectiveness of marine communication.

This thesis is therefore an attempt to achieve a better understanding of the communicative process in the maritime world between seafarers ranging from various parts of the world to attain business affairs. Communication is of a permanent importance at both modes: verbal (spoken) & non-verbal (written) aspects. It is also to shed light on the main languages adopted in the seafaring context to accomplish communicative purposes. It is noticed that there are administrative and navigational communicative purposes. Apparently, standard French and Arabic are employed for administrative transactions while for shipping purposes English is functional. English for navigational purposes is relied on 100% for it is the global medium of international dealings to help multilingual groups accomplish tasks and activities efficiently and competently. Other reasons are: to determine what type of English is employed for such a domain; then, to explain the history and processes through which this type of English has undergone to have the world position it owns nowadays. Moreover, it is to identify the characteristics of this genre/type of English (ME); as a specific precise medium of communication to serve particular purposes.

Revealing the importance of English for marine purposes in the world of seafaring is also a main reference to be tackled via depicting its nature of teaching (i.e. how it is taught) and application in the actual Algerian milieu.

This offers also an account to the deficiencies encountered by the Algerian mariners whether at the workplace (how to apply it efficiently?) or training institutes (what to study and how to study it?). And finally, it is to give an overview on the future of English for marine purposes globally in general and Algeria specifically.

3. Motivation & Benefits of the Study

This thesis is a contribution and exploration to both Maritime English theory and practice; it adds a conceptualization of motivation. The elements that motivated the researcher to engage with studying the maritime context are numerous and diverse. Among the reasons that motivated the candidate to opt for this topic/ theme are cited below:

A. Uniqueness

All parameters discussed and mentioned point to a unique business environment for the application of motivation principles.

B. Specific Community

A consideration of the seafaring teamwork among the different employees and the linguistic role, they should perform to instigate effective communication.

C. Originality of the Theme

It is to shed light on the specific context of seafaring with its various parts engaged in work and communication. It is also the specificity & uniqueness of the shipping specific literature which essentially lacks discussions about and especially the Algerian context. Mainly, no studies are made, no comparisons of employment, constituents, nature of communication, teaching of maritime communication, ESP genre related to the field communicative process and its components (ship- port and parts engaged)

D. Previous research study

E. Excitement to explore the world of the seafaring as an ESP/ME researcher

F. To serve navigational purposes and economic- business interests in the Algerian context via academic investigation.

G. Little research is made if not rare on Maritime English teaching in Algeria.

This is to provide a concrete study about the linguistic nature and form for the

Algerian maritime training context, communication and to boost practitioners of ME.

- H. Generally, little is known as scientific research about language practices and English language application, and precisely the communicative needs of the Algerian port regulation staff (including: Harbour Masters, port officers, safety officers, radio officers, pilots... etc).
- I. In spite of the adoption, by the Algerian government, of official measures in relation to the use of English for maritime communication by Algerian ship crews and port personnel, little is known about nautical milieu, language of the sea and maritime community ties in Algeria.
- J. Academic Contribution:
 - ❖ To contribute as a research- candidate and ESP tutor in enhancing the standard of ME communicative competence and ensure professionalism for the Algerian Maritime staff.
 - ❖ To improve and enhance the teaching of ESP/ ME in Algeria.
 - ❖ To explore an ESP context in Algeria: its content, characteristics, teaching, application, approaches and methodologies of teaching, nature and issues (deficiencies) encountered.
 - ❖ To contribute as an ESP researcher and shed light on such content many people ignore and make the ME community acknowledged.
 - ❖ To detect an important domain playing the key bridge to succeed the economy in Algeria. A great deal of seafarers is engaged to boost the economy of our country.
- K. To identify the linguistic deficiencies of ME and help remedy them for the Algerian context. Thus, the aim is to encourage ESP/ME practitioners to enhance this type of English for navigational purposes in terms of use and teaching in a real context.
- L. To present successful projects in ME in the world that had effective results.
- M. To offer proposals on how to develop Maritime English communicative competence for Algerian seafarers in ME at the workplace and to what extent training at ENSM cooperates in ensuring seafarers' communicative competence in the medium of the sea.

4. Procedures of the Research

Our enquiry about Algiers, Oran, Mostaganem and El Ghazaouet ports' authority (Capitainerie) management as well as the communicative operations took more than one year. Our concern is to review to what extent the Algerian staff copes with using Maritime English in its field of practice, whether the members encounter difficulties while accomplishing their activities. The next step is to help find solutions to the communication process at the mentioned ports in particular and other Algerian harbours in general. Another enquiry has been made about the nature of syllabus and courses delivered in the language of the sea; English for maritime purposes (ME) and that are taught for the Algerian mariners; both graduates and employed, to be applied for their profession.

The research- candidate has likewise undertaken training at the level of the National Superior Maritime Institute (ENSM) at Bousmail- Tipaza for one year. The aim of training is to get near the specific context and specialized learners, to have a direct contact with them to have a valuable assessment for their level in English whether GE already acquired in previous studies career and their progress in ME as well. Another reason, it is to get an overview about the content of courses taught in ME to future mariners for future application. In other words, is the syllabus taught representing 100% ESP and serve the needs of such a specific community. What does it communicate? What features of ESP does this type of language hold? Does the content enhance the learners' maritime knowledge? (i.e. satisfaction and dissatisfaction). And whether there exists a congruency among what is offered and what is applied!

5. Thesis Framework

To this end, the work of this thesis is divided into six chapters. The first chapter deals with a review of literature in ESP, its definition, growth, classification and particularly the use of ME as a main branch. This chapter deals with the role of a language; mainly English as well as its importance to reach an efficient communicative process at the workplace. The main stress is laid particularly upon the theory, origins and development of English for Specific Purposes (ESP) within applied linguistics. Firstly, a number of ESP definitions and linguistic features are stated, and secondly the main types of ESP are classified to consider the benefits that ESP can offer for both the learner and the teacher.

This may facilitate to draw the role of any ESP (ME) practitioner to improve the teaching of English for maritime purposes at the Algerian maritime centers and colleges.

Chapter two concentrates on the maritime language and first goes deeper into the subject of Maritime English. It focuses on identifying ME as main type of ESP, its definitions, characteristics and determining mainly ME as a unique type of specialized languages. More precisely, the chapter provides a general view on the content of ME and its objectives of teaching and preparing future mariners for their real context.

The writer aims via this detailed chapter to define and explain the essence of “competence”, “communicative competence” and “professional communicative competence” offered via ME in the maritime context. By means, on what basis can seafarers be considered communicatively and professionally competent at the workplace? How to measure this quality in such a specific context where communication plays an elementary role not only to accomplish the country’s navigational purposes; but, business, economic, and political issues as well.

Chapter three is twofold including two major sections. It is primarily a painstaking portrayal to the Algerian port- authorities and an investigation on how ME is used and applied in the Algerian context by the various categories expected to use ME to accomplish different tasks and activities mainly at Harbour Master Offices. The examination is held in the below listed ports: Mostaganem, Oran, Algiers and El Ghazaouet. These ports play a significant role as commercial bridges for the Algerian international dealings and transactions. Joining ME training to achieve professional communicative competence represents one of the essential requirements for the Algerian mariners; thus, the second section of the chapter is an exploration to both teaching and learning of ME in Algeria at the National Superior Maritime College ENSM, Bousmail- Tipaza. The aim is to identify categories of learners, tutors engaged with teaching the specific code for an explicit community, the nature of content (syllabus and courses) obtainable, significance of ME in terms of schedules and coefficient. Assessing the quality of teaching, content and methodologies opted for is of utmost importance.

Chapter four is devoted to the practical facet of the study; it describes the research methods and the data collection course. The study includes wide-ranging research tools to provide accurate answers to the inquiries rose earlier, diverse instruments are employed for the analysis. The prime target of the current chapter is eagerly to provide the reader with an obvious depiction of the research design and procedures. It attempts to describe the informants and the main instruments of data collection which have been adopted in order to collect valid and reliable data. Evidently, a descriptive study was accompanied, it is founded on both qualitative and quantitative methods. Varied tools are employed for the investigation encompassing: workplace observation, needs analysis based on semi- structured questionnaires and semi structured interviews plus corpus analysis based on accident reports, recorded speech, VHF com, thematic dictionary and a course manual.

Chapter five is devoted for the discussion and analysis of data collected from the data collection material to draw conclusions, achieve valuable and valid assessments. It investigates the data interpretation thanks to the tools: questionnaires, recordings, interviews, the official program, reports...etc

The chief purpose of this chapter is to display the use of such specialized language in conformity with the ME model course books and the official program supposed to be taught nationally at ENSM. In other words, it is to check whether what is provided internationally and nationally is really used by the staff and how it is used (congruency). It is a sort of an assessment to whether the staff is really compelled to use English competently in a real context; verbal and written operations, in accordance with what is considered as a standard norm.

As to the last chapter is concerned with, it is essentially committed for academic and pedagogical proposals to improve the teaching of ME in Algeria and contribute in enhancing professional communicative competence in ME and raise effective communication awareness among seafarers in the Algerian maritime context. Some standard ME projects are presented and advised to apply and follow to ensure seafarers' communicative competence via the tests presented in the platform.

All these are but a stepping stone to contribute to suggesting some pedagogical proposals to the existing program. They may help and guide all the staff members to improve their use of the Maritime English language.

1.1 Introduction

This chapter deals with the role of a language; mainly English as well as its importance to reach an efficient communicative process at the workplace. The main stress is laid particularly upon the theory, origins and development of English for Specific Purposes (ESP) within applied linguistics. Firstly, a number of ESP definitions and linguistic features are stated, and secondly the main types of ESP are classified to consider the benefits that ESP can offer for both the learner and the teacher. This may facilitate to draw the role of any ESP (ME) practitioner to improve the teaching of English for maritime purposes at maritime Algerian maritime centres and colleges.

1.2 English as a Global Language

English has spread widely to become the global means of worldwide communication and has simultaneously boosted human relations. Being a medium of communication, it is undoubtedly quite essential in society as it fulfills many goals at different levels; it facilitates and organizes contacts among human beings too. Celce Murcia & Olshtine (2000) state that:

“We communicate information, ideas, beliefs, emotions and attitudes to one another in our daily interactions, and we construct and maintain our positions within various social contexts by employing appropriate language forms and performing speech activities to ensure solidarity, harmony and cooperation or to express disagreement or displeasure, when called for.”

(Celce Murcia, M and E. Olshtine, 2000:3).

Language is notably God’s gift to humanity and it is a vital tool that best serves to accomplish its social communicative needs. It is obviously crucial not only because it is a means of communicating thoughts and ideas, but also it forges friendships, cultural ties and economic relationships too. Throughout history, many linguists have reflected on the importance of language. Among them for instance, the scholar Benjamin Whorf who notes that language shapes thoughts and emotions, determining one’s perception of reality. John Stuart Mill says that: “Language is the light of the mind” (David Kiglour, 1999:1). Lionel Groulx, a Québec historian puts it this way: Everyone retains, however, the supreme revelation of national genius, the magic key which gives access to the highest riches of

Chapter one: English for Specific Purposes: Review of Literature

The culture, it is language ¹ ([http://www. English as a Foreign or Second Language. The Free Encyclopedia, 2010](http://www.English as a Foreign or Second Language. The Free Encyclopedia, 2010)).

Language, is of course knowledge one of the key factors to achieve any purpose. To express it plainly, in an advanced industrial society and in increasingly interdependent world, the knowledge of the language is an advantage to make communication easier and simpler especially that communication is the bridge to any success.

Historically speaking, the world has known the use of several languages either reciprocally or dominantly in different fields to accomplish certain activities such as transport as the present memoire tackles. The reasons relate basically to colonization and other educational, intellectual factors, doctrinal perceptions, prestige and economic changes. Amongst these languages: Latin, Greek, French... etc. Latin for instance, is the undisputed language of learning and intellectual life, it was in some form the Lingua Franca of the Christian Church in the Middle Ages, but in the 18th century much of the prestige passed to French. Many European people such as the Spanish, Vikings, Portuguese and Dutch ... colonized countless parts of the world where their respective languages achieved widespread use, which however stopped later to function as world languages for the simple reason that they were replaced by the English language.

According to Firth (1996: 240) English is a contact language between people who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication". Sneddon (2003:519-549) added:

"As a global language, it is obvious that English plays an important role in international interaction. International interaction includes economic relationship among countries, international business relationship, global trading and others."

One linguist, Robert Phillipson (1992:47), labeled the spreading out of English as "linguistic imperialism". According to Phillipson (1992), "is the dominance asserted and retained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages". Another theorist Kachru (1983 :358)

¹« Chacun retiens toutefois la suprême révélation du génie national, la clef magique qui donne accès aux plus hautes richesses de la culture, c'est la langue »

further says, “As a result, English became the most dominated and most powerful language in the world that motivated many linguists and language researchers to call it an international language.” This concept of “international language” has been broadly employed just after English became both the mother tongue as well as the second language spoken by non-native speakers of various regions all around the world.

On the whole, English has in contrast acquired a wider spread upon all the other mentioned languages because of the economic, political, military, scientific, cultural and colonial influence of the 18th century onwards in African and Asian countries. On the other hand, the power of the U.S.A during the mid- twentieth century also consolidated its use and has led to initially imposing English as an international language known as a Lingua- Franca². This colonial factor has resulted logically into demographic, political, cultural as well as economic implications and uses of the English language. For instance, it is the third largest spoken language in the in all the corners of the planet (The Free Encyclopedia, 2010) since approximately 375 million people use it. Statistics show that English is used by over 45% of population in ten countries: U.K., Australia, New Zealand, Barbados, Jamaica, Trinidad, U.S.A., Canada and Guyana (Richards Jack C., 1985:9). It is the official or semi- official language of over seventy countries in the world (Crystal David, 1998:5-6), a number which far exceeds the range of all other languages. In 1996, for example, English was placed with French as the second foreign language in schools in Algeria (a former French colony).

English is used in political institutions especially after the two world wars where it has become the language of the European Union and many Commonwealth countries. Nowadays, it goes without saying that if anyone wants to enter whatever organization, s/he has to master English well. It is stated that: *It is becoming more and more a daily need especially for those people in all fields who are responsible for the country's development.* (Andy in Algeria, 1977- 78: 1 cited in Bensalah, Fatima. 1996:11).

According to recent estimates from the British Council English is the major language of law, business, tourism and of some sections of the civil service. It has almost recently been influenced by the technological and scientific growth to become the major international language of printed information. This is clearly explained by Williams Downes:

²A language that is adopted as a common language between speakers whose native languages are different.

“Finally English has worldwide functions and special purposes; for example I science and technology about two thirds of scientific research is said t be written in English. It is the language of most international “FinallyEnglish has worldwide functions and special purposes; for example I science and technology about two thirds of scientific research is said t be written in English. It is the language of most international institutions and conferences, news and media, international ‘pop ‘culture, trade and commerce, aid and administration and transport.”

(William Downes, 2002: 7).

It is noted that communicating in English covers particular fields where it serves to accomplish certain purposes. This has in turn paved the way for the emergence of ESP and many interests appeared to develop this specific language as a study. Evidently, to carry out properly international, scientific and technical contacts occurring frequently, people involved in them must be reasonably fluent in English: *“... for professional men and women in every nation of the world, success is directly linked with successful communication in world English.”* (Arab Industry, 1989: 32, *ibid.* 30)

Henry George Widdowson (World Englishes 1997: 135-46) explained further that English as an international language (EIL) has spread through development of autonomous registers that guarantee specialist communication within global expert communities. Most people learn English for this, not for social conversation with native speakers. For that reason, EIL is English for special purposes. Rather than to put emphasis on "authentic" usage, English instruction should target secondary international communities (e.g., science, technology, business). From his part, Kachru (1986:1) in his book entitled *“the Alchemy of the English language”* states that:

“In comparison with other languages of wider communication, knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power. “

1.3 English as a Subject Study

ESP has since the 1960's- 1970's become one of the most dynamic branches of applied linguistics, and an innovative activity within the teaching of English as a foreign or a second language (TEFL/TESL) in particular (Howatt, A.P.R.,1984:394). English for specific purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain. (Paltridge & Starfield 2013: 2). And since English has become an essential medium of international affairs dealing not only with academic purposes, the main in teaching ESP is therefore to realize the specific needs of the learners and prepare them for their academic professional aims. The major principle of ESP is: "Tell me what you need English for, and I will tell you the English that you need" (Hutchinson Tom. and Waters Alan, 1987:8). Here below are the main steps through which ESP has evolved.

In this context, the French academian Allen Decaux (Le Monde, September 1989) stated that English imposes itself (certainly with some obvious historical developments) as the only means by which barriers between countries can be broken down. This language has:

"... an international status and is widely used by people for whom it is not the mother tongue. Moreover, people who are studying English, senior and businessmen, look for the opportunity to learn it because they realize that English is a lingua franca in international relations."

(Girard, 1974: VIII)

1.3.1 The Growth of ESP

Generally speaking, the study of languages for specific purposes has had a long and interesting history going back to the Roman and Greek Era. It was undoubtedly in the second half of the 1960's, however that various influences came together to generate the need and enthusiasm for developing ESP as a discipline.

ESP's original flowering resulted from the general development in the world economy amid the 1950's and 1960's. Coffey B. (1984) announced that 1967 was the starting point to ESP and Howatt then added that English for Specific appeared in 1969 in a conference entitled "Language for Special Purposes". As presented in Hutchinson and Waters' book (Op cit, p6): *"ESP was not a planned and a coherent movement, but rather a phenomenon that grew- out and of a number of converging trends."*

In fact, three main key reasons were identified and believed by both linguists to be common to the emergence, of all ESP. They are primarily the economic power of the USA and its influence on the oil- rich countries, a linguistic revolution and a focus on the learner.

As to the first reason, Hutchinson and Waters classify two main periods that constitute a significant role in the emergence of ESP. First, the end of the Second World War witnessed an era of spreading out of scientific, technical and economic activities worldwide. It was dominated by two forces. Mainly: technology and commerce which soon generated a demand for an international language.

The role thus fell noticeably on English thanks to the expansion in the post- world war. Second, the oil crisis of the 1970's resulted in western money and knowledge flowing into the oil- rich countries which implied the use of English. This contributed consequently to exerting pressure on the language teaching profession which boosted in this part of the world to deliver the required goods. Hutchinson and Waters' state that:

“Since English becomes the key to international currencies of technology and commerce, people start to learn the language not for pleasure and prestige, but rather than to keep- up with developments in their fields. (Ibid.)”

Both added: *“One of the most important features of ESP in relation to General English is that the status of English changes from being a subject in its own right to service industry for other specialisms.”* Hutchinson and Waters, 1987: 164, *ibid.*,35)

This view is supported by Zughoul who sustains that:

“The world status of present day English is direct result of two factors: British colonialism and the emergence of the US as a strong economic and military power. The later factor, states Crystal, is what continues to explain the position of English today.”

Zughoul, M. R., (2003:118)

Widdowson (quoted in Robinson, 1980:23) explained: *“a concern with ESP/EST necessarily entails a concern with communicative competence.”*

The second reason that had a tremendous impact of ESP concerns a revolution in linguistics (Galina Pleşca, 2017:221). Evidently, amid 1960's and 1970's, most linguists' works focused specifically on the ways in which language is used in real communication (Introductory Material for Private Studies, 2009) contrary to the works of traditional linguists who set out to describe English for Science and Technology (EST). Hutchinson and Waters consider Ewer and Lattore, Swales, Selinker and Trimble as a few of the most prominent descriptive EST pioneers (María del Pilar García Mayo, 1998-1999: 205-208).

“A revolution in linguistics was brought by the three linguists Halliday, McIntosh and Strevens (1964) who state the view that language should be seen as a source of communication which may vary according to the situations or contexts opposed to theoretical linguists who traditionally saw language as an abstract system.”

(Flowerdew, J. and Peacock, M., 2001:11).

The third reason that constitutes the spread of ESP had to do more with psychology than with linguistics. In the 1970s more attention was given to the means through which a learner could acquire a language and the ways in which it should be learnt. This is the reason here was a shift of focus from methods of language learning schemata and different motivating needs and interests that are employed by different learners. This accordingly led to a focus on the learners' needs and the design of courses to better meet individual needs. The result of this has been a natural extension of “learner- centered” or “learning- centered” perspectives on ESP as will be explained in details next.

As explained by professor Miliani (1996:1): *ESP was... introduced to narrow down one's learning intentions by identifying one's personal linguistic needs.* From his part Khaldi, k (1993:52) summarized that the chief reasons linked to the materialization of ESP are twofold:

a. “reasons associated with the political cultural and economic dimension: Third World countries in particular in general and OPEC countries in particulars were in urgent need to acquire modern science and technology and,

b. reasons associated modern with the linguistic development in the study of language: there was a renewed interest in the study of language in social context which led to subsequent research into the communicative function of language.”

In a word: “ESP is considered as “nothing but a logical corollary of the new philosophy in English language teaching introduced by the functional and communicative approach.” New Skills 1987: 4 cited in Bensalah, 1996: 32).

ESP has grown through various tendencies, approaches and need to cover the following English for Academic Purposes (EAP) and English for Science and Technology (EST) amid the 1960's- 1970's they appeared in the works of American and British scientists (R.C. Yorcker, J.B. Heaton, T.F. Johns) in which most researchers were made in these areas as will be provided later. English for Occupational Purposes (EOP) also played an important but nevertheless a small role. In recent years, however, the massive expansion of international business has led to a huge growth in the area of English for English for Specific Purposes (EPB). Within ESP the largest sector of published materials is now that Business English (BE), and much interest from the part of teachers, publishers and companies is given to this field for the leading role it plays to succeed world business relations (Dudley Tony Evans & Maggie Jo. St. John-, 1998:1).

For the stated reasons above, scholars focused their studies on classifying the historical development of ESP examining its different stages and branches. But this depended on their understanding of what ESP could cover.

1.3.2 Divergence over ESP

Definitions of ESP are numerous; a short summary of what ESP becomes then useful. The initials “ESP” originally represented English for Special Purposes. J. Hendrich defines the term special language as “the system of language means, the selection and arrangement of which serves oral or written communication of special (scientific, technical or another) content” (Hendrich, J.A Kol. 1998). But, now the “S” connotes “Specific”. Coffey explains that: “there is no special language, only a principle of selection from the language to meet the purposes defined”. (Coffey B, 1984:3)

Given that any language is basically built on, semantics and syntax, various scholars tackled the mission of defining English for Specific Purposes after distinguishing between the terms “Special” and “Specific”.

Apparently, both linguists and grammarians' views have ranged between convergence and divergence on whether teaching ESP is given to content: in other terms what to teach? Methodology: how to teach? or category: whom to teach? Despite all the differences raised the needs of the students seem to be a key element in any ESP definition. Linguistically speaking, ESP is an approach whose objective is to provide learners with knowledge of English they are able to use in their fields of study or career.

Some linguists such as Robert. Mackay, Alan.J. Mountford, Coffey, Strevens, Allen Waters and Hutchinson as well as Pauline Robinson agree on the fact that ESP is an approach to language learning, which is based on the learner's need for learning. Understood properly, the main aim is to identify the specific reasons that make the student that learn English. This helps to determine both the language required and the context it is used in.

Mackay, Ronald and Alan Mountford (1978:2) write to this effect that "ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose". That's to say that learners have to be taught English in a way that enables them to read textbooks written in English relevant to their field of specialty. This has further been explained by Coffey, who states that,

"ESP is intended above all to be of a clear and particular usefulness to the student, his actual needs having been the subject of clear and particular usefulness to the student, his actual needs having been the subject of careful analysis." (Ibid.).

It is clear that much emphasis is given to content. As far as Hutchinson and Waters are concerned, ESP is centered on the language appropriate to the activities of a given discipline. They state that ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning (Op. cit, 19). Strevens also advances Hutchinson and Waters opinions about the learners needs for learning and makes a distinction between four absolute and two variable characteristics. The absolute characteristics are that: firstly: ESP consists of English language teaching which designed to meet the specified needs of the learner. Secondly, ESP is related in content (that is in themes and topics) to particular disciplines, occupations and activities.

Thirdly, ESP is centered on the language appropriate to those activities in syntax, lexis, discourse, semantics analysis and so on to the specified language, and fourthly it is that ESP is in contrast to general English: GE.

As to the variable features, ESP may be first restricted to the learning skills such as writing or reading to be learned. Second, ESP does not have to be taught according to any pre-ordained (exact) methodology (Strevens, P., 1988:1-2).

In this connection, Tony Dudley- Evans has substantially improved Strevens' definitions by removing the absolute characteristics that ESP is in contrast to GE (Op. cit, p6.) and has added other two variable characteristics. He explains clearly that ESP may not always focus on the language for one specific discipline or occupation, such as English for law or English for engineering. University instruction that introduces students to common features of academic discourse in the science or humanities, frequently called English for Academic Purposes (EAP) also includes ESP. It is generally taught with educational institutions, schools or universities for a well-defined discipline like: Biology, Physics, Chemistry...etc; however, this kind of English is similar to GE as it sometimes employs the same grammar, sound system, the same spelling, and to some extent the same vocabulary, that is why training in an English language specialty is required. Taken for instance, the case of student nurses who possess an academic diploma in nursing when they work abroad, they are supposed to undertake training including intensive courses in a specialized English language (Medical English or English for Nursing). This step helps them to accomplish their tasks through nursing vocabulary.

This definition is clearly influenced by that of Strevens in spite of adding other variable characteristics. It asserts that ESP is not necessarily related to a specific discipline and adds also that ESP teaching has its own methodology (Op. cit., p5) which differs from GE sharing the same opinion of both Hutchinson and Waters. When mentioning methodology, Tony Dudley Evans & Maggie Jo ST. John refer to the nature of the interaction between ESP teachers and learners.

In agreement with the above scholars Pauline Robinson (1980) also shares their view concerning the primacy of “Needs Analysis” in defining ESP. Her definition is that ESP is not about teaching English for Specific Purposes but teaching English for specific people. This definition is based on two criteria and two characteristics. These criteria are that ESP is first ‘normally goal- directed’, which aims in return to specify as closely as possible what learners have to do with the medium of English agreeing in this regard with that Mackay and Mountford have described earlier. In other words, the second criterion is that ESP courses are normally developed from a needs analysis that specifies what the learner has to do with English. She states that: “Students study English not because they are interested in the English language or in the English language culture as such but because they need English for study and work purposes.” (Robinson, P. 1991:2). The words “study” and “work” here suppose a distinction between academic and occupational purposes. The latter are discussed later, as to the characteristics, she states two things: the first concerns that ESP courses are constrained by a ‘limited- time period’ and the second is that learners’ objectives are well- achieved and well- taught to adults in homogenous classes. In junction with Robinson, Basturkmen, English is learnt not for its own sake or for the sake of gaining a general education but to smooth the path to entry or greater linguistic efficiency in particular environments (2006: 18).

Despite the agreement shared among the linguists cited above there exist clearly some differences in terms of the use, content and methodology for teaching ESP. All definitions have their own limitations even if they have their own validity; which affirms that designing any course implies that learners must be aware of their communicative needs. As explained by Hutchinson and Water, what differs ESP from General English is:

“...is not the existence of a need as such but rather an awareness of the need. If learners, sponsors or teachers know why the learners need English, the awareness will have an influence on what will be acceptable or reasonable content in the language course, and on the positive side, what potential can be exploited.”

(Op. cit, p6).

However, this is not the case of most pre- experienced learners, or workers; they are sometimes unaware of their professional needs, especially as they ignore their need of the English language. That’s why Dudley Evans & ST. Johns are critical to Strevens when he refers to content in the second absolute characteristic where he points: “ESP occurs whenever

the content and aims of the teaching are determined by the requirements of the learner rather than by external factors such as general education and criteria” (Stevens, 1977:90 cited in Djamel Benkenza, 1990:30).

This claim may confirm the false impression for many ESP teachers that ESP is always necessarily related to the content of the subject while neglecting a very important feature in the learning process; that is methodology (Op. cit, p3). They are also critical to Robinson’s definition which may lead teachers of ESP to believe that ESP is totally related to homogenous classes.

Briefly speaking, no definition reflects the nature of the interaction between the ESP teacher and the learner, but this feature can differentiate ESP teaching from General Purposes English teaching. In spite of all the controversies among scholars about what the characteristics of ESP courses should include, ST. Johns, Dudley Evans, Hutchinson and Waters, Robinson, Mackay & Mountford... have all agreed on the primacy of “Needs Analysis”. Clearly some linguists have simply described it more precisely as English for vocational purposes. This contributes in understanding in what ESP is really about. For Dudley Evans and St John, ESP is not concerned with a specific discipline nor does it have to be aimed at a certain age- group or ability range.

Together with Hutchinson and Waters, they came to a similar conclusion that the whole process is an “approach” rather than a “product” or simply an attitude of the mind. This means that such an approach does not involve a particular kind of language (i.e. only specialized vocabulary and grammar), teaching material or methodology. ESP is not much different from the other kinds of language teaching and learning and it can be defined as the English language that responds to the needs and purposes of all those who study and learn it around the world as McDonough (1984:8) puts it: *ESP is ultimately only significant if it is seen as developing from and contributing to the language teaching profession as a whole.*

In summary, ESP should focus on meeting the learner’s needs. It should not only be concerned with language, but also directed to the specific skills needed for the particular task for communication. Therefore, ESP course should be determined by the targets and particular skills.

1.4 Classification of ESP

As introduced earlier various influences and movements came together to generate the need and enthusiasm for developing ESP as a discipline and many approaches evolved and were improved. These are mainly Register Analysis, Rhetorical or Discourse Analysis, Needs or Situational Analysis, the Learning Centered Approach and Business English. Briefly speaking, a look at the literature shows that most writers agree that the first starting point of ESP was in the Register Analysis approach from the early 1960 onwards. This movement focused on analyzing scientific and technical writing and aimed to find and match register (i.e. a special language) with its specific situation as Pickett puts it: “you could find the right word in the right place” (Michael Nelson, Op cit, p22). The best known exponents for such a movement are Barber in 1962 and Ewer & Lattore in 1967. However, the interest to their writing was just rejected for it was simply descriptive as Coffey concludes: “In short, register cannot be used... because there is no significant way in which the language of science differs from any other kind of language”. (Op. cit, p4-5).

Since the work of Lattore and other lexico- statisticians offered little explanation of why certain grammatical patterns are favoured by the English Language for science and technology rather than how sentences are combined to form paragraphs, whole texts or discourses another approach was developed: Discourse Analysis in 1970. Contrary to the first, it attempted to look beyond the sentence and how texts are joined together to become cohesive and coherent. As West notes,

“... the reaction against register analysis in the early 1970s concentrated on the communicative values of discourse rather than the lexical and grammatical properties of register.”

(Michael Nelson, Op. cit, p36).

This discourse analysis movement proved to be better than the previous one. Coffey says: “... it (discourse analysis) encouraged students to think in terms of use of language for a purpose, rather than in terms of practicing correct usage.” (Op. cit, p5).

Discourse analysis had a strong influence on ESP research and out of it the Genre analysis approach developed with Swales from 1981 to 1990. It is largely responsible for bringing ESP to prosperity. At a general level ‘genre’ comprises a class of communicative events; the members of which share some of communicative purposes (Swales, J. M.; 1990:58). Later the

Chapter one: English for Specific Purposes: Review of Literature

concept of learners' needs came to the forefront of ESP i.e. in which situations learners need the language and which language is exactly needed. This led automatically to the situational analysis, (Needs analysis) approach by Richterich in 1971 (53-61). In 1980, another broader movement known as Skills and Strategies" was developed; it concentrated on particular language skills. This led similarly to the Learning- Centered Approach" as it has been mentioned earlier; which is a negotiated process between students and teachers or, therefore, a dynamic process where students are constantly consulted on the content and structure of the course. Interestingly, another significant change was mentioned too: "One major change has been the emergence of Business English as a major strand of ESP teaching. Early ESP work was dominated by English for Science and Technology... However, in the 1990s the largest area of growth is Business English..."

(Dudley Tony Evans, Op. cit, p31).

The two diagrams beneath show all the main approaches on a time- line, highlighting the fact that all the previous approaches are available to the practitioner today.

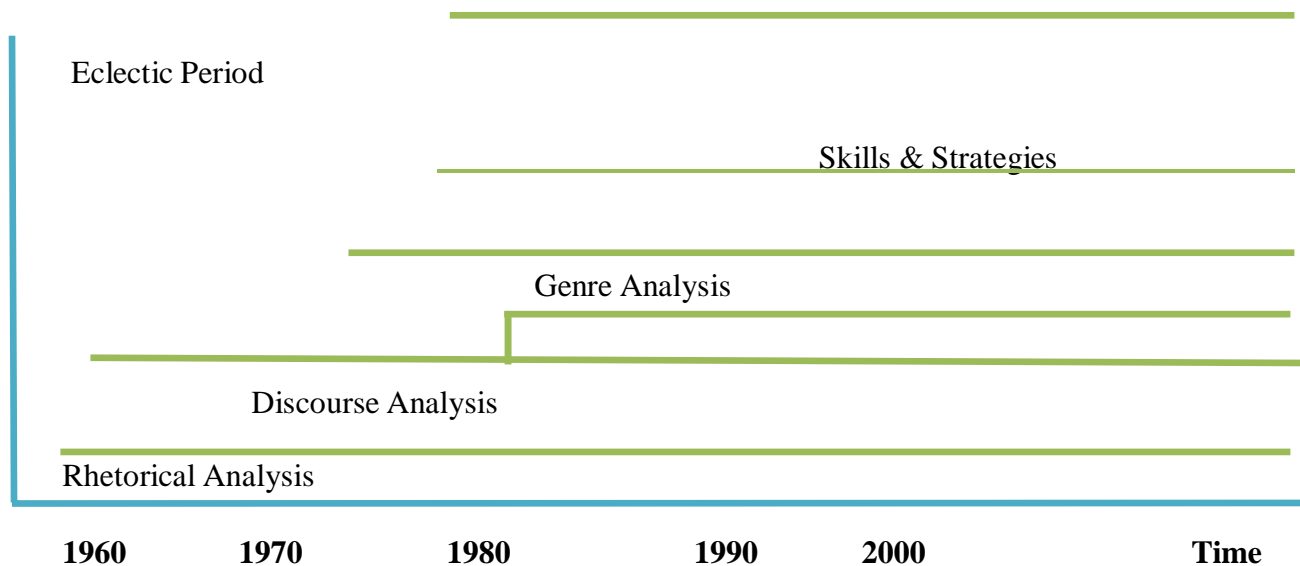


Chart .1. The Development of Approaches as Found in the Literature
(Michael Nelson, Op. cit, p23)

Chapter one: English for Specific Purposes: Review of Literature

Robinson 1980	Coffey 1984	Hutchinson & Waters 1987	Johns 1991	West 1997	Dudley Evans & St. John 1998
1.Register Analysis	1.Register Analysis	1.Register Analysis	1.Register Analysis	1. Authenticity a.Skills based b.Skills and strategies c.Research d.Register analysis e.Newspeak	1.Register Analysis
2.Discourse Analysis & the Communicative Approach	2. Discourse Analysis a. Notional/functional communicative Approach	2. Rhetorical Discourse Analysis	2.Functional Discourse Approach	2.Text: a) Discourse Analysis b) Genre Analysis	2.Rhetorical Analysis/ Discourse Analysis
					3.Analysis of Study Skills
3.Students motivation and Analysis of Needs	3.Needs Analysis	3.Target Situational Analysis	3.Target Situational Analysis	3. Need: a)Target Situational Analysis b)Pedagogic Needs Analysis: deficiency, strategy and means analysis	4.Analysis of Learning Needs
		4.Skills & Strategies			5.No real dominating approach
		5.Learning Centered Approach	4.Learning Centered Approach	4.Learning: The Learning Centered Approach	

Chart .2. The Development of ESP as Found in the Literature(Op. cit, p36)

ESP is generally one branch of (English as a Foreign Language) EFL/(English as a Second Language) ESL which are the main branches of (English Language Teaching) ELT. The roots that nourish the ELT tree are communication and learning. There are apparently several branches of ESP to suit different situations and it has traditionally been divided into two main areas: (EOP) and (EAP). Despite linguists' agreement on the basic branches that constitute ESP, other sub-branches are seen also as necessary parts within ESP. In this regard, each linguist explains his or her view as compared in the provided charts. For instance, in (Chart 3) below both Strevens and McDonough describe EST (English for Science and Technology) as a main type derived from the ESP branch.

Hutchinson and Water, on the other hand, has developed "A Tree of ELT" in which the sub-divisions of ESP are clearly illustrated and identified. ESP is broken-down into three branches: (EST), English for Business and Economics (EBE) which in contrast with Strevens and McDonough is identified as a main category instead of EST, and English for Social Studies (ESS). Each of these subject areas is divided further into two branches: (EAP) and (EOP) agree simultaneously with Carter's view as will be explained next. An example of EOP of the EST branch is "English for Technicians whereas an example of EAP for the EST branch is "English for Medical Studies". (Chart 3)

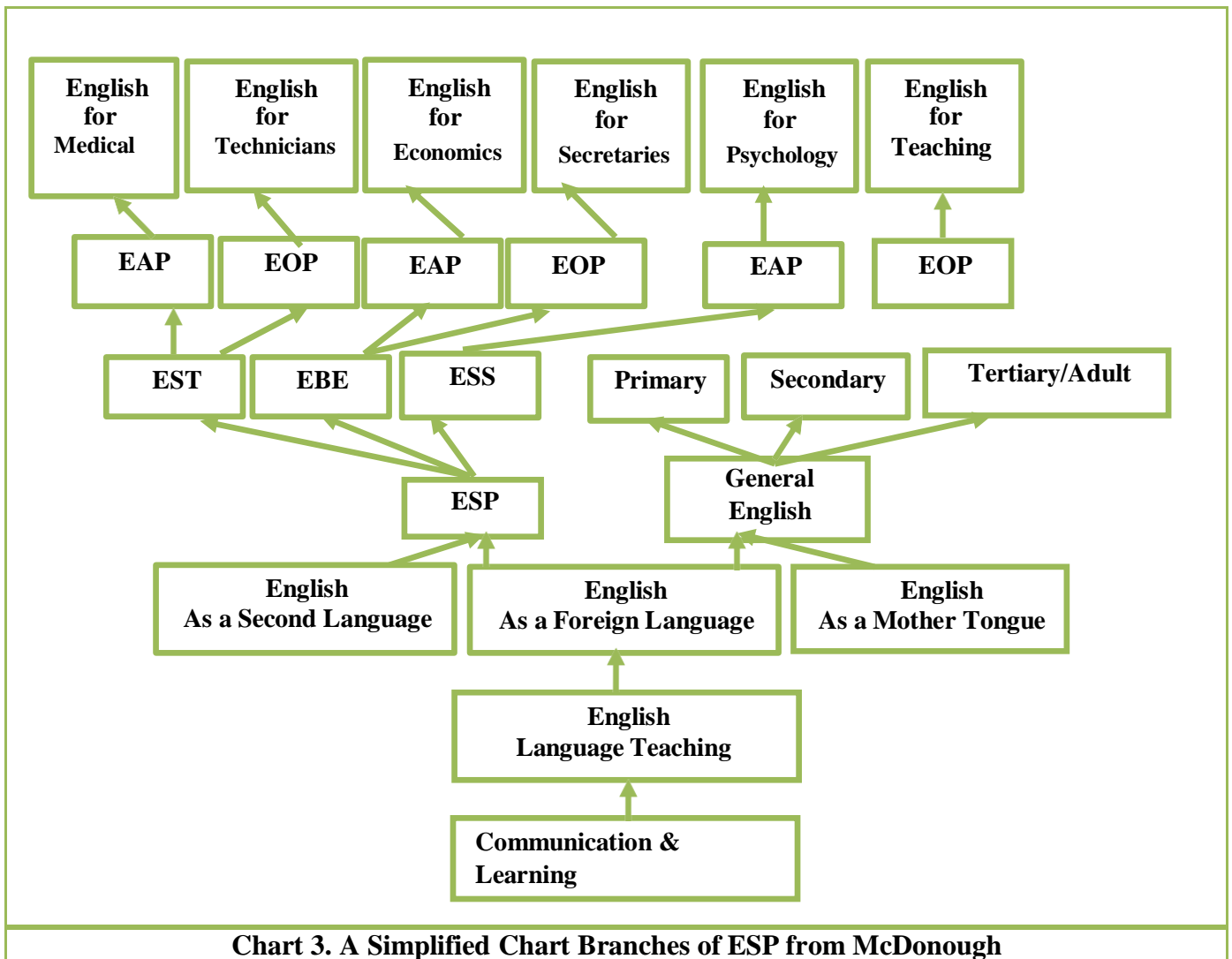


Chart 3. A Simplified Chart Branches of ESP from McDonough

EST (as described in Chart 4) has been the main area of activity in the development of ESP in general as illustrated by Coffey B. (1985:80) who writes that “it is some time now since ESP took Science and Technology for its exclusive concern.” Dudley Evans and ST John go even further in their book “when they affirm that early ESP work was dominated by English for Science and Technology and the book “Swales Episodes in ESP” (1985:9) is essentially a history of this strand:

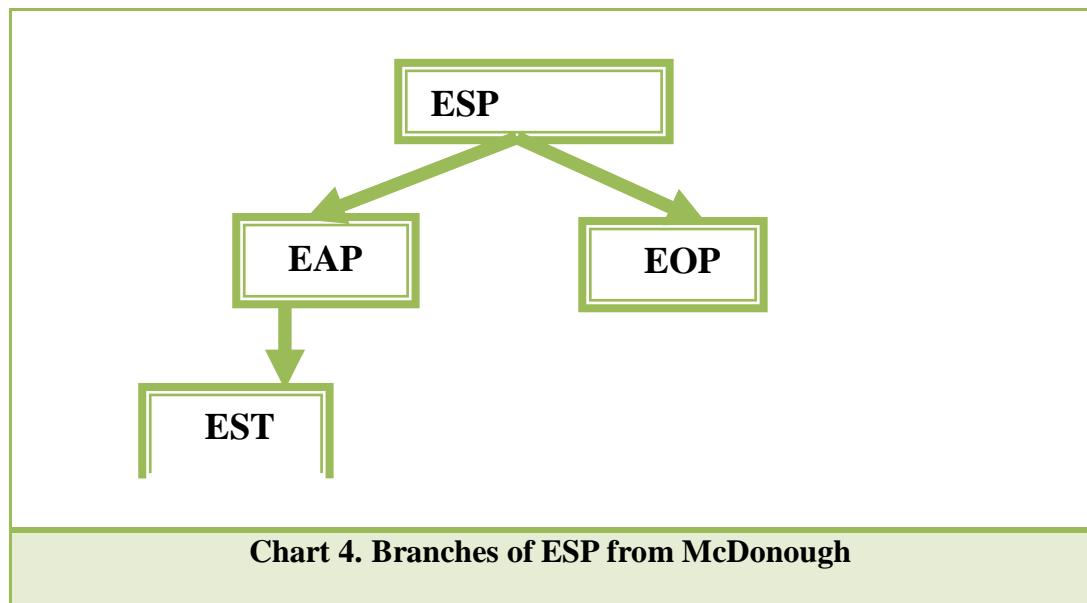
With one or two exceptions... English for Science and Technology has always set and continuous to set the trend in theoretical discussion, in ways of analyzing language, and in the variety of actual teaching material.

(Swales, 1985:9)

Chapter one: English for Specific Purposes: Review of Literature

Mackay and Mountford state that: “*We have identified English for Science and Technology (E.S.T.) as a major sub- division of the field of English for Special Purposes.*”

(Mackay R and Mountford A J, 1978:6)



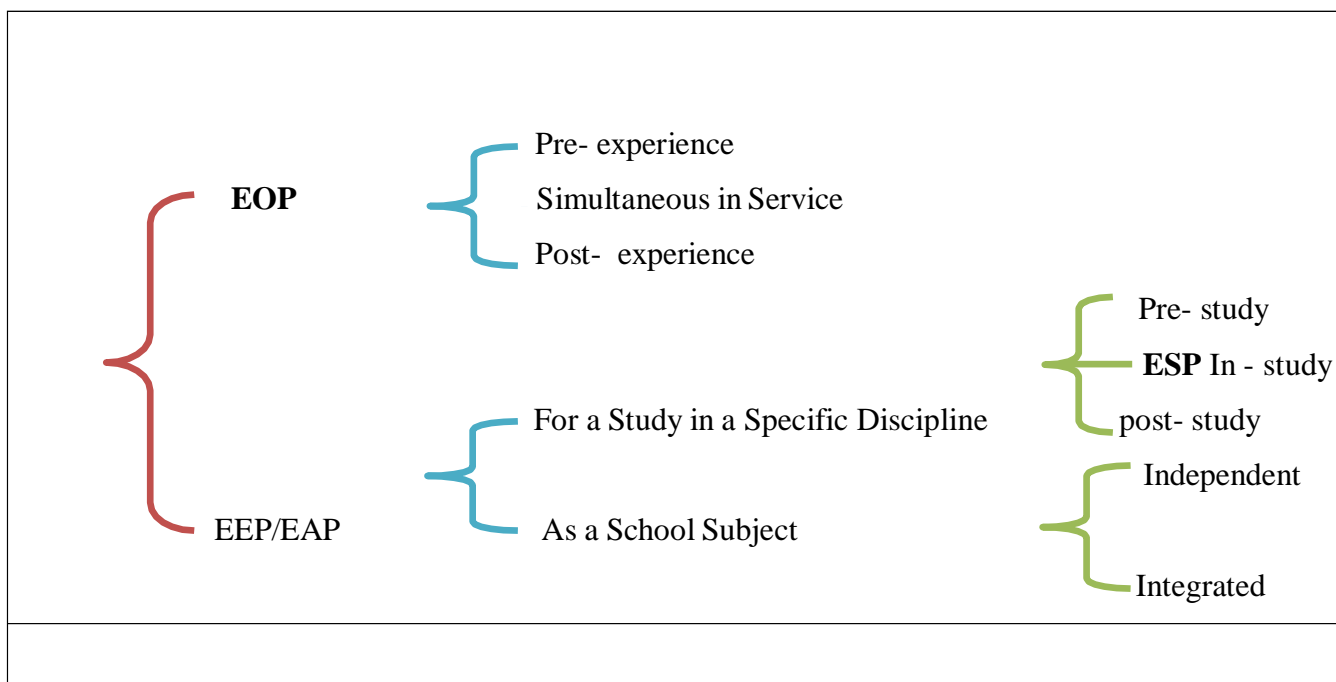
Robinson adds that: “*...at times it seems that E.S.T., especially from the E.E.P. point of view is the most prestigious development of E.S.P.*”

(Robinson, Pauline, 1980:6)

In this case E.S.T., refers to both work and study needs. It is considerably demanded by scientists and technologies; this is the reason it is considered as a major sub- division within E.S.P. shared by both of E.O.P. and of E.A.P. it is used either as a curriculum- oriented or an activity- oriented discipline (see chart 5). Robinson explains this by saying:

“E.S.T. would seem to be both an occupational and an educational use of English: Occupational when we are considering the needs of oil- field- workers, engineers, computer programmers, etc., educational when we consider school and university students around the world studying physics, chemistry, mathematics and engineering through the medium of English.”

(Op. cit, 1991: p8).



EAP is taught to those who need English for their studies at school, university, or educational institutions i.e. for academic study needs. This is generally related to the study of a well-defined discipline like biology, physics, chemistry, etc as cited by Robinson’s book “ESP: A Practitioner’s Guide” both Kennedy Chris and Bolitho R claim that:

“EAP is taught generally within educational institutions to students needing English in their studies. The language taught may be based in particular discipline at higher levels of education.”

(Op. cit, 3-4).

In this regard, English that is taught takes the form of an “in- study” when the learner is specializing in the subject matter or a “pre- study” when he intends to specialize before his occupations, and finally a “post- study” when he intends to specialize before his occupations, and finally a “post- study” when the language training follows students or occupations. The ESP family tree and the types of courses for EOP and EAP are generally presented and explained in (Chart 5) by Pauline Robinson.

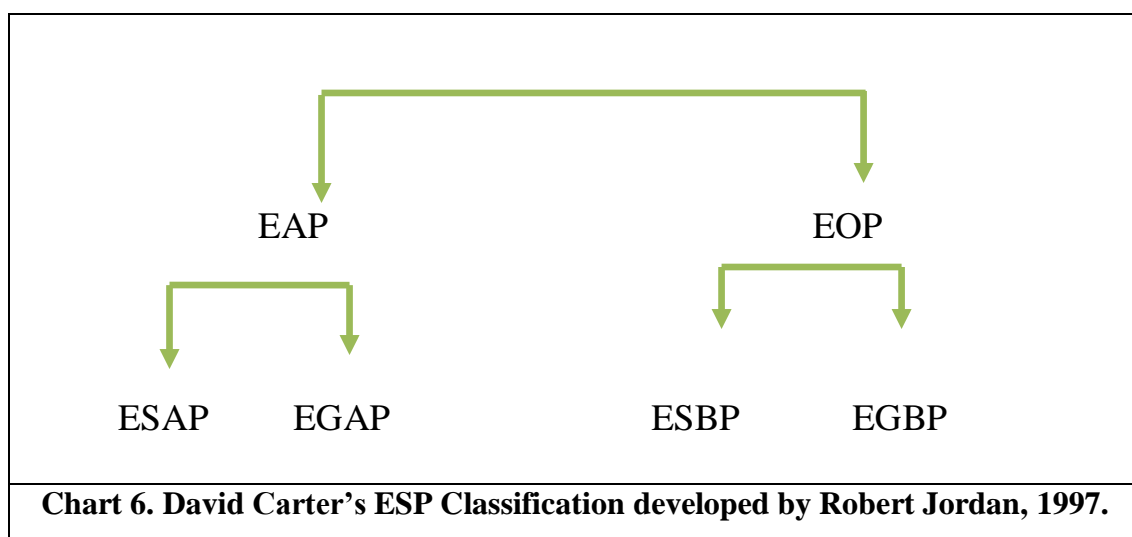
Dudley Evans and St John have tried to clarify the end purpose of EAP as follows: “*The key aspect here is the extent to which English is used as the medium of instruction for subject courses.*”

(Dudley Tony Evans, Op. cit, p34).

A distinction is therefore made between common- core English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP) as stated in (Blue, G., 1988a. p129). The same distinction is also made between English for General Business Purposes (ESBP) by Dudley Evans & St. John. (Chart 6)

As expressed differently by Dudley Evans & St John, EOP refers to English that is not for academic purposes, it rather relates to the situation where the learners use English as part of their profession, that is, work's needs and training. They affirm that: “... *it includes professional purposes in administration, medicine, law and business, as well as vocational purposes for non-professionals in work or pre- work situations.*”

(Op. cit, p7).



This implies that a distinction is made between language and discourse. For instance, future engineers need English to read technical writings or manuals, or student doctors need English to talk to the medical staff and their patients. The courses that this category of learners need are closely related to whether English is needed before, during or after the time they are being trained as Kennedy Chris and Bolitho R (1984:4) put it:

“Therefore will be a difference in such courses depending on whether the learners are learning English before; during or after the time they are being trained in their job or profession.”

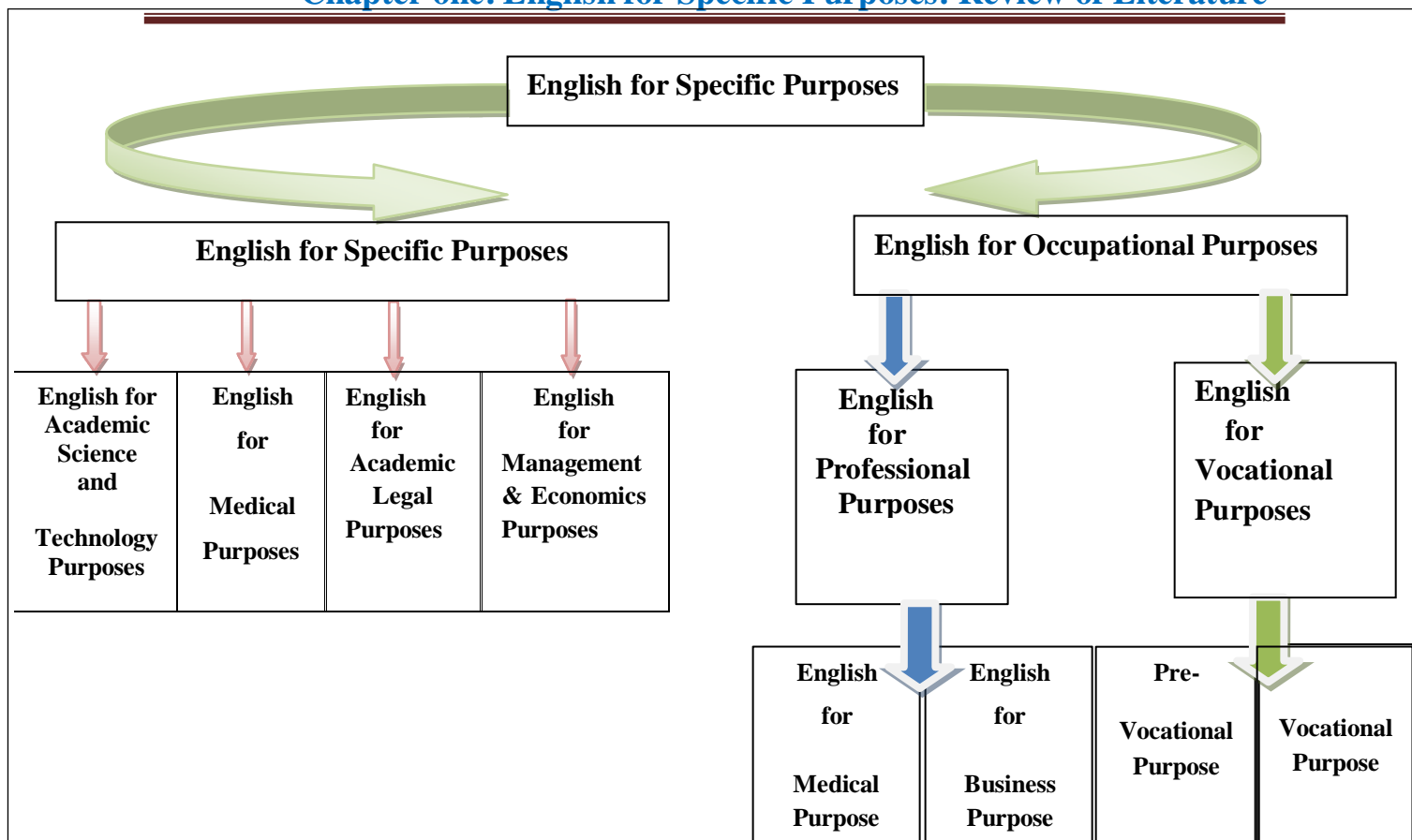


Chart 7. ESP Classification by Professional Area/ EAP & EOP Subdivision (Dudley Evans & St. John 1998)

EOP includes English for Vocational Purposes (EVP) which comprise two other sub-sections. First, Vocational English (VE) is concerned with the language of training for specific trades or occupations as it is the case within Maritime English (ME). It was adopted as a worldwide language by IMO to set standards for maritime communication and ensure a communicative competence. Second, pre-vocational English is concerned with finding a job through an understanding of employer expectations and policies. (Chart 7)

“Within English for Vocational Purposes (EVP) there are two sub-sections, Vocational English (VE) which is concerned with the language of training for specific trades, or occupations, and Pre-Vocational English, which is concerned with finding a job and interview skills. It also deals with succeeding in a job through an understanding of employer expectations and policies.”

(Ann Lomperis Cited in Dudley Evans & St. John, 1998:7)

Concerning the other classifications, the linguist David Carter classifies ESP into three branches: English as a restricted language, English for academic and occupational purposes, and English for specific topics. (Carver, D., 1983:137)

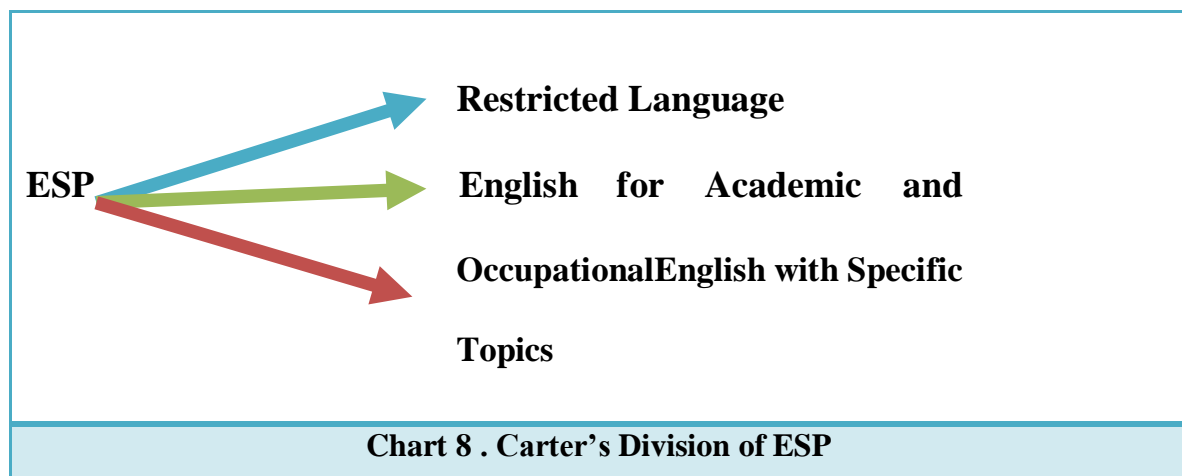
Chapter one: English for Specific Purposes: Review of Literature

English as a Restricted Language is the first type that has been used by air traffic controllers or by waiters. They represent an example of such a branch. Mackay and Mountford clearly illustrate the difference between this type of language and language with this statement:

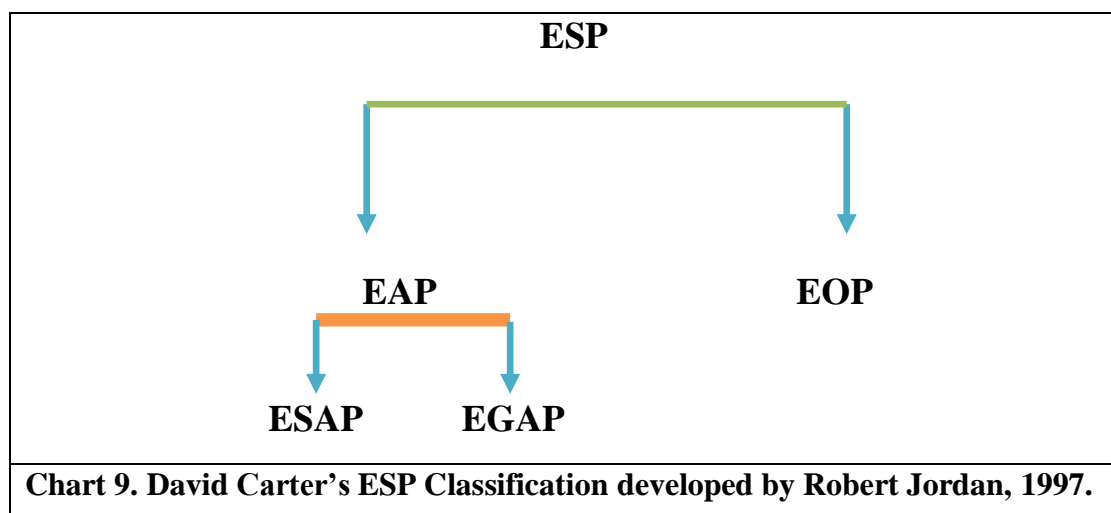
“... the language of international air- traffic control could be regarded as ‘special’, in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining- room waiter or air- hostess. However, such restricted repertoires are not languages, just as a tourist phrase book is not grammar. Knowing a restricted ‘language’ would not allow the speaker to communicate effectively in novel situation or in contexts outside the vocational environment.”

(Op. cit, p4-5).

Carter indicates that EAP and EOP; the second types of ESP, should be at the heart of ESP although he remains from developing it any further. This is represented in (Chart 8).



English with Specific Topics is considered to be the third and the last type of ESP. It differs from the other mentioned types in the sense that the focus shifts from purpose to topics. The focal point is on topics that are in agreement with the future needs of learners such as scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. Besides, this is viewed to be considered with as an integral component of ESP courses or programs with focus on situational language rather than a separate type of ESP. This situational language has been determined by the interpretation of results from needs analysis of authentic language used in target workplace settings. Carter's second type of ESP has further been developed by Robert Jordan (1997) as shown in (Chart 9).



In brief, there are common features to ESP: they primarily include authentic material, purposerelated- oriented, and self- direction. These features are indeed useful in attempting to formulate one's understanding of ESP. (Dudley Tony Evans, Op. cit, p9).

Although there are differences concerning the types of ESP among Carter, Robinson, Jordan as well as Hutchinson and Waters, the two categories of EAP and EOP in ESP are widely accepted nowadays in ESP teaching area. They are no longer separated since: “... *people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up or returns to a job.*”

(Hutchinson T. and Waters A., Op. cit, p16).

Concerning this point, both Hutchinson and Waters agree that the end purposes of both EAP and EOP are the same, since the two prepare for employment in the end. However, the means and ways to achieve the end purpose may differ from each other due to the different scope and focus in the teaching area. This claim has further been clarified by Munby (1978), J. Communicative Syllabus Design, CUP, 1978, p34.

Occupational duties” and in EAP courses “The participant needs English... to pursue part or all of his duties”. This is undoubtedly a similar case with Maritime English as this international medium of instruction at sea reflects both EAP and EOP in other words; there is a sort of continuity between EAP and EOP. It is an EAP since it is taught at the ENSM to form the category of port- officers and other staff members and it is an EOP as it is employed at the workplace.

It is obvious that the foundation of ESP is the simple question of what the students learn English for, in which the answer to the question relates to the learners that is their needs, the language required that is the language skills they need to master and how well, and the learning context that refers to the genres they need to master either for comprehension or production purposes (Dudley-Evans, 2001: 225-238).

1.5 English for Navigation

Noticeably, communication has become an increasingly significant element in the organization and reconstructing of the globalizing economy. Naturally, to carry-on business there is a need to communicate with the other foreign party and most importantly to share common communication code or a “Lingua- Franca that both parties grasp” (Massimo Lagamaà, 2008:48). Evidently, integrating English in the workplace underpins the communicative process and supports the staff to carry-out their activities perfectly. This application and improvement has already taken-place in the form of English used for traffic control at sea. Thousands of ships of various sizes and shapes are using sea to transit the full weight of international trade. As indicated by IMO, 2002 (Catherine Hetherington, Rhona Flin, Kathryn Mearns, 2008:401-411); shipping is perhaps the world’s great industry and one of the most dangerous sectors of life at sea. The massive environment and over 80% of the world’s trade depends on the professionalism and competence of seafarers. In the past, maritime transport knew the use of different means of communication ranging from semaphores, flags and other systems as well as many world languages that pre-dominated the scene such as Greek, Latin, Spanish, Portuguese ... to manage the communicative process of certain activities, but English substituted those languages (Tezer Ülküatam, Serhan Sernikli).

For several decades there has been a degree of pressure by the international maritime community and the industry to prevent failure in communication and avoid any type of misunderstanding through a very human that is language. Maritime researches have for that reason tried to develop “Maritime English” as a sub-set of English for the exchange of information to be used as a working language in the maritime world (D. Franceschi, 2014). The reason for adopting this language is that bridge-officers come from a variety of language backgrounds Zhao & Sampson note (2003) that the introduction of multilingual crews has made English as the Lingua-franca of the sea even more desirable and perhaps, inevitable: Maritime English is considered to be a specialized language by STCW 1978_/95” (IMO, 2006).

1.5.1 Projects for ME Standardization

By the late 1970 s and early 1980 s, there were a number of ESP projects which were triggered by concerns over international safety and security. A very important step by the STCW and IMO is to use a standard of English in which is as far as possible, words convey only one meaning so that the cases for miscommunication are reduced to the lowest level. An adequate standard of English is therefore not only an international requirement for certification of seafarers but also a key element in ensuring safer, efficient and profitable ship operations (IMO, 2002). For example, in 1973 the Maritime Safety Committee agreed, at its 27th session that where language difficulties arise a common language should be used for navigation purposes, and that language should be English. In consequence, the Standard Maritime Navigational Vocabulary (SMNV) was developed, adopted in 1977 and amended in 1985.

i. Brief Overview on SMNV

Numerous collisions (M. A. Bakr, 2009) over the years have emphasized the need for rapid and efficient ship-to-ship voice communication systems. Such systems, set up to satisfy the demand for more and better channels through which messages can be sent, should guarantee that both sender and receiver come to share the same thoughts and feelings. ‘It can be said that two expressions have the same meaning if their utterance results in the same change of behaviour.’ Recognizing that voice communication systems cannot be effective until all parties speak and understand the same ‘language’; the Maritime Safety Committee of IMCO has developed the *Standard Marine Navigational Vocabulary*, a significant landmark in the attempt to achieve the maximum safety to navigation and the most appropriate conduct of ships at sea. This phase concentrates on the objectives of the *Vocabulary* and will try to ascertain if such objectives have been achieved. The analysis will emphasize the viewpoint of ‘non-English speaking people’ using English ‘for the interchange of intelligence between individuals of all maritime nations’, and will take linguistic considerations into account.

The Standard Marine Navigational Vocabulary incorporating all amendments adopted by the Maritime Safety Committee up to and including those adopted at its fifty first session (May 1985), it was first published in 1977 by the International Maritime Organization. The

language normally used on board the ship is the national language of the crew. However, crews of ships trading internationally must necessarily conduct navigational and safety communications with person who may be unable to understand their national language.

“As navigational and safety communications must be precise, simple and unambiguous, so as to avoid confusion and error, there is a need to standardize the language used.”

(IMO, 1985)

In 1973, the Maritime Safety Committee agreed at its 27th session, that where language difficulties arise a navigational language should be used for navigational purposes and that language should be English. It also agreed that the level of linguistic knowledge and the contents of vocabulary adequate for the purposes of safe navigation should be established. In consequence the Standard Marine Navigational Vocabulary was developed and, following international trials, was adopted by the IMO Assembly in 1977 as Resolution A.380 (X). The Assembly recommended Member Governments to give the vocabulary a wide circulation to all prospective users and maritime education authorities and invited them to supply, in due course, any comments submitted by users of evaluation. The vocabulary was amended in the light of comments received by the maritime safety committee at its forty- eight (June 1983) and fifty first (May 1985) sessions. Under the international convention on standards of training, certification and watch- keeping for seafarers, 1978, the ability to understand and use the vocabulary is required for the certification of officers in charge of a navigational watch on ships of 200 gross registered tons or more.

The Standard Marine Navigational Vocabulary (1987) was developed by the International Maritime Organization (IMO) has recently been extensively revised and the definitive version is annexed to this Notice. This will come into use on 1 January 1987.

ii. The Standard Marine Navigational Vocabulary Content

1. The main parts of the Vocabulary have been divided into four parts:

Chapter Two: Maritime English: English for Maritime Purposes

The Standard Marine Navigational Vocabulary	
A. Part I General Instructions	Contains as shown in the appendix n, Part I General includes Procedure/message markers, Standard verbs, Responses, Distress/urgency/safety messages, Miscellaneous phrases, Miscellaneous phrases, Repetition, Position, Courses, Bearings, Distances, Speed, Numbers, Numbers, Time.
B. Part II is	Glossary of Terms,
C. Part III deals with communications external to the ship and Vocabulary For External Communication	<p>CHAPTER A — DANGERS TO NAVIGATION, WARNINGS, ASSISTANCE</p> <p>1 Warnings 2 Assistance</p> <p>CHAPTER B — GENERAL</p> <p>3 Anchoring 4 Arrival, berthing and departure 5 Course 6 Draught and air draught 7 (a) Fairway navigation (b) Canal and lock operations 8 Manoeuvring 9 Pilotage 10 Position 11 Radar ship-to-ship/shore-to-ship/ ship-to-shore 12 Navigational warnings 13 Routeing 14 Speed 15 Tide and depth 16 Tropical storms 17 Tugs 18 Waypoints/reporting points/C.I.P 19 Weather</p> <p>CHAPTER C — SPECIAL</p> <p>20 Fishing 21 Helicopters 22 Ice-breakers</p>
D. Part IV Phrase Vocabulary For On- board Communication With on-board communications covering pilot related matters.	<p>1 Standard wheel orders 2 Standard engine orders 3 Pilotage 4 Manoeuvring 5 Propulsion system 6 Anchoring 7 Berthing/unberthing 8 Radar 9 Tugs 10 Draught and air draught</p>

Chart 10. The Standard Marine Navigational Vocabulary

2. All those to whom the Notice is addressed are recommended to use the Vocabulary to minimize the possibility of misunderstanding vital information. In this context attention is drawn to the use of Message Markers as set out in Part I of this document. Note for ease of reference Parts I and II of the Vocabulary are printed on white paper, Part III on pink paper and Part IV on blue.

iii. The Objectives of SMNV

This vocabulary (SMNV, 1985) has been compiled:

- to assist in the greater safety of navigation and of the conduct of ships.
- to standardize the language used in communication for navigation at sea, in port-approaches, in waterways and harbours. These phrases are not intended to supplant or contradict the International Regulations for Preventing Collisions at Sea or special local Rules or Recommendations made by IMO concerning ships' routing. Neither are they intended to supersede the International Code of Signals and the Radio Regulations nor to supplant normal radiotelephone practice as set out in the ITU Regulations.

It is not intended that use of the vocabulary shall be mandatory, but rather through constant repetition in ships and in training establishments ashore, that the phrases and terms used will become those normally accepted and commonplace among seamen. Use of the contents of the vocabulary should be made as often as possible in preference to other wording of similar meaning. In this way it is intended to become an acceptable "language" for the interchange of intelligence between individuals of all maritime nations on the many and varied occasions when precise meanings and translations are in doubt, increasingly evident under modern conditions at sea.

iv. SEASPEAK

In 1980, a British project was set to produce essential English for international maritime use known as SEASPEAK. The project is a controlled natural language (CNL) based on English, designed to facilitate communication between ships whose captains' native tongues differ (Peter Strevens, Edward Johnson, 1983:123-29). It has now been formalized as Standard Marine Communication Phrases (SMCP). It was a practical project in applied linguistics and language engineering. According to Strevens and Johnson, SEASPEAK (SEASPEAK, 1985); which was published exactly in 1987- 1988, was the establishment for the first of an International Maritime English. This project had extended the coverage of the

Standard Marine Navigational Vocabulary already in existence, and had allowed the communication of longer messages that was previously possible. The guidelines relate mainly to communicate by VHF radio, and include procedures for initiating, maintaining and terminating conversations as well as recommended grammar, vocabulary and a structure for messages on a wide range of topics. SEASPEAK recommends a set of standard phrases to avoid the many alternative ways of expressing a meaning in everyday language. (Crystal David, 2002:282).

iii. Reasons of Adoption

SEASPEAK originated at the International Maritime Lecturers Association (IMLA) Workshop on Maritime English in 1985 in La Spezia (WOME 3), in a project led by Captain Fred Weeks, and was updated in the following years. After the M/S Scandinavian Star disaster in 1990, in which communication errors played a part, an effort was made by the International Maritime Organization to update SEASPEAK and the Standard Maritime Communication Vocabulary (SMCV). This resulted in the development of the Standard Marine Communication Phrases (SMCP), which were adopted by the IMO as resolution A.198 (22) in November 2001 at their 22nd Assembly. In the light of contemporary linguistics, *the Standard Marine Communication Phrases may be regarded as a specialized maritime verbal genre used among members of the maritime discourse community knowing that genre has its actors, its time and place* (Frow, 2006: 7 cited in Milena Dževerdanović- Pejović, 2017:2). However, the language was still much more restricted than everyday English: While generally based on the English language, SEASPEAK has a very small vocabulary, and will incorporate foreign words where English does not have a suitable word. (Language Planning Newsletter, 1985)

iv. Similar Projects

Both linguists explain that other ESP projects and other similar special-purpose CNLs were published later as a result of the success of SEASPEAK project. These projects included aviation English for aircraft. AIRSPEAK in 1988 and the English–French hybrid Police Speak for safety administration of the Channel Tunnel. POLICESPEAK in 1994, with RALSPEAK in 1996. Each of these projects involved a substantial research phase with linguists and technical specialists' cooperation. Projects Such as SEASPEAK are but a fraction of the way English is being used for maritime international purposes.

1.6 Conclusion

This section has tackled the development of ESP the present day. Underlying all these approaches has been a discussion on whether specific language situations generates situational or subject- specific language. The consensus displays that there is a restriction of language choice, and a certain amount of specialist lexis. Within the shipping industry whenever the international language is referred to, maritime English is meant (Peter Trenkner, 2003:1); it is a product of life in the ocean (Nibset, Allister, Anne Witcher Kutz and Logie Catherine, 1997:220). It is a sort of English used for international navigational communication and maritime purposes by the maritime industry including shipping companies: masters, port-officers, pilots ... to achieve effective business success. The latter is imposed and adopted by the IMO to be used by all worlds' harbours dealing with foreigners to facilitate contact. Based on the fact that Maritime English is codified English in such a unique and typical one among the English for Specific Purposes, the next chapter tackles Maritime English portrayal and taxonomy.

2.1 Introduction

The English language is actually accredited worldwide as the global lingo to be used at sea because “communication in English takes place incessantly in all ports, straits, fairways, waterways, or sea routes of the world between and among speakers who are almost ninety-percent non-native speakers of English” (Pritchard, 2003a: 153). Organizations such as the International Maritime Organization (IMO), the International Telecommunications Union (ITU) or the International Association of Lighthouse Authorities (IALA) have established resolutions, recommendations, rules and procedures that have contributed to boost this lingua franca as the widespread verbal communication of seafaring around the world and harmonize language forms and procedures. This chapter concentrates on identifying what the role of Maritime language is and goes first deeper into the subject of Maritime English (ME).

2.2 Maritime Language

Before defining what ME really signifies, the researcher had better initially provide a brief overview of some scholars’ perspectives with reference to the specificity and uniqueness of maritime language and how the latter is considered a particular genre of LSP and ESP.

2.2.1 Maritime English: A Unique Type of English

International shipping is growing rapidly, with multi-cultural crews speaking English as an International Language through the medium of Maritime English. English is the international recognized language of the sea (IMO, 2016; Cezar Rivas, 2017:3) and Lingua Franca used to communicate onboard, it is made compulsory by Manila (2010) amendments in 2017. Dissanayake (2017: 43–47) also added that English as a lingua franca” (ELF) has broadly been used in universal communication:

“English is being used as a lingua franca. The use of English as a Lingua Franca (ELF) in this domain is characterized by features of the many varieties of English spoken by the interlocutors as well as characteristics of the native languages of the speakers engaged in ELF. Therefore, the incorporation of both World Englishes (WE) and ELF knowledge into the pedagogy of Maritime English (ME) is crucial.”

In view of this fact, the International Maritime Organization (IMO) has established that English should also be lingua franca in the maritime domain. (Seidlhofer, Barbara, 2013:20)

Understandable and effective communication becomes the goal of this field of international employment. Maritime English or more precisely Maritime ESP (Adelija Culic-Viskota & Sara Kalebota, 2013:109-114 quoted in maritime-english-journal) is a career tool, and has led to a growing academic area of study. Maritime English (Wayan Dirgeyasa, 2018:47-53) is also known as sea words or SEASPEAk, it is the language used in the maritime world or maritime industry worldwide. As its name indicates, Maritime English (ME) is the most typical and unique language among the other branches of the English for Specific Purposes (ESP) such as English for business (EB), English for Tourism (ET), English for Journalism (EJ), etc. The next sections are an attempt to explore and provide an overview of the nature of Maritime English in terms of spelling, grammatical patterns, and vocabulary usage; thus, providing a distinction on what LGP and LSP at this stage represent is a must.

2.2.2 General versus Special Language Conception

In an attempt to clarify what LGP and LSP denote, Strevens claimed that there is no such thing as a "Language for General Purposes"(LGP), but only a set of "Languages for Specific Purposes" (LSP); LGP being simply the "Language for the Specific Purpose of General Communication" (Ptrevens, 1977: 146). Based on this perspective, language as a whole is made up of a number of "sub-languages" or "micro- languages" with few points in common; a special language purpose is designed for a specific function.

Like in the maritime context, ME as a specific language functions as a medium to ensure safety of life at sea, prevent human error, reduce accidents, pollution and accomplish tasks effectively and professionally.

Languages	
Special Languages	
LGP Language for General Purposes	LSP Language for Special Purposes

Figure1. LGP & LSP Classification

(<https://www.translationdirectory.com/articles/article2545.php>)

General language or Language for General Purpose (LGP) is the spoken and written language used by ordinary people in everyday situations (Bowker & Pearson, 2002: 25). This definition is quite vague and that is why Maia (2003: 4) remarks that, "[t]he difficulties in defining [general language] relate to descriptions like 'everyday language', and 'language that any normal person can understand', since they call into question the meaning of 'everyday' and 'normal person' ". Though little is drawn between LGP and LSP, countless attempts have been made to name criteria for distinguishing LSP from LGP. The fundamental definition of LSP is a form of any given language used by individuals engaged in a common activity. Based on this, two primary criteria for distinguishing LSP are derived:

- a) Its use is restricted to a social group involved with specific activities;
- b) It's having a specific terminology relating the objects and concepts of the activity in question (H. Picht and J. Draskau, 1985:1-12 quoted in Massimo DiPrisco. 2021:2).

It is remarkably on the foundation of these two criteria that the language of seafaring is unquestionably characterized as an LSP.

2.2.3 Maritime English as a Language for Special Purpose

Maritime accidents impelled the International Maritime Organization (IMO) as well as the UN agency for the safety and security of shipping to adopt English as the maritime safety language in 1995. Maritime English (ME); however, is not restricted to seafarers and shore-based staff; "the range of situations in the maritime field in which English is the medium of communication, either oral or written, is much wider" (Franceschi, 2014: 78). Maritime English consists of a broad set of LSPs, not only for use at sea, in the offshore industry or in shipbuilding, but also in maritime businesses, insurance companies and law firms. ME is further used in IMO and governmental bodies, in manuals, specialized journals and in institutions for specialized education (Franceschi, 2014: 78). It is a series "of specialized (mainly, technical) sub- languages interacting among themselves to describe in the most appropriate manner all material and non-material entities known in maritime affairs" (Demydenko, 2012: 253).

In contrast to general language, special language or Language for Special Purpose (LSP) is the language that is used in a special field of knowledge. Every language has both LGP and LSP. In fact, it is more accurate to talk about LSP in the plural since different LSPs are used to describe different areas of specialized knowledge (Bowker & Pearson, 2002 quoted in Stefania Gandin, 2016: 65-82). LSP is directly related to the terminology used in communication between experts. LGP is not suitable for communication in special subject fields; it will cause confusion and miscommunication. Miscommunication can be caused by a lack of linguistic knowledge (The coastguard operator's English is a little bit too Germish) (Ellick Sutherland, 2014:8), but also by a lack of specialized knowledge or jargon.

“LSPs are each characterized by a special vocabulary or terminology, that is, by a set of lexical items that are unique to, or whose usage is unique to, the LSP domain in question. LSP users make up new expressions or redefine existing ones to meet their special vocabulary needs. Indeed, language is related to knowledge-experience and it is divided into disciplines or subjects. LSP is often thought of as “the means of expression of highly qualified subject specialists like engineers, physicians, lawyers, etc.”

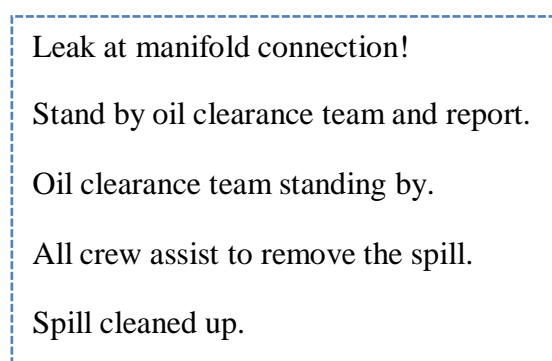
(Juan C. Sager, D. Dungworth and P. McDonald, 1980:4-72).

The above explained passage is no more than recognition to present and prove that ME typically belongs to LSP. Maritime English can be divided into four main sections (Marselia and Rudi Hartono, 2010: 130-138):

- 1) General education in the English language,
- 2) English used by those dealing with the navigation, safety communications, cargo operations, everything to be used both at work and for the deck department,
- 3) English used by those who are dealing with the main auxiliary engines, the electrics, operation and maintenance that are used for work of the engineering department, and
- 4) English used by those concerned with the commercial business of merchant marine, Maritime Law procedures, insurance, etc.

2.2.4 Maritime English as a Controlled Language

After the IMO had declared English as the maritime safety language in 1995, it developed and introduced Standard Marine Communication Phrases (SMCP) in 2001 (to be discussed later). This was done to further standardize the information process and minimize the chances of miscommunication in safety-related verbal communications. SMCP, also defined as "a specific, narrow-scope realization of Maritime English" (Bocanegra-Valle, 2010: 37), it is used especially for communication at sea, in port approaches, and on board vessels with multilingual crews. It is a form of Controlled Language (CL) often used for operational purposes and described as "a language which reflects an operational behavior depending on what the speaker intends and how the listener will interpret this utterance. Operational (empirical) definitions attempt to specify operations coming along with observational data." (Demydenko, 2012: 250). Below are some examples of operational messages (cargo handling) in SMCP format from SMCP Part B3/1.3.3 (IMO, 2002).



Leak at manifold connection!
Stand by oil clearance team and report.
Oil clearance team standing by.
All crew assist to remove the spill.
Spill cleaned up.

Figure 2: IMO SMCP operational format for cargo handling, "reporting and cleaning up spillage"

A CL is a version of human language with explicit restrictions on vocabulary, grammar and style for the purpose of simplifying communication and translation (Quah, 2006: 48). With roots in the Simplified English of the 1930s, CL aims to minimize ambiguity and maximize clarity for human language users, including non-native speakers of English (Hartley, 2009: 115). For that purpose, SMCP uses a fixed format and prescribed terminology with the following features:

- ♣ Avoiding the, a/an, is/are, may, might, should, can, could.
- ♣ Avoiding synonyms and contracted forms.
- ♣ Providing fully worded answers to yes/no-questions.
- ♣ Providing one phrase for one event.

Below are examples of distress messages in SMCP-controlled format from SMCP Part A1/1.1.6 (IMO, 2002):

I am sinking after collision.
I require assistance.
I am proceeding to your assistance.
ETA at distress position at ... hours UTC.

Figure 3: IMO SMCP Controlled Format for External Distress Messages, "Sinking".

The controlled format is also used for on-board communications; the following are examples of on board emergency situations from SMCP Part B2/5.2 (IMO, 2002):

Check flooding and report.
Flooding in
Is danger imminent?
Yes, danger of heavy listing to port and
breaking apart.

Figure 4: IMO SMCP Controlled Format for Occupational Safety (grounding), "Reporting Damage"

Operational/controlled format is also used in navigation. Below is an example taken from SMCP General 11.2 (IMO, 2002) of the format for a message containing a position indication using bearing and distance from a navigation mark.

My position: Bearing: one-eight-three
degrees, From IJmuiden Centre buoy,
Distance: four decimal four miles.

Figure 5: IMO SMCP Controlled Format for "Bearing and Distance from a "Navigation Mark".

For navigation messages the format from SMCP General 11 and 12 must be used:

The word position is to be spoken first.

♣ The word from is to be spoken before the name of the point of reference.

♣ The word bearing is to be spoken before the numbers; units are degrees true in the 360° notation; etc., etc.

The absence of articles is visible in Safety Communications on meteorological and hydrological conditions in SMCP Part A1/3.1.1 (IMO, 2002), winds, storms, etc.:

QUESTION: What is wind direction
and force in your position?
OVER

Figure 6: IMO SMCP Controlled Format Wind Indication - "question".

ANSWER:
Wind direction northwest, force Beaufort 5
in my position.
OUT

Figure 7: IMO SMCP Controlled Format Wind Indication - "answer".

The two examples above show one of the most outstanding controlled features in IMO SMCP, namely the use of Question, Answer, Over and Out. These are so-called Message Markers and Basic Words. Message Markers are the following words: Instruction, Advice, Warning, Information, Question, Answer, Request, Intention; Basic Words are the following ones: Over, Out, Understood, Stand By, Positive, Negative, Correction, Say Again, and I Repeat.

Both classes of indicators precede or conclude a message and thus increase the probability that both purpose and content of the message are properly heard and understood SMCP- General 3, 18 and A1/6 (IMO, 2002). Below is an example of the format for a question from SMCP Part B1/1.1.3.

QUESTION:
What is your air draft?
OVER

**Figure 8: IMO SMCP Wind Indication for Posing a Question
(Draft/draught).**

The use of the Question marker at the beginning of the question indicates that the message which follows is of an interrogative character and not merely a statement. Receiving stations are required to use the SMCP Message Marker Answer.

ANSWER:
My air draft is three five decimal five
zero metres.
OUT

**Figure 9: IMO SMCP controlled format for answering
(including the spelling of numbers).**

Basic Words are included in the message format, the examples above use the Basic Words Over (indicates the end of a transmission - the other station is now expected to reply) and Out (indicates the end of a transmission - the other station is not expected to reply).

2.2.5 Maritime English Brief Record and ESP Ties

As the world-wide industry, with multi-workers, the language used in the nautical world is English. This language is officially declared and used as the speech of the maritime community. Maritime English (Jurkovič / Scripta Manent 10 (2) (2015) 34 – 35) (ME) is a division of English for Specific Purposes (ESP) and an umbrella term that encompasses five sub- varieties: English for Navigation and Maritime communications, English for Maritime commerce, English for Maritime law, English for Marine engineering, and English for shipbuilding.

Communications in Nautical English serves actually numerous purposes including: English for Maritime Commerce, English for Maritime Law, English for Marine Engineering, and English for Shipbuilding (Bocanegra-Valle, 2013). Just like any other language for specific purposes, it is meant to be appropriate for the discipline it serves; in this case the speakers within the maritime community, including shore-based parties (Trenkner, 2000). What makes ME different from the majority of other ESPs is the world of international conventions and regulations that it is an integrated part of. The product of ME teaching is prescribed by the STCW Convention (IMO, 2010) while the recommended process of teaching is described in detail in Model Course 3.17 for Maritime English (IMO, 2015).

Reguzzoni states that, "Very little, if any, is known about Maritime English, research is almost non-existent [and there are] no field-specific corpora available" (2012: 21). Franceschi is of the same opinion; "What is still missing is a comprehensive study of the features of Maritime English from a strictly linguistic rather than pedagogical perspective."

(2014: 78). So, what is truly Maritime English? The question as to just what constitutes ‘Maritime’ English’!

2.3 Maritime English Definition

English is the working language of the seas and effective communication is vital in ensuring safe and successful operations at sea (SMCP, Marlins). Maritime English (Ana Bocanegra- Valle.2012) is an umbrella term which refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry. (Bocanegra: 2013)



Chart 11. Maritime English for Shipping Communication

For its background, Maritime English (Cesar Rivas,2017) has gained worldwide recognition as the international language of seaborne trade that employs internationally oriented individuals who need to be fluent in English for communicating successfully while on board and ashore (Ibid). In this vein, Ziarati, Bigland and Acar (2012) has also added another confirmation that the English language has been recognized as the language of the nautical industry at a global stratum in all situations; ship-to-ship, ship-to-shore and among seafarers.

Maritime English is both the international working language in the maritime industry and mainly a branch from Language for Special Purpose (LSP) (Ellick Sutherland, 2014); thus, ME is a restricted sub- set of English for Specific Purposes (ESP). Blakey, (1978) and Pritchard (2009) state that Maritime English as a navigational and safety communications from ship to shore and vice versa, ship to ship, and on board ships must be precise (IMO, 2018), simple and unambiguous, so as to avoid confusion and error, there is a need to standardize the language used.

Maritime English (ME) is a type of specialized language (cf. Gotti: 2005) cutting across a range of academic and professional sectors, but also encompassing inter-ship, ship-to-shore and on-board communications. Trenkner (2000:7-8) defines it as “the entirety of all those means of the English language which, being used as a device for communication within the international maritime community, contributes to the safety of navigation and the facilitation of the seaborne trade”. Although broad in scope, this definition restricts ME to the language used among seafarers and between seafarers and shore-based staff for safety and commercial purposes, failing to recognize that the range of situations in the maritime field in which English is the medium of communication, either oral or written, is much wider.

Maritime English (Wayan Dirgeyasa, 2018) is also defined in the following terms such as:

- 1) It is the language used to communicate in all maritime-specific situations, on-board, ship to ship, and ship to shore,
- 2) It includes maritime-specific terminology – navigation, on-board operations, roles and responsibilities, health and safety, emergencies,
- 3) English which has been simplified for use by seafarers of all nationalities (IMO, 1995),
- 4) Maritime English has been codified by the International Maritime Organization (IMO) as Standard Marine Communication Phrases (SMCP), and
- 5) General English language skills need to be good enough to combine with SMCP to achieve consistent and clear communication at sea.

Then, in International Maritime Organization (IMO), 1995 further has stated that Maritime English is codified (IMO, 2018) English in such a unique and typical one. The uniqueness and typicalities of English is labeled as a Standard Marine Communication Phrases (SMCP). The IMO SMCP has been compiled:

- 1) to assist in the greater safety navigation and of the conduct of the ship,
- 2) to assist maritime training institutions in meeting the objectives mentioned, and
- 3) to standardize the language used in communication for navigation at sea, in port or standardize the language used in communication for navigation at sea, in port approaches, waterways and harbors, and on board vessel with multilingual crews.

Many other definitions have been attributed to nautical language; in fact, there is no explicit report in particular of Maritime English or the ME term, however, numerous specialized scholars and academics within ME have offered some definitions. Among these for instance:

Boris Pritchard who defines Maritime English as linguistically, “not an independent language but just a unoriginal marker for a subgroup or recognition of English language applicable, in our case, to a specific maritime situation (e.g. in the act of navigation, in a close-quarters situation, a cargo handling operation, an act of reading operational or maintenance manual for the auxiliary engine, etc.), used in a specific context or situation (i.e. in maritime speech community, in speech events influenced by a number of factors sending / receiving the message or spoken contact with in maritime communication)”. (Demydenko et al., 2012: 252/253).

From an analytical point of view, Demydenko (ibid.) has studied both Peter Trenkner and Boris Pritchard’s definitions and has provided some annotations. As a matter of fact considering Maritime English “as an entirety of all these methods of the English language in which, being used as a method for communication within the international maritime industry, contribute to the safety of navigation and the facilitation of the seaborne trade”, Trenkner’s idea is to deliver a handy linguistic and pedagogical marker for language teachers, allowing for a narrow and wider logic of the term “Maritime English” that is enormously fruitful. It encourages the ME community to understand in detail all aspects of the phenomenon called “Maritime English”. (Demydenko et al., 2012: 254). The author thinks that there is a linguistic limitation for the Maritime English since it is limited within the maritime community and maritime idioms too. The next question asks whether Maritime English can be regarded as belonging to English for Specific Purposes (ESP).

According to Dudley-Evans (2001: 225–238) ESP; is designed to meet the specific needs of the learners.

- Makes use of the underlying methodology and activities of the specialism it serves.
- It is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

In this sense, Dudley-Evans' classification has categorized ME rather as English for Professional Purposes or EPP. Likewise, according to Trenkner (2002); "Maritime English (ME) is a restricted language and it is restricted to the activities of men (and women) tied to a specific purpose i.e. shipping industry". While according to Ülkuatam and Sernikli (2010:1-12) "Therefore we classify it as an ESP (English for Special/Specified Purposes) but we also face the consequences."

In addition, "Although the major part of ME is general English words and only a seven percent (7%) belongs to purely maritime or nautical terminology with their isolated meanings and distribution". (Pritchard 2002:51-62). This is what the author thinks that Maritime English has usages in only maritime community. Yet, Denydenko et al. (2012: 254) concludes that:

"According to the point of view of socio- functional linguistics, Maritime English is a professional subsystem of the English language, developed through time on the basis of unlike language resources to meet the society's needs in the field of maritime industry. ME is the set of specialized (mainly, technical) sub-languages intermingling among themselves to define the most appropriate manner all material and non-material entities known in maritime affairs". (Ibid.).

Maritime English has been the considerable item in many codes and conventions. According to Velikova, "IMO has obviously set out the English Language competence requirements as a working language both in SOLAS, Chapter 5 and the STCW convention and code. Under the latter document officers of the navigational watch necessitate satisfactory knowledge of written and spoken English to understand charts, nautical publications, meteorological information and messages concerning the vessel's safety and operation and the requirement to correspond with other vessels, VTS stations and multinational seafarers' crew, and to use the IMO Standard Marine Communication Phrases (SMCP)." (Velikova et al., 2009: 1).

2.4 Maritime English Forms: ME Restricted Code vs. ME Elaborate Code

English for maritime purposes (EMP), or Maritime English (ME), is viewed and defined differently by the maritime stakeholders. For multinational ship crews and EFL harbour personnel having continuous contacts with foreign ship crews, Maritime English is an operational language, i.e. a restricted language, used to assure effective and comprehensible communication between ships and between ships and shore (Ziarati, 2008). The *raison d'être* of this variety of English is to grant the safety of ship crews, the vessels, harbour installations and harbour personnel. However, many other experts reject this definition and view Maritime English as an elaborate and complex multidisciplinary discourse (Demydenko, 2012:254). Nevertheless, a third group of linguists and ELT researchers consider these two types of ME as two forms of the same entity (Adeliya Covacevic 2014; Kalebota, 2013: 109-114).

In fact, according to Sanela Covacevic (2014:89-97), there are two main forms of Maritime English (ME): ME as restricted code and ME as an elaborate code. Firstly, ME as a restricted code is based on the use of SMCP (former SMNV), which is a specific register employed by the men of the sea and characterized by the use of specialized terminology, phraseology and a limited number of grammatical structures (ibid.). Language use, in this situation, is mechanical and non-creative in that the interlocutors memorise expressions and structures and use them mechanically to cope with everyday professional issues. Secondly, ME is believed to have developed into a more elaborate discourse through the long years of using English as the *Lingua Franca* of academic maritime communication. According to them, Bachelor students in maritime schools need both professional and vocational English, which are considered as a necessary tool for successful careers in the maritime occupational contexts. In parallel, intense academic activity is observed in maritime high schools, with Master students particularly, in science and technological subjects and business and law subjects, which makes the need for English for Academic Purposes a prerequisite (Adeliya Čulić-Viskota & Kalebota, Op Cit).

Similarly, Kourieos (2015:2) noticed that, very often, ME education and research have been limited to vocational English courses which “aim at the acquisition of standard competence in the use of English onboard, so they mainly concern seafarers and are informed by the need for a common language, essential for avoiding accidents at sea”. She affirmed that, in fact, the students of maritime schools have also to study academic maritime English

which they need to successfully deal with their academic studies. Accordingly, maritime English can be said to have widened in perspective to cope with both academic and professional expectations, in addition to the students' levels of study.

Demydenko (2011:250) views Maritime English from a wider and more complex perspective. To start with, she views Maritime English as a lingua Franca of maritime communication and a global language used at sea, “a product of life on the ocean itself, used for clear communication between ship and shore, between crew members, between crew and passengers, where the cost of communication breakdown can be damage to property, to the environment or loss of life”. In addition, she considers ME as an operational language developed on the basis of communicative practices among the men of the sea and which result in a number of strict and clear communicative conventions likely to reduce communicative misunderstanding and confusion. Last but not least, the author describes ME as a multiplicity of language subsystems.

For her, Maritime English involves a complex system of specialized sub- languages related to maritime industry, the most prominent of which are:

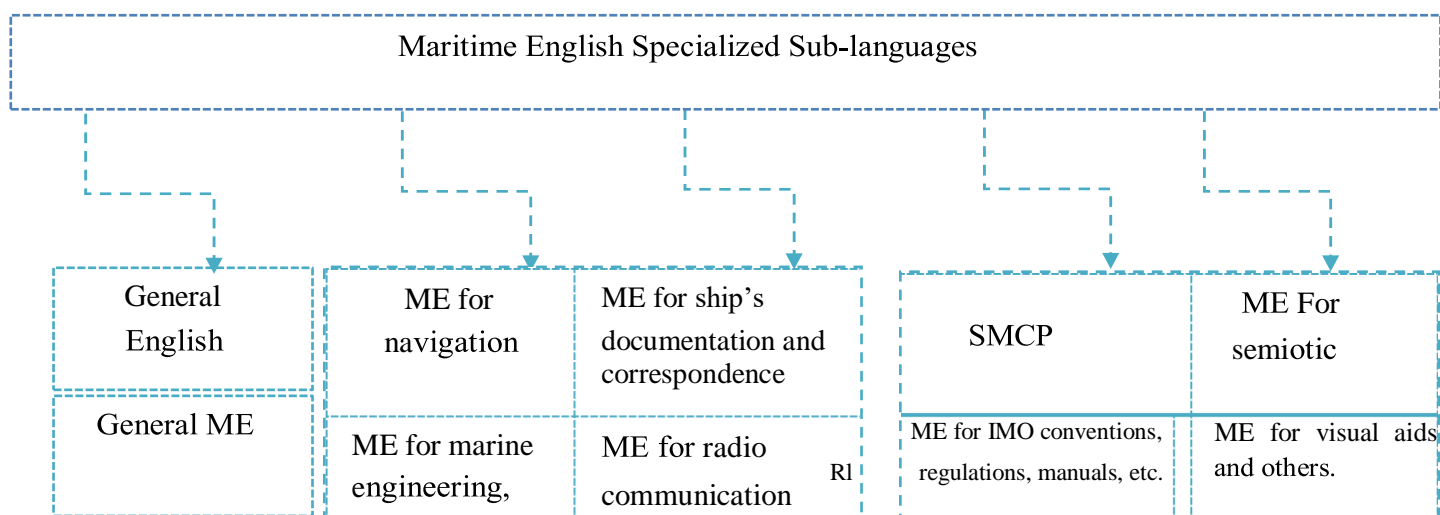


Figure.10. Maritime English Complex System of Specialized Sub-Languages Source

2.5 Maritime English & the Workplace Implementation

Because the concept of a single nationality crew is no longer met in the world shipping industry, proper communication can be achieved only by using Maritime English. ME lies in the domain of workplace English. Merchant ships and auxiliary craft¹ are used in the name of today's global trade to facilitate the worldwide haulage of freight among distant locations and the movement of passengers where other modes of transport are not appropriate, possible, or even cost-effective. Ships' crews and shipping-industry personnel are necessary to conduct a ship (and passengers aboard) safely to a destination and deliver commodities efficiently while, at the same time, protecting the marine environment and safeguarding the financial interests of all relevant parties and stakeholders. The shipping trade is, by its very nature, a global phenomenon that evolves within a globalized economic and political framework and the involvement of many different countries, languages, and cultures in just one operation is common practice. (Ana Bocanegra-Valle, 2013:5-25).

It has always been stated in the maritime workplace context that "Shipping is perhaps the most international of all the world's great industries and one of the most dangerous." (International Maritime Organization (IMO), 2002a). Personally I think the reason behind such a claim is undoubtedly related to the fact that the marine community is by nature multilingual where, obviously, linguistic, paralinguistic, cultural and discourse pattern issues are barriers to the vessels safety whether at sea or ports. The human factor (HF) is considered as the chief constituent in fulfilling nautical tasks whether at a technical or communicative level. Speaking or instance about the communicative rank, a United States Coast Guard (USCG) study categorized that 80% of maritime accidents are due to human factors, of which failure of communication represents one third. In view of that, the International Maritime Organization has repeatedly emphasized the significance of efficient communication in several International Seminars as a fundamental issue for maritime safety. Accordingly, it has become indispensable to remedy these accidents and indemnities caused by the breakdown of the human element when communicating because such a linguistic issue has become an impediment at the international stage. (Ziarati, Ziarati, Bigland & Acar et al., 2012: 1/2). An organizing framework for the human factor which contributes to organizational accidents in shipping adapted from Stanton (1996:1-15), Jorgensen (2002), and HSE (1997) is presented below in figure (11).

¹ In [starship classification](#), an auxiliary craft refers to any vehicle attached to a "mothership" that assists in missions and environments unsuitable for [starships](#). The term may also be applied to any small vessel that works independently or is incapable of space travel.

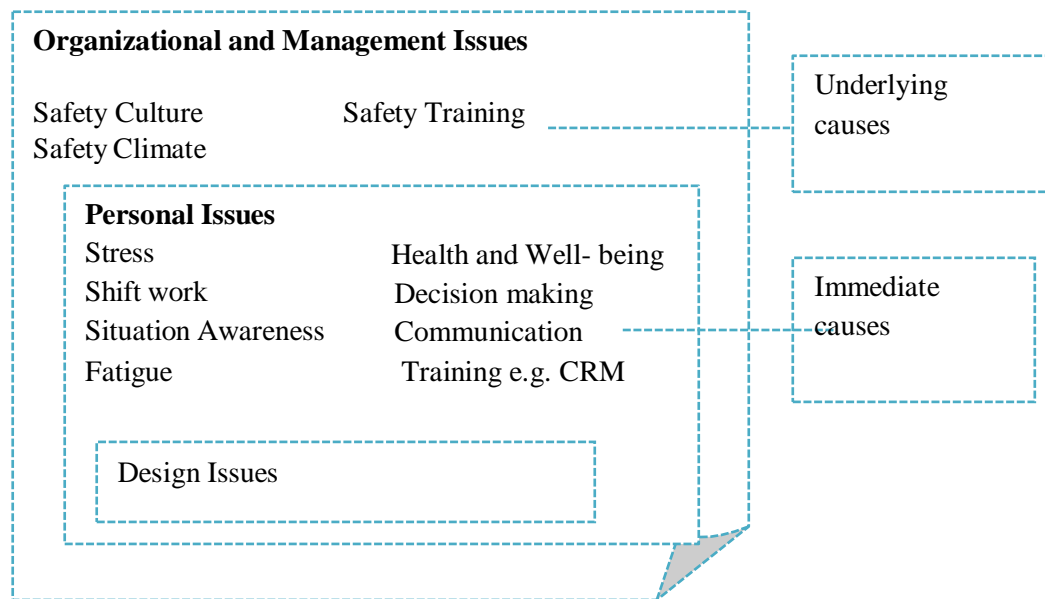


Figure.11. The Importance of Communication as Classed in the Organizing Framework for the Human Factor

The figure (11) shown above presents the eminence of communication where the latter has been placed under “Personnel Issues”, and according to the organizing framework for the human factor, that category has been indicated as “Immediate Causes”. Hetherington, Flin and Mearns (Journal of Safety Research, 2006: 401-411) has manifestly examined in a paper entitled “Safety in shipping: The human element”, the role of communication, as one of the foremost skills that have a major upshot on safety performance in all high-risk industries, and influences on team working and effective decision-making. One best example can be reflected in an important teamwork relationship among port-officers, masters, and pilots at the workplace. For instance, when the pilot boards the ship where it exits or when it enters a port and gives commands to the captain on what activities are to be performed. While, the captain is responsible for giving the commands to the ship’s crew on what the pilot has already directed.

Good communication contributes to good cooperation and less misunderstanding at the maritime workplace. Multinational shipping is a unique maritime industry because of the variety of people speaking different languages. Such a mixture is undoubtedly an interesting part of the naval world. However, as noted by (Ziarati et al., 2009:1-7) the human element has constantly proved to be the source of most sea accidents or incidents due to communication errors. Within the multicultural and multilingual place of work milieu, effective communication

ship to ship and between ship and shore is critically imperative for seafarers from many countries who are sailing in international ships to all parts of the world (IMO- STCW & Human Element Section, 2002). In this vein, Maritime English proved to be an exceptionally significant part of a future marine officer's training and it will recurrently gain in importance as long as the shipping industry is in progress.

Maritime English (ME) is part of the "family" Language for Special Purpose (LSP). One may think that ME is strictly for the special purpose of technical English, but in fact, it embraces so much more! On board a ship with a multinational crew or even at ports, one also needs to communicate for social reasons, for everyday matters like food and amenities, and of course, to keep a safe work environment; thus, the working language is General English. Ensuring that a message given is received and perceived according to the sender's intentions is one of the main focuses when those involved speak different first languages. A simple "Yes, Sir!" is not sufficient in all situations, and therefore the IMO requires, under the international convention for Standards of Training, Certification and Watch-keeping for Seafarers, 1978, with amendments (STCW), the ability to use and understand the Standard Marine Communication Phrases (SMCP) for the certification of officers in charge of the navigational watch on board ships of 500 gross tonnage and further. What's more, knowledge of the English language also comes in handy while trying to understand the international laws and regulations a seafarer has to take into consideration while performing his duties.

2.6 The Branches of Maritime English

Maritime' English belongs to the industrial sphere of specialist English usage, which is not tricky to comprehend (The Encyclopedia of Applied Linguistics, 2013). Whenever, we refer to 'Maritime' English, it is closely that, the English language is crucial to function within the maritime industry, with its widely various activities such as transporting raw materials, for example: iron ore, copper, gypsum, crude and refined oils, bulk foods - sugar, wheat, rice, edible oils, or containers stuffed with a myriad of manufactured and packaged products. Additionally, several cruise vessels carry over 2000 passengers and thus made English indispensable for communication with them, and vital when an urgent situation happens. English is further used to run vessels within the technical spheres of navigation and engineering. For instance, to function efficiently during routine shipboard operations, crew members have to be acquainted with and grasp specialized lexis for the safe operation of the vessel; they all need to know the

exact terminology of the vessel's equipment, its usage and safe handling (Valerie A Short quoted in The International Maritime Human Element Bulletin, 2007: 6). Maritime English in fact subsumes five different sub-varieties according to the specific purpose; they serve within the maritime context: English for navigational and maritime communications, English for maritime commerce, English for maritime law, English for marine engineering, and English for shipbuilding. As avowed by Balakrishna (2020):

“Maritime English as a variety of English used by the maritime community is strongly recommended by seafarers in their daily routines. ME is a mix of sub-domains according to the field or subject matter (nautical, logistics, technical, legal, etc), which makes a complex register to study. The tenor is also very wide, ranging from nautical engineering students, specific shipboard and port speech communities to maritime secretaries. ME can be conceptualized as a holistic register with a wide variety of branches as well as different contexts of situation.”

The sub-varieties of ME respond to different communication needs and communication mediums (written or oral) as well as channels (users and receivers). The native speakers consider English for maritime law and commerce as a sub-variety or sub-genre that includes written documents such as Charter Parties, Bills of Lading, Sale contracts, shipbuilding contracts or maritime insurances. Similarly, the native speaker pays special attention to the specialized forms of maritime communication, both inter-ship and intra-ship when studying English for Navigation.

2.7 ME Standardization – Brief Description of the Current Status

The world has witnessed quite a few alterations since the industrial revolution. One major apparent change is related to communication which has known the use of the telegram (Morse code) to Inmarsat (via satellites) technology all in 100 years. The nautical industry has since then benefited from the application of such a communicative mode via radio wave technology. Among the fundamental aspects of communicating is the common language between the sender and receiver; for merchant marine ships the common used language is the English language, Ziarati (2006 quoted in IAMU Paper 2009: 1-9). In view of that, the transmitting / receiving process was the mission of the “radio officer” on board (the ship) and on shore (the port/VTS).

Noticeably, maritime communications at the outset has depended on written English (because of the Morse code usage) until the post Second World War when the oral communication by VHF came into implementation in 1961.

The maritime industry is a constantly expanding global business that depends on international collaboration to maintain and improve safety at sea. This requires good communication skills for both shore and sailing personnel. Accordingly, scholars across the globe have long been engaged in the development and application of the standardized language of the sea (Annamaria Gabrielli, 2015:52-62) or the “entirety of all those means of the English language which being used as a device for communication within the international maritime community contribute to the safety of navigation and the facilitation of the seaborne business” as previously stated by (Trenkner, 2000). The improvement and the standardization of communication at sea have been major concerns of the IMO through the International Maritime Lecturers Association (IMLA) and the International Maritime English Conference (IMEC). In addition, international standards for good communication skills at sea have been set and approved by the IMO’s 171 member countries. These standards must be implemented and consistently followed up and assessed by each national agency and training institution.

However, coming to a joint understanding of globally agreed standards is a hard work when 171 member countries are involved. Furthermore, standardizing methods of assessing their varied interpretations of these standards is even more complicated. In 2009, at IMEC 21st in Szczecin, Poland, the chair of IMEC, Peter Trenkner, commented on the expected provisions of the STCW Manila Amendments (IMO: 2010) with concern. The expectations of a good command of ME amongst cadets were not explicit enough, and the IMEC chair called for more precise requirements from the IMO to support unification of assessment in all MET institutions (Trenkner: 2009). In the same year, Trenkner and Cole published *The Yardstick for Maritime English STCW Assessment Purposes* (2009) to support the standardization of ME assessment worldwide while pointing out several weaknesses in the international alignment of MET standards (Cole & Trenkner, 2009:163-173). Some of these weaknesses had been previously identified in their article *Maritime English Instruction -Ensuring*

Instructor's Competence (Cole & Trenkner: 2007:123-147). Despite Cole and Trenkner's efforts, in 2015, a number of prominent MET teachers and researchers still argued that "(...) *over the past 25 years Maritime English has accumulated fourteen different definitions, with no consensus on content and scope*" (Drown et al., 2015: 220). They claim that it is "*a mixture of nautical and communication English and there is controversy as to whether it is for specific purposes or simply a terminology*" (ibid). In spite of a clearly established definition and well-developed research within the curriculum, ME is apparently still very difficult to grasp from a teaching and learning perspective and therefore a challenging subject matter at MET institutions worldwide.

2.8 Maritime English: Language Distinctiveness & Characteristics in Verbal and Written Features

Maritime English is a restricted language which is fundamentally employed at sea. It is the functioning verbal communication of the shipping industry and it has an independent speech scheme with its specialized lexis as well as limited grammar Pejakovic (2015:111- 116) claims that British linguist, Firth J. R. (1890-1960), introduced this term (Maritime English) as a label to strictly reduce the 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 (Brunton: 2009:1-15). About Maritime English (ME), Mercado et al. (2013:1-2 quoted in Raju Ahmmed: 108) 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.

Remarkably, the latter not only facilitates communication at sea but also other various professional roles. The present section intends to illustrate the features of ME in different contexts of use and to characterize it as a distinctive sub- set of English (Daniele Franceschi, 2014:78) in both spoken and written modes.

i. Language Distinctiveness and Characteristics with Examples

Maritime English terminology and phraseology pose a real challenge due to their specialization and unfamiliarity: 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:

1/ “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. Shen and Wang (2011); from a study “the 48th term of China Maritime Law States”, consider the below as another diverse pattern:

2/ “The carrier shall properly and carefully load, handle, stow, carry, keep, care for and discharge the goods carried” (Shen and Wang, 2011: 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. Alternatively, 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 the same as in general English.

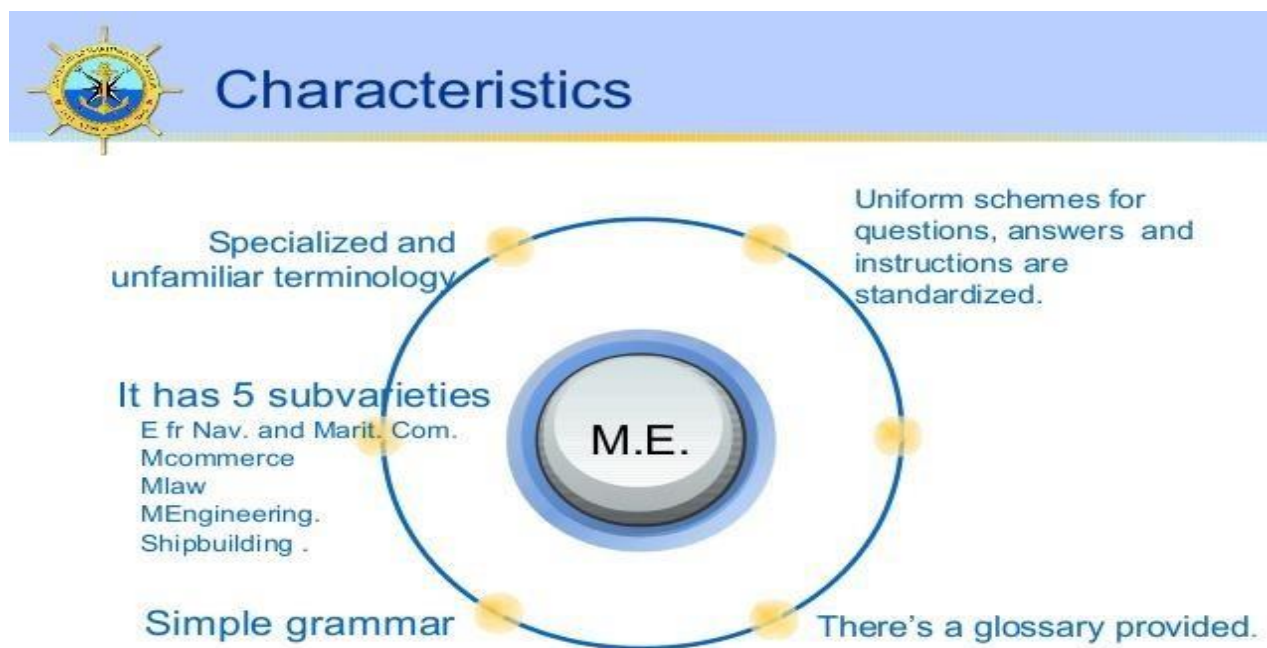
3/Passengers sleep in cabins and meals are cooked in the galley; a ship does not have walls but bulkheads; smoke comes out of a funnel not a chimney; objects are not positioned left or right but on their port or starboard sides; ships make headway, sternway, or leeway when they move forwards, backwards, or sideways through the water; and when underway they may be overhauled, not overtaken, by faster craft. Orders such as “Single up” to a back spring forward, put engines slow ahead, Rudder hard-a-port, slack away on the breast line until the stern is clear of the berth or let go fore and fore and aft, require not only professionals but competent Maritime English speakers if a ship is to be handled efficiently. Noteworthy is the peculiarity of ships to have feminine grammatical gender for seafarers (an in-service mariner would always call a ship “*she*”) which remains one of the most distinctive features of the English language as currently used at sea.

Chapter Two: Maritime English: English for Maritime Purposes

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 (Op Cit, 185) mention about 7C 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?” a 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. Thirdly, Shen and Zhao (Op Cit, 186) mention an incident which occurred due to incompleteness of the meaning of the message. For example, the word “stem” in ME is used to buy oil.

If the users employ “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 (Op Cit, 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 (Op Cit, 189) also explain 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 15th, so we place this order of 5 drums” can be replaced by “We will try to use chemicals to clean holds on about March 15th, 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. The following diagram illustrates ME features as related to diverse sub- varieties.



(Bocanegra, 2013)

Chart .12. Maritime English Characteristics for Professional Purposes

ii. Maritime English Language Features & IMO's Consistency

In compliance with STCW87/95 convention made by IMO, the seafarers are impelled to be proficient in using English for professional purposes (Zhongliang Cui, 2010: 244-248). Maritime English falls into the category of English for Specific Purposes. As mentioned previously, ESP focuses on the learner's needs, on the language and communication requirements in a particular professional field. Maritime English has been therefore made to satisfy the need of seafarers. Being a branch of ESP, ME originated as a variety of expert meticulous practical 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 at sea. Therefore, it has its own characteristics (IMO SMCP, 2002). As indicated earlier; STCW considers Maritime English a specific unambiguous language (IMO Amendments, 1995) since:

The employ of English is progressively more becoming a compulsory prerequisite for many categories of seafarers (Mucahit Sislioglu, Ergun Demirel: 2015:54-67). In addition, the revised STCW Convention's emphasis on English language training, there are other various International Maritime Organization (IMO) requirements which stipulate the need for seafarers to communicate in a common language. In practice therefore, most seafarers now require an ability to communicate in English.

Maritime English is an operational language which comprises four main characteristics covering both spoken and written tasks thanks to maritime terminology that is rich and varied depending on the particular sphere (e.g. navigation, marine engineering, naval architecture, port operations, etc). As to the oral skill, ME first concerns especially the conventionality of using the SMCP which specifies the form of words and expressions utilized by seafarers in various working situations. It is secondly characterized by a concise language. In the written skill, Maritime English includes first scientific English which can be seen in weather reports, manuals, operation's guide, rule and regulations at seaport and legal English which can be found in accident reports, claims, contracts, conventions etc. Next, like scientific English and legal English, Maritime English has its own technological jargon, or expressions in which terms make no sense out of Maritime English. For example, the phrase "hard a port" cannot be understood according to a literal meaning; however, in Maritime English it denotes certain meaning. It is an adverb referring to the nose of the ship that turns to the left as quickly as it will go. In other terms, it is a turn all the way over as far as the helm will allow the direction of the starboard side of the vessel.

- (1) explain what verbal marine radio communications are and how they can be classified;
- (2) raise awareness on the importance of Maritime English to the shipping industry and safety at sea; and
- (3) sum up IMO's effort in the Language of Seafaring: promoting the English language as the international language of the sea through the development of the Standard Marine Communication Phrases.

2.8.1 Maritime English and Speech VHF Communications

Maritime English has full-fledged in importance and gained prevalent use given the challenges of today's global trade (Bocanegra-Valle: 2010). Pritchard and Kalogjera (2000: 185) define Maritime English for VHF (Very High Frequency) communication purposes (or English for maritime communications) as “a specific, narrow-scope apprehension of Maritime English”, a highly restricted and confidential sub-variety of Maritime English characterized by “a limited vocabulary and simple grammatical structure to suit the specific requirements of interpersonal communication and interaction”. Verbal, voice or speech marine communications mainly embrace face-to-face conversations, VHF radiotelephony, or broadcasting services, and may occur:

(i) when shipboard crews communicate face to face with professional purposes, through the use of walky-talkies or by means of the ship's internal communication systems (this is known as internal, intra-ship, or on-board communication); or

(ii) when shipboard crews and shore-based personnel communicate with each other, with other vessels, with aircraft or with shore-based services (this is known as external, inter-ship, or ship-to-shore/shore-to-ship communication). In this particular case, radiotelephony is the most frequent; VHF radio communication (or radiotelephony) is the most important means of day-to-day seaborne communication, particularly in the case of ship-to-shore/shore-to-ship communication. When communicating orally at sea, information exchanges and broadcasts must be as clear, concise and precise as possible. VHF-transmitted information must be free from ambiguity, brief, relevant and meaningful while also being systematically delivered and still achieving its communicative purpose. It is not simply a question of good English but of adherence to internationally agreed standard phrases and discursive practices and conventions.

The main features of marine communications have been thoroughly explained and illustrated in both scholarly papers (De la Campa: 2007, Díaz Pérez: 2002 & 2005; Johnson, 1995 & 1999; Olaru, 1996; Pritchard & Kalogjera: 2000), reports (Pritchard: 2003b:2-5), and Ana Bocanegra-Valle (European Journal of English Studies: 35-53).

2.8.2 Maritime English and Ship Safety

Following abundant research (Bocanegra- Valle, 2010) conducted by specialized agencies around the world such as the European Maritime Safety Agency (EMSA) with its headquarters in Lisbon (Portugal), the Marine Accident Investigation Branch (MAIB) in the UK, the National Transportation Safety Board (NTSB) in USA or the Canadian Transportation Accident Investigation and Safety Board, to name a few, there have been many shipping accidents in which language misunderstandings when speaking through VHF radio have been found to be the main reason or a contributory aspect to the accident. Hence, the efficient use of the English language at sea (Maritime English) is a key factor in ensuring safe ships, clean oceans and triumphant industry operations because “troubles of communication may cause misunderstandings leading to dangers to the vessel, the people on board and the environment” (IMO, 2001: 3); more predominantly, “navigational and safety communications from ship to shore and vice versa, from ship to ship, and on board ship must be precise, simple and unambiguous so as to avoid confusion and error” (IMO, 2001: 3). Also, lessons learned after a shipping accident often emphasize that “clarity of language is everything at sea. VTS operators, pilots and masters must ensure there can be no ambiguity at all in what they say over the radio” (MAIB, 2000: 14). The absent, poor or careless use of basic Maritime English for communication purposes accounts for around 20% (De la Campa: 2003) or even 30-40% of shipping accidents resulting in emergency situations (Trenkner, 2000:1-8), harm to the marine environment and loss of human life (Kahveci and Sampson (2001), Squire (2006), or Bocanegra- Valle (2010). As argued elsewhere, “Poor language abilities contribute to unsafe acts by seafarers, violations of good practice and established rules, work under performance and, consequently, to carelessness and confusion which may embody tragic results. The consequences of such inadequate English language knowledge and skills may range from mere annoyance to normal operations to all sorts of occupational accidents, personal injury, death, cargo loss, damage to property or irreversible environmental impact” (Bocanegra- Valle, 2010: 158). Lastly, a proficient use of Maritime English is particularly important in the case of multilingual and multicultural (multi-ethnic or mixed) crews as English is the common language for communication not only with professional but also with personal purposes. It has been estimated that almost 90% of crews having English as their working language are not native speakers of English (Johnson: 1999; Pritchard: 2003a), that more than nine out of ten shipping industry professionals are non-native speakers of English (Trenkner: 2000) and that over 60% (Kahveci & Sampson: 2001) of the world’s fleet are manned and operated with mixed

crews so that even a dozen (or even more) different nationalities with a dozen diverse languages may be together aboard ship or at a shore-based station (Kahveci & Sampson: 2001, Short: 2006).

2.8.3. The Standardized Language of Marine Communications

The standardized language of marine communications for inter-ship and intra-ship use is contained in the Standard Marine Communication Phrases (SMCP IMO, 2001). The SMCP (commonly referred to as the standard phrases) is the revised, updated and enhanced version of the Standard Marine Navigational Vocabulary (SMNV), and was developed after a fire devastated the Scandinavian Star ferry with the loss of 158 human lives. The former SMNV (adopted in 1977, and further revised and amended in 1983 and 1985) was the first official step undertaken (Díaz Pérez, 2005 quote in IJES, 2011:35-53) towards the recognition of English as “a common language for international communications between ships and between ships and shore services” (IMO: 1977). The SMCP was developed by the Sub-committee on Safety of Navigation as instructed by the Maritime Safety Committee, and was finally adopted on 29th November 2001 by IMO’s General Assembly under its agenda item 9. The standard phrases, divided into parts and chapters, were set out in Annex 1 of Resolution A.918(22) after recognizing the wide use of the English language for international navigational communications and recalling that: English shall be used on the bridge as the working language for bridge-to-bridge and bridge-to-shore safety communications as well as for communications on board between the pilot and bridge watch-keeping personnel unless those directly involved in the communications speak a common language other than English (IMO, 2001: 1).

As IMO explains in the introduction to the SMCP, such phrases were compiled with the aim of assisting in the greater safety and conduction of a ship, and also of standardizing the oral language used in communications at sea, in harbours and waterways and on-board. Peter Trenkner, head of the Working Group at IMO responsible for the development of the SMCP, recalls that his Group was required among others to reduce “the grammatical and idiomatic diversity of Maritime English to strictly purposive” and also “the terminological diversity of Maritime English to a basic terminology” (Trenkner, 2005: 10). The target group of SMCP users are any crew member and shore-based personnel with radio communication responsibilities, regardless their fluency in General English. This is, both non-native speakers

and near-native or native speakers must adhere to the SMCP; the former are required to use standard Maritime English fluently and the latter to adapt their everyday use of the language to the knowledge of potential interlocutors. From the time the SMNV was in force until very recently, different authors have complained about the little use of these phrases in real-life situations and claim further investigation into this particular issue at the same time they urge shipping companies and ship owners, rather than training institutions, to bind their crew to such standardized language and procedures. Works like those by De la Campa et al. (2007) or Pritchard and Kalogjera (2000), based on corpora of authentic VHF communications recordings, evidence a wide gap between the formal requirements of standardized VHF verbal communications and everyday English as used in real maritime situations. These two works supply some examples of nonconformity and deviations from IMO's standard phrases and procedures. Indeed, to what extent and how standardized radio communication, that is, IMO's standard phrases, deviates from genuine application is an area that should be researched in profundity.

Seafaring is a complex activity involving extrinsic and intrinsic (human) factors, Maritime English being part of the latter. Hence, strict adherence to standardized VHF procedures, proper training of seafarers in the "art of effective communication" (Squire, 2006: 25) and fluent English speakers both on board and ashore can assist in reducing the estimated 20% of shipping accidents due to language communication problems.

2.8.3.1 The Standard Marine Communication Phrases (SMCP)

The SMCP is a set of key phrases in the English language (which is the internationally recognized language of the sea), supported by the international community for use at sea and developed by the [International Maritime Organization](#) (IMO, 2018). They aim to explain:

- 1) External communication phrases – ship to ship & ship to shore communication,
- 2) Onboard communication phrases – communication within the ship.

The SMCP were adopted by the 22nd Assembly of the IMO in November 2001 in a resolution which also promoted the wide circulation of the SMCP to all prospective users and all maritime education authorities. It includes phrases which have been developed to cover the most important safety-related fields of verbal shore-to-ship (and vice versa), ship-to-ship and

on-board communications. The aim is to reduce the problem of language barriers at sea and avoid misunderstandings which can cause accidents.

Examples

- To describe an unmanned and abandoned ship floating adrift, the SMCP gives the correct phrase as: “unlit derelict vessel adrift in vicinity (date, time and position if known)”
- Being stuck in ice and requesting assistance: “I am fast in ice. I require assistance”.
- Damage to vessel by ice: “I have developed stability problems, heavy icing. Request ice breaker assistance”.
- Ship is sinking: “I am sinking. Please proceed to my assistance. What is your ETA at our distress position?”

2.8.3.2 Speech Communications at Sea

This sub- section is dedicated to

- (1) explain the internationally agreed patterns, conventions and procedures regarding the use of the standardized English language that seafarers use when transmitting and receiving information via radiotelephony;
- (2) describe the main discursive features that characterize standardized messages; and
- (3) illustrate how such conventions and features are put into practice for efficient communication at sea on the basis of the preceding discussion.

2.8.3.2.1 Standardized Verbal Message Patterns

Broadly speaking, there are two main patterns of radiotelephony calls or messages to be delivered from a transmitting or calling station (vessel or shore-based station) to a receiving station (vessel or shore-based station): special-purpose messages and routine messages. These may be respectively subdivided into three and eight message types, and are initiated by particular message markers as detailed below.

1) **Special-purpose messages:** These involve distress, urgency and safety calls with the following peculiarities:

1.1) Distress messages: they announce an imminent danger to a ship likely to involve loss of life and requesting immediate assistance. Distress calls are preceded by the word Mayday repeated three times (from the French m'aidez), and transmitted on Channel 16 of the VHF set.

1.2) Urgency messages: they indicate that the information following must be immediately known by ships in the vicinity as it contains urgent information concerning the safety of a ship or a person. These are preceded by the word Pan- Pan repeated three times.

1.3) Safety messages: they indicate that the information following covers important navigational or meteorological warnings of interest to nearby ships and traffic services, and are preceded by the word Sécurité repeated three times.

2.8.3.2.2 Routine Messages.

These refer to calls intended to ensure a safe passage. Any piece of information different from the three above will be regarded as within the scope of a routine message. Routine messages may be divided into eight types and each of these is preceded by that very same message marker –for example, a request message will begin with the word Request. Details, as they appear in IMO (2001: 47-48), are the following:

2.1) Instruction: message implies the intention of the sender to influence others by a Regulation.

2.2) Advice: message implies the intention of the sender to influence others by a Recommendation.

2.3) Warning: message implies the intention of the sender to inform others about danger.

2.4) Information: message is restricted to observed facts, situations, etc.

2.5) Question: message is of an interrogative character.

2.6) Answer: message is the reply to a previous

2.7) Request: message asks for action from others with respect to the vessel.

2.8) Intention: message informs others about immediate navigational action intended to be taken.

Once a routine message has been received, the receiving station will repeat the message marker followed by received and the corresponding action. For example, Request received, Information received, and so on.

Message markers execute an instructive function in the sense of minimizing assumptions and anticipating the speaker's communicative intention as well as reducing the level of unexpectedness on the hearer's part. They also help to eliminate misunderstandings that may arise from the wrongful interpretation of intonation patterns and hence assist in the final understanding of the information delivered. The inability to perceive intonation patterns is an important problem inherent to marine radio communications given the high noise levels aboard ships and the very technical nature of VHF transceivers (prone to interferences or transmission gaps) through which voice is transmitted and received.

Message pattern	Message type	Message marker	Example	SMCP phrase no
Special-purpose	Distress	Mayday Mayday Mayday	I am in danger of capsizing	A1/1.1.5.3
	Urgency Pan	Pan Pan Pan Pan Pan Pan	I am manoeuvring with difficulty	A1/2.1.3
Routine	Safety	Sécurité Sécurité Sécurité	Visibility is restricted by fog	A1/3.1.2.1.2

Table.1. Examples of Phrases, Message patterns and Types as extracted from IMO's SMCP

2.9 Maritime English Teaching Content

Maritime English (MarE) is universally recognized as a restricted language and it is constrained to the activities of men (and women) connected to an explicit rationale i.e. shipping industry (Trenkner, 2002). For that reason it is classified as an ESP (English for Special/Specified Purposes). Like in all other ESP's but probably a bit more in MarE, this

inclusive code requires a clear-cut level of professional knowledge and experience to become comprehensible. Even though the major part of MarE is general English words and only a seven percent (7%) belongs to purely maritime or nautical jargon with their isolated meanings and distribution (Pritchard, 2002), combined with semi-lexical or semi-functional words, ME becomes a unique language that only men and women of sea can comprehend. All the locations, functions and actions it describes might barely connote something on board a ship, on the sea or by the sea side. In this context Tezer Ülkuatam & Serhan Sernikli (2008), teaching and testing of MarE present major challenges (Quoted in Harth J. Ahmed, 2013:14).

In addition to all mentioned claims, it is stated that there is no standard or internationally conventional teaching method for MarE. In a survey of MarE teaching materials in 2004, Boris Pritchard indicated that:

- * There is rarely a comprehensive, all-inclusive MarE textbook or other learning/teaching material.
- *No single material (textbook or other) has imposed itself yet as the material with worldwide use or the one setting standards to other MarE materials though one or two have found a wider, international use (e.g. T.N. Blakey - 1987, P. van Kluijven 2003)

As an alternative, a variety of Maritime Training Institutions have tried to apply methods either based on previously published books or practicing self-devised syllabuses fulfilling the curriculums under the impositions of their lawmaking bodies. The rapid technical advancements in various sciences and changes in management policies which also contribute to the maritime industry bring along their new terminology and phrases or remove some, thus easily make the already existing textbooks incomplete if not out of date. For example, in electronic navigation LORAN (Long Range Navigation) gets less and less mentioned while GNSS (Global Navigation Satellite Systems) dominate the field with all of its newly established concepts. As an illustration, the veteran oilers and the wipers of the engine room are hardly finding a place in the engineering departments of the ships anymore as managements equip their ships with UMS (Unmanned Machinery Space), reducing the number of their crews to cut the expenditures, benefiting from computerized automation. With the exception of very marginalized areas of training that can be given in short-term courses (i.e. sea protests, port state control, spare parts acquisition etc.), the ever changing (and mostly increasing) domain of MarE is getting more and more extensive and far reaching,

to a level that requires long periods of time and very well organized delivery methods. These requirements left us with no other options but to install the delivery of MarE to the main education and training period of the apprentice officers.

The teaching content of Maritime English (Model Course 3.17: ME, 2015) is dictated by the 1995 International Convention on Standards of Training, Certification and Watch keeping (STCW), as amended, which sets qualification standards for masters, officers, and officers of the watch on merchant ships. Following the adoption of these international standards, the International Maritime Organization (IMO) has developed a series of model courses to help maritime training institutions to fully implement the requirements of the convention, organize and introduce new courses, or supplement and update training material. After the adoption of the Manila Amendments to the STCW Convention in 2010, several model courses have been revised. The revision of Model Course 3.17 for ME (henceforth, the Model Course) was published in 2015. Based on the requirements for ME as defined by the STCW Convention, the Model Course guides the process of teaching. However, it is not intended to be a rigid teaching tool but rather an assistance tool that will aid ME trainers in reaching the standards as set by the Convention and beyond.

2.9.1 Model Course 3.17 Identification

This “Course” was first developed and published in 1999 and has been updated twice through the 2009 and 2015 revisions to meet the knowledge, understanding and proficiency (KUP) requirements for English language training within the context of the International Convention on Standards of Training, Certification and Watch keeping for Seafarers, 1978 (STCW), as substantially amended in 1995 and 2010 (Yan Zhang and Clive Cole, 2018). Ever since its publication, the course has played a significant role in providing instructors in maritime academies, universities and training agencies, with professional guidance, rather than “a rigid teaching package”, on the teaching of ME. Since English is regarded as the lingua franca in the international maritime transport arena, this Model Course has been a vital tool and indispensable handbook for those engaged in the education of seafarers worldwide, especially those from non-native English speaking backgrounds. The vision is that effective communication on board and ashore, as set out by the STCW Convention, can indeed help to enhance the safety of life at sea as well as to protect the marine environment.

2.9.2 The Model Course 3.17 Content

The Model Course is divided into two core sections, Core Section 1 for General Maritime English (GME) and Core Section 2 for Specialized Maritime English (SME). These are followed by the instructor manual, the standards of the STCW Convention as pertaining to ME, and an evaluation section with recommended forms of assessment for ME. Both core sections are divided into the same subsections: course framework, course outline, and detailed teaching syllabus. Core section 1 (197 hours of classroom teaching in addition to 42 hours of self-study that students are required to spend on learning outside the language classroom) is dedicated to students at the elementary level of pre-existing language proficiency, followed by the intermediate level (with further 244 classroom hours and 49 hours for autonomous study). Therefore, the objective of this section is to provide guidance to instructors for teaching GME at elementary and intermediate levels of language proficiency, and prepare the students to proceed to SME Core section 2. Hence, if the existing language proficiency of students is at a level higher than intermediate, instruction can immediately dive into Core section 2.

Required performance: Check task completion in routine operations: VHF communication regarding bunkering, distress and urgency messages using SMCP		
	Listening and speaking	Reading and writing
Grammar: present perfect; regular and irregular verb forms	Simulating VHF communication .1compare normal speech with VHF protocol; .2 identify some VHF recordings; .3 check stages of completion of a variety of tasks form spoken information; .4 talk about the recent activities with partners	Identifying VHF communication regarding distress, urgency, safety and bunkering operations .1 read messages concerning VHF communications regarding distress, urgency and safety; .2 simulate urgency procedures; .3 refer to a checklist to describe stages of completion in a routine procedure; .4 simulate VHF communication regarding bunkering operations
Vocabulary: verbs relating to bunkering, maintenance and safety procedures;		
Phonology: elision, the weak vowel sound, contracted and merging sounds in connected speech		

Table 2: Balanced syllabus mapping in GME

2.9.2.1 The Methodological Nature of Core sections 1 and 2

Core sections 1 and 2 are based on the communicative approach to language teaching and integrated skills development. Given that speaking is a priority in the maritime industry, this is the language skill that is given advantage over others. In Core section 1, the English language remains the real content of teaching or “teaching language for the language’s sake” (p. 1). Examples of topics covered are describing crew roles and routines, naming types of vessels, identifying the purpose and location of safety equipment, and describing weather conditions and understanding weather forecasts, among others. On the other hand, in Core section 2 the central position of the English language in SME is reduced to that of a medium of instruction. Thus, the language ceases to be the real content of teaching and the purpose of instruction is to use the specific English language to perform specific maritime duties. The pre-existing language proficiency of students admitted to this section has to be intermediate or higher. Core section 2 is further divided into five parts, based on different seafarer ranks or duties:

Section	Competence	Grammar	Vocabulary	Listening and speaking	Reading and writing	
GME 34	Evaluate different perspectives on a problem and recommend appropriate action; describe emergency response procedures; give instructions to passengers in the event of an emergency	Second conditional clauses	Modal verbs <i>would, could</i> and <i>might</i> in conditional sentences; conjunctions <i>suppose, imagine, what if</i> in conditional sentences	Instructing passengers and crew members to evacuate	Read about emergency response procedures; describe procedures for the evacuation of passengers and crew members in writing	
SME 2.1-C 1.3.2	Emergency communication	<ul style="list-style-type: none"> - apply the correct procedure for transmitting a distress alert/call; - create distress messages based on different scenarios in written and oral form; - simulate acknowledgement of distress messages; - listen to orally simulated emergency situations and practise the given scenarios with colleagues; - simulate on-scene communication between different parties involved in SAR; - demonstrate Urgency and Safety communications and practise the given scenarios with colleagues;. 				

Table 1: GME and SME syllabus outline (2 examples)

Table 3: GME and SME syllabus outline (2 examples).

SME for officers in charge of a navigational watch on ships of 500 GT or more. This SME course covers 90 hours of classroom teaching plus 56 hours of individual student work. The required standards include using English in written and oral communication to, for example, use charts and other nautical publications, engage in communications regarding cargo handling, keep a log and other voyage records, and communicate appropriately with a multilingual crew.

i. SME for Officers in charge of an Engineering of Watch

SME for officers in charge of an engineering watch in a manned engine-room or designated duty officers in a periodically unmanned engine room. This SME course covers 105 hours of classroom work plus 56 hours of individual student work. The required standards refer to having adequate knowledge to use engineering publications and perform engineering duties in written and oral form. The publications that students are expected to understand are, for instance, manufacturer's instruction books, or publications on a variety of ship's electrical, electronic, and control system.

Specialized Maritime English for GMDSS radio operators (IMO Reference: STCW Code Table A-IV/2)	
Competence: transmit and receive information using GMDSS subsystems and equipment and fulfilling the functional requirements of GMDSS	
Training outcomes: demonstrate a knowledge and understanding of:	
1 The English language, both written and spoken, for the communication of information relevant to safety of life at sea	
1.1 Use Maritime Safety Information and special services	<ul style="list-style-type: none"> - read NAVTEX messages including meteorological and navigational warnings, etc. to become familiar with special terms and message patterns and extract important information from Enhanced Group Calling (EGC) messages by scan reading - read EGC messages including meteorological warnings and navigational warnings, etc. to become familiar with special word message patterns and scan read to identify the key information in the EGC message - understand Maritime Safety Information (MSI) broadcasts on VHF/MF/HF radio - draft special service text messages to obtain special services from relevant coastal special stations (for example MEDICO) - demonstrate communication with coastal special service stations (for example meteorological stations) to obtain special services
1.2 Read GMDSS operational instructions and communication publications	<ul style="list-style-type: none"> - scan read the relevant List of Radio Signals and/or ITU References to obtain the specific information
1.3 Role play communication based on distress, urgency or safety scenarios	<ul style="list-style-type: none"> - render the correct Calling Procedures for transmitting a distress alert/call/message - create distress messages of different scenarios in written and oral form - simulate a distress communication with colleagues between two or more vessels - create correct acknowledgements of given distress messages - create a distress call by a station, not itself in distress, based on a given scenario - simulate the cancellation of a given false distress alert/call - demonstrate distress/urgency/safety traffic with relevant simulated parties, e.g. RCC, SAR unit, and information provider, etc. - listen to simulated emergency communication on VHF with background noise and record the information in writing - simulate urgency and safety communications based on given scenarios applying the correct Calling Procedures

Table 3: Syllabus mapping in SME

Table 4: Syllabus Mapping in SME

ii. SME for Electro- technical Officers

This SME course covers 104 hours of classroom teaching and 54 hours of individual student work. The students need to demonstrate to be able to use engineering publications (e.g., those regarding mechanical engineering systems) and perform officer's duties (e.g., to describe automation and control systems of the main propulsion and auxiliary machinery).

iii. SME for GMDSS (Global Maritime Distress and Safety System) operators

This course covers 28 hours of classroom work and 14 hours of individual work of students. The required performance after the completion of the course is to use written and spoken English to communicate information that is relevant for the safety of life at sea. Examples of tasks students are expected to perform include routine communications with coastal stations, reading GMDSS operational instructions, or simulating distress communications.

iv. SME for Personnel

This consists of providing direct service to passengers in passenger spaces on passenger ships. This course covers 42 hours of classroom teaching plus 20 hours of out-of- class student work. The competence that students are required to demonstrate refers to using English to communicate with a passenger in need of assistance; for example, when introducing life- saving and fire-fighting equipment on board, or communication related to crowd and crisis management.

The two core sections are followed by the instructor manual, designed to help trainers and their students to achieve the standards as set by the STCW Convention. As stated in the introduction to the instructor manual, it introduces ME instructors “to the principles, terminology and techniques of the contemporary Communicative Approach to language teaching.” (p. 109)

As such, it discusses the roles of students and teachers, learning styles, needs analysis, lesson planning, task-based learning, content-based instruction, teaching and learning with modern facilities (e.g., simulators and computers, learning online), active learning, and pair and group work. The instructor manual places most emphasis on the teaching of grammar,

vocabulary, the four communications skills, and the Standard Marine Communication Phrases (SMCP), giving detailed instructions regarding presentation techniques, practice tasks, correcting errors/recommendations, revision and extension techniques, and potential assessment tasks. In the appendices, we can find a summary of standards as defined by the STCW Convention for ME, and sample lesson plans for GME and SME. The Model Course ends with a section that addresses evaluation, and a section with general guidance on the implementation of IMO model courses.

2.9.2.2. Strengths

The first and foremost strength of the Model Course is its learner-centeredness. The course acknowledges the importance of different entry levels of students regarding their pre-existing general English proficiency as well as the considerable differences in the language needs of students that will be performing vastly different duties in their future maritime careers (e.g., the language needs of a marine engineer are significantly different from those of a deck officer). GME Core section 1 starts at the elementary level but does not engage in the teaching of English for general purposes. Instead, it proves that teaching language for specific purposes is possible at lower levels of language proficiency if the content and process of teaching are adjusted to learner needs.

Furthermore, despite advocating integrated development of all language skills, the Model Course places particular emphasis on speaking as the skill prioritized by the maritime industry. Last but not least, it recommends that class size should not exceed twenty-four students (although this might not be feasible at numerous higher education institutions worldwide) so that the instructor can dedicate sufficient attention to each individual student.

The Model Course is also centered on ME instructors in the sense that it provides a highly valuable teaching assistance tool to both experienced and novice ME instructors. By examining the course outline and detailed teaching syllabus, experienced instructors are given the opportunity to supplement and upgrade their teaching based on the requirements of the Manila amendments (Violeta Jurkovič, 2015) and specific needs of their students as addressed in Core section 2. The summary of mandatory standards regarding the provisions of the annex to the STCW Convention pertaining to ME found in Appendix A is also helpful. Novice ME instructors, embarking on the ME journey for the first time, will find this tool indispensable

for their work. In the detailed teaching syllabus mentioned above, each unit in GME Core section 1 is divided into topic, grammar, vocabulary, phonology, listening and speaking, and reading and writing.

These are supplemented with references to possible teaching resources that can be used in the GME classroom. Moreover, the Model Course contains a list of ME references, textbooks designed specifically for ME instruction that have been published worldwide, maritime publications (e.g., various conventions), a list of other model courses, suggested realia as teaching aids (e.g., sections of a paper chart), useful websites for the learning and testing of General English (GE) and ME, maritime websites, list of available video materials, recommended reading on language and language teaching methodology, other ME resources, and a list of (commercially available) international ME tests. These resources will undoubtedly provide invaluable assistance to anybody looking for useful teaching and learning materials. The part of the Model Course that novice language teachers other than ME instructors will find very useful is the instructor manual. In it, we can find the theoretical background to and practical tips for the implementation of various teaching methods, such as task-based or content-based learning. Furthermore, for every language skill there is an inventory of possible task formats that can be applied in exercises as well as formative and summative assessment tests. The readers are also reminded of individual differences among students, for instance their learning styles, and instructed how to efficiently manage pair and group work. In brief, the instructor manual is a user-friendly summary of language teaching methods and techniques based on the communicative approach. One added strength of the Model Course is that it provides a comprehensive presentation of various twinning activities or forms of collaboration between ME instructors and subject matter experts, recommended in particular for the delivery of SME. Given that collaboration with subject specialists is at the very core of any course of languages for specific purposes (LSP), this is yet another section that might grasp the interest of teachers outside the ME domain.

Among the forms of twinning the instructor manual suggests cross-departmental meetings, instructor observation, cross-curriculum teaching, sharing materials, assessing tasks, onboard research, sourcing realia, guest lectures, technical quizzes, technical presentations, asking the experts, and peer teaching. Finally, the instructor manual also addresses teaching and learning with modern facilities, including mobile-assisted language learning as a new channel for the delivery and collaborative construction of language knowledge.

2.9.2.3 Points for Consideration

Despite the numerous advantages presented in the previous section, there are some points that the authors of the Model Course might consider in a potential revision. Firstly, because of the user-friendliness, solid structure, and high usability level of the methodology-oriented instructor manual, an updated list of recommended reading on language and language teaching methodology would be expected. However, among 33 references only three were published after the year 2000 and none after the year 2010. This is not to say that the recommended sources do not provide the fundamental knowledge on language teaching methodology; it rather suggests that recent publications should be included to upgrade and supplement the more traditional resources. Moreover, although IMO model courses address a global audience, the Common European Framework of Reference as one of the fundamental practice-oriented tools for the learning, teaching, and assessment of foreign languages should be included in this list.

Secondly, integrated development of language skills in the maritime teaching- learning process cannot be discussed unless video materials are part of our classroom routine. However, the Model Course seems to not fully grant the role that video materials cooperate in the language development of students, in particular those learning languages for specific purposes (Jurkovič / Scripta Manent (2015:64 - 68)). It is stated that the most highly commercial video-based training materials recommended have not been designed to match the specific needs of language learning but rather to be used in classes where the subject matter and not language is at the core of the teaching process. This goes in line with the guidelines of SME Core section 2 where English is treated as a medium of instruction but not with GME Core section 1 where English still is the real content of teaching and learning. Likewise, the mentor manual does not address audio-visual reception as a skill significantly distinct from listening with its own good practices and rules.

As a final point, evaluation and assessment are indispensable and insightful parts of any training and learning process. Thus, the valuation fragment with its brief summary of prospective review tasks and recommendations for the assessment of competence in English should devote more concentration to the significance of formative and summative assessment, and possibly include sample tests (for GME elementary and intermediary levels as well as each SME course) that ME instructors could rely on as models.

2.10 Types of Maritime English Resources and Materials

Linguistically speaking, Maritime English is commonly known as codified English in such a unique and typical one among the English for Specific Purposes (STCW, 2010 and IMO, 1995). Nautical students; whether those directed to work in ports or in the ship, are more intensively and frequently interacting and communicating with NNS (Norton & Knutsen, 1978). Accordingly, they need to comprehend the manual book, log book, nautical almanac, nautical chart, etc.... From his part Xiao2008 (quoted in I Wy Dirgeyasa, 2018:45) adds that the students require also to read topics about weather reports, Admiralty Notices to Mariners, Legends and Cautionary Notes on Navigational Charts, Sailing Directions, Guide to Port Entry and some international conventions and regulations such as International Regulations for Preventing Collision at Sea, International On-board Pollution Prevention; some navigational equipment instruction manuals and contracts or agreements. Obviously, speaking, listening and reading skills are mostly needed at the workplace communication. Theoretically and empirically speaking, one of the core factors determining whether the learning is achieved or not is the education resources. As explained by Katio2009 (Op. Cit, 42) learning material is one of the imperative components in the learning process. What is more, learning materials provide the essence of the competences that involve official mastery and relevance by the students. According to the maritime community teaching Maritime English 'materials' are varied and can be classified along a number of criteria:

Learning Material based on Binary Oppositions	
Textbooks / course books vs.	Supporting/supplementary materials
- Written vs.	aural or combined (multimedia)
- General vs.	communicative competence-based
- spoken Maritime English vs.	non-spoken
- paper vs.	electronic / CD & software / internet-based –
-(maritime) topic-oriented vs.	language/function-oriented
Register-based (nautical, marine engineering, maritime communications, maritime law) vs	genre-based (e.g. for vocational training of ratings, familiarization courses for passenger ship crews, etc.)
- Commercially published vs	in-house
- teacher-generated/adapted vs	self-access materials

- Comprehensive (General Maritime English) vs	tailored to suit specific purposes –
Resources/materials for presentation vs	practising vs production –
- Grammar-oriented vs	content-based -
- General Maritime English vs	vocational training in the maritime sector –
- dictionaries	glossaries –
- Electronic/internet textual and	lexical (conceptual or thematic) databases.

Table.5. Maritime English Learning Material

It is obvious that most Maritime English materials are a combination of a number of the aboveresources. They as a rule range on a scale between the extreme items of the twofold oppositions listed above.

Due to the nature of nautical milieu, mariners’ professional communicative competence is one significant component to preserve positive reputation. To this end, Jan Horck (2008:151-166) acknowledged the need for intellectual alertness instruction to overpass diversity gaps for the advantage of the transport diligence. He explains that:

“People working in shipping industry cannot afford to make mistakes and take wrong decisions because of miscommunication. If the crew cannot communicate it can be fatal. Miscommunication is costly and it can destroy one’s reputation as a quality operator. If people do not understand the meaning of what is said due to weak English and cultural differences, prejudice, power distance and stereotyping, the entire industry will continue to have a bad reputation.”

Therefore, suitable courses on communication and cultural awareness should be incorporated in MET institutions curricula to lessen and ultimately to evade such risk factors as alienation, loneliness, anxiety and to promote, at the same time, cultural sensitivity and ethnic tolerance (Carmen Astratinei, 2014: 26).

2.11 Conclusion

Often a report about a major maritime disaster affects and saddens the people working in the seafaring world. Many studies analyzing the mishaps have revealed that marine accidents frequently crop up owing to the breakdown in communication and cooperation as Thiel (1996 quoted in *The Approaches of Teaching and Learning Maritime English: Some Factors to Consider*, 2018:105) reports: “most maritime accidents happen due to human errors”; the latter occur due to language and cultural barriers. Seafarers having a good command will hardly have any miscommunications. Evidently, a common language is required for communication so as to avoid accidents at sea. In fact, English has gained popularity among all world languages and is widely used in the maritime sector. The maritime professionals and seafarers use maritime English while working in the port and shipping industries; thus, the relation between safety at sea and competency in English are interlinked and mariners need to learn that communicative competence as well as cross-cultural issues that can affect their team work at sea.

In Algeria, once the graduates of maritime college get opportunities to work in 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. It originates from general English and so the communication in English can be for both maritime and general purposes. The objective of this chapter was to find out what ME really constitutes for the ESP approach, its definition and the linguistic features of maritime English. We can conclude that maritime English is a restricted language which is characterized by a great many specific features on the phonological, morphological, lexical and syntactic level. These particularities are the most obvious on the lexical level, for it implies maritime terms. This level is also under the greatest influence of the real world, for it reflects the life at sea.

3.1 Introduction

Maritime transport is one of the fundamental pillars of sustainable development and prosperity of any country, approximately 95% of all Algerian foreign trade is by maritime transport (Maritime Sector Algeria). On the World Maritime Day (WMD), top UN officials representing the international maritime community acknowledged that: “The importance of shipping in supporting and sustaining today’s global society makes it indispensable to the world and to meeting the challenges of the sustainable development agenda” (2016:2). This chapter is divided into two main sections where the initial phase discusses the importance of sea transport in the Algerian context and use of Maritime English; a specific type of English to accomplish navigational and occupational tasks. Mostaganem, Oran, Algiers and El Ghazaouet ports represent Algerian case studies which reflect the real use for such a worldwide medium of interaction as imposed by IMO in both oral and written forms. The section also examines the difficulties encountered at the workplace.

Likewise, many developments make the shipping and transport industry so complex to work in. Managing these challenges require not only professional training of the highest technical standards, but also through academic understanding of specialized knowledge, and domains including English language proficiency. A dire need for quality Maritime English (ME) training is internationally recognized. Having good command of the English language; the lingua franca for seafarers, is now a top priority for anyone who wishes to join a well-reputed shipping company or be promoted to a higher level within a maritime business (Dina Abdel Salam El- Dakhs, 2007:1). Accordingly, maritime instructive institutions worldwide continuously review their ME training programmes and place great demands on English for Specific Purposes (ESP) serving institutions and practitioners to design courses and develop materials that address the specific needs of maritime education (Yan Zhang and Clive Cole, 2017:145-170). The second phase of the chapter at hands attempts to reveal some insights about the Algerian contemporary ME training case at ENSM and conformity to international norms set up by the IMO and WMU.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Section I: Algerian Port Activities & Current Communicative Management Process

3.2 Maritime Transport Brief Record

3.2.1 Shipping is Indispensable to the World

Like all other transportation, maritime transport has long been and is still an indispensable activity. Maritime routes have historically been the dominant support of global trade and the viaduct to achieve great exploration: Marco Polo's trip to China, Amerigo Vespucci and Christopher Columbus" discovery of the New World as well as many other European colonial powers embody perfect examples. And even today, sea transport is by far the most powerful and means of transportation of resources, from energy to exotic fruits. The UN Secretary- General said that shipping helps to ensure that the benefits of trade and commerce are more evenly spread:

“Everybody in the world benefits from shipping, yet few people realize it. We ship food, technology, medicines, and memories. As the world's population continues to grow, particularly in developing countries, low-cost and efficient maritime transport has an essential role to play in growth and sustainable development.” (2016:1)

As statistics show, 80 % to 90 % of consumables are transported by ship which proves that most international trade and a higher percentage of the trade of most countries is being carried by sea (Paul Bocanete 1, Cristina Nistor 2, 2009:106-124). Global statistics always reflect the importance of the shipping industry as quoted here: *“Shipping is vital to the nation's security, economy and transportation”* (U.S. Department of Transportation, 2004 quoted in Catherine Hetherington, Rhona Flin, Kathryn Mearns, 2006:401) and as added by UN chief: *“Maritime transport is the backbone of global trade and the global economy”* for the simple reason that:

“No country is entirely self-sufficient, and every country relies on maritime trade to sell what it has and buy what it needs. Much of what we use and consume in our everyday lives either has been or will be transported by sea, in the form of raw materials, components or finished articles.”
He avowed (2016:1).

There are around 50.000 merchant ships trading internationally, transporting a range of cargo. This is the reason why sea transport is regarded as one of the four cornerstones of globalization. Together with telecommunications, trade liberalization and international

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

standardization, maritime business (including port activities and shipping services) have to face several globalization challenges Kumar & Hoffman, (2002 quoted in James J. Corbett and James Winebrake, 2008:4). It is widely known that this industry is expanding hastily; however, ports and harbours are tricky places to navigate a ship. They may have dredged channels between sandbanks, there may be submerged rocks and wrecks near the shipping channels, there may be also tides and currents that demand local knowledge of the area.

Port operations are a necessary tool to enable maritime trade between trading partners. To ensure smooth port operations and to avoid congestion in the harbour, it is inevitable to permanently upgrade the port's physical infrastructure, invest in human capital, foster connectivity of the port and promote the port operations to prevailing standards. Hence, port-operations (Melanie Dayasena, 2009:16) can be defined as policies, reforms and regulations that influence the infrastructure and operations of port facilities including shipping services. However, the attainment of these operations is automatically dependent on and requires also the implementation of certain communicative requirements in conformity with the IMO to facilitate contacts with foreigners. These include mainly the use of a common code (ME). This field has already known the use of many other languages such as Spanish, French, Portuguese... etc that have served through the ages to facilitate mutual understanding where cultures and nations met in the course of travel or trade and the means of communication ranged from the most primitive sign language to languages spoken widely in that era. Phoenician, Koine, Latin, Spanish and Malay are some examples too of such tongues which served the purpose of a lingua- franca through time. However, English is the latest in a long line of such languages and, because of the increasing closeness of humankind through media, technology, international trade and modern means of travel, it has for the first time in our history reached the rank of a universal language. At the present time, states Phillipson, R.H.L., (Op Cit, 6) in his book "Linguistic Imperialism": English, to a much greater extent than any other language, is the language in which the fate of most of the world's millions is decided. English has in the twentieth century become the international language par excellence.

From his perspective, explains Crystal (1997:5) in a statement this historical aspect of the pre-eminence of English over other tongues:

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

“There is the closest of links between language dominance and cultural power ... without a strong power- base, whether political, military or economic; no language can make progress as an international medium of communication.”

3.2.2 The Founding of IMO & Certified Communicative Code: Maritime English

As to the maritime field is concerned, obviously the expansion in world trade and shipping that resulted in an increased number of accidents called for more regulation at sea among which a common communicative code was a priority. An organization, that might authoritatively and independently resolve issues relating to safety in international shipping, was required. Thus, an intercontinental nautical symposium in Washington had suggested the creation of an international organization to deal with this as early as 1889, but unfortunately the recommendation was totally discarded at first. Later on, the need to create a safe maritime environment by regulating ship building, traffic rules, buoyage and manning levels grew and ultimately, after WWII, as the amount of trading vessels augmented significantly, it was time. In 1948 the United Nations, at an international gathering in Geneva, officially permitted a reunion to set up the International Maritime Consultative Organization (IMCO); the forerunner of the present International Maritime Organization (IMO) under the umbrella of the UN. The convention came into force in 1958 and the group met for the first time in 1959.

Among the significant factors that motivated and urged IMO focus on the problem of communication at sea in more detail included the maritime accidents elevation due to linguistic diversity and cultural disparity. Definitely, one example relates to the "Scandinavian Star" tragedy. The "Scandinavian Star"; a passenger ferry on its way from the Norwegian capital Oslo to Frederikshaven in Denmark, caught fire in 1990 and 158 people perished. It gained most prominence via the media in which the lack of a common language among the people on board contributed to a disaster. Consequently, the STCW convention of 1995 stipulated that seafarers had to speak and understand English as a recognizable speech and at last came under closer scrutiny.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.3 The Algerian Maritime Ports Presentation and English Ties

Algeria is a northern African country located in the Mediterranean basin possessing a group of fully operative and major ports plus a rich petroleum belt that all act as a bridge between Europe and Africa to facilitate commercial trade. Four of these ports including: Mostaganem, Algiers, Oran, and El Ghazaouet have been selected to represent case studies and enquire about the importance of sea transport and the real local communicative process as well at the maritime workplace. Not forgetting about the same time that these Algerian ports witnessed along its history the occurrence of several events such as French invasion of Algiers (through Sidi Fredj). Since Algeria has also historically been influenced by numerous circumstances and conquests; it actually employs Arabic as the official language and Berber in some regions. And like all countries, Algeria has been subjected to colonization for more than a century and a half between 1830- 1962; French was therefore adopted as an official part of the standard Algerian curriculum.

3.3.1 Historical Overview of the Language Policy in Algeria

After the decline of the colonial system in the Maghreb countries, Algeria faced an intricate linguistic state. It was an extremely rigid matter for a nation that lived under the French colonization for 132 years to eliminate the colonial scheme and recuperate its identity that is most embodied in language. Such linguistic richness created a real complication for the Algerian policy- makers, According to (Tabory and Mala, 1987:64):

“The Algerian situation is complex, as it is a crossroad of tensions between French; the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to an analogous situation by states planning their linguistic, educational, and cultural policies.”

Right after independence; the “Arabization” policy Algeria adopted in its post-independent era lasted from the late 1960s to the late 1990s and its main concern was the spread use of Arabic at the expense of French and other local languages because the Arabic language presents for the Algerians the most essential component of their identity. Shortly after, Algeria faced with the international openness and technological growth, witnessed an urgent priority for a new language policy which covered the field of transport. The Algerian

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

government has intervened, often massively, in the maritime sector to fulfill different goals such as national defense, prestige, balance of payments, and the protection of the national industry. To reach those goals, governments relied on methods such as regulations by implementing another foreign language that is able to resist these new changes. The Algerian government decided after a political debate in the late 1990s whether to replace French with English in the educational system because of its status as a global lingua- franca.

Global interdependence, cultural integration and world organizations paved the way to the English linguistic domination. At the beginning of the president Abdelaziz Boutaflika's term, there was an education reform in favour of bilingualism introduced to refresh the educational sectors; Arabic became no more than a medium of instruction, as it showed its flop decades before the importance of the English language. Besides, it started to be taught in the first year middle school instead of eighth grade. The policy thus aimed to open up to the world which leads to the marginalization of local languages.

Evidently, the Algerian policy- makers gave the priority to foreign languages to accompany the world with fuller participation in national and international life. By the coming of the 2000s Algeria witnessed a whole reform of the schooling system and in 1999 the Algerian government started to revise its whole educational policy. Exactly in May (1999), president Bouteflika declared: "it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English" (le Matin 1999 quoted in Berrabah, 2007:27).

They therefore resolved to retain French, and English started to be taught in the middle and secondary schools, at universities and academic institutes for the training of personnel such as the maritime institutes for the teaching of different staff members: port- officers, deck-officers, machinists... etc

Despite the fact that English has been incorporated in teaching earlier, it was employed by a tiny number of Algerians and adopted in certain activities to keep foreign ties and satisfy national political- economic needs as well as international services. In later decades, the role of English as the language of business and technology cannot go unnoticed in Algeria, a country where the system of education is giving importance to languages. For instance, at the university level, nowadays, this language is becoming more and more important for Algerian

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

students in all specialties where they are expected to use- up to dates articles and texts in English for scientific research. Additionally, the younger generation at present uses more the English language as a lingua- franca in chatting online, listening to songs and watching TV. The researcher was motivated by introducing the hidden impact of globalization and English spread in shaping the Algerian language policy directly or indirectly.

Like in all worlds' nations, the maritime sector in Algeria is of crucial importance while English has become a fundamental component of the merchant shipping industry itself and it is compulsorily employed by port personnel. In a few words, English in Algeria is regarded as an EFL language the same as in all countries and its instruction is supported by the public policy that acknowledges its benefit and enjoys its significance as a universal verbal communication being the of language of news, information and business. It has also restrained the French language. Professor Miliani clarified:

“In a situation where the French language has lost most of its ground in the socio- cultural and educational environments of the country, the introduction of English is being heralded as the magic solution to all possible ills, including economic, technological and educational ones.”
(Miliani, 2000: 13-29)

3.3.2 Ports' Activities Management & Maritime Communication

The latest growth of port studies suggests a growing attention in this field (Pallis, Vitsounis and De Langen, 2010; Pallis et al., 2011; Woo et al., 2012 quoted in International Journal of e-Navigation and Maritime Economy: 73-86). The scale of research related to ports increased considerably during the 2000s and became a dominant theme in the area of maritime economic studies. A diversification of port research is perceived with several new themes emerging, reflecting the evolution of the port industry and the changing role of ports in supply chains and logistics (Woo et al., 2012: 351-377). Some 80 per cent of international trade is channeled through ports. Thus, harbours play a key role in connecting the many developing countries that have port communities to international trade. Regulatory changes are a major challenge in the maritime transport sector. Undoubtedly, how the maritime communication is structured has a significant impact on trade volume, transport costs and economic competitiveness with the other party. Business success today not only implies that

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

port of calls must therefore be able to keep up with the growing complexities of port management to sustain and create jobs with other port communities; but also, necessitates global attentiveness and effectual contact skills such as negotiating and corresponding with colleagues and clients ranging from dissimilar nationalities. This in turn surely increases clearer communicative connections and breaks down barriers of unlike languages. Hence; a good command of English is a requirement for good support and the progress of any enterprise.

3.3.3 The Profile of Ports' Activities?

A port is an infrastructure built by man, located on the maritime coast, on the banks of a lake or on a waterway; it is intended to accommodate boats and vessels. There are some dry ports that are installed in addition to a sea or river port such as: port parking connected to an on- shore infrastructure that allows the storage of small units, such as sailboats, as well as transfers to rail network and road.

Ports incorporate activities such as maintenance dredging; infra and superstructure and services like cargo handling (stevedoring, storage, stowage), nautical services (pilotage, towage, mooring). Other services consist of (firefighting, water & electricity supply, security, bunkering, pollution control, etc.). The different activities associated to port logistics flows can be grouped into three categories:

- i) activities associated to vessel berthing;
- ii) activities related to vessels loading and unloading, including transferring cargo from the quay to container yard (and vice versa); and
- iii) activities at the container yard, like cargo receiving, handling and delivering.

All these activities take place in ports of loading and discharge, are associated to physical, financial and informational flows and are performed by the different actors of port logistics chain such as exporters, importers, ocean carriers, ship agents, international freight forwarders, non-vessel owner common carriers, customs brokers, container terminals and port authorities. (E-Navigation and Maritime Economy Journal, 2015: 111 – 122).

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

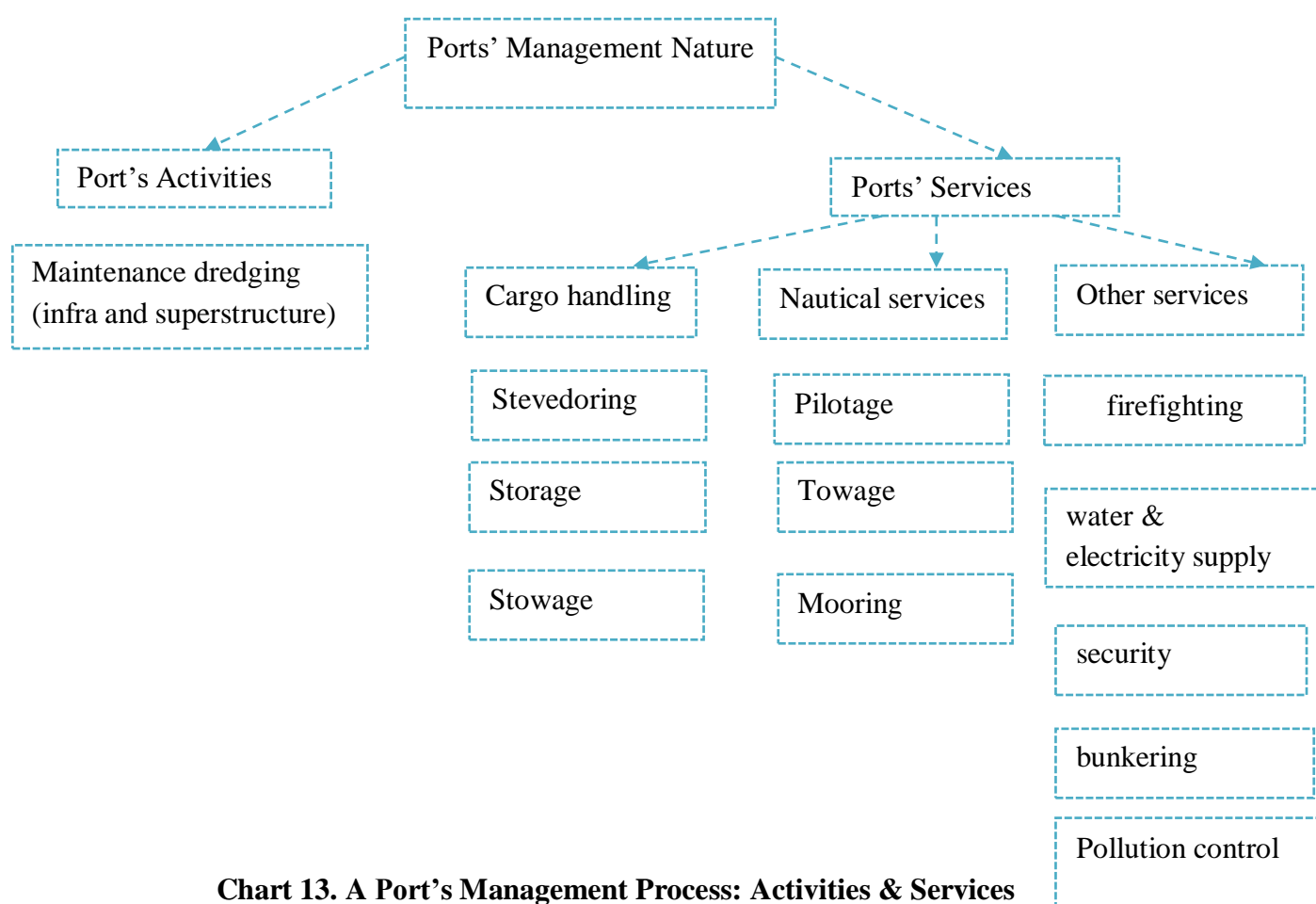


Chart 13. A Port's Management Process: Activities & Services

A port activity cannot be considered as a simple routine operation limited to the loading or unloading of products, given the number of participants and the complexity in the cycle of information exchange concerning the movement of the product. By definition, the port is a natural or artificial shelter fitted out to receive foreign ships, embark or unload their cargoes, ensure their maintenance e.g.: port of war, trade, fishing, pleasure. The port can also be considered as a space in which all state bodies such as customs, security services, public and private, national and international companies, importers, forwarders, and transporters overlap. In addition, a port is the place where a foreigner will have stepped on the soil of a country for the first time, this contact is therefore essential to form a judgment on the natives and their standard of living, the degree of their maturity, their cultural exchange capacities... In the third millennium and in a constantly changing world, the maritime transport sector is also undergoing profound changes. Without a doubt, and whatever the field of activity is, the company plays a fundamental role in economic development, it is considered today as one of the essential elements of the economic future of a country which opens up to a fairly rhythmic beralization such as Algeria.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Given its importance in the supply chain context, ports must constantly focus on improving their performance to respond to challenges in the new era. In this connection, port human resource development (HRD) as well as Harbour Master Office play a critical role, since personnel efficiency and effectiveness is one of the essential intangible resources contributing to port performance. Port personnel, in turn, need to possess necessary technical and communicative skills, knowledge, and abilities to be efficient and effective in their work and fully competent to take on challenges that ports in the new era have to face. Research on this aspect is, however, quite scant, and this paper reports a recent effort to explore further on which competencies that are critical to port personnel.

3.3.4 Competency Requirements for Port- personnel

Literally speaking, the role of individual aptitude in improving organizational performance has been broadly accredited (McClelland, 1973; Boyatzis, 1982; Spencer and Spencer, 1993; McLagan, 1996 quoted in Vinh V Thai, & Gi-Tae Yeo, 2015: 2). Several authors have defined the notion of proficiency; according to Lucia and Lespinger (1999: 5), competency is “a descriptive tool that identifies the skills, knowledge, personal characteristics, and behaviors needed to effectively perform a role in the organization and help the business meet its strategic objectives”. Competencies are also defined as skills, knowledge, abilities, and other attributes such as values and attitudes necessary for the effective performance of activities (Pinto and Walker, 1978; Hayes, 1980:2-3).

Latest authors such as McGee et al. (2005), Johnson et al. (2009), Ireland et al. (2009) and Jones and Hill (2010, *ibid.*) concur that a competence is the product of organizational learning and experience which constitutes real proficiency in performing an interior activity in the group, while a unique competence is a competitively valuable action a corporation performs better than its rivals. Based on the above explanation, a competency is a mixture between the skill, knowledge, ability and other sets of characteristics that members of staff possess which permit them to perform their activities more professionally and successfully. It has also long been declared that there is a sturdy connection between employees' competency level and the firm's performance (Campbell, 1990; Swanson, 1990, *ibid.*). In addition, it is also ascertained that a distinctive competence is a competitive resource because it offers a company a competitively valuable capability unmatched by rivals; it can underpin and add real punch to a company, and is a basis for sustainable competitive advantage, especially in

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

the knowledge-based economy and industry (Hafeez et al., 2002; Johnson et al., 2009, *ibid.*). In view of that, port personnel would need much more sophisticated communication skills and technical knowledge to fulfill harbour duties.

Some of them comprise commercial port operations; port security; knowledge of various types of vessels and methods of docking and mooring requirements; knowledge of standard office practices; skills on computer operations; ability to enforce rules and regulations; ability to direct and assist; ability to make minor repairs to equipment if needed; ability to plan, organize and supervise; ability to establish and maintain effective working relationship with stakeholders and finally effectual nautical communication. Together with this, a core competency group that port personnel must possess to be effective in their job. An interviewee put it as follows: ... Of course, no port can operate without proficient workforce, and thus their people must first be competent in the port's day-to-day operations... Increasingly we see more and more that customers choose the port for their logistics activities, and thus port staff must have not only good understanding of this business but also necessary skills and knowledge to do the job for them.

Generally, port- activities are divided into those that involve communication through the medium of English while others do not. Some vivid examples provided by this study has to deal with Algiers, Oran, Mostaganem and El Gahazouet ports to get a glance on the activities involving the use of Maritime English. More precisely, it is to find out whether there exists any difficulty to help find out solutions and propositions. But firstly, we have to get through a brief history of the selected ports, their location and their organization before tackling the real activities and communicative process.

3.3.5 Mostaganem Port Enterprise (EPM)

Mostaganem port is located in the Gulf of Arzew with "Latitude" of 35°-56° North and Longitude of 00°- 05° East. Mostaganem port originally called "Mersea El Ghaneim" by the pirates stretched along a narrow beach with rocks and dangers for navigation between the tip of Salamander and that of Kharouba. Between 1848- 1881, thanks to the economic expansion of the region, the first quayside was established in 1848 and its length was later extended from 80 meters to reach 325 meters long in 1881. In 1882, the first development of the port became real; it was directed and declared for use in 1885.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Other massive efforts were realized amid (1890-1904) which gave birth to the first basin. In 1941, thanks to the south/west wharf construction another 430 meters of quay were realized by the late 1950s and it gave birth to the second basin. Right after independence, faced with the imperatives of development the port of Mostaganem saw traffic grow and was extended according to the needs of the region. Today, the creation of a third pool has become an absolute necessity for the harbour, the city and its hinterland.

3.3.6 Mostaganem Port Management

Mostaganem port is a commercial harbour that is centrally under the control of the Ministry of Transport at the top, and locally under the Direction of Transport and the EPM: Enterprise Portuaire de Mostaganem at the level of the Wilaya of Mostaganem. Previously, the port personnel used to rely officially on Arabic and French; but because managing certain port-activities imply the integration of a global common language in the communicative process; it has also necessitated the formation of qualified and competent port- managers and mastery of English at the National High Maritime College, Bousmail- Tipaza, Algeria: ENSM(ENSM, 2010).The port has formerly in conformity with the International Maritime Organization (IMO), agreed that the staff should communicate in English; henceforth, our role is to find the activities that require such a use, then who among the staff is supposed to use English, and finally how this lingua- franca is being used by the stakeholders at the workplace.

Mostaganem port is commonly used for loading and unloading all sorts of cargo, ranging from provisions to pipelines. Like most ports in Algeria, this harbour is being shared by large transport vessels and fishing boats alike. Apparently, when visiting vessels arrive at Mostaganem port, different members of different functions, responsibilities and activities have to attend the port- management process and the berthing operation to control and check how the tasks are accomplished. The port- managers to whom the communicative process is confined concerns the Harbour's Master, Head of Navigation and Security Department, the Port - officers, the Port- controllers, the Pilots and the Custom- officers whereas the Port- police are no longer required to interact in English despite their presence for inspection. Dealing with this, it is essential to provide an overview first of both the Harbour Master's Office and the jobs assigned to each member concerned with communicating in English.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.3.7 Algiers Port Entreprise (EPA)

The port authority (Enterprise Portuaire D'Alger: EPA) of Algiers is an Algerian deep water seaport, stretching from the district of Algiers-center to the commune of Belouizdad, in the industrial suburb of Algiers. It is situated with Latitude of 36 ° 50' North and Longitude of 3 ° 2' East. It is one of the largest ports in Algeria. Thanks to its geographical location; the latter serves several cities in the country. Its privileged hinterland covers the centre, centre east and centre west. The port of Algiers enjoys a special geographical position in the Mediterranean basin and also on a national scale, making it the first. Open to the Mediterranean Sea, the port of Algiers is located in the North West part of the bay of Algiers. The port, a true city within the city, covers an overall area of 126 hectares. It is the first commercial Algerian port that handles 33% of the Algerian foreign trade. The port of Algiers itself has as its main economic activity the import and export of goods and passengers. For goods, it is mainly mining resources such as coal, tin or iron. Here below are some of the main port missions:

1. Operation of port tools and facilities.
2. Execution of maintenance, development and renewal of the port superstructure.
3. Development, in collaboration with the other authorities concerned, of the maintenance, development and creation of port infrastructure programs.
4. Exercise of the monopoly of reception and port handling operations. Exercise of the monopoly of piloting, towing and mooring operations.
5. Police and port security exercise within the geographical limits of the port public domain.

3.3.8 Oran Port Entreprise (EPO)

The port of Wahran or port of Oran is an Algerian port in the west of the country and exactly in the city of Oran, overlooking the Mediterranean Sea and is considered to be one of the important ports in each of the fields of trade and maritime transport. The seaport is located northwest of the municipality of Oran with Latitude of 35°41'27" Nord /Longitude of 0°38'30" West.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

The port of Oran, located in the Bay of Oran, was founded in 902-903 by Andalusian sailors. The construction of the port of Oran, its extension and its infrastructure equipment can be followed regularly from the period 1832-1892 to that of 1982- 2005. It contains a ferry terminal for passenger transport, several loading docks and a small marina for pleasure craft. Among Oran port activities:

1. Handling services for boarding and disembarking of baggage and sea freight.
2. Port pilotage services.
3. Mooring and anchoring of ships.
4. Port cargo container handling services.
5. Port crane service
6. Navigation Aid

The port authority is responsible for port security, as well as the proper regulation of ship movements and the safeguarding of port structures. It also provides the following activities:

i. Piloting

Called and taken aboard by speedboat, the pilot assists the captain of the ship; he guides the maneuver and leads the ship to its docking location.

ii. Lamanage

On arrival of the ship, mooring consists of ensuring that the ship is moored and that it is in good stowage conditions at the quay, throughout the call.

iii. Boring

The port makes berthing docks available to its customers according to the technical characteristics of the vessel to be received.

iv. Towing

The tugs also assist in the maneuvering of ships; they manage with the pilot the complexity and nautical risks of the stopover. They therefore have an essential role for safety, and tugs are also used for:

1. Rescues of vessels in difficulty or in danger,
2. Fight against fires in ports, Fight against maritime pollution,
3. Rental for supplies and transport of materials.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

v. Handling & Steeling

Once the ships are docked, the goods are unloaded using modern equipment, and driven by specialized dockworkers who have capitalized on proven experience and know-how.

vi. Handling

1. It includes loading, stowing, un-stowing and unloading of goods.
2. It is operational day and night, divided into three shifts, the 1st shift from 7:00 a.m. to 1:00 p.m., the 2nd shift from 1:00 p.m. to 7:00 p.m. and the 3rd shift from 7:00 p.m. to 1:00 a.m. In exceptional cases, an optional fourth shift can last until 7:00 a.m.

vii. Steering

The stevedoring provides concrete temporary storage operations for import goods and then reloading them on a truck or train to the customer, the flow being reversed for export goods.

3.3.9 Port Domain Management

1. Leasing and rental of solid land, hangars, offices, buildings, facilities and land for industrial or commercial use.
 - a. Removal of waste from ships and sanitation of berths.
 - b. Weighing of goods (weighbridge).
 - c. Provision of potable water to ships.

3.3.10 El Ghazaouet Port Entreprise (EPE)

The port of El Ghazaouet is located at Latitude of 35° 105 " North and Longitude of 01 ° 865" East. Its positioning in the heart of the western Mediterranean and in the Algerian coast presents an economic originality and a prominent place on the maritime routes. The port of El Ghazaouet is located at Latitude of enjoys a privileged geographical location. Well protected naturally, its harbour is one of the safest.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

The port of Ghazaouet is located in a significant region with strong economic potential. It constitutes a maritime frontage for several cities of the West and the South west. Its activity can extend even beyond the western borders of the country, given the easy access it has and the quality of service it offers. El Ghazaouet Port Enterprise (EPE/EPG) is the company that is in charge of all the harbour's management activities.

The Ghazaouet Port Company has obtained ISO9001 certification for its stevedoring and port handling activities, piloting operations, mooring, towing plus other services to ships including management and operations related to port police and security confined to the public port domain as well as. In a permanent concern to provide tangible benchmarks on its reliability as a partner, the company mobilizes its energy to put its customers at the heart of its development project. This certification represents an important step in the life of the EPG and the recognition of the work done by the whole workforce team.

3.3.11 Pilotage Lamanage Activities in the Algerian Ports

Maritime pilotage consists of assisting the ship's captain by bringing local skills and experience to ensure the passage of the ship from sea to port and to maneuver with or without a tug, in restricted areas surrounded by port facilities, in a minimum time and in the best security conditions. They are in direct relation with the tugs and the boatmen who also intervene during the docking and the departure of the vessel. Mooring takes place successively at the entry and exit of ships from the port enclosure. These ports have been ranked first among national ports for several years (more than 50% of national traffic).

3.3.12 Harbour's Organization Chart

Apparently, when visiting vessels arrive at the mentioned ports, different members of different functions, responsibilities and activities have to attend the port- management process and the berthing operation to control and check how the tasks are accomplished. The port-managers to whom the communicative process is confined concerns the Harbour's Master, Head of Navigation and Security Department, the Port - officers, the Port- controllers, the Pilots and the Custom- officers whereas the Port- police are no longer required to interact in English despite their presence for inspection. Dealing with this, it is essential to provide an overview first of both the Harbour Master's Office and the jobs assigned to each member concerned with communicating in English.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.3.13 The Harbour Master's Office in Port Companies

The Harbour Master's Office is the only department among all the other departments in the whole port companies to use English systematically in their communications with the different foreign- comers and rely on its use at about 100%. It is actually the sole tool to facilitate maritime interaction, trade and mainly to avoid any type of ambiguity or misunderstanding so that to ensure first and foremost safety of life at sea (i.e. works, equipment and environment...). The Harbour Master's Office is the principal operative body in the port enterprises which include two main stations as indicated in the "organization chart". There is first, the Pilot's and Mooring Station and the Towing Station, then the Security and Navigation Department which is composed of: Three units, sector 1, sector 2, and the Movement Office. All stations cited under are responsible for enforcing the regulations of a particular harbour or port, in order to ensure the safety of navigation, the security of the harbour and the correct operation of the port facilities.

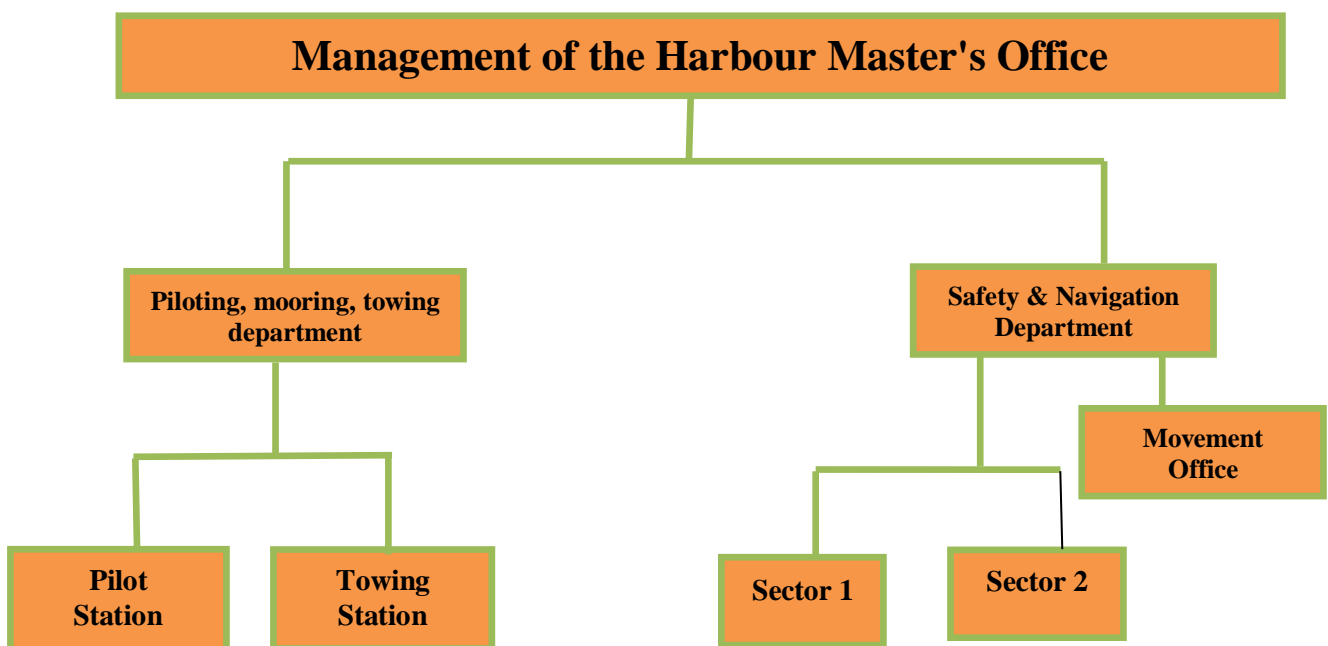


Chart 14. The Harbour Master's Office Organization Chart, Algerian Ports

The present research took place in the Harbour master's Direction, which is concerned with security and safety operations within port limits. This choice is justified by the fact that the harbour master's office direction has permanent contacts with foreigners. It (Harbour master's Direction) belongs to the operational structure and is considered as the most important structure

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

in the port. It is composed of two departments: the police and security department and the piloting department.

- i. The police and security department is responsible for terrestrial safety, maritime safety, internal security and dangerous hydrocarbon goods. Terrestrial safety includes the security of staff, operations and different port installations. On the other hand, maritime safety concerns keeping watch on vessels' security while internal security and dangerous goods involves the safety of water basins and the transit of dangerous products.
- ii. The piloting department is also called the navigational aids department. Its function is to welcome the vessels arriving to ports, to provide foreign vessels with assistance during entry to and exit from the port, internal manoeuvres and the vessels' mooring.

3. 4 The Role of Port Staff Members & the Nature of Communicative Process

Remarkably, good nautical port communication is the foundation of safe, efficient and sustainable port use. Good communication means that all information is consistent, accurate, up to date, complete and most importantly, is based on a standard.

Several members work in the port companies mentioned so far but only the Master, the Head of Navigation and Security Department, the port- officers, the port- controllers and pilots are concerned with using Maritime English. Though not being members of the Harbour Master's Office, other members such as stevedores and shipping or maritime agents need to communicate in English as they are involved in the communicative process, but they in fact do not as will be explained later.

Number of Employees in the Algerian Port (Entreprises Portuaires)			
Entreprise Portuaire Mostaganem EPM	Entreprise Portuaire Oran EPO	Entreprise Portuaire Alger EPA	Entreprise Portuaire El Gahazouet EPE/EPG
16	16	16	16

Table. 6. Number of Employees in the Algerian Port Authorities –HMO-

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Ports can be busy places and, by the very nature of their business activities, may be hazardous places to work (www.harbourmaster.org). First, the master's jobs consist mainly of preparing periodic activity- reports and annual budget, coordinating activities of harbour police staff, issuing instructions authorizing departmental actions and evaluating work program of captain and of ships' crew. The Harbour Master in any port authority has a key role to play ensuring that people living and working in or close to the port, the port's staff, customers or visitors to the port environment can go about their business safely. Harbour Masters must be familiar with all relevant safety, environment and health laws at the international, national and local level.

3.4.1 Harbour Master Office Role & Responsibilities

The safety of navigation for any vessel utilizing the port and its approaches is the Harbour Master's primary concern. Harbour Masters regulate the manner in which vessels conduct their navigation in port. Most regulatory requirements are clearly set out in the form of port by- laws, general directions, and pilotage directions... etc. and these clearly define what the 'rules of the road' are in terms of safe navigation.

Equally, "Arrival at port" and "Departure from port" are two extremely important aspects of a ship's voyage. Both these procedures are considered critical because of a number of complexities involved with them. For instance, ship's arrival maneuvering at the port is a critical part of her voyage, and there needs some careful planning while approaching. Failure in carrying out the appropriate procedures might lead to disaster. Due to unsafe navigational practice, many accidents happen each year, causing loss of life and damage to property and environment. To avoid catastrophic events while entering a port limit, any prudent navigator, therefore, needs to make arrangements and some essential preparation. The Harbour Master has a duty to inform vessels about any hazards or problems that may affect safe navigation, for example:

- ✓ Any obstructions in channels or alongside berths.
- ✓ Limitations of tugs.
- ✓ Weather restrictions in the harbour or at berths.
- ✓ Any failure of any aids to navigation such as lights or buoys.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Secondly, the Head of Navigation and Security Department is engaged in providing assistance to the Harbour's Master in the safe and efficient management of harbour master operations. He helps in manning, controlling, ensuring a clean environment, inspecting and reporting issues to the Harbour's Master. This is clearly provided about ship's movement in Article 66 which stipulates that: *“When receiving foreign ships, the Harbour Master or his second assistant should be present on the vessels' bridge.”*

(Accords et Conventions Internationaux Journal Official, 2002 :5).

Thirdly, the port- officers are responsible to the Master for the efficient operation and maintenance of the communication equipment and keep of a 24 hours' radio watch. There are about four members and all are males. Four others are preparing their BA at ENSM. A large number of the radio- officers' watch- keeping duties are taken up with transmitting and receiving radio messages through the VHF radio which allows both participants to interact verbally. They communicate through this digital selective channel with the ship's masters to facilitate their berthing and anchoring operations in the local port. Their chief role includes directing and guiding speed of ships through radio, providing assistance, managing technical instruments and issuing reports. Article 78 clarifies well the tasks of this category:

“Regulating ship's movement navigating near any states' maritime areas in ports is assured by the port- officer chosen by the port-authority. In this regard, the port-officer is responsible to regulate the entrance, the staying and the leaving of ships depending on the program proposed by the commission of placement”.

(Op cit, 11).



Figure.12. VHF Radio Communication Model

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

If both the ship and port- authority staff communicates relevant information in advance before arriving in port, it can achieve a reduction of 23% of vessel incidents. This is according to the International Maritime Organization (IMO) and affirmed by the Harbour Masters and port- officers.



Figure. 13. Port- officers Talkie- Walkie Communication

Art. 127. — The port officers ensure the implementation of all the rules enacted by this decree and by the specific regulations, in particular as regards the operation and security of the port public domain¹.

Art. 128. — The port officers are responsible for the preservation and conservation of the port public domain and in general all that relates to the prevention, security and the fight against disasters of any kind as well as the regulation of movement. Navigation within the maritime limits of the public port domain. In this context, they ensure the police and security of water bodies, access channels, roadsteads and docks as well as land parts of ports and their outbuildings within the limits of the public port domain².

¹ Les officiers de ports veillent à la mise en œuvre de l'ensemble des règles édictées par le présent décret et par les règlements particuliers, notamment en matière d'exploitation et de sécurité du domaine public portuaire.

² Les officiers de ports sont chargés de la préservation et la conservation du domaine public portuaire et d'une manière générale de tout ce qui se rapporte à la prévention, la sécurité et la lutte contre les sinistres de toute nature ainsi que de la régulation du mouvement de la navigation dans les limites maritimes du domaine public portuaire. Ils assurent, dans ce cadre, la police et la sécurité des plans d'eau, chenaux d'accès, rades et des quais ainsi que des parties terrestres des ports et de leurs dépendances dans les limites du domaine public portuaire.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Fourthly, regarded as the port- officers' assistants, port- controllers (called also port- surveyors) assure under their managers' authority the application of general and particular rules of exploitation and security, the safety and prevention of any work accidents, the rational use of storage as well as the conservation of the environment. Technically, Port- surveyors are required to investigate on maritime accidents, a task that should be performed as a part of an insurance organization, or from the ship owners' side. When it comes to claiming marine insurance, ascertaining the condition of the ship prior to the accident is important; determining the extent of the damage is also required. Therefore, marine surveyors consult reports of the vessel before the accident. They also act as expert witnesses who can provide a clear picture of the condition of the ship. Accomplishing such tasks and duties require from the mentioned category to get in touch with foreigners and communicate in English.

As to the fifth members, pilots are qualified navigators who are taken on board a ship, usually at the entrance to a port. They therefore use their local knowledge to sail the vessel into the harbour. For instance, if the entry to a particular port is quite narrow, then the pilot has to be used because it's the pilot who knows the way and ensure that the boat or ship passes through the narrow gateway without any incident:

“While the ship's captain handles the job of navigating the ship in the water, when the situation gets risky or there is any situation which demands greater skill in the maneuvering of the ship, the ship pilot acts as the person who advises the captain what route to take and what changes need to be made during ship's routine maneuvering while entering or leaving a port”

(MI News Network, 2019)



Figure 14. Maritime Pilot and His Duties

By MI News Network | In: Marine Careers | Last Updated on October 11, 2019

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

The stevedores, the sixth category, are responsible for guarding and preserving goods during which ships are authorized to stay in the port until delivery as stated in Article 22: *"Throughout the authorized period of stay in the port, the custody and conservation of the goods until delivery are the responsibility of the stevedore who also ensures its receipt and recognition* ³". (p, 5).

In addition, they should ensure its reception and recognition. During the initial load / discharge co-ordination between ship and shore, it should be made clear to the stevedoring company that incidents must be promptly reported and agreed who bears overall responsibility for safety. Ship's staff should also ensure that stevedores are familiar with any on-board equipment they will use, especially hatch covers and lifting equipment such as cranes.

At the very least there should be close liaison between the ship's officers and the stevedores' foremen. A meeting is strongly recommended at the beginning of cargo handling operations to establish lines of communication. Evidence needs to be gathered quickly and as soon as possible after the incident. It is important to remember that the master has not only a right, but also an obligation, to care for the safety of the ship and cargo. If stevedores are acting in a way which endangers the ship in any way, he or she must take steps to stop the stevedores doing so. It is strongly suggested that masters seek guidance and advice in this regard from the local correspondent.

A record should be kept of any incident involving stevedores, even if the occurrence appears minor. When an incident is reported, the stevedore's statement should be carefully recorded and if possible his or her signature obtained. The master's accident report should be compiled, including details of any witnesses and their accounts of the facts. Wherever possible, photographs of where the incident took place should be taken to demonstrate the conditions in the immediate vicinity, ensuring the date and time is stated electronically or hand written.

³ « Durant toute la durée autorisée de séjour au port, le gardiennage et la conservation de la marchandise jusqu'à sa livraison sont à la charge de l'acconier qui assure, en outre, sa réception et sa reconnaissance ».

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

The success or otherwise of a ship's stay in a port is commonly measured by how the Master, crew and ultimately the operator/owner consider the port has met their operational requirements. Port operations must be carefully planned well in advance of the vessel's arrival alongside. There are many planning considerations for the Harbour Master but amongst the main ones are: a suitable and safe berth; provision of pilotage and tugs; confirmation of mooring resources such as linemen, line boats, mooring teams etc.; liaison with stevedores on the ETA/ETD of the vessel to enable them to plan their resources for loading/discharge effectively; key loading/discharge plant and equipment availability and reliability; security requirements and liaison with statutory authorities where necessary. Another key element is a good relationship with the ship's agent who will have first-hand knowledge of the ship's requirements.

When a ship arrives at a port, arrangements have to be made to load and unload cargo. The berth has to be arranged with the local harbour's master so that any tugs needed are booked and even payment for these services need to be made. Like in all world ports, at the Algerian ports mentioned so far, there are maritime agents who are considered as foreign ship- master's representatives, those generally coming to berth in the port. The maritime agents are then supposed to reserve for berthing schedule from the

Harbour Master's Office and shipping companies have to attend a daily berthing committee so that to get a berthing request or an affectation place for their arriving ships. They usually communicate with the captain and crew about their problems and inquiries: hospital, food, telephone, restaurant, tourism in the town, paying the authority for maneuvering, tugs, boats, ... etc. their aim is to contribute in providing good and appropriate conditions. In Mostaganem there 52 maritime agents and they are generally employed by shipping- companies operating outside the port- company.

3.4.2 The Role of Shipping- companies

The shipping- companies are generally interested in investing in facilities to encourage trade. They also try to ensure that visiting ships are loaded or unloaded as quickly as possible whenever they come into a port. Besides, they check whether these ships are maintained well and regularly surveyed. In doing so, they appoint agents who are assigned such tasks because they possess the skills to ensure that the ship is handled and can get on its way as quickly as

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

possible. Informing the shipping company about the vessel's arrival at least forty hours before so that the shifting- order is made, signed and sent to allow the ship berth and have an effective place. This is clearly explained in Article 73:

“All ship's owners, shipping- agents or charterers must communicate to the port- authority, at least, 48 hours before their port's arrival from the last port which is situated of about 24 hours.”

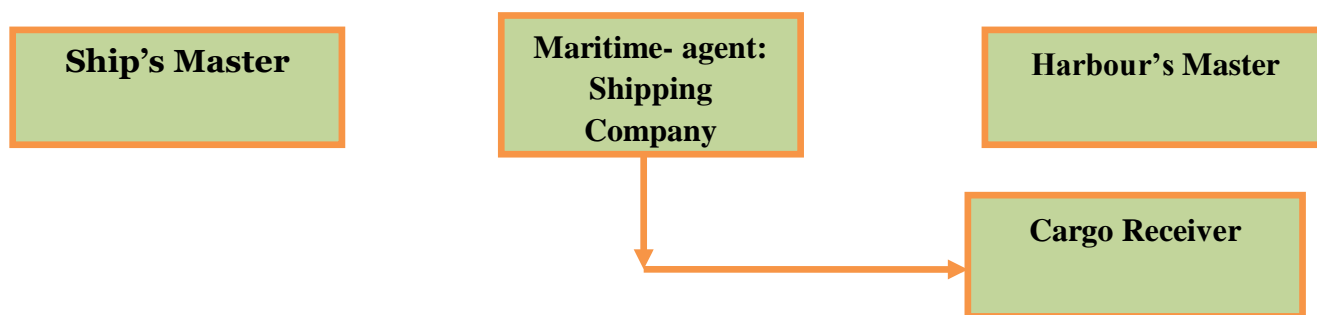


Chart.15. The Shipping- company & the Port- authority Process

Being a mediator between all parties as shown in the above diagram, the maritime- agent is supposed to inquire from the Algerian Ports' Control staff about the vessel's arrival ETA. He should indicate:

1. The vessel's name, its flag state, the date and hour of arrival ETA and the forecastle staying period
2. The ship's principal characteristics, notably, the tonnage, length, width and the maximum draft at the port's arrival
3. The nature of any dangerous cargo
4. Sending a rectification message in case the information provided earlier is altered.

In this case, for the success of all those stated activities certain communicative requirements including linguistic competences are needed from the part of all the above mentioned members through the application of IMO code generally referred to as IMO SMCP to undertake the verbal interactive exchanges via radio- communication. As navigational and safety communication from ship to ship, from ship to shore and vice and versa and on board ship have to be precise and unambiguous, there has been an urgent priority to standardize the

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

language used under the name of Maritime English. This is of particular importance in the light of the increasing number of internationally trading vessels with crews speaking many different languages. The SMCP is therefore a special code used all over the world's harbours by which all seafarers are familiar and united with such a specific language to communicate easily and interact perfectly trying simultaneously to avoid risky situations. The IMO has imposed this workable guide that is based on a certain specific vocabulary, sentence- structure including ready- made dialogues and the application of some instructions for each case encountered in a real- life situation.

This is greatly embodied in the special alphabet, digits, technical terms and even the message- makers used (see chapter 5). In Harbour Master Office communication, both spoken and written modes rely on the use of English as will be displayed later in the recorded conversation and in maintenance repairs and incident reports.

With regard to the verbal exchanges on the bridge, the Harbour Master's Office staff has to be familiar with the IMO SMCP especially the pilot who is supposed to use them in radio- communications. This enables the master and the officer in charge of the navigational watch to better understand the communications and their intent. At Mostaganem port, communication by VHF or other dedicated means are established as soon as possible to enable the master to confirm the ship's ETA with the Pilot's Station to furnish relevant information regarding pilot boarding. The initial ETA message to the Pilot Station should include all the information required by local regulations, including:

1. Ship's name, call sign, ship's agent;
2. Ship's characteristics: length, beam, draught, air draught if relevant, speed, thruster(s);
3. date and time expected at the pilot boarding point;
4. destination, berth (if required, side alongside);
5. other relevant requirements and information.

Though they are also important members in organizing and managing some port operations as well as in facilitating the communicative process, the stevedores and maritime- agents are unfortunately not familiar with the SMCP though they have to use and speak English with those who berth in the port. But as claimed by the staff, it is not a perfect use but just an accumulation of some terms or expressions learnt simply from the other members.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

It is noteworthy that all the staff at the Harbour Master Offices has to use and master this medium; however, its right acquisition and best application in a real life situation are ensured by training only. Training is necessary so that maritime companies have the qualified personnel they need for their continuance and progress in an increasingly competitive and global environment. Offering opportunities for training Algerian ports' staff to improve English language competence is considered, almost unanimously, as one of the issues of greatest importance for the flourishing professional future of individuals and the development of the country (Han Van Der Hart, 2009: 5).

Section II: Maritime English Training in Algeria at E.N.S.M

3.5 International Maritime English Training Awareness

High quality education and training are fundamental to uphold the worth, practical skills and competence of qualified seafarers for the sake of conserving ports and vessels safe, protecting the environment and keeping trade flowing. Given that the maritime industry is a multilingual context by nature where many seafarers ranging from various nationalities speaking diverse languages, training Maritime English has become a critical primacy by MET across the world. According to (Ziarati, Ziarati, Bigland & Acar.2010:2): English has been set as the language of the sea at an international level and it is used in all situations such as ship-to-ship, ship-to-shore and between maritime personnel.

From another side, "The IMO has also underlined the importance of Maritime English effective communication in an International Seminar as a key issue for nautical security (Winbow, 2002 quoted in Ziarati, et.al: 2). Algeria joined the International Maritime Organisation in 1963 (Belkacem Outemzabet, 2020: 112); i.e. just after independence, and has ratified all the intercontinental maritime conventions, including 1978's STCW convention and the 2006's maritime labour convention (see JORA N°5, 2016). The sanction of these conventions implies the adoption of English as the main language of international maritime communication by the Algerian government. It has also taken official measures in relation to the use of English for maritime communication by Algerian ship crews and port personnel. However, Algeria's complex sociolinguistic situation and its geographical proximity with non-English European and North-African countries, presupposes the existence of other competitive languages among the men of the aboard ships and within Algerian ports (Op. cit: 113).

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

Notably, the ability of effecting ships' business and administrative correspondence is fundamentally linked to proficiency and competence in ME. In an International Maritime English Conference IMEC held from 06th- 09th October 2009 in Szczecin, Poland, a considerable group of MET lecturers have emphasized the importance of essential progress that should be made to contribute in improving the quality of Maritime English instruction, and consequently to promoting safety at sea and port as well.

In view of that, maritime educational institutions are increasingly becoming aware of the considerable role of Maritime English (ME) in the training of seafarers (Boris Pritchard, 2003 quoted in WMU Journal of Maritime Affairs: 149-166). The reason behind such a positive feedback relates to graduates' real cases of maritime colleges who although could demonstrate good quality expertise of navigation subjects: such as seamanship principles, cargo handling and ship construction, but simply because they own very poor dominion of the English language they face a disappointing career. Such mariners are not recruited by multi-national companies and mostly end up with low-paying jobs at small local shipping companies, or sometimes are enforced to change vocation all together. The annoyance is even worse when those former students recognize that their preceding colleagues who were naturally assessed down the scale on college navigation subjects join high-paying jobs with well-reputed shipping companies due to their mastery of the English language. The discontent here is a feeling shared by both graduates and college educational and administrative personnel who, in turn, start to doubt the value of their educational programmes and the relevance of their assessment criteria. As a result, a growing demand for the instruction of nautical subjects in English is internationally observed. This is accompanied by a widely expressed need for the development of effective ME programmes Pritchard, B. (2004:261-287 quoted in Maritime English Instruction – Ensuring Instructors' Competence: 2007).

One step of awareness by maritime experts deals with teaching Maritime English or survival phraseology like SMCP for seafarers, to create effective maritime communication so as to reduce the number of maritime accidents caused by the human factor due to communication failures which have become a problem in the maritime industry. This is actually recommended in all nautical colleges. Under STCW, the ability to use and understand the IMO SMCP is required for the certification of officers in charge of a navigational watch on ships of 500 gross tonnages or more.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.6 Maritime Training for Port Members in Algeria

Remarkably, Algeria like all other foreign countries is following the paths of international development and business success especially in the maritime field. Training a number of Harbour Master's Office staff takes place at the Ecole Nationale Supérieure Maritime (ENSM) - at Bousmail - Tipaza, Algeria.

3.6.1 ENSM: A Brief Overview

The Higher Maritime College was created amid 1974- 1975 (http://www.bouismail.org/ensm_ex_ism.html) and it functioned as a National Institute of Higher Training (INSF): "Institut National de Formation Supérieure" in 1988 under the pedagogical supervision of the Ministry of Higher Education & Scientific Research. Its status changed into a school on 31st August 2009 under the name of: "Ecole Nationale Supérieure Maritime": ENSM whereas it has been known as ISM: "Institut Supérieure Maritime" under the control of the Ministry of Transport. In June 2010, the Institute celebrated its 36th anniversary.

The Higher Maritime Institute located at Bousmail in Algiers is a strategic combination of well- established education training, research, support, consultancy and implementation of maritime service provider for the entire shipping, port, transport industry and activities. The Institute represents a public establishment of a scientific cultural and professional character. It is managed by a director, a general secretary and three assistant directors. The ENSM consists of two departments: a Department for Maritime Sciences, Department for Maritime Transport & Port Activities; each of the "Scientific Commission of the Department".

3.6.2 Prominence of Training at ENSM

The Maritime College at Bousmail has become an obligatory passage for all ports staff precisely because the diploma offered there is submitted to the exigencies of the international convention of STCW (Larbi Houari, 2010:3); the international standard principle of formation that permits the delivery of this type of diploma. The institute has been visited by many inspectors of IMO and both Algerians and international experts recognized that the

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

work of the ISM contributes to the advancement of the maritime transport sector and the development of the Algerian fleet through high quality training.

“This Institute, which issues certificates for seagoing personnel, has become an obligatory passage for all seagoing staff that must hold these certificates, in particular for the long and medium term.”⁴

Additional clarification explained:

“Moreover, this type of patent meets a requirement of the STCW convention, which is the worldwide standard of training allowing the granting of this type of patent. In the case of updating and verifying these conformities, as well as ISO 2000 certification, the ISM of Bou Ismail had received several visits from inspectors from the international maritime organization.”⁵

Besides, the ENSM of Bousmail as quoted beneath is one of the branches of the International Maritime University of Malmo, (Sweden) which obtained in 2004 its certification from the Canadian office of quality (Larbi Houari, *ibid*). Starting from 25th March 2005, the school has been certified as the International Standard Organization ISO 9001: 2000; then, ISO 9001 by (International Quality) IQ Net & (International Maritime Quality) QMI.

“We should also specify that the ISM of Bou Ismail is a branch of the world maritime university of MALMO (Sweden) which obtained, in 2004, its ISO / 9001/2000 certification from the Canadian quality office. This Institute has embarked on short-term training in the fight against pollution and rescue at sea. It is since 2006 that the National Maritime Institute (ISM) provides specialized post-graduation training. in the ISPS code of maritime security, in collaboration with the American institute NEMI.”

(Larbi Houari, 2010)

⁴ « Cet Institut, qui délivre des brevets pour le personnel navigant, est devenu un passage obligé pour l'ensemble du personnel navigant maritime devant être détenteur de ces brevets, notamment pour le long et moyen cours.

⁵ Précisions, par ailleurs, que ce type de brevet répond à une exigence de la convention STCW, qui est la norme mondiale standard de formation permettant la délivrance de ce type de brevet. Dans le cas de la remise à niveau et de la vérification de ces conformités, ainsi que de la certification ISO 2000, l'ISM de Bou Ismaïl avait reçu plusieurs visites d'inspecteurs de l'organisation maritime internationale.”

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

The school intends to improve and develop the standards of people functioning in the maritime sector. The general objectives of this formal training are to ensure that after graduation port-officers can successfully fulfill management positions in the shipping and transport industry, having gained and acquired a high level of knowledge and competence at the Institute, port-officers are also equipped to solve complicated management problems. Thanks to their training, they should also apply the knowledge acquired on a tactical and strategic level in the port company, to be aware of the social responsibilities in the shipping industry, related to labour conditions, safety, security and protection to the environment and leadership, persuasiveness, social skills, e.g. cooperation, communication and recognition.

The training of port-officers that is ensured by the National Higher Maritime School: “ENSM” of Bousmail is of both theoretical and practical characters. The theoretical side includes embarking on board vessels either Algerian or foreign ones. The practical side consists of training in Algerian commercial and petroleum ports.

The period of the undertaken training at the nautical school of Bousmail formerly lasted four years; however, it was reduced to 3 years from 2004 within the framework of LMD. This was due to the wave of globalization, the rapid growth and massive progress in both fields of scientific research and higher learning. The Algerian Ministry decided that the training period should last 3 years, which means that this certificate is equivalent to a BA. The latter is agreed and accepted in all world harbours as it conforms to international “standards” especially that port-officers are offered possibilities for post-graduation courses.

3.6.3 Requirements for Joining Formal Training at ENSM

To join training at the nautical school, students have to meet the following conditions: baccalaureate of a scientific stream with minimum average of 12/20, to pass an examination for officer’s registration at ENSM in the following subjects: Physics, Mathematics, English, French and General Culture as provided.

The courses deal mainly with learning and mastering maritime rules, laws and regulations set-up by the IMO, STCW and SOLAS. There is only one module in English whereas most modules and lessons are given in French except the one concerning SMCP module and course model 3.17. The time-table covering the program for teaching English reveals that a great

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

importance is given by the school to this language. It is taught for three years with intensive courses and a massive program. This clearly affirms the value offered to this international language by the government for accomplishing world maritime purposes and services. Adding to this, all candidates are required to attend all lectures, workshops, case-studies and to take all exams or assignments to be well- prepared for the real world and to be also able to avoid any kind of risk or error for the safety of life at sea as agreed and convened by all countries involved.

The students are trained for a career in the shipping and process industry. The ENSM program was established by the Direction of Merchant Marine and Ports in November 2008. The conditions required for the training of a maritime pilot in Algerian ports are the following: the first stipulates that to become a pilot in Algeria requires being a ship's captain for a long course (au long cour: C.L.C) and having a diploma plus a commandment or assistant or assistant commandment of a ship for a minimum period of 48 months' navigation. These captains of a long course are accepted for training with baccalaureate plus seven years and two years of navigation. As soon as the candidate is recruited, this future pilot has to take practical training at the level of a port for 18 months; a period during which a ministerial commission has to assess the candidate's theoretical and practical knowledge on board a ship in the concerned port (i.e. a practical test). After this, the new pilot has to stay under the orders of another well (experienced pilot in the port he intends to work in⁶).

In the mentioned ports, the Harbour Masters had undertaken training at the Higher Maritime Institute as they may have other foreign ones. For instance, the Harbour Master of Mostaganem port has also been offered another diplomat by the Belgium Ministry of Education which certifies his possession of practical knowledge of the English language. This training includes technical courses of secondary school level (1st cycle) English language section.

The Head of Navigation and Security Department, port- officers and pilots have also undertaken training at the same mentioned school. They are supposed to implement their tasks competently and efficiently as they have been trained for the job, received also shipping regulations, laws and rules. However, the remaining members such as port- controllers use English just on the spot and did not undertake training earlier.

⁶ Note: When the ship arrives at a port, it should have a pilot only if it is about 1000 gross-tonnage.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

This category has actually to undertake training in Maritime English at ENSM to consolidate simultaneously the perfectiveness of their harbour tasks. To recruit members for the position of port- officers at the Algerian port, the priority is given generally to candidates having a B.A. in Economics or Engineering whereas in the other Algerian ports a General Certificate of Education is accepted.

3.6.4 Maritime English Communicative Competence Requirements

Marine industries focal target nowadays is highly related to enhance seafarers' executive operations not only at the mechanical stage but it includes the communicative one too. Such a level of competence ought to best suit and meet the position offered in both the trading industries and vessels. It is noticeable that seafarers holding poor communicative competence and skills navigating in the tough sea areas could potentially bring about sea accidents. International communicative competence requirements have been set up as norms to guarantee that navigation and communication whether in port- authorities or on board, among the vessels crews with the VTS (Vessel Traffic Service), pilot station, or with other vessels must be done through the correct and accurate, simple, no ambiguous terms and sentences so as to avoid misinterpretation and misunderstanding (Ahmad Fauzi, et al., 2016:3231-3240). What's more, Standard marine communication phrases (SMCP) is an indispensable prerequisite as expectancy toward the phenomenon where a ship or vessel is manned by the crews from the ones that are different in languages and countries. Without any comprehensible standardized communication, misinterpretation could occur and this would lead to threatening the safety sailing, vessel lost, people load and sea pollution as well as port-operations.

According to the STCW 1978/95, for example future deck or engineer officers as well as port- officers have to present a well- developed command of this specialized language, otherwise they will not be granted a certificate of competence (Model Course 3.17, 2000). The legislation nowadays emphasizes the importance of the English language proficiency in relation to safety at sea. Learning courses which has developed business English course for the shipping industry and other maritime sectors help professionals with different nationalities and cultural backgrounds communicate effectively and with ease. This is imminent for safety reasons, but it also supports companies that employ people from all over the world maintain main quality standards in a very dynamic and competitive environment.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.6.5 Communicative & Professional Competence in Maritime English / Explanation

Shipping is international, seafarers embody a heterogeneous linguistic community and English is the intercontinental language code of maritime communication. Since WMU is an English-medium university, students must be proficient in English at the start of their academic studies. However, many students come from countries where English is not their first language but their second or third language. Thiel, Teresa A. (1996: 7).

Short (2006:2) highlighted that thousands of crew on board merchant vessels nowadays receive intensive training in Maritime English communication before going to sea. This is because ships were manned by seafarers from different nationalities and cultures and it is vital that they share a common language on board while working and living at sea. Trenkner (2002:51-62) added that trainee seafarers need to learn common seafaring idiom such as ‘port’, ‘starboard’, ‘boatswain’, ‘forecastle’ and etc. to prevent confusion when attending technical classes conducted in English or going to sea for the first time into an English speaking work environment (quoted in *The Roles of English Language in Merchant Shipping’s Communication: The Training Needs of Deck Watch-keeping Officers*, 2013:2). Competency is defined as the mixture of knowledge, skills, ability and personal characteristic traits that are essential for port personnel to have high performance at their workplace.

The instruction of Maritime English subject at all maritime colleges, institutes and universities worldwide is governed by the IMO Model Course 3.17 (Maritime English). Accordingly, standard manuscript for training has set norms for the English language to be taught and mastered so as to act in accordance with to the regulation at sea (Trenkner, 2002; Pritchard, 2005 & Takagi et al., 2007. *ibid*). It is greatly estimated that nautical requirements require every mariner to possess adequate proficiency in the language and also in the pursued expertise before they go to sea. Thus, maritime training specialists must enhance the mastery of English, particularly Maritime English and IMO SMCPs for seafarers by providing sufficient methods and tools.

Since their noble aim is to sponsor safe navigation that ensures the safety of crew, cargo, vessels and environment, there should also be more effective methods in facilitating these needs so as to afford more enhancements (Shamsul Rizal bin Haji Mohd Rosedi, 2013:11).

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.6.6 International Requirements for Achieving ME Communicative Competence at E.N.S.M

To meet the required standardized competence in English, all maritime education and training colleges, all over the world, must adopt the international curriculum issued and legalized for the Standard Training Certification for Watch Keeping for Seafarers (STCW, 2010). As stated in the STCW 2010 curriculum for elementary level, all graduates must have adequate knowledge of both written and spoken English (Wy Dirgeyasa, 2018:42): ‘Standardization, training, certification, and qualification for seafarers in terms of the mastery of English (hereafter Maritime English), is a must and compulsory for the seafarers worldwide (IMO, 1995)’.

This is done in order to enable the seafarers acquire the minimum standard of English proficiencies across the world. Therefore, the maritime education and training graduates are required to have a good standard of English competency. They must be able to understand and read marine charts, nautical publications, meteorological information, messages concerning the ship’s safety and operations and must have adequate skills to communicate with other ships and coastal stations (Mucahit Sislioglu, Ergun Demirel, 2015:1).

Another aspect in facilitating the attainment of professional maritime communicative proficiency is the implementation of the instructor manual: Model Course 3.17 (Albert Embankment, 2000:2). This model course in Maritime English is designed to help trainees develop their communicative competence in English to a level that will enable them to satisfy the competences related to English language set out in the STCW code. The concept that underpins the specific requirements of the STCW code is that seafarers need to be competent in using English for professional purposes and facilitate the role of ESP/ME trainers for a better teaching process.

Chapter three: Maritime English Application in Algerian Ports & Training at ENSM Port Activities & Current Communicative Management Process

3.7 Conclusion

It may seem obvious to say that, today, we live in a global world, and it is certainly true that international trade among all the nations and regions of the world are nothing new. From the Phoenicians, through the Egyptians, the Greeks and the Carthaginians, the Chinese, the Vikings, the Omanis, the Spaniards, the Portuguese, the Italians, the British, the French, the Dutch, the Polynesians and Celts, the history of the world is a history of exploration, conquest and trade by sea (IMO, 2009).

English has been made the official language of the merchant shipping by IMO and the STCW 2010 (Standard Training, Certification and Watch-keeping) requires every mariner to possess adequate proficiency in the language and also in the pursued expertise before they go to sea (Pritchard, 2005). Moreover, there is a legislation concerning the importance of English proficiency on board of merchant vessels particularly in matters relating to operations and safety at sea. According to the legislation, English in the shipping industry is known as Maritime English and the teaching of the subject at all maritime colleges, institutes and universities worldwide is governed by the IMO Model Course 3.17 (Maritime English). Consequently, this world-class standard document for training has set a standard for the English language to be taught and mastered so as to comply to the regulation at sea.

This chapter highlights the training requirements in the English language, particularly in Maritime English for professional seafarers. More importantly, it looks at current training material available to equip both Algerian workforce and students with the fundamental English skills as they get on an enriching career in the maritime industry.

4.1 Introduction

Maritime English proficiency standard is mandatorily used by all maritime based professionals and has become an important tool to ensure safety where it is not only at sea but including shore, port and any maritime based industry. This study sought to determine the level of Maritime English proficiency among the Algerian port officers in particular and port staff members in general, it is to detect congruency concerning ME Knowledge implied and applied at the workplace compared to norms delivered internationally and at the national maritime college ENSM. The researcher's attempt is to inquire about Maritime English usage in the Algerian maritime context; a sort of an estimation to competence & professionalism at the workplace. For this reason, the actual section presents the practical facet of the study; it presents the analysis of the empirical records and describes the research methods and the data collection course. One attempts to validate or refute the research hypotheses announced which states that there exists lack for communicative competence among the Algerian mariners at the workplace. Yet, before analyzing and discussing the research findings, this chapter begins with a portrayal of the research design. Next, it provides a depiction of the participants involved in the study, the instrumentation procedures and data analysis methods. The study includes wide-ranging research tools to provide accurate answers to the inquiries raised earlier, these are Maritime English official program plus personal training of ME at ENSM, VHF recordings, specialized maritime documents and reports, questionnaires, interviews, ... etc.

Diverse instruments are employed for the analysis: port personnel and students' questionnaire plus ME/ ESP teachers' questionnaires and interviews. The respondents from Algerian ports and students from ENSM are selected purposely in order to conduct this research. Two teachers have been interviewed from ENSM so that to obtain reliable information. The prime target of the current chapter is eagerly to provide the reader with an obvious delineation of the research design and procedures. It attempts to describe the informants and the main instruments of data collection which have been adopted in order to collect valid and reliable data. Ultimately, the chapter concludes with the discussion and the description of the research instruments.

4.2 The Research Methodology

Methodically speaking, the lexis “*how*” and “*what*” essentially summarizes what research is. Research is a term used considerably for any sort of investigation that is projected to uncover remarkable or new facts. It is a search for knowledge, that is, a discovery of hidden truths (Anila Pillai & Urvashi Kaushal, 2020:1). Research refers also to the process of collecting and analyzing data, it is used to get answers to research questions and also to verify or falsify facts. Sam Gondan (2012) defined the term research as a logical and systematic search for new and useful information on a particular topic. It is an investigation to look for reasons and solutions to different kinds of problems and phenomena by using objective analysis.

Methodology refers to a series of activities that are used to collect data and address the research problem. It can utilize many tools and techniques. It is also defined as the systematic, theoretical analysis of the methods applied to a field of study (Chinelo Igwenegu 2017:4). It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It assists the research to be manageable, smooth and effective; also, it helps the researcher to develop his\her skills in analyzing and discussing.

Certain types of research require either a qualitative or quantitative research depending on the nature and methodology of the paper. The best reason for using qualitative research is the holistic insights given by the act of researching. Qualitative methods of research demand a descriptive understanding of the subject being studied. These generally make use of in-depth analysis of secondary research approaches. This may include gathering information from academic works. It allows the researcher to come up with their own unique and justifiable conclusions based on the research they made from valid sources.

Some specific procedures were followed to accumulate information and answers to the research topic about Maritime English communicative professionalism. The latter included mixed methods: both qualitative and quantitative techniques. Conspicuously, the present research is a case study; an exploratory research, which provides detailed rich qualitative information. In order to develop a thorough understanding of the current case, it is delivered that a case study approach usually involves the collection of multiple sources of evidence, using a range of qualitative (e.g. questionnaires, authentic data including content analysis and

textual materials) and more commonly quantitative techniques (e.g. interviews, observation, focus groups...). The first objective of this study is to discern on current ME communicative competence in the nautical context. It offers an account of the case study, the setting and the population. It also includes an explanation of the research instruments used.

Research methodology is the specific procedures or techniques used to identify select, process and analyze information about a topic. This phase represents the practical side of the thesis which allows the researcher to investigate on the current communicative competence and proficiency in Maritime English amongst the Algerian Harbour Master Office personnel. To test the hypotheses and the information required for the subject; both quantitative and qualitative approaches are adopted because they are regarded as suitable methods, both of them are appropriate within a single investigation and assist in offering clear comprehension. In fact, the questionnaire about the port authority personnel and ENSM learners was mainly used for qualitative data while the interviews concerning the teachers and Harbour Masters have been used to collect quantitative data.

Buckley and Chiang (1976:6-7) define research methodology as “a strategy or architectural design by which the researcher maps out an approach to problem-finding or problem-solving”. According to Crotty M. (1998 cited in Jamshed, 2014:87–88), research methodology is a comprehensive strategy ‘that silhouettes our choice and use of specific methods relating them to the anticipated outcomes, but the choice of research methodology is based upon the type and features of the research problem (Noor KB., 2008:4). According to Johnson et al. mixed method research is “a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, theories and or language into a single study (Johnson RB, Onwuegbuzie AJ, 2007:112-133). In order to have diverse opinions and views, qualitative findings need to be supplemented with quantitative results (Ulmer JT, Wilson MS., 2003:531-552). Therefore, these research methodologies are considered to be complementary to each other rather than incompatible to each other while the researcher requires fundamentally “clarity of purpose” (Corbin J, Strauss A., 2008:158-327).

4.3 Methodology & Data Collection

Data collection is an essential part to conduct a research; it is commonly conceived as an intricate and rigid task. (Tomal, 2003:4) explained:

“Data collection is an action research, like all research activities, it follows rules and procedures. Therefore, it takes the form of a continuous cycle of inquiring, exploring, identifying, and solving a problem.”

Data collection allows researchers to collect information and enough knowledge about the studied topic and study objects, the researcher can also evaluate and test the research's hypotheses on the basis of collected data. It is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. A case study research typically includes multiple data collection techniques that can be gathered from multiple sources. Data collection techniques include interviews, observations (direct and participant), questionnaires, and relevant documents (Yin, 2014:9).

Carrying out an effective study of the current research, questionnaires were distributed to numerous mariners in some selected ports including: Mostaganem, Oran, Algiers and El Ghazaouet plus interviews with Harbour Masters of the mentioned ports and other members who belong to the maritime community as well. These include a shipbroker, and ME tutors at the level of ENSM.

The present research employed an empirical analysis which is an evidence-based approach to the study and interpretation of information. Such an approach relies on real-world data, metrics and results rather than theories and concepts. It is also a way of gaining knowledge by means of direct and indirect observation or experience. Empirical evidence (the record of one's direct observations or experiences) can be analyzed quantitatively or qualitatively. Additionally, conclusions of such a study are exclusively derived from concrete, verifiable evidence.

To come to the point, the current case study focuses on the Algerian Harbour Master Office's staff professional communicative competence in applying Maritime English at the workplace including primarily the category of port officers. Hence, the aspects of ME

application and proficiency as well as congruity in the contemporary exploration are jot- down from the persona and execution of the nautical personnel at the workplace. In an attempt to find out compelling fallout (arguments), the examiner opted for a qualitative approach in which prominence is predominantly put on a specific corpus including nautical documents.... . A quantitative approach is incorporated as well to illustrate statics drawn from responses of some questionnaire items.

4.3.1 Scope of the Study

This study is an investigation on the nature of maritime communication in the Algerian nautical context as well as application of ME at the workplace to accomplish duties and responsibilities. This exploration is “a systematic collection and analysis of information necessary to improve a curriculum, assess its effectiveness and efficiency and determine participants' attitudes within the context of a particular institution” Brown (1995: 227)

The emphasis is principally put on Maritime English professional communicative competence and performance of the Algerian Harbour Master Office's staff in their port-authorities. It is mainly to know how communicatively professional and expert the maritime staff is in using the sea code to overcome language barriers and ensure safety as well as protection in the nautical environment. The review of the literature relevant to the issues under exploration enabled me to refine the research questions as follows:

5. Is Maritime English the real specialized medium applied in the Algerian nautical workplace?
6. Does this medium conform to international norms as issued by IMO and STCW conventions?
7. Does ME teaching at the national nautical college match to ME curriculum imposed by WMU and IMO instructions and thus ensures professional communicative competence for real usage?
8. Is there congruency between Maritime English applied in the Algerian maritime companies and international Maritime English communicative requirements?

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

In other words, what is the nature of syllabus taught at ENSM; does it conform to ESP features and serve the needs of the target situation for future usage? Does this syllabus delivered in the Algerian institute conform to international Maritime English standards as issued by IMO and WMU?

1. ME; being a practical language and a type of workplace English, is a unique variant of ESP.
2. ME is better personified in SMCP code and their content is 100% respected and applied for all communicative situations.
3. ME is the main approach applied in the Algerian maritime teaching context for seafarers and workplace as well. Its content is well-designed to suit the needs of its users in a real vocational context. By means, it covers all areas of conversation and interactive dealings in a multilingual milieu.
4. There exists congruency between ME training and usability at the workplace. Actual ME training is enough to ensure communicative competence of the Algerian seafarers as required in every communicative situation. No language deficiencies arise within the maritime communicative performance via ME code and SMCP policy. Set of laws (so existence of P MEC).

The author has chosen to provide a debate on the above mentioned questions for numerous purposes. Firstly; being the global language, English should be used worldwide in any type of maritime communication. In such a specialized industry, English is regarded as a major tool for interaction at both sea and port. Internationally, maritime job requirements strongly emphasize the importance of English language proficiency in relation to shipboard operations and coastal areas. Secondly, according to the legislation, English in the shipping industry is known as Maritime English and the teaching of the subject at all maritime universities, institutes and colleges worldwide are governed by the IMO Model Course 3.17 (Maritime English). Consequently, this world-class standard document for the training has set a standard for the English language to be taught and mastered so as to comply with the regulation in maritime sector. Thirdly, it is an obligation to ensure that effective English language competence is available especially as mariners are now compelled to demonstrate knowledge of English adequate for professional and safety purposes at sea and shore areas in port- authorities. Thus, having a broad knowledge of English and good communication skills are a must to be able to respond as the situation demands. The intent is to present in brief a

precise depiction to ME professional employability and training effectiveness in the nautical Algerian context.

Dealing with this, Cohen et al. state that “the purposes of the research determine the methodology and design of the research” (Cohen et. Al, 2007: 78). This simply means that the purpose plays a key role in conducting the whole exploration because it assists the investigator to select the appropriate methods for collecting and analyzing gathered data so as to draw and report conclusions.

In dealing with research, having a direct contact with the informants is advantageous because they can assist the researcher in gaining trust and credibility within a community, they allow the collection of in-depth information and continuing clarification of data, they may also represent a diversity of people's views, they may save researchers' time as well.

The current research is considered as a case study investigation about the nature of Maritime English proficiency and professionalism as well as training congruity in relation to international standardized norms and workplace communicative requirements. The intent is to identify the communicative problems encountered actually in daily contacts based on a needs analysis questionnaire of the Algerian HMO personnel.

4.3.2 Research Synopsis & Personal Perspective

The current section represents the rational and pragmatic aspect of the research topic. It tends specifically to consider on the one hand the factual execution of ME in the Algerian maritime place of work, congruency of ME involving the Algerian teaching context and workplace implementation among the nautical community. On the other hand, it attempts to extrapolate (anticipate) the mariners' professional communicative competence versus the application of the sea- code in the mentioned national (public) ports. Notably, professional communicative competence in the seafaring world implies internationally first and foremost the conformity to the language of the sea (ME) and respect of principles issued by IMO. Seafarers worldwide should comprehend and master well the use of this international code reflected in SMCP; this is a code designed by IMO to suit every encountered situation in the real environment and thus all ranks of the shipping industry should learn the code and apply it competently to achieve effective communicative ties with their foreign partners.

This section is a comprehensive account of the research journey which aims to demonstrate the rationale behind the research blueprint (i.e. strategy/plan). The researcher has developed a multi- method research strategy which supported the explanatory nature of the current research providing simultaneously a discussion about the methodology and addresses the study goals. Briefly speaking, the debate begins with a detailed rationalization to the purpose of the study plus the mixed methods approach together with its appropriateness in investigating the up to date subject matter. Next, the researcher presents an accurate description to the methodology opted for by providing facts about the whole research sketch, the study's multiple data analysis tricks employed for collecting adequate information to answer the former raised inquiries. As a final, point, the researcher presents some other research- related issues, such as study limitations and moral reflections.

4.3.3 The Setting (Study Context) & Methodological Assumptions

Generally speaking, any study can simply initiate to fall into place once the research questions have been formulated; however, the inquiries naturally require being refined in the light of the reasonable facts of data collection, once the author decides (fixes) precisely the main elements (variables) to be reviewed in the research work. The preliminary starting point of the research, as previously outlined in the general introduction, is the ambition to find out responses to some queries that had arisen during the Magister study at the level of Mostaganem capitainerie. These inquiries relate to the existent professional communicative competence in Maritime English in the shipping milieu, particularly international ME congruency in the Algerian ports and ME training at ENSM; the national college which is theoretically supposed to ensure professional ME communicative competence training to the maritime staff at the workplace. Based on previous research, it is found that Mostaganem port- authority- Harbour Master Office- succumbs to international laws and conventions in implementing ME in their daily nautical activities. Markedly, it represents a typical prototype of maritime communication competency which conforms totally to the content laid in the language code imposed by IMO (SMCP). In all harbours without exception, port- authority staff in applying this code requires learning certain communicative competence via training at the nautical college to realize professional proficiency. All these factors led the author inquire about the ME application in the other Algerian ports; how communicatively proficient the staff is in fulfilling their maritime tasks, and whether there is congruency among ME employed plus the syllabus taught at ENSM. And then to what extent the latter conforms to knowledge practiced in the professional world to prove confirmation or refutation.

To attain the study target and obtain satisfactory data about the subject under investigation, an explanatory methodology with a multi- method approach including both quantitative and qualitative facts were collected. Such an approach was selected simply for it leads to more affluent responses to intricate questions (Denscombe, 2008:270-283). Using mixed methods implies that researchers have to institute their rationale for using diverse data and clarify the reasons that quantitative and qualitative data necessitate to be mixed (Creswell, 2009:1–11). Creswell and Plano Clark (www.sagepub.com, 2011) argue that:

“Integrating methodological approaches strengthens the overall research design, as the strengths of one approach offset the weaknesses of the other, and can provide more comprehensive and convincing evidence than mono-method studies. Another more practical benefit is that mixed method research can encourage interdisciplinary collaboration and the use of multiple paradigms. The overarching premise is that the integration of two or more approaches should provide some added benefit with regard to research objectives that a single approach could not offer.”

4.3.4 Quantitative and Qualitative Approaches

The focal intent of the study is to collect information about professional communicative competence in ME at the workplace in the Algerian maritime context in congruency to the international norms and standardized principles. Qualitative data were used to help explain and build upon initial quantitative results. Countless definitions have been listed by authors concerning qualitative research; from one side some draw attention to the research purpose and focus:

“Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. “

(Merriam, 2009: 13)

Whilst others accentuate an epistemological stance:

“Qualitative research is research using methods such as participant observation or case studies which result in a narrative, descriptive account of a setting or practice. Sociologists using these methods typically reject positivism and adopt a form of interpretive sociology.”

(Parkinson & Drislane, 2011 cited in IJACSA:121-124)

According to Denzin & Lincoln (2001:3), qualitative research is:

“A situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of interpretations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them.”

Among the benefits of quantitative approach relates to the fact that it confidently permits the investigator to get direct contact with their respondents rather than merely rely on a broad outlook. Theoretically, a quantitative approach is thought to have only one authenticity; thus a single truth to be considered and observed while a qualitative one may paradoxically cover several social realities; therefore, numerous truths are gained from humans' interactions within their contexts. On the other hand, Bodgan and Biklen (1982: 150) define qualitative research in terms of five features:

1. The natural setting, or the context, is considered as “the direct source of data and the researcher is the key instrument” (p.27). Qualitative researchers are concerned with individuals and their context which has a significant influence on their behavior.
2. Qualitative research is descriptive. Data is collected in “the form of words or pictures rather than numbers.” (ibid, p.28).
3. Qualitative researchers are concerned with process rather than simply with outcomes and products. They deal with how people display their actions and performances in their contexts. Conducting a study.
4. Qualitative researchers analyze data inductively rather than deductively. They try to prove or disprove a hypothesis they hold before.
5. Qualitative researchers also focus on the participant perspectives on the issues under investigation and how they can capture these perspectives accurately. Therefore, their sample population cannot be large.

A qualitative descriptive research is a broad inquiry method explanatory in nature based principally on textual analysis; the pollster can use unstructured data-collection methods, such as focus groups, observations, or documents. Yet, the researcher might use statistical data to balance and support the study. Indeed, qualitative research seeks to recognize and comprehend behaviour and attitude in context. For that reason, it “mostly focuses on understanding the particular and distinctive but does necessarily seek or calm to generalize findings to other contexts”. (Croker, 2009: 9).

Using a combination of mutually qualitative and quantitative data can improve an evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another. This will ensure that understanding is improved by integrating different ways of knowing (ibid.). Merging both approaches can illuminate what is happening and why it is happening (Dornyei.2007:132; Miles & Huberman, 1994:5-13).

In proceeding with research, the researcher chooses methods depending on the type of data s/he wishes to collect and the nature of the issue under investigation. Countless data collection methods can assist researches concentrate on several aspects of the research question. According to Richards (2003), this depends mainly on the established aim. For instance, if the focal point is on behaviour, thus observation is the useful tool whereas if the focus is on ideas and beliefs interviews can be the best option.

Despite the fact that individuals may share the same context as noted by Radnor (2002:4), they could give diverse views and perceptions while considering the social world and human behaviour. It is believed that realities recognized in the course of a qualitative approach may have a better interpretation thanks to a variety of views of a quantity of individuals. In this essence, Lincoln & Guba (1985:15-27) affirm that the qualitative approach is progressively focused. All the way through the research the organization of concepts may recurrently alter as the study progresses. A range of methods are unquestionably to be used in investigating the phenomena under study simply to gain rich compelling qualitative data.

Evidently, the use of a variety of methods to collect data on the same topic is a way of assuring the validity of research. It is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. As stated by (Patton, 1990: 73-74), this assists providing a comprehensive perspective.

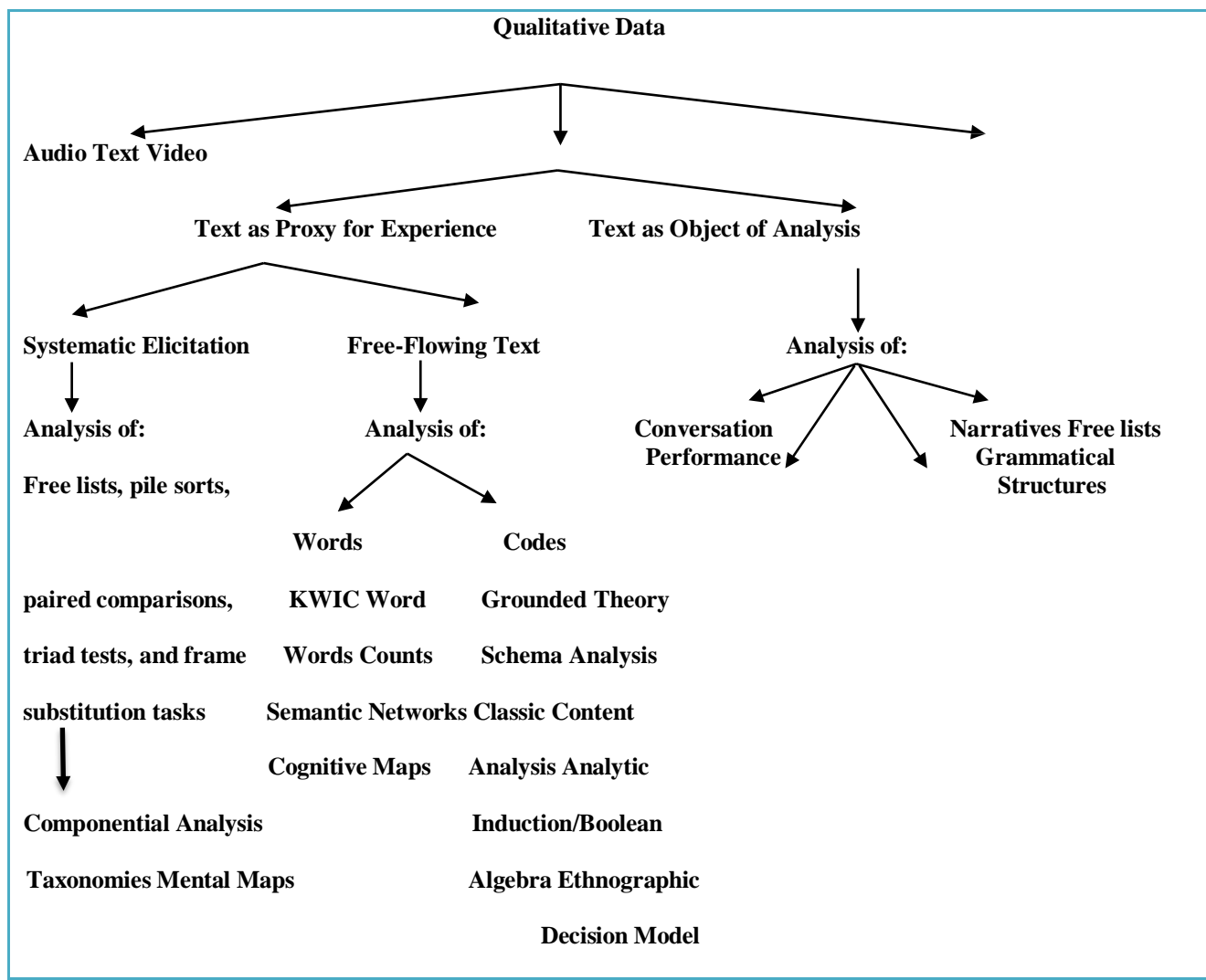


Figure 15. Typology of Qualitative Research Source: Ryan and Bernard (2000).

Case study approach is qualitative research that has been viewed by many researchers as a detailed study and analysis of a particular issue or situation. In other words, Punch (1998) states that:

“The basic idea is that one case (or perhaps a small number of cases) will be situated in detail, using whatever methods seem appropriate. While there may be a variety of specific purposes and research questions, the general objective is to develop full an understanding of that case as possible.”

(Punch, 1998: 150)

Case study includes the analysis of one to several cases that are unique with respect to the research topic. Cases are selected based on a unique quality and their analysis primarily focuses on exploring such unique quality (often rarely observed). To put it in simpler terms, questions and observations should focus on, and delve deeply into, the unique feature of interest⁷. There are different types of case study. Stake (2000:435-454), for example, identified three main types: intrinsic, instrumental and collective. The intrinsic case study is conducted for the purpose of further investigating and understanding of the case study per se. The instrumental case is examined mainly to provide insight into an issue or to revise a generalization. The collective case is described as the study of a number on instrumental cases in order to deeply investigate some issues.

4.3.5 Case Study Approaches

A qualitative case study examines a phenomenon within its real-life context. Data are collected on or about a single individual, group, or event. In some cases, several cases or events may be studied. The primary purpose of a case study is to understand something that is unique to the case(s). Knowledge from the study is then used to apply to other cases and contexts. Qualitative case study methods often involve several in-depth interviews over a period of time with each case. Interviews explore the unique aspects of the case in great detail, more so than would be typical for a phenomenological interview. Implications of a case study approach for qualitative data collection and analysis are several. First, participants and/or cases, by definition, should be selected for their unique properties. Because it is the case's special attributes that are of interest, sample sizes are generally small, usually one to several cases. Inquiry in these types of studies focuses largely on their defining case features and the differences they exhibit from other individuals/events in the larger population. The overall idea is to tease out what makes them so different and why. Often, knowledge gained from case studies is applied to a larger population.

4.4 Pollster's Standpoint

Being a doctoral ESP researcher who has previously undertaken an investigation and training at the Harbour Master Office; Mostaganem port- authority during the period of 2009-2011 and have also taught as an ESP researcher /ME novice teacher Maritime English for

⁷ https://www.sagepub.com/sites/default/files/upm-binaries/48453_ch_1.pdf

mariners at ENSM for one year during the academic year 2017-2018 (see appendix 8), I gained a very special experience to explore and investigate about ME application in the Algerian ports and review the staff's professional communicative competence at the workplace as well maritime language training content delivered at ENSM. Having an overview on both ME work context and teaching syllabus motivated researcher to deal with this study to go further and explore other communicative contexts to provide either confirmation or disproof to the application of ME as formerly imposed. Previous research experience helped fully the researcher to be acquainted with the ME communicative issues and understand the nautical communicative environment in depth with more neutrality. Thus, inquisitiveness and aspiration are two major motivating factors to; firstly, find out the communicative needs and challenges encountered by the marine staff to achieve professional communicative competence; and secondly, to offer a little scientific contribution to enhance ME training to seafarers and thus provide recommendations to the teaching of ME at the Algerian Superior Maritime College-ENSM- and training centers in ports especially that the Algerian maritime teaching context lacks specialized trained teachers in ME. Additionally, a little reference to ME courses or topics that should be integrated to reinforce ME training will be inserted.

The researcher has undoubtedly a profound interest and enthusiasm to discuss the current theme as Maritime English communication impacts international ties. Among the aspects that triggered the researcher's significance are: the urgent need to establish an adequate review to ME usage in the Algerian nautical field of work and, therefore, offer valuable recommendations to ME training in the Algerian teaching context whether at ports or ENSM.

The researcher in this study acted as an internal viewer and was directly involved in the teaching of mariners at ENSM while as an external observer to the HMO's staff in watching some port tasks. The researcher was well-informed about the milieu and familiar with the setting under investigation and thus tried carefully to detain every little information on each encountered incident and data she came across while collecting data that might help understand the phenomenon better and progress more and more in the research work. As previously mentioned having already dealt with a similar case study at the level of Mostaganem port Entreprise (EPM) and encountered an ME teaching experience; this beneficial fact, made the researcher aware of the general nature of the communicative process in the shipping context profession. Thus, one's own personal experience and understanding of both contexts helped greatly explain and interpret the findings without any problem and bring facts up to date.

4.5 Research Objectives and Motives

Wherever you are in the world, English is the language of international business, science and research. Over 80% of academic journals are written entirely in English. An estimated 85% of international organizations use English as one of their working languages (Weijen, D., 2012:23-32). Many research reports emphasize the relationship between English and employability all over the world. Due to the globalised market, employees need to have day-to-day business dealings and communication with executives from different parts of the world. Activities like emails, online chat, business presentations require ‘above average’ language skills in order to have unambiguous and clear-cut transfer of information to all participants. Thus, in recent years the use of English has become everyday practice in multinational companies (MNCs) because English dominates business as the language of choice: “It’s an absolute must that we move to English,” says Beddard-Fontaine.

In a multilingual workplace environment such as seafaring sharing one code avoids misunderstandings or feelings of awkwardness among non- native speakers. They have to cross this wall of linguistic diversity for themselves so as to feel their confidence while interacting is high. MET’s intent is generally to assist the maritime employees possess an impeccable grasp of this corporate language. The role of English language in career advancement is undeniable in this era of globalization. Though English language proficiency is not the only criterion for career development, its importance in the corporate world is widely recognized as well.

As step to assess the current HMOs’ staff ME proficiency and ME syllabus content, the researcher has administered three questionnaires, one for capitainerie personnel in the mentioned ports: Oran, Algiers and El Ghazaouet in which the informants were supposed to give an overview on their actual communicative competence in both GE and ME skills required and performed at the workplace, to provide hints on problems encountered and solutions that are appropriate to their case. The other questionnaire was distributed to ME students taught at ENSM; both graduate and employed trainees, to have their views on the current taught ME syllabus. The next questionnaire was given to teachers of English at ENSM to inquire about the effectiveness of the current ME curriculum and whether it ensures professional communicative competence to the marine staff in real situations. The last category is considered as a focus group for the study. An interview was distributed in parallel to questionnaires to the port-control officers as well.

4.6 Research Method and Design

Research design refers simply to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research question through the collection, interpretation, analysis, and discussion of data. It is the framework of research methods and techniques chosen by the investigator. The design generally allows the canvasser to hone in on research methods that are suitable for the subject matter and explains the type of research (experimental design, research problem, descriptive case-study) so that conclusions in relation to the research question (s) are achieved. This incorporates the time frame of the research, the target population, the research methods, data collection methods and analysis techniques. Durrheim, (2006) defines research design as “a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research” (p34). The goal of such process is to guarantee that “the purpose of the study is achieved and also the research can be completed with the available resources” (ibid, p.35).

The study is based on a mixed- method approach, but is mainly qualitative, seeking a wide range of in depth information in order to understand better whether there exists firstly professional communicative competence in the Algerian maritime context; secondly, congruency among ME application at the workplace and international norms and training at ENSM. Mainly, it is also to detect aspects of similarities and differences among the previous studied case (Mostaganem port- authority: EMP) and the new cases (Oran EPO and Algiers EPA) in terms of duties and responsibilities that require ME employability. The mixed- method approach helps extend the variety of data as well as credibility; variety of data sources.

A triangulation process is adopted to strengthen the analysis by a variety of data sources as questionnaires, work observation, and interviews. With this, one can look at the topic from different angles to ensure the trustworthiness of the research. Such a process is defined as the application of “a combination of techniques in investigating a set of study questions” (Mason, 1996: 148). It is based on the use of various data collection techniques.

Some scholars have argued that triangulation is among the useful techniques of checking validity (Burns 1999:191). This method is used mainly to gather multiple perspectives on the situation being studied and provides greater depth and dimension. As a result, it enables the researcher to reach accuracy and credibility. Likewise, triangulation is regarded as an influential

method of demonstrating parallel validity since limited dependence on one method may mutilate the image the researcher has drawn about the area of his/her research. Within the context of language research, it is always thought that using diverse and various instruments helps gain a clear view on the subject under investigation than the one they get by relying on a single data gathering technique. According to Denzin (1978), triangulation has different forms:

Data triangulation is represented in cross-sectional or longitudinal data collection, including time, space and person, in a study. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations. Method triangulation deals with collecting data using multiple methods to study a situation or phenomenon, to avoid the limitations and deficiencies that come from one single method. Investigator triangulation is concerned with using more than one investigator, observer, and researcher in the same research setting in order to get the reliability of the observations. Theory triangulation focuses on analyzing data from more than one perspective, using multiple theories or hypotheses.

From his part, Berg (2008: 40) acknowledged that every data compilation technique is a different line of sight expressed towards a similar point. Through the combination of a number of lines of sights, researchers obtain a better and more substantive image of reality. The use of triangulation in legalizing the consistency and trustworthiness of the conclusion was avowed by Wiersma and Jurs (2009 cited in Richard S. Baskas: 2011:1-11). Based on the fact that triangulation is beneficial, the researcher opted to exploit it to confirm the findings and remarkably it helped to compare and evaluate the instruments (questionnaires, interviews, observation) already used, and, thus, discuss them in detail.

4.6.1 Questionnaires

A questionnaire is a very convenient way of collecting information from a large number of people within a period of time. A *questionnaire* is a *research* instrument consisting of a set of standardized questions to bring forth data about numerous issues, such as language issues, communication difficulties, preferred learning styles, favored classroom activities and beliefs. (Richards, 2005: 60). The design of the questionnaire ought to be of utmost importance to ensure accurate data is collected so that the results are interpretable and generalisable. Such a method is relatively easy to prepare and can be used with large numbers of subjects to obtain

information that is relatively easy to tabulate and analyze. It takes the form of a written answer or selected answer from recommended options provided by the researcher.

Indeed, questionnaires are well- designed instruments that are broadly used for collecting data and translating hypotheses into questions. Moreover, their design is a logical process that can be divided into simple steps, in order to design the questionnaire, Dornyei (2003:3-32) introduced the procedures that were mostly followed and involved a series of steps:

- Deciding on general features of the questionnaire, such as length, the format, and the main parts.
- Writing effective questions,
- Selecting and spending the items,
- Writing appropriate instructions and examples,
- Piloting the questionnaire and conducting item analysis.
- Generally speaking, questionnaires include two types of questions: close and open-ended.

The former is concerned with questions to which the researcher determines the possible answers, whereas the latter allows the respondents to answer freely in a less oriented way. Researchers believe that close- item questions involve a greater uniformity of measurement and therefore greater reliability. Thus, they find it easy to analyze the answers that belong to this type of questions. Open- ended items, on the other hand, give the respondents more freedom and space to express their ideas and opinions in their own manner, and often result in more detailed and insightful data. These questions are strongly related to the research questions addressed by the study.

Among the other benefits of the questionnaires; (except of being more cost-effective and functional than other research instruments), is that it provides a relatively quick and efficient way of obtaining large amounts of information from a large sample of people. Data can be collected to a certain extent quickly because the researcher would not need to be present when the questionnaires are completed. Otherwise, information can be administered via email, by phone, through mail or personal attendance, offering both qualitative and quantitative data.

Despite the fact that questionnaires give the researcher an opportunity to carefully structure and formulate the data collection plan with precision and respondents can take these questionnaires at a convenient time and think about the answers at their own pace; yet, this instrument may sometimes be inadequate to assemble all essential data to answer the research questions. In this perspective, Gilliam (2007:100) argues that “the need for further methods providing different kinds of data will become apparent when the questionnaire research has been carried out”.

In a nutshell, though from a practical perspective questionnaires are constructive research tools but they are not free of disadvantages at times “Questionnaires are structured instruments for the collection of data which translate research hypotheses into questions.” as explained by (Richerich and Chancerel, 1980: 59). For instance, questionnaires without human intervention can be quite passive and miss out on some of the finer ambiguities, leaving the responses open to interpretation. Additionally, response rates can be quite low; questionnaires can be designed well by choosing the right question types to optimize responder rates, but very little can be done to encourage the respondents without directly conversing with them. Other research techniques in such cases are instrumental in overcoming this shortfall of questionnaires such as: interviews and focus group discussions. This permits the examiner to pilot them, evaluate the information gathered, and then refine the final version of targeted data to end up with refining the final version of the targeted data.

Semi- structured questionnaires were designed in the up to date research study to gather valid data from the targeted population to scrutinize the research questions and assumptions. Three questionnaires were designed one for Harbour Master Office personnel of the mentioned ports, another for port-officer students at ENSM (representing a focus group study about both assessment and needs of current ME syllabus), and the last for ME teachers. After having decided the aim of the research, the questionnaire has been at last designed which included three types of questions: open- closed and mixed. (See appendix 1). In dealing with this, Gass and Mackay (2007: 153) suggested that “a questionnaire need not be solely closed or open-ended, but they can blend different question types depending on the purpose of the research”.

- ✚ With closed- ended questions: the respondents were provided with ready- made response options and were required to choose the most appropriate to their view points. This was done by ticking one of the options. In this vein, Wilson and Mclean (1994) state that

“Closed questions are quick to complete and straightforward to code and do not discriminate unduly on the basis of how articulate the respondents are” (p.21). The respondents needed just to opt for one of the possibilities which were proposed without providing any comment or explanation.

E.g. B. Language Competence & Proficiency

Question 2: Your current English language is acquired:

- Is it through an educational career?
 - At the middle school
 - At the secondary school
 - At the university

An example taken from Port- personnel questionnaire from part.

✚ Mixed questions requested the informants to decide on one option among the list provided and give explanations, justifications or comments,

E.g.:

Question6: Do you regard yourself as a competent and qualified communicator in English?

Yes

No

- If yes, please explain how.....

✚ Open- ended questions were simply used to obtain the personal ideas of the respondents concerning the given issue. Dornyei (2003) states that open questions “include items where the actual question is not followed by response options for the respondent to choose from but rather by some blank space (e.g. dotted lines) for the respondent to fill” (p.47).

Question 8: What type of difficulties do you usually face when communicating in English?

Precise

.....
.....

 **Likert Scale:**

A Likert Scale is a type of rating scale used to measure attitudes or opinions. With this scale, respondents are asked to rate items on a level of agreement. For example: Strongly agree. Agree. The scale is named after its inventor, psychologist Rensis Likert in 1932. When responding to a Likert item, respondents specify their level of agreement or disagreement on a symmetric “agree- disagree” scale for a series of statements. Thus, the range captures the intensity of their feelings for a given item. Dornyei (ibid.) argues that these scales are popular due to the fact that they are simple, versatile and reliable. They consist of a series of statements that are linked to a particular target and should be “characteristic that is expressing either a positive/ favorable or a negative /unfavorable attitude towards the object of interests”, (ibid, p.37). When dealing with Likert Scales participants are asked to indicate the extent to which they agree or disagree with the items provided by marking one of the responses ranging from ‘strongly agree’ to ‘strongly disagree’. The following is an example taken from the questionnaire:

II. Part Two: An Inquiry about ESP/ME

Question 3: How would you rate your commitment to improve your job related skills and knowledge? Do you consider yourself as a skillful- qualified ME communicator?

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

4.6.2 Interviews

Qualitative research is commonly concerned with the nature, explanation and understanding of phenomena. Interviews are widely used tools as a data collection tool in qualitative research. They are typically used as a research strategy to gather information of participants’ experiences, views and beliefs concerning a specific research question or phenomenon of interest (Frances Ryan, Michael Coughlan, Patricia Cronin, 2013:783).

As argued by Byrman (2008) interviews are most likely one of the most frequently employed and most convenient methods of data collection because of the flexibility they offer to the examiner. An interview is generally a qualitative research technique performed by two persons or more used for discovering and recounting problems and practices which involve asking open-ended questions to converse with respondents and collect elicited data about the subject under analysis. In this context, Burns (2000: 423) from his side defines interviews as “a verbal interchange, often face to face, in which an interviewer tries to elicit information, belief and opinions from another person”. From the other side, Kvale (1996:174) an interview is “a conversation, whose purpose is to gather descriptions of the [life-world] of the interviewee” with respect to interpretation of the meanings of the 'described phenomena'.

The interviewer in most cases is the subject matter expert who intends to understand respondent opinions in a well-planned and executed series of questions and answers. Furthermore, interviews are conducted with a sample from a population and the key characteristic they exhibit is their conversational tone. Such instruments are most effective for qualitative research (McNamara, 1999:1-5).

They help the researcher explain, better understand, and explore research subjects' opinions, behavior, experiences, phenomenon, etc. Interview questions are usually open-ended questions so that in-depth information will be collected. There are different types of interviews: email interview, web interview, personal interview, telephonic interview.

Exploratory Interview at the Workplace

The purpose of an exploratory interview is to glean relevant information (Vince Scopelliti, 2019) about a workplace allegation in a manner that is professional and fair. In devising a good investigation strategy, the interviewer will carefully select who is to be interviewed during the process the fact which allows the investigator to benefit from a direct contact with the informants. More clarified by Richards:

“Interviews allow for a more in-depth exploration of issues than questionnaires”, (Richards, 2005: 61). The choice of a workplace interview in the current case study permits to provide answers that either confirm or disconfirm the raised research questions with

transparency and objectivity plainly because the investigated community can better mirror the real workplace and communicative status. Another explanation provides that “The purpose of the research interview is to explore the views, experiences, beliefs, and motivations of individuals on specific matters” (Gill et al. 2008: 291–295).

Interview is a much more flexible approach, allowing for posing of new questions or check-questions if such a need arises. Its flexibility makes the interview a superior technique for the exploration of areas where there is little basis for knowing what questions to ask and how to formulate them. One major benefit is that participants can unquestionably respond to all the questions and the interviewer can concurrently be acquainted with the participant’s responses (Philips & Stawarski, 2008:3). In addition to general questions, holding an in- person interview will enable you to test skills and to gauge situational competence on a deeper level. Yet, one should state that unexpected and surprising responses may also be provided while interviewing. For this reason, the interviewer is advised rather to reformulate the questions differently to receive the projected meaning. When conducting an interview inquiry, it is preferable to ask open-ended questions because the goal is to obtain as much information as possible. By asking questions that already suggest the answer the interviewee may only respond with a yes or no reply, the interviewer in such a case will be just doing all the talking. Some methodologists including McMillan and Schumacher (1989) have listed some interview advantages:

- It provides flexibility to the interviewers.
- It can engage dissimilar troubles and types of personnel, who may be either illiterate or even too young to read or write;
- The face-to-face interview has a better response rate than mailed questions; the interviewer can judge both the verbal and non-verbal behaviour of the respondent and offers them a motivational aspect in parallel (Bailey, K., 1994) (i.e. a benefit of face-to-face interviews is the qualitative data you can glean from observing the body language of the interviewee.
- The interviewer can decide the place for an interview in a private and silent place, unlike the ones conducted through emails which can have a completely different environment.

- The interviewer can control over the order of the question, as in the questionnaire, and can judge the spontaneity of the respondent as well.
- Interviews offer a much higher rate of responses than questionnaires, especially for topics that concern personal qualities or feelings.

(McMillan and Scchumachaer, 1989: 265)

Both scholars Bodgan & Biklen (1982:135) delineate the interview as “a purposeful conversation, usually between two people (but sometimes involving more) that is directed by one in order to get information”. Anderson (1990:222) describes the interview as “a specialized form of communication between people for a specific purpose associated with some agreed subject matter”.

Such a research tool puts the emphasis on the contact involving two communicators, the investigator and the respondent. Given what has been said, Berg (2001:66) demarcates interviews as “a conversation with purpose and the purpose is to gather information”. Thanks to this conversation, the interviewer you gain a candidate's trust, you will be able to tease out some details that help you learn more about his feelings, thoughts and attributes.

It is acknowledged that responsive participation is one major feature that distinguishes a successful interview from a non- successful one. Such a relationship allows a wide space for adjustment, clarification and exploration (Guilham, 2005). The researcher can also ask supplementary questions that might sound accepted even in formal questioning in real- life situations (ibid). It is worth noting that interviews are valuable as they tolerate the researchers to scrutinize phenomena that are not handy to them via other means. In this respect, Mackey & Gass (2005:137) accentuate that “some phenomena might not be observable such as learners’ self- reported perceptions or attitudes, and the interviews merit of interactivity allows researchers to elicit additional data if initial answers are vague, incomplete, off- topic, or not specific enough”.

As compared to other techniques of data collection e.g. questionnaire, observation, etc., interview may serve as a rich source for exploring people’s inner feelings and attitudes. According to Wisker (2001), the use of interview is highly desirable for obtaining information based on:

- i. emotions, feelings, experiences, ii. sensitive issues, and, iii. insider experience, privileged insights and experiences.

The technique of interview is of immense use and value in qualitative research studies since they emphasize the in-detail and holistic description of activity or situation. By definition, the qualitative research is designed to “investigate the quality of relationships, activities, situations or materials” (Fraenkel & Wallen, 2003: 380). Therefore, the qualitative interviews differ significantly from those used in quantitative research. The qualitative research interviews endeavor to appreciate the world from the respondents’ perspective and to explore the significance of people’s experiences (Kvale, 1996: 191-198).

An interview may be conducted one-on-one; with one interviewer and one interviewee, or in groups. For instance, one interviewer may converse with multiple interviewees, or more than one interviewer may discuss with a single interviewee. Alternatively, it could be a group arrangement, with a panel of interviewers facing a board of interviewees.

Significantly, interviews form the backbone of primary data collection in qualitative research designs. Distinct from other methods, interviews have unique features that make them superior. It is evident that such a method is compatible with an experimental or a phenomenological research paradigm (Aliyu, Bello, Kasim & Martin, 2014:79-95). Scholars have stated that formal interviews or professional interviews can be categorized into three common types of interviews which include; structured semi-structured and unstructured interviews (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006). The semi-structured in-depth interview is most preferred for qualitative data collection (DiCicco-Bloom & Crabtree, 2006:314-321). In view of that; Kvale (2007:51) puts that in a semi-structured interview “there is openness to changes of sequence and forms of questions in order to follow up the specific answers given and the stories told by the subject”.

Structured interviews, accredited as standardized interviews, are more like verbal questionnaires and permit researchers to evaluate answers from diverse participants. In semi-structured (semi-standardized) interviews researchers’ use written list of questions as a guide they can add more information. Unstructured (unstandardized) interviews, which are similar

to natural conversation, are not constrained by any questions. The interviewees are required to provide answers to the researcher's questions in their own terms and speed (ibid). One important thing to mention that trust is, after all, an interviewee's most valuable asset because without confidence it is more likely that the answers obtained will be biased (Johnson & Christenson, 2004).

In the current study, a semi- structured interview is selected as a fundamental tool to identify the informants' response on decisive issues in the nautical workplace communication in Algeria and mainly to provide a few answers to the questions related to the nature of communicative competence in Maritime English among Harbour- personnel in the Algerian maritime workplace. The type of questions mostly employed were designed based on freedom and expressing oneself. Richterich and Chancerel (1980: 59) explained "do not call in advance for ready- made answers and therefore allow the person questioned more freedom of expression.....

The target of the interview method is to assemble information and state the answers to the research questions in a formal and organized way, allowing the participants to depict all the realities in their own words. On this basis, some interviews were administered to Harbour Master Offices and ME teachers at ENSM which helped to gather data on the real status of professional communicative competence in ME in the Algerian maritime work milieu and teaching syllabus as well. The interviews helped the researcher to harmonize and develop the questionnaire data by providing follow- up information that could pass up vagueness and deficient responses from the questionnaires.

Regardless of its advantages, the interview has drawbacks too. Qualitative interviews for instance include reliance on respondents' accuracy and their intensity in terms of time, expense, and possible emotional strain. Furthermore, interviewing is time- consuming and implies the interviewer to concentrate on the functionality of the recording device. Participants may feel uncomfortable or unwilling to be recorded given their legal status. In such a case the researcher is obliged to look for other alternatives and options.

1. It can be time-consuming; i.e. preparation of the interview schedule can take quite a chunk of the time of an interviewer, especially if it is for an extensive or in-depth interview. Significant amounts of research must be performed in order to be able to craft good questions (www.cleverism.com).

2. There is a high risk that the interview and its results may suffer from the bias of the interviewer, as he is the one that will choose the questions to be asked during the interview.
3. Variability may be high when the interview schedule is used by multiple interviewers. This may result to unreliable information gathered during the interviews.

Another significant issue that may face the interviewer is to fix an appropriate time and place to guide the conversation. Cohen and Manion (1994) proclaim that interviews could have restrictions as far as validity is concerned, and they recommend that this instrument would rather be combined together with other research instruments that have already been tested and revealed to be persuasive.

4.6.3 Work Observation

Observation may be seen as the very foundation of everyday social interaction: as people participate in social life, they are diligent observers and commentators of others' deeds. Observation is also one of the most imperative research methods in social sciences while simultaneously one of the most complex. Such a method can be the focal technique in the assignment or one of numerous complementary qualitative methods. As a technical method it has to be carried out systematically, with a focus on specific research questions. The observation comprises various techniques and approaches that can be coupled in a variety of ways. Observation can be either participant or not, direct or indirect (participant observation-non-participant observation). A researcher conducting non-participant observation takes position of an outsider and tries to distance him/herself from the taken-for-granted categorizations and evaluations. In the case of indirect observation, the researcher relies on observations of others (e.g. other researchers), various types of documentation, or self-observation. The chapter discusses the differences between those types of observation, shows inspirational examples from previous studies, and summarizes the method.

Observation as an employed method allows the canvasser get easily near the field of study to better investigate and provide a vivid portrayal of the true witnessed state (Erlandson et al., 1993). In research, observation is defined as “the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest” (Johnson and Christensen, 2004: 186). In this respect, McDonough and McDonough state that good research

“to be interesting, original, uses all kinds of observations of specific events to uncover general facts” McDonough and McDonough, 1998: 57). Richards (2005), in his turn, shows that observation could be a causative tool used to accumulate data during a needs’ analysis. He points out: “observation of learners’ behaviour in a target situation is another way of assessing their needs.” (p. 61).

In the observational research design, multiple study sites are involved. Observational data can be integrated as auxiliary or confirmatory research.

4.7 The Study Setting: Training in the Algerian Ports

The current study has been conducted at the ports of Oran, Mostaganem, Algiers and; El Ghazaouet precisely in the Harbour Master Offices and the National Maritime College ENSM, Tipaza. The case is an attempt to compare the current cases to the previous case undertaken at Mostaganem port in the Magister studies. The participants were very cooperative and they have stated their opinions about the topic.

The study has been conducted at one of the port- authorities’ departments: Harbour Master Offices in the Algerian maritime enterprises: Oran, Algiers, and El Ghazaouet.

4.7.1 The Participants’ Profile: Population & Sample

The population of the current case study involves firstly the port- authorities’ departments: Harbour Master Offices in the Algerian maritime enterprises: Oran, Algiers and El Ghazaouet. The selected sample of the study embraces the Department of Security and Navigation primarily the Movements’ Office Personnel including all the officers and pilots of the Harbour Masters’ Office directions: safety officers, port officers, radio officers and pilots. Secondly and finally, it includes the tutors of Maritime English plus ENSM students; both graduates and post- graduates.

All members were solicited to take part in the questionnaires and interviews distributed to reflect on the current situation about ME professional communicative competence in the Algerian maritime workplace context. The main aim of such a selection and category is to get sufficient data from expert mariners who have already been dealing for years with ME

application with NNS, they are the best ones to provide an absolute visual rendering about strengths and weaknesses of maritime communication in general and mariners' communicative professionalism experiences and what challenges or obstacles still hamper their mission and impacts effective maritime communication.

4.7.2 Harbour Master Office Staff Members' Questionnaire

A questionnaire is considered as the most effective medium of collecting data, it provides the researcher with information, opinions, beliefs and attitudes, "The questionnaire has become one of the used means of collecting information.

If well-constructed; a questionnaire permits the collection of reliable and reasonably valid data on a simple, cheap, and timely manner" (Anderson and Arsenaul, 2005: 170).

4.7.3 ENSM Students

The contemporary study has also been conducted at the National Superior Maritime College: ENSM at Bousmail, Tipaza. The respondents for this research were 100 mariner students including two diverse classes: graduates and post- graduates. The former category represents 64 deck- officers from L1 level while the latter includes employed mariners occupying different positions in the real maritime context and require a certificate's refreshment. The investigation is made thanks to training at the level of ENSM and both categories were taught by the researcher during the year 2017- 2018. The first target was meant at first to teach the port- officers' section but unfortunately they were taught by another tutor. This category joins school depending on the workplace recruitment needs; however, the researcher has instead taught the previously stated section of Deck- officers especially that the syllabus is the same. The reason behind the training journey was predominantly to find out what ME programme has offered to shape mariners' knowledge, how effective is the latter to construct a concrete linguistic proficiency and to what extent communicative competence professionalism is measured for future use. The other category of students includes employed mariners and these have been chosen because they are already in the terrain and their participation is beneficial to draw conclusions from their real experience and reflect back on their personal experience as well as previous ME prerequisites. From the researcher's standpoint, it is this category which can best describe whether the effectiveness or deficiencies of ME syllabus in progress at ENSM; whether it fits the real context services or not!

All students at ENSM were exceptionally supportive and have stated their opinions about the subject matter.

4.7.4 Maritime English Teachers at ENSM

The aim of dealing with ENSM teachers is to know their attitudes concerning the efficacy and role of Maritime English syllabus delivered to seafarers in shaping their communicative competence and linguistic proficiency at the workplace. The sample consists of two teachers at the National Maritime College ENSM. The teachers provide us with all the needed information for the study. One of them holds a Master degree in GE and the other a Licence but most importantly they have been teaching ME for more than ten years.

4.8 The Research Instruments

The description of definitions and concepts of the present dissertation was based on the collected data by using a questionnaire for students and an interview for teachers of ESP/ME as research instruments. Dornyei (2010: 35) believed that “The backbone of any survey study is the instrument used for collecting data”. Both close and open-ended questions were used to collect quantitative data. A questionnaire has been distributed to the port- authority staff members in the mentioned ports. Another questionnaire was given to students at ENSM, they were asked to describe, assess and give their views on ME questions. Some interviews have been conducted with teachers of ESP/ ME and marine managers; the first were asked to answer open-ended questions to collect qualitative data related to their perceptions about the teaching of ME and the deficiencies encountered they actually face. The second were questioned to portray contemporary application of ME in the real context, factual standard of seafarers in ME and major challenges faced during the communicative process.

4.8.1 The Questionnaires’ Design and Content

4.8.1 A. Training in the Algerian Ports

4.8.1.1 The Algerian Seafarers’ Questionnaires

The designed questionnaires were distributed to all staff members in the Harbour Master Offices of the early stated Algerian ports. All categories have greatly welcomed, intervened and took part in answering the document with contentment and ease claiming that both maritime context and the ME status in Algeria are really in need of such scientific contributions as very

few interest is accessible about ME communication at the national level. The respondents included around 64 seafarers of mixed positions.

4.8.1.2 The Purpose of the Questionnaire

The semi- structured questionnaire distributed to the staff is intended to generate information from port staff members in the Algerian ports on the application and use of Maritime English at the workplace. It is on how ME is being implemented and employed. And as a research- candidate, the core objective is mainly to get nearer the port staff members' standard in both: General English (GE) and Maritime English (ME) they employ in their maritime communication to accomplish port operations particularly those pertaining to cargo handling, pilotage and tug services...etc.

It is essentially to have an overview about how professional are these members in using the language of the sea in their multi- lingual context; how skillful they are, to what extent training acquired from ENSM is contributory in a real context, whether what is employed conforms to knowledge taught and imposed by law- making authorities and specifically what problems they encounter to achieve language competence not forgetting the linguistic needs they face in their real work context as well. It is highly appreciated and important that complete and accurate answers are provided to contribute to the evaluation of the use of ME in the Algerian ports since the latter will provide the basis for the preparation of the course design that meets the requirements of the designated category (ies) later.

4.8.1.3 The Description of the Algerian Seafarers' Questionnaire

As to the questionnaire's design is concerned, questions are grouped by major area while answers to the questions were indicated by checking the corresponding box or by filling-in the blanks/tables provided after the questions or by indicating "Not Applicable". Ports' respondents were asked to include a brief narrative/discussion of issues/problems relating to areas/questions covered by the survey. Such narratives should include the proposed solutions or actions undertaken by the port to address issues/problems identified. The latter detailed explanations have been answered in separate sheets and are seen as necessary helpful data to opt for logical conclusions.

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

The present questionnaire is divided into/includes (06) six rubrics: the first is an inquiry about GE acquaintance; the second is about ME familiarity and fluency. The third concerns Maritime Education and Training in Algeria, the fourth one is an Inquiry about the Status of Maritime English Communication in Algeria. Part Five is about Employee Involvement and Empowerment in ME. Lastly, the last part “Six” is an assessment to Maritime English Communication in the Algerian Ports.

Section One (Q1- Q10)

- Section one which is an inquiry about the standard of the Algerian seafarers in General English; whether they possess a good luggage in English that allows them to communicate effectively and connect well with their foreigners. It consists of two sub-parts: identification to both gender and job in the port Harbour Master Office. The second concerns language competence and proficiency in GE.

The first part represents primarily mariners’ personal profile, it seeks their gender and work position in order to be acquainted with the larger gender involved in the study and to identify the different categories concerned with using English. The researcher aims via the second part to discern on the academic degree of the mariner officers and employees in English and language attainment; how and where GE is acquired in Algeria exactly. Is it via institutional learning or personal training or via practice at the place of work? Then, it is necessary to describe their mind-set (attitude) towards English learning at the start of their studies. The aim is to identify the psychological issues about learning this foreign language. Another query deals with the skill (s) they perform well or use the most in their work context: is it speaking, listening, reading, writing.

Category							
Harbour Master	Head of Department of Navigation & Security	Port- officer	Deck officer	Stevedore	Port officer Adjoin (Controller)	Pilot	Tug- assistance Captain
A/Is it through an educational career ?			B/Is it through an institutional or personal training?			C/Is it while working	
a.	At the middle school		At the maritime academy			Working at Sea.	
b.	At the secondary school		By self-study			Working ashore.	
c.	At the university		At a Summer school			Working abroad.	
			Through Personal Contacts e.g. English speaking friends.				
			Others: by studying for and taking exams in England				

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

The next inquisition attempts to provide a language self- assessment to their English language proficiency and help the staff evaluate their competence in the skills required and performed in terms of weak, average, good or very good in the four skills including grammar, vocabulary and pronunciation as well. This question is so important to recognize their strengths and weaknesses; then, help them realize them too. Another imperative issue concerns competence; how they can classify themselves at the contemporary moment in general: as competent or incompetent communicators? They are asked to provide explanations to such a belief based on authentic circumstances.

	Weak	Average	Good	Very good
Speaking	/	/	/	/
Listening	/	/	/	/
Reading	/	/	/	/
Writing	/	/	/	/
Grammar	/	/	/	/
Vocabulary	/	/	/	/
Pronunciation	/	/	/	/

The last question aims to find out if they usually encounter communicative problems with foreigners through using English and if so what type of difficulties they usually face when communicating this medium.

Section Two: (Q1- Q4)

- Section two is an inquest about ESP/ME appliance in the Algerian maritime context. It contains four (04) questions concerning the Maritime English language skills well-performed and sub- skills mostly implied and essential at the workplace. The respondents have to tick in the appropriate box(es) provided to express the frequency of employing those sub- skills: always, sometimes, rarely, never.

Skills	Speaking	Listening	Reading	Writing
Officers' Responses	/	/	/	/

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

The aspects are: firstly, **Reading sub-skills** of textbooks and course handouts, technical articles in journals, technical manuals or study notes and texts on computer. Secondly, **writing sub-skills** of short projects and assignments, taking notes in lectures, writing exam answer or a text (s). Thirdly, **listening sub-skills** for following lectures, following question/answer sessions in class, listening to spoken presentations and listening to instructions and explanations. Fourthly, is it **speaking sub-skills** to participate in discussions, asking questions in class, giving spoken presentations or others?

Maritime English language skills		Always	Sometimes	Rarely	Never
Reading sub-skills	Reading textbooks and course handouts	/	/	/	/
	Reading technical articles in journals	/	/	/	/
	Reading technical manuals	/	/	/	/
	Reading study notes and texts on computer	/	/	/	/
Writing sub-skills	Writing short projects and assignments	/	/	/	/
	Taking notes in lectures	/	/	/	/
	Writing exam answer	/	/	/	/
	Writing a text (s)	/	/	/	/
Listening sub-skills	Following lectures	/	/	/	/
	Following question/answer sessions in class	/	/	/	/
	Listening to spoken presentations	/	/	/	/
	Listening to instructions and explanations	/	/	/	/
Speaking sub-skills	Participating in discussions	/	/	/	/
	Asking questions in class	/	/	/	/
	Giving spoken presentations	/	/	/	/
	Others (please specify)	/	/	/	/

The seafarers are also asked to rate their commitment towards improving their job related skills and knowledge and if they consider themselves as qualified ME communicators? They are provided with a scale of evaluation based on: 1 (Extremely poor), 2 (Poor), 3 (Average & Reasonable), 4 (Good) to 5 (Excellent). The last question is to rate the occupational knowledge of ME acquired from training based on a scale provided with the same scale of evaluation cited earlier.

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

Section Three: (Q1- Q6)

- Section Three is an exploration to the nature of Maritime Education and Training in Algeria and Maritime English specifically, the section includes six inquiries with sub-questions. The aim is to scrutinize the personal view of the Algerian seafarers concerning training in ME communication whether they think it is compulsory for the mariner to be of a good level and how they can regard their ME knowledge. Two options are offered to the respondents for the answer; yes, and no. The seafarers are also asked to evaluate their knowledge background in ME communication and to select from the existing scale (from 1 to 5). Another significant question concerns the acquisition of Maritime English background knowledge; to identify whether it is empowered from: Studying at maritime education and training institutes ENSM, consulting maritime technical teachers (navigation, engineering...etc.), utilizing maritime literature (IMO documents, internet...etc.), attending Maritime English communication training courses or by computer- based training CBT and simulator training.

3.1	Do you think all seafarers must have good education and training in Maritime English communication?	Yes			No	
3.2	Do you think that you have good knowledge in Maritime English communication?	Yes			No	
3.3	How do you rate your background knowledge in Maritime English communication?	1	2	3	4	5
3.4	How/where did you acquire your Maritime English communication background knowledge? (please mark it with X)					
	a.1	- Studying at maritime education and training institutes ENSM.				
	a.2	- Consulting maritime technical teachers (navigation, engineering...etc.)				
	a.3	- Utilizing maritime literature (IMO documents, internet...etc.)				
	a.4	- Attending maritime English communication training courses				
	a.1	- By Computer Based Training CBT and Simulator training				

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

3.5	Does your company have its own maritime training center?	Yes.....	No.....
	If Yes; what type of maritime education and training resources that are used for maritime English communication training? (please mark it with X)		
a.1	- Integrate simulator and modern CBT programmes		
a.2	- Maritime English communication training courses		
a.3	- Specialized teachers in Maritime English teaching		
a.4	- SMCP training courses		
a.5	- GMDSS training courses		
a.6	- Familiarisation programmes		
3.6	According to your understanding, what are the main requirements for Maritime English communication training in your company?		

Another question consists in finding if the Algerian maritime companies have their own maritime training center(s) and whether enhancing maritime interaction is given significance, or this is really provided? And in that case, what sort of maritime education and training resources are used for Maritime English communication training?

- ✚ Integrate simulator and modern CBT programmes
- ✚ Maritime English communication training courses
- ✚ Specialized teachers in maritime English teaching
- ✚ SMCP training courses
- ✚ GMDSS training courses
- ✚ Familiarization programmes

The last inquiry focused on what requirements for Maritime English communication training in the actual company are available.

Section Four: (Q1- Q2)

- Section four is an investigation about the status of Maritime English communication in Algeria. Two significant points are studied through this inquiry: evolution of Maritime English communication at the maritime industry in Algeria. The researcher aims to know if ME communication is improved at the workplace by the company and if it is enhanced, what areas exactly are concerned?

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

- ✚ Use of maritime communication equipment.
- ✚ Procedures, policies and other communication related documentation.
- ✚ Employee's knowledge on Maritime English and communication.
- ✚ Employees' commitment.
- ✚ If any other reason, please specify?
- ✚ Teaching content,
- ✚ Teaching methods,
- ✚ Teaching approaches.... Etc

1.1	Do you think that Maritime English communication has been improved in the last10 years?	Yes....	No.....
	- If Yes; which of the below area(s) has been improved? (Please mark it with X)	/	
a.	- Use of maritime communication equipment.	/	
b.	- Procedures, policies and other communication related documentation.	/	
c.	- Employee's knowledge on Maritime English and communication.	/	
d.	- Employees' commitment.	/	
e.	- If any other reason, please specify? ➤ teaching content, ➤ teaching methods, ➤ teaching approaches.... etc.	/	

The next is to know what factors affect these changes:

1.2	If Yes; according to your understanding, the factors that influenced these changes: (Please mark it with X)	
a.	- Changing in top management.	/
b.	- Increasing external pressure (national, public & institutional).	/
c.	- International demands (maritime conventions & codes).	/
d.	- Changing in national laws.	/
e.	- Employees' knowledge.	/
f.	- Demand of shipping trade.	/
g.	- If any other reasons, please specify?	/

- ✚ Changing in top management.
- ✚ Increasing external pressure (national, public & institutional).
- ✚ International demands (maritime conventions & codes).
- ✚ Changing in national laws.
- ✚ Employees' knowledge.
- ✚ Demand of shipping trade.

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

Seafarers are permitted to add other reasons with detailed explanations depending on their understanding. All this helps the research- candidate provide a valuable assessment to the current status of ME training and application in the Algerian maritime context.

Section Five: (Q1-Q6)

Section Five is about Employee involvement and empowerment in ME. It includes six (6) questions and two 4 sub- questions for the last two questions. The attempt of this section is to find out if the mariners in the workplace are involved in solving ME communication problems, how to assess the mariners' communication enhancement in terms of decision-making. Third, how can the seafarer rate the pre-planning and communication related instructions he received before he attends to work on board or in port?

How is it possible to estimate knowledge and skill levels to commit Maritime English communication? If they know the responsibility assigned by the company with regard to maritime communication on board or in port? If yes; how best is each seafarer fulfilling those assigned responsibilities? If no; what are the strategies that the company should adopt to get more support and involvement of the employees in company and in Harbour Master Office? They are asked to provide an adequate self- assessment to their ME knowledge in terms of application and responsibilities.

4.1		Yes		No		
4.2	How would you rate the employee's empowerment in maritime communication related decision- making?	1	2	3	4	5
4.3	How would you rate the pre-planning and communication related instructions you received before you attend to your work on board?	1	2	3	4	5
4.4	How would you estimate your knowledge and skill levels to commit Maritime English communication?	1	2	3	4	5
4.5	Do you administer well your responsibility assigned by the company with regard to maritime communication?	Yes			No	
4.5 a	If Yes; how best are you fulfilling those assigned responsibilities?	1	2	3	4	5
4.5 b	If No; what are the strategies that the company should adopt to get more support and involvement of the employees in company and in Harbour Master Office?					
4.6	According to your understanding, do you think that the Algerian maritime personnel is exerting a positive influence in creating Maritime English communication knowledge in the Algerian maritime companies?	Yes			No	

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

4.6 a	If Yes; please, rate that influence:	1	2	3	4	5
4.6 b	If No; how does it make a negative influence?					

Port employees were to offer their view according to their understanding, whether they think that the Algerian maritime personnel is exerting a positive influence in creating Maritime English communication knowledge in the Algerian maritime companies? If no; how does it make a negative influence?

Section Six: (Q1- Q4)

- Part Six is an assessment to Maritime English communication in the Algerian ports consisting of four questions. The first is to rate the effectiveness of Maritime English communication in their company (Staff) via a scale mentioned provide from (1 to 5).

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

The second is based on the mariners' understanding: how to create an effective Maritime English communication training at the office.

The third concerns mariners' awareness and familiarity about the following ME projects: MarTEL Plus, Sea TALK projects and their benefits in enhancing communicative competence among seafarers.

The fourth consists in what kind of Linguistic Projects based on their expertise they can propose or advise English teachers to design for the Algerian nautical communicative context for the sake of improving communicative competence and professionalism?

4.8.1.4 The Administration of the Seafarers' Questionnaire

The questionnaire was administrated to Harbour Master Office staff on 16th February, 2020 at the port of Oran. Due to the current situation of covid19 pandemic the distribution of questionnaires was impeded but was later distributed on the 20th March 2021 to port- officers

in the ports of Algiers. The direct contact gave us the chance to keep in touch directly with individuals and clarify their inquiries about the questions.

4.8.2 B. Training in the National Superior Maritime College (ENSM)

Undertaking training at the nautical workplace presents many unique benefits for the research. Officers and managers are required to complete both the questionnaires and interviews. The target has insisted mainly to view HMO staff's perception. Data involves asking mariners about their thoughts regarding Maritime English application and learning at ENSM, other topics of interest in relation to training prospect and reflects upon their judgment or behaviours.

4.8.2.1 L1 ENSM Students' Questionnaire

Another needs analysis questionnaire has been designed for ENSM students to explore the nature of ME subject taught to mariners at the national college, to find out how effective the ME course is in relation to real workplace relevance. The students represent a vital tool to collect reliable data and ensure ME communicative competence acquisition.

Questionnaires were distributed to L1 candidates including Deck- officer, Machinists and port- officer graduate students at ENSM. These applicants have joined the college after passing an official examination on September 2017 in different modules: Mechanics, Engineering, Mathematics, French & English. They all hold a Master degree in the below specialties as recommended by ENSM administrative requirements:

Genie maritime, Math technique, Sciences appliqués. The college regulations lay emphasis on both the English and French languages with a high competency and good marks to accept candidates. The objective behind integrating such a category of candidates in the analysis lies simply in the fact that the researcher had a direct contact with them in the ME learning context and thus can be considered as a focus group category. The pollster succeeded via this experience to understand the ME teaching context, syllabus and as well draw conclusions on the ME teaching- learning background. All students have greatly welcomed, intervened and participated in answering the document with contentment and ease. Their responses are considered as an effective feedback.

4.8.2.2. The Purpose of the Questionnaire

The case is to have an idea about the nature of communicative competence acquisition of the Algerian mariners via this sample of ENSM applicants in Maritime English (ME) at ENSM- Bousmail- Tipaza, in Algeria. it represents a sort of an assessment to ME learning. Outstandingly, this category of future seafarers helped us well to enrich our research- work with valuable data about the nature, requirements, both benefits and deficiencies of contemporary ME training at the school, not forgetting their views on the effectiveness of the syllabus of ME taught at the college. In other words, it helped to evaluate and shed light on the knowledgeable and linguistic needs of the Algerian deck-officer graduate students before attending the real professional world.

4.8.2.3 The Description of the L1 ENSM Students' Questionnaire

An investigative questionnaire was distributed to L1 ENSM students as an evaluative means to the learning needs and progress of ME syllabus during the period of training. The questionnaire included 28 questions classified into four sections:

- a. Target Situation Analysis
- b. Students Current Situation Analysis in English Language Proficiency
- c. Learning Needs
- d. Means Analysis

Deck officer students represent the preeminent basis of information to contribute to this study; thus, their participation was highly appreciated. They were required to answer all the questions as accurately as they can. The questionnaire was designed to take no more than 30 minutes and they were informed that there are no wrong or right answers.

Part I: Target Situation Analysis (Q1-Q9)

This section includes 9 questions which all served as an enquiry about the current learning situation of Deck officers including:

- Reasons of learning Maritime English (learners have to tick from the box)
- Awareness about the importance of English as a medium of communication

- Necessity of using English with other staff members at workplace
- The skills in ME that highly emphasized at the workplace
- Importance of possessing an English proficiency
- Classification of skills in ME in terms of importance
- Importance of the ME course presented in presented at ENSM in shaping deck academic studies
- An evaluation and description to the current ME course to ensure future real world usage
- An evaluation to the skills in terms of importance both as taught at ENSM and in future use. The aim is to assess their opinions for an adequate assessment.

Deck officer students were given several choices for responses while having the possibility to mention others in case they exist).

Part II: The Current Abilities in English Language Expertise (Q1-Q9)

The Students are questioned to describe the following skills and areas they master well:

Listening, speaking, writing, reading, grammar, pronunciation, communication, general vocabulary, maritime vocabulary, English overalls ... etc.

The aim of this inquiry is to identify the students' actual abilities, to help them evaluate themselves and to determine the required linguistic standard they should arrive at to be considered competent and proficient mariners or the required abilities they are supposed to perform effectively in the future work context. (See appendix 2)

Secondly, they are asked to identify their skills' deficiencies in the English language. The next points are concerned with classifying the reading, writing, speaking, and listening abilities in terms of importance. Such an evaluation is based on a certain scale

Part III: Learning Needs (Q1-Q4)

This section is intended to inquest about the current learning context and to what extent it enhances their linguistic communicative abilities for future use. The students are supposed to describe activities assigned, learning preferences, and to describe from their perspective the

teacher- learner relationship and how can the latter be improved to enhance the ME learning in the future.

Part IV: Means Analysis (Q1-Q4)

The inquiry in this phase is concerned with whether they are encouraged to read documentation in English for other modules and to state the objective behind such readings, and if they are contributive to enhance their linguistic standard. Other inquiries concerning the skills they improved during their studies at ENSM, to what extent the current ME course is contributory and effective, the teachers' role in checking their continuous progress, tests they find supportive to advance, and whether actual teacher's assessment really reflects their real know- how are significant too. Some questions are related to ME learning time- table and if the time allocated for leaning ME is sufficient to acquire competence and if no they are supposed to offer suitable proposals instead. Finally, the learners were invited to intervene in an interview and were also promised to receive results about the study.

4.8.2.4 The Administration of L1 ENSM Students Questionnaire

Another needs analysis questionnaire has been designed for ENSM students to explore the nature of ME subject taught to mariners at the national college, to find out how effective the ME course is in relation to real workplace relevance. The students represent a vital tool to collect reliable data and ensure ME communicative competence acquisition. The questionnaire was administrated to the L1 students at ENSM College while the research- candidate has undertaken a period of training and tutoring for one year; two semesters. As to this case is concerned, the intention was to better describe the teaching- learning process and the curriculum presented.

Deck- officer graduate students at ENESM were divided into two classes to a similar size of 32 students; two of them left later. They were classified into two categories:

- An excellent class: EISN A
- A good class: EISN B

EISN A: the majority of the students range between an excellent level to a good one, there is a sort of competition among learners in studying in general and precisely in English. They are competent in both writing and speaking skills as well. It seems that, they have an immediate feedback with the teacher, tasks provided and even assignments are done. Noticeably, only four students who were average but they were working continuously to improve their level proficiency and aptitude depending on the themes discussed and tutor's motivation.

EISN B: the second class was a mixture of different averages: including about 6 students who are excellent often with an immediate feedback, about 6/7 with a very good standard, while the rest (19) of the class were of an average level while other five of them were ranging from average to bad.

4.8.3 Harbour Master Personnel & ME Teachers' Interview

Extra core components of our data collection execution strategy are described below and these include interviewing both Harbour Masters' Marine Personnel & ME Teachers.

4.8.3.1 The Interviews

Based on this case study, the interview was used as a supporting material to collect data from individuals through conversation either to understand a situation or a topic that the researchers were interested in. Interview is "a specialized form of communication between people for a specific purpose associated with some agreed subject matter" (Anderson, 1990, p.222). Patton (2002) went further by stating that a successful examiner interviews people to find out things that are not easily discernable, such as feelings, thoughts, intentions, and previous behaviors. Qualitative interviewing begins with the assumption that the perspective of others is meaningful. He emphasizes, "An interview consists of open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings and knowledge". The goal of the open-ended questions is to allow respondents include more information, including feelings, attitudes and understanding of the subject.

4.8.3.2 Harbour Masters' Marine Personnel Interview & ME Teachers' Interview

The interview concerned only a tiny category of mariners ranging from Harbour Masters, officers, a shipbroker and two ME teachers at ENSM. In view of that, the researcher used semi structured interviews because they are feasible for smaller groups. The semi structured interview for both ME teachers and port personnel provided the opportunity to regulate the order of the questions. In semi- guided interviews, questions are planned and created in advance and all candidates are asked the same questions in the same order, this way it is easy to compare their answers. The semi structured interview enabled the interviewers to display the sequence or wording of their questions according to the answers and for the interviewees to develop their ideas without restrictions. It allowed informants the self- determination to express their views in their own terms and it provided reliable and authentic qualitative data.

The teachers concerned with the present study are from Superior National Maritime College at ENSM: Bousmail, Tipaza. Despite the fact that they are neither ESP nor ME teachers but both are experienced and talented instructors who have been teaching ME at ENSM for more than a decade and gained knowledge from experts of the domain. They were selected by purposive sampling in order to know their opinion and their perception toward the teaching and application of ME in present day Algeria.

4.8.3.3 The Aim of Teachers of ME Interview at ENSM

The designed interview for teachers of ME attempts to investigate firstly about the nature and effectiveness of the current ESP/ ME syllabus directed to the training of the Algerian maritime community both graduates and post- graduates. Secondly, it is to demonstrate the role of the present lectures on students' motivation. Additionally, the questions seek to ascertain if the existing ME program of study promotes communicative competence in Maritime English among seafarers and if it reinforces learning in term of understanding and memorizing the novel specialized jargon. The teachers' responses are very significant and helpful in order to obtain the exact acuity from the investigation.

4.8.3.4 Teachers of ME Interview Description at ENSM

In this research, a structured interview is used. The latter is a means of collecting data for a statistical survey. Generally, the choice of answers to the questions is often fixed (close-ended) in advance, though occasionally an integration of open-ended questions can also be included within such an interview model.

It is addressed to two tutors of ME at ENSM. The two ESP teachers of ESP include a male and a female. It has taken 10-15 minutes and it intended principally at reporting their attitudes concerning the teaching of ME and impact of current syllabus in enhancing future seafarers' communicative competence. Then, it aimed to identify both the requirements, challenges of ME training in Algeria as well so as proposals to offer innovative measures. It also investigates if ME syllabus is effective for marine student and stimulating in the classroom. The interview consists of six questions.

4.8.3.5 The Marine Staff Interview

In this study, a structured interview is employed in which all questions have been prepared in advance and it is not permitted to the interviewees to add or change the questions. It is addressed to four Harbour Masters and port officers. It takes from 10-20 minutes and it aimed principally at reporting their attitudes concerning the application of ME in the Algerian shipping context, an assessment to real ME communicative competence of the Algerian mariners in such a multi-lingual context where a linguistic diversity exists. The mariners are required to report main challenges encountered and they are faced with in accomplishing their duties, to provide an evaluation on the current ME program taught at ENSM, then explain to what extent it promotes proficient communicative competence. Finally, what measures they find effective to boost ME usage.

The interview consists of ten questions and the staff was selected to play a part in this study because the participation is noteworthy to the nature of information looked-for. Providentially, their cooperation was very accommodating.

Interview to Harbour Master Offices

Organization..... Title.....

Name..... Date.....

Question One: Would you introduce yourself, please?

Question Two: For how many years have you been working in the maritime milieu?

Question Three: Based on your work experience, how do you view English as a medium of communication in accomplishing HMO staff? To what extent is English significant in accomplishing maritime communication? (**The role**)

Question Four: Do you regard yourself as a competent communicator in English?

Question Five: Where have you acquired such competency?

Question Six: Have you improved this knowledge via national or international training?

Question Seven: What skills do you master well?

Question Eight: What are generally your problems communicating in English?

Question Nine: Have you ever encountered communicative deficiencies at the workplace? Please specify.

Question Ten: Have you ever witnessed a situation where you were blocked or unable to solve the case immediately because of communication failure or incompetency?

Question Eleven: Would you explain the case in details?

Question Twelve: What were the linguistic measures or action procedures taken to avoid the communicative problems?

Question Thirteen: How can ME communicative standards in Algeria be improved?

Question Fourteen: How do you regard teaching ME at ENSM? How do you evaluate ME learning in the Algerian context?

Question Fifteen: Is it effective and does it enhance the mariners' professional communicative competence?

Question Sixteen: What is the deficiency in teaching ME at ENSM, inappropriate syllabus, non-qualified instructors or insufficient teaching sessions?

Question Seventeen: Based on real communicative process encountered in real interactions, how should ME be taught? How can teaching ME be improved at ENSM?

Question Eighteen: How should ME application be improved in Algeria?

4.8.3.6 Advantages of Semi- structured Interview Questions

The researcher has incorporated semi- structured questions to the study to maximize chances of authentic data receipt from harbour master personnel who embody the basis of knowledge and inspiration to the ME application at the workplace. The structured questions are a type of interview in which the interviewer asks only a few predefined questions which are frequently based on this model:

1. Use of open-ended questions so that you can get descriptive answers.
2. Use of a simple language that participant can easily understand.
3. Keep questions short as short as possible.
4. Never phrase questions as negative.
5. Always ask important questions first.

The respondents to the structured interview include the port- control Harbour Master and Harbour Master Assistant or named Duty- officer as well plus other volunteered port-officers. The support of these authoritative human resources represents a plus to my research work and added more value to the type of data accumulated about the topic discussed. Thanks to their meticulous elucidation and knowledgeable support, the research has been accomplished while a range of ambiguities have been excluded too. I was greatly thrilled and fortunate to reflect the maritime workplace context and ME application through their vision and expertise. The researcher has to confess that the staff has enthusiastically shared their acquaintance. Being self-assured and fluent communicators in the English language, the port- officers have expressed fully and freely their opinions using English in a consistent and approved way. Such a direct contact helped the interviewer to come up to the fact that the staff members reflect a considerable level of English language proficiency and competence even at varying extents plus their unremitting insistence to improve their communication.

1. is a personal identification to workplace position, duties and responsibilities assigned in the Harbour Master office (HMO).
2. is a special recognition to years of experience in the maritime milieu. This helps identify strengths and weaknesses of ME employability in real context; mainly effectiveness of knowledge acquired at ENSM as well as current syllabus taught among almost all ranks of mariners.
3. An individual viewpoint on English as a medium of communication in accomplishing HMO activities.
4. A self- assessment to communication competence in English.
5. A reference to the source of competence in ME.
6. An indication to national or international training that contributed to enhance ME competence and proficiency.
7. Hints to the mastery of skills well- performed.
8. An indication to the recurrent communication problems encountered in English.
9. A mention to encountered communicative deficiencies at the workplace.
10. An allusion to a complex situation due communication failure or incompetency.
11. An explanation the case of communication failure or incompetency.
12. The linguistic measures or action procedures taken to avoid the communicative problems.
13. Proposals to ME communicative standards enhancement in Algeria.
14. An evaluation to ME teaching at ENSM in the Algerian context.
15. An evaluation to ME teaching effectiveness in enhancing the mariners' professional communicative competence.
16. A mention to the deficiency in teaching ME at ENSM in relation to the following: inappropriate syllabus, non- qualified instructors or insufficient teaching sessions.
17. Suggestions to enhance ME teaching in the Algerian context at ENSM.
18. Orientation to improved ME application in Algeria.

4.8.3.7 The Administration of ENSM Teaches' Interview

Maritime English teachers or instructors are a key figure to cultivate the seafarer capabilities and potentiality. Maritime English teachers worldwide should not only own some English language skills but also specialized training for career purposes, especially in Maritime English teaching because the target of Nautical English for each maritime institution is to

enhance students to have a good English communication skills employed in a functional context. Based on this standard, Maritime English teachers are expected to be familiar with the related maritime knowledge, so it is feasible to support the students to use the medium of sea competently and efficiently. The instruments opted for the investigative study has intended to identify and profile the typical Maritime English teachers in Algeria.

The interview was conducted with teachers of ME at National Superior Maritime School ENSM at Bousmail- Tipaza. It was conducted on 15th of April 2018 with both teachers. They were so cooperative and helpful; the answers they provided were very authentic for the current research.

1. What are your beliefs about teaching and learning ME in Algeria?
2. What are deficiencies about teaching and learning ME in Algeria?
3. What challenges would you say teachers of ME currently face?
4. What are the modern approaches currently available to teaching ME?
5. Based on your experience, what are requirements about teaching and learning ME in ENSM Algeria?
6. To what extent can English for Maritime purposes training courses for ENSM teachers impact mariners' motivation?

Both questionnaire and interview instruments were asked in the order presented above. In addition to the questions, the respondents were informed that after the last question, they would be able to comment on additional issues that they thought was of importance to this study. Before the interviews started, the respondents were informed about the topic of the study and they all signed a Volunteer Consent Form, where it was stated how the data was going to be used and that the interview was conducted in anonymous and confidential way. All the interviews were conducted in a good climate and cooperative manner, where the author felt that the respondents were responsive in a very positive manner; moreover, there was felt to be a genuine understanding of the subject and the issues related to the same focus. Additionally, it was perceived that the Harbour Masters had a slightly bigger interest in this subject, this is based on the amount of answers that were given and the length of the discussions during the interviews.

Another tool the researcher opted for is the Corpus-based approach. Such a kind of study typically uses corpus data in order to explore a theory or hypothesis, aiming to validate it, refute it or refine it (Tognini- Bonelli, 2001: 84-5). At its most basic level, corpus linguistics offers us a range of tools and methodologies to find out about language.

4.9 Corpora Analysis

Corpus, plural “corpora”, is a linguistic approach to analyzing a corpus – a set of systematically or randomly collected and electronically stored ‘real-life’ language samples. This also refers to a collection of linguistic data, either compiled as written texts or as a transcription of recorded speech, magazine articles, and texting messages. The focal rationale of a corpus is to validate a hypothesis about language, with a goal to discern certain rules of language use, grammatical or lexical patterns; for example, to determine how the usage of a particular sound, word, or syntactic construction varies. It is to discover patterns of authentic language use through analysis of actual usage. Corpus linguistics' only concern is the usage patterns of the empirical data and what that reveals to us about language behavior.

“Corpus-based studies involve the investigation of corpora, i.e. collections of (pieces of) texts that have been gathered according to specific criteria and are generally analyzed automatically. A text corpus is a large and unstructured set of texts (nowadays usually electronically stored and processed) used to do statistical analysis and hypothesis testing, checking occurrences or validating linguistic rules within a specific language territory.”

Leech, G. (1992:105-122).

Taking into account all the proposed definitions for the term "corpus", it can be concluded that, usually a corpus is supposed to bear four main characteristics: sampling and representativeness, finite size, machine-readable from and standard reference (McEnery and Wilson, 2001:1-14).

A useful corpus should be representative and to acquire that, a careful manner should be applied in choosing it. McEnery and Wilson (ibid.,) again believe, in corpora collecting, the aim is to gather a wide range of authors and genres so that when put together, a precise image of the whole language population intended to be studied is presented.

4.9.1 The Role of Corpora in ESP Materials Design

Nowadays, corpora have become both convenient and effective tool for ESP teaching and learning as well as materials design. Such questions as corpora in ESP were under research of a great number of scholars; however, the role of corpora-based ESP materials design is still being discussed by the ESP researchers and practitioner (Olha Pavlenko, 2002). Qualitative corpus analysis is a methodology for pursuing in-depth investigations of linguistic phenomena (Victoria Hasko, 2012).

Drawing conclusions, it should be noted that corpora play a vital role in ESP materials design. They give learners richer language-learning experiences as well as use students as a resource of ESP materials.

4.9.2 The Objective of Corpora Analysis

The researchers' choice for corpora analysis tool is threefold: firstly; to find out congruency among what is applied in marine operations and taught at ENSM. Secondly, congruency among knowledge acquired and data required to facilitate navigational purposes and to what extent all these contribute and ensure communicative competence and proficiency in ME; and finally, to recognize the linguistic challenges that the staff in the marine context are confronted and consequently hamper communication professionalism. The target behind these inquiries is to offer appropriate recommendations. Among these corpora selected: SMCP, VHF communication, incident reports, and syllabus taught at ENSM plus a thematic dictionary employed at HMO by port- officers to ensure effective communication.

Finally, a personal training period is added to the list where the researcher taught at ENSM for one year in which a whole year evaluation was done with tests and exams plus an annual assessment to the development of student mariners in ME personal progress.

i. SMCP Document Application

Understanding properly the right message at sea implies proficiency and having adequate knowledge of Maritime English language so as to enable officers and new student officers to communicate successfully with other ships & coast stations while performing their duties. An immense worth is based on cooperation of Standard Marine Communication Phrases and use of International English both in written and oral forms. The maritime community is therefore required to submit an application to the SMCP basically because it includes phrases which have been developed to cover the most important safety-related fields of verbal shore-to-ship (and vice versa), ship-to-ship and on-board communications. The aim is to reduce the problem of language barriers at sea and avoid misunderstandings which can cause accidents. Hence, it is elementary at this stage to substantiate whether such an authorized document is applied and respected in the Algerian visited ports. As provided below:

1/ The IMO SMCP built on basic knowledge of English have been drafted in a simplified version of Maritime English. It includes standard phrases for use in routine situations such as berthing as well as standard phrases and responses for emergency situations. (Captain Pawlowski)

2/ SMCP were adopted in November 2001 as resolution of A.918 (22) IMO Standard Marine Communication Phrases. It was recommended a wide circulation of the IMO SMCP to all prospective users and maritime education authorities.

3/ Under the international convention on STCW 95/78, the ability to understand and use SMCP is required for the officers in charge of navigational watch of 500 gross tonnages or above.

Based on a previous undertaken training experience by the same author at Mostaganem port, it has been found that SMCP was employed and submitted. The current target is to validate if SMCP code is functional in the Algerian visited ports. One of the tangible situations where SMCP is used is via VHF communication.

ii. VHF Communication Records

VHF radio communication (or radiotelephony) is the most important means of day-to-day seaborne communication, particularly in the case of ship-to-shore/shore-to-ship communication. When communicating orally at sea, information exchanges and broadcasts must be as clear, concise and precise as possible. VHF-transmitted information must be free from ambiguity, brief, relevant and meaningful while also being systematically delivered and still achieving its communicative purpose. It is not simply a question of good English but of adherence to internationally agreed standard phrases and discursive practices and conventions. (file:///C:/Users/pc/Desktop/Dialnet-TheLanguageOfSeafaring-3678922.pdf)

Marine VHF¹¹ radio is a worldwide system of two way radio transceivers on ships and watercraft used for bidirectional voice communication from ship-to-ship, ship-to-shore (for example with Harbour Masters), and in certain circumstances ship -to-aircraft(www.britannica.com). The system allows vessels to be always on, connected to maritime electronic highways, particularly during passages through more sensitive high traffic coastal areas and vessel traffic schemes (VTS).

VHF items of communication represent a valid proof to SMCP application from the part of port-officers; and thus, it makes the collection of an empirical corpus of maritime communication a very hard endeavor (Milena Dževerdanović-Pejović¹, 2013). A VHF communication includes both verbal internal and external conversation. It must be mentioned that the application of SMCP (The Standard Marine Communication Phrases), which were introduced by the International Maritime Organization in 2001, is still questionable due to the existence of a gap between the prescribed and the real use of language by seafarers. The main goal of these phrases is to minimize miscommunication between seafarers who speak different languages and to prevent situations which, apart from technical errors, have led to serious accidents at sea. Therefore, the IMO SMCP is designed to cover the most crucial verbal shore-to-ship (and vice-versa), ship-to-ship and on-board communication. Bearing in

¹¹VHF: Very high frequency (VHF) is the ITU designation for the range of radio waves from 30 MHz to 300 MHz with wavelengths of ten to one meters. Common uses for VHF are FM radio broadcasting, television broadcasting, two-way land mobile radio systems (emergency, business, private use and military), long range data communication up to several tens of kilometers with radio modems, amateur radio, and marine communications. Air band or Aircraft band is the name for a group of frequencies in the VHF radio spectrum allocated to radio communication in civil aviation (Ground to Air and Air to Air communication).

mind this standardized language code, the paper analyzes compliance and non-compliance with the phrases in communication between two or more stations in routine situations.

The Standard Marine Communication Phrases (Part A) must be used in VHF communication by radio- operators on board vessels and at radio stations. Certain standard procedures must be applied such as (i.e. announcing and acknowledging, using the word over, address and identify, etc. Our case requires some authentic VHF communication¹² examples to prove the application of SMCP that is recommended to ensure seafarers' communicative competence in Maritime English at the workplace and overcome accidents or any kind of incidents in the meantime.

Using knowledge of conversation analysis as a peculiar branch of discourse analysis and intercultural communication theories dealing with multi-cultural crewing issues, the special emphasis was given to the formal/informal, official/unofficial and standardized/non-standardized discourse dichotomies.

iii. Incident/Accident Reports

Maritime transport is often termed as the backbone of globalization. The quick advancement of this multi-complex phenomenon and the respective growth of commerce, have also contributed into a substantial increase in the number of ships operating at sea. In turn, this has the potential to cause a proportional rise in maritime accidents, with negative impacts both to human life and the marine environment. Tankers, as important as they may be for seaborne transportation, are associated with considerable risks because of the nature of the cargoes they carry, with petroleum products standing out.

During the transportation task, including the handling of cargo and especially loading/unloading, operations involved must be carried out in a fault-free fashion. When analyses of maritime accidents over time are carefully examined, a fact that remains constant is that human factors still remain the prime cause of those events.

¹²Repeat this procedure no more than three times. If you do not make contact during this period, wait 15 minutes before making your next try.

A high general level of safety should be maintained in maritime transport internationally and every effort should be made to reduce the number of marine casualties and incidents (Fred Hansson,2016). Safety investigations into marine accidents are often made in port authorities for the purpose of reducing the risk of future casualties and incidents to reduce their serious consequences including loss of life, loss of ships and pollution of the marine environment. While conducting research about the standardized language in the maritime industry, it has been proclaimed that language can be either a link or a barrier too. Due to exceptional circumstances connected to the complex nature of seafaring, verbal communication is a rather tricky undertaking at times and may face difficulties leading to catastrophes.

Necessary data about such damages are generally reported in an official document called: an accident/ incident report. Such reports are generally a written proclamation regarded as a certified manuscript for reporting data (Marine Incident Repot, 2015) and providing a complete portrayal about the incident. It is drafted for the sake of pleasing the vessel's station needs and interests via providing necessary compensations. In case of damages in the local ports, foreign vessels' captains can keep contact with the national Harbour Master station using these reports to expresses a protest or discontent.

iv. Thematic Dictionary

Safety at sea and the enhancement of measures aimed at protecting the marine and coastal environment has become an issue of ever greater concern for the international maritime community (www.inglesemarittimo.it). For the sake of achieving communicative competence and surmount the lack of an adequate command of English, ports' personnel rely on the use of thematic dictionaries which seem very useful to translate maritime phrases from French to English or vice versa easily and quickly to accomplish communicative purposes/ services. Oran Harbour Master's officers make use of such documents which they consider very practical to ensure efficient communicative competence at the work context. In addition to the directories and indexes in English and French, this dictionary of maritime terms contains a complete and detailed lexicon in French and in English which gives direct access to the dictionary records. The document makes part of the collection of the Library of the French Institute for assistance in maritime vocational training.

v. Maritime English Official Training at ENSM

IMO has accorded a high priority towards the application and implementation of STCW standards; and, in many of IMO's committees, IMO has advised/encouraged all contracting governments/ interested parties to review and, as necessary, to revise their crew academic/vocational competency described in STCW (Capt. Ergun Demirel & Capt. Romesh Mehta). In recognition of the importance of establishing uniform Maritime English training standards, many countries in coalition with their maritime industry associations and maritime education and training institutions expressed their firm commitment to implement recognized standards that lead to achieving a uniform communicative standard to ensure competence among seafarers.

In attempt to find out the truth about the quality of training directed to the Algerian maritime community; whether there exists compliance to international norms set- up by IMO and congruency among what is taught and applied in real context, the research- candidate has undertaken personal training at ENSM as a tutor for one year to conduct a study and get nearer students for the following reasons:

1. Identify nature of English syllabus taught.
2. Conformity of content to international norms.
3. Congruency among theoretical and practical ME in relation to the Algerian nautical context.
4. Mariners' satisfaction and motivation about the ME syllabus for future application world.

During the training period, the pollster was assigned the teaching of two categories: graduates and post- graduates. Graduates included L1 Deck- officers divided into two classes: EISN A and EISN B¹³ as a first category. The second incorporated post- graduates who are already employed mariners in the real maritime world. Mariners in this succeeding category are of mixed ranks: captains, port- officers, pilots.... etc.

¹³EISN Etudiant Ingénieur D'état en Science de la Navigation

✓ The Purpose of Training Period

The rationale of studying these two categories in this research is done on purpose by the investigator. Post- graduates are already engaged with the real context work and possess a vivid experience about maritime communication; thus, they can provide a broad comprehension on current applied ME, they can better prove on the one hand whether ME syllabus delivered in the national college succumbs to international norms and on the other hands ensures communicative competence and proficiency for the professional world. Based on real cases; either successful forms of communication or failure for they have undoubtedly encountered communication facilities or deficiencies while meeting diverse nationalities, they can enrich the researcher's knowledge with valid data to be analyzed in later stages about whether the ME taught program of study meets the community's needs.

As to the second category of Deck- officer graduates, they are novice ME learners who are supposed theoretically to get trained for future ME application in the seafaring world with foreigners, they are neither acquainted with the language of the sea nor have authentic experience about its use but possess only prior knowledge in general English (GE). This category can better identify distinctive features of such a nautical jargon and can determine differences among communicating in GE versus ME. This is considered as a new language acquisition and the learners can hypothesize a certain communication competence for future usage (how competent does the current ME syllabus prepare them for the workplace maritime interaction. To sum up, both help provide separate views; post- graduates describe ME communicative competence from a practical perspective while graduates from a theoretical perception.

The study consists in analyzing the syllabus taught for L1 graduate Deck-officers as well as the one delivered for post- graduates. Remarkably, the period of training has differed for both categories; the former lasted for one year while the second one week (Revision/Consolidation).

E.1 Maritime English for L1 ENSM Students

Whatever their rank is, port personnel or marine professionals require being highly skilled and knowledgeable about English and the naval world. Speaking English as a second language may experience difficulty in professional communication skills; this can make it inadequate for them to communicate effectively with other professionals. Technical English in terms of skills and vocabulary is pertinent across a wide range of technical contexts. For example, almost all mariners require working with technical drawings, discussing dimensions and tolerances, talking about different materials and their properties, describing the shapes of components and how they fit together, describing causes and effects, explaining technical problems etc. For instance, maritime engineering involves the closely coordinated efforts of mechanical and electrical engineers. Therefore, specialists need to know the essential terminology from one another's fields in order to work together. Imagine being a mechanical engineer and not knowing essential electrical terms such as switch, circuit and DC supply. You wouldn't get very far. Therefore, much of technical language used to describe the core principles of navigation is generically relevant.

The deck officer (Navigation Engineer) has a decisive significance in improving her/his Maritime English knowledge and skills to avoid getting into dangerous predicaments that potentially lead to a maritime near-miss situation and/or an accident. Understandably, therefore, the quality of education and training plays a critical role in reducing maritime accidents and in promoting ship safety, environmental protection, and economical ship operation - at sea, restricted waters and/or in port areas. The knowledge and competency compel the "deck officers" to achieve the highest possible standards which can only be achieved in internationally recognized maritime education and training institutions.

A deck officer needs qualifications which emphasize not only technical, management and business areas but also linguistic awareness. In this regard, Maritime English has become an integral part of the vocational education and training.

Communication difficulties - lack of or insufficient English language skills - play an important role in the development and occurrence of near-miss or accident situations at sea. STCW has established English language standards for deck officers working in an international environment. However, incorporating specific English language education programme which is fully in compliance with the STCW standards for non-native English language speakers appears to be in need of a review and, if necessary, should be revised.

ME Teaching Manual at ENSM

The figure below represents the illustrative card to the teaching manual: “English for Maritime Studies” taught for L1 graduates including Deck- officers at the national nautical college.

English for Maritime Studies 2-nd edition Author- T. N. Blakey [1987, PDF] Marine Tracker Year: 1987 Language: English Author: T. N. Blakey Genre: English Language Teaching Publisher: Prentice Hall International English Language Teaching ISBN: 0-13-281379-3 Format: PDF Quality: Scanned pages Number of pages: 303

Figure. 16. A Descriptive Card to ENSM Instruction Manual

This phase study tries to introduce some insights into the nature and features of Maritime English syllabus presented in “English for Maritime Studies” seafarers ‘guidebook and the positive effects it provides to guarantee future communicative competence and proficiency in Maritime English.

As projected by IMO and MET institutions, marine students are required to cope with the modern developments in Maritime English; thus, it is claimed by tutors at ENSM that the above mentioned handbook represents a project of compiling and maintaining a web-based corpus of Maritime English, i.e. a textual and terminological database to be at the disposal of the students, a Maritime English guide to both teachers and subject teachers in their research, learning and teaching activities of ME.

Generally speaking, academic educational institutions are assigned the task of preparing knowledgeable members to invest acquired knowledge effectively in their context of vocation. As to the maritime learning milieu, teaching ME is intended to sustain a linguistic nautical expertise and fluency among ME learners. The below diagram explains the MET viewpoint:

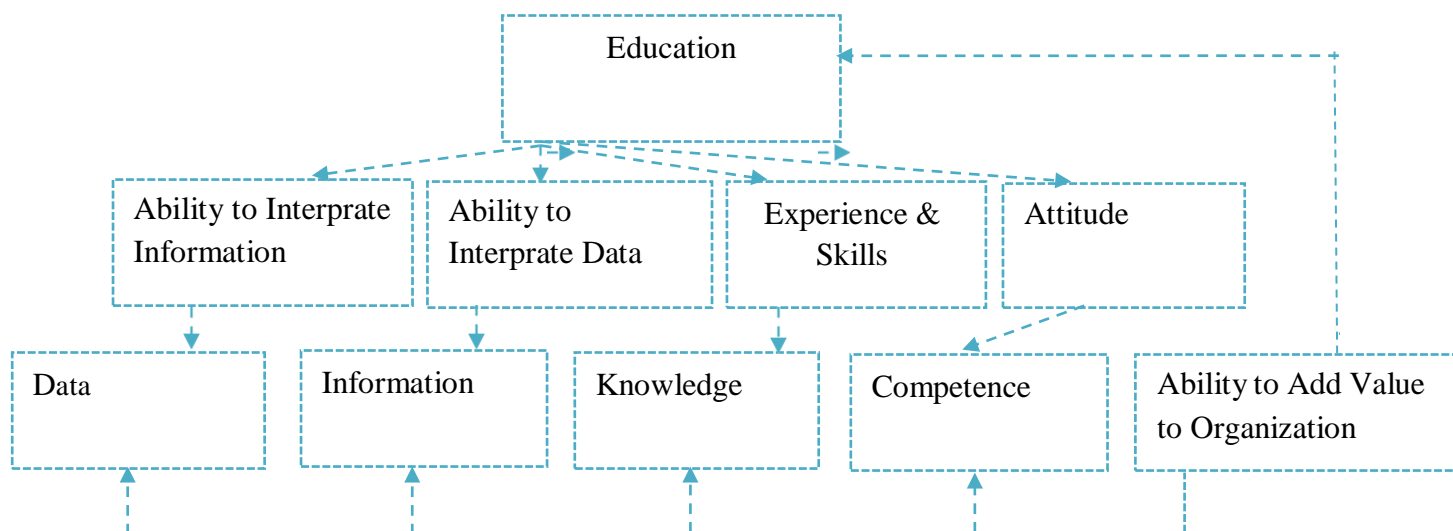


Figure .17. Role of Education (Grewal & Haugstetter, 2007)

Maritime context is a unique lingual industry, complement and catalyst to all sectors of nation development. Maritime education is accordingly specific in presenting qualified linguistic skills and competence to maritime students in Maritime English to ensure future workplace successful contacts. Maritime education is premeditated by IMO to play theoretically a key factor through the training syllabus to shape primarily student's maritime knowledge whilst its subsequent role is to guarantee effective employability of ME as well as a better interpretation to the diverse attitudes supposed to be encountered among non- speakers and thus ensure prosperous linguistic ties in the nautical communicative milieu.

E.2 Maritime English for Post-graduates

Like any school, ENSM offers the possibility to pursue higher studies in the maritime field, delivering the magister degree at the end of the training. The student has the choice of doing two years of training in Safety in Maritime Transport or in Education and Scientific Research. As it can be limited to one year of Post-Graduation specialized in Maritime Safety, Shipping, Port Management, Maritime Administration or International Trade and Logistics.

Additionally, The ENSM trains Masters in navigation science and naval mechanics as well as port officers.

The second taught category by the investigator represents the post- graduates; current employed mariners in the real context at Harbour Master Office (port- authority). This is a different group of learners who receive instruction in several maritime subjects plus English for maritime purposes for short- period training. As to this class of post- graduates is concerned, it includes: captains, pilots, port officers, port controllers, they join college each five years to renew their certificates and study SMCP depending on what they apply in a true- life environment (SMCP refreshment). The purpose of the investigation is to reveal what the teaching content directed for them in English is about, whether current training; firstly, conforms to international norms; if secondly, the latter meets the contemporary workplace needs; and finally, if the study courses enhances their communicative competence required in the multilingual milieu.

It is recognized by the researcher that the post- graduate's training in ME revolves essentially around teaching the Standard Maritime Communication Phrases. Despite the fact they already know and use the code at the workplace; nevertheless, the course's knowledge should always be strengthened and consolidated at ENSM by ME teachers. The language code as explained earlier prepares seafarers both on- board vessels or shore to communicate safely in the maritime context especially that the standardized set of English phrases is designed for the purpose to overcome language barriers and avoid maritime damages and catastrophes. Several situations are covered and taught including: numbers, nautical phrases, message markers.....etc. The exam is scheduled for the last day.

As to the content taught, it commonly concerns the following items: SMCP part A and part B

I. SMCP - PART A: Phrases applicable in external and on-board communication

A1 - External communication phrases (718)	A2 - On-board communication phrases (200)
A1/1 - Distress traffic (194) A1/1.1 - Distress communications (96) A1/1.2 - Search and Rescue communication (84) A1/1.3 - Requesting medical assistance (14) A1/2 - Urgency traffic (24) A1/3 - Safety communications (109) A1/4 - Pilotage (38) A1/5 - Specials (64) A1/6 - Vessel Traffic Service (VTS) Standard Phrases (289)	A2/1 - Standard wheel orders (15) A2/2 - Standard engine orders (11) A2/3 - Pilot on the bridge (174)
A1/3 - Safety communications A1/3.1 - Meteorological and hydrological conditions (52) A1/3.2 - Navigational warnings involving (39) A1/3.3 - Environmental protection communications (18)	
Figure.18. SMCP Sample Content- Part A-	

II. SMCP - PART B: Further on-board standard safety-related phrases

Part B	B2 - Safety on board
B1 - Operative ship handling (137) B2 - Safety on board (713) B3 - Cargo and cargo handling (355) B4 - Passenger care (108)	B2/1 - General activities B2/1.1 - Raising alarm (11) B2/1.2 - Briefing crew and passengers (25) B2/1.3 - Checking status of escape routes (4) B2/1.4 - Checking status of lifeboats / liferafts (60) B2/1.5 - Ordering evacuation (18) B2/1.6 - Roll call (20) B2/1.7 - Ordering abandon vessel (29) B2/1.8 - In-boat procedures (29)
Figure.19. SMCP Sample Content- Part B-	

The objective is to improve Maritime English and bring their communication to perfection.

4.10 Reliability and Validity

Reliability and validity are concepts used to evaluate the quality of research. They indicate how well a method, technique or test measures something. Reliability is about the consistency of a measure, and validity is about the accuracy of a measure.

Reliability makes a reference to the scope to which the matching answers can be obtained by means of the same instruments more than one instance. In straightforward language, if the investigation is associated with high levels of consistency, then other researchers need to be able to generate the identical outcomes, using the same research methods under similar conditions. It is noted that “reliability problems crop up in many forms.

Reliability is a concern every time a single observer is the source of data, because we have no certain guard against the impact of that observer’s subjectivity” (Babbie, 2010, p.158). According to Wilson (2010) reliability issues are most of the time closely associated with subjectivity and once a researcher adopts a subjective approach towards the study, then the level of reliability of the work is going to be compromised. In essence, Yin is a methodologist who states: “Readability, credibility, and concern with confirmability all matter” (p. 192).

Validity of research can be explained as an extent at which requirements of scientific research method have been followed during the process of generating research findings. Oliver (2010) considers validity to be a compulsory requirement for all types of studies. There are different forms of research validity and main ones are specified by Cohen et al (2007) as content validity, criterion-related validity, construct validity, internal validity, external validity, concurrent validity and face validity.

Measures to ensure validity of a research include, but not limited to the following points:

- a) Appropriate time scale for the study has to be selected;
- b) Appropriate methodology has to be chosen, taking into account the characteristics of the study;
- c) The most suitable sample method for the study has to be selected;
- d) The respondents must not be pressured in any ways to select specific choices among the answer sets.

Chapter four: Research Methodology & Data Collection Procedures Maritime English Corpus in Algeria

It is important to understand that although threats to research reliability and validity can never be totally eliminated, however researchers need to strive to minimize this threat as much as possible.

In conclusion, validity concerns the test's ability to measure what it is intended to measure. Meanwhile, reliability concerns the degree of consistency in the results if we repeat the test over and over.

4.11 Conclusion

The chapter is a portrayal to the empirical phase; some research instruments were addressed to the maritime context (teaching and workplace), Marine students and their English teachers of ENSM, at Bousmail, Tipaza. This section has shed light on of the sample chosen, the context of the study and the methodology adopted. The investigator explained the research tools, which were the students' questionnaire, teachers' interview and Marine staff members' interview; it has also provided a detailed report to the aims of each instrument.

Both quantitative and qualitative analyses are chosen for this study. The former can be statistically reliable and afford general results while the second is a complete, detailed description. The main goal pursued behind questionnaires' distribution is; firstly, to perceive evidence on current application of ME in the Algerian maritime context, secondly, to detect the staff's awareness on the significance of being competent communicators in ME. And finally, to offer proper recommendations and develop a Maritime English curriculum that caters seafarers' academic studies and bridges the gap with the professional language requirements so that they function effectively in their future job environment.

A Corpus-based approach was also used by the investigator to find out more about Algerian maritime communication. Apparently, the seafaring communicative context rely on the use of diverse tools ranging from editing reports, conversing with visiting vessels via VHF radio, face to face communication with visiting non- native speakers in ports, attending briefings...etc. All these forms of communication yield to IMO communication regulations drafted in the SMCP maritime guide. Consequently, the author finds it inescapable to skip describing and analyzing such important tools so as to prove actual communicative competence. The next chapter stands for an in depth data construal.

5.1 Introduction

Nowadays the maritime transportation has become a major modern logistics because of its large capacity and low cost as stated by both Mark Ellis & Christian Johnson (2002:5) book. English for maritime purposes plays a leading role and it is the most important medium as well as an indispensable communication tool in international business and global marine industry. The chief purpose of this chapter is to display the use of such specialized language in conformity with the ME model course books and the official program supposed to be taught nationally at ENSM. In other words, it is to check whether what is provided internationally and nationally is really used by the staff and how it is applied (i.e., congruency). Hence, the next step is to assess whether the staff is really compelled to use English competently in a real context; verbal and written operations, in accordance with what is considered as a standard norm. To answer all these questions presented above, certain tools have been used ranging from official program, teaching experience, recordings, reports, questionnaires, interviews... etc. Two sections have been designed to provide factual answers about all data collected; quantitative and qualitative analyses.

Section One: Data Quantitative Analysis

5.2 The Algerian Ports' Data Analysis and Results:

This section represents the quantitative analysis of instruments employed in the research including questionnaires and interviews. The researcher analyses the results and responses obtained from the port- authority members' questionnaire plus interviews. The compilation of these facts and records took time and the results are presented in the form of tables and graphs.

R. Mackay suggests the use of questionnaires and interviews to analyze the participants' needs and requests. Other instruments including observation, data collection (texts, reports, official documents for example), formal or informal meetings with sponsors, learners or concerned parts are a vital asset to the research's validity and reliability which is the case of the present memoire. Needs analysis reflects the key assumption that the apprentice is at the heart of any teaching programme, and thus constitutes a preliminary step, since “... *information on his/ her language needs will help in drawing up a profile to establish coherent objectives, and take subsequent decisions on course content.*”

The questionnaires have been fulfilled by the HMO staff which means all concerned with the case have completely contributed to enrich the current study. Both the Harbour Master and port- control staff members have enthusiastically welcomed the idea of answering the questions as they feel responsible and concerned by the study especially that little attention and scientific contributions are offered by academic institutions to this category which tries continuously to improve the linguistic maritime knowledge and proficiency autonomously to seek communication professionalism at an international scale in conformity to international norms (Cited in Ouskourt Mohamed 1995:33).

5.2.1 The Algerian Ports’ Questionnaire on Maritime English Competence & Professionalism at the Workplace Analysis

Part One: An Inquiry about GE

A. Identification of Gender & Job Service (Grade at Port)

Thanks to the survey done at the level of the Algerian port- authorities, the researcher has found that the Harbour Master Offices’ members are all males: Oran (16), Algiers (16) and El Ghazaouet (16). The HMO staff includes specifically: the captain, port- officers, port-officers adjoin (controllers), pilots and stevedores. The HMOs staff representing teamwork members divided into “quarto groups”; each group includes four members working four days alternatively.

Algerian HMOs	HMO Staff Members					
Algiers	Harbour Master	Head of Department of Navigation & Security	Port-officer	Deck officer	Stevedore	Port officer adjoin (Controller)
Mostaganem						
Oran						
El Ghazaouet	4	4	24	/	/	32

A. Language Competence & Proficiency

As to language competence and proficiency is concerned, the questions have been provided to get informed about the following items:

- The academic degree possessed in English acquisition of current English language in general (many choices have been proposed about studies career)
- Description to their initial attitudes towards learning English
- Language skills they perform well the most

- A description or assessment to their actual acquired proficiency in the English language in the four skills plus grammar, vocabulary and pronunciation. This is meant to get their personal education to the mastery of English language in general based on their experiences and daily communication.
- Then, a description and assessment to their competence and qualifications in English, a listing is required from the port-officers concerning communicative problems they face generally with NNS plus a reference and explanation/illustration to the type of some cases already encountered in real context.
- An identification to procedures and measurement taken to improve their English language in general and which department such a universal code is mostly implied or required the most in the port-authority.

Question 1: Which academic degree do you hold in English?

As to the English language acquisition is considered, when the HMO personnel was questioned about the academic degree they hold in English; the port-officers have all claimed none of them holds a BA or formal university grade in the English foreign language. As formerly stated in chapter 3, the reason lies simply in the fact that joining such special nautical training in the maritime field at ENSM, port-officers and other categories should have already studied a scientific stream including mechanical or engineering specialties and not foreign languages diplomas. For port-officer assistants (i.e. port-controllers) this can be possible.

Question 2: How did you acquire your current English language?

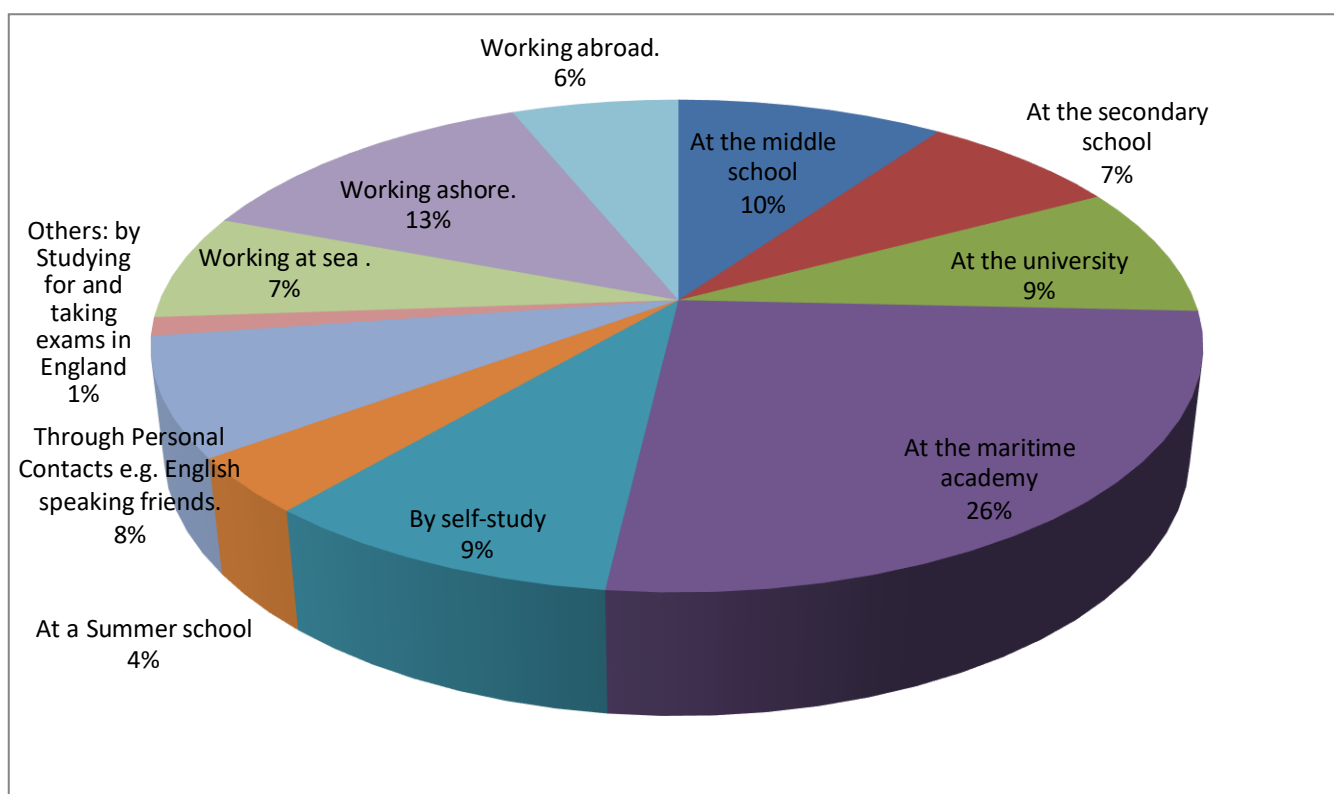
For the whole staff, English has been primarily acquired and learnt during the middle and secondary schools then at the university they have graduated from. They added that they pursued learning English as a particular subject at ENSM (ME module). The staff's responses differed as some acquired this linguistic medium via educational schooling, while others have carried other institutional and personal training. But most importantly, all of them affirmed that the workplace context has shaped well their cognitive knowledge as well as proficiency and it has to a great deal enhanced their communicative competence with an advantage.

Chapter five: Maritime English: English for Maritime Purposes

According to their professional perspective, language practice plays a key role in improving one's expertise, speech and language skills. They can learn from others' knowledge and interaction, even with committing speech errors this leads to continuous search for self-valuation and intensification.

A/Is it through an educational career ?			B/Is it through an institutional or personal training?		C/Is it while working	
a.	At the middle school	24	At the maritime academy	64	Working at Sea.	17
b.	At the secondary school	18	By self study	23	Working ashore.	32
c.	At the university	21	At a Summer school	9	Working abroad.	15
			Through Personal Contacts e.g. English speaking friends.	19		
			Others: by studying for and taking exams in England	3		

Table.7. The HMO Acquisition of the Current English Language.



Graph.7. The HMO Acquisition of the Current English Language.

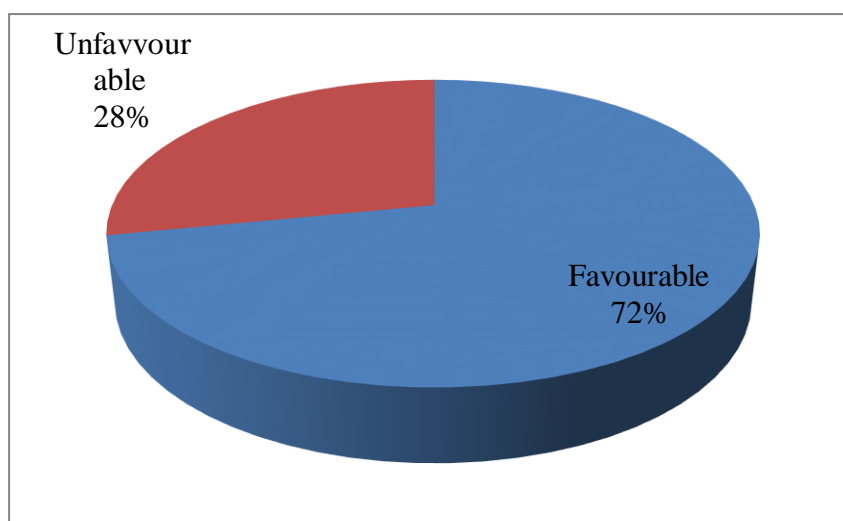
As explained in the graph, the staff has benefited mostly from training in the maritime academy (26%) and workplace practice (13%) in acquiring ME linguistic competence and professional performance. Apparently, the other fields have little contribution in enhancing their abilities and skills.

Question 3: How would you describe your attitude towards English language learning at the beginning of your studies?

In describing their outlook towards learning the English language at the beginning of their studies career, their answers differed as the latter relates to cognitive - psychological aspects and the teachers' motivation as well. All these elements were essential factors which affected their reception and impacted their language acquisition. Choices varied equally amongst favorable and unfavorable.

favorable	unfavourable
46	18

Table. 8. The Responses about the Initial Attitudes towards Using English



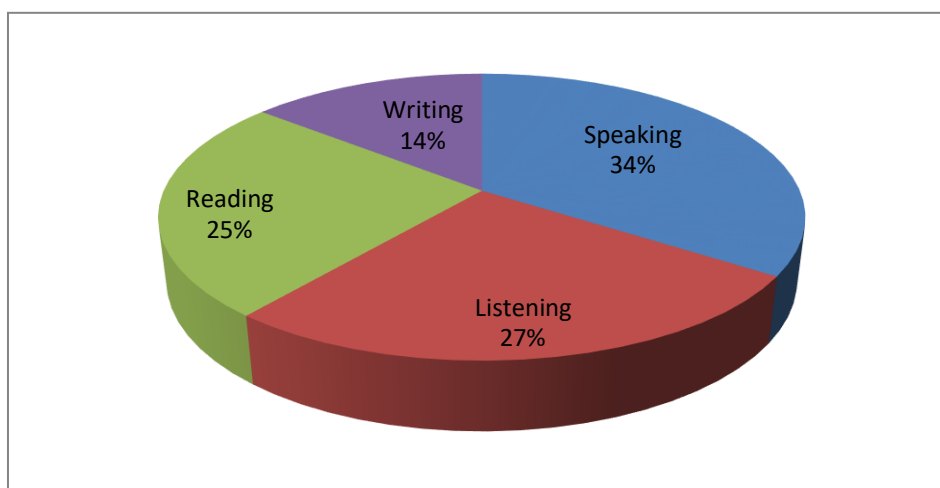
Graph.8. The Responses about the Initial Attitudes towards Using English

Question 4: What English skills do you perform well or use the most?

Concerning the skills, they perform the most, they claimed that:

Skills Performed	HMO Responses
Speaking	22
Listening	17
Reading	16
Writing	09

Table.9. English skills HMO Personnel performed well



Graph.9. English skills HMO Personnel performed well

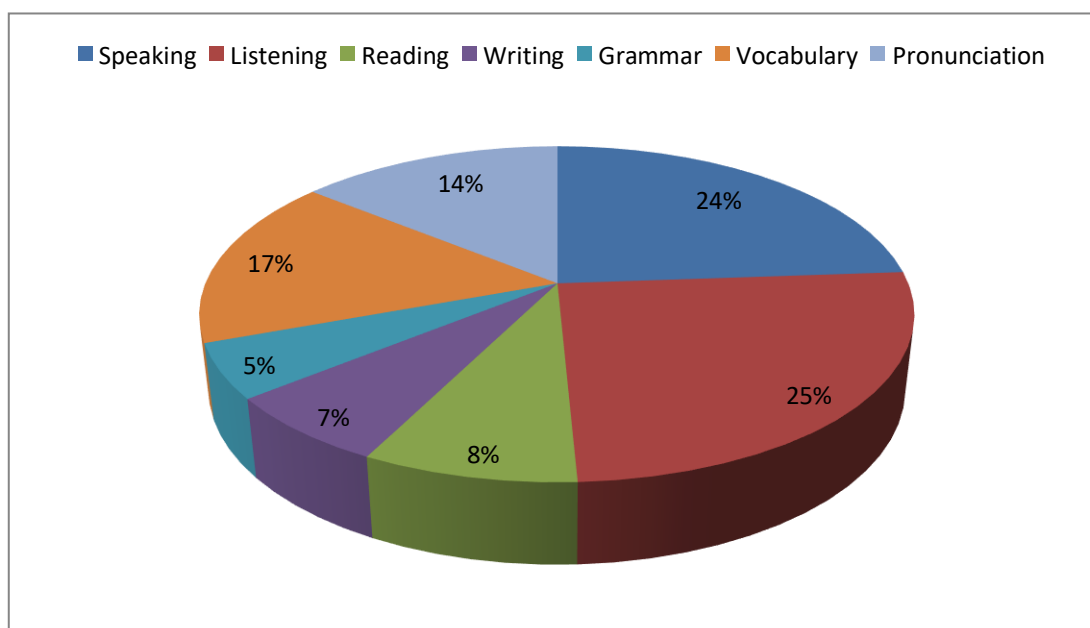
As to the English language skills they carry- out well the most, the staff claimed that listening and reading are generally the most common performed effectively but they all agree they still require more enhancement in using this universal lingo. As to speaking, this skill ranges from average to good while for writing is concerned, this varies from bad to average at times as they are not always capable of constructing grammatically correct sentences; most of the time only combinations of key terms in the nautical language are accumulated to pass on messages when urgently required.

Question 5: How do you consider your English proficiency at Present?

As to proficiency in English related to the following language skills, the staff explained:

	Very good	Good	Average	Weak
Speaking	32	19	17	0
Listening	34	23	7	0
Reading	11	16	35	1
Writing	9	14	24	17
Grammar	7	20	29	8
Vocabulary	22	25	13	4
Pronunciation	19	15	26	4

Table.10. Port- officers' Proficiency Appraisal in English Skills at Present



Graph.10. Port- officers' Proficiency Appraisal in English Skills at Present

With reference to their current proficiency in the English language, the staff on the one hand regards commonly their speaking and reading performance as average and up to standard, on the other hand listening is said to be superior whilst vocabulary is of good quality. As to the grammar skill is concerned, standards of competence differ among HMOs staff depending firstly on language competence acquired during their studies career. Secondly most of subjects taught during their previous studies and training in maritime studies were in French while ME sessions at the nautical college were not sufficient to allow them build an adequate grammar aptitude even if the ability existed.

For such a reason, they all suggested that training in English ought to be reviewed and reinforced by the concerned authorities.

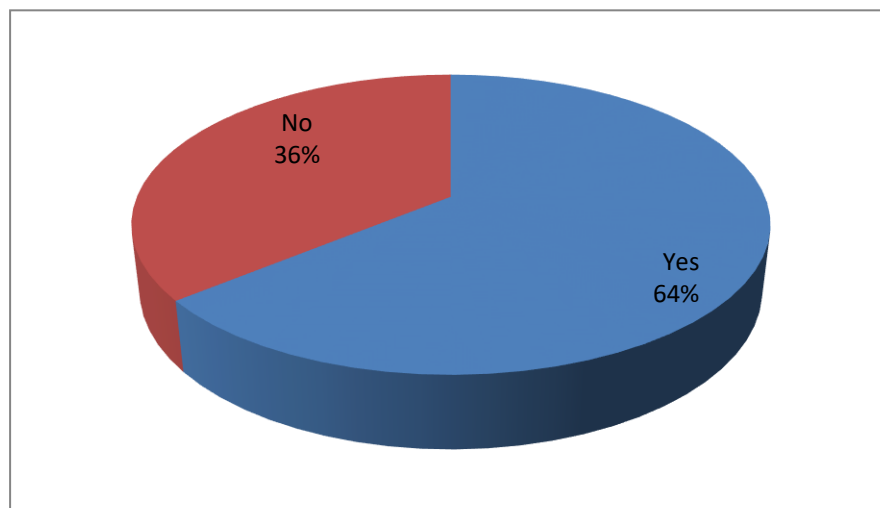
Despite the fact this may pose an issue as grammar skill is essentially among the linguistic competencies required for any form of successful communication, the staff shows only limited control of a few simple grammatical structures, or uses some simple structures correctly, along with, they reasonably and accurately employ a frequently ready-made routine communicative repertoire by IMO. In effect, their level is not weak; on the contrary, they try continuously to improve their skills for they are compulsorily related to their duties and responsibilities. Pronunciation is said to be varying from average to good.

Question 6: Do you regard yourself as a competent and qualified communicator in English?

The researcher aims to evaluate and describe HMO staff's language qualifications: both the linguistic competence and occupational knowledge acquired from their profession (workplace experience). To assess the current nautical language application, this is a necessary step to collect authentic views from the participated candidates. Their responses have been provided respectively as follows:

A competent and qualified communicator in English	
Yes	No
41	23

Table.11. A Review Competent and Communicator Qualifications in English



Generally speaking, Canale and Swain (1980:1-47) on the one hand assert that language users who have excellent communication competence write and speak well in all circumstances. On the other hand, they added also that: *Communicative competence is the ability to understand and use language effectively to communicate in a wide variety of contexts and for a variety of purposes.*

The type communicative competence meant here relates the following items:

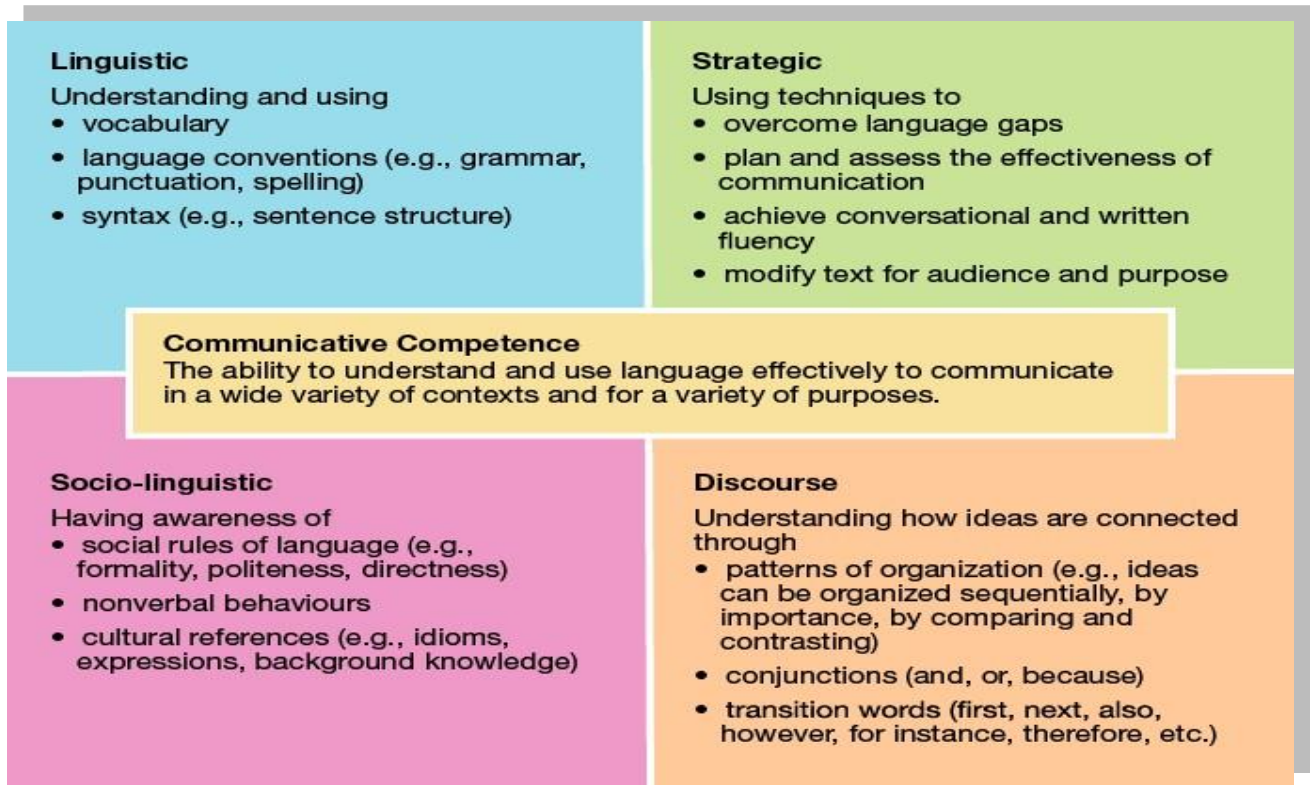


Chart.16. Theory of Communicative Competence by Language Strand (Canale and Swain, 1980)

Plainly, they consider themselves as committed qualified communicators simply because they perform their technical, linguistic duties and responsibilities successfully via this universal code. For Savignon (1972), foreign language communicative competence is seen as the “ability to function dynamically in a truly communicative setting adapting to all of the informational elements in the context be they linguistic or non-verbal”. (8-9). Thus, we can see that although communicative competence implies an underlying knowledge and a potential to communicate well, its definition is usually associated with actual performance in a communal situation. This is well apparent in their responses (64%).

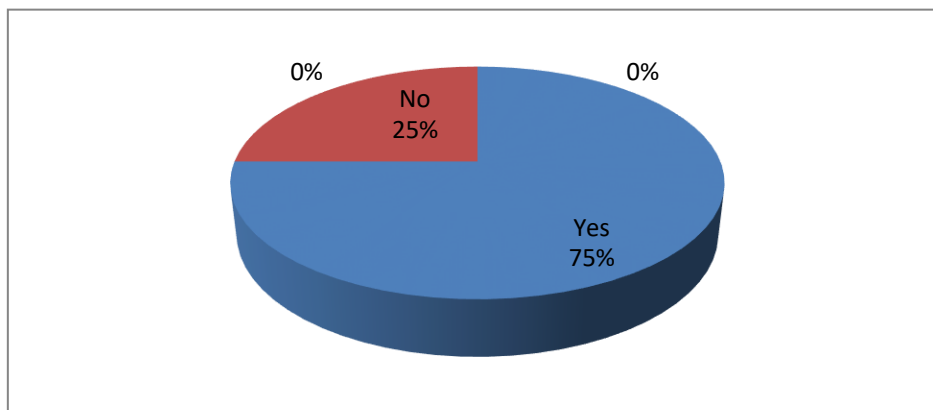
As well, communicative competence is a term in linguistics which not only refers to a language user's grammatical knowledge but also social knowledge about how and when to use utterances appropriately. The ability to use the language correctly and properly according to communicative competence is to accomplish communication goals. More interestingly, all staff members seek language enhancement via personal learning.

Question 7: Do you usually encounter communicative problems with foreigners using English?

An inquiry about the communicative problems and difficulties usually port- officers encounter with NNS is required as an illustration to real context communicative deficiencies met while communicating in English. Replies have varied among the port- officers and have been stated as follows:

The communicative problems port- officers encounter with NNS	
Yes	No
16	48

Table.12. The Communicative Problems Port- officers encounter with NNS



Graph.12. The Communicative Problems Port- officers encounter with NNS

The staff was asked whether they habitually stumble upon communicative troubles while interacting with their foreign counterparts when using the English language. Most of their answers were alike concerning the kind of deficiencies faced. Among these are summarized in the following: Lack of transparency & trust (lack of precision), communication styles (when they differ), cultural differences & language performance, attitudes and emotional state, time zone and geography, distractions and other priorities.

Question 8: What type of difficulties do you usually face when communicating in English?

Various personal and environmental factors can influence Maritime English communication process and the rate of nautical operations’ attainment. This is simply because much of the shortfalls come from the communication process model; the process of how

participants communicate to each other. How A as a sender, conveys the message, and equally, how B as a receiver to that message, understands it and deciphers it in his own mind.

Here below, a brief illustration to depict an ordinary communicative process model:

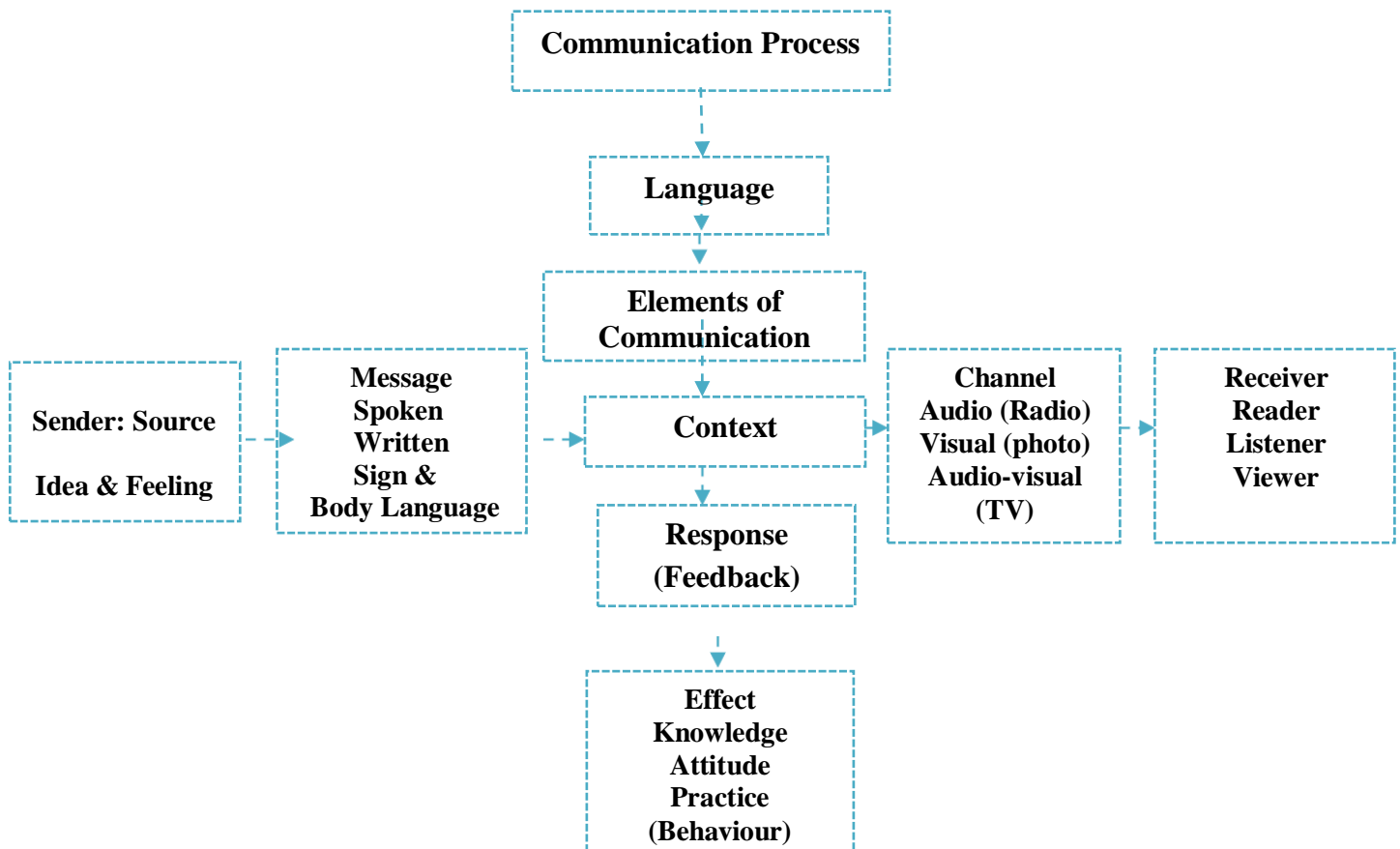


Chart.17. A Visual Representation of the Various Aspects of a Communication Model Process

As identification to the type of difficulties or barriers usually encountered while communicating in English, the replies all avowed that the latter mainly relates sometimes to bad pronunciation especially via VHF communication when weather conditions, time zone and geography are not satisfactory; so, this results in interruptions which impede the officers to get sufficient data about the sailing vessel. Other barriers that impede messages receipt or professional ME feedback between a sender- receiver contact is the problem of channels.

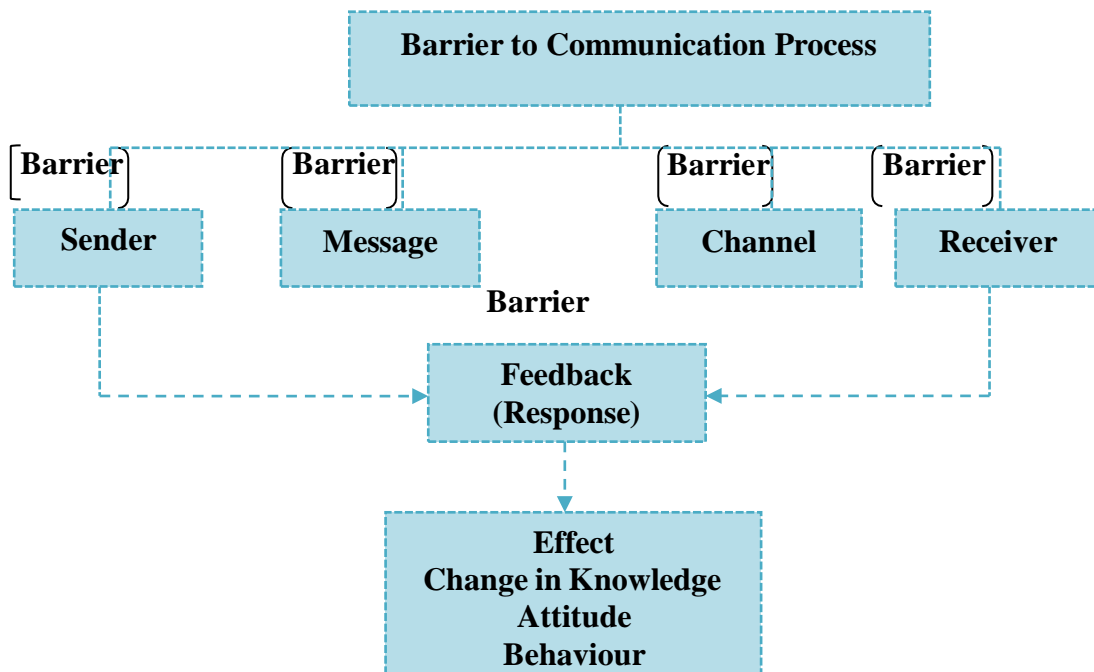


Chart.18. A Visual Representation of Communication Barriers

Officers' replies focused principally on face to face contacts as explained below:

Case 1:

"I won't call it difficulties but it is small obstacles which are the fact I am a little but weak vocabulary also sometimes, I could not evolve easily the words and the phrases that I want to speak, and that because I am not using this language enough in my lifetime."

The port-officer means routine communication (based on this they are competent and self-assured)

Case 2:

- *"The difficulty, there is some seamen do not improve English perfectly like grammar and vocabulary."*
- *"I have difficulty with long conversations and a qualified foreign person."*

Problems in a long conversation and in founding in some word out of maritime vocabulary while using general English (when the situation requires). In interquent situations (ME)

-“When the issue is not understood between the two practices in the field, the naval dealings in the ports are like those who do not know or master the English language such as the sailors: Al Vietnam in officer department with Chinese people.”

Generally speaking, not all of officers encounter problems in Maritime English communication simply because communicative competence and performance varies depending on personal enhancement.

Some communicative barriers include difficulties in mastering the English language of certain nationalities that have bad pronunciation and the port-officers find it as difficult to communicate using Maritime English. The categories mentioned most often incorporate Filipino, Chinese, Korean and Russian language speakers which makes it complicated to obtain good data receipt. A simple justification thanks to deep research can be provided here that affirms such a claim:

Three of these languages (Chinese, Japanese and Korean) belong to the Sino-Tibetan language family and are about as distantly related to English as is possible. It is therefore not surprising that seafarers from those countries have more difficulty conversing in that language. The effort to learn English would clearly be greater for members of those nationalities. However, the difficulties in learning to communicate successfully in a foreign language are not restricted to vocabulary, sentence structure and grammar. The interview was the medium which most specifically identified the problem: it was professed that Chinese in particular, but also Japanese and Korean seafarers, struggled more than others with the pronunciation in English and makes communication thus more complex to be satisfactory. Gottfried, T. L. (1997:2) explained:

Chinese is what is what is known as a tonal language. It is not the only one: other Asian languages and the San language of South Africa fall into the same category. The characteristic of this kind of language is that the meaning of words is primarily changed by tone.

In a nutshell, barriers to communication process in the Algerian nautical communicative workplace are varied and though can impact feedback but they have a slight effect instead.

As provided by their justifications, not all of them encounter problems in communication as explained by one port-officer: *“Fortunately in our work nothing bad is experienced.”*

Question 9: What do you generally do to improve your English language for routine communication purposes?

The Algerian HMO staff when questioned about the ways they opt for to improve their English language for routine communication purposes, they stated that mostly communicating to foreigners and chatting is optional, secondly reading journals and maritime documents help also better their thoughts and concept, listening to English songs and films empowers their linguistic vocabulary for it places them in the native context because their intent is not only to learn vocabulary but also to think in the language itself to deal well with their visiting partners.

A reference to the main procedures taken/adopted to improve the English language communication is required from the port officers to help the researcher identify types of learning that might assist to propose a suitable learning program/teaching material for future use. Below are some presented clarification:

“Speak with foreigners, read in English, watch movies and listen to music, in English, etc.”

“I read articles and listen to others, and learn new words every day.”

“I read articles and speak with different crew members of vessels.”

“Nothing except to study English letters sent from ships (specific).”

“To improve English based on reading.”

“Too much speaking by ships.”

A reference to the main procedures and incomes taken or adopted to improve the English language communication is required from the port officers to help the researcher identify types of learning that might to assist them to suitable learning contact for future use:

Speak with foreigners, read in English, watch movies and listen to music, in English etc

I read articles and listen to others, and learn new words every day.

I read articles and speak with different crew members of vessels

Nothing except to study English letters sent from ships (specific)

To improve English based on reading

Too much speaking by ships

Question 10: At the port- authority, in which department is English necessary?

An inquiry about which department in the port- authority English is mandatory required or employed. All confirmed the following:

“English as a medium of communication is compulsorily required 100% at HMO¹⁴ for the latter is the operative body in the whole port- authority which preserves direct contacts with visiting vessels; receive VHF interactions, schedule briefings and manage vessels’ damages or incidents, as noted all spoken and written messages imply the application of ME 90% and GE 10% when discussing personal matters when they arrive to the national port.”

- The English language is compulsory in port leadership and precise in the ship traffic (ship movement offices)
- Port control tower
- Navigation and security department
- Prevention and police department marine traffic department
- Translation department
- Regulating the movement of ships
- Pilotage department

¹⁴Alternatives: captain's office- captaincy- harbor master's office

Part Two: An Inquiry about ESP/ME

Four questions have been given to the concerned category. These tackled, firstly the skills used the most and that are essential/fundamental at the workplace. Secondly, the candidates were asked to point out the related sub- skills employed at the work context and performed well too in their maritime routine communication. Thirdly, a demand to rate their commitment to improve their skills in relation to their job and whether they consider themselves as qualified communicators with the current ME knowledge. Fourthly, the port- officers were requested to rate/ assess the occupational knowledge acquired from their professional training (at ENSM). Fourthly, an assessment to the occupational knowledge acquired from training is required.

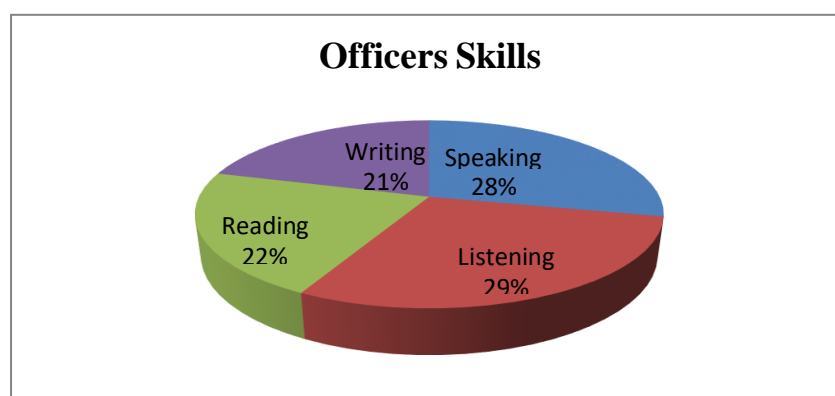
Concerning the skills used the most and that are basic at the workplace, port officers were asked to select grades from the scale provided from 1 to 5.

Question 1: what skill (s) do you use the most and perform well at the workplace?

As to the skills employed the most in routine maritime communication at HMO, the table below represents officers' responses:

Skills	Number of officers	Percentage
Speaking	59	28%
Listening	61	29%
Reading	45	22%
Writing	43	21%

Table.13. Skills Performed by Port- officers at the Workplace



Graph.13. Skills Performed by Port- officers at the Workplace

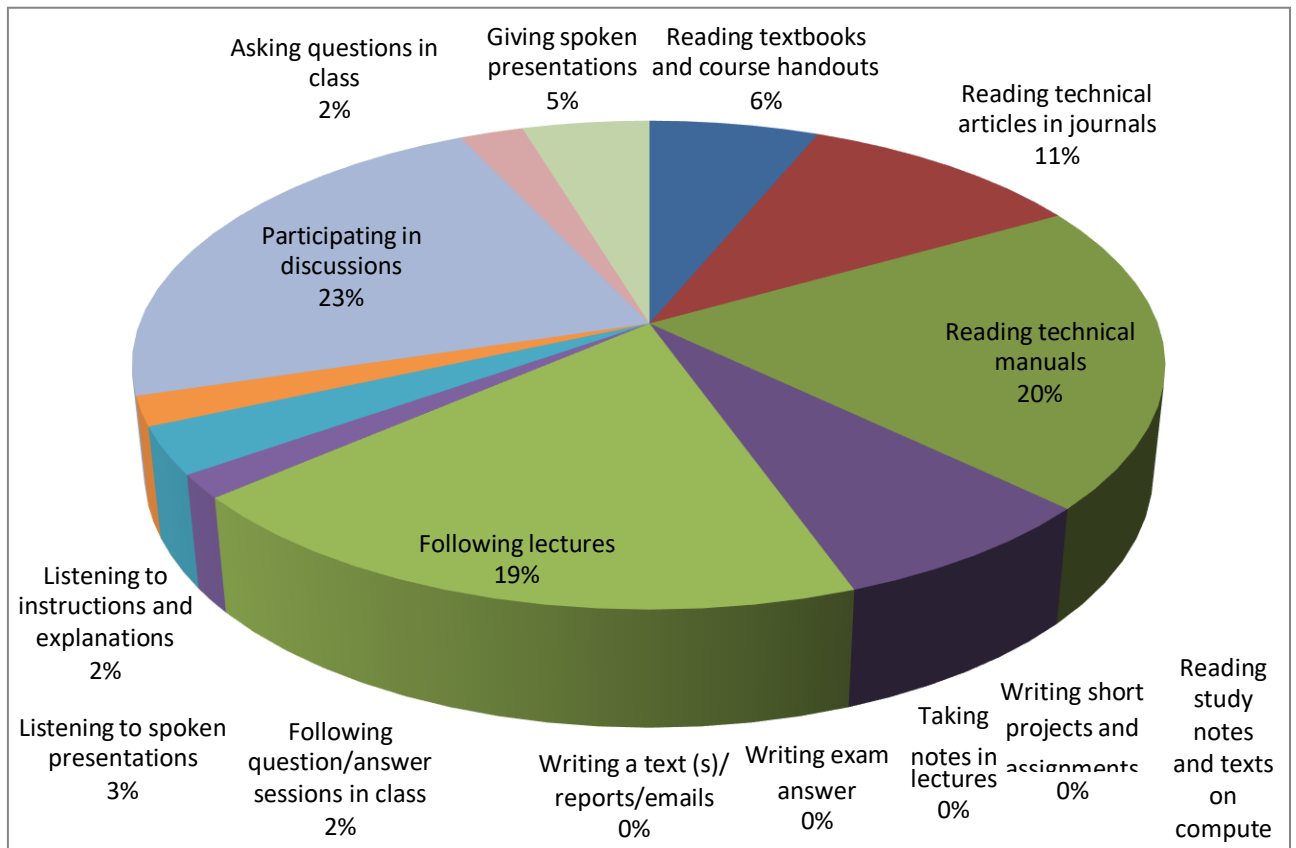
When the HMO staff was asked which skills they employ the most at the workplace, each member stated that this depends on the task and responsibility assigned to them. For instance, the Harbour Master or captain requires using all skills why while port- officers require mostly speaking and listening over reading. Pilots need speaking mostly over the other skills too. The reading skill is needed only for incidents or accidents reports and mails. Writing is used by port officers for reporting vessels' characteristics and other related important data on log books.

Question 2: what sub- skill do you use the most and are essential at the workplace?

This inquiry aims to identify the sub- skills in Maritime English language employed recurrently in the nautical tasks and that are meanwhile indispensable for port- officers.

Maritime English language skills		Always	Sometimes	Rarely	Never
Reading sub-skills	Reading textbooks and course handouts	16	14	16	18
	Reading technical articles in journals	27	37	00	00
	Reading technical manuals	52	12	00	00
	Reading study notes and texts on computer	19	26	11	08
Writing sub-skills	Writing short projects and assignments	00	00	00	64
	Taking notes in lectures	00	00	07	57
	Writing exam answer	00	00	03	61
	Writing a text (s)/ reports/emails	49	15	00	00
Listening sub-skills	Following lectures	04	02	16	42
	Following question/answer sessions in class	08	05	02	49
	Listening to spoken presentations	05	13	09	37
	Listening to instructions and explanations	58	06	00	00
Speaking sub-skills	Participating in discussions	06	07	06	45
	Asking questions in class	12	18	11	23
	Giving spoken presentations	02	02	02	58
	Others (please specify)				

Table.14. Fundamental Sub- skills in Maritime English language Performed by Port- officers at the Workplace



Graph.14. Fundamental Sub- skills in Maritime English language Performed by Port- officers at the Workplace

As to reading sub-skills are concerned, their frequency differentiates based on their significance of usage, they are rarely required for understanding textbooks and course handouts, but always employed for interpretation of technical articles in journals and technical manuals while sometimes or rarely study notes and texts on computer.

As to writing sub-skills are concerned, their frequency differentiates based on their significance of usage, they are never used for short projects and assignments, sometimes employed for taking notes in lectures and writing exam answer, then never used for writing a text (s).

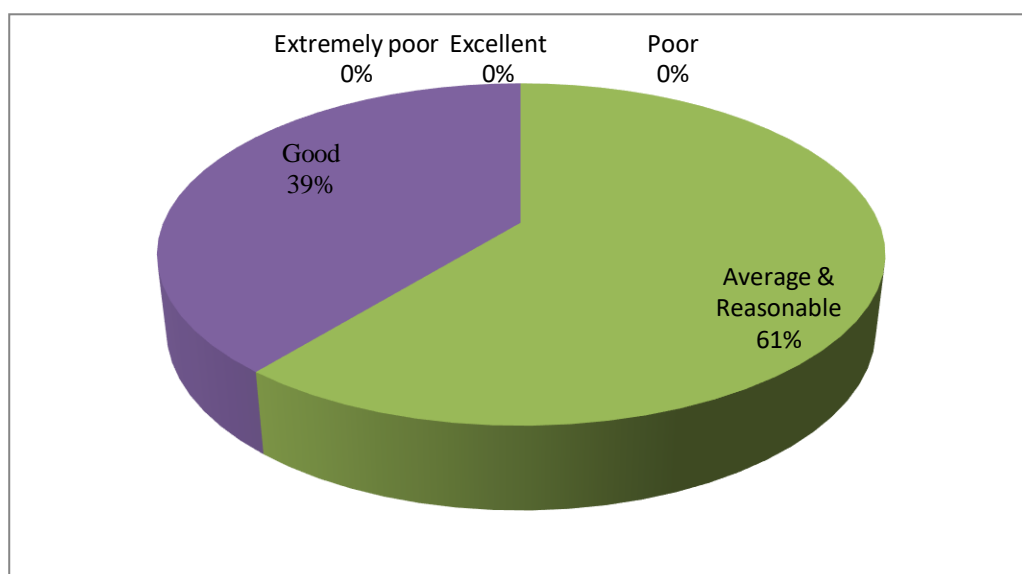
As to listening sub-skills are concerned, their frequency differentiates based on their significance of usage, they are rarely used for following lectures or question/answer sessions in class, and they are sometimes employed for listening to spoken presentations or to instructions and explanations.

As to speaking sub-skills are concerned, their frequency differentiates based on their significance of usage, they are rarely used for participating in discussions, asking questions in class or giving spoken presentations.

Question 3: How would you rate your commitment to improve your job related skills and knowledge? Do you consider yourself as a skillful- qualified ME communicator?

Scale	Extremely poor 1	Poor 2	Average & Reasonable 3	Good 4	Excellent 5
Officers' Responses	/	/	39	25	/

Table.15. Port- officers' Commitment in Improving Job- related Skills & Knowledge



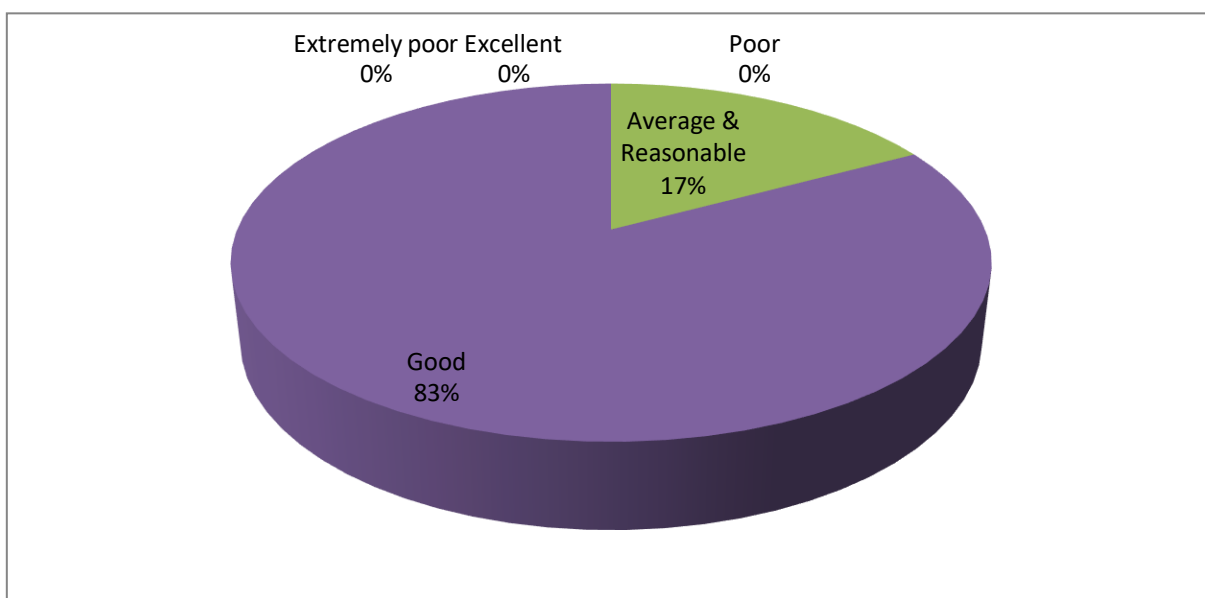
Graph.15. Port- officers' Commitment in Improving Job- related Skills & Knowledge

When the harbour personnel were asked how they rate their commitment to improve their job related skills and knowledge and whether they consider themselves as professional-qualified ME communicators, they opted for the choices' classed on the scale provided. This revealed that their communicative competence ranges between average- reasonable and good. The staff is already aware that communication competence refers to the knowledge of effective and appropriate communication patterns and the ability to use and adapt that knowledge in various contexts. Competence involves knowledge, motivation, and skills.

Question 4: How would you rate the occupational knowledge of ME acquired from training?

Scale	Extremely poor 1	Poor 2	Average & Reasonable 3	Good 4	Excellent 5
Officers' Responses	/	/	12	52	/

Table.16. An Assessment to the Occupational ME Knowledge from Training



Graph.16. An Assessment to the Occupational ME Knowledge from Training

When the harbour personnel were asked how they rate the work-related knowledge of ME acquired from training mainly at ENSM, their replies can be said to vary from average reasonable (17%) to good (83%). They added that their objective is to develop communication competence regularly in order to become more mindful professional communicators and higher self-monitors.

Part Three: Maritime Education and Training in Algeria

In an attempt to shed light on maritime education and training in Algeria, the researcher devoted a section including six (6) questions plus other related sub-questions to find out answers to the inquiry about the Algerian maritime educational authorities' efforts and contributions to enhance Maritime English education and communication. A number of questions were directed to the staff as listed below:

Chapter five: Maritime English: English for Maritime Purposes

3.1	Do you think all seafarers must have good education and training in Maritime English communication?	Yes 64 all of them			No	
3.2	Do you think that you have good knowledge in Maritime English communication?	Yes at least enough to ensure tasks completion			No	
3.3	How do you rate your background knowledge in Maritime English communication?	00	00	13	34	17
3.4	How/where did you acquire your Maritime English communication background knowledge? (please mark it with X)					
a.1	- Studying at maritime education and training institutes ENSM.			48		
a.2	- Consulting maritime technical teachers (navigation, engineering...etc.)			24		
a.3	- Utilizing maritime literature (IMO documents, internet...etc.)			36		
a.4	- Attending Maritime English communication training courses			03		
a.5	- By Computer Based Training CBT and Simulator training			01		
3.5	Does your company have its own maritime training center?			Yes.....	No...64.....	
	If Yes; what type of maritime education and training resources that are used for Maritime English communication training? (please mark it with X)					
a.1	- Integrate simulator and modern CBT programmes			00		
a.2	- Maritime English communication training courses			36		
a.3	- Specialized teachers in Maritime English teaching			00		
a.4	- SMCP training courses			31		
a.5	- GMDSS training courses			28		
a.6	- Familiarisation programmes			15		
3.6	According to your understanding, what are the main requirements for Maritime English communication training in your company?					

Table.17. A Review of Current Background Knowledge in Maritime English Communication

Questions one: Do you think all seafarers must have good education and training in Maritime English communication?

As to whether all seafarers must have good education and training in Maritime English communication, the entire population (64/100 %) agreed that this is very crucial and all have selected a “yes answer”. Some explanatory justifications state: Marine English is an important communication facility for both safety at sea and the methods of teaching; therefore, all mariners must know it according to the STCW1978/95. Moreover, the necessity of choosing the best techniques in teaching Marine English is very essential too since seafarers must overtake properly both general and special English to afford safe navigation. One more declaration asserted by Harbour Masters and ship broker:

"I think it is essential that at least the officers and the master speak good English. It is not essential for all members to do so, but it would be desirable. As long as you have someone there to interpret messages there is no problem. As I said, it would be pleasing for everyone to speak English, but certainly I would say that the standard for Harbour masters, ship's masters and officers of all categories should be higher than that for other members."

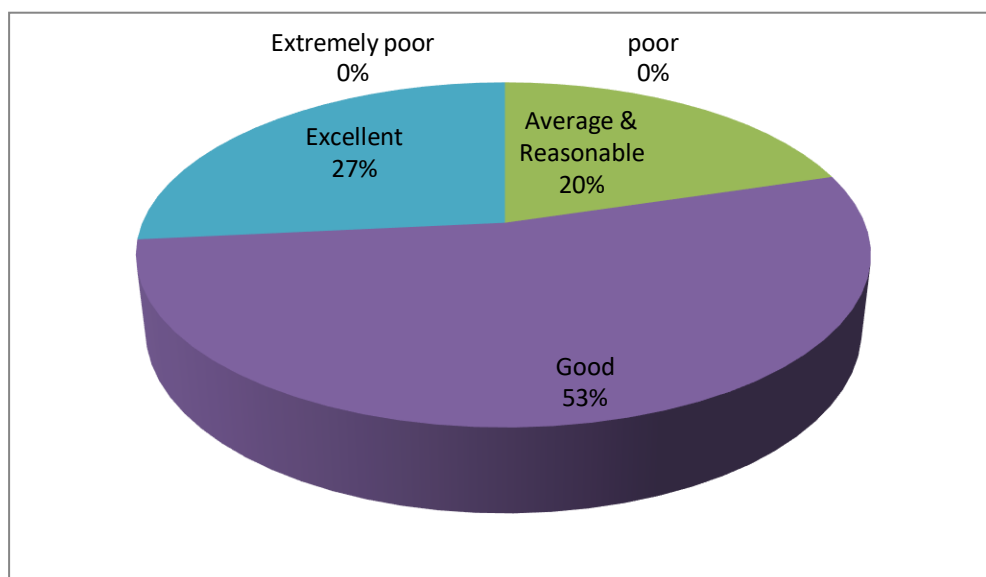
Questions two: Do you think that you have good knowledge in Maritime English communication?

Concerning whether they have good knowledge in Maritime English communication, the HMO personnel believes they have a satisfactory standard in ME that allow them to fulfill effectively the daily tasks in a good way as expected. As put it one officer: “Yes, at least enough to ensure tasks completion and avoid communication failure.” All staff members showed a positive agreement (64/100 %).

Questions three: How do you rate your background knowledge in Maritime English communication?

As to the assessment of their current background knowledge in Maritime English communication, mariners' choices have ranged among (3 to 5). Their replies mean the actual level of communicative competence as well as professional communication is adequate compared to the workplace requests and here presented the signification of Likert scale (3)

reasonable and acceptable, (4) good and (5) refers to excellent. Responses as shown in the graph are varying from average and reasonable (20%), good (53%) and excellent (27%) affirm their claims.



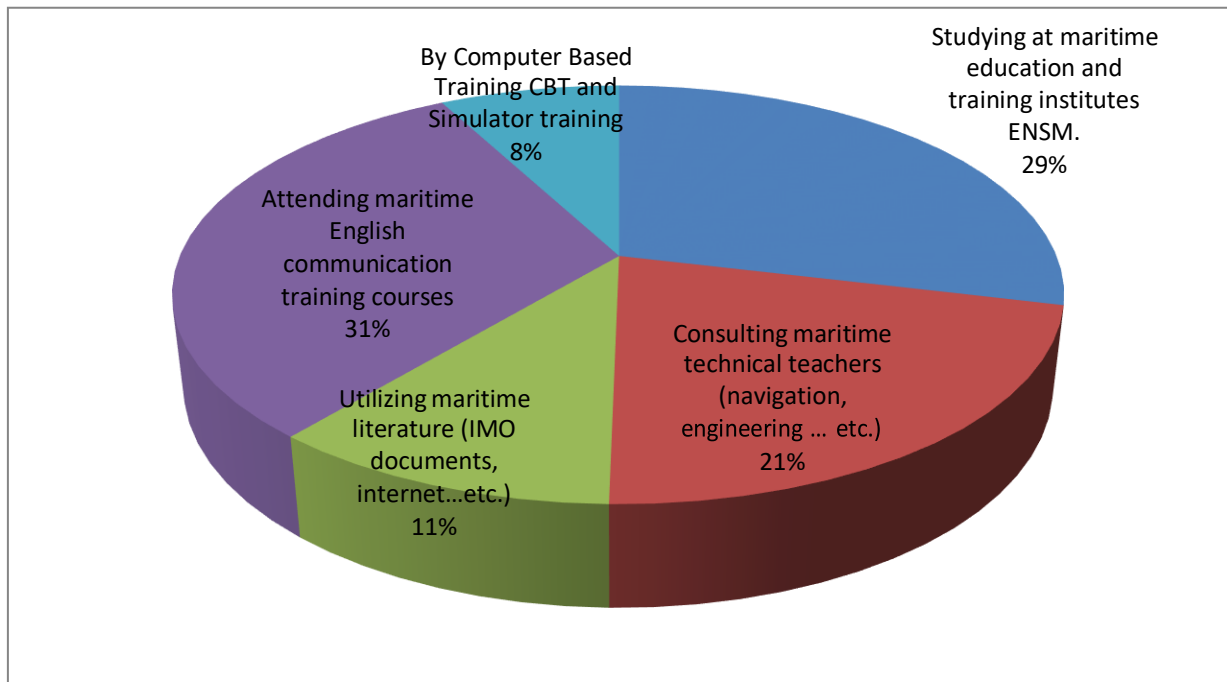
Graph.17. A Review of Current Background Knowledge in Maritime English Communication

Questions four: How/where did you acquire your Maritime English communication background knowledge?

Identification to the place and quality of Maritime English communication background knowledge acquisition is recommended. The respondents have to select items depending on their personal/ individual cases and experiences. As to this inquest about the acquisition of ME is concerned, the staff's selected options are provided in the table:

Studying at maritime education and training institutes ENSM.	48
Consulting maritime technical teachers (navigation, engineering ... etc.)	36
Utilizing maritime literature (IMO documents, internet...etc.)	18
Attending maritime English communication training courses	52
By Computer Based Training CBT and Simulator training	13

Table.18. The Acquisition of Maritime English Communication Background Knowledge



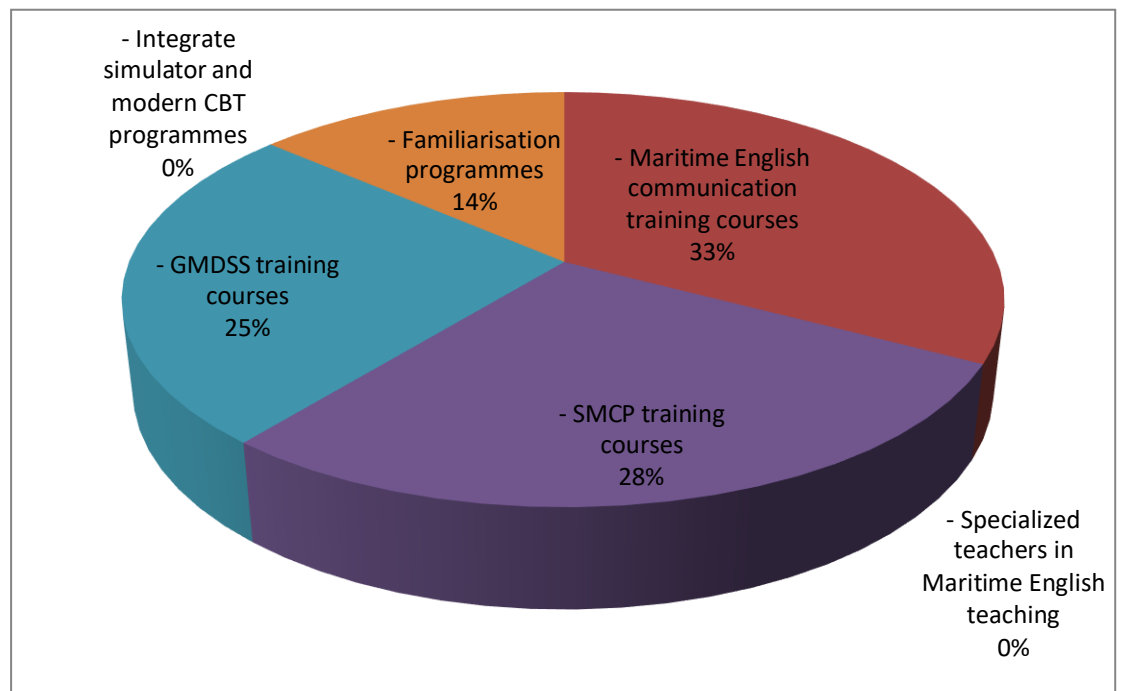
Graph.18. The Acquisition Maritime English Communication Background Knowledge

Questions five: Does your company have its own maritime training center?

When asked if their company have its own maritime training center for ME instruction, they all (64/100 %) claimed unfortunately no and it would be highly appreciated if the latter exists to strengthen their standard. Next, when requested what kind of training are rather accessible, these options were offered for selection:

Integrate simulator and modern CBT programmes	00
Maritime English communication training courses	36
Specialized teachers in maritime English teaching	00
SMCP training courses	31
GMDSS training courses	28
Familiarisation programmes	15

Table.19. Type of Maritime Education and Training Resources Employed for Maritime English Communication Training



Graph.19. Type of Maritime Education and Training Resources Employed for Maritime English Communication Training

Questions six: According to your understanding, what are the main requirements for Maritime English communication training in your company?

Another important inquiry that the researcher wanted to clarify which concerns the main requirements for Maritime English communication training in their companies, in this vein their claims revealed the following common desire: set up more training and practice for the staff.

Part Four: Inquiry about the Status of Maritime English Communication in Algeria

This phase reviews both the position and evolution of Maritime English communication at the maritime industry in Algeria. In view of that, two parts are designed in which the first explores the evolution of Maritime English communication at maritime industry in Algeria and the second the factors that influenced such ME advancement.

Question 1: Do you think that Maritime English communication has been improved in the last 10 years?

The first inquiry aims to identify if Maritime English communication has been improved in the last 10 years and the major areas enhanced. The response provided showed positive “yes” and among the improved areas stated, port-officers explained fortunately:

- Procedures, policies and other communication related documentation.
- Employee’s knowledge on maritime English and communication.
- Employees’ commitment including time performance is improved as well.

However, as the following areas,

- teaching content,
- teaching methods,
- teaching approaches.... Etc

These are still not sufficient and requires serious enhancement.

Question 2: According to your understanding, what are the factors that influenced these changes?

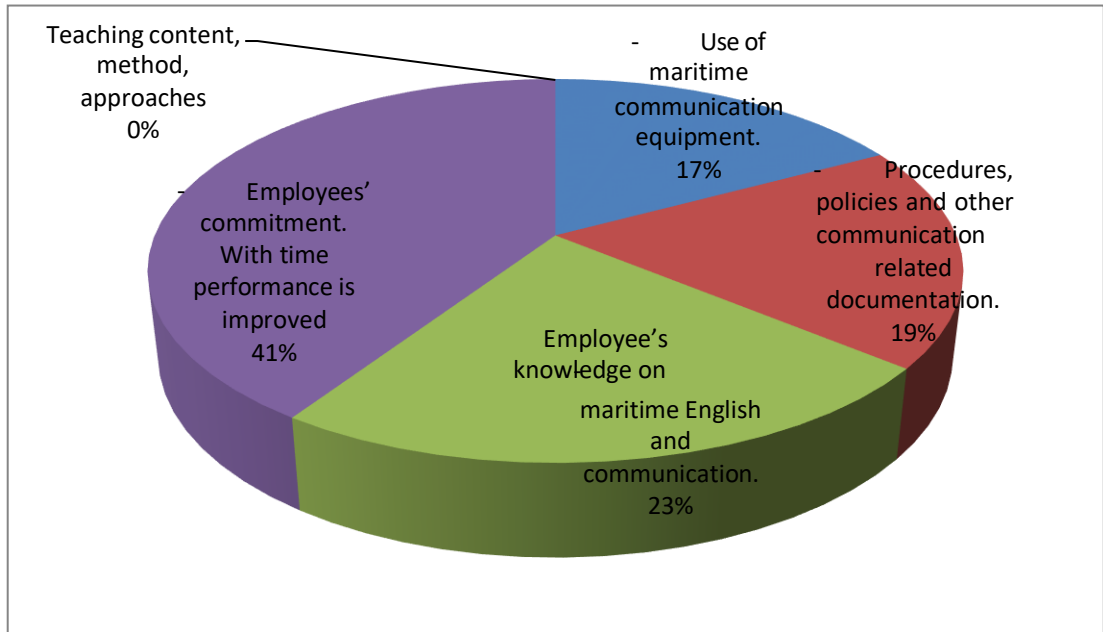
As to the second inquiry concerning the factors that influenced ME communication progress, changes include:

- International demands (maritime conventions & codes).
- Employees’ knowledge.
- Demand of shipping trade.

1. Evolution of Maritime English Communication at Maritime Industry in Algeria.

1.1	Do you think that maritime English communication has been improved in the last 10 years?	Yes....	No.....
	If Yes; which of the below area(s) has been improved? (Please mark it with X)	11	
a.	Use of maritime communication equipment.	12	
b.	Procedures, policies and other communication related documentation.	15	
c.	Employee’s knowledge on maritime English and communication.	26	
d.	Employees’ commitment: With time performance is improved	No	
e.	If any other reason, please specify? <ul style="list-style-type: none"> ➤ teaching content, ➤ teaching methods, ➤ teaching approaches.... etc 	No	

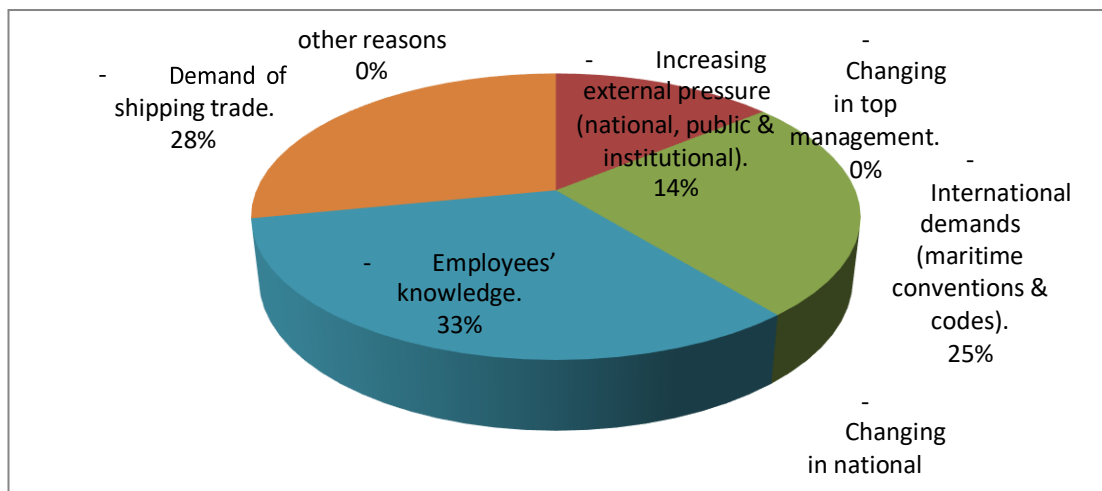
Table.20. Evolution of Maritime English Communication at Maritime Industry in Algeria



Graph.20. Evolution of Maritime English Communication at Maritime Industry in Algeria.

1.2	If Yes; according to your understanding, what are the factors that influenced these changes? (Please mark it with X)	
h.	- Changing in top management.	0
i.	- Increasing external pressure (national, public & institutional).	09
j.	- International demands (maritime conventions & codes).	16
k.	- Changing in national laws.	00
l.	- Employees' knowledge.	21
m	- Demand of shipping trade.	18
n.	- If any other reasons, please specify?	0

Table.21. The Factors that influenced Changes Evolution of Maritime English Communication



Graph.21. The Factors that influenced Changes Evolution of Maritime English Communication

Part Five: Employee Involvement and Empowerment in ME

For the purpose to find out whether the nautical staff has a key role to empower ME usage, a number of questions have been designed to be familiar with port-officers' explanations:

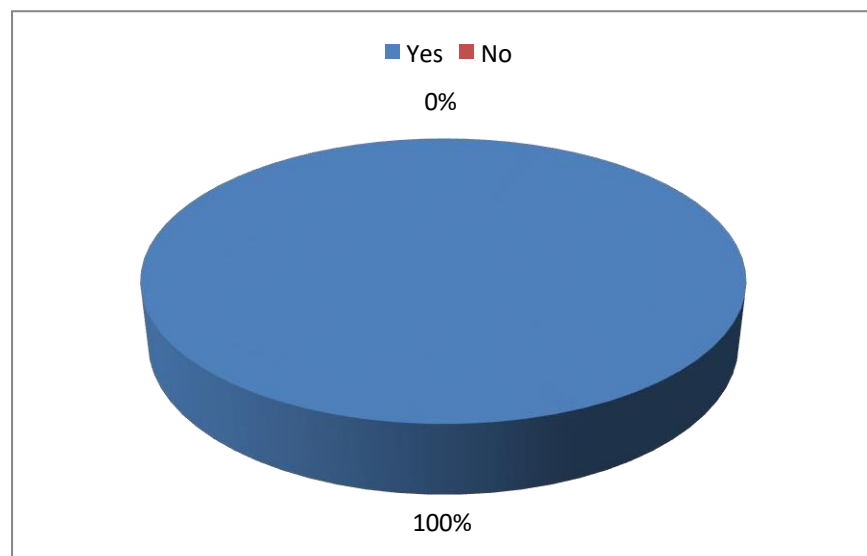
4.1	Do you think that the employees are adequately involved in solving Maritime English communication related issues?	Yes (64)			No	
4.2	How would you rate the employee's empowerment in maritime communication related decision-making?	1	2	3	4(35)	5(29)
4.3	How would you rate the pre-planning and communication related instructions you received before you attend to your work on board?	1	2	3(19)	4(24)	5(21)
4.4	How would you estimate your knowledge and skill levels to commit Maritime English communication?	1	2	3(18)	4(31)	5(15)
4.5	Do you know your responsibility assigned by the company with regard to maritime communication on board?	Yes (64)			No	
4.5 a	If Yes; how best are you fulfilling those assigned responsibilities?	1	2	3(12)	4(35)	5(17)
4.5 b	If No; what are the strategies that the company should adopt to get more support and involvement of the employees in company and in Harbour Master Office?					
4.6	According to your understanding, do you think that the Algerian maritime personnel is exerting a positive influence in creating maritime English communication knowledge in the Algerian maritime companies?	Yes (43)			No (21)	
4.6 a	If Yes; please, rate that influence:	1	2	3(25)	4(18)	5(21)
4.6 b	If No; how does it make a negative influence?					

Table. 22. Employee Involvement and Empowerment in ME

Question 1: Do you think that the employees are adequately involved in solving Maritime English communication related issues? Endorsement

Many inquiries have been raised by the researcher whose target is to get informed on whether the HMO staff assists in solving ME communication issues and if they are integrated

in ME innovation process, the answers marked a general endorsement with “yes” for all participants (64/100%).



Graph.22. The HMO Personnel Contribution in Solving Maritime English Communication Related Issues

One provided proof includes the COVID 19 period where physical contact with foreigners was preferably avoided; certain communicative procedures have been applied. Generally speaking, vessels' arrival to any port's quay requires a port-officer and head of Navigation department plus the medical doctor to get on board the ship to consult the health situation of the foreign crew as well as other medicinal related matters. The process previously required only routine consultation and checking vessels' documentation; however, this time it is the doctor who has been the first member of HMO staff to check the vessel assisted by a list of inquiry questions that were translated in English to accomplish the consultation and control procedure/ task. In case the medical inspection reveals negative results the vessel can disembark and if the case is positive the doctor refuses totally the vessel's entry to the port- authority to avoid contagion' spread. The port health officer (doctor) and team are required to converse with the foreign vessel's members and this routine communicative discourse contains five to six main questions. Here is the model of English communication required on board the vessel:

Questionnaire à soumettre aux navires en présence du Médecin des frontières

- Is there any case of fever among the crew members?
- Is any crew member presenting a persistent dry cough?
- Has any member of the crew who was (been) in contact with someone who has been (already) infected by corona virus within the two last weeks?
- Is there any case of persistent headache among the crew members?
- Is any crew member presenting respiration difficulties?

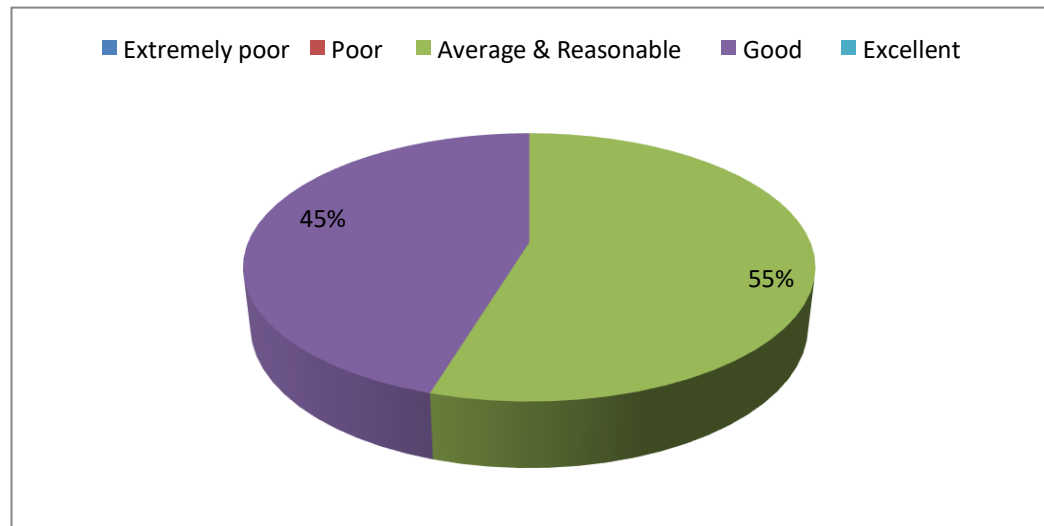
Figure.20. A Questionnaire Submitted to Foreign Vessels in Presence of Port- health officer

This model of communication has been translated by the teamwork of port- officers at Algiers port- control authority and has later been generalized as a communicative standard form and distributed to all Algerian ports to be applied in partnership.

Question 2: How would you rate the employee's empowerment in maritime communication related decision- making?

Another inquiry has been recommended as an assessment to the officers' empowerment in relation to maritime communication decision- making. In this context, empowerment is to build an academic ME communicative competencies that enhance mariner's efficiency and task's accomplishment. Additionally, the process of empowerment helps develop multiple competencies and spread awareness among mariners. In this vein, the staff stated that the maritime communication departments in the Algerian maritime companies are empowered to make decisions without interference from any other parties and the latter has to be clear and precise. Thanks to appropriate empowerment and suitable appreciation of officers, the competence of certified personnel is far above the ground in Maritime English communication. Thus, the national Maritime companies' movements are encouraging their staff members to achieve Maritime English communication to higher levels and are meanwhile calling the concerned authorities (i.e., Higher Ministry and ENSM College) to work in partnership. In fact,

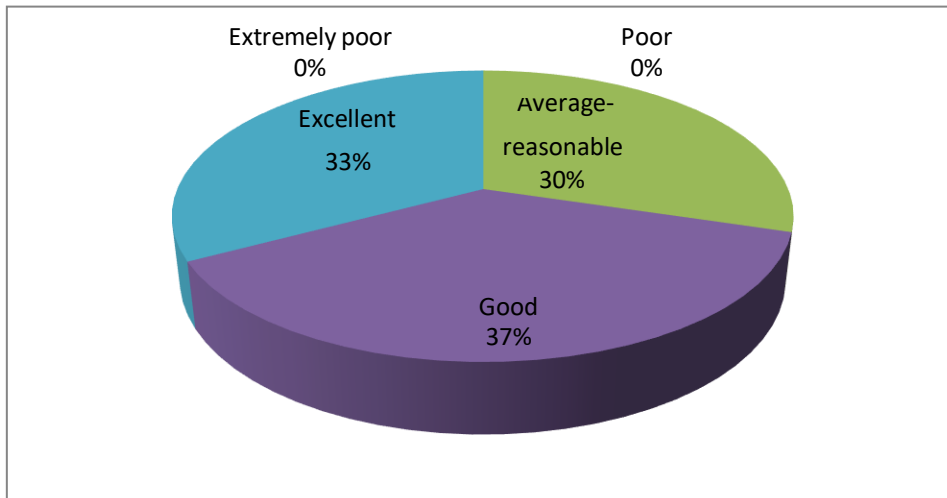
this step guarantees an official support to update maritime communication standards and solves the current Maritime English communication issues. The participants' choices varied from average & reasonable (55%) to good (45%) as indicated in the table.



Graph.23. The Employee's Empowerment in Maritime Communication Decision-making

Question 3: How would you rate the pre-planning and communication related instructions you received before you attend to your work in port- authority (HMO)?

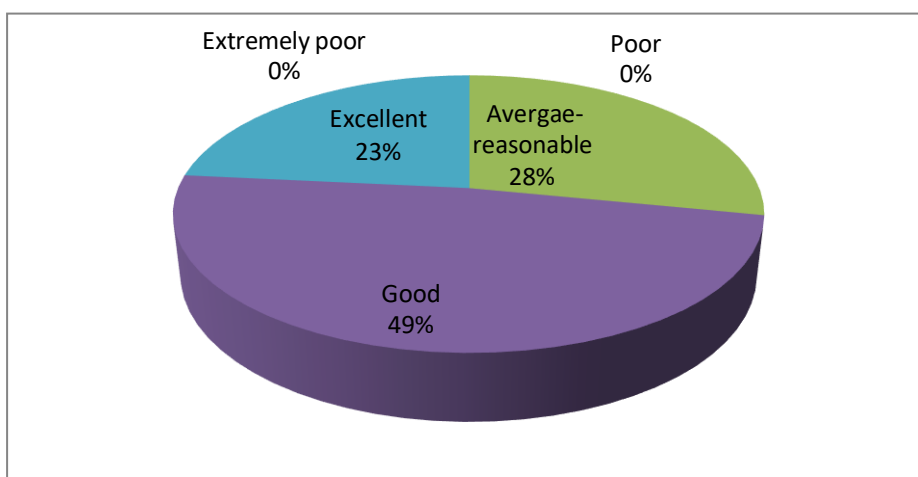
An estimation to pre-planning and communication related instructions the port-officers received before they attend their work at HMO is requested at this stage. The researcher's objective behind such an inquiry is a review to Maritime English training effectiveness; more precisely to what extent the staff thinks the knowledge they received from ENSM prepared them for the professional real context. They justified that the STCW convention outlined key elements where maritime professionals must use Maritime English and these include safety and security on-board, emergency situations, on-board communication, customer service on passenger ships, and communication with maritime authorities in ports at HMO, via VHF radio communications... etc. Maritime English, also known as Standard Maritime Communication Phrases (SMCP) in this sense is the lingua franca employed at sea and ports so to speak with, and is vitally important for a multitude of reasons: the safety of the crew, the efficiency of daily tasks and the integrity of the ship. This is why, SMCP document has gained a priority and is compulsorily taught at ENSM for the latter covers all encountered communicative workplace areas. Their choices vary between: average- reasonable (30%), good (37%) to excellent (33%) as indicated in the graph.



Graph. 24. The HMO Staff Received Pre-planning and Communication Related- instructions

Question 4: How would you estimate your knowledge and skill levels to commit Maritime English communication?

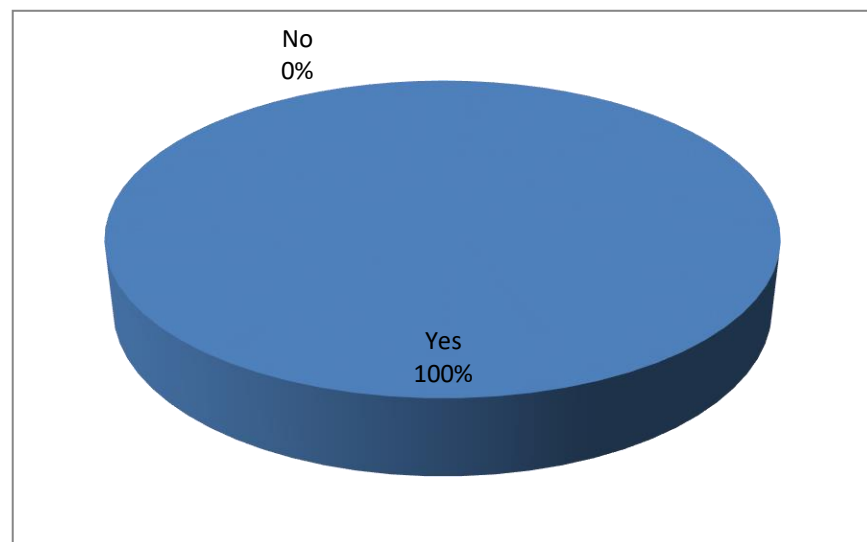
This question tries to reveal first the standard of port- officers’ knowledge and skills in Maritime English communication and second how committed they are in implementing these skills at the workplace. The whole staff acknowledged that listening skills, understanding Maritime English as it is spoken, building and improving a Maritime English vocabulary, spelling, retention (Memorization); how to use specific maritime words in a maritime context, implicit grammar structures, speaking and pronunciation skills plus fluency are the skills they have power over but with slight differences. Their choices vary between: average- reasonable (28%), good (49%) to excellent (23%) as indicated in the graph.



Graph.25. A Review to Maritime English Communication Knowledge and Level of Skills among HMO Staff

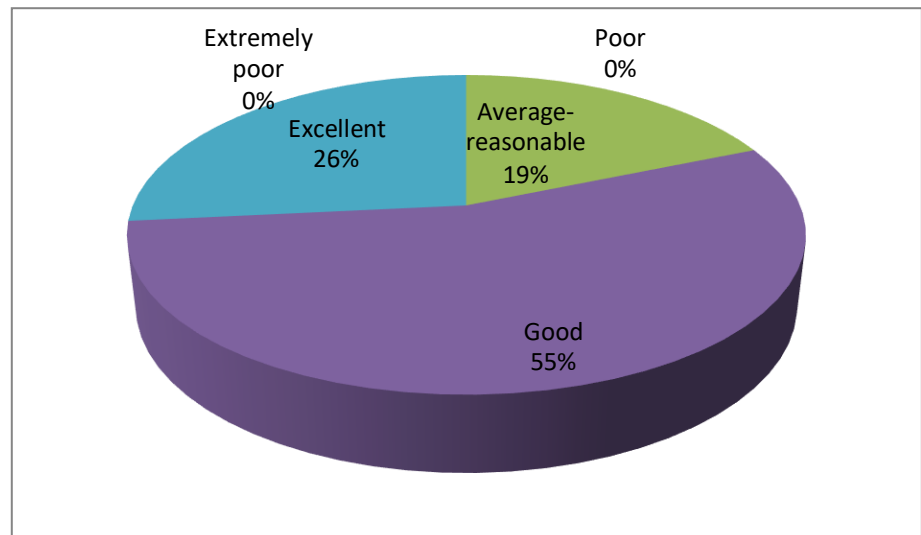
Question 5: Do you know your responsibility assigned by the company with regard to maritime communication at HMO? If yes; how best are you fulfilling those assigned responsibilities?

The respondents affirmed that they are very aware of maritime communication dedicated to their assigned HMO duties and responsibilities. They added that with strong communication skills, one can clearly impact his work context; noticeably, great communicators are the ones who bring solutions, drive change, motivate and inspire their colleagues. By improving communication skills, port-officers' engagement, teamwork, decision-making, and maritime communication in the port-authority can be enhanced.



Graph. 26. HMO Personnel Awareness of Maritime Communication Responsibilities Assigned by the Company

As a response to how best they are completing those assigned responsibilities at the workplace, their responses are interpreted as follows: average and reasonable (19 %), good (55 %) and excellent (26 %).



Graph.27. HMO Personnel Awareness of Maritime Communication Responsibilities Assigned by the Company

Question 6: According to your understanding, do you think that the Algerian maritime personnel exert a positive influence in creating Maritime English communication knowledge in the Algerian maritime companies?

The candidate's aim is to get round the problem of language barriers at the workplace (HMO) and to what extent the staff avoids misunderstandings with NNS that can for instance cause port accidents or incidents. Port-officers explained that they perform tasks in a positive way not only via ME communication but also through the implementation of other five (5) skills which are absolutely necessary for any successful communication in the workplace or private life. These include:

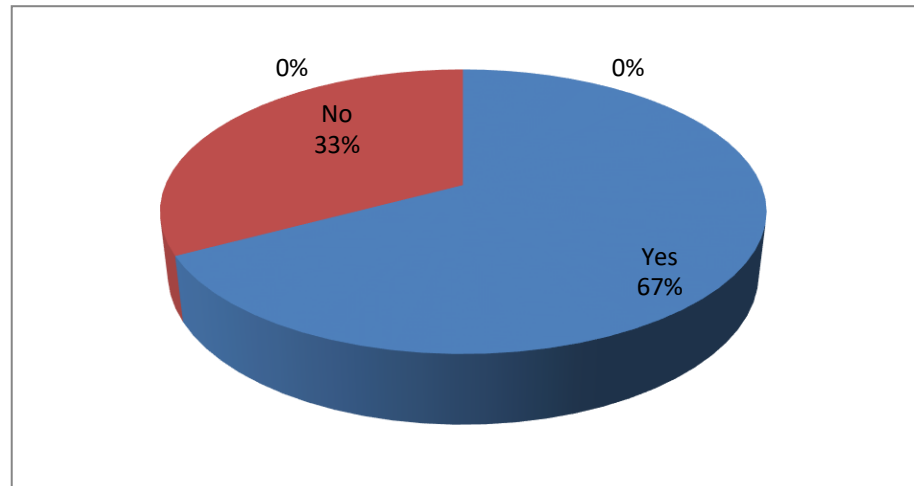
- ✓ Listening: Listening is without doubt one of the most important aspects of maritime communication.
- ✓ Straight talking.
- ✓ Non-verbal communication in required situations including body language and facial expressions.
- ✓ Stress management.
- ✓ Emotional control



Chart.19. Effective Communication Elements Applied at the Workplace

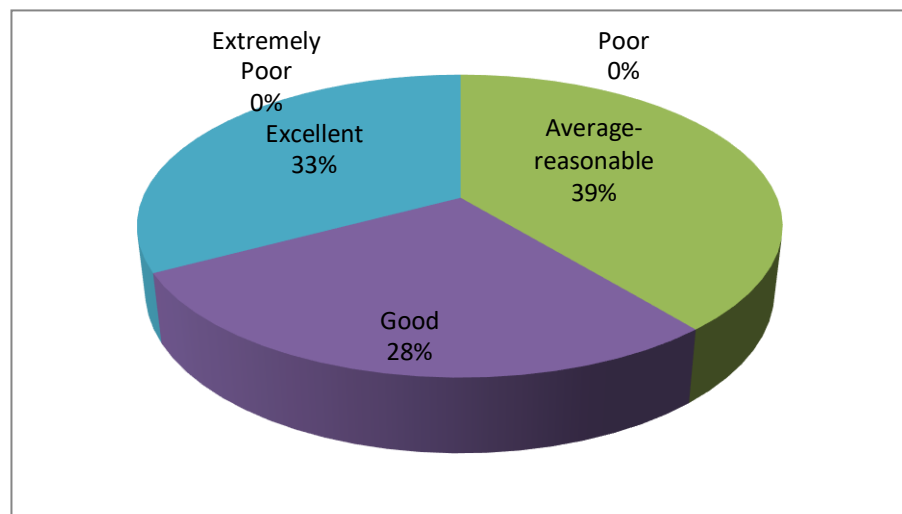
<https://www.ozassignments.com/solution/effective-communication-proof-reading-services>

The HMO personnel argued that the international shipping industry is responsible for the carriage of around 90% of world trade. Without shipping, intercontinental trade, the bulk transport of raw materials, and the import-export of affordable food and manufactured goods would simply not be possible. For these reasons, successful communication is a must to guarantee a constructive reputation. They added our responsibility is to avoid communication failure to the maximum adopting several tips: to afford quick problem solving and decision-making so as to receive a positive response from all stakeholders, gain an advanced professional image and boost more efficiency, ensure a better control, keep strong business ties and improve consistence in the workflow. The graph under reveals thus a general approval.



Graph. 28 The Positive Influence in Creating Maritime English Communication Knowledge by the Algerian Maritime Companies

In an attempt to review such an affirmative impact, the respondents' choices vary between average- reasonable (39%), good (28%) and excellent (33 %) as indicated in graph below:



Graph.29. An Assessment to the Positive Influence in Creating Maritime English Communication Knowledge by the Algerian Maritime Companies

Part Six. An Assessment to Maritime English Communication in the Algerian Ports

This section has included five main questions revolving around a number of issues including:

Firstly, the effectiveness of Maritime English communication, foundation of effective Maritime English communication training; secondly, an assessment to allocation of money plus resources dedicated to the enhancement of Maritime English communication training in Algeria. Next, an investigation about ME projects benefits based on their professional knowledge and finally a systematic proposal based on professionalism plus workplace needs' awareness is required from the port-officers. Such a suggestion from a certified point of view is fundamental to guide the ESP/ ME teachers design effective syllabi and enhance the ME teaching-learning context as well as meeting the requirements of the Algerian maritime community.

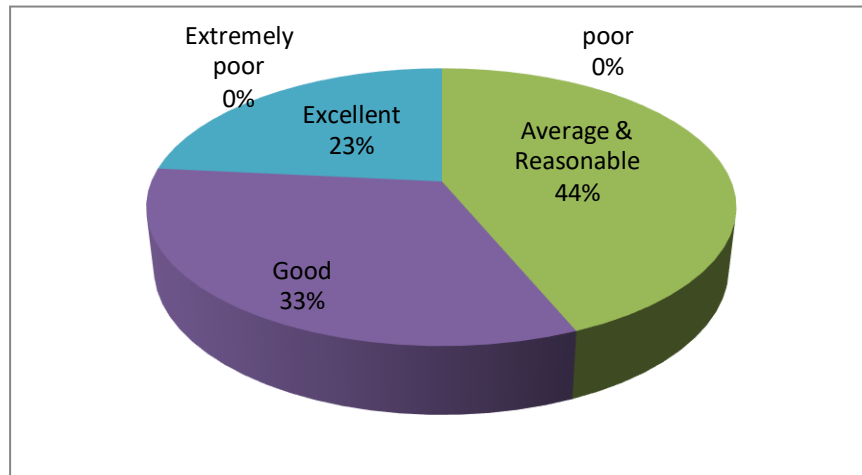
Question 1: How would you rate the effectiveness of Maritime English communication in your company?

When the staff was asked to rate the effectiveness of Maritime English communication in their company, they affirmed that the latter can be said to vary from Average-reasonable to Good.

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable 28	Good 21	Excellent 15

Table. 23. A Review to the Effectiveness of Maritime English Communication at Work- context

Bearing in mind that communicative competence as a linguistic concept encompasses a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. Based on this, the marine staff has acknowledged that Maritime English language guarantees an adequate professional communicative competence among the port-officers for it firstly meets the workforce targets and secondly assists in accomplishing their duties and responsibilities safely as it includes applications of communicative competence. The choices prove that the latter ranges from practical average-reasonable (44%) to good (33%) and excellent (23%).



Graph.30. A Review to the Effectiveness of Maritime English Communication at Work- context

Question 2: According to your understanding, how to create an effective Maritime English communication training in your company?

When inquired about the possibility of establishing an efficient Maritime English communication training at their current companies/ offices, port- officers all agreed that it would be better to provide intensive courses (Cours de Renforcement) at the level of their ports especially for the category of port- officers who received no training since they left the maritime academy. Such a category only relies on individual fortification. According to this category, creating an effective ME communication training has been explained and presented as follows:

- ✚ They all suggested and emphasized that: “More training and practice is required in the field.”
- ✚ Set maritime training 2 or 3 times a year officially by qualified trainers in ME.
- ✚ Sensitize port- officers of the importance of ME at the workplace.
- ✚ Port- officers who have good standard in ME ought to/ are advised to share and intend to teach others who have a weak one so that all staff can be at the same level and be more effective/ to increase effectiveness.
- ✚ Do not carry out the same training course in ME for the different categories of port staff: port- officers, pilot, tug- captain, stevedore, ... etc)
- ✚ Organize intensive training at the level of ENSM. “*Make a lot of formation and training in maritime institute*”

- ✚ In-depth practice on board vessels by assisting communication meetings: “practice internship in vessels continually”.
- ✚ Make a linguistic stay in English countries
- ✚ Take more and more training in real conversation with different maritime users
- ✚ Designing a specific ME syllabus and numerous VHF conversation models in maritime communication for the category of port- officers to meet their professional needs:

“Establishing marine communication training in my company according to the information between the two parties in the call via the wireless device”.

- ✚ Recruit teachers at ENSM who should have background knowledge in ME communication.
- ✚ Teachers of ME require attending the real communicative process in its varied situations.
- ✚ Form all port-members involved in the ME communication process whatever their rank is:

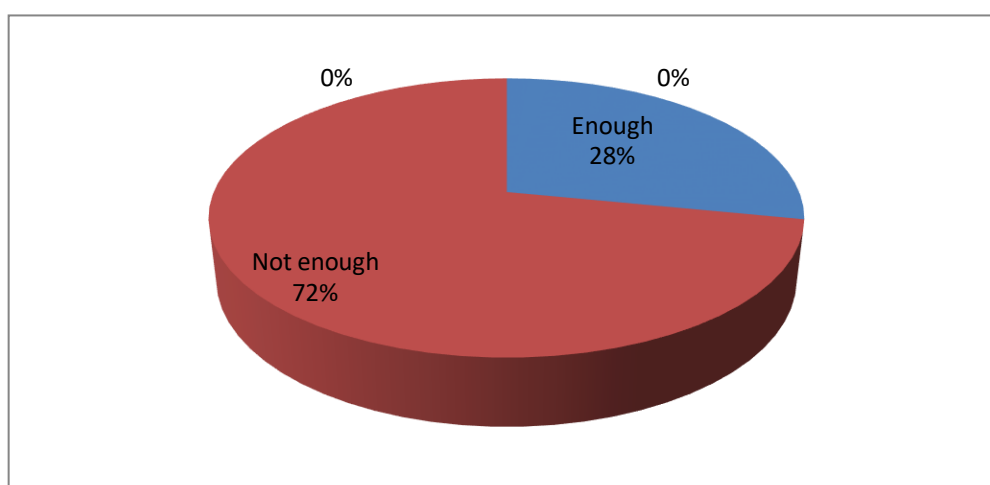
“Send to high maritime school all the people who are around the PC (port-company)”.

From a researchers’ point of view, based on this I can conclude that the HMO staff possess a reasonable linguistic competence that is acquired depending on each individual’s professional experience, personal training and self- motivation. Despite the fact that their level of ME competence differs from one officer to the other; however, Maritime English communication in the Algerian multilingual industry is accomplished in a professional manner.

Question3: How would you rate the allocation of money/ resources devoted for Maritime English communication training improvements in your company and other Algerian ports?

Enough	Not Enough
18	46

Table.24. An Evaluation to the Allocation of Money/ Resources Dedicated to Maritime English Communication Training



Graph.31. An Evaluation to the Allocation of Money/ Resources Dedicated to Maritime English Communication Training

As to the allocation of money or resources dedicated to the Maritime English communication improvement in the Algerian port authority companies is concerned, the staff claimed that it is not adequate and their answers varied as follows:

Some provided a neutral point of view by saying “I have no idea”. This is simply because they are neither the concerned authority to manage the matter nor they are called for collaboration and coordination to provide either effective suggestions or proposals. As shown in the graph, this category represents 72%. In contrast, the other group representing 28% claimed this is “not enough” and they have offered justifications to support their claims. As put it one officer:

“It is not enough for port- officers practicing on the ground and administration employees but enough for pilots and Harbour Master.”

Another one added that it differs:

- A. *“Depending on professional categories. For example: for pilots, tug- captains it is enough since there are obligations stipulated in international conventions, and controlled by the state. However, for port- officers it is not enough.”*
- B. *“For port- officers/ stevedores it is not enough since it is optional by IMO, and the training is hardly ever done on the initiative of the office.”*
- C. *The maritime world is in continuous development, every time we need actualization with ME. Also, every country has its own maritime culture, so we need to understand it. To improve ME in the Algerian ports, the company should make in place national and international training and if possible, practical internship on vessels for the staff and teachers.*

While another port- officer assumed:

“This question concerns the public administration of Algeria’s port establishments across the country.”

Question 4: Do you have an idea about the following ME projects: MarTEL, MarTEL Plus, Sea TALK, Spot on Learning projects and their benefits in improving communicative competence among seafarers?

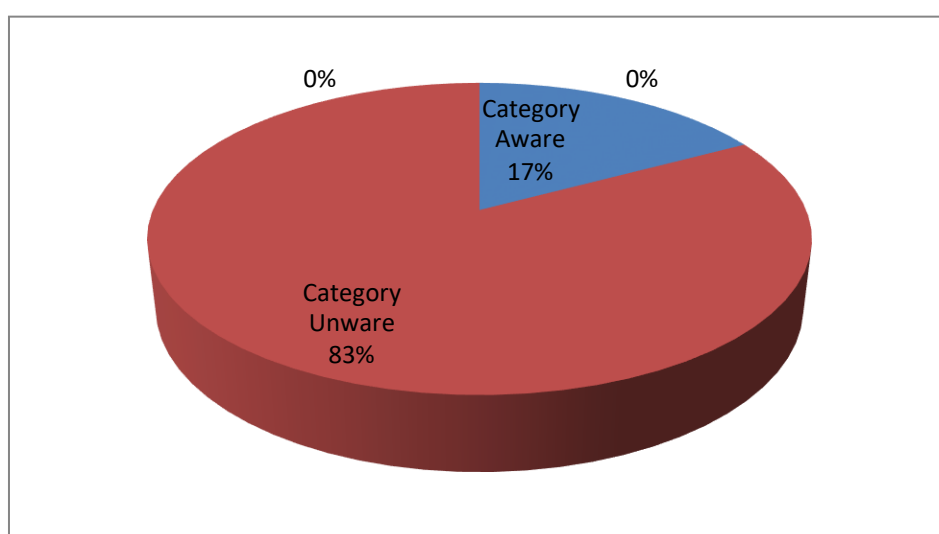
In an attempt from the researcher to test the port- officers’ knowledge about certain European communicative ME projects, the above question is presented to inquire about the extent of effectiveness and contribution these programs provide to enhance ME proficiency and competence at the workplace. Having done in depth research, the candidate thinks the latter can be useful for designing similar ME linguistic projects to meet the requirements of the Algerian HMO maritime context.

Replies differed among port- officers, there are those who are already aware of such projects and the role they play to enhance and ensure communicative competence among mariners thanks to the tests offered for every rank: “these projects are based on the development of seafarers’ linguistic consistency and assistance in the maritime field in port works and administrations.” In this case, their suggestion affirmed that it would be better if equivalent projects are designed and adopted to promote Maritime English learning in the

Algerian context. Concurrently, the other staff members either provided no feedback or claimed they have no idea about and in return they wished to get informed and do research about them to pursue individual training.

Category aware	Category Unaware
11	53

Table.25. HMO Officers’ Awareness of ME projects: Martel, Martel plus, Sea TALK, Spot on Learning Projects



Graph.32. HMO Officers’ Awareness of ME projects: Martel, Martel plus, Sea TALK, Spot on Learning Projects

Question 5: What kind of linguistic projects do you propose or advise teachers of English to design for the Algerian nautical communicative context for the sake of improving communicative competence and professionalism?

Among the proposals suggested to guide teachers of English design ME courses for the nautical context, the following claims have been selected:

- ✚ “Enhance training in ME”: The concerned authorities including the ministry of Higher Education in agreement with the ministry of Merchant Marine should collaborate to afford more training in ME precisely for port-officers as well as other ranks.

- ✚ Teachers of English must have some basic maritime knowledge before teaching ME.
- ✚ Maritime English courses or projects designed for port-officers should be based on the various documents established by IMO in English.
- ✚ Create groups of seafarers from different countries in which they share information about maritime knowledge and communication in English as well as ME content.
- ✚ Create a group of people from different countries and make videos, conferences with them to improve speaking and learn sentences and often do training on the basis of international maritime organizations and WMU norms.
- ✚ Emphasis should be placed on part of Maritime English other than supported by IMO. Concerning seafarers training, this is the English used in interface (written or verbal) between port/ ship/ shipping company, which whether in the field of safety, security and at commercial nature, affects the parties concerned.
- ✚ The language projects some officers advised to design in order to improve professional competencies are to expand the linguistic field including foreign languages such as: little Spanish, Italian, and also the German language. He means provide ME content in all languages.
- ✚ Afford short term Maritime English learning in sea school.
- ✚ First of all, teachers of English must be aware of every individual's level in English before starting teaching any professional lesson because people who have bad English in their minds can't keep up with the level of courses given in the professional field which means their training would be a waste of time, unlike teaching them according to their level first and then give them only knowledge that in line with their English degree to help them improve and be qualified to receive the professional information effectively.

Among the Linguistic Projects they propose English teachers to design for the Algerian nautical communicative context for the sake of improving communicative competence and professionalism, they advised that it would be better to reinforce both the teaching of GE hand in hand with ME. According to them, English for general purposes remain a medium which permits more communicative competence and linguistic confidence when discussing other general and life matters with foreigners. Another advice consisted in designing courses in English for stevedores, English for secretaries and English for law. It is important to reinforce maritime law and little business vocabulary and provide more practice to enhance language four skills usage.

5.2.2 The Algerian Port Interviews' Discussion

Among the procedural instruments opted for in this research is the structured interview distributed to some selected port- officers at the mentioned ports. The latter is an attempt to depict the importance of English as a medium of communication in accomplishing HMO activities and has aimed also to recognize the following points:

- ✚ A personal identification to workplace position, duties and responsibilities assigned in the Harbour Master office (HMO).
- ✚ A special recognition to years of experience in the maritime milieu. This helps identify strengths and weaknesses of ME employability in real context; mainly effectiveness of knowledge acquired at ENSM as well as an overview on current syllabus taught to almost all ranks of mariners.
- ✚ An individual viewpoint on English as a medium of communication in accomplishing HMO activities.
- ✚ A self- assessment to communication competence in general English.
- ✚ A reference to the source of competence in ME.
- ✚ An indication to national or international training that contributed to enhance ME competence and proficiency.
- ✚ Hints to the mastery of skills well- performed.
- ✚ An indication to the recurrent communication problems encountered in English.

- ✚ A mention to encountered communicative deficiencies at the workplace.
- ✚ An allusion to a complex situation due communication failure or incompetency.

- ✚ An explanation to cases of communication failure or incompetency.
- ✚ The linguistic measures or action procedures taken to avoid the communicative problems.
- ✚ Proposals to ME communicative standards enhancement in Algeria.
- ✚ An evaluation to ME teaching at ENSM in the Algerian context.
- ✚ An evaluation to ME teaching effectiveness in enhancing the mariners' professionalcommunicative competence.
- ✚ A mention to the deficiency in teaching ME at ENSM in relation to the following: inappropriate syllabus, non- qualified instructors or insufficient teaching sessions?
- ✚ Suggestions to enhance ME teaching in the Algerian context at ENSM.
- ✚ Orientations for improved Future ME application in Algeria.

Responses' Discussion

Question one is a personal identification to workplace position, duties and responsibilities assigned in the Harbour Master office (HMO).

From a researcher's perspective providing a special recognition to years of experience of the officers in the maritime milieu is crucial at this stage. This simply helps to identify strengths and weaknesses of ME employability in real context; mainly usefulness of knowledge acquired at ENSM as well as current syllabus taught among almost all ranks of mariners. The port-officers can best portray ME real practice and prove the effectiveness of ME knowledge devoted for real application and can best describe the gap between ME knowledge offered at ENSM and required at workplace (real context).

Having both discussed in person with the participants and analyzed the interviews responses, it can be confirmed that the academic level of the port officers is adequate and fitting. They are all university graduates who pursued soon after maritime training at ENSM. Some cases are presented at this juncture:

Case of Interviewee One: Duty officer

"I am a bachelor with 3 years' university in International Politics plus four years study at ENSM. I am an experienced mariner who has been working as Harbour Master Assistant since 2015.

Cases of Interviewee two, three & four:

All three port-officers share the same reply

"I have an experience of six (6) years' work preceded by three (03) years of maritime training."

(a professional member).

Their responses reflect that they all share approximately the same work experience and have passed maritime training at ENSM where they have all acquired Maritime English learning which has added a plus to their previous background in English. Having undertaken a diploma in International politics as claimed by one respondent is a benefit to the port-authority workplace for the simple reason that the nautical vocation context relies 100% on

the appliance of laws. Having knowledge of both International politics and maritime law taught during maritime training at ENSM is a gain and an advantage to the accomplishment of duties and responsibilities required at the field.

Question two & three

With reference to the function English leads in the execution of the nautical work, the officers have respectively offered the following affirmations:

Case One: Duty officer

“Maritime English is the main communication medium in the maritime milieu and being a port- officer contributes to facilitate all operations between shore and ship. Headed: “In Algeria, not all port employees on shore understand English; so, our role as port-officers is to be intermediary channels of communication between both sides”.

Case of Interviewee Two:

As a professional member, he claimed that:

“The Standard Maritime Communication Phrases represents the Maritime English language. Hence, SMCP skillfulness plays a key role in our profession together with the various scenarios occurring at the port in general and ships’ inspection in particular.”

With this, the officer confirms and ensures the possession of SMCP as a significant skill for professionalism and competence among the Algerian duty officer members.

Case of Interviewee Three: Another port- officer at the port of Algiers stated:

“In the nautical job, the English language is very important because we work constantly with foreigners and their only international language is English. So, in order to get a true message and ensure the goal work, English is a must.”

Case of Interviewee Four: According to this interviewee:

“English is extremely important not only for HMO but for the entire harbour as well. The reason simply lies in the fact that if there is not English language communications between the port control tower and vessels, there would be neither arrival nor departure of trading ships, especially that the reason of commercial ports existence is based on such a trend/aspect.”

Question Four: Case skills & Competence

This question is a kind of a self- assessment to communication competence in English among the port- officers. The researcher’s target is to get informed about the source of competence in ME including a reference to the foundation of their acquisition competence and type of training undertaken that contributed the most to enhance ME competence and proficiency; whether national or international one. Furthermore, an attempt to evaluate the interviewed port- officers’ skills competence in English is also discussed.

It has formerly been acknowledged that the International Maritime Industry (IMI) is a large-scale web of shipping, connecting all continents and bringing together mariners from a multitude of national, ethnic and linguistic backgrounds. Wherever humans cooperate, they keep up a correspondence in some form or another and the aptitude to communicate competently in ME is the keystone of wellbeing at sea. Dealing with this, the Algerian team has expressed their views about Maritime English communicative competence as follows:

Case One:

“I am an acceptable communicator in ME. For me, the main important thing is sometimes to ensure the work is done in the best conditions using different kinds of communication.”

As clarified by the duty- officer, being a skillful mariner does not only require mastery and competence in the English language but also shifting from one language to another which is sometimes compulsorily required to accomplish certain tasks when the other part(s) for example does not/ do not express ME and GE appropriately. In this domain, the priority is recurrently given to tasks’ accomplishment safely and promptly more than successful communication.

As to the four skills are concerned, he claimed:

“They are being improved daily thanks to practicing and learning from experiences, discussing and conversing with people of different nationalities and cultures.” He also added: “I improve continuously my English level via international training”.

As a self- assessment to the mastery of the communication process, the duty officer explained:

“I master well relationships and I see that sometimes body language is a key element to several communication processes.”

Case Two:

The second applicant confirms that:

“I am good far from perfect. This competence has been acquired from personal efforts, maritime institute and work.”

He added:

“Unfortunately the knowledge I possess has not been improved yet neither via national nor international training but only at the workplace.”

Case Three:

Third interviewee considers himself as follows:

“I am sometimes medium while other times a good communicator in English. This competence is acquired in high school and later on in maritime institute.”

The partaker added further:

“I am sorry to say I could not have the chance till now to do international training but only national one at ENSM.”

Case Four:

As a self- evaluation, the fourth port officer regards himself in this way:

“I am a good communicator in English and I consider that a competent language user is someone/ the one who masters the language from all angles, which is not the case for me.”

In his perception, ME competence is linked absolutely to the mastery of all four skills which they should be all employed at the same proficiency. According to him, he still needs corroboration and validation.

As to the mastery of skills he possesses or masters well, he provided that:

“They have all been acquired mostly from learning via reading, memorizing music lyrics, watching movies, speaking with foreigners, and of course the academic classes offered me either the added value I needed in my career.”

As to where the Maritime English language has been acquired and improved, the next contributor declared:

“This Maritime English learning/acquisition is done only via the national training at the national superior maritime school ENSM. Both the Maritime English vocabulary and standard phrases required for real context application has been offered at the level of the college and added to my average lexicon.”

Question Seven: Hints to the mastery of skills well- performed. Incompetence and lack of mastery in writing)

Case One:

As a self- assessment to the deficiencies of the communication process and skills, the duty officer claimed he has little competence in the writing skill. As to these writing problems/ deficiencies are concerned:

“There is lack. I think of how to compose coherent sentences and commit grammatical mistakes. For talking, I always find a way to make my point.”

Case Two:

One more added confirmation about professionalism and linguistic competence:

“The mastery of ME; especially SMCP, and even the level in GE is far from perfect but still satisfying. I still can sometimes commit errors especially in professional writing.”

Case Three:3/ no answer check

Case Four:

As to the linguistic skills mastered well are listing as follows: *reading +pronunciation*

“I am good at reading and especially repeating/ pronouncing words correctly.”

Question Eight: An indication to the recurrent communication problems encountered in English.

Cases of Incompetence

There is a confirmation that there exist very rare cases in which the staff is blocked or unable to solve a communication failure case or incompetence or misunderstanding with some masters. In such a case, the duty officer claimed:

“In case of communication difficulty or misunderstanding, we try to pass the intended message via other different ways: draw, phone, photos... etc”

Some examples listed concerning usual situations include the case of writing orders for ships' masters⁸ to inform them to prepare some security and safety measures.

Case Two:2/ no answer

Case Three:

As to general English (GE) ME mastery, the third member said:

“I consider my level of mastery in both GE and ME is well.”

Case Four:

Among the general communicative problems, he encounters include:

⁸ Master's Standing Orders are a list of guidelines to make sure that the safe ship navigation is being carried out when at sea and ship operations when at the port. This set of guidelines by Ship's Master consists of a set of aspects of navigation and rules of conduct for the officers.

“Insufficient talking (speaking is less mastered compared to other skills). This fact prevented me from speaking fluently at times in an excellent way as expected, and the limited vocabulary which I consider as average and does not allow me to express freely all my thoughts and ideas.”

Question Nine: A mention to encountered communicative deficiencies at the workplace.

Case One:

1/ no answer

Case Two: A validation has been offered

“We rarely face communicative challenges in our context because we are trained as a workforce to collaborate and expand linguistic and professional abilities to solve the tasks assigned patiently and efficiently. Some examples may include bad pronunciation or use of scientific and medical terms we are unfamiliar with.”

Case Three and Four: claimed

“Honestly, no communicative deficiency, whether due to communication failure or communication incompetence has till now been encountered at the workplace fortunately.”

This claim is a confirmation which proves and ensures professionalism and communicative competence submission among the Algerian port- officers at HMO as well as the port control workplace.

Question Ten: An allusion to a complex situation due communication failure or incompetency.

Case One and Two:

The port- officers explained:

“Fortunately I have never encountered communication deficiencies at the workplace.”

According to him successful at the marine field is not relied only to communication success but a kind of vigilance is required.

Case Three:

He explained:

“In case blocked due to communication failure or incompetence, the main step and measure taken generally consists of making phone search for translation to get immediate feedback, he owns a mobile application.”

Case Four:

Other added confirmations:

“Luckily no kind of communication failure or situation of linguistic incompetence have till now been experienced or encountered.”

Question Eleven: An explanation the case of communication failure or incompetency.

Case One and Two:

The port- officer

“There is no case to explain about communication incompetence or failure where he was unable to deal with.”

Case Three:

Some of these cases of incompetence and failure for example is stated by the port-officers includes:

“When sometimes there is a discussion with ship’s captains about engine room problems to provide repair operations. The difficulty lies when unfamiliar scientific items are employed. In such a case, he takes immediately the phone to look for signification/ meaning or photos to clarify ambiguity and provide suitable assistance.”

Case Four:

Another elucidation

“Among the linguistic/ communicative difficulties can be related to communicating with Asian foreigners especially Chinese ones because their grammar and pronunciation is mostly very bad and difficult to be understood, and even they do not master well the correct language.”

Question Twelve: The linguistic measures or action procedures taken to avoid the communicative problems.

Case One:

The participant clarifies:

“To be direct and brief because in the marine field, ME is the only standard form and code language used as an obligatory measure to avoid communication failure this is the reason, the same words and orders are frequently employed and repeated.”

Case Two:

The participant clarifies:

“Among the linguistic measures/ actions taken to avoid communicative problems consists of learning from previous mistakes and not to repeat them). I always use the appropriate technological means such as: internet, translator, reading maritime books.”

Case Three & Four:

The port- officer states the main measure taken in such a case is:

“... to talk slowly and speak only the main ideas and words like they do, for the simple reason to make it easy for them to understand. I also listen carefully to their words.”

One more skill and intelligence applied by the staff is to try attentively to listen to their key words so they can relate it to what they want to utter (intentions). Thus, concentration plus attentiveness and other skills are perquisite.

Question Thirteen: Proposals to ME communicative standards enhancement in Algeria.

Case One: According to me:

“Maritime English can be improved by the use of SMCP because this document is designed to use the same standards all around the world.”

“Communicative standards in Algeria can be improved by both national and international training.”

Apparently, the SMCP is not that well or always applied and this can cause communication deficiencies to occur). Accordingly, if SMCP is taught and applied well, the case can be solved.

Case Two:

“ME communicative standards can be improved/ enhanced via international training and acquire knowledge from leaders (experienced leaders) in the field. This step helps teach positive practices and avoids negative ones.”

Case Three:

“ME communication standards in Algeria can be improved by improving the quality of ME training providing the right methods and equipment to facilitate such a task.”

Case Four:

“ME communicative standards can be improved/ enhanced via international training and acquire knowledge from leaders (experienced leaders) in the field. This step helps teach positive practices and avoids negative ones.”

Question Fourteen: An evaluation to ME teaching at ENSM in the Algerian context.

Case One: As to the evaluation of ME teaching at ENSM, he added that

“ME instructors at ENSM focus on SMCP studies, interpretations of each used words and actions to be done in each case.”

(Confirmation that syllabus and teaching at ENSM is enough).

Case Two:

“As a previous student at ENSM, the port-officer stated we had a very good training in the English language; notably SMCP.”

Concerning his views about ME learning:

“Maritime English teaching at ENSM is good because the college offers training in international standards (SMCP) which is 100 % specialized ME.”

Case Three:

“ME knowledge provided at ENSM is agreeable because we receive international education and study the standard code (SMCP).”

Case Four:

“Teaching ME at ENSM is considered good from the perspective of providing its statements with the right documents and demonstrations. One more added aspect: “teaching ME in Algeria is renewable but it could have been improved if concerned parties are interested in this.”

Question Fifteen: An evaluation to ME teaching effectiveness in enhancing the mariners’ professional communicative competence.

Case One:

Concerning the fact that/whether SMCP is an effective nautical document to enhance mariners’ professional communicative competence, the duty officer explained:

“The knowledge offered by SMCP can make the work specific and keep intervenient away from failure and vast interpretation of orders.”

This means the application of SMCP ensures competence and professionalism and is enough).

Case Two:

As to whether ME training at ENSM is effective and enhances mariners' professionalism communicative competence, he claimed:

“Yes, it is.” Training at ENSM is said to be satisfying and satisfactory.”

According to him, training ME at ENSM is effective and beneficial to the progress of communicative competence. (Satisfying)

Case Three:

According to him (Satisfying):

“Training ME at ENSM is effective and beneficial to the progress of communicative competence.”

Case Four:

As with regard to teaching ME at ENSM, the latter is said to be effective and really ensures the mariners' personal communication directly.

Question Sixteen: A mention to the deficiency in teaching ME at ENSM in relation to the following: inappropriate syllabus, non- qualified instructors or insufficient teaching sessions.

Case One:

As to the teaching deficiencies of ME at ENSM is concerned, he referred that:

“The non- qualified teachers as they lack appropriate training about the way of teaching ME because there is a huge difference between ME and GE.”

It is inferred based on this claim that may be they feel GE is taught not ME because the maritime milieu requires a special language usage to make operations (nautical) well- done. As to his personal experience, he claimed that in Algiers' HMO; instructors must be formed in the interior of this world to know how to offer directly the keys and succeed to give examples from his own real experience on port side communication.

He insists that to be a qualified ME instructor and a successful mediator to ME knowledge at ENSM

“Teachers should be trained in the real context to have knowledge to apply it in a real teaching context.”

Case Two:

The deficiency with teaching ME at ENSM is that:

“instruction/training is done in a traditional way and where no motivation exists.”

Case Three:

“The deficiency in teaching ME at ENSM is that all training/learning is still theoretical it is still missing the practical side like training on board vessels with foreigners.”

Case Four:

Among the deficiencies of teaching ME at ENSM include:

- The insufficient teaching session
- Less concentration on teaching the speaking skill, which is for the concerned port-officer the most important skill everyone must master.

He explains that: *“speaking good English motivates you to learn more and make it perfect in every way.”*

Question Seventeen: Suggestions to enhance ME teaching in the Algerian context at ENSM.

Case One:

He suggests also that ME should be taught with/via learning SMCP and a lot of practical internship.

Case Two:

“ME training instead should be taught an improved via international coaching and external exchange conversing with English speakers.”

Case Three:

“Improving ME teaching can be achieved/ realized via innovation, using modern means of teaching with established communication with students in the classrooms.”

Case Four:

“Teaching ME can be improved via integration of more speaking sessions and these should be reinforced and of quality.” “Teach part of GE in parallel with ME.”

Question Eighteen: Orientation to improved ME application in Algeria.

Case One:

As to the point concerning how to improve ME in Algeria, he explained that:

“This can be thanks to continuous learning/ instructions in both GE and ME.”

Such a document must be clear and precise.

Case Two:

“ME application in Algeria can be improved via regular training followed respectively by practice at the workplace.”

Case Three:

“The ME application should be actualized all the time with international standards norms benefit from international maritime schools is developed countries.”

Case Four:

“ME application should be improved in Algeria via by having regular professional training in ME two times a year at least, to ensure stay competent and updated.”

Whatever the field is, constant research is required to sustain an enhancement all the way through the increase of innovative concepts, smarter production techniques, materials and methods. This research is relevant and directed to nautical communication professionalism in Maritime English versus the workplace needs. Overall, Maritime English is imperative for a mariner to converse proficiently, for that reason; all the aspiring seafarers must give adequate time towards grasping Maritime English and achieve fluency meanwhile. Generally maritime students/ aspiring mariners have some expectations to learn from Maritime English. These

include: listening skills, understanding Maritime English as it is spoken, building and improving a Maritime English vocabulary, spelling, retention, how to use specific maritime words in a maritime context, implicit grammar structures, speaking and pronunciation skills plus fluency. The investigator's estimated goal of such a research is a scientific contribution to maritime education; the building block for improved communication prosperity and sustainable development as well.

The employed instruments in this contemporary study have contributed to make comparisons of diverse views provided by the port-officers as well as Harbour Master staff and yielded remarkable consequences. Admittedly, with the present sample size, about 64 Port-officers, 60 mariner students and 2 teachers, it is possible to make significant statistical generalizations about the target population.

5.2.3 The Analysis of the L1 Students' Questionnaire at ENSM

A research is designed in survey research in which the examiner administers an investigation to a sample or to the entire population of the intended community in order to describe the attitudes, opinions, behaviors, or characteristics of that population (Creswell, p.215).

This questionnaire aims specifically to identify the students' current learning process and needs of Maritime English. Sources of data in this research consisted of some kinds of the sample. It consists of first year students of the National Nautical School (ENSM) in Algeria during the academic year 2017/2018. The number of students of each class ranges from 30 to 32 students. There are five classes of three different categories: Deck officers⁹ (64), Machinists (60) and port-officers (35). The investigation involved all classes with a total of 159 students. They were chosen by using purposive sampling technique because they are novice learners of Maritime English and have no training experience. In collecting the data, questionnaires were developed based on Hutchinson and Water theory that is related to learning needs. The questionnaire has also been designed using Likert scale which included five options for each item: "Very Important 4", "Quietly Important 3" "Fairly Important 2", "Slightly Important 1", "Not at all important 0". The questionnaire was distributed and collected and analyzed quantitatively. The data displayed as follow:

⁹ Deck officers abbreviated into EISN including class A and B. EISN A (32) and EISN B (32).

The current questionnaire has been distributed to ENSM students in collaboration with another ESP teacher. This exploratory questionnaire was distributed to L1 students including a number of participants: (Deck- officer 64, Machinists¹⁰ 60 and port- officers 35) as an evaluative procedural instrument to recognize the learning needs and teaching progress of ME syllabus during the period of training. As far as my research is concerned, my target is explicit and relates principally to scrutinize both the “ESP/ME Learning Situation” and “ESP/ME Training Needs Situation” in the maritime teaching context. Having taught in the college for one year, this not only gives me chance to have training experience but also to be aware of Maritime English teaching in Algeria; strengths and weaknesses, level of English required for accepting students at school, as well as students’ needs and preferences in learning ME. Noticeably, English is among the critical subjects presented among national examinations to join ENSM as implied by IMO conventions; thus, candidates wishing to join ENSM should be qualified users of such a universal code. The present questionnaire included 28 questions classified into four sections as indicated below:

- ✓ **Part One: Target Situation Analysis**
- ✓ **Part Two: Students’ Present Situation Analysis in English Language Proficiency**
- ✓ **Part Three: Learning Needs**
- ✓ **Part Four: Means Analysis**

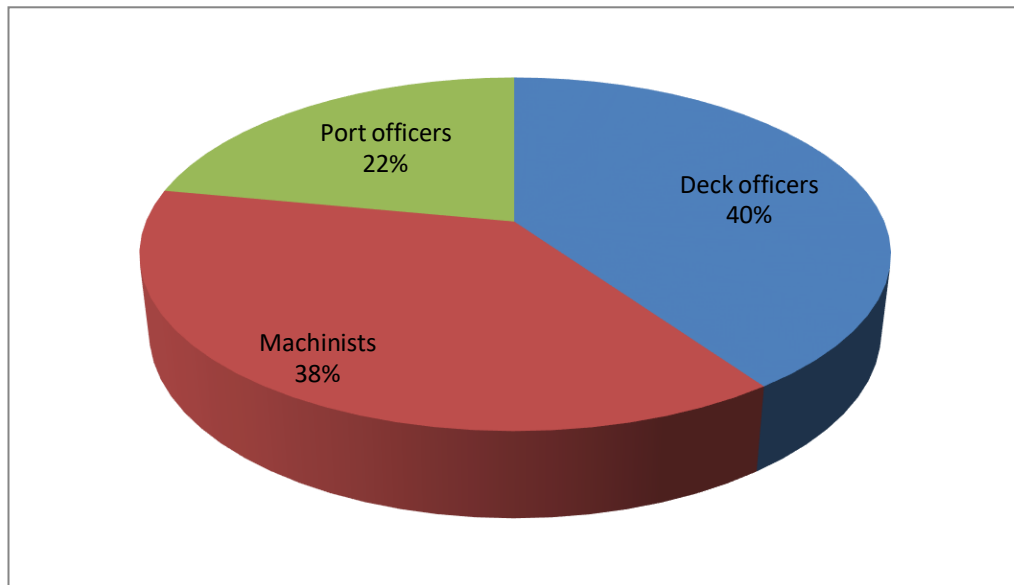
It has been observed during the pre- vocational phase that the selected L1 students receive ME instruction and they all share the same course manual: “English for Maritime Studies” by its author T.N. Blakey but with a slight difference in terms of units tackled. This precisely depends on their future professional and vocational needs to apply at the workplace.

To the candidate, the respondents represent the prime source of information to the current research; and constructively, their participation was greatly valued and very contributive. They were required to answer all the questions as accurately as they can. The questionnaire was designed to take no more than 30 minutes and they were informed that there are no wrong or right answers.

¹⁰ Machinists abbreviated into EIMN including class A and B. EIMN A (30) and EIMN B (30).

L1 Students at ENSM	Number of Students	Units taught	Total Hours
Deck officers	64	8 Units	1h- 45 mn/week
Machinists	60	8 Units	1h- 45 mn/week
Port officers	35	8 Units	1h- 45 mn/week

Table.26. L1 Students Identification and ME Instruction Portrayal at ENSM



Graph.33. L1 Students Identification and ME Instruction Portrayal at ENSM

Part I: Target Situation Analysis (Q1-Q9)

This section includes (9) questions which all served as an enquiry about the current learning situation of ENSM L1 students including some inquiries relate to:

- Significance and Reasons of learning Maritime English at ENSM (testing awareness of students about learning ME)
- Awareness about the importance of English as a medium of communication
- Importance of English for communication purposes in students' studies and future career.
- Necessity of using English with other staff members at workplace (students' consciousness about communication at the workplace with their hierarchy- crew members- passengers- ships and ashore stations that require English).
- A perception of the skill (s) highly emphasized in their future workplace.

- Importance of possessing an English proficiency to perform their job efficiently.
- Classification and assessment to the English language skills in terms of importance in conducting their job.
- An evaluation based on their views to significance of the ME course presented at ENSM in shaping nautical academic studies at the college, plus an estimation to the significance of to the current ME course for their professional career; to ensure future real world usage, depending on their personal learning experience at the college.
- An evaluation to the skills in terms of importance both as taught at ENSM and applied for future use. The aim is to test their opinions for an adequate assessment.
- Participants were given several choices for responses while having the possibility to mention others in case they exist).

Their responses have been gathered and analyzed as follows:

Question 1: Why do you think you are learning English at ENSM? Please tick (✓) more than one option if applicable

Part of the present questionnaire aims at investigating the benefits of English learning among the Algerian nautical students. When students were asked why they still pursue learning English at ENSM, they provided that:

- English is nowadays the lingua franca employed in different work contexts; hence, an increase demand for learning English is noticed especially by university/college students in different fields.
- Learning English has become a mandatory skill that many professions require and thus employees should acquire.
- Possessing English permits mariner employees to work abroad, improve their financial situation, and travel around the world.
- Being a global shipping network, mariners in the nautical context are exposed to communicate with people from different countries, nationalities and races. Consequently, the Algerian mariners should prove skillfulness in such a multilingual community.

ENSM; being a subdivision of WMU at Sweden which in turn is a branch of UN, offers an enticing maritime academic program designed to fulfill the mariner- students' necessities to ensure seafaring safety. Responses of the study reveal that students have different motives that compel them to both learn and enhance English communication.

Question 2: Is English important for your communication in your studies and future career? Please tick one.

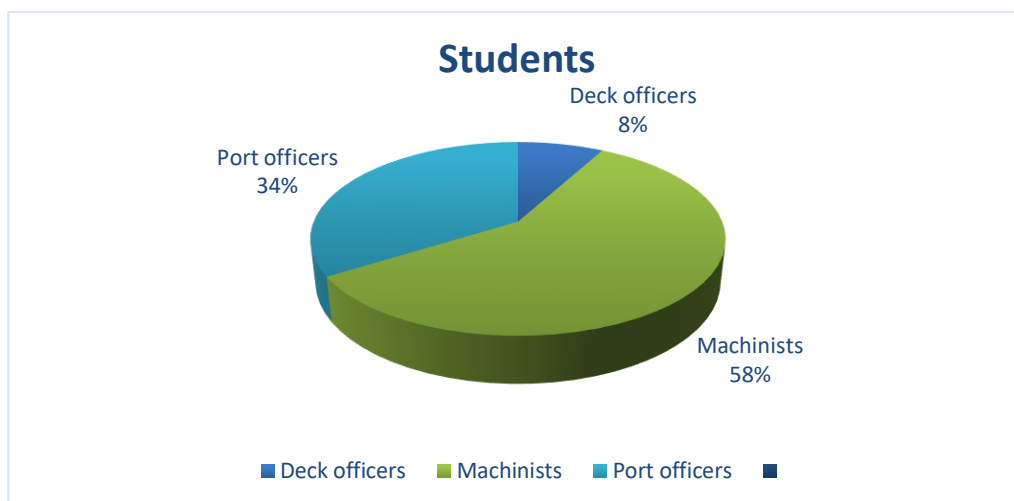
When ENSM L1 students were requested to reflect upon English significance for communication in their studies and future career, they avowed that:

Surely, English is vital for our studies as it broadens our minds, develops emotional skills and confidence and improves the quality of life by providing suitable job opportunities within our port- authorities, shipping companies or even abroad. Likewise, the use of English as an intercontinental foreign language is increasing with time because it is the only medium for communication in many countries.

As for future vocation, the ability to express fluently in both written as well as oral form of the language is very much essential for the career enhancement. As it is stated above, English being the most commonly used language in the corporate world; the knowledge of English is one of the most important employability skills. As a newly undergraduate student entering this corporate world, the importance of the English language is undeniable. As a confirmation to the above claims, all participants (100 %) selected a positive response: "Yes".

Category of Students	Number of Students	Yes	No
Deck officers	64	64	/
Machinists	60	60	/
Port officers	35	35	/

Table.27. English Communication Importance for ENSM L1 Students. Studies and Future Career



Graph. 34. English Communication Importance for ENSM L1 Students. Studies and Future Career

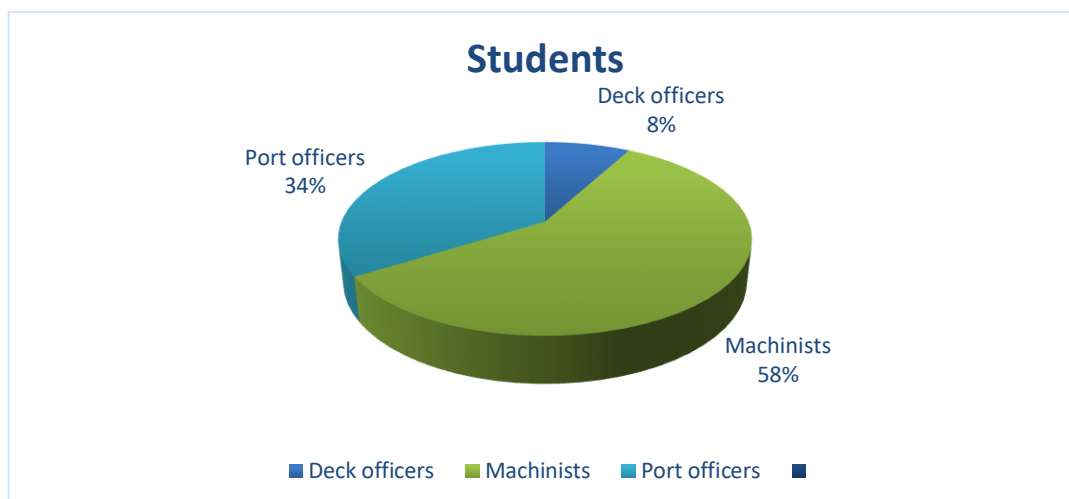
Question 3: Does communication at the workplace with your hierarchy- crew members- passengers- ships and ashore stations require English? Please tick one answer.

Additionally, when inquired whether communication at the workplace with their hierarchy: HMO staff, crew members, passengers- ships and ashore stations require English, they provided that:

In the multi-cultural maritime world, “Maritime English” is the key to making things happen. Effective communication in English on board and ashore is one of the key factors that helps create and maintain a safe environment on and around a vessel. On board, this will not only make for safer voyages, it will maintain an amicable crew, and miles of pleasant sailing. In port authorities, English guarantees the efficiency of HMO daily tasks and the integrity of the ship, and assists in reducing language and communication-related accidents. All respondents (100%) voted for “yes”.

Category of Students	Number of Students	Yes	No
Deck officers	64	64	/
Machinists	60	60	/
Port officers	35	35	/

Table.28. Significance of English Communication at the Workplace with Hierarchy- crew members- Passengers- Ships and Ashore stations.



Graph.35. Significance of English Communication at the Workplace with Hierarchy- crew members- Passengers- Ships and Ashore stations

Whether ashore or onboard, the English language places mariners in a position where they can express themselves to everyone in a common language. It is of great assistance when they travel to a different country or working at an international company.

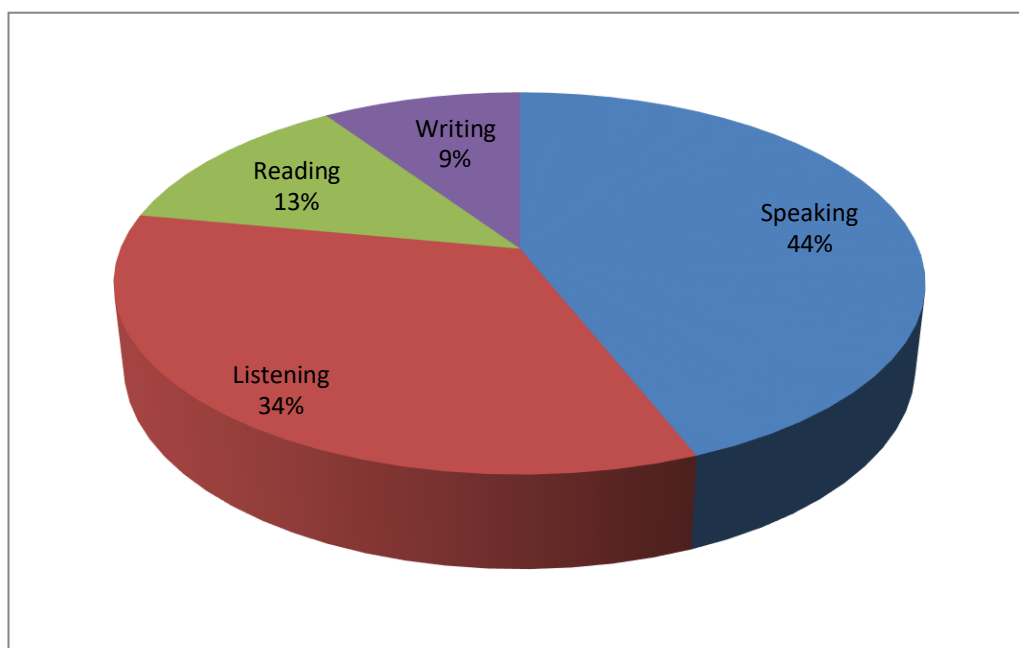
Question 4: Which of the four skills is more emphasized in your future workplace?

An important indicator analyzed by the researcher is the language skills. These are analyzed in order to know what skill(s) is/are emphasized in ENSM students' future workplace and they need the most for their fieldwork. The result shows in the table below:

Skills	All Categories	Percentages
Speaking	70	44%
Listening	54	34%
Reading	20	13%
Writing	15	9%

Table.29. The Four Skills Mostly Emphasized in the future Workplace

English for Maritime Purposes at ENSM is a part of EAP. The students there learn English as they need it for both study and their future jobs. Therefore, the objective of this assessment is to both sensitise and raise the student's proficiency in acquiring the language skills with the emphasis on four language skills (listening, speaking, reading and writing).



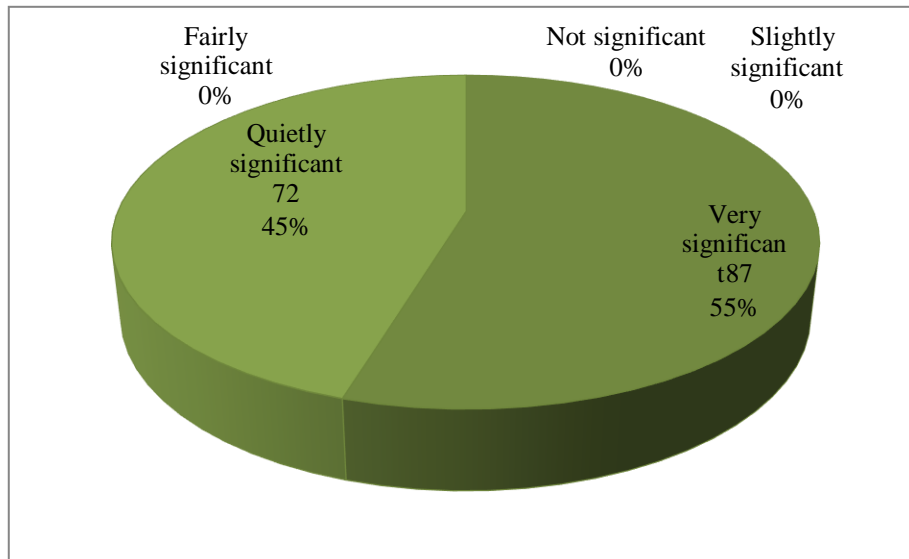
Graph.36. The Language Skills mostly Emphasized in Future Workplace

The students' responses as observed in the graph confirm that speaking and listening are the main skills required for future vocation followed by reading and writing with less significance.

Question 5: How important is it to have a high level of English proficiency to perform your job efficiency? Please tick one answer.

Very significant	Quietly important	fairly significant	slightly significance	not significant
87	72	/	/	/

Table. 30. Importance of English Proficiency for Job Efficiency



Graph. 37. Importance of English Proficiency for Job Efficiency

Generally speaking, knowledge of English and proficiency in Maritime English is much sought after in the nautical corporate world. “English Language Proficiency” is the ability of ENSM students to use the Maritime English language to make and communicate meaning in spoken and written contexts while completing their program of study. Proper English does not mean only the ability to make grammatically correct sentences. It means other related skills for effective communication like presentation skills, convincing and negotiation skills plus interpersonal skills using that language. When students were asked how important it is to have (possess) a high level of English proficiency to perform their job efficiency, they explained that:

A/ On an individual level,

- It improves personality and increases sense of self-worth.
- In simple words, learning a foreign language makes the brain stronger and more versatile.
- Learning English is not only useful, but it also gives a lot of satisfaction and making progress will make you feel great.

B/ At the workplace

The ability to use English at the workplace has a number of benefits including:

- Helping your recruited company to succeed,
- Building trust with colleagues and clients,

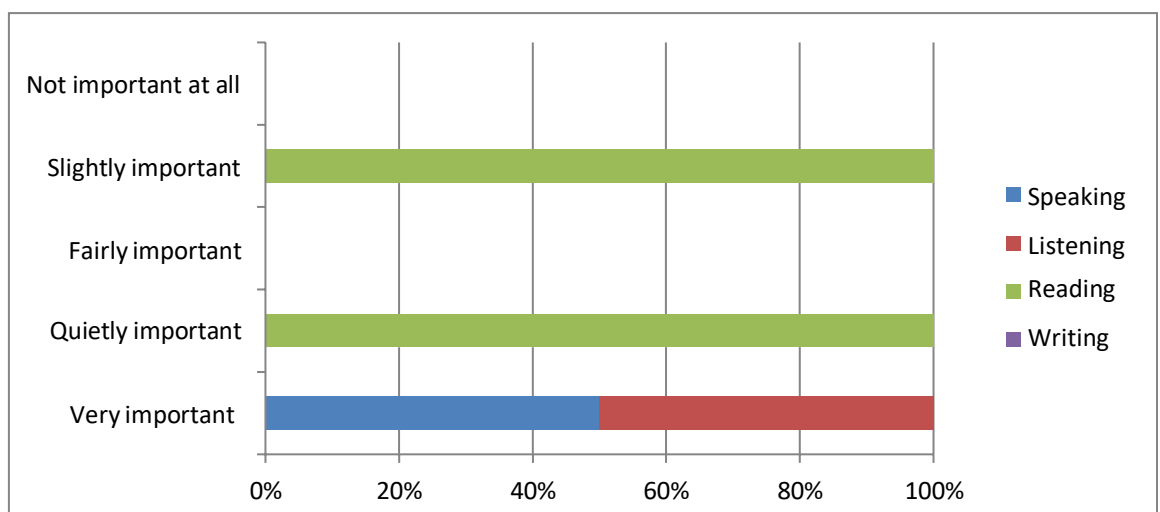
- Building and improving international relationships,
- Enhancing your skill-set and commanding a higher salary and
- Enhancing international relationships through.
- Being proficient in English means the workplace has a very important tool for success.

Question 6: Please rank the following English language skills in terms of importance in conducting your job? Use numbers from 1 to ‘4, with 1 being most important and 4 for least important.

The English language skills have been classified in terms of worth in conducting the nautical services. “Very Important 4”, “Quietly Important 3” “Fairly Important 2”, “Slightly Important 1”, “Not at all Important 0”.

Skills	“Very Important”	“Quietly Important”	“Fairly Important”	“Slightly Important”	“Not Important”
Speaking	1				
Listening	2				
Reading					
Writing			4		

Table.31. English Language Skills in terms of Importance in Conducting Nautical Profession



Graph.38. English Language Skills in terms of Importance in Conducting Nautical Profession

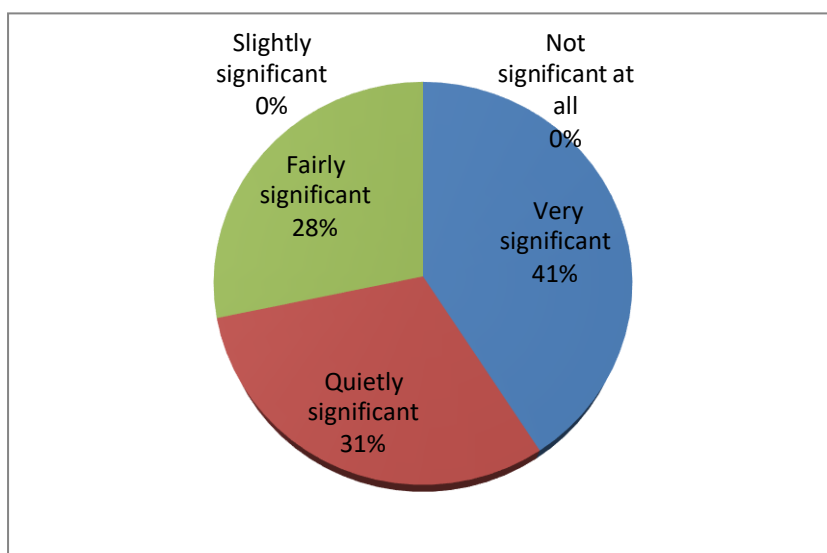
In viewing the graph above, it is apparent that both speaking and listening gain a priority over reading and writing at the workplace the same as cited in (Q4) above. The International Maritime Organization (IMO) evidently requires adequate communication skills in the English language for maritime academies. Hence, teaching English is emphasized and the acquisition of speaking and listening skills are strengthened to ensure the acquisition of technical maritime expertise.

Question 7: How important do you believe the ME course is for your academic studies at the college?

Very significant	Quietly significant	Fairly significant	Slightly significance	Not significant at all
65	49	45	0	0

Table.32. The Significance of ME course is for ENSM Students' academic studies

As a response to “how critical the ME course supports ENSM students’ at the college, the participants explained that the course is very instructive for maritime students and underpins the proper use and correct maritime terminology in academic writing as well as any maritime communication in the shipping sector. Undoubtedly, English is renowned as an intercontinental speech to be applied worldwide in any type of maritime communication; then, the necessity for the implementation of Maritime English (ME) resources and materials has been discussed in many conferences as well as a number of projects on Maritime Education and Training (MET). The focal point of these studies lies on the perfection of vocational and academic language courses which aim to develop mariners with a high standard of competence and professionalism and good English communication skills via the use of Maritime English.



Graph. 39. The Significance of ME course is for ENSM Students' academic studies

Question 8: How important do you believe the ME course is for your professional career at the college?

Students are asked to express their opinions and rate each skill/area two times by first indicating how important each skill is in their academic studies at ENSM. Then, how significant is each skill in their future career (Q9).

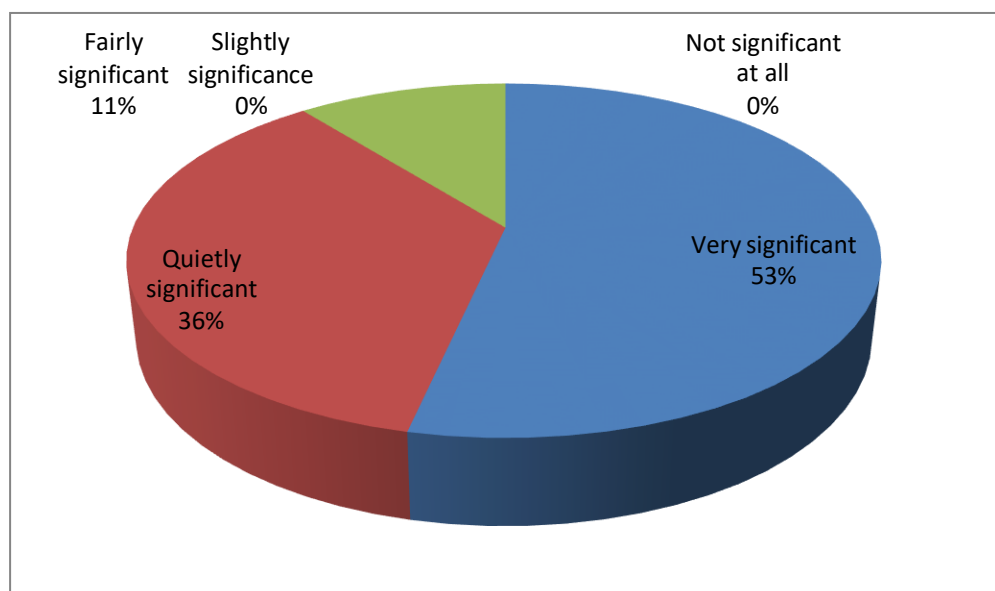
Very significant	Quietly significant	Fairly significant	Slightly significance	Not significant at all
85	57	17	0	0

Table.33. The Significance of ME course is for ENSM Students' Vocational Execution/ Performance

In clearing up how imperative the ME course at the college is for ENSM students' professional career, they explained that English is very important (53%) for their future successful career in the maritime industry because it is considered as the main tool for communication at both sea and port. Given the international character of the maritime industry, Maritime English acts as a key medium of safety and standardization. Mariners are currently required to demonstrate a mastery of English adequate for professional and safety purposes both at sea and shore areas. Possessing a broad knowledge of English and good communication skills

guarantees the ability to respond to the global demands as indented by STCW, SOLAS, MARPOL and other conventions. Therefore, the ME course offers an emphasis to teaching various maritime related- situations encountered in the future contexts. Among imposed IMO documents, SMCP is designed primarily for standardization of communication from ship to ship and ship to shore communications that is also taught at ENSM to build a solid foundation of knowledge.

All MET institutions including ENSM aim via ME courses to prepare expert mariners evade the increment and the number of casualties caused by the poor level of communication skills of the staff. The investigation affirms that the Maritime English course at ENSM plays an effective role and prepares students reduce language barriers and communication-related accidents. The latter equips all candidates with sufficient knowledge on how to effectively communicate in every maritime situation.



Graph. 40. The Significancies of ME course is for ENSM Students' Vocational Execution/ Performance

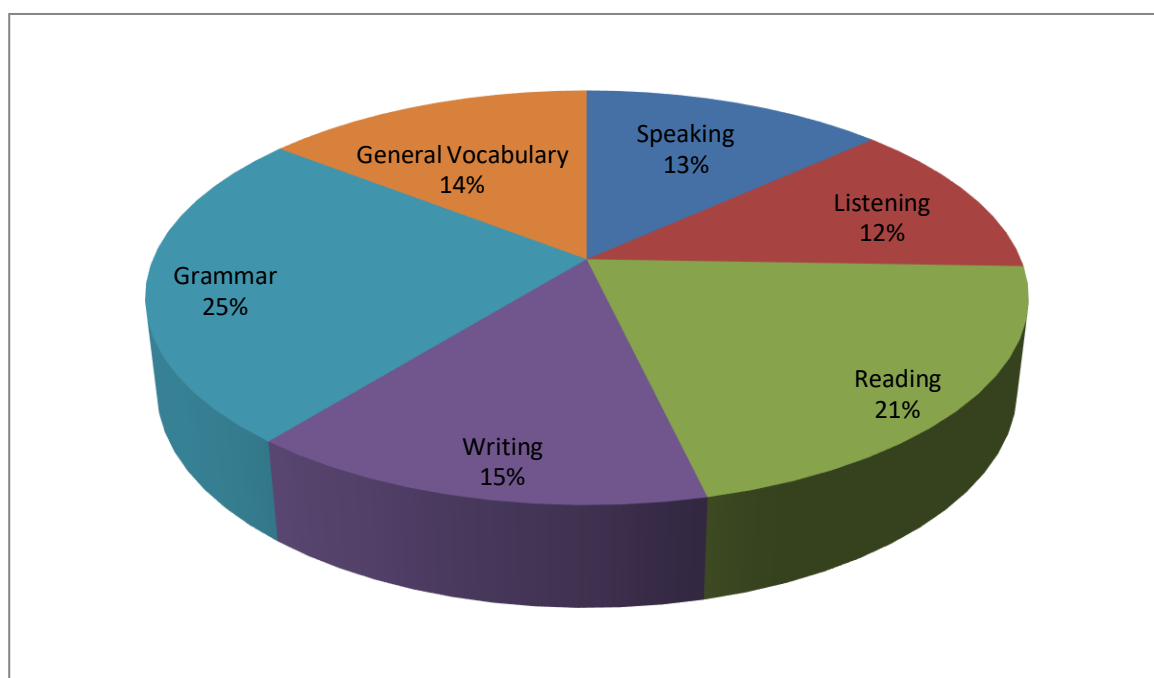
Question 9: How important do you believe the ME course is for your professional career at the workplace?

Students are asked to express their opinions and rate each skill/area two times by first indicating how important each skill is in their future profession.

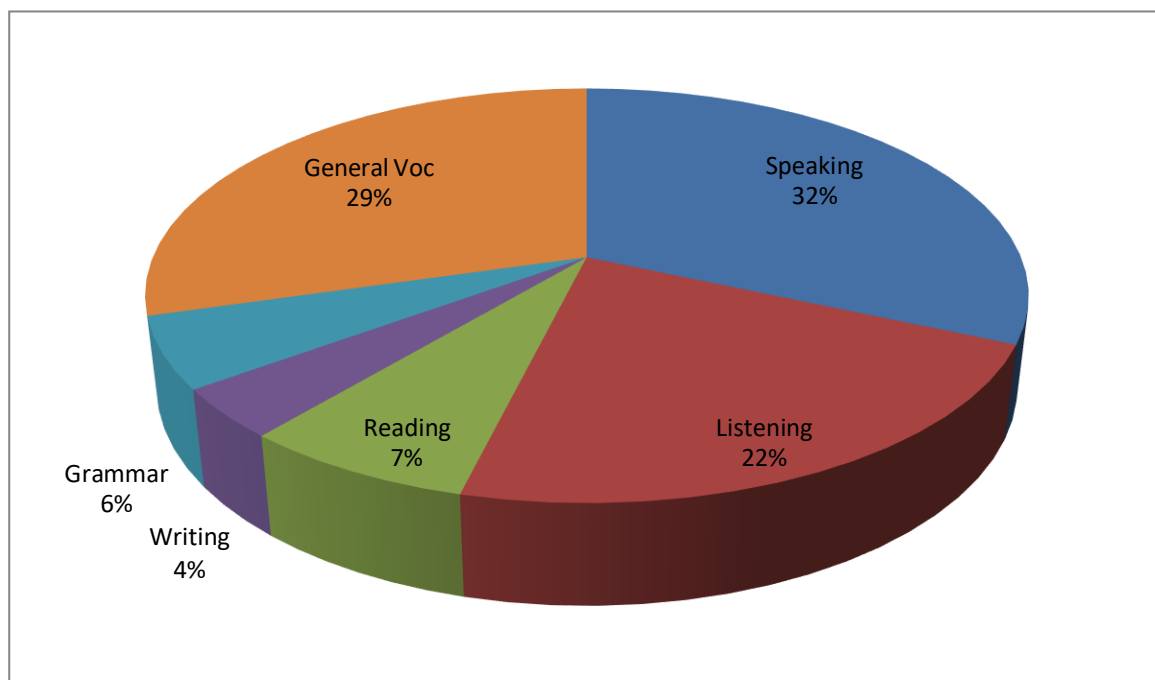
Linguistic skills and language areas have been divided into two sections depending on students' studies at ENSM versus workplace implementation. Then, these learning activities and linguistic features employed in the nautical content have been analyzed in terms of their degree of significance and required standard under certain criteria ranging from: Very important, quite important, not very important, very good, good, satisfactory or weak levels.

For my studies at ENSM this skill/ area is			Skills/ Areas	For my future job this skill/ area is			
Very important	Quite important	Not very important		Very good level	Good level	Satisfactory level	Weak level
67	92	/	Speaking	74	85	/	/
62	97	/	Listening	52	107	/	/
105	54	/	Reading	17	62	80	/
73	63	23	Writing	09	71	79	/
125	34		Grammar	13	69	77	/
73	62	24	General vocabulary	69	52	38	/
82	56	21	English Overall	56	62	41	/
115	44	/	Pronunciation	67	52	40	/
94	65	/	Communication	45	76	83	/

Table.34. Linguistic Skills for Students' Studies at ENSM vs. Future Profession



Graph.41. Assessment of Linguistic Skills for Students' Studies at ENSM



Graph.42. Assessment of Linguistic Skills for Students' Future Profession

Part II: The Current Abilities in English Language Expertise (Q1-Q9)

This section includes six (06) questions which revolve around assessing each skills/areas necessary for ENSM students; precisely their current ability in each skill/ area, then to indicate which level of these skills/ areas enables them to perform their job effectively. Students were required initially to tick in the box that best expresses their opinion based on these criteria: Very good, good, average, poor, very poor. Students have to indicate secondly, problems encountered with the listed areas/ skills provided in the table; next, to write any other problems or difficulties they encounter while learning English in their course. Then, they have to classify the reading, writing, listening and speaking abilities according to their importance based on the scale provided: Very important, (2) important, (3) not very important.

Question 1: Rate each skill/area in the table twice.

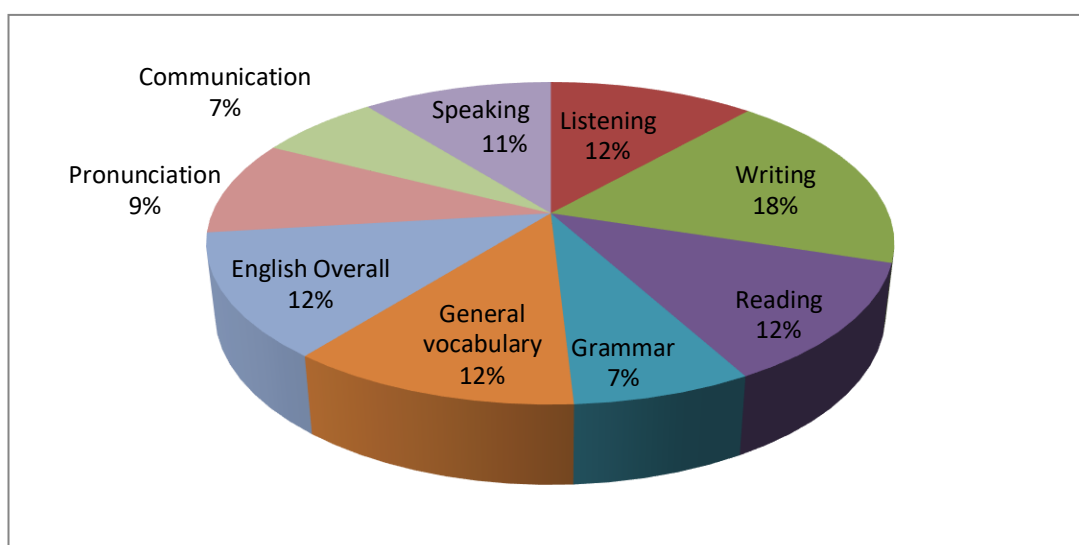
In this question, the intention is to illustrate the skills that future mariners master well. First, they had to rate their current ability in each skill/ area, and then indicate which level of these skills/ areas enable(s) them to perform effectively in their profession. The skills include: listening, speaking, writing, reading, grammar, pronunciation, communication, general vocabulary, maritime vocabulary, and English overalls ... etc.

Chapter five: Maritime English: English for Maritime Purposes

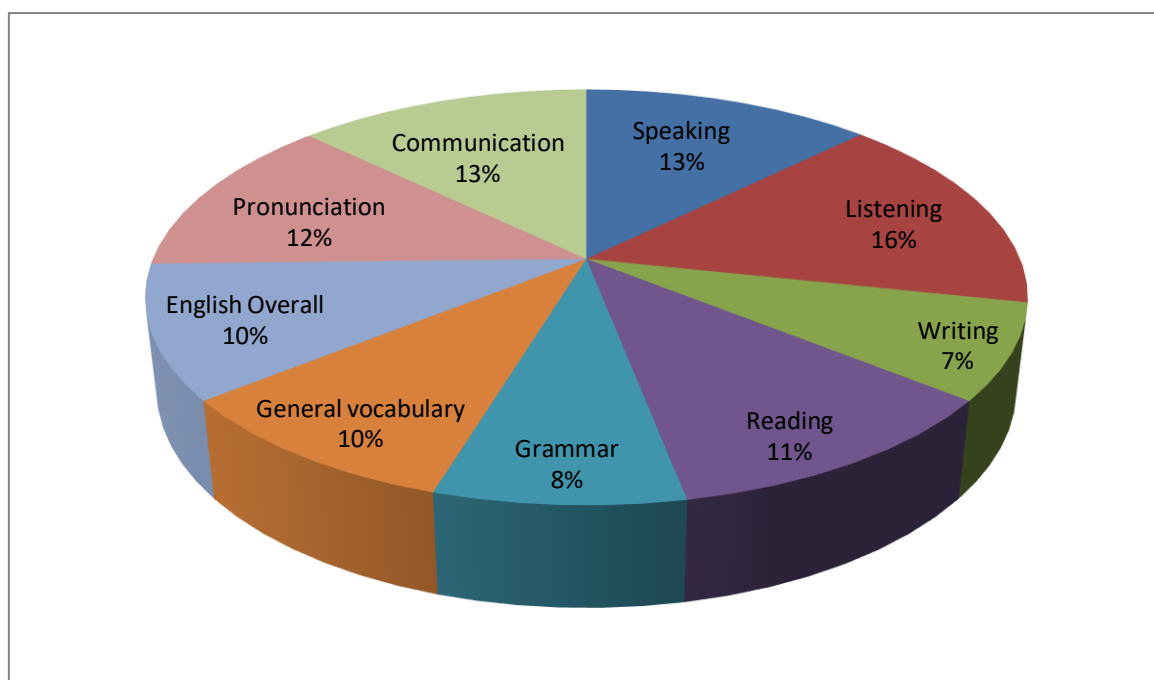
The aim of this analysis is to recognize and assist the students evaluate their real linguistic abilities by themselves and to agree on the required linguistic standard they should attain to be considered competent and proficient mariners.

Skills/ Areas	Current ability in each skill/ area				Required Level of skills/ areas to perform effectively at Workplace.			
	Very good level	Good level	Satisfactory level	Weak level	Very good level	Good level	Satisfactory level	Weak level
Speaking	39	42	53	25	77	43	39	00
Listening	62	73	24	00	95	40	24	00
Writing	41	35	51	32	45	38	83	00
Reading	24	35	85	15	68	35	56	00
Grammar	39	42	49	29	47	51	61	00
General vocabulary	42	51	55	11	58	42	59	00
English Overall	32	45	58	24	63	57	39	00
Pronunciation	23	55	62	19	76	45	34	00
Communication	36	42	64	17	78	46	35	00

Table.35. An illustration to Students' Language Skills Current ability & the Required Linguistic Standard at Workplace



Graph.43. Current Ability in Each Skill/ Area



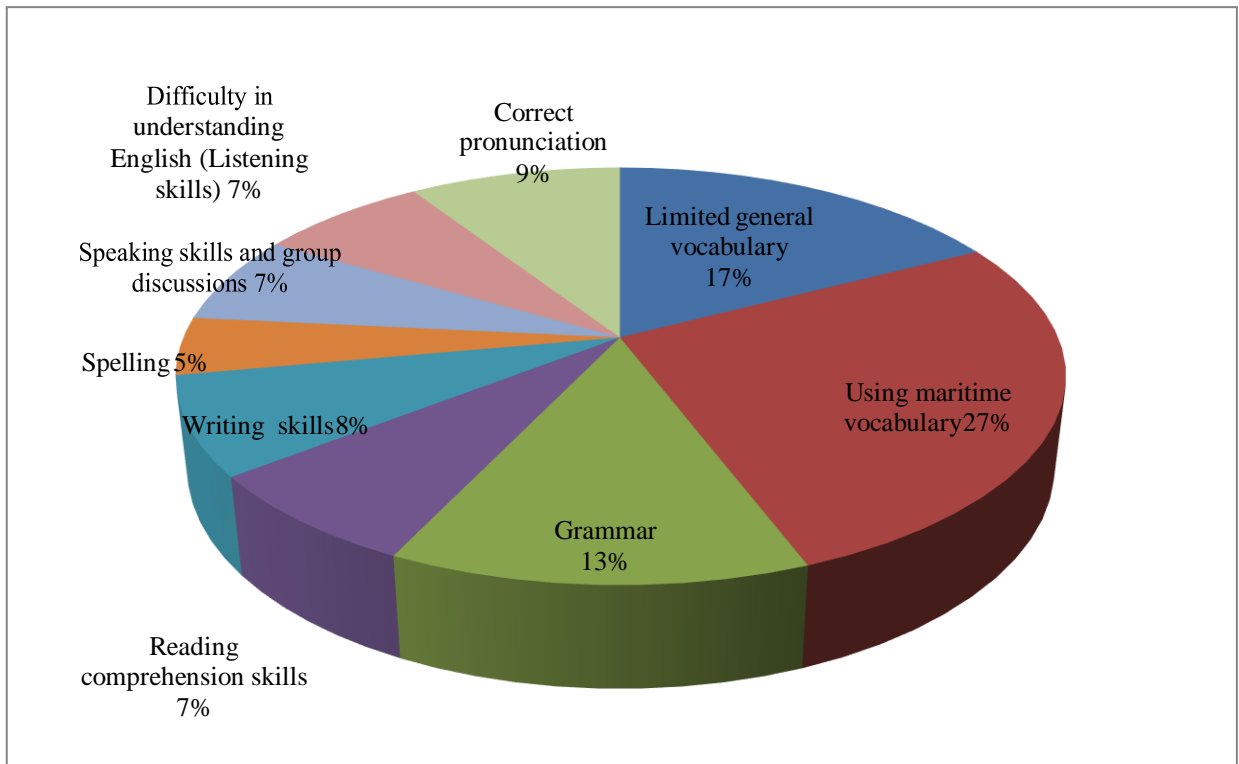
Graph.44. Required Level of Skills/ Areas to Perform Effectively at Workplace.

Question 2: Indicate existing deficiencies with the following areas/ skills

Secondly, students were asked to identify their skills' deficiencies in the English language. The aim is to shed light on language difficulties L1 students at ENSM meet and which weakens or limits their proficiency and competence.

	Problems	Yes	No	Do not know
a.	Limited general vocabulary	66	78	15
b.	Using maritime vocabulary	102	45	12
c.	Grammar	49	105	5
d.	Reading comprehension skills	28	125	6
e.	Writing skills	29	119	11
f.	Spelling	17	136	6
g.	Speaking skills and group discussions	26	67	66
h.	Difficulty in understanding English (Listening skills)	28	131	/
i.	Correct pronunciation	35	106	18

Table.36. Identification of Students' Skills' Deficiencies in the English Language



Graph.45. Table. Identification of Students' Skills' Deficiencies in the English Language

The novice undergraduate students provided that their deficiencies concern the writing skill, spelling, correct pronunciation, listening, speaking and group discussions.

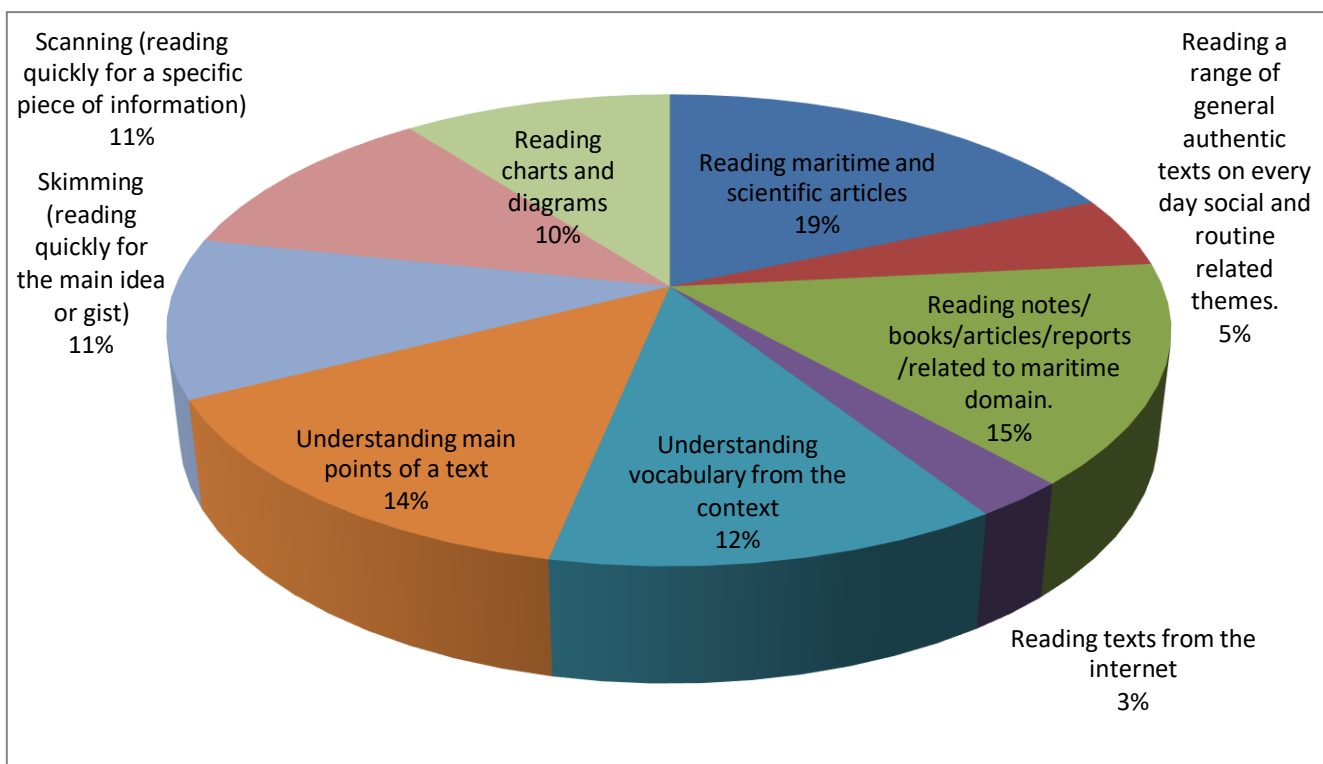
Question 3: Classify the Four Skills abilities based on their significance using the provided scale.

The next point is concerned with classifying the reading, writing, speaking, and listening abilities in terms of importance. Such an evaluation is based on a certain scale: (1) Very important, (2) important, and (3) not very important. The objective is to have a reliable way to score the learners' performance.

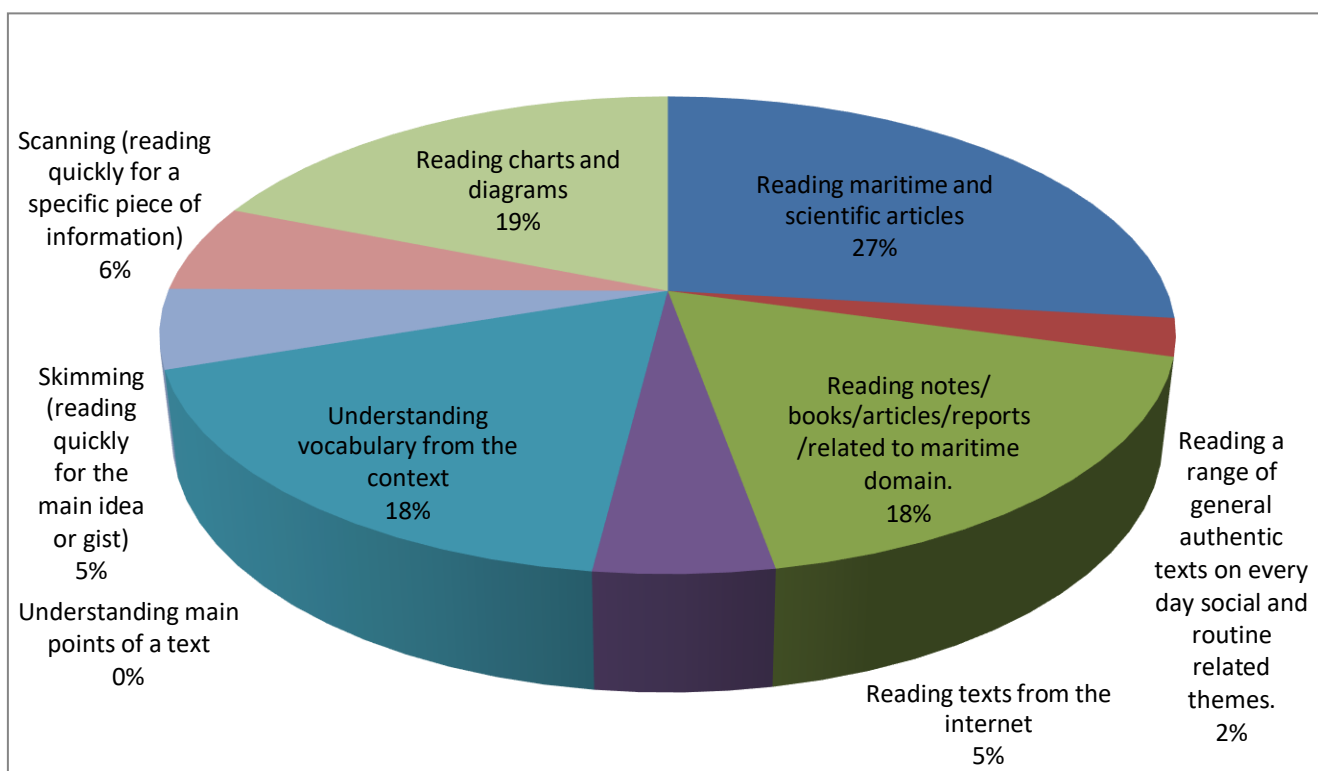
A/ Reading

	Sub skills Importance: Reading	For my students' academic studies			For students' career job		
a.	Reading maritime and scientific articles	95	64	/	95	64	/
b.	Reading a range of general authentic texts on every day social and routine related themes.	25	42	92	9	72	78
c.	Reading notes/ books/articles/reports/related to maritime domain.	77	64	18	63	59	37
d.	Reading texts from the internet	13	27	119	17	25	117
e.	Understanding vocabulary from the context	63	45	51	63	45	51
f.	Understanding main points of a text	73	65	21		65	21
g.	Skimming (reading quickly for the main idea or gist)	56	72	31	19	46	
h.	Scanning (reading quickly for a specific piece of information)	58	75	26	21	59	79
i.	Reading charts and diagrams	53	106	/	67	92	/
	Others						

Table.37. Sub skills Importance: Reading for my Students' Academic Studies



Graph.46. Sub skills Importance: Reading for my Students' Academic Studies

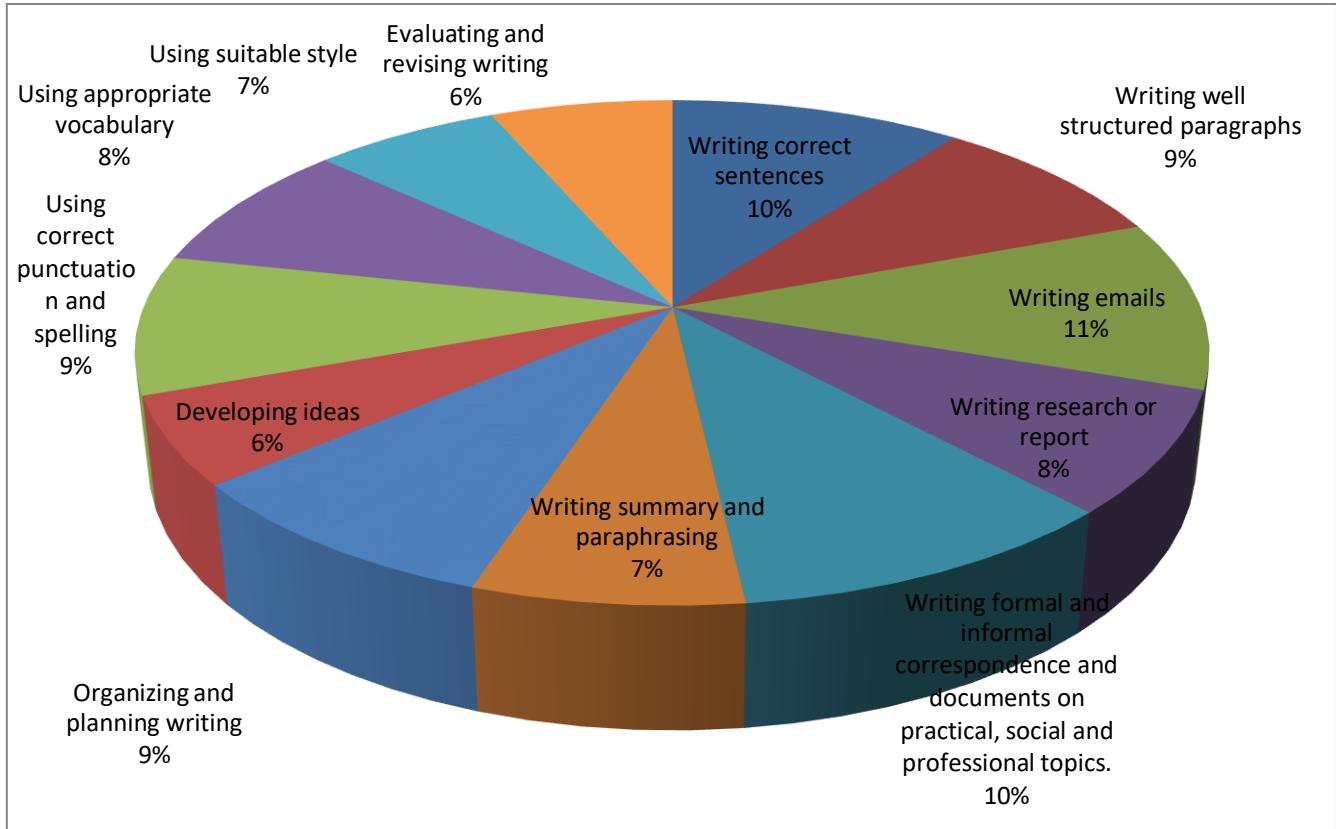


Graph.47. Sub skills Importance: Reading for my Job Career

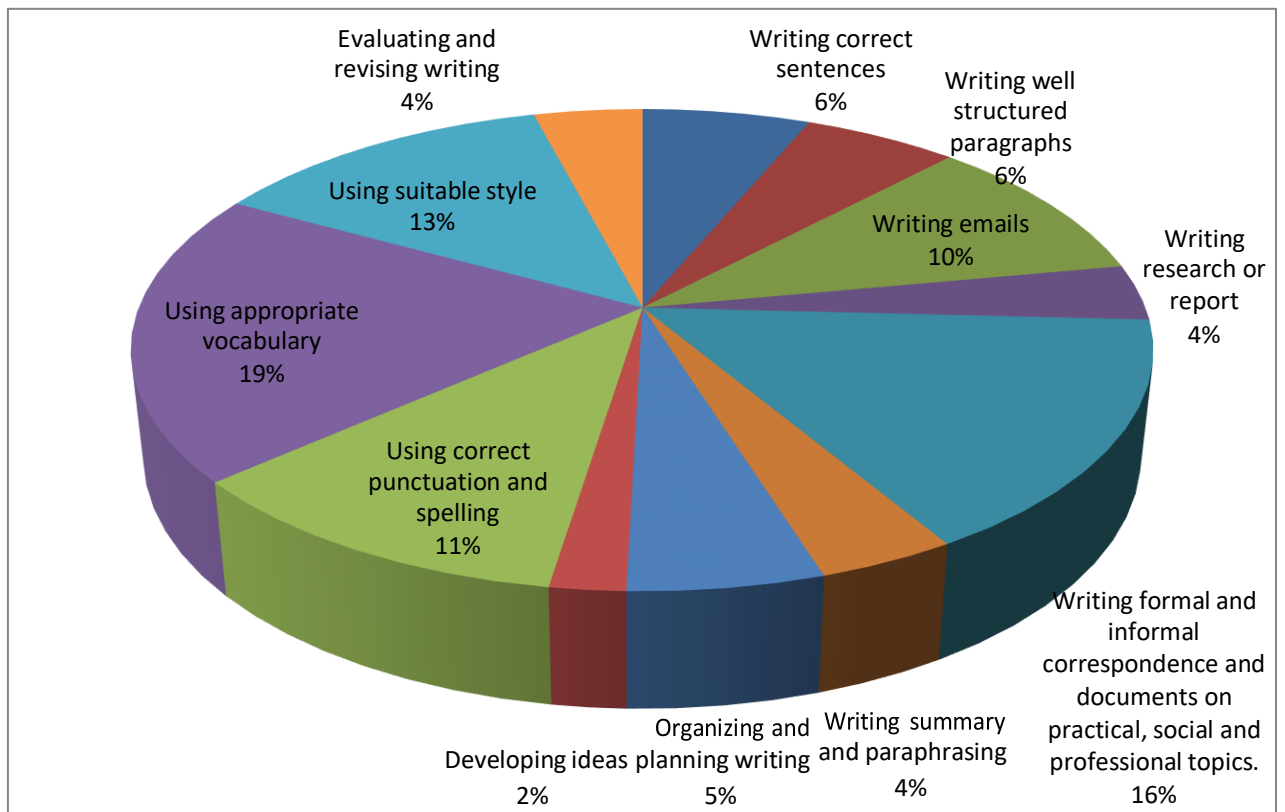
B/ Writing

	Sub skills Importance: Writing	For my students' academic studies			For my students' job		
a.	Writing correct sentences	89	74	/	37	64	58
b.	Writing well-structured paragraphs	76	85	/	34	39	86
c.	Writing emails	93	66	/	59	70	27
d.	Writing research or report	67	52	40	22	47	90
e.	Writing formal and informal correspondence and documents on practical, social and professional topics.	87	59	13	92	67	00
f.	Writing summary and paraphrasing	59	63	37	22	21	116
g.	Organizing and planning writing	75	58	26	31	56	72
h.	Developing ideas	48	51	60	12	23	124
i.	Using correct punctuation and spelling	76	83	00	65	46	48
j.	Using appropriate vocabulary	72	87	00	115	44	00
k.	Using suitable style	57	67	35	76	83	00
l.	Evaluating and revising writing	56	47	56	24	58	77
	Others						

Table.38. Importance of Writing Sub skills for Students' Academic Studies



Graph.48. Importance of Writing Sub skills for Students' Academic Studies

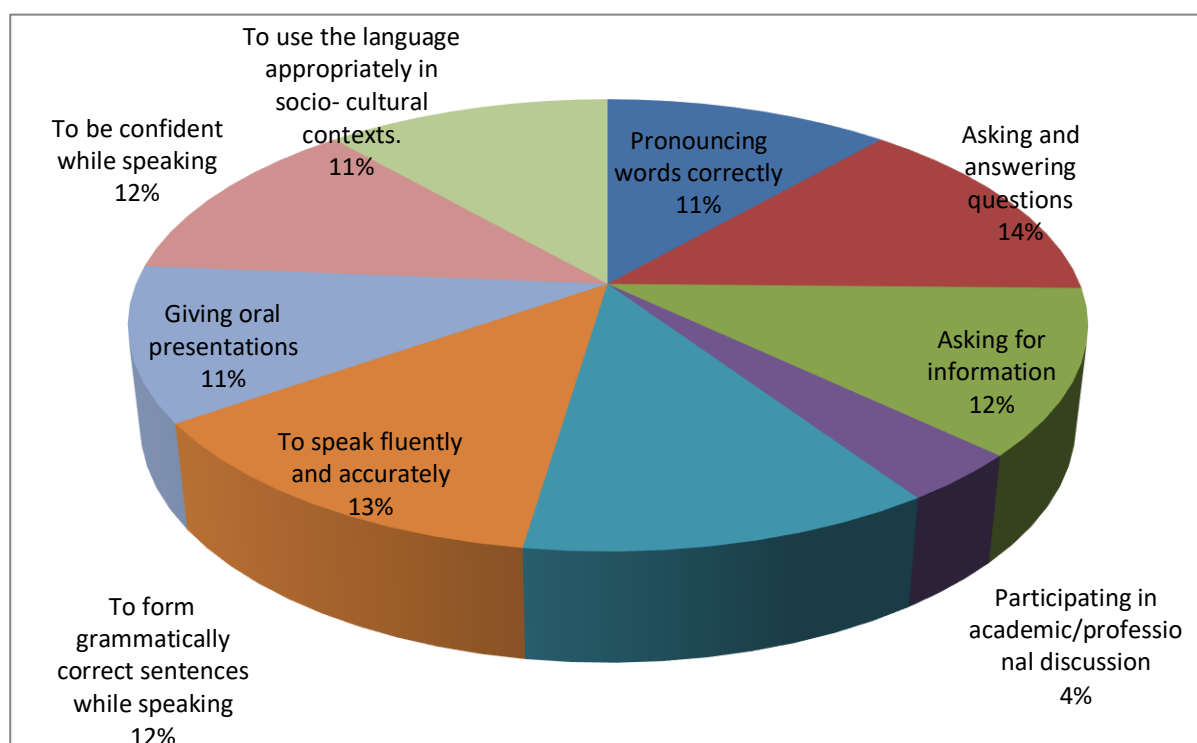


Graph.49. Importance of Writing Sub skills for Students' Future Profession

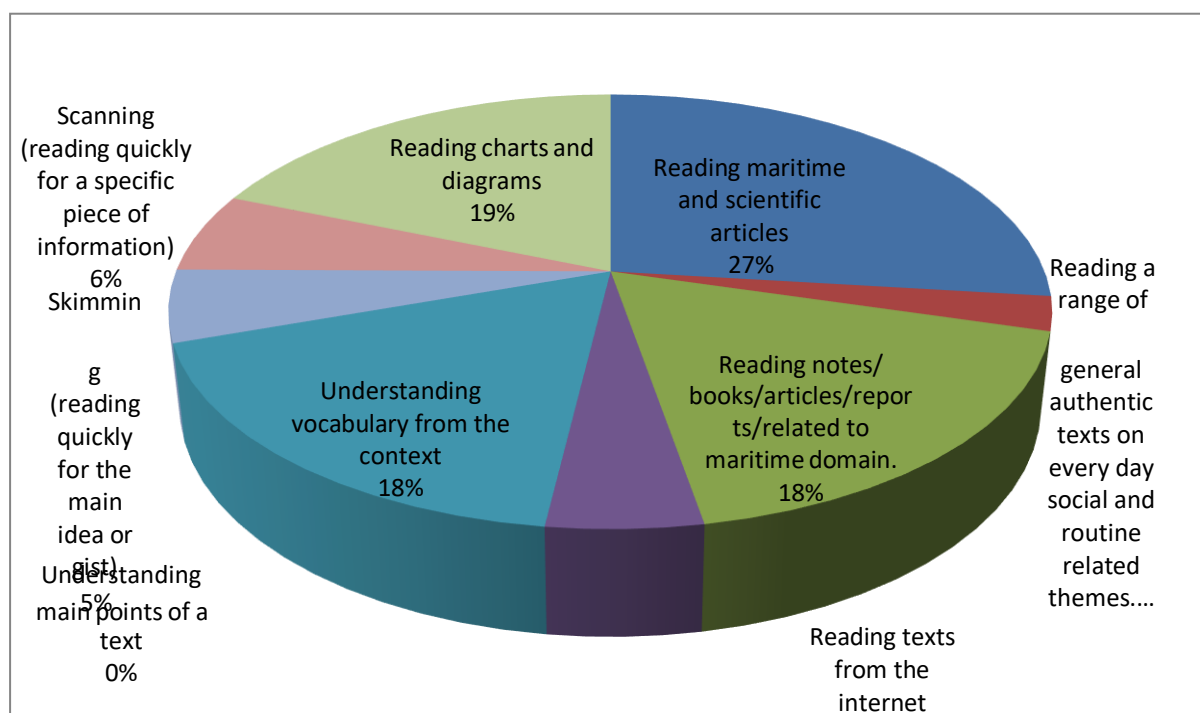
C/ Speaking

	Sub skills Importance: Speaking	For my students' academic studies			For my Job		
a.	Pronouncing words correctly	78	81	00	96	63	00
b.	Asking and answering questions	94	65	00	102	57	00
c.	Asking for information	80	58	21	91	68	00
d.	Participating in academic/professional discussion	24	38	97	46	51	62
e.	To form grammatically correct sentences while speaking	80	79	00	96	63	00
f.	To speak fluently and accurately	88	71	00	96	63	00
g.	Giving oral presentations	75	72	12	25	31	103
h.	To be confident while speaking	83	76	00	96	63	00
i.	To use the language appropriately in socio-cultural contexts.	78	81	00	84	75	00
	Others						

Table.39. Importance of Speaking Sub skills for Students' Academic Studies



Graph.50. Importance of Speaking Sub skills for Students' Academic Studies

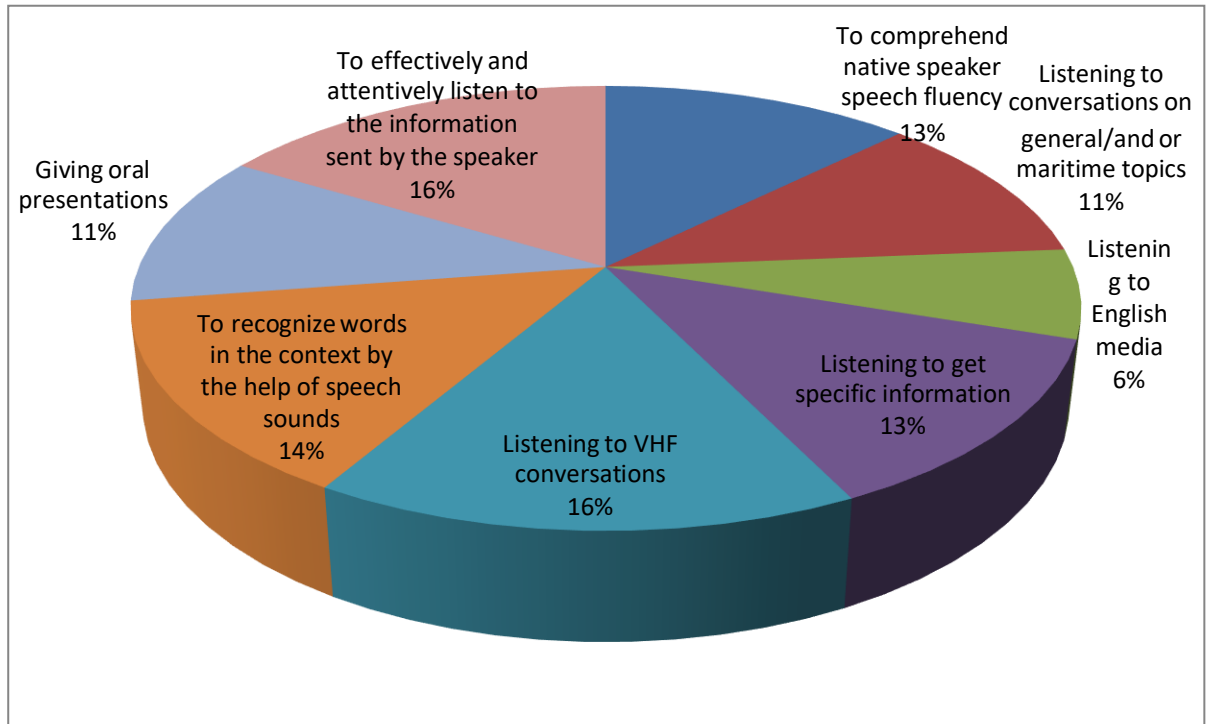


Graph.51. Importance of Speaking Sub skills for Future Workplace

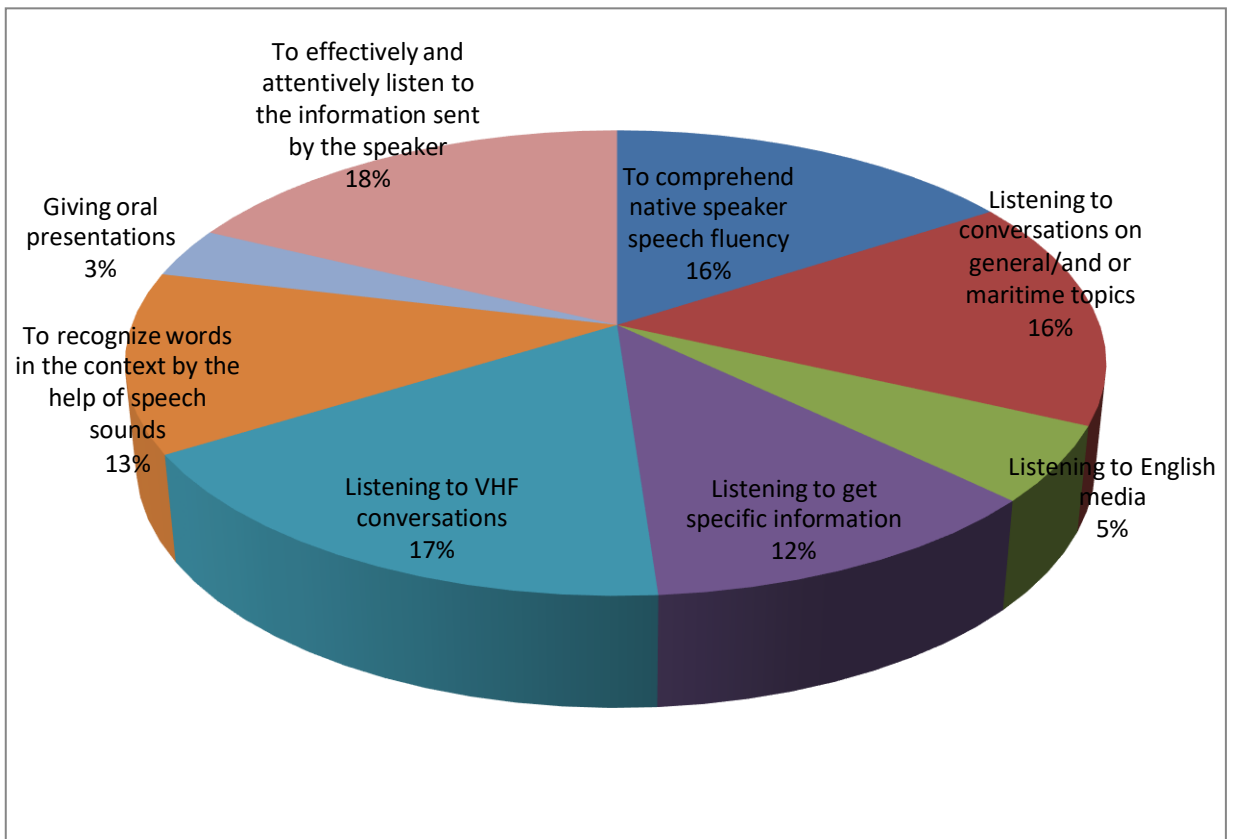
D/ Listening

	Sub skills Importance: Listening	For my students' academic studies			For my Job		
a.	To comprehend native speaker speech fluency	74	67	18	105	54	00
b.	Listening to conversations on general/and or maritime topics	65	94	/	106	53	00
c.	Listening to English media	38	43	81	35	48	76
d.	Listening to get specific information	74	69	16	78	81	00
e.	Listening to VHF conversations	92	54	13	115	44	00
f.	To recognize words in the context by the help of speech sounds	83	52	24	83	52	24
g.	Giving oral presentations	65	71	23	23	46	90
h.	To effectively and attentively listen to the information sent by the speaker	96	63	00	118	41	00
	Others (Please specify and rate)						

Table.40. Importance of Listening Sub skills for Students' Academic Studies



Graph.52. Importance of Listening Sub skills for Students' Academic Studies



Graph.53. Importance of Listening Sub skills for Students' Profession

Part III: Learning Needs (Q1-Q4)

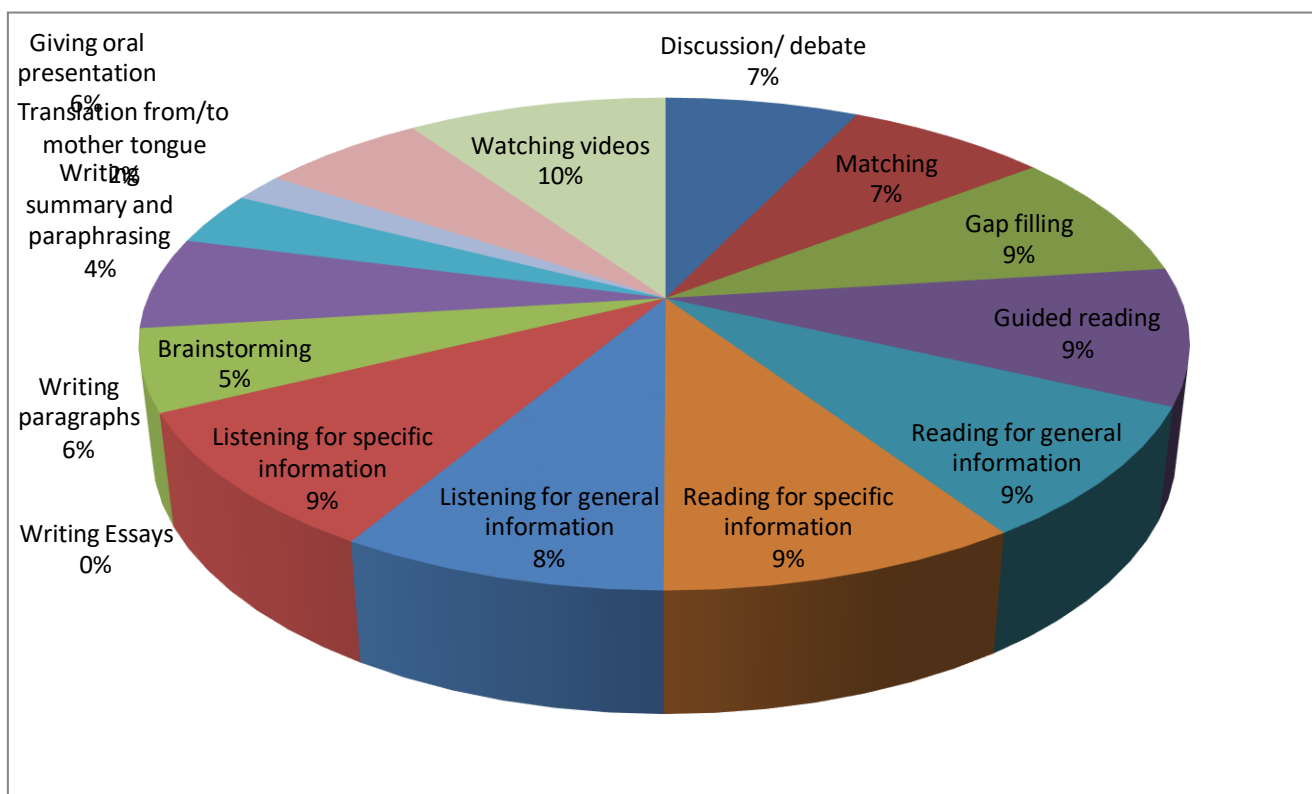
This part includes four (04) questions dealing with: the usefulness of the class activities provided in the table by ticking the appropriate box, the procedures they prefer to learn- through during the English stated activities. Students are supposed to choose from choices provided. Finally, they have to indicate their agreement on the declared statements about their roles compared to the teacher's one during the English language lesson.

This section is intended to inquest precisely about the current learning context and to what extent it enhances their linguistic communicative abilities for future use. The students are supposed to describe activities assigned, learning preferences, and to describe from their perspective the teacher- learner relationship and how the latter can be improved to enhance the ME learning in the future.

Question 1: How useful are the following class activities?

N ^o	The Class Activities	Very useful	Useful	Not Useful	Not applicable
a.	Situational role- plays (stimulated interviews, meetings)	67	54	/	38
b.	Discussion/ debate	73	52	/	34
c.	Matching	76	62	21	/
d.	Gap filling	87	72	/	/
e.	Guided reading	92	67	/	/
f.	Reading for general information	90	69	/	/
g.	Reading for specific information	96	63	/	/
h.	Listening for general information	87	72	/	/
i.	Listening for specific information	94	65	/	/
j.	Brainstorming	55	80	/	24
k.	Writing paragraphs	62	70	27	/
l.	Writing summary and paraphrasing	36	58	65	/
m.	Writing Essays	00	00	95	74
n.	Translation from/to mother tongue	19	32	52	56
o.	Giving oral presentation	62	61	/	36
p.	Watching videos	98	61	/	/

Table. 41. Usefulness of Maritime English Class Activities at ENSM



Graph.54. Usefulness of Maritime English Class Activities at ENSM

Question 2: How do you prefer to learn during the English language lesson?

Project works (25/23%)	As a class	In small groups
Individually	In pairs (11/7%)	All the above (112/70%)

In an inquiry about the usefulness of certain language activities, the majority of students (112/70%) could give a picture of their learning preferences claiming that all the above proposed activities should be taught by the same token to ensure language competence and proficiency.

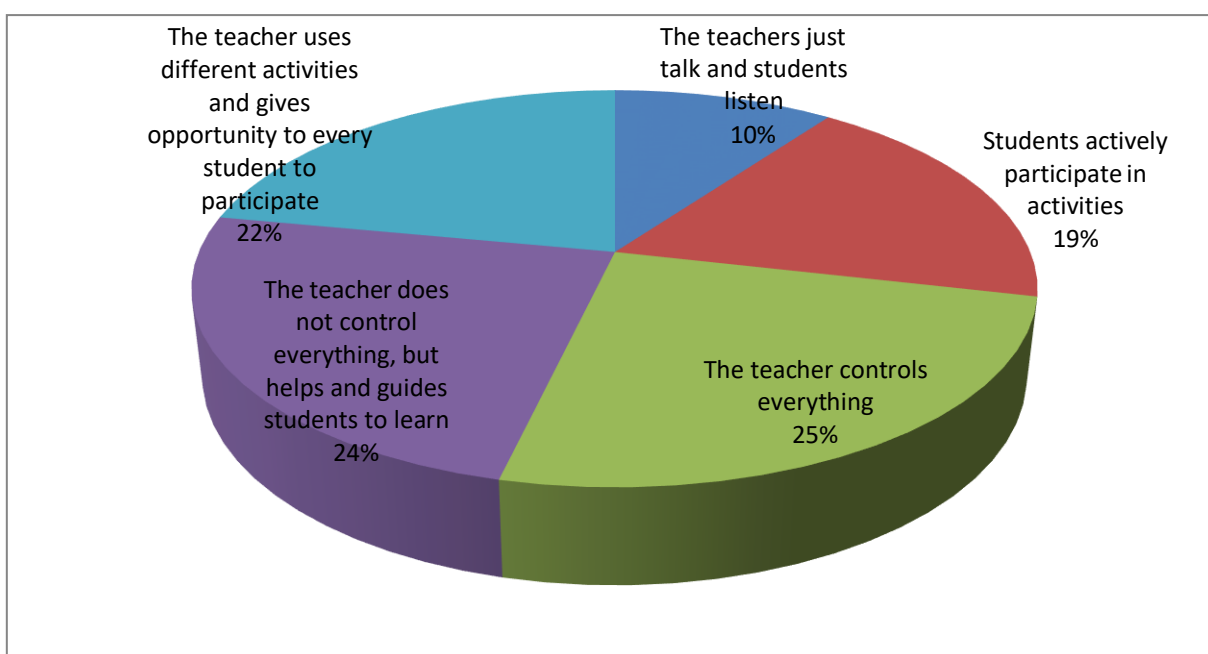
Question 3: How do you prefer to learn during the English language lesson?

Memorizing	Problem solving (36/23%)	Getting information on my own (32/20%)
Copying from the board	Audio- visual aids (46/29%)	Using ICT (45/28%)

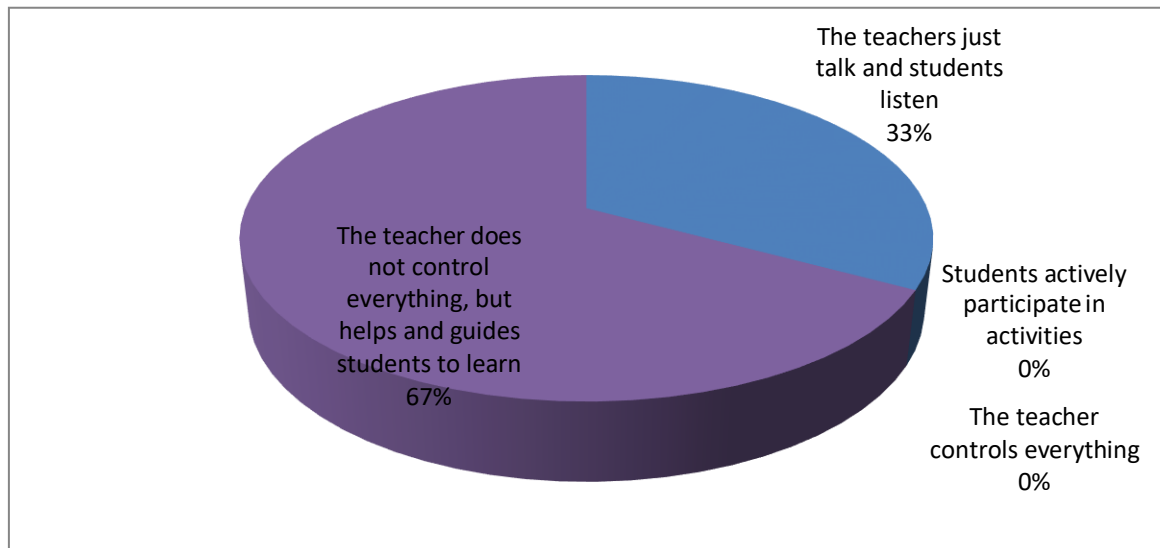
Question 4: Please indicate how you agree with the following statements about your roles compared to the teacher's during the English language lesson.

N ^o	Statements	Strongly agree	Agree	Strongly disagree	Do not agree
a.	The teachers just talk and students listen	26	22	23	88
b.	Students actively participate in activities	48	76	00	35
c.	The teacher controls everything	65	94	00	00
d.	The teacher does not control everything, but helps and guides students to learn	63	49	47	00
e.	The teacher uses different activities and gives opportunity to every student to participate	57	65	37	/

Table.42. Students' vs. the Teacher's Roles during the English Language Lessons



Graph.55. Students' Roles vs. the Teacher's during the English Language Lesson/ Column 1



Graph.56. Students’ Roles vs. the Teacher’s during the English Language Lesson/Column 2

In an attempt to review both the ME learning process at ENSM and the teacher- learner relationship, an inquiry was raised concerning the role of the student compared to the teachers during the English language lesson. The aim is to find out whether the learning process is a shared activity and learners are involved within. This also helps recognize the ME learning atmosphere and level of motivation. The statements discussed are: whether teachers are the dominant components in the learning process or guide on the side permitting a competency based approach and allow students to actively participate in class activities or they control everything. Otherwise teachers do not control everything but instead help and guide students to learn. Another aim is to explain if the teacher uses different activities and gives opportunity to every student to participate. Additionally, the candidates were asked to tick in the appropriate box that best describes their views; agreement and disagreement in two provided columns.

The proof is that teachers offer a positive atmosphere plus various tasks in class to allow more chances to students to participate (22%) and in turn the learners feel actively involved and implicated (19%). As clearly shown in the graph, despite the fact that teachers seem to control the learning process at times (Graph1/ 25%) but they opportunistically engage students in several tasks about (24%) and permit a class discussion of (10%). This act is evidence to encouraging learning autonomy and shows that ME learning is based on the application of CBA approach.

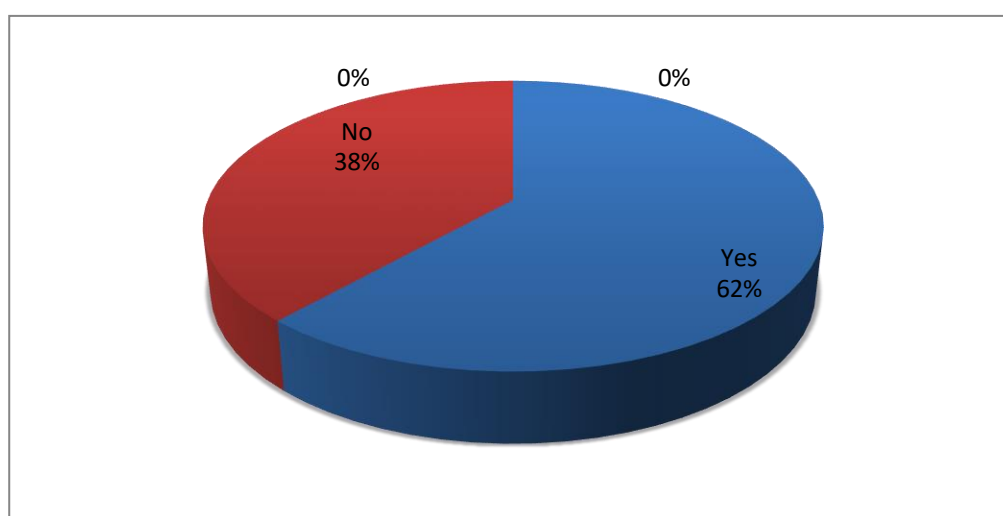
Part IV: Means Analysis (Q1-Q9)

This phase includes (9) questions. The inquiry in this phase is concerned with whether they are encouraged to read documentation in English for other modules and to state the objective behind such readings, and if they are contributive to enhance their linguistic standard. It is an exploration concerning the skills they improved during their studies at ENSM, to what extent the current ME course is contributory and effective, the teachers' role in checking their continuous progress, it tests if they find it supportive to advance, and whether actual teacher's assessment really reflects their real know-how too. Other questions are related to ME learning time-table and if the time allocated for learning ME is sufficient to acquire competence and if no they are supposed to offer suitable proposals. Finally, the learners were invited to intervene in an interview and were also promised to receive results about the study.

Question 1: Do your other maritime module teachers encourage students to use specific documentation written in English?

Yes98.....

No61.....



Graph.57. ENSM Instructors' Support for English Documentation and Consultation

As to whether other module teachers encourage students to consult documentation in English, the majority of students representing 98 (62%) responded with "yes" as shown in the graph. All pedagogical and educative staff at ENSM is aware of the fact that English occupies a priority in the nautical context by IMO; certification and official recognition implies a high

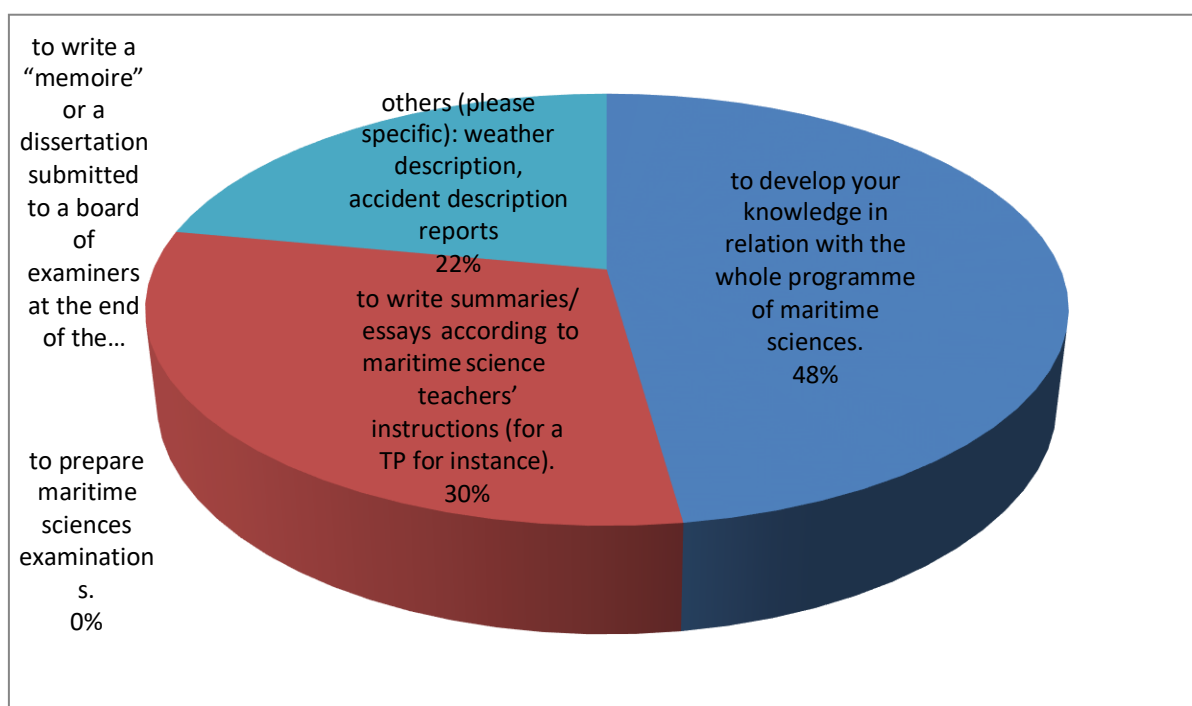
quality English professionalism. Hence, despite the fact that the same documentation is available in French but still they urge candidates to enhance their linguistic standards in the English language.

Question 2: What are the objectives of the use of this specific documentation?

/	The objectives of the use of this specific documentation	N ^o
A	to develop your knowledge in relation with the whole programme of maritime sciences.	76
B	to write summaries/ essays according to maritime science teachers' instructions (for a TP for instance).	48
C	to prepare maritime sciences examinations.	/
D	to write a "memoire" or a dissertation submitted to a board of examiners at the end of the third year.	/
E	others (please specific): weather description, accident description reports	35

Table.43. The Objectives of the Use of Specific Documentation

The participants were required to demonstrate for what purposes specific documentation in English is accommodating for their enhancement. Most replies affirm that the latter promotes to master the nautical knowledge, to design and systematize summaries and essays devoted to particular targets while learning like describing weather, vessels' accidents or incidents, log book accomplishment through writing reports.

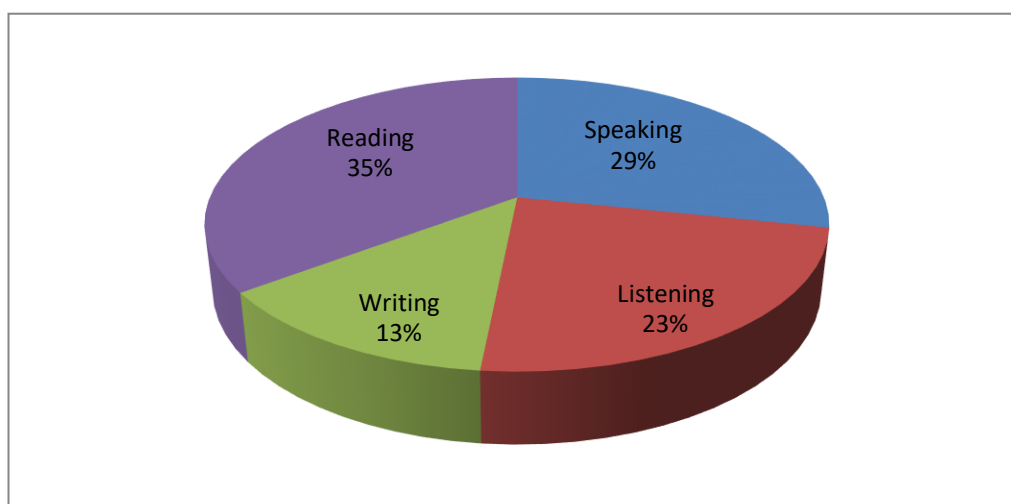


Graph.58. The Objectives of the Use of Specific Documentation

Question 3: What language skills do you think the ESP course at ENSM improved most?

Speaking	Writing	Listening	Reading
45	37	21	56

Table.44. Language Skills the ESP Course at ENSM Enhanced for Students



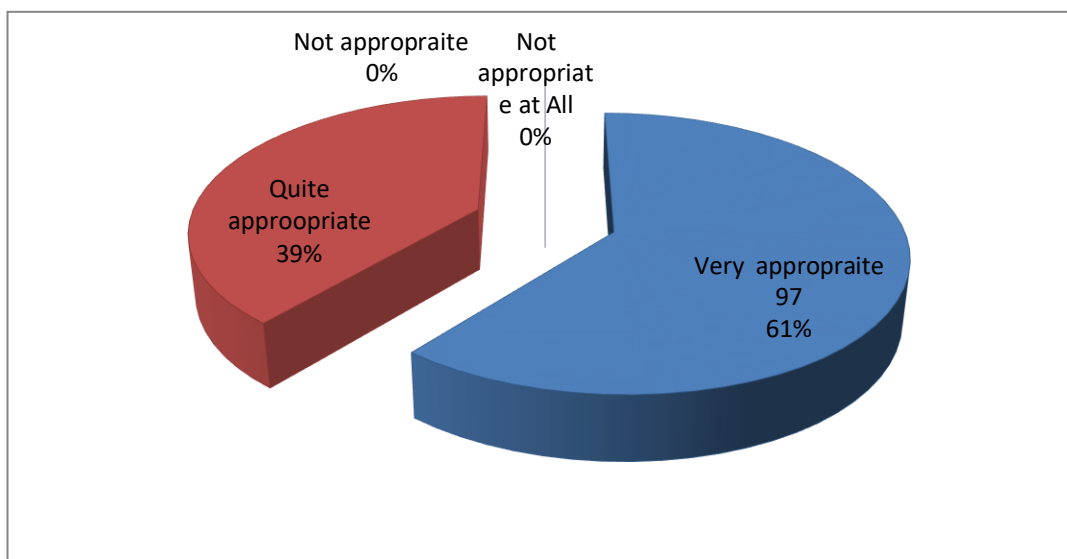
Graph.59. Language Skills the ESP Course at ENSM Enhanced for Students

Thanks to students’ responses, it can be acknowledged that ME instruction at ENSM has enhanced the most reading, speaking and listening skills over writing. This absolutely matches the required needs at the workplace. One important proof is that “English for Maritime Studies” consists of two phases of reading comprehension presented at the start of each unit followed by terminology rubric to assist learners acquire the maximum of ME jargon; identify meanings and usage in an appropriate context.

Question 4: To what extent the current course content is appropriate and relevant to your needs?

Very appropriate	Quite appropriate	Not appropriate very	Not appropriate at all
97	62	00	00

Table.45. The Aptness of Current Course Content vs. Students’ Needs



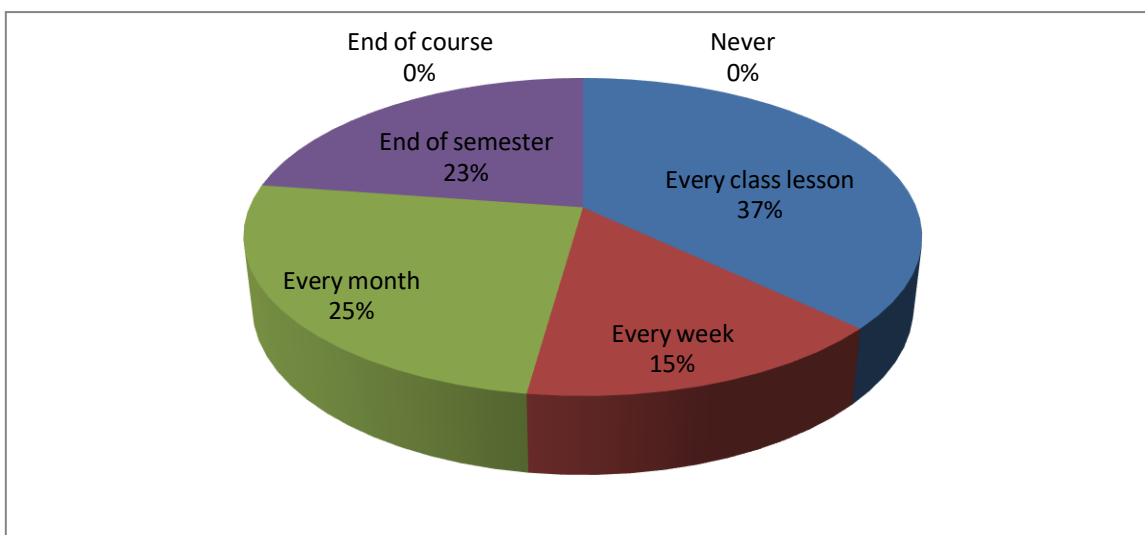
Graph.60. The Aptness of Current Course Content vs. Students' Needs

Question 5: How frequently do (es) teacher(s) of English assess your progress in English?

Every class lesson	Every week	Every month	End of semester	End of course	Never
59	24	40	36	/	00

Table.46. Teacher(s) of English assessment of Students' Progress in Maritime English

Thanks to excessive reading concerning the teaching of the sea- language, the candidate has recognized that continuous research reveals that there are no international or European standards yet for the evaluation, assessment and testing of Maritime English to measure students' competence and performance in this very important subject. This question; thus, has been raised to inquire about the students' standard assessment in the Algerian learning context. As the graph reveals, a continuous evaluation is applied at the college by teachers the fact that provoked learners to empower their linguistic abilities in ME reception and realize a difference compared to former lessons keeping in mind that ME is 100% an accurate and affluent jargon which L1 students know nothing about earlier. The incessant regular assessment assisted in building a solid acquaintance basis at the first year.

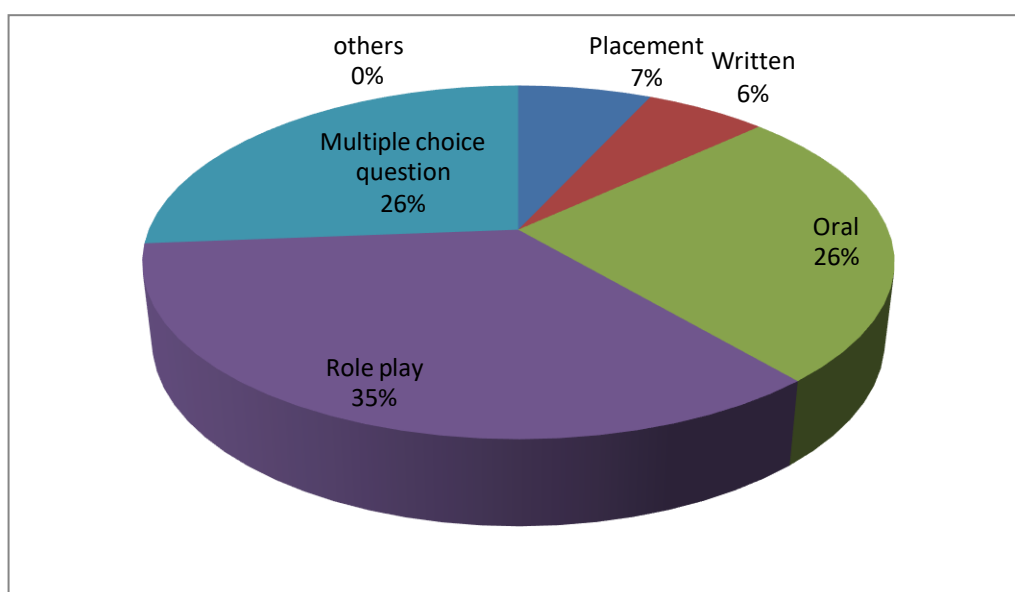


Graph.61. Teacher(s) of English assessment of Students' Progress in English

Question 6: What type of testing tasks do you prefer?

Placement	Written	Oral	Role play	Multiple choice question	Others
11	10	41	56	42	/

Table.47. Students' Preferences Type Testing Tasks



Graph.62. Students' Preferences Type Testing Tasks

ENSM students stated they prefer group-oriented and desire discussion-based learning where they can interact and understand ideas rather than just attending conventional lectures.

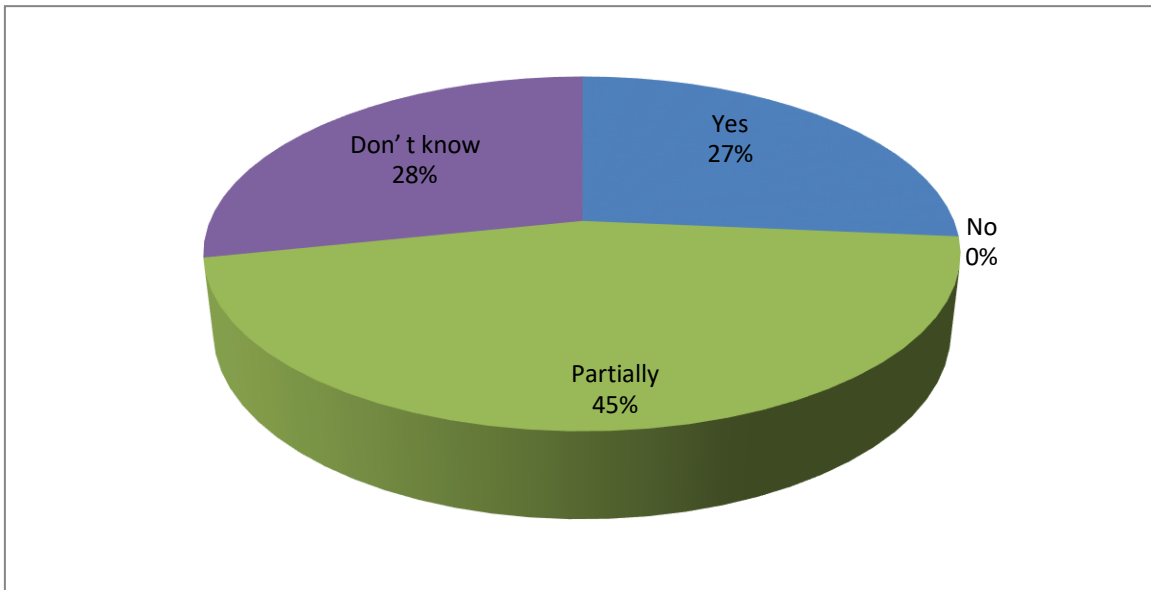
Other mentioned preferences include learning via: role-play, multiple choice questions and oral presentations as viable options to develop self- confidence and enhance speaking in class. Multiple choice questions allow for inclusion of a broad range of topics on a single exam thereby effectively testing the breadth of a student’s knowledge. Presentations skills help create innovative ideas when students come up with creative and interesting slides to illustrate their talk. The use of presentation aids makes for a much more interesting talk, and the creation of such aids can help develop students' confidence. As a teacher at the college, I have personally recognized how viable and advantageous the process really was. The two classes taught EISN A and B have enthusiastically welcomed the procedure as it placed them more relaxed and confident. While some preferred to present individually to express various nautical topics and themes related to both technical and communicative matters like: marine communication, laws and conventions, causes of sea accidents and pollution problems...etc. Others have chosen instead role play presentations and this immediately allowed an atmosphere to: motivated and engaged learners, enhanced teaching strategies, provided real- world scenarios to help students learn, employment of skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion) and provided more opportunities for critical observation.

Question 7: Do you think the current assessment mode reflects your real language skills?

	Yes	No	Partially	Don't know
Formative (continuous) assessment	42	/	72	45
Summative (Final) assessment	56	11	49	40

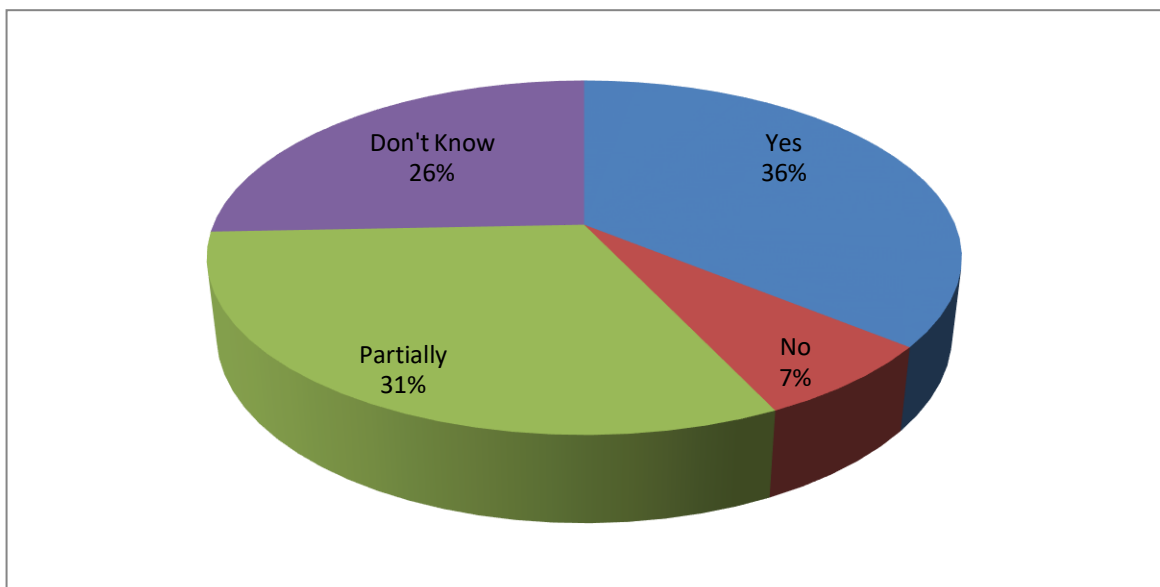
Table.48. The Current Formative & Summative Assessment of L1 ENSM Students

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses plus target areas that need work. As the current graph reveals, students state that such an evaluation moderately reflects their standard intensification.



Graph.63. Formative (continuous) assessment

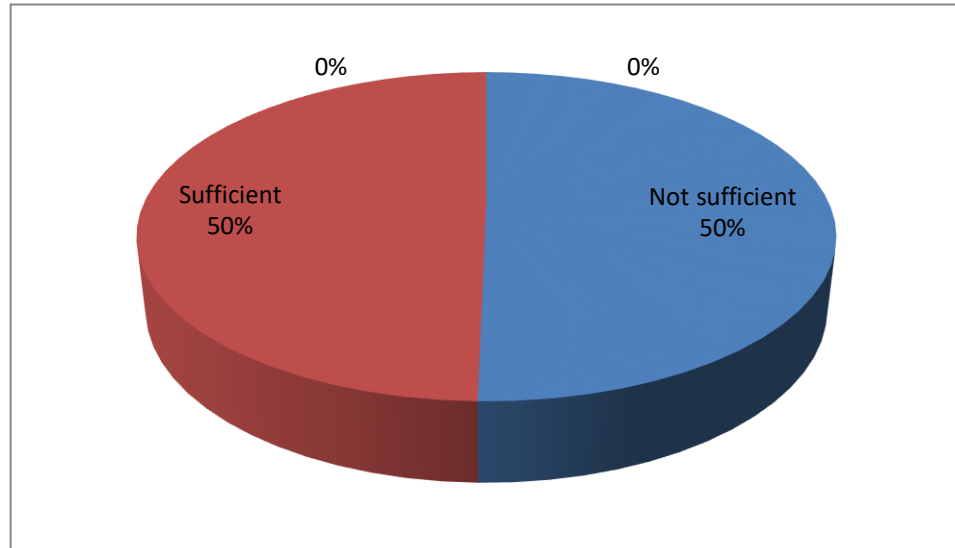
The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or target. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include: a mid- term exam or a final project. As the graph depicts, the majority of students agree that such an assessment also promotes their learning enhancement and reflects their augmentation process versus their class commencement.



Graph.64. Summative (Final) assessment

Question 8: How many class hours a week do you study English at ENSM?

- Less than two hours 159
- More than two hours
- Not sufficient 79
- Sufficient 78



Graph.65 L1 Students' ME Learning Class Hours at ENSM

ENSM students (100%) confirmed that they study ME less than two hours a week. As to whether this schedule is sufficient or not, responses were equal: not sufficient (50%) and sufficient (50%). The students are aware that competence and proficiency requires more learning hours to master ME via practice but because they are already exhausted with too many modules (16) all along the week, they prefer not to receive more extra hours and wish rather to pursue autodidactic learning.

Question 9: How many class hours a week would you be willing to respond in studying English?

- 1 hour
- 2 hours
- **3 hours/ week**
- 4 hours

As to the class hours students wish to study per a week, they voted for 3 hours/ week. All students though some claimed the current schedule is sufficient (78/50%) as described earlier in (Q8) but they voted for the same choice because they are aware of the significance of ME enhancement and practice.

Noticeably, both ENSM students and HMO staff agree on the fact that ME learning hours are insufficient to allow effective knowledge and attainment. From their part, the port officers expressed their disappointment about ME learning hours at ENSM plus lack of training after a study which is a serious weakness. Both parts emphasized and insisted on the idea of their autonomous learning and constant linguistic improvement not relying only on academic education. In this vein, Professor Miliani writes: “*A great deal of importance is given to the learner in directed individualized instruction, self- access learning, self- learning, and autonomous learning.*” (1991: 103)

Despite the self-directed continuous empowerment and professionalism both learners and officers possess but this constitutes an urgent matter to consider about ME training. As to appropriate learning hours that should preferably be allocated to ESP courses, the latter can be well- explained here in few words to be considered for teaching ME as well:

One instructional advice has been offered by Mike Freeman. (1993:24): *The ESP courses need to be taught more intensively.* Dr Peter Roe from Aston University said: *Teaching one ortwo hours per week is worse than nothing.* As stated by Mike Freeman teaching few hours perweek seems a very inefficient practice, particularly for students at beginner/ elementary level. As there is one week between lessons, students forget a substantial proportion of what theyare taught. Students need to see some progress and to feel successful at language learning if they are to feel motivated. It would be better according to have for example one term of six hours per week, or better still six weeks of twelve hours per week, than three terms of two hours per week. On intensive courses both students and teachers are more likely to become really involved in the whole experience, with much less time and energy wasted.

One added weakness about the teaching-learning situation of ME; being one significant form of academic English, at ENSM in Algeria relates to lack of sufficient specialized and well-trained instructors in ME; regarded as one significant form of academic English. Robinson (1980: 75) has briefly described and illustrated: “A serious problem for ESP in many parts of the world lies in the provision of an adequate supply of teachers.”

5.2.4 Teachers at ENSM: Perceptions towards the Teaching and Learning of Maritime English in Algeria

5.2.4.1 ME Teachers' Questionnaire Analysis

A Maritime English teacher or instructor is a key figure to develop the seafarers' capabilities. This thesis phase is intended to identify and to profile the Maritime English teachers in Algeria. For this reason, teachers of Maritime English at ENSM have been invited to contribute in this maritime study, because the role they occupy is primary to the type of facts recommended. Both participants have supportively provided time to respond to the questions by sharing generously their views where essential. The questionnaire was conducted to inquire about Professional Communicative Competence in the Algerian maritime; learning as well as workplace context, and offer an evaluation to the existing Maritime English course taught at ENSM. This inquiry seeks to unveil whether the curriculum meets the needs and benefit of the maritime communicative industry especially for HMO staff as the case of the thesis deals with. Such a methodological instrument is planned to assemble facts based on the teachers' verdict regarding mutually the students' academic - professional language needs and attitudes towards the current Maritime English course's objectives, content and methodology as well as the workplace's real linguistic and communicative requirements. The researchers' target is to reflect together ME appliance versus training processes in the Algerian workplace and provide effective academic and pedagogical recommendations for designing a future ESP/ME curriculum for the marine community.

Teachers in charge of training ME at ENSM were invited to take part in the questionnaire about the nature of ME training directed to maritime officers. The aim is mainly to gather information about the current trainers, their teaching experience at ENSM, the nature of ESP syllabus and mainly about the strategies and approaches they adopt in teaching ME for specific categories required to perform English to attain a specialized industry's services in a multilingual context.

The questionnaire is composed of five (05) rubrics. Rubric (I) discusses the "Background Information" about the instructors' profile to get information about their gender, academic background, teaching experience, ESP career training..... This section includes 9 closed and open questions.

The teachers are asked to provide detailed personal information concerning gender, academic qualifications, current status as an instructor (i.e. permanent or part-time position), teaching experience in different departments to identify the different English types taught and nature of sub branch or sub language dealt with and then years of English teaching experience. Other inquiries are related to ESP training in case the latter is done plus significance of such training in enhancing the nature of ME teaching at ENSM and ME instructors' performance as well. Another inquiry concerns if the teachers at ENSM have received any training in ME while teaching at the current college to promote the quality of teaching-learning process. In this vein, teachers are asked to offer a brief account of such training and experience. The candidate is interested via this questionnaire to shed light on whether the Algerian Ministry of Transportation; being the direct responsible body of the National Maritime College, has already in compliance with ENSM offered any type of ME training to its instructors so as to promote teaching quality in Algeria. Specifically, such training is based on international standards as implied by WMU and IMO. Details and explanations are inevitable at this stage to get informed about nature of training.

Rubric (II) deals with ENSM instructors' practicum and apprenticeship and contains (5) questions. The aim is that teachers provide a detailed account about current ME teaching, the role of college administration and the way such an academic practice can be enhanced and professionalized; does the college performs a role in enhancing the ME teaching quality. One more thing, the instructor is supposed to reflect on the significance of ESP knowledge and training, knowledge about students' profile to get effective teaching, a descriptive account about the teaching at ENSM whether satisfactory and motivating. An expressive estimation on the significance of the ESP course for the students' educational studies, and the extent to which the ESP course is beneficial for marine students' target vocation is measured too. A table is offered to the ENSM tutors in order to indicate the main opportunities their institute and concerned ministry have organized to enhance their progress, proficiency and professionalism in ME. Teachers are lastly asked to tick in the appropriate box to express their views based on certain criteria.

Rubric III is related to English Teaching Methodology. This section sheds light on the teaching methods applied at ENSM, coaching equipment employed, official syllabus (es) followed and giving a brief description to its content. Teachers are also required to state if they rely on

translation from one language to another as an approach to facilitate learning in the maritime context, what linguistic aspects they rely on when converting English to another language: Grammatical, Structures/notions, Lexical items or Others... and to specify.....

Rubric IV concentrates on ENSM Student Motivation. Such an aspect plays a key role in the teaching- learning process and creates a harmonious atmosphere between teacher and learner. When students are motivated, they are more able to adapt learned content to new situations because they tend to reflect on underlying causes or frameworks. When a student is truly engrossed (occupied) in a task, they have less cognitive and emotional energy to focus on the social image. On the one hand, whether ME learners are motivated, how motivated they are in receiving their learning and reasons behind such contentment. On the other hand, if the students are annoyed then teachers are asked to explain the reasons of such a situation. The next inquiry concerns the number of classes and students taught.

Motivation has a direct impact on how an individual learns. The effect of motivation is normally far reaching because it increases an individual's energy level, determines the persistence in reaching a specific goal, and affects the types of learning techniques used and an individual's thinking processes.

Rubric V is about English Tutoring Mind-set where teachers are intended to describe their attitude towards English tuition and recommendations in the current department. The rubric is divided into two parts:

5.2.4.2 Current Training Status and Instructors' Recommendations for ME Training Enhancement: Personal Viewpoint.

The first inquiry concerns ENSM collaboration in offering appropriate training that ensures communicative competence for professional dealings. The next is about whether the current syllabus meets the real- workplace needs. Another significant question about the availability of syllabus for teaching ME, which categories do have a syllabus or diverse syllabi are taught to the existing different marine categories? ENSM instructors need to explain strengths and weaknesses of current syllabus (es) based on their experience.

In part two, instructors have to elucidate certain points on whether they agree on current English teaching at their department, amount of time required for teaching ME to marine contexts, whether GE is considered as an important part in forming marine students for their vocation. The research candidate aims also to know if other English sub-branches are requisite in the training of mariners to enhance their communicative competence and professionalism. Thus, instructors need to list these English types and explain why. Providing comments on English coaching at the present department and what type of recommendations can be suggested in designing a new course for ME training, a course ME instructor they think can enhance professionalism and proficiency for the Algerian marine workplace.

Rubric VI is about Students' English Language Requirements

Instructors are invited to rate their students' current ability in each skill/area mentioned earlier (Listening- Writing- Reading- Grammar- General vocabulary - Maritime vocabulary- Pronunciation- Communication), and then to specify which level of these skills/areas enable their students to perform effectively in their profession.

Rubric VII relates to Means Analysis & Perceptions of the Course.

Based on their experience, teachers have to state what language skill (s) they think the ESP course at ENSM has improved: Speaking- Listening- Writing- Reading. This claim affirms that "The English language being perceived as a tool necessary for communication, our teaching will set and develop a linguistic competence which allows the learner a full achievement in the four main language skills, that is: listening, speaking, reading, writing. (MHE 1981, 3). Mastering these skills means comprehending authentic discourse and producing spontaneous speech acts.

The frequency based on which English teachers at ENSM assess their progress in English: Every class lesson- Every week- Every month- End of semester- Never. And also, they are required to indicate the type of testing tasks they prefer: Formative assessment or Summative assessment.

Rubric I: Background Information (Instructors' Sketch)

Personal Information		The subsequent qualifications	Status as an Instructor	Years of Experience
Male	01	BA degree (License	Full- fledged (Permanent)	30Years +21.Years ENSM
Female	01	BA degree (License+ Master degree	Full- fledged (Permanent)	More than 10 years

Table.49. Instructors' ENSM Personal Information

There are two full- fledged teachers at ENSM College concerned with teaching Maritime English subject. The first teacher has a teaching experience of 30 years and taught for 21 years at ENSM. He occupied formerly a part- time teaching practice. The second one has an experience of more than 15years and is teaching at ENSM for more than 10 years. Remarkably, ENSM tutors had no previous training in ESP nor preparation in ME to cope with the teaching situation but have gained knowledge from real context practice and have improved their expertise constantly and individually through incessant personal research to administer the teaching ME requirements. Even ENSM administration has never offered in compliance with the Algerian Ministry of Transportation coaching programs to improve their ME teaching. The teachers have taught formerly at secondary schools. With regard to training in ME reception, their claims diverged among the teachers. One respondent has claimed he is about to retire soon while the second has welcomed the idea.

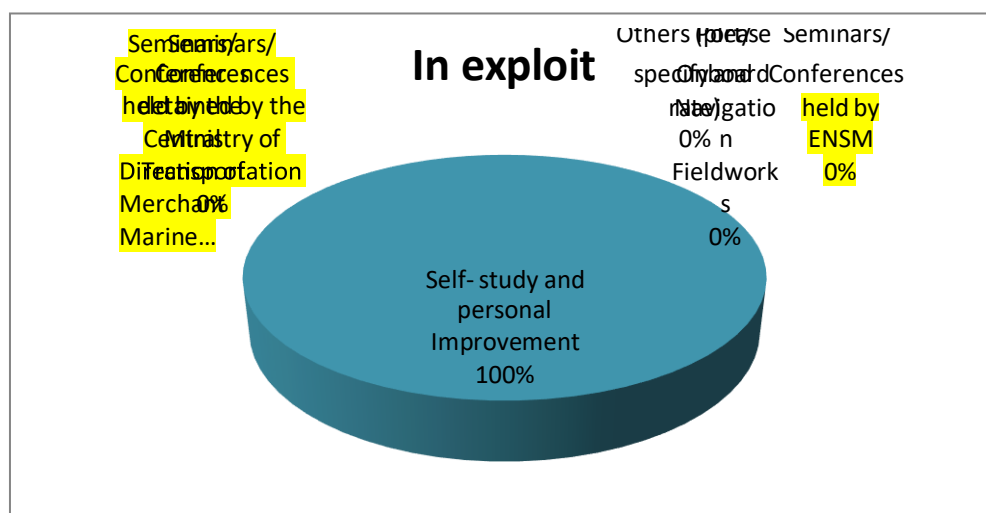
Investigation has revealed one recurrent aspect in teaching ESP already explained by Robinson (1980: 75) that: "... the people teaching and administrating ESP programme have received no special training in ESP."

Rubric II: ME Instructors' Practicum/Apprenticeship.

Concerning the opportunities that might facilitate in improving the teachers' performance to enhance learners' proficiency and professionalism in tutoring ME, a scale is offered to rate:

Instructors Progress Opportunities	In exploit	Desirable	Not in Use	Not accessible
Seminars/ Conferences detained by the Ministry of Transportation				√
Seminars/ Conferences held by the Central Direction of Merchant Marine				√
Seminars/ Conferences held by ENSM		√		
Port/ Onboard Navigation Fieldworks		√		
Self- study and personal Improvement	√			
Others (please specify and rate)				

Table. 50. Instructors Progress Opportunities in ME



Graph.66. Instructors Progress Opportunities in ME

The graph reveals that ENSM instructors unfortunately receive no Maritime English training; neither national nor international seminars or conferences to assist them improve the teaching process (no motivating strategies and approaches). The whole teaching process of ENSM teachers is based on self- study and individual upgrading.

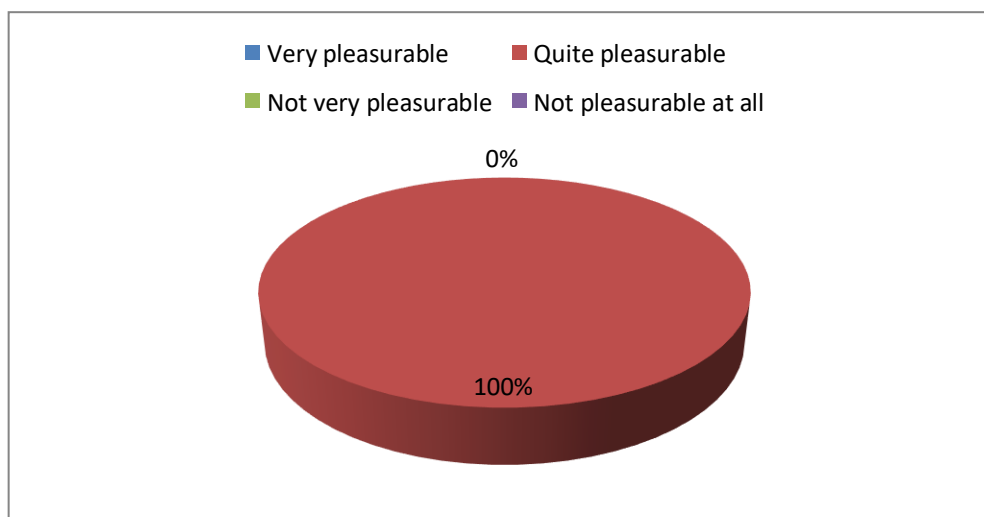
For the teachers' perspective, it is imperative that ESP tutors gain knowledge of their students' profile.

a. √

As English teachers, this step is of crucial importance because they require designing syllabuses not only based on their professional knowledge of teaching English for communicative purposes but also based on learners’ academic and linguistic needs. Given this, it is relatively recommended to identify their linguistic deficiencies and weaknesses as a first step. As to whether teaching at ENSM is satisfactory and motivating, the teachers have expressed themselves as follows:

Very pleasurable	Quite pleasurable	Not very pleasurable	Not pleasurable at all
	√		

Table.51. ENSM Teachers' Satisfaction about ME teaching Process

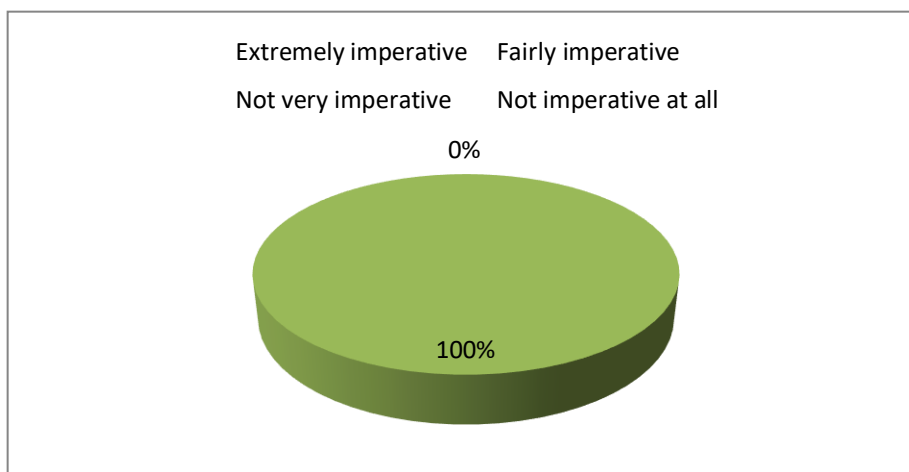


Graph.67. ENSM Teachers' Satisfaction about ME teaching Process

Teachers at ENSM state that they consider the ME teaching process as quite pleasurable for they have learnt and received new knowledge, explored a new specialized context, and developed novel linguistic intellectual competencies alongside their coaching profession. One annoying aspect is the lack and ignorance of offering influential training by the concerned authorities. Maritime English teachers should not only have some English language skills but also specialized training for career purposes, especially in Maritime English teaching because the goal of this nautical jargon for each college is to cultivate students to have good English communication skills.

1. They consider the ESP course for ENSM students' educational studies as:

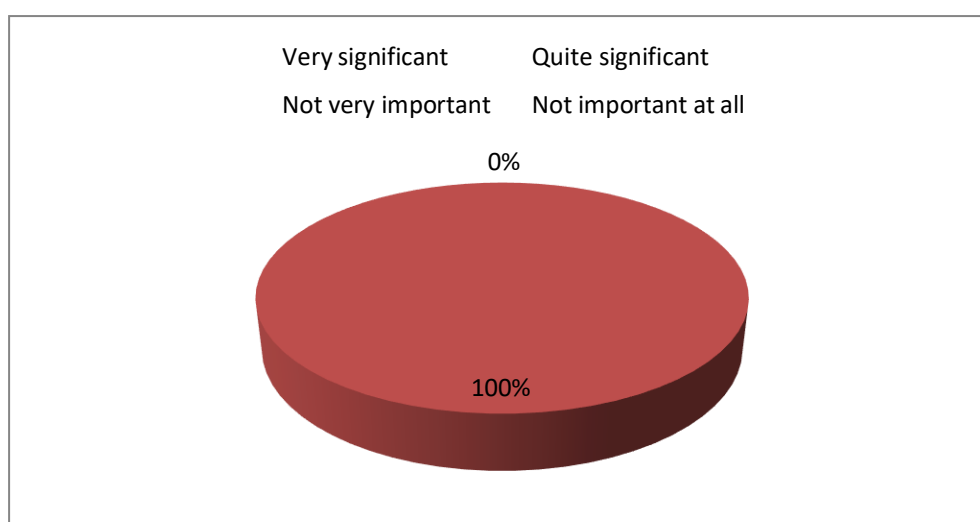
Extremely imperative	Fairly imperative	Not very imperative	Not imperative at all
	√		



Graph.68. Importance of ENSM ESP Course

They take for granted the ESP course is beneficial for ENSM students' target vocation.

Very significant	Quite significant	Not very significant	Not significant at all



Graph.69. Benefits of ENSM ESP Course

ENSM instructors avowed that the current ME course is of a great assistance and favorable for undergraduate students. The reason simply lies in the fact that both “English for Maritime Studies” manual devoted for L1 students and the SMCP document for L2 and L3 learners include a specific jargon and phrases which have been developed to cover the most important safety-related fields of verbal shore-to-ship (and vice versa), ship-to-ship and on-board communications. The aim is to reduce the problem of language barriers at sea and avoid misunderstandings which can cause accidents.

Based on this standard, teachers claim the current syllabus provides a complete knowledge of Maritime English for students that is extremely important to communicate well with and effectively.

Rubric. III. English Teaching Methodology

ENSM instructors have provided that the communicative language teaching and the audio-lingual approach are some teaching methods applied in teaching ME at ENSM. Some coaching equipment employed include maritime CDs (audio and video) for teaching SMCP to explain all future encountered situations. In general terms, no official syllabus is pursued. Through personal research on Maritime English, ENSM teachers are expected to be aware of the related maritime knowledge enhancement worldwide, so it is possible to support the students to use English for their communication in every required situation.

Provide a brief account or gist on the content of the current syllabus.

Evidently, “English for Maritime Studies” and “SMCP” are basic practical references for ENSM teachers but still the ME teaching process requires innovation and creativity in terms of tasks and activities to promote the students’ linguistic competence and communicative performance which the manuals do not encompass. In this vein, ENSM tutors acknowledged:

“No, we are the ones who have designed topics with the help and collaboration of maritime lecturers.”

ENSM teachers explained: the product of teaching Maritime English (ME) is dictated by the 1995 International Convention on Standards of Training, Certification and Watch-keeping (STCW), as amended, which sets qualification standards, including a high proficiency level in ME, for masters, officers, and officers of the watch on merchant ships. Adequate knowledge of the English language is defined as, for instance, the ability of the “officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship’s safety and operation, to communicate with other ships and coastal stations and to perform the officer duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP).” (IMO 2011: 105).

As instructors, they rarely rely on the use of translation from one language to another.

b. No rarely

The objective of this inquiry is to detect the linguistic features of Maritime English and to inspect the approaches that the teachers and learners can follow in class. Translation is not employed simply because the language abilities that maritime students mostly need are spoken English, reading and writing to grasp maritime terminologies, read texts, enhance comprehension and write responses to emails or letters. This step is optional only in case students require clarifying or comparing certain concepts acquired in other modules presented in French.

- When you convert English into another language, what linguistic aspects do you concentrate on?

a) Grammatical?

b) Structures/notions?

c) Lexical items?

d) Others? (Specify).....

Rubric. IV. ENSM Student Motivation

McDonough (1985:24) declared: Practitioners tend to assume that ESP is likely to go hand in hand with certain patterns of motivation. Without exaggeration, motivation can be described as one of the central factors of Maritime English student’s training success. It is just a kind of activity, which is reflected by students to achieve certain educational objectives.

ENSM instructors affirmed that trainees are not motivated at all especially the category of post-graduates.

a. Yes

b. No

As to reasons behind students' apathy in case they are annoyed, the teachers claimed they have:

- No idea.....

Having received no convincing clarification, the candidate's personal research reveals that among the reasons behind such discontent is explained as follows:

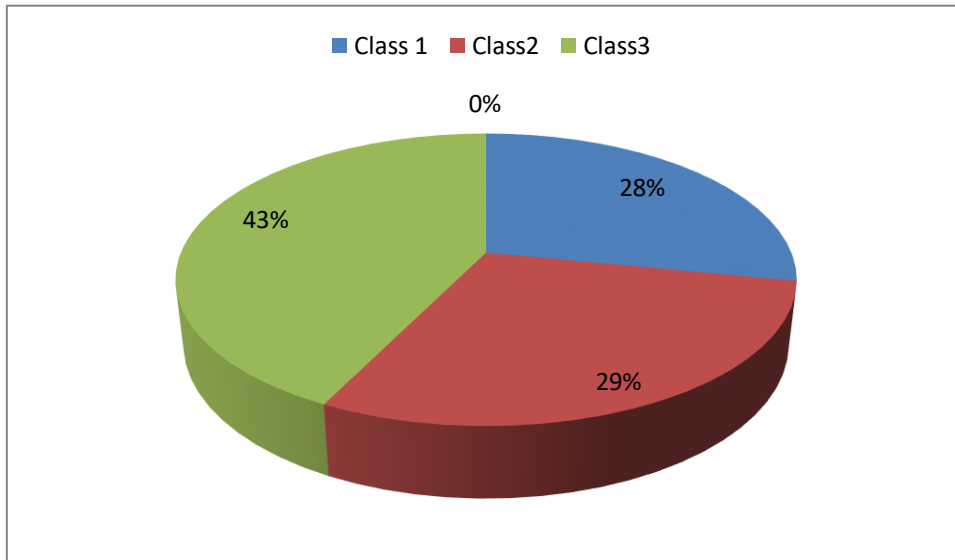
For undergraduates: "It should be noted that before English studies begins at the maritime establishment and at early training, students generally have a strong drive. They want to learn to speak English with their peers. It has turned out that the most attractive opportunity for cadets is to write business letters in English, which is very important in the future seafarer's profession. Mariners want to read and understand the information without the use of a dictionary. Almost all mariners wish to master English to be able to communicate in a foreign language with each other and with foreigners both verbally and in writing; but once English language training begins, mariners' attitude undergoes dramatic changes, and too many of them get frustrated. The process of learning English involves the stage of "building blocks" accumulation, the period of inevitably primitive content, dealing with a variety of challenges, and this, in turn, pushes achievement of the objectives students have dreamt of away. As a result, the reduction of motivation happens; the activity at the lesson goes missing; the will aimed at mastering foreign language weakens; the academic performance, in general, tends to decrease, and it has a negative impact on motivation. This is the widely observed situation, which is connected with the maritime students' English learning"

As for post-graduates, the reason is related to the lack of motivating syllabus that meets their needs and redundancy. The same teaching program is being taught for several years and has added no value to their professional knowledge. ME syllabus presented at ENSM requires innovation and enhancement via training teachers and providing conferences and seminars. As to the number of classes taught and number of students existing in each class:

Teacher 1:

Number of Classes	Number of Students
3	89

Class1:25 Class2: 26 Class 3: 38 Class4:///...

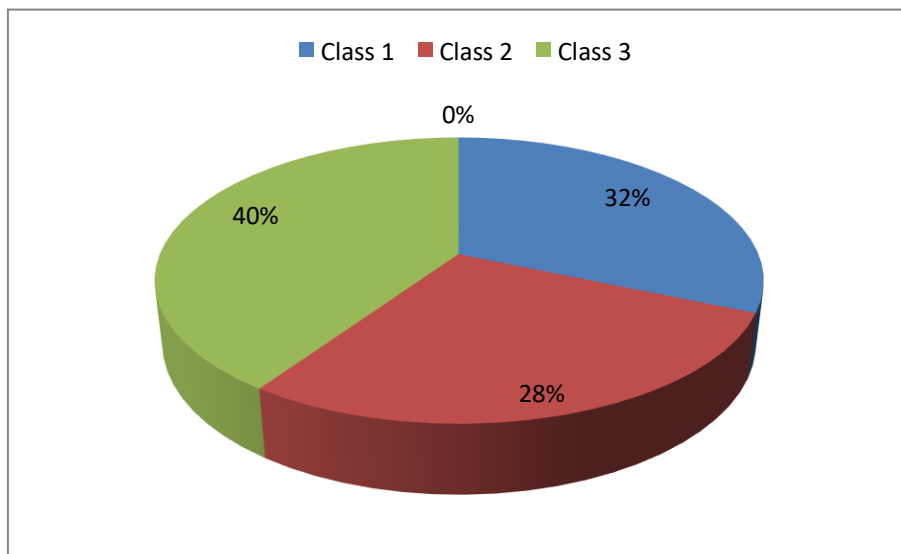


Graph.70. Maritime English Class of Teacher 1

Teacher 2:

Number of Classes	Number of Students
3	89

Class1: 28 Class 2: 25 Class3: 36



Graph.71. Maritime English Class of Teacher 2

Rubric V: English Tutoring Mind-set

Please, provide your attitude about English tuition and the following recommendations in the current department.

A. Current Training Status

Knowing that all mariners compulsorily require communicating in English, the researcher inquired whether ENSM at present offers suitable training that ensures communicative competence for professional dealings. The teachers claimed: “Yes at a percentage of 70%”.

Despite unfavorable conditions and other circumstances related to lack of teachers’ training and ignorance of concerned authorities to enhance the teachers’ standard in ME but they avowed that the current training is effective.

As to whether the current syllabus meets the real- workplace needs, the teachers added that: “Yes, it does”. The current English syllabus provides the students of ENSM during their pre- vocational phase with necessary Maritime English (ME) competence compatible with the International Maritime Organization (IMO) curriculum. One provided argument to support such an aspect is explained here:

ENSM teachers are aware of the fact that “English as a lingua franca” (ELF) has been largely employed on a large-scale communication. Considering this reality, the International Maritime Organization (IMO) has established that English should also be lingua franca in the maritime domain (Dissanayake, 2017). All seafarers should have the minimum standard of English competency according to IMO’s Standards of Training, Certification, and Watch-keeping (STCW), for it affects the promotion and maintenance of working environments and safety of the crew, ship, cargo, and marine environment, ship-to-ship or ship-to-shore communication (Marselia & Hartono, 2017; Wu et al., 2016:936-945). Subsequently, Marselia & Hartono (2017: 133-141) added that “the STCW 2010 requires the students to have a comprehension of satisfactory written and spoken English to explain charts, marine distributions, meteorological data, messages concerning ship security and operation, and satisfactory abilities to communicate with other ships and coast stations” (p.131).

In case there is a syllabus for teaching ME, the inquiry is whether each category has its own unique syllabus or diverse syllabi are taught to the existing different marine categories:

“Yes, there is a syllabus for each of the two main sections: Deck officers and engine officers. It is worth to mention that (when there is a need for other marine professionals such as) Pilots, Port Officers Electro-technical Engineers, they also have their own syllabus.”

Being an experienced instructor, teachers are required to state both strengths and weaknesses of current syllabus (es):

The traditional teaching methods are not suitable for modern maritime needs, technical marine English should be taught with new innovative teaching methods and arranging training for teachers of ME is a must to exchange experiences and views.

B. Instructors' Recommendations for ME Training Enhancement: Personal Viewpoint

1. Point out, how far you concur with English instruction at the department:

Strong agree **Agree** Disagree

2. More time should be allotted to Maritime English teaching:

Agree Disagree

3. Teaching General English should be taught hand in hand with ME:

Yes **No We teach Maritime English only.**

4. Incorporate any other English sub-branch (es) required for students' future vocation (i.e. Eng for Law, Medical English, Business English):

Yes **No**

5. As to further comments that should be provided about English tuition at the current department:

Yes **No**

6. Type of recommendations suggested in designing a new course for ME training, a course they think can enhance professionalism and proficiency for the Algerian context:

No suggestion

ENSM teachers revealed satisfaction about ME teaching and they expressed a positive response concerning extra Maritime English teaching classes. Only Maritime English is required to be taught at ENSM as imposed by IMO but if students require reinforcement in GE, it is their responsibility to pursue personal training in private schools. According to their views, no other ESP sub- branches are required to be taught for ENSM candidates such as Medical English or English for Law. Finally, no suggestions have been offered to enhance the current ME curriculum.

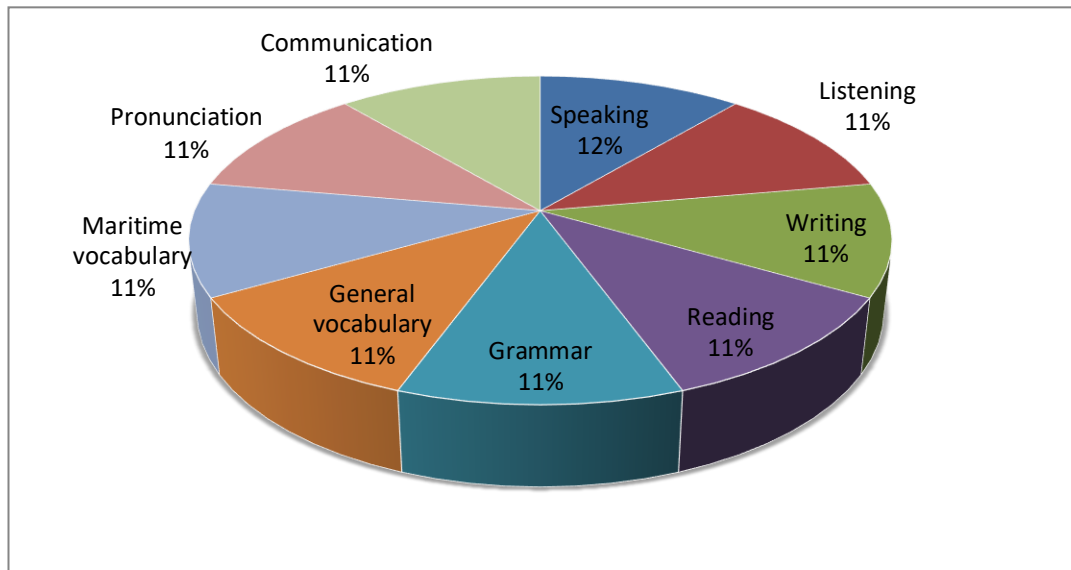
Rubric VI: Students’ English Language Requirements

Generally speaking, ESP students are usually adults who already have some acquaintance with English and are learning the ESP language in order to communicate a set of professional skills and to perform particular job-related functions. Undoubtedly, the same case is encountered by ME teachers and learners at ENSM.

For my Students’ Studies while at ENSM			Skills/Areas	For my Students’ Job while at ENSM		
Very important	Important	Not important		Very important	Important	Not important
✓			Speaking	✓		
			Listening		✓	
✓			Writing	✓		
			Reading		✓	
✓			Grammar		✓	
			General vocabulary	✓		
✓			Maritime vocabulary	✓		
			Pronunciation		✓	
✓			Communication	✓		

Table.52. Skills and Language Areas for Students’ while at ENSM

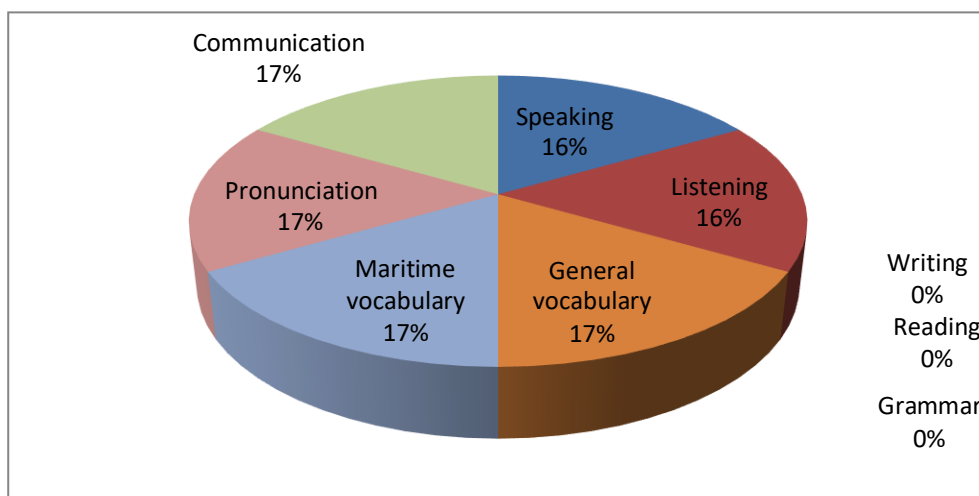
An evaluation to skills/areas required in students’ academic studies at school, and an allusion to their vitality in their future target profession. Tick (✓) in the box expresses your estimation.



Graph.72. Skills and Language Areas for Students' while at ENSM

As shown in the graph, the skills and language areas required for students at ENSM reinforced by teachers to enhance mariners' communicative competence and proficiency include: ME vocabulary to be employed for fluent speaking and effective communication in accomplishing nautical duties with their multilingual counterparts, and then, grammar is an essential element to compose and structure writing emails, reports, ... etc

All skills share similar worth and are taught homogeneously and uniformly. Despite the fact that ESP concentrates more on language in context than on teaching grammar and language structures, Maritime English current curriculum devotes an enormous value to the grammar skill to identify the necessary language components employed in such a specific jargon like tenses, conjunctions, prepositions... etc.



Graph.73. Skills and Language Areas for Students' Job

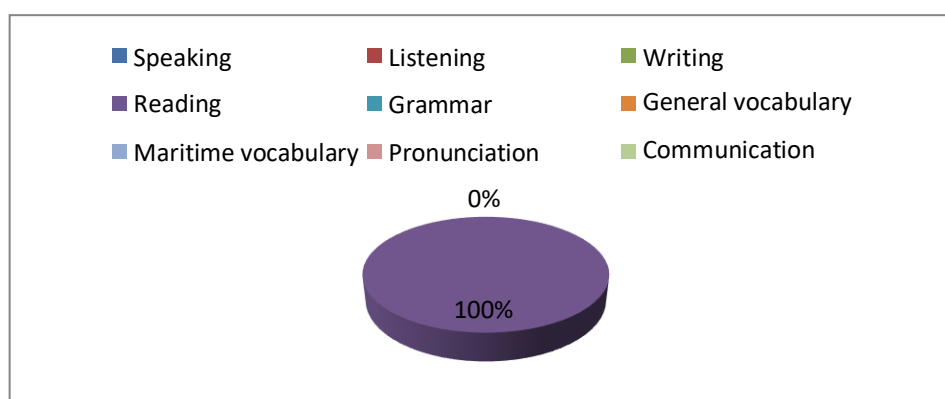
Chapter five: Maritime English: English for Maritime Purposes

At the workplace, communication via employing maritime vocabulary is a must; thus, ENSM students are prepared to speak and pronounce ME smoothly and confidently to endorse successful maritime communication. General vocabulary occupies an importance to accomplish social and cultural negotiations too. The other skills such: reading, writing and grammar are not of great impact at the level of workplace practice compared to the previous ones. ESP concentrates more on language in context than on using grammar and language structures.

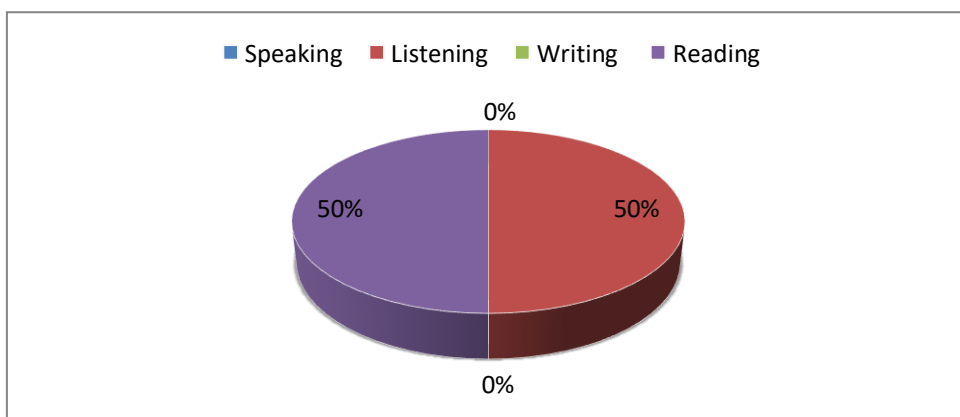
Teachers are asked to express their opinion and provide an assessment to the students' current ability in each skill/area, and a specification is necessary to indicate which level of these skills/areas enables ENSM students to perform effectively in their profession.

For my Students' Studies while at ENSM					Skills/Areas	For my Students' Job while at ENSM			
Very good	Good	Average	Poor	Very Poor		Very good	Good	Average	Poor
		√			Speaking		√		
		√			Listening	√			
		√			Writing			√	
√					Reading	√			
	√				Grammar			√	
	√				General vocabulary		√		
	√				Maritime vocabulary	√			
		√			Pronunciation		√		
		√			Communication	√			

Table.53. An Assessment to the Students' Current Ability in Each Skill/Area for Studies and Job while at ENSM



Graph.74. An Assessment to the Students' Current Ability in Each Skill/Area for Studies while at ENSM

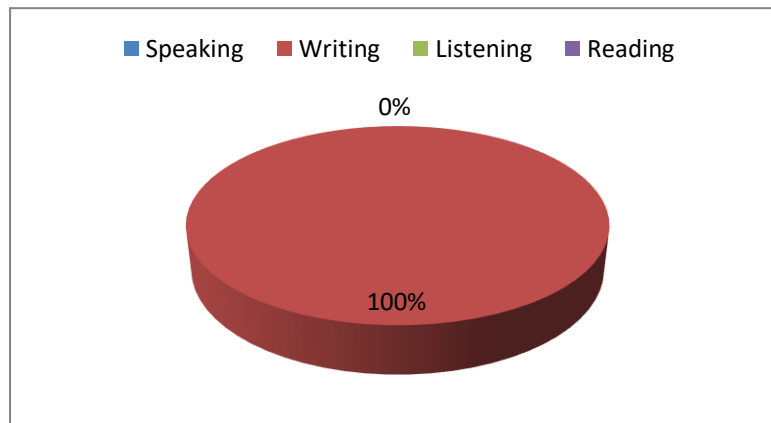


Graph.75. An Assessment to the Students' Current Ability in Each Skill/Area for Job while at ENSM

Rubric VI: Means Analysis & Perceptions of the Course

Based on personal expertise, a mention to language skills the ESP course at ENSM improved is necessary:

Speaking	Writing	Listening	Reading
	√		



Graph. 76. The Requisite Language Skills of the ESP Course at ENSM

1. Frequency of teacher English assessment to students' progress in English at ENESM

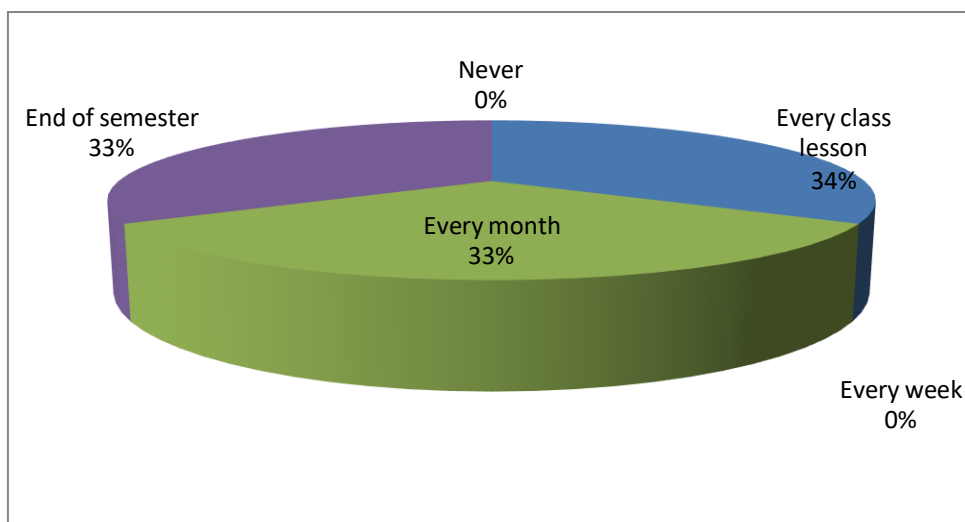
Every class lesson	Every week	Every month	End of semester	Never
√	√		√	

Both formative and summative testing assessment is applied.

2. Types of testing tasks preferred

	Type				Form			
	Testing	Non-testing	Both	Not used	Testing	Non-testing	Both	Not used
a. Formative assessment								
a. Summative assessment			√				√	

Table.54. Types of Assessment Applied in the ESP Course



Graph.77. Types of Assessment Applied in the ESP Course

5.2.4.3 ME Teachers' Interview Analysis

This phase presents the interview results concerning Maritime English language teaching- learning process in Algeria. The interrogation intends to get the instructors' views about ME status in Algeria, congruency among teaching process and workplace requirements, a listing to both facilities or deficiencies encountered during the process completion, and finally what feasible recommendations can be suggested by teachers to enhance such ESP training for the Algerian case. Thanks to the meeting, the investigator gained additional views about the type and content of the textbook/materials evaluation.

1. What are your beliefs about teaching and learning ME in Algeria?

The purpose of Maritime English subject has always been to provide the students with communication skills that they could use later on in the maritime workplace. In order to develop high-quality navigators, Maritime English trainers should concentrate on teaching the distinct terminology and communication skills that comprise listening, speaking, reading, and writing as required by IMO conventions in the international shipping industry. MET institutions should adapt the syllabus of teaching Maritime English; and we as concerned instructors should discover adequate methods to teach the language. Everything mentioned above will surely change Maritime English education in Algeria and the globalization of maritime industry as well.

2. What are deficiencies about teaching and learning ME in Algeria?

The intensifying need of good knowledge and skills of Maritime English is one of the characteristics in the global maritime field. With more and more multilingual and multicultural crews joining the seafarers' maritime community, their competence in Maritime English has become a day to day disquiet. During this process of specialized English teaching, we have observed there are some learning and teaching problems related to the skills involved in the English language communication.

Current problems in teaching Maritime English relates to building students' motivation, developing learner autonomy and improving language performance.

3. What challenges would you say teachers of ME currently face?

Teachers also commented that the current teaching process had been recommended or approved by both the national and international authorities including IMO plus STCW and then by the Ministry of Higher Education. ENSM college; being a main branch of WMU has to comply with didactic universal regulations. They suggested that the course book had good quality exercises for examination preparation; however, teaching resources provided are still not enough to strengthen the post- graduates' standard. The teachers acknowledged that they use supplementary worksheets to give a greater variety of exercises to their students. It is because the teachers do not use the textbook as the only source of teaching material. The teachers freely look for materials from other reliable sources that can increase students' knowledge.

4. What are the modern approaches currently available to teaching ME?

Actually having received no training in the field, the practical teaching approach at ENSM relates to both the direct and task based approaches. Grammar and vocabulary are two vital components that exist in English language learning. A good command of both of these would relatively make the use of the language better and attractive. Maritime English teaching vocabulary and grammar are taught via “Task Based Learning Activities” to edit emails for written correspondence and reports about vessels’ particularities or accidents. In the direct method, our role as teachers is to direct the class activities, encourage students to participate and communicate in class by asking them questions constantly, and corrects their mistakes immediately. Something really important in this role is that students and teachers are partners in the learning process.

5. Based on your experience, what are requirements about teaching and learning ME in ENSM Algeria?

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. Additionally, Maritime English instructors and students occasionally encounter hardships in the course of teaching and learning Maritime English. The accentuated need of great knowledge and skills of ESP English is one of traits in the universal maritime field. The requirements for teachers depend upon informative training to allow innovation and inspiration while for proficient seafarers the latter depend upon their expertise in understanding and using ESP English effectively.

6. To what extent can English for Maritime purposes training courses for ENSM teachers impact mariners' motivation?

A well trained teacher, with grounded knowledge in Maritime English will have strategies to motivate his/ her students. A Maritime English teacher is supposed to have mastery of both the language and content s/he is to teach including the pedagogical skills to teach the intended

community. Fortunately, we have built such knowledge and competence thanks to personal experience and expert mariners' collaboration at ENSM. As to Maritime English courses are concerned, they are more cost-effective than General English courses and no official training is offered right now.

To sum up, it has been exposed thanks to the investigative research that the main weakness concerning teaching ME in Algeria resides in the absence of Teachers' Training and Development. However, both instruments employed affirmed ENSM instructors' autonomous incessant instruction in ME to meet both the college and workplace objectives efficiently. In this context, Prabhu (1987), Williams (1989) and O'Brien (1986) have emphasized the significance of Teacher Training notion:

a life-long, autonomous process of learning and growth, by which as teachers we adapt to changes in and around us and enhance our awareness, knowledge and skills in personal, interpersonal and professional aspects of our lives.

From his part O'Brien provided a definition which incorporates a distinction between two main concepts "equipping" and "enabling":

Equipping means providing the teacher with knowledge and skills immediate use. Enabling, on the other hand, assumes that the demands in the future will be varied and unpredictable, and that the teacher will have to meet these demands. What is important, therefore, is to develop the learner's capacity is to meet and adapt to emerging demands.

With regard to the second notion:

An autonomous teacher is somebody who can make decisions in relation to the teaching moment (Ulichny, 1996) and who involves the learners in those decisions. Teacher autonomy is reflected in the moment- to- moment decisions that a teacher makes to mediate between task and learner performance. It is made of an 'in-light' decisions that are unpremeditated, but this much depends on the teacher's personality, his/her professional choices (traditional or innovative?), and the constraints of the institution.

Bensemene, F. (2001: 38.).

Stevens quoted in Robinson (1991: 96): “Becoming an effective teacher requires more additional training, extra effort, and fresh commitment, compared with being a teacher of General English.” Additionally, Nicholas (1983: 35) explained “... more value in the target language for doing well in academic studies or in a job. The English teacher should try to respond to this form of motivation to the activities employed in class.” All respondents avowed that Maritime English learning in Algeria could be more enhanced via training by equipping and enabling instructors of ME with innovative acquaintance and teaching strategies; this is an urgent task that should be prioritized and taken into account by the concerned authorities including ENSM administrative staff plus the Ministry of Higher education through providing seminars, conferences or even workshops either nationally or internationally to allow exchanging thoughts as well as experiences.

Section Two: Data Qualitative Analysis (Corpus Analysis) order

5.3 Mariners Training Vis a Vis Official Program Applied at the Workplace

In a moving world where the demands for rapid contact, cost effectiveness, efficient control, security and quality are primordial, managing port tasks requires from certain port members to get a certificate of competence in the English language. Using such an international standard language hand in hand with the means of telecommunication: telexes, faxes, computers ... supplies both coastal stations and even ship's stations with an immediate feedback at any time and from any point to direct vessels to enter ports safely. Dealing with this, the tools selected have undoubtedly served well to clarify all the enquiries raised formerly and these are the interpretations.

All Algerian ports' staff uses Maritime English for two main communicative operations; verbal and written, to accomplish several harbour activities and communicative situations. First verbal communication includes: giving information about ship's arrival or departure, it is used for towing, berthing, loading and unloading tasks, discussing ship's characteristics ...etc. Second, written correspondence comprises: editing incidents, accidents reports, maintenance repairs, master's statements ... and so on.

Learning English or the Maritime English language acquisition and particularly ME is based normally on an institutional training at ENSM. However, some members have already undertaken this training and they truly possess a B.A. in maritime studies as well as a certificate of competence in English whereas others do not.

To be brief, it has been mentioned in chapter three that four main categories at Harbour Master's Office have undertaken training at ENSM: the Harbour Master, the Head of Navigation and Security Department, port-officers and pilots. As one port case provided, the Harbour Master, for example, has acquired ME thanks to training at ENSM plus another foreign certificate of competence from Belgium after completing studies of two years. Next, his second assistant, the Head of Navigation and Security Department has also training at same the nautical school.

As to the third and fourth categories; namely port-officers and pilots, they obtained ME while getting maritime training at the same mentioned school. Other members such as port-controllers (surveyors) do not hold a certificate of competence from ENSM. They have in contrast acquired English at the middle, secondary schools or university. According to this category, English is used on the spot and it is developed through practice at the workplace.

Despite the fact, they lack training in maritime studies and Maritime English at the Superior Maritime College; there are two main conditions for recruiting these port-officers' assistants as stated by the Harbour's Masters. The first condition is that they should possess a B.A. in English specifically or any other specialty such as Economics or Politics. As to the second condition, they have to speak English correctly; whatever their specialty is and they have to improve their linguistic level outside work hours in private schools or elsewhere. After recruitment, the port-controllers have been provided immediately with the specialized terms and the standard phrases in the IMO SMCP to communicate effectively with foreigners.

The program offered by the institute of ENSM provides training with general courses in maritime knowledge, technology, law, communication, English... etc, previously, the training period previously lasted for four years with a total of 750 Hrs in the second year, 705 Hrs in the third year and 270 Hrs in the fourth year. As to English, it was taught compulsorily for three years starting from the second year with 60 Hrs, reduced to 45 Hrs in the third year and finally to 30 Hrs in the fourth year with a coefficient of 2, making a total of 135 Hrs.

Actually, with the LMD system, ENSM educational training is abridged to three years only where English is taught for the whole period. A propos this point, Professor Miliani (2010: 71) declared that the appliance of this new system (LMD) in Algeria is regarded as a shift towards the ongoing globalization process since *“this Anglo- Saxon programme has proved its deed and it has, more or less, been adopted by most European countries.”* Since possessing a certificate of competence is a must, this has led to enquire about the learning of Maritime English in shaping the staff’s professional communicative competence and proficiency at the workplace specially that some members do not hold such a certificate. In other words, the question is whether the program of English provided during training for the category of port-members is provided nationally with what is required internationally to assess its application at the workplace. It has already been proved by the research- candidate thanks to an analogous study at Mostaganem port company (EPM) that there really exists a professional communicative competence in Maritime English whether at the spoken level or written one. Thus, the authors’ objective in conducting this work aims mainly to validate or quash these findings with regard to other Algerian ports (HMOs). Specifically, it is to confirm if the international code is respected as projected and whether the provided ME curriculum at ENSM serves truly the communicative needs of the Algerian port’s workplace and that all staff members agree upon the same view about its efficiency.

It is of great significance to explain in detail and develop further what features “Standard Maritime English” includes and covers as it has been mentioned in chapter one and two.

5.4 Maritime English Application at Workplace & Training Congruency

It is approved by all maritime educators and researchers that ME refers actually to “Standard Marine Communication Phrases”; a set of key phrases and an applied terminology of the English language for use at sea. It is the internationally recognized language that is supported and developed by the IMO SMCP in November 2001 at its 22nd assembly which also promotes a wide circulation of the SMCP to all prospective users and all maritime educational authorities.

The SMCP includes phrases which have been developed to cover the most important safety- related fields of verbal shore to ship and vice versa, ship to ship and on board communication within the ship so as to reduce the problem of language barriers at sea and avoid misunderstanding which can cause accidents.

Proving ME application congruency in relation to international norms and training implies assessing the content of Maritime English adopted in the Algerian ports' activities and getting an accurate look at the program learnt at ENSM and then makes a comparison with the International Maritime English Programme delivered by IMO and WMU. This international programme is actually provided worldwide in ME books: SMCP and model course 3.17 elaborated by Boris Prichard and Peter Trenkner.

The exploratory study corroborates that these mentioned documents are really applied by both Algerian Harbour Master Offices and ENSM including little general English usage for further purposes. The two books are designed for two main reasons. Firstly, it is to guide teachers to pass knowledge to their trainees of English for specific purposes. Both grasp today a broad understanding of English is required in order to meet specific objectives. And secondly, they are generally made to help the students acquire certain language proficiency especially that those maritime students are considered as future communicators. They are taught to adopt ready-made phrases and sample dialogues established and developed by the IMO to put an end to the problem of language ambiguity as well as cultural barriers.

Maritime English teaching comprises different components such as: lexis grammar, phonetics... they all together serve to suit several situations for undertaking different port-activities. Here below a presentation of some models about the lexis adopted and that of grammar that is designed to organize it.

5.4.1 Applied Terminology at Workplace

Maritime terminology is rich and varied depending on the particular sphere (e.g. navigation, marine engineering, naval architecture, port-operations, etc). The process of acquiring and mastering the latter is highly dependent on the learner(s) specialized knowledge of the two respective notions (i.e. specific vocabulary and grammar) they are necessary in both spoken and written skills. These standard phrases and words to be used in maritimesafety communication are laid-down in "IMO Standard Marine Communication", London 2001. These include standard organizational phrases, SMCP message-markers and other priority marker-words to be used on VHF exchange activity in different situations. This corpus in return succumbs also to certain conventions.

It is obvious that both grammar and vocabulary complete each other to ensure effective communication; henceforth the next important element taken by the International Maritime English Programme in relation to teaching and applying maritime terminology in phonetics. This feature is also respected in ENSM courses and even applied at work specially that a great part of VHF communication (verbal skill) rely on sending and receiving contracted forms of maritime codes that have a specific pronunciation.

5.4.2 Phonetic Alphabet and Figure Code

To exchange messages in VHF communication, phonetics is the utmost importance. The words of the International Telecommunication Union (ITU) phonetic Alphabet should be learnt thoroughly. Whenever isolated letters or groups of letters are pronounced separately, or when communication is difficult, the alphabet can be easily used. When transmitting call signs, service abbreviations and words, the following latter spelling table should be used. The syllables to be emphasized are shown in bold type.

Letter to be Transmitted	Code Word to be Used	Spoken as
A	Alpha	AL FA
B	Bravo	BRAH VOH
C	Charlie	CHARLEE / SHARLEE
D	Delta	DELL TAH
E	Echo	ECK OH
F	Fox-trot	FOKS TROT
G	Golf	GOLF
H	Hotel	HOH TELL
I	India	IN DEE AH
J	Juliet	JEW LEE ETT
K	Kilo	KEY LOH
L	Lima	LEE MAH
M	Mike	MIKE
N	November	NO VEM BER
O	Oscar	OSS CAH
P	Papa	PAH PAH
Q	Quebec	KEH BECK
R	Romeo	ROW ME OH

Chapter five: Maritime English: English for Maritime Purposes

S	Sierra	SEE AIR RAH
T	Tango	TANG GO
U	Uniform	YOU NEE FORM/ OO NEE FORM
V	Victor	VIK TAH
W	Whiskey	WISS KEY
X	X- ray	ECKS RAY
Y	Yankee	YANG KE

The Syllables to be emphasized are underlined

Table.55. Phonetic Alphabet and Figure Code, IMO SMCP (IMO SMCP, 2001:3

Annex 1)

Situation: Call sign identification

If the vessel **MOLATH3211** is asked to spell its name and call sign phonetically it is done so as follows: MIKE, OSCAR, LIMA, ALFA, TANGO, HOTEL, three, two, one, one.

5.4.3 Numbers

Numbers are also expressed in words especially that they are used to describe several situations: time, date, position to identify latitude, longitude, bearings and distance, courses and speed... either in spoken or written forms. When it is necessary to spell out figures or marks, the following table is used:

Letters to be Transmitted	Code Word to be Used	Spoken as
0	Nadazero	NAH DAH ZAY ROH
1	Unaone	OO NAH WUN
2	Bissotwo	BEES SOH TOO
3	Terrathree	TAY RAH TREE
4	Kartefour	KAR TAY FOWER
5	Pantaive	PAN TAH FIVE
6	Soxisix	SOK SEE SIX
7	Setteseven	SAY TAY SEVEN
8	Oktoeight	OK TOHT AIT
9	Novenine	NO VAY NINER
Decimal point	Decimal	DAY SEE MAL
Full Stop	Stop	STOP

Table. 56. Digits and Numbers, IMO SMCP, (Boris Pritchard, 2003: 17)

Each syllable should be equally emphasized

All numbers except whole thousands should be transmitted by pronouncing each digit separately followed by the word THOUSAND (pronounced /'tauzend/).

- 30 becomes **THREE ZERO**
- 25 becomes **TWO FIVE**
- 100 becomes **ONE ZERO ZERO**
- 6,700 becomes **SIX SEVEN ZERO ZERO**
- 11,000 becomes **ONE ONE THOUSAND**
- 38,006 becomes **THREE EIGHT ZERO ZEROSIX**

Numbers containing a decimal point should be transmitted as above, with the decimal point indicated by the word **DECIMAL**.

e.g.:

156.8 becomes ONE FIVE SIX DECIMAL EIGHT

Situation: DTG (date, time, UTC)

a. Time:

The twenty- four-hour clock system should be used in expressing time in the Maritime Mobile Service indicating whether UTC, zone time or local time is being used. It should be expressed and transmitted by means of four figures, the first two denoting the hour past midnight and the last two minutes past the hour. Some examples of time using the twenty- four hour clock system are shown below:

- **Time as Expressed by Radiotelephone**

Time	Expressed as
12.45 a.m	0045 ZERO ZERO FOUR FIVE
12.00 a.m	1200 ONE TWO ZERO ZERO
12.45 a.m	1245 ONE TWO FOUR FIVE
12.00 a.m	Midnight 000 ZERO ZERO ZERO ZERO
1.30 a.m	0130 ZERO ONE THREE FOUR FIVE
1.46 a.m	1345 ONE THREE FOUR FIVE
8.30 a.m	2030 TWO ZERO THREE ZERO

- **Table. 57. Expressing time in IMO SMCP, p 18**

Universal Time Co- ordinate (UTC) (previously known as Greenwich Mean Time GMT) is normally used in radio communications, and the letter Z is an accepted abbreviation for UTC, for example, 0520Z.

DTG=date, time, UTC.

b. Date:

Where the date, as well as the time of the day are required to be shown in a written form (as in the radio log or a message preamble), a six (6) figure group are used. The first two figures indicate the day of the month, the following four figures indicate the time.

Situation: indicating the date (written form)

e.g. **120542** (=12th day of the current month, time: **05 hours 42 minutes**)

c. Position

(a) Geographical position

(Latitude and longitude) is to be expressed in degrees and minutes (plus decimals of a minute if necessary), north or south of the Equator and east and west of Greenwich).

e.g. **GP= 15.25 N, 31.20 W**

Position

Latitude: ONE- Five Degrees TWO- FIVE MINUTES NORTH,

Longitude: ZERO- THREE- ONE DEGREES TWO-ZERO MINUTES WEST

e.g.: **“WARNING. Dangerous wreck in position 15 degrees 34 minutes North 061 degrees 29 minutes west”.**

(b) bearing and distance: True bearings are to be given from an object followed by distance in NM (nautical miles) or fractions of a mile. Use the words: **BEARING** and **DISTANCE**.

e.g.

Position

Bearing 0-9-5 DEGREES TRUE FROM CAPE MARCO,

Distance 2 DECIMAL 6 MILES

Do not say:

Position:

Bearing 0-9-5 DEGREES TRUE

Distance 2 DECIMAL 6 MILES FROM CAPE MARCO

e.g.: “your position bearing 137 degrees from Big Head lighthouse distance 2.4 nautical miles.”

(c) **Reference to a navigation mark:** The order direction distance- progress- name of mark should be followed. Use points of the compass (North, South, east); useful phrases: **NORTH OF, SOUTH OF, PASSING, APPROACHING, BETWEEN, NEAR,**

LEAVING

e.g.: POSITION: SOUTH OF KALIFRONT POINT

e.g.: POSITION: APPROACHING BUOY NUMBER: BRAVO 1-2

(d) Reporting points (hyperbolic navigation systems)

(e) Electronic position fixing (Loran C, Omega etc.)

d. Bearings

Use the 360 degrees rotation from true north (except in the case of relative bearings). bearings may be taken either for a ship or a navigational mark:

E.g. PILOT BOAT BEARING 2-1-5 DEGREES FROM YOU

Relative bearings

Bearings relative to the vessel’s head or bow (starboard or port bow): relative bearings can be expressed in degrees relative to the vessel’s head.

More frequently this is in relation to the port or starboard bow.

E.g. “Buoy 030 degrees on your port bow.”

Relative D/F bearings are more commonly expressed in the 360 degrees rotation.

e.g. **BUOY CHARLIE 1-1-0 DEGREES TO YOUR STARBOARD BOW**

e. Courses, distance, speed

Courses

Courses are to be expressed in 360 degrees rotation from true north. State whether a course is (TO or FROM) a mark.

Distances

Distances are expressed in nautical miles or cables (tenths of a mile), and less frequently in kilometers or meters. The unit of measurement should always be stated.

Speed

Speed must be expressed in knots (e.g. nautical miles per hour). Speed is normally understood as speed through the water but ground speed (over the ground) may be indicated if necessary.

5.4.4 Standard Organizational Phrases in Conducting VHF Communications

These are used for situations like: sending information about use or change of channels and frequencies, agreement of change. For instance,

When it is advisable to remain on a VHF Channel/frequency, say:

“Stand by on VHF Channel.../frequency...”

When it is accepted to remain on a VHF Channel/frequency indicated, say:

“Standing by on VHF Channel.../frequency...”

When it is advisable to change on a VHF Channel/frequency, say:

“Advise (you) change to VHF Channel.../frequency ...”

“Advise (you) try VHF Channel.../frequency ...”

When the changing of the VHF Channel/frequency...is accepted, say

“Changing to VHF Channel.../frequency...”

5.4.5. SMCP Message Markers

The message- marker is the word pronounced before the message to signal and introduce the purpose and content of the message to be communicated. The following eight message- markers are recommended:

Question- Answer- Request- Repeat-Information- Advice- Instruction- Warning- Intention

In response to the above moves and acts marked by the above phrase- markers the responding station uses the following phrase- markers.

Question	Answer received
Request	Request received
Information	Information received
Advice	Advice received
Instruction	Instruction received
Waning	Waning received
Intention	Intention received

Table 58. Message Markers, IMO SMCP p 14

5.4.6 Other Priority Marker- Words

Distress Message	Urgency Message	Safety Message
MAYDAY	PAN PAN	SECURITE

Table 59. Other Priority Message Markers, IMOSMCP p 14

In the course of speaking about VHF exchanges, it is often necessary to check mutual understanding, i.e. if the other station follows the conversation or when a mistake is made during the transmission. This is done by the following phrases:

- **UNDERSTOOD**
- **Mistake** **Correction**.....
- **STAY ON**
- **NOTHING MORE**.....
- **SAY AGAIN**.....
- **READ BACK**

a. Corrections

When a mistake is made in a message, say:

“**Mistake...**” followed by the word:

“**Correction...**” plus the corrected part of the message.

e.g.:

“**My present speed is 14 knots- mistake.**

Correction my presentspeed is 1-2, one-two, knots.”

b. Readiness

“I am/ I am not ready to receive your message.”

c. Repetition

If any part of the message is considered sufficiently important to need safeguarding, say: “Repeat...” - followed by the corresponding part of the message.

e.g.:

“My draft is 12.6 – repeat- one- two decimal 6 meters.”

“Don not overtake- repeat- do not overtake.”

When a message is not properly heard, say:

“Say again (please).”

d. Readability Code

In checking the readability or quality of reception use this phrase:

“How do you read (me)?”

This may be answered as follows:

I read you...

- **bad/one with signal strength one (i.e. barely perceptible)**
- **poor/two with signal strength two (i.e. weak)**
- **fair/three with signal strength three (i.e. fairly good)**
- **good/four with signal strength four (i.e. good)**
- **excellent/five with signal strength five (i.e. very good)**

While it is impractical to set- down precise phraseology for all radiotelephone procedures, the following words and phrases should be used where applicable. Words such as: **OK, RGER, REPEAT, TEN- FOUR, OVER AND OUT, BREAKER, COME IN PLEASE** are not recommended.

Words or Phrases	Meaning
Acknowledge	Let me know that you have received and understood this Message
Affirmative	Yes, or permission granted
All ships in... (AREA)	I request that all vessels receiving this transmission (in the specified sea area) listen to what follows.
BREAK	I must break (into) this conversation for urgent reasons
CALLING	I wish to speak to.....
CHANNEL	Change to channel..... before proceeding .
CONFIRM	My version isIs that correct?
CORECTION	An error/ mistake has been made in this transmission (message indicated). The correct version is.....
FINAL CALL	I have finished my operation and wish to cease communicating
GO AHEAD	Proceed with your message.
HAVE A GOOD WATCH/ VOYAGE	A polite form of ending the conversation, used before the word OUT
HOW DO YOU READ?	How well are you receiving me ? Do you receive me? I READ BAD/POOR/FAIR/GOOD/WELL/EXCELLENT/1....5
INTERRUPTION	I am being interrupted. I will take action to deal with it.
I SAY AGAIN	Self- explanatory (use instead of « i repeat »).
I AM COMING TO YOUR ASSISTANCE	Used as a response to an initial distress message if this ship or station is able to render assistance.
MAYDAY	The spoken word for the distress signal.

Table 60. Radiotelephone Phraseology, IMOSMCP p 16- 17-18.

This lexis combined with the respective phonetic features used mostly during the radiotelephone communication activity and recommended in certain written documents necessitates also the application of certain grammatical structures imposed by IMO in SMCP depending on the situations encountered. This is well displayed in the grammar program taught at ENSM. The integration of grammar within ME terminology at ENSM allows for a better use to this lingua franca in a particular context (Nurdan Özbek, 1995:45-46).

5.4.7 The Grammar Program at ENSM

The program (English for Maritime Studies: 1987) of English at ENSM includes grammar lessons directed for practical use (The Official Syllabus at ENSM). They are designed in correspondence to the grammatical forms used in SMCP and they contain: the use of verbs and tenses, nouns (singular, plural and compound nouns, prepositions, sentence structures and clauses...

Concerning verbs, the focus relies generally on using verbs describing maritime actions and activities dealing with berthing, unberthing, loading and unloading... as well as auxiliaries (mainly to be/to do), modal auxiliaries and conditionals. Among the conditionals presenting ambiguity and their maritime users have to grasp when to use them or avoid using them are as follow: 'should in advice and obligation', requests and responses, 'could in the past and possibility', 'might in probability in direct speech', 'could in response with can, can't, modals in reported speech', other conditionals with would+ like+ to express desire. These are considered as important as using specific vocabulary especially that these terms in English are sometimes considered as ambiguous words since they have meaning depending on the context in which they appear (IMO SMCP, 2001:3). Misunderstandings frequently occur in VTS (Vessel Traffic Station) communications producing accidents; this is the reason they are given much importance in the teaching of ME. These conditionals are "**may**", "**might**", "**should**", and "**could**" that are instead replaced by the auxiliaries 'to be/ to do' as shown in these situations and activities.

Situation 1 concerns asking and responding and responding for giving permission about a ship's entrance or leaving the port through the VHF radio.

May

Do not say: "**May I** enter the fairway."

Say: "**Question. Do I have permission to enter the fairway?**"

Do not say: "You **may** enter the fairway."

Say: "**Answer. You have permission to enter the fairway?**"

Do not say: "**May I** leave the berth."

Say: "**Question. Is it permitted to leave the berth?**"

Do not say: "You **may** enter the fairway."

Say: "**Answer: It is permitted to enter the fairway?**"

Situation 2 deals with expressing intention and advice for the same mentioned activity as well as berthing and towing operations.

Might

Do not say: “I **might** drop the anchor”.

Say: **Intention: I will drop the anchor**

Do not say: “I **might** enter the fairway.”

Say: “**Intention. I will enter the fairway?**”

Should

Do not say: “You **should** anchor east of buoy” D5.

Say: **ADVICE. Anchor east of buoy D5.**

Do not say: “You **should** anchor in anchorage B3”.

Say: “**ADVICE. Anchor in anchorage B3**”.

Situation 3 describes asking for permission, expressing capacity and possibility

Can

In English grammar (Allsop Jake, 1983-1988:195) the word “can” commonly describes either the possibility or the capability of doing something. In the IMO SMCP the situations where phrases using the word “can” appear make it clear whether a possibility is referred to. In an ambiguous context, however, say, for example:

e.g.1: **Permission**

Do not say: “**Can I** use the shallow draft fairway at this time?”

Say: “**QUESTION. Do I have permission to use the shallow draft fairway at this time?**”

(If you are asking for permission. the same applies to the word “**may**”.)

e.g.2:

Do not say: “**Can I** use the eastern port approach?”

(If not disambiguated by the context of situation)

Say: **Is it permitted to use the eastern port approach?**”

Note: in all cases the radiotelephone procedures as set out in the **ITU Radio Regulations** have to be observed.

For operating pumping equipment, phrases for communication with bunker barge/oil terminal expressing capacity and possibility is included.

e.g.3: Possibility

“Can we connect the loading arm?”

Yes, you can connect the loading arm.

No, you cannot connect the loading arm.

e.g.4: Capacity about loading capacities and quantities

“How much deck cargo can the vessel load?”

The vessel can load... tones/cubic meters/... 20'/40' containers on deck.

“How many cars/trailers/... can the vessel load?”

The vessel can load... cars/trailers/trucks/...”

Situation 4: Is about expressing warning

Could:

Do not say: You **could** be running into danger

Say: **WARNING. “You are running into danger”.**

In English grammar conditionals are generally “if clauses”; they describe the result of something that might happen (in the present simple/future) or might have happened but did not (in the past). However, in maritime teaching the modal auxiliaries are considered in conditionals instead. This is clear in the material offered “the IMO SMCP on page17 that is also taught at ENESM.

Using verbs and auxiliaries is often related with using and respecting tenses. Bearing in mind that maritime activities including their contexts often occur in different periods, much importance is given to the following tenses such as:

1. The past simple with regular and irregular verbs, the past continuous, the past perfect and past progressive tense.
2. The present simple, the present continuous, the present perfect and present progressive tense.
3. The future simple, the future indicated by future progressive tense and the near future.

All these tenses are taught with time expressions so that learners make a distinction between use and form. The situations cited so far display the use of the present and future simple tenses. For example, in situation (1 and 3) the present simple is used to ask for permission.

A. It is permitted to enter the fairway.

“QUESTION. Do I have permission to use the shallow draft fairway at this time?”

Other examples dealing with orders for refloating:

B. Are (bilge) pumps operational?

Yes, (bilge) pumps operational (yet).

No, (bilge) pumps are not operational (yet).

In situation (2) the future is used to express intention.

A. “INTENTION. I will enter the fairway.”

B. Is damage control material available?

Damage control material will be available in ... minutes.

As to situation (4), there is the use of the present continuous to express warning as the contact was simultaneous.

A. WARNING. “You are running into danger.”

B. Lifebuoy (s) at ... is/are missing.

After considering the SMCP content (dialogues and phrases), it is clear that the biggest part is devoted to the present simple tense. Other uses are included as: verb+ that form:

e.g. **Ladies and Gentlemen. This is Captainspeaking**

“I have the pleasure in informing you that all safety equipment is in full working order...”

Linking Verbs

All crew assist to remove the spill,

Phrasal Verbs

Stand by oil clearance team and report... etc

As to sentence structures, certain forms are taught and adopted such as the use of passive and active, affirmative, negative, interrogative as well as the imperative forms and indirect imperative for giving orders; both simple and with 'let's go' to give instructions, directions, advice... etc

**Several drums/barrels/tanks/... are deformed (and leaking).
The IMO Class of these goods is...
These goods are liable to spontaneous heating and combustion ... do not touch
The hold ventilators are not operational (yet).
Put used cigarettes in a container provided.
Never smoke in bed.
Let's go rescue boat/ motor lifeboat.
Let go the head/stern line.**

Transformations of the indirect speech and the passive voice with all tenses are used too*

**The master wanted to know how many persons were injured.
The officer asked the ship's master what the vessel's actual position is.
Pump man/... is instructed.
The oil pollution prevention plan will be available in ... minutes.
The holds must be inspected by the surveyor before loading.
The officer asked what my present maximum draft was.**

The four above situations display well the use of these forms too.

The program includes comparatives such as (as+ adj...+ ... as) contrast and superlatives.

There is the use of nouns, singular and plural plus the use of demonstratives (this/that) and compound nouns. Also, countable and uncountable nouns through asking questions with how many and how much to present quantifiers (all/enough) and distinguish between both forms.

**Station, vessel, space, position, Phrases, Letters, digits, Numbers
Knots Rocks Fumes
Accommodation ladder port officer harbour master
Rocket, name, characteristics exercises oil, water, this is MV ...
calling
Except that as soon as only if Reduce swing as rapidly as possible.
How much ballast can we take (down to her marks)?**

How much cargo can the vessel load?

How many containers will the vessel load? How many cubic meters of cargo space are required? Both – nothing- all- every

Adjectives are also used; both predicates and attributives, linking adjectives...

Required assistance- Maximum draft- Dangerous cargo- Beaufort scale, traffic regulations

The vessel is drifting, ice- breaker assistance is available, MV ... is ahead of you

Wind is backing/veering and increasing/decreasing

“Adverbs include frequency adverbs to express repeated actions+ other forms of adverbs and time propositions

Always remember that fire is the greatest hazard aboard ship

Never use an electric iron in a cabin.

Uncharted name of light/buoy temporarily change to/removed/discontinued...

Other forms such as: adverbial clauses with liking (because/due to), predicate adjectives+ that+ adv/apologize+ for+... adverb clauses of time (be supposed to) predicate adjectives+ infinitive, gerunds used as objects of verbs, indefinite pronouns+ adjectival clauses.

It is supposed that the vessel arrives on 15.30

The port- officer apologizes for the master about his incapacity to warn him about rocks.

Charted depth has increased/ decreased by... meters due to winds/ sea state.

What is your present course/ heading?

My present course/heading is ...degrees.

“Use and form suffixes to build different categories for physical description and identification to the human body parts.

“Taking- turns in dialogues performed in a real life- situation e.g. ship & watch- keeping- room, identifying places and things, homes rooms furniture means tools ... adding to that, students are taught how to exchange turns to present themselves and identify occupations

‘Introducing WH questions to ask questions: how to (Manner/method), how to ask about length width depth weight draft temperature other uses and meanings such as: impersonal it and how far, asking questions with auxiliaries, asking questions with how many and how much.

What is the safety working load of the crane?
Where is the fire?
How is the cable growing?
How far is..... ?
Is flooding under control?
Are the safety arrangements in the hold(s) operational?

‘Pronouns definite and indefinite, both personal and object pronouns...

The tugs will meet you in position ... at ... UTC.
I require ... tugs (s).
Nothing to port/starboard
If you need to iron something, you should ...

‘Possessive adjectives especially (my/your).

What is your ETA at... (name) Pilot Station in local time?
My ETA at ... (name) Pilot Station is... local time.

‘So/not substitute certain positive sure+ adverb+ form verbs, conditional types

Finished with wheels, no more steering.
If it is desired to steer on a selected mark the helmsman should be ordered to:
“Steer on... buoy/... mark/... beacon”.
If you need to iron something, you should...
Report if she does not answer the wheel.

‘Other substitutes concerning nouns, verbs (modals), adjectives ...

The vessel: the ships, must: have to, should: ought to, freezing: icy, far: away

‘The use of conjunctions (link words: and/or)

Make fast fore and aft.
Do the twin propellers turn inward or outward when going ahead?

Prepositions mostly indicating places as (in, on, at, to...)

The whistle control is on the console/ on ...
Send heaving line (s) to the tugs (s).

5.4.8 Maritime English Education Content Vs Harbour Master Offices' Congruency & Application

Having specified and expounded Maritime English with the restricted grammar models required by IMO to ensure professional communicative competence and proficiency at the workplace, now it is high time firstly, to provide a comparative review to the existing ME content taught at ENSM and delivered to the Algerian seafarers. Secondly, it is also turn to describe the categories concerned with applying the code.

5.4.8.1 The Maritime English Training Experience at ENSM Reviews. Real Workplace Appliance

As noted by the research- candidate thanks to a visit to the national Nautical College two major categories join training there, these include graduates as Deck- engineers (Machinists) or Deck- officers and post- graduates (employed), other categories encompass port- officers as well. Actually, the national superior college ENSM offers quality training standards to the Algerian seafarers in compliance with international norms. These different categories of learners receive education in several maritime subjects plus English for maritime purposes. Concerning the category of post- graduates including: captains, pilots, port officers, port controllers, they join college each five years to renew their certificates and study SMCP depending on what they apply in real context (SMCP refreshment).

5.4.8.2 Maritime English Training (SMCP) for Graduates

While undertaking training at ENSM, the author benefited from a teaching experience to the category of post graduates; already engaged in different positions with the maritime industry. The latter as mentioned previously have to renew or validate certificates of competence that are really significant to their job career. As to Maritime English training is concerned, the SMCP code is taught or parts of the international code are selected for instruction depending on the workplace requirements of each rank.

i. SMCP Contents

The code manual includes five (05) parts

SMCP Content	Supplements
<ol style="list-style-type: none"> 1. (Part 1) Maritime Communication – Introduction 2. (Part 2) Conduct of Maritime Radiotelephone Conversations 3. (Part 3) Distress, Urgency and Safety Procedures 4. (Part 4) Search and Rescue Communications 5. (Part 5) Routine Voice Communication 	<ol style="list-style-type: none"> 1. Universal Ship borne Automatic Identification System (AIS) Transponder 2. Digital Selective Calling 3. DSC Operational Procedures for Ships 4. Maritime Mobile Service Identity (MMSI) 5. IAMSAR Manual: Communications (extract) 6. COMSAR\CIRC\21 7. Ship Reporting Systems 8. Global Maritime Distress and Safety System (GMDSS) 9. VTMISS Glossary of Terms & Abbreviations
Table 61. SMCP Code Manual Contents	

It has been explained in the introductory phase of this universal code, the draft guidebook is planned for nautical students at MET institutions of higher education (maritime academies, colleges, faculties, universities) and for the candidates preparing for STCW 1995 certification exams: Officer of the Watch (Deck) on ships of 500 GT or more, 1st Mate Certificate, and Master’s Certificate on ships of 3000 GT and more Boris Pritchard. (2001). The manuscript predominantly deals with voice communications and is based on IMO Standard Marine Communications Phrases (SMCP 2001). It has been stated that:

All seafarers using VHF, MF or HF radiotelephones, must hold a valid Operator's Certificate. These certificates are issued after the candidate passes an appropriate government exam.

The ‘Radio communications General Maritime Certificate’ concerns another category of mariners including port- officers or officer of Watch (OOW) those engaged with VHF radio communication at HMOs. Because SMCP covers all related verbal communications designed mainly in the English language and ME features to meet the needs of all marine communications in daily nautical services, the document is compulsorily presented for studies at ENSM.

According to Algerian mariners, the document is the most important module among all other nautical subjects simply for it reinforces their language competencies that are strengthened via the drills and activity memorization with the ME trainers at ENSM. Unquestionably, English is one of IMO official languages (stated by one Oran port-officer), he added: “Maritime English, a special sub-set or variety of English, is used as a recommended working language (and in some cases as an official language) in the maritime VHF18 and other voice marine communications throughout the world. For instance, the watch-keeping activity of marine radio-telephone conversations requires a specific linguistic structure in English and the whole message is provided in the SMCP (numbers, alphabet, digits, ready-made utterances as well as dialogues for practical use...etc) are offered to facilitate officers’ communicative task/ job.

In the Harbour Master Offices, among the other activities that stipulate the use of SMCP code and ME relate to the Movements’ office where port-officers are in charge of VHF communication, they should report after conversing with navigating vessels certain confidential data in the Radio Log Book.

ii. Radio Logs General

As stated by the maritime industry, all compulsorily fitted radio stations using maritime mobile frequencies; whether on board vessels or Harbour Master Offices, are required to keep a radio log. These include activities of the station, as well as the nature of messages and signal transmitted, received or intercepted by the station, are to be recorded in chronological order. The log must be located at the main operating position of the station during the time the ship is on a voyage. The log is to be kept by the operator maintaining the listening watch, in accordance with the Ship Station Technical Regulations. Foreign-going or home-trade vessels of 50 tons, or over-registered tonnage, are also required to keep an official ship log, which contains some information on the radio installation and battery maintenance. A radio log must contain entries recording the following particulars:

¹⁸When at sea or in port, ships fitted with radiotelephone equipment should keep watch on the frequency 156.800 Mhz. (Channel 16 VHF).

- ✓ the name, port of registration and official registration or license
- ✓ number of the vessel,
- ✓ the gross tonnage of the vessel,
- ✓ the frequency or frequencies guarded,
- ✓ the time, whether: a) the local time of the area in which the vessel is operating, or b) the Co-ordinated Universal Time (UTC) when the vessel is engaged in an international voyage, and
- ✓ the time and reasons for any radio communication interruption.

iii. VHF Radiotelephone Installations

In conjunction with the general information outlined above, ship stations from her side using equipment operating in the maritime mobile VHF band (156.0 MHz - 162.5 MHz) must record the following:

- ✓ the name (s) of the radio operator(s) on watch, as well as the times of going on and off watch,
- ✓ a detailed summary of all communications transmitted, received or intercepted relating to distress, urgency or safety traffic, recorded in chronological order,
- ✓ brief summaries of communications exchanged with other stations with frequency used for reception and transmission,
- ✓ the time of, and reason for, any discontinuance of the listening watch on frequency 156.800 MHz - Channel 16, and 8.
- ✓ the time of departure from and arrival at port.

The required data is recorded from both parts in Maritime English, thus, the mariners' claim earlier is a vivid proof that the English designed for the nautical industry is a coded language that truly serves both the needs of the industry as well as ensures professional communicative competence in most workplace situations encountered.

5.4.8.3 ME Training Content of ENSM Students: Learning Needs versus Professional Communicative Competence

As a researcher whose task is to find out truth and provide proofs about professional communicative competence in Maritime English, I decided to study the ME curriculum taught to the Algerian officers in order to compare its content to the international required ME features.

Among the most practical definitions: “Maritime English is the English language that is necessary to function within the maritime industry, with its widely diverse activities.” stated by Short (2006:8). She further explained that Maritime English is full with idiomatic expressions as well as nautical concepts used by current seafarers and this terminology should be understood as they are pertinent to various specialized vessels, gas and oil tankers, communications at sea, loading and discharging of cargo and other ship’s routine operations Short (Op cit: 2-12)

Based on the above provided clarification, the training period helped truly the investigator to be acquainted with the Maritime English syllabus at ENSM directed to Deck-officers, Machinists as well as other trained ranks. The existing course outline is divided into (4) main levels during their learning period:

1. Basic Marine Vocabulary (BMV) that covers the introduction to shipping English.
2. Standard Marine Communication Phrases (SMCP) used by officers and crew dealing with navigation, safety communications, cargo operations and everything used for work of the deck department.
3. English used by engineers and crew dealing with the main and auxiliary engines, the electric, the electronics, operations and maintenance and everything used for work of the engineering department (on board communications).
4. Maritime English used by administrative officers and those concerned with the commercial business of the merchant marine, Maritime Law procedures, insurance etc.

Figure.21. Maritime English Training Content

- **Basic Marine Vocabulary (BMV)**

Taking into account the terminology requirements seafarers should possess, the author has observed that the program offered at ENSM adheres to IMO conventions and above all ensures a professional communicative competence to marine students in ME. For instance, this “ME Training Content” is an introductory phase that requires cadet officers/navigators in their first year (L1) to learn and be skillful in recognizing the basic operations of the vessel, ship terminologies, ship functions and safety procedures which all prove precise. Among the topics covered in this stage are:

- i.** Parts of ship
- ii.** Types of ship
- iii.** Names and functions of equipment on board of merchant ship
- iv.** Routine operations on board such as bunkering, alongside, maintenance, loading and unloading of cargo, watch-keeping, mustering and etc.
- v.** Ship movement and directions
- vi.** Basic ship communication in English
- vii.** Ship organization
- h.** Duties and responsibilities on board

Figure 22. English Basic Marine Vocabulary Content

From a researcher’s perspective, learner assessment is essential to measure the progress and performance of individual students, plan further steps for the improvement of teaching and learning process, and share information with concerned community. The significance of this stage puts emphasis on the trainers to appraise (review) previously taught English language skills/lessons so that a common platform will be formulated for ‘basic English proficiency’. In other words, at this phase, the instructor at ENSM ought to ensure that trainee officers are capable of performing fundamental English skills such as listening to main ideas and specific details (in the listening rubric), provide appropriate responses and explanation to questions (in speaking), question and sentence construction (in both oral and written), tenses and subject-verb-agreement (in grammar) and paragraphing (in essay composition). In this vein, Win (2012) also believed that these essential skills must be taught and reinforced so that

students will not face any language difficulty later. Moreover, students at least have the opportunity to improve their English under the watchful eyes of their experienced trainers. The best is that, all the introductory lessons on ships' operations are conducted with the emphasis of one or two language items so as to be more effective and pertinent. One important item is relied on in the delivery of such maritime knowledge and contribution of BMV reception. The latter points are well-embodied at ENSM Maritime English training course chiefly in the instruction manual: "English for Maritime Studies" taught to L1 students (Deck-officers and machinist).

5.8.4.4 English for Maritime Studies: A Descriptive Card

- English for Maritime Studies 2-nd edition
- Author- T. N. Blakey [1987, PDF]
- Marine Tracker Year: 1987
- Language: English
- Author: T. N. Blakey
- Genre: English Language Teaching
- Publisher: Prentice Hall International English Language Teaching
- ISBN: 0-13-281379-3
- Format: PDF
- Quality: Scanned pages
- Number of pages: 303

Figure 23. A Descriptive Card to ENSM Instruction Manual

I. Who the Course is for?

English for Maritime Studies (<https://seatracker.ru/viewtopic.php?t=1542>) is an English language course designed by its author- T. N. Blakey to help non-native English-speaking cadets and qualified personnel who are studying for professional qualifications at nautical colleges and naval establishments throughout the world where the medium of English is used. The course consists of 14 units:

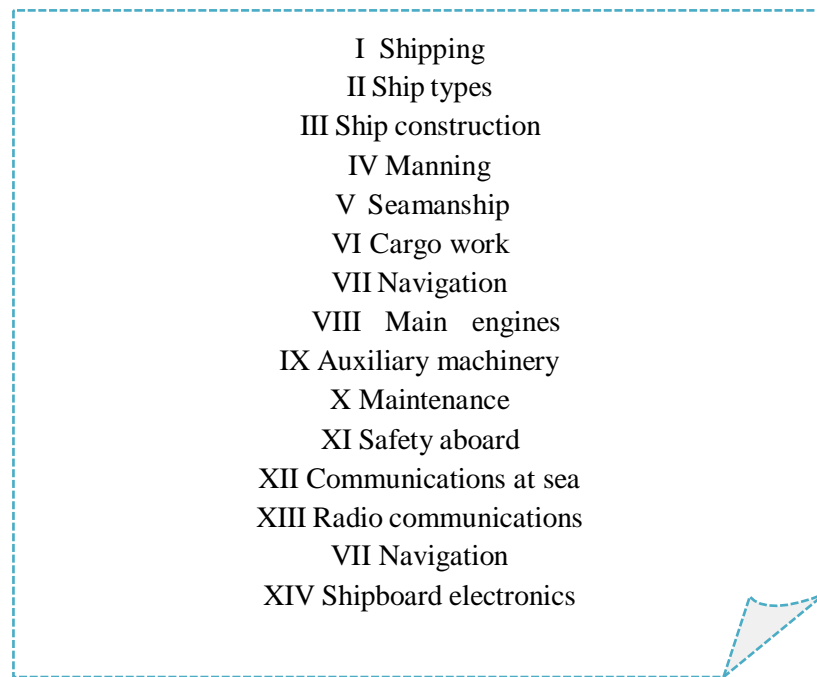


Figure. 24. English for Maritime Studies Course

Each unit covers language work relevant to the topic of that unit. Answers to the exercises and tape scripts of lectures are given in the manual appendices. The course is therefore suitable for students studying to become, or studying for further qualifications as Deck, Engineer, or Radio Officers in warships, merchant vessels or port stations. The first four units and units X and XI cover topics relevant to all departments. If time is limited, it is possible to work through the six units mentioned above plus those relevant to the student's particular department. However, this is a language course and there are useful structures and vocabulary to be learnt by working through all the units. At the same time, some knowledge of aspects of work in other departments would be gained. This would be particularly beneficial for students at the pre-selection stage. The course is designed to be used either in the classroom with a teacher or by students individually on a self-study basis. Instructions and notes to guide the teacher and student are given below and throughout the course.

Apparently, all units include two reading comprehension sections; each of them followed by grammar and guided writing phases so that mariner students invest the knowledge gained from texts and grammar tools in suitable composition.

I. Introduction

The course assumes an intermediate knowledge of English and is therefore not suitable for complete beginners. This means, if the student is following an English language course at a language school before going on to a nautical college, English for Maritime Studies can be used in conjunction with a general English (GE) language course at intermediate or post-intermediate level.

II. What the Course aims to do?

The course's target is to provide a stepping-stone to enable a student to cross from an intermediate knowledge of general English (GE) to a position where he can handle the sort of text books and instruction he will meet at college and on board ship. In order to help the student, the course aims to develop within themes relevant to maritime studies reading skills, writing skills, communicating skills and note-taking skills. It also aims to build up the student's vocabulary of nautical and technical terms. In addition to this, it is hoped that by working through the course the student will gain a general knowledge of ships and shipping, which he may not already have. Each unit offers about 8-10 hours work and is divided into seven sections:

III. Using the Course

a. Reading Comprehension (A)

This aims to develop the ability to understand the sort of texts students will meet at college. The approach to comprehension is first to activate any knowledge the student may have of a subject before he reads about it. This is done by getting the student to consider questions, pictures or diagrams before he starts to read the text. By bringing relevant ideas and words to the forefront of the student's mind (even in his own language) and by raising certain expectations, he will be in a better position to comprehend the overall structure of a passage and to understand the meaning of important words in their context. After reading the passage the student is often asked, as a check to comprehension, to complete a summary outline of the passage. This attention to the structure of passages will help him later, when he comes to write his/ her own descriptions. Other exercises are also given. At this stage, the concern is more for comprehension of overall structure and the main ideas, rather than every single word.

b. Grammar

This looks in more detail at words and structures used in the reading passage, or which will be used in the next section to form a more developed reading passage. This section aims at developing knowledge of certain aspects of grammar that will be useful for both reading and writing English. In particular, the (B) part examines the different ways statements can be linked to form more complex statements.

c. Reading comprehension (B)

The concern here is to examine more closely how words work in order to make a coherent and meaningful piece of English. The words and structures examined in the Grammar sections are used in the reading passages to show how they work in texts and exercises are given to check that the student has understood their meaning and uses. Exercises are also given to help the student realize how sentences and paragraphs are linked on a grammatical and semantic basis to give a passage coherence and unity. This insight will also help him with his writing. In order to show that passages raise questions as well as answer them, the student is sometimes asked to use his imagination to try and answer questions not answered in the text. It is hoped that these questions will stimulate discussion and a desire for further reading.

d. Applied terminology

This aims to build up some of the vocabulary the student will need in his particular area of study. The number of nautical and technical terms is enormous and only some have been given here. These have been chosen because of their relevance to the topic of the unit in which they appear. In the same way, part (B) deals with the language of measurement relevant to that unit.

e. Guided writing (A)

This is for the student to use the words and structures he has learnt in a guided composition. He is guided in how to put statements together to form more complex sentences and taught how to give his composition an overall structure. It is hoped that by the end of the course, the student will be in a better position to write essays for college work and examinations.

f. Note-taking Practice

This is aimed at training the student to take meaningful notes during lectures and lessons. At each stage, new techniques are introduced and thoroughly practiced, before the student is exposed to a short lecture. The practices and lectures are recorded on cassettes and the tape scripts can be found in Appendix II at the back of the book. The listening and note-taking tasks are explained in each section. The symbol CIO marks where the cassette should be used. As comprehension is an essential part of note-taking, it is hoped that the skills practiced in the reading passages will be further developed here. The note-taking lectures also give further opportunity for increasing the student's knowledge of his subject.

g. Guided writing (B)

This gives the student the opportunity of putting the notes he has taken in the previous section to practical and meaningful use. It will also give him the opportunity of seeing how adequate his notes are. By turning to the tape scripts, he will be able to compare his composition with the original.

h. How the Course might be supplemented?

The course itself can be made more instructive by using pictures, photographs, slides, diagrams and realia to help with vocabulary and supplementary language work. These can be chosen for their relevance to the topic of each unit. If possible, visits to ports and shipyards can be geared to units in order to underline the practicality of the course and increase general knowledge of ships and shipping.

It has already been stated in chapter (3) that proficiency requirements of Maritime English has been set up by IMO in conformity to SOLAS to ensure better comprehension and application. This qualification is among the aspects respected at the Algerian college ENSM which proves that the quality of ME training succumbs to such a global accord to assist maritime students achieve professional communicative competence in the future work context.

5.4.8.5 The Role of IMO and Reasons of Model Course 3.17 Adoption at ENSM

The IMO (W. A. O'Neil:2000) ever since its foundation has always recognized the significance of improving the maritime industry via the human resources. A privileged priority is directed to enhancing maritime training abilities through the provision or improvement of training facilities at national and regional levels. The IMO has also responded to the needs of developing countries for postgraduate training for senior personnel in administration, ports, shipping companies and maritime training institutes by establishing the World Maritime University in Malmo, Sweden, in 1983.

To attain victorious domino effect, it was recommended since the inception of the International Convention on Standards of Training Certification and Watch-keeping for Seafarers, in 1978, by a group of IMO governments that the IMO had better develop model training courses to support in the preeminent execution of the convention and in achieving more rapid transfer of information and skills regarding new developments in technology (STCW:2010).

The target of the IMO in recommending such a use was determined by IMO training advisers and consultants. Subsequent to countless visits to training establishments in developing countries, they revealed that the provision of model courses could help ME instructors improve the quality of their existing courses and boost their efficiency in meeting the requirements of the convention and implementing the associated conference and IMO Assembly resolutions. It was therefore highly appreciated that a comprehensive set of short courses in various fields of maritime training would supplement the instruction provided by maritime academies to allow administrators and technical specialists already employed in maritime administrations, ports and shipping companies improve their knowledge and skills in certain specialized fields. IMO has therefore developed the current series of model courses in response to these generally identified needs and with the generous assistance of Norway. These model courses may be used by any training institution and the organization is prepared to assist developing countries in implementing any course when the requisite financing is available.

Obviously, courses at the level of ENSM as mentioned previously in chapter two; both teaching and training Maritime English is based on one of these models: Model course 3.17. The reason behind respecting and implementing this handbook at ENSM is that the IMO has instructed such a usage in all training institutions all over the world whenever the language of the sea is taught for the communicative benefits of the industry.

5.4.8.6 Model Course 3.17 Linguistic Target

Maritime English Model Course 3.17 offers a guide for teaching Specialized Maritime English (SMCP) for port personnel at Harbour Master Offices providing direct service to foreign partners and visiting vessels, to meet the mandatory minimum requirements for the knowledge, understanding and proficiency in English language set out in the SMCP Code. The objectives of this part are:

1. develop the trainees' ability to use Specialized Maritime English to establish effective communication according to their duties and responsibilities;
2. ensure that trainees possess the knowledge, understanding and proficiency in English as set out in the SMCP Code;
3. to train the trainees for routine and emergency communications;
4. promote the language skills for continuing independent learning at sea
5. prepare trainees to develop the English language skills that may be used in different communication scenarios;

In addition, it includes specifications of minimum standards of competence in several situations encountered and human behavior management, all port personnel at HMO should establish and maintain effective communications, meaning:

1. Ability to establish and maintain effective communications, including: the importance of clear and concise instructions– and reports; the need to encourage an exchange of– information with, and feedback from, vessels and other personnel;
2. Ability to provide relevant information to foreign partners and other personnel during an emergency situation, to keep them apprised of the overall situation

and to communicate any action required of them, taking into account: the language or languages appropriate to the– principal nationalities of crews and other personnel; try to overcome cultural barriers.

5.4.8.7 Model Course 3.17 Content

This manual includes an introduction to the content and how to use this guide as planned by the IMO:

Purpose of IMO model courses
Structure of IMO model course for Maritime English
Use of IMO model course for Maritime English
Lesson plans
Presentation
Implementation
Training and the STCW 1995 Convention

Figure 25. Model Course 3.17 Content

Two Core Sections 1 and 2; each Core section is divided into three parts: A, B, C and another section called Core Section 1 and 2 containing a fourth part D under the name of Instructor Manual as explained in the tables below.

Core section 1/2			Core section 1 and 2
Part A: Course Framework	Part B: Course Outline	Part C: Detailed Teaching Syllabus	Both are integrated in another component called: Part D Instructor Manual
Aims			
Objectives			
Syllabus content			
Syllabus structure			
Syllabus methodology			
Entry levels			
Course intake limitations			
Trainer's experience			
Equipment needed			

Figure 26. Model Course 3.17 Core section 1 and 2 Scheme

Part D consists of :	Introduction
	Principles of the Communicative Approach
	Classroom management
	Teaching the three language systems
	Teaching the four communication skills
	Integrating maritime topic

Figure 27. Model Course3.17Part D Components

Appendices are also inserted at the end.

<p>Appendix A: Summary of references to English language requirements from the International Convention on Standards of Training, Certification and Watch-keeping for Seafarers, 1995 (STCW 1995)</p> <p>Appendix B: Sample of a lesson plan and notes</p> <p>Appendix C: Notes on assessment</p>
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Figure 28. Model Course3.17Appendices

5.4.8.8 Structure of IMO Model Course3.17 for Maritime English

Both sections contain a separate syllabus. This system allows trainees to enter the course at a point which suits their level of English. It is recommended that instructors carry out a pre-course appraisal in order to assess the existing language level of each trainee. The syllabus in Core Section 1 is designed for trainees who have an elementary or lower intermediate level of English while the syllabus in Core Section 2 is designed for trainees who have a lower intermediate or intermediate level of English. The definitions of these language levels and the basic entry requirements for the trainee target groups are given in Part A of both sections of the course.

Section 1 is intended to prepare trainees for entry to Core Section 2. However, it is possible for trainees to enter directly to Core Section 2 without following Core Section 1 provided that they can satisfy the entry requirements.

5.4.8.9 Use of IMO Model Course for Maritime English at ENSM

To use this model course, the instructor should review the course plan and detailed syllabus, taking into consideration the data provided under the entry standards specified in the course frameworks. The real level of the trainees' knowledge, skills and prior education both in English and in technical subjects should be kept in mind during this review. The instructor needs to identify any areas within the detailed syllabus which may cause difficulties because of differences between the actual trainee entry level and that described by the course designer. To compensate for such differences, the instructor is expected to cancel from the course, or lessen the prominence on, items dealing with knowledge or skills already attained by the trainees. S/he should also identify any academic knowledge, skills or language training which the trainees may not have acquired. By analyzing the detailed syllabus in each section and the levels of English required for entry to either section of the model English course, the instructor can design appropriate materials to bridge any gap between the trainees' existing knowledge and the course content. This may require the instructor to design a pre-entry course if necessary or, alternatively, to insert elements of technical or linguistic knowledge required to support the practical English language communication activities at appropriate points within the Maritime English model course. Suggestions for integrating English teaching and the teaching of technical subjects are given at the end of the Instructor Manual in Part D.

Adjustment of the course objectives, scope and content may also be necessary if within the respective maritime industry, the trainees completing the course are to undertake duties which differ from the course objectives specified in the model course. Within the course plan, the course designers have indicated their assessment of the time which should be allotted to each learning area. However, it must be appreciated that these allocations will not be appropriate for each training situation. Instructors should therefore review the time allocations and reduce or otherwise adjust the number of hours required to achieve each specific learning objective.

A. Lesson Plans

Having adjusted the course content to suit the trainee intake and any revision of the course objectives, the instructor should draw up lesson plans based on the detailed syllabus.

The detailed syllabus contains specific references to the textbooks and teaching material proposed for use in the course. An example of a lesson plan is shown in Appendix B. However, experienced Maritime English instructors, who find that very few adjustments are necessary to the learning objectives of the detailed syllabi, may prefer to base their lesson plans entirely on the units of the detailed syllabi and adding key words or other reminders to assist with the presentation or practice of the material.

5.4.8.10 Presentation of Model Course 3.17 & Training Requirements

This model course requires the instructor to have a methodical understanding of the Communicative Approach to teaching in order to be able to adapt it to suit the particular language learning needs of each group of trainees. Part D, the Instructor Manual, provides explanations and suggestions for practical, communicative classroom activities to assist the mentor put into practice this model course effectively. It is crucial that the language input and communication skills in each unit of the detailed syllabi are presented properly, practiced thoroughly and revised regularly until the instructor is satisfied, by testing and evaluating the trainees' performance and achievements, that each trainee has attained each specific learning objective or training outcome. The syllabus is laid out in learning objective format and each objective specifies a required performance or, what the trainee must be able to do as the learning or training outcome.

5.4.8.11 Implementation of the Model Course 3.17

For the course to run smoothly and to be effective, considerable attention must be paid to the availability and use of:

- ✚ Properly qualified instructors of English
- ✚ Support staff
- ✚ Rooms and other spaces
- ✚ Equipment
- ✚ English language course books that have a communicative aim
- ✚ Technical papers, manuals and nautical publications
- ✚ Other maritime reference material and teaching aids.

The key to successful implementation of this course is an understanding of the aims and principles of communicative teaching and learning processes, combined with thorough preparation. The Instructor Manual in Part D has been designed specifically to assist instructors prepare themselves for all aspects concerned with the implementation of the model course in English. IMO has also produced a booklet entitled "Guidance on the implementation of IMO model courses", which deals with this aspect in a more general context.

I. Core Section 1, Part A: Course Framework

Core Section 1 of the IMO Maritime English model course provides a guide for instructors responsible for teaching English at elementary to lower intermediate language level (for definitions see under "Entry Levels"). It is intended to prepare trainees at elementary language level for entry into Core Section 2.

Provided that the material is properly taught according to the principles of communicative methodology, explained in the Instructor's Manual in Part 0 of this model course, trainees who complete all aspects of Core Section 1 successfully will be adequately prepared to proceed to Core Section 2. Trainees do not have to undergo the training in Core Section 1 if their language level is high enough to allow them to enter Core Section 2.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example by selecting only parts of the syllabus for remedial teaching purposes. Instructors who intend either to select from or to omit Core Section 1 should note that it includes material from Table A-II/4 of the STCW 1995 Code (see Appendix A of this model course) which is not repeated in Core Section 2.

i. Syllabus Content

The linguistic content for Core Section 1 follows a multi-syllabus approach that integrates the three language systems (grammar, vocabulary and pronunciation) with practice of the four language communication skills (listening, speaking, reading and writing). The rationale behind the organization of each language area is explained in the Instructor Manual (Part D of Model course). The maritime content for Core Section 1 includes generalized maritime topics, most of which will be relevant to all trainees, however; the instructor may want to adapt, extend or supplement the maritime topics to suit the particular needs of the trainees.

II. Core Section 2, Part A: Course Framework

Core Section 2 of the IMO Maritime English model course provides a guide for instructors responsible for teaching English at lower intermediate language level to upper intermediate language level. Its content more than fulfils the English language requirements of Part A of the STCW 1995 Code (see Appendix A of this model course). Provided that the material is properly taught according to the principles of communicative methodology, which are explained in the Instructor's Manual in Part D of this model course, trainees who complete all relevant aspects of the syllabus in Core Section 2 successfully will possess the levels of competence in English set out by the STCW 1995 Code.

Administrations may choose to modify this course to suit the needs of the particular learning environment, for example by selecting only parts of the syllabus for remedial teaching purposes. Instructors who intend to select from or adapt the syllabus in Core Section 2 should be sure to retain the elements that pertain to Part A of the STCW 1995 Code (see Appendix A of this model course). The objectives of Core Section 2 of the IMO English model course are to:

- ✚ develop trainees' ability to use English to at least intermediate¹⁹ language level
- ✚ ensure that trainees possess the knowledge, understanding and proficiency in English set out in the STCW 1995 Code
- ✚ provide instructors with a suggested framework for introducing selected topics from the Standard Marine Communication Phrases, as required by STCW 1995
- ✚ give students wide-ranging opportunities to practice communicating in English for both maritime and general purposes
- ✚ promote the study skills essential for continuing independent learning at sea.

The linguistic content for Core Section 2 follows a multi-syllabus approach similarly to Core Section 1 that integrates the three aforementioned language systems with practice of the four language communication skills.

¹⁹ The terms 'lower intermediate' and 'upper intermediate' language level do not refer to standards of seamanship nor to any term used in the STCW 1995 convention.

Not all of the Standard Marine Communication Phrases are included in this model course. Instructors will need to identify the sections in the SMCP document that are relevant to their trainees and refer to both Core Sections of this model course. If the required sections of SMCP are not referred to in this model course, the instructor will need to decide where and how best to teach the required SMCP, either by supplementing the syllabi in this model course, which will increase the time required to teach the course, or by teaching the phrases in a separate course.

The maritime content for Core Section 2 includes all the requirements in the STCW 1995 Code regarding the tasks that seafarers are expected to be able to carry out in English (see Appendix A in this model course). Because the maritime content aims to cover all the requirements of STCW 1995, the instructor will need to select and adapt the topics to suit the needs of the trainees. This applies particularly to the 'maritime focus' section in each unit of Core Section 2 which provides a choice of supplementary activities for further, specialized maritime language practice.

Instructors should note that some essential maritime topics are included in Core Section 1 but are not repeated in Core Section 2 (e.g. helm orders and engine orders). If trainees are entering this model course at Core Section 2, instructors are advised to check whether their trainees are required to know any of the maritime topics included in Core Section 1 and, if so, to incorporate the topics into Core Section 2 at appropriate points. Prominently, for both Core sections instructors are reminded that this model course is primarily an English language training course and that full training in technical subjects must also be provided. Trainees will benefit most from their English language training if some of the teaching of technical subjects is done in English. (Some suggestions for integrating English and maritime subjects are provided in the Instructor Manual in Part D of this model course.)

ii. Syllabus Structure of Core Section 1 & 2

Core Section 1 consists of 21 units of content which are divided into three parts. At the end of each part (i.e. after every 7 units), there is a review unit to allow trainees the opportunity to revise and consolidate their learning to date. Instructors may also want to conduct assessments of the trainees' progress at these points. In Core Section 1, each of the 21 units consists of 4 areas covering language systems and language communication skills.

These areas are presented separately on the syllabus for ease of reference; however, it is essential that they are not taught separately. The Instructor Manual in Part D offers many practical techniques for integrating the various language areas. In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are proficient in all of the language systems in every unit. Instructors are also required to select the particular language communication skills that are relevant to the trainees and to give sufficient practice to ensure genuine competence in the practical use of English.

Core Section 2 consists of 15 units of content which are divided into three parts. At the end of each part (i.e. after every 5 units), there is a review unit to allow trainees the opportunity to revise and consolidate their learning to date. Instructors may also want to conduct assessments of the trainees' progress at these points. In Core Section 2, each of the 15 units consists of 5 areas covering language systems, language communication skills and supplementary maritime topics. These areas are presented separately on the syllabus for ease of reference; however, it is important that they are not taught separately. The Instructor Manual in Part D offers many practical techniques for integrating the various language areas. In order for trainees to reach the required levels of competence, it is the instructor's responsibility to ensure that trainees are proficient in all of the language systems in every unit. It is fundamental that trainees are given sufficient time and appropriate practice to ensure genuine competence in the use of English.

iii. Syllabus Methodology

The methodology of this model course is based on the principles of the Communicative Approach to language teaching. This approach meets the requirements of STCW 1995 in that it promotes practical, communicative competence in English. Instructors who have little or no experience of the Communicative Approach are strongly advised to familiarize themselves with the Instructor Manual in Part D prior to implementing the syllabus.

iv. Entry Levels

The following descriptions of English language levels provide a broad definition of levels of proficiency in English:

- **Beginner:** knows virtually no English and cannot understand spoken or written English.
- **False Beginner:** knows a few words or phrases of English. May be able to string together a very basic question or sentence using a very narrow range of English but has extreme difficulty making himself or herself understood. Also, s/he fails to understand natural spoken or written English adequately.
- **Elementary:** able to use English for very basic, everyday needs but without sustained fluency and with many errors. Has a limited understanding of spoken English, requires a lot of rephrasing, repetition and simplification of language.
- **Lower intermediate:** can communicate satisfactorily about everyday topics with a restricted range of language. They are able to understand native speakers of English talking at a measured pace with some rephrasing and repetition. Comprehension is likely to fail under pressure.
- **Intermediate:** at ease communicating about everyday topics and more abstract concepts. Makes some mistakes but is usually able to correct any major errors which prevent him being understood. Able to understand the essence of native speaker English but may misunderstand detail.
- **Upper intermediate:** confident in using a wide range of language to express himself accurately and fluently in all but the most demanding situations. Makes some minor mistakes but these do not generally prevent him being understood. Experiences occasional problems of comprehension but these can usually be overcome with a little help.

- **Advanced:** near native-speaker proficiency in all aspects of communication. S/he has no difficulty with comprehension and can express abstract concepts accurately and fluently, able to resolve any problems of comprehension effectively.

Trainees admitted to Core Section 1 must be at elementary language level at least.

This means that they must be able to:

- **read and write using the Roman script**
- **demonstrate familiarity with the English sound/spelling system**
- **hold short, simple conversations concerning familiar topics in 'the here and now'**
- **provide basic, personal information with minimum prompting**
- **understand simple instructions on familiar topics**
- **respond to simple questions on familiar topics.**

Trainees admitted to Core Section 1 should also understand and be able to use the following English structures with reasonable accuracy:

- **Subject pronouns and object pronouns**
- **Possessives**
- **The Present Simple tense in the positive, negative and question form (of basic, regular verbs)**
- **'Wh' question words • basic irregular verbs (be, have, do, etc)**
- **Modal verb can**
- **Word order (subject-verb-object)**
- **Articles a/an and the**
- **Common nouns**
- **Regular, plural noun forms**
- **Common adjectives**
- **Basic conjunctions**
- **Cardinal numbers**

Trainees admitted to Core Section 2 must have a lower intermediate standard of English at least. Successful completion of all aspects of Core Section 1 of this model course is insufficient for entry to Core Section 2. Trainees who have not completed Core Section 1 must demonstrate that they understand and are able to use all the items of grammar, vocabulary and phonology outlined in the syllabus of Core Section 1. They should also prove that they can carry out the tasks in the 'Communication skills' sections of Part 3 of Core Section 1 with reasonable fluency and accuracy.

5.4.8.12 Professional Communicative Competence vs. Maritime English Curriculum Review

The program analysis reveals that these lessons presented at ENSM are generally designed in conformity with the IMO SMCP document so as to serve real-life situation needs. The above content is fortunately presented for both categories of learners at ENSM: non-graduates as preparatory lessons to introduce future officers and mariners about real content applied at the workplace while it is re-taught for graduate mariners in the form of underpinning lesson each time they join school for refreshment of certificate. Mariner graduates are also obliged to pass tests of confirmation in SMCP lessons; each depending on their category or class. The lessons' content clearly displays the nature of the maritime discourse. The content of two real models brought from all ports; verbal and written really conforms to the grammar lessons displayed above. As IMO explains in the introduction to the

SMCP, such phrases were compiled with the aim of assisting in the greater safety and conduction of a ship, and also of standardizing the oral language used in communications at sea, in harbours and waterways and on board. Peter Trenkner, head of the Working Group at IMO responsible for the development of the SMCP, recalls that his Group was required, among others, to reduce "the grammatical and idiomatic diversity of Maritime English to strictly purposive" and also "the terminological diversity of Maritime English to a basic terminology" (Trenkner, 2005: 10).

Maritime English Training at ENSM proves that communicative competence is a priority. Based on the above definition ME Training at ENSM can be said to offer the required standard of proficiency for the reason that all communicative skills are given the same importance of learning. Obviously, teaching ESP requires teaching all four skills

equally; speaking 25%, listening 25%, reading 25% and writing 25%. Viewing the syllabus taught for the category of Deck officers, machinists and port-officers during the teaching experience has proved that the ME book designed by T. N. Blakey: English for Maritime Studies, is divided into four main rubrics for each unit. Rubrics consist of: reading, grammar, listening and writing. Their competence consists of turning this acquired knowledge and employs it into future real life situations. Drawn from this, it can be said that maritime trainees are already equipped with sufficient training to employ in the workplace and are considered proficient competent ME communicators.

After considering the program of ENSM, it is crystal clear that all the courses presented are only preparatory lessons necessary in general English to pave the way to the acquisition of specific vocabulary through various courses including identification to maritime vocabulary: places, means ..., descriptions using adjectives for persons, clothes, places..., maritime terms, ordinal numbers...

After presenting hints about the SMCP code and the applied terminology required in maritime communicative operations, it is of utmost importance to confirm whether what should be taught is really practiced by the Algerian ports' staff. Two models are used to assess the use of ME at the Algerian Harbour Master Offices selected.

5.5 The Standard Communicative Process Vis a Vis the Real Exchange at Harbour Master Office

The communicative process at the national Harbour Master Offices relies heavily on the spoken and written skills and their use depends on the nature and requirements of activities practiced or undertaken. Communications over long distances are sent by radio; more precisely, via VHF marine communication and the internal telephone. This has a profound impact on communication throughout the world and the way seafarers communicate.

The communication system enables information to be passed through a medium, to a destination. This shows undoubtedly that watch-keeping is an important step to succeed the communicative process especially that at this stage transmission is affected by different circumstances that can hamper the process like: wind, navigation; distance...etc

Eliminating all these obstacles implies that ports have to comply with the ITU and Inmarsat, respect the standard frequencies and approved channels. Other regulations have been set- up by the world maritime community to regulate the conversation with the other partner from ship to shore including some communicative procedures such as: using the IMO SMCP and ME; the special sub- set variety of English and the official language VHF radio;

Respecting certain microphone techniques, speech and rhythm are also compulsory. In other words, the efficient use of a radiotelephone depends to a large extent on the operator's method of speaking. As the distinctive sounds are apt to become blurred in the transmission of speech, words of similar length containing the same vowel sound may sound alike. Therefore, the rate of speech is kept constant, neither too fast nor too slow. This speech care and attentiveness is just to remember that the operator receiving the message may have to write it- down.

Special care is also required in handling the microphone: it should not be held too close to the mouth because it may cause distortion or slurring of words and the operator may have to repeat the message so as to be understood.

As to rhythm, any VHF operator should preserve the ordinary conversation, avoid the introduction of sounds such as "ER" and "UN" between words, if the communication link is unreliable, or the wording of the text is complex or confusing, he uses the command words should be plainly spoken and each word should end clearly in order to prevent the running together of consecutive words. This should ensure that the information within the text of the message is received correctly. These points should be kept in mind when using a radio- telephone.

As standardized by the IMO, marine VHF routine communication consists of three obligatory exchanges:



Fig.29. Exchange Procedures in VHF Routine Communication, IMO SMCP 2001, p 24.

Exchange procedures are most common in spoken maritime interactive communications. This step is the central part of any VHF communication in which a station asks for or gives information, reaches agreement with another station, settles a request, etc. in many maritime VHF exchanges each speaker must wait for his turn. The two parties included in communication are called: CALLING STATION (sender) and RESPONDING STATION (receiver). Both stations must strictly adhere to the rules of ITU radio regulations and IMO SMCP 2001. The principal elements or units of a maritime conversation are: exchange, turn, move and act. Here is a nine- step diagram showing a complete maritime conversation:

Calling Station

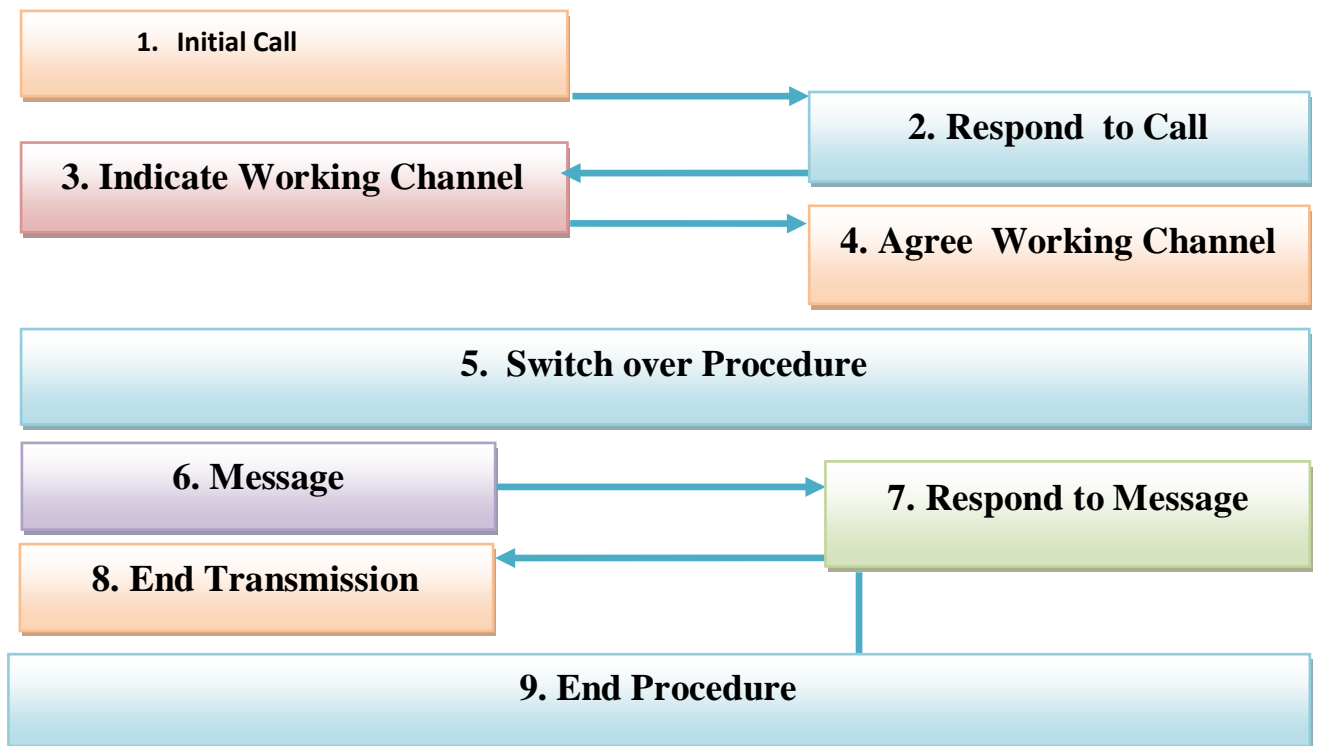


Fig.30. Procedures in VHF Routine Communication, IMO SMCP 2001, p 27.

Steps 1-5 represent the MAKING CONTACT stage of conversation,

Steps 6-7 are the central part of a VHF conversation, i.e. MESSAGE EXCHANGE,
and

Steps 8-9 are the final stage

Here is an example of a complete standard maritime VHF communication:

Setting: Approaching pilot- station- three miles from Elbe Light vessel

Speakers: MV MARLIN, Elbe Pilot (EP)

Topic(s): Fourth notice of arrival- exchange with the pilot station.

Contact	<p>MARLIN: Elbe Pilot. Elbe Pilot. Elbe Pilot. This is Marlin, Marlin. Good evening over.</p> <p>ELBE PILOT: Marlin. This is Elbe Pilot. Switch to VHF Channel 2-2. Over.</p> <p>MARLIN: Elbe Pilot. This is Marlin, Agree: Switching to VHF Channel 2-2. Over.</p> <p>....switch- over procedure</p>
Message	<p>ELBE PILOT: Marlin. This is Elbe Pilot. Question: What is your position? Over.</p> <p>MARLIN: Elbe Pilot. This is Marlin. Answer: Position: Three miles from Elbe Light vessel.</p> <p>ELBE PILOT: Marlin. This is Elbe Pilot. Understood. Your position: Three miles from Elbe Light vessel. Instruction: Rig pilot ladder on the port side, one foot above the water. Information: my position is close to Buoy No.1. Over.</p>
End	<p>MARLIN: Elbe Pilot. This is Marlin. Understood: I shall rig pilot ladder on the port side one foot above the water. Your position is close to Buoy No.1. Thank you. Over.</p> <p>ELBE PILOT: Thank you very much indeed, Captain. Stand by on channel 1-6. Over.</p> <p>MARLIN: Elbe Pilot. Thank you. Standing- by on VHF channel one- six. Out.</p>

Fig31. Model Conversation Boris Prichard IMO SMCP 2001 p 28

The above conversation is a combination of IMO SMCP recommended format, content and form of a VHF communication that is used by Algerian port- officers as a model. Real conversation; however, may differ very much from the standard concerning their overall format, details of exchange, exchange, structure and wording used in the turns, wording of moves or acts, and sometimes even terminology as will be explained later.

5.6 Local Harbour Master Offices' Real Verbal & Written Exchange Situations with Deficiencies

5.6.1 Local Harbour Master Offices' Real Verbal Exchange Situations

Receiving ships at the port control station means accomplishing different activities and requires simultaneously effective communication among the communicators during all situations and stages encountered starting from a ship's arrival, berthing, towing, loading, stay and departure. Great attention is therefore paid to every single word or even phrase during the verbal exchange especially in giving pieces of advice, instructions on how to sail, information about weather forecast, expressing warnings about navigation or other dangers..., all these procedures are included in HM Offices' communication; however, it does not involve to pay strict attention to the above communicative conditions. Two real models are provided below to examine how the process is done.

Workplace observation allowed the researcher to draw compelling conclusions. It is noted that the communicative process at visited HM offices succumbs to the same linguistic procedures despite slight differences related to performance. Communication process takes place in four main situations including: Control tower & Harbour Master's Office, on-board a foreign ship entering the port, on-board a foreign ship at berth and on quayside. The first three operational situations are fundamentally official based on direct face to face and oral contact with foreign partners and the implementation of SMCP. In contrast, the last communicative act relates to unofficial negotiations among concerned authorities based on direct interactions. Speaking and listening are the most dominant features in accomplishing tasks while writing is employed for filling checking documentation only.

A real- life station exchange model is provided thanks to a recorded conversation between a ship's radio station **HUSREV** and **Algiers port** control from the Harbour Master's Office watch-keeping room. It displays how the communicative process in the spoken mode is applied.

With respect to the examples given, the ship is a car carrier that arrived at 6.00 on the 1st August 2020. The whole conversation takes normally – place on channel 16. The communicators change to channel 10 exceptionally just for secrecy or other purposes as interference. Over the radio, the port- officer reduces his mouth speed to slow ahead and speaks clearly.

This is important for successful English communication or safety. The authentic conversation reveals that the Turkish ship's station started the call. This clearly confirms the maritime law which states that in any VHF radio- conversation, it is the calling station that should identify itself first by giving the name of the station like here immediately after spelling its name; they have to spell the name of the receiving station.

E.g. In Situation 1:

Turkey: Algiers Port Control, HUSREV (sender) /then replies the receiver

Algiers: HUSREV HUSREV, **Algiers** Port Control

Noticeably after identifying the calling station's name, the sender has to recognize the reasons for calling or identify the second call when approaching the port.

In Situation 3: identification of message & reasons for call (ship's arrival// approaching to port)

Ship's Station Call: HUSREV, **Algiers** port. So I call you after 13mn, I call you but after 13 mn, it's over.

Different situations are encountered during the verbal exchange between the port control station and the ship's station such as: a ship's identification (1st initial call), port control response to call, informing port control station about arrival, a port control reply acceptance, of message/confirmation about receiving a message, port control inquiry about a ship's length overall and maximum arrival draft, agreement about a change of channel, a ship's station response, a ship's station request for repeating the message, a ship's station reply about taking decision, Port control asking about the ship's bow thruster condition, Port control requesting the ship's station to keep watch on channel 16 and end of procedures. Here are the real steps:

Dialogue 1:

Ship's Arrival to Port implies calling the port station when approaching near seas

I. Calling Situation

Situation 1: A Ship's Identification (1st Initial Call)

Ship's Station Call: Algiers port control, **HUSREV** calling.

Situation 2: Identification of Message & Reasons for Call (2nd Call)

Ship's Station Call: HUSREV, Algiers port. So I call you after 13 mn, I call you but after 13 mn, it's over.

Situation 3: 3rd Call

Ship's Station Call: Algiers port control, HUSREV

Situation 4: 4th Call

Ship's Station Call: Algiers port control, HUSREV

Situation 5: Information about Calling

Algiers Port- officer: Ok, sir for the moment you drop the anchor and when the wind goes on, I **will call** you one hour before to **start** repairing the engine and even the bow thruster.

II. A Response/ Reply Situation

Situation 1: Port control- officer Reply/Response

Algiers Port- officer: yes, HUSREV, Algiers Port- control, **go** ahead.

Situation 2: Port- control Reply Acceptance of message/Confirmation about Receiving a MSG

Algiers Port- officer: Ok, sir, after 13 mn you **call** me again.

After 13 minutes the ship's station **calls** again.

Algiers Port- officer: yes, HUSREV, Algiers port- control, good afternoon, sir.

Situation 3: The Port- control responds to a Ship's Station Call

Algiers Port- officer: yes, HUSREV, Algiers port- control, good afternoon, sir.

HUSREV, Algiers Port- control

HUSREV, Algiers Port- control

Situation 4: A Ship's Station Reply to Port- control Station

Ship's Station Call: Algiers Port- control, HUSREV replying.

Situation 5: Ship's Station Reply to Port- control Station

Ship's Station Call: Shera bow- thrusters arm stand thrusters are in good working conditions.

III. A Request & Answer Situation

Situation 1: Request for a Change of Channel

Ship's Station Call: you' **re coming** blocking sir and switching to channel otherchannel to channel 10 (one- zero).

Situation 2: Agreement about a Change of Channel (Answers)

Algiers Port- Officer: Ok, sir to channel 10.

Ship's Station Call: channel 10, channel 10, **can** you **repeat** your message sir?

Situation 3: 2nd Change of Channel

Ship's Station Call: better you **clear** to channel 16 clear to channel, I can t read on channel we **go back** to channel 16, over.

Ship's Station Call: **go back** to channel 16.

Algiers Port- Officer: Ok sir.

Ship's Station Call: Algiers port, HUSREV.

Situation 4: Port- control Requesting the Ship's Station to keep Watch on Channel 16

Algiers Port- Officer: Ok sir. So you **keep** watch in the time **16:09**. I will call you before.

Ship's Station Call: Sir, thank you very much **16:09**.

IV. Enquiry/ Request about Ship's Specifications:

Situation 1: Port- control Inquiry about a Ship's Length- overall and Maximum Arrival Draft.

Algiers Port- Officer: yes, sir. Good afternoon sir. Just I to confirm about your length's overall, length's overall and your maximum arrival draft.

Situation 2: A Ship's Station Answer

Ship's Station Call: maximum draft, maximum draft 5.60 meters, 5.60 meters

Algiers Port- Officer: 5.60 meters and your length's overall?

Situation 3: Port- control asking about the Ship's Bow- thruster's Condition

Algiers Port- Officer: Ok, sir just one question: your bow- thrusters **is** in good working conditions?

V. Expressing Repetition

Situation 1: Port- control Confirmation about a Ship's Specifications

Algiers Port- Officer: yes, sir. I said that I want to confirm about your length's overall and your maximum arrival draft.

Situation 2: A Ship's Station Request for Repeating the Message

Ship's Station Call: can you repeat your message?

Algiers Port- Officer: your length's overall

Ship's Station Call: Length's overall. So 1.30 meters, 1.30 meters.

Situation 3: A Port- control Repeating Message as Requested by the Ship's Station

Algiers Port- Officer: I said for the moment due to the bad weather and strong wind we are waiting when the wind goes in, I **will send** you pilot. What do you want to do? Drifting or drop the anchor?

VI. Readability as in Readability Code

Situation1: inquiry about the quality of reception

Algiers Port- Officer: Yes, **HUSREV**, Algiers port. How **do you read** me?

Situation 2: reply about readability.

Ship's Station Call: Now loud and clear, loud and clear. Can you repeat your message sir?

VII. Information about Weather

Algiers Port- Officer: I **said** due to bad weather, I've what **do you prefer** to keep drifting or drop the anchor. We are waiting when the wind goes on to start maneuvering.

VIII. Pieces of Advice about Anchorage

Situation 1: Giving Instructions

Algiers Port- Officer: I said, I've said what **do you prefer** to keep drifting or drop the anchor. We are waiting when the wind goes on, to start maneuvering.

Situation 2: A Ship's Station Reply about Taking Decision

Ship's Station Call: it's better for me sir, I **go** direct to the anchorage area, I go direct to the anchorage area and waiting your further instruction/ inceptions, over.

Situation 3: Port- control Waiting for the Ship's Station Call when Approaching Port

Algiers Port- Officer: Ok, sir for the moment you **drop** the anchor and when the wind **goes** on, I **will call** you one hour before to start repairing the engine and even the bow thrusters.

Situation4: Thanking for Information

Ship's Station Call: Thank you very much sir, thank you very much sir for the information.

Algiers Port- Officer: Ok, sir one hour it's enough for you?

Ship's Station Call: One hour, notice enough shirto, above the anchor to prepare an on- going to the pilot- station.

The port- authority then starts questioning about the ships characteristics. The port-control officer asked eight answers whereas the calling one has only three. As noticed most questions are generally asked by the port control since it the station that is going to receive the ship and has to provide safety and security conditions for the berthing operation inside the port. The staff is supposed to be ready for all kinds of preparation in advance to avoid unpredicted events. This is essentially because any mistake may lead to danger and losses; both material (money) and human, especially that they will be accused of being guilty and will exposed to a penalty¹¹ in case of carelessness or ignorance.

This shows that the radio- watch is not an easy task at the harbour since all depends on this task. According to maritime laws (the port- authority receiving ships is going to pay in case of any loss or negligence). The aim of the foreign station from repeating questions is to confirm

¹¹ **Penalty:** Any person who knowingly (i.e. deliberately) transmits or causes to be transmitted any false or fraudulent distress signal, call or message is guilty of an offense and is liable on summary conviction, to a penalty or to imprisonment or to both.

about the messages received from the port- control while confronting interference and nothing is heard well. The entire discussion represents a routine conversation¹² where each party exchanges talks to present itself about an ETA. It contains the necessary elements implied in the maritime discourse and shown in (fig. 32) above such as: repetition, advice, instruction, information, enquiry, explanation... and even the internationally agreed communicative procedures by IMO such as initial call to inform about a ship's arrival (ETA 2hrs in advance), a response to 1st call (coastal station/watch-keeping officer), use of channel 16, change of interference ...

The real conversation also includes:

Setting: Approaching the port station.

Speakers: Mostaganem port- control, **HUSREV** station.

Topic(s): Forth notice of arrival (NOA) - exchange with the port-officer station.

Even if the message markers are not used to indicate the nature of the message, repetition is the most apparent feature during the whole conversation to assure that the message is well received or in case the listener is away from the radio station room or is busy while he is engaged with other activities. It is also to confirm whether information is received to engage in providing appropriate safety conditions.

The other observed feature established by the IMO and implemented by the local port apart from the previous exchanges is that, before transmitting any kind of message the officer listens for a period long enough to ensure that harmful interference to transmissions already in progress are not likely to occur. And if such interference seems probable, he waits until the transmissions in progress are completed before making the call.

As to tenses adopted, most verbs are conjugated in the present simple as the contact is direct. Little use for future and present continuous depending on the action required (they are underlined). The future tense is sometimes used in certain cases to express future actions however it is not used in: Calling situation (situation 2). The use of the gerund as in calling, replying, drifting, maneuvering, repairing (the gerund in the word switching should not be used but the imperative instead/the gerund should be used keep watch)

¹² **Routine Conversation:** communication other than safety. These are mainly used for notifying ship's arrival at a port or fairway, asking for berthing arrangements, bunkering, repairs, information and instructions relating to cargo, legal or business operations of the ship, etc.

The use of modal as in can ... repeat ...?, the use of the imperative drop anchor, keep drifting ... No difficulties have been faced during the call except the interference. Both communicators received calls and understood each other. Some mistakes are committed while conversing such as:

Ok, sir just one question: your bow- thrusters **is** in good working conditions?

Ok, sir. So you **keep watch** in the time 16:09. I will call you before. (gerund should be used)

Yes, sir. Good afternoon sir. Just **I to confirm** about your length's overall, length's overall and your maximum arrival draft.

Other dialogues (Weeks. F.F: 1981:38-104) are also added to get a general view about the nature of national port contacts (the real terms and words used) for realizing other several situations. Here there is a reference to the nature of exchange/discourse.

Dialogue2: Arriving at, leaving a berth between Utopia Forward Station & Utopia Aft Station.

Use the imperative form: single up forward, let go, take tugs ...

Future: **I will single up, I will go...**

“**Single up** forward/aft”

“**Take** tug's towing line to capstan”

“... then **make** fast on starboard quarter”, “**Let go** fore and aft”

Dialogue 3: Proceeding down river between Utopia and New harbour Pilot Station

“**I will wait...** before entering the fairway.”

“**I am proceeding** at reduced speed.”

“Vessels must **navigate** with caution.”

The use of the imperative as in “stand by”, the use of the present simple, “is, have, are...”

Present continuous: I am proceeding the future: I will turn, I will wait...

Obligation: You must stay

Call of 1st station: Identification about destination, channel, ETA, draught (aft and forward)...

Reply of 2nd station: Identification of channel, visibility.

Dialogue 4: Grounding situation between Gargantua Pilot, Newharbour and Utopia station.

Gargantua Pilot sends information about grounding, assistance (not required)

Newharbour station Reply: Identification of channel, visibility

Utopia station: instruction about anchoring

“you must move...”, “ you may proceed...”

“Newharbour, this is Gargantua. I am aground”

“Anchor position has been allocated to you.”

Dialogue 5: Mayday (a distress)

Between Utopia pilot, New Harbour station Utopia Captain Lolande, South point Radio about South point Radio: calls for help using the phrase: Mayday relay to announce an emergency situation and identification of position to help the pilot proceed.

“I am sinking ...”

“You must rig pilot ladder on port side.”

“Please take command of search and rescue.” 7

Dialogue 6: Helicopter rescue between Utopia, South Point and Helicopter

Identification of survivors, casualties, request about speed, course, position, present relative wind...

“Request helicopter for casualties”

“There is a derelict adrift in position...”

“Utopia. This is helicopter. Identify yourself ...”

Dialogue 7: Routeing between Utopia, St. Nicholas S.I.S

Identification of position, visibility, situation, of radar,

“Is it clear for me to enter traffic lane?”

“You must alter course for identification.”

“You will meet crossing traffic at position off Gannet Head.

Dialogue 8: Navigational Warnings

Being urgent situations, warnings should be preferred by pan- pan, pan-pan, sécurité-sécurité (repeated three times) with the use of channel 16 as it is designed as a calling and emergency frequency. There should be identification of position to facilitate help.

“There is a wreck buoy position...”
“There is a vessel with a difficult tow ...”
“Unknown ship You are running into danger.”
“... a wreck buoy... Unlit.”

Dialogue 9: Port Control

“Is shore- based radar assistance available?”
“What are my berthing instructions?”
“No information berthing instructions?”
“I am altering course to 250°.”

Dialogue 10: Berthing and Navigational Warnings

The dialogue includes: Identification of dangerous cargo, identification of tides, depths, channel, change of channel...

- **Phrases and words:**

“there is a gas leakage...”
“... from fractured pipeline ...”
“there are pipe- laying operations near gas leakage...”

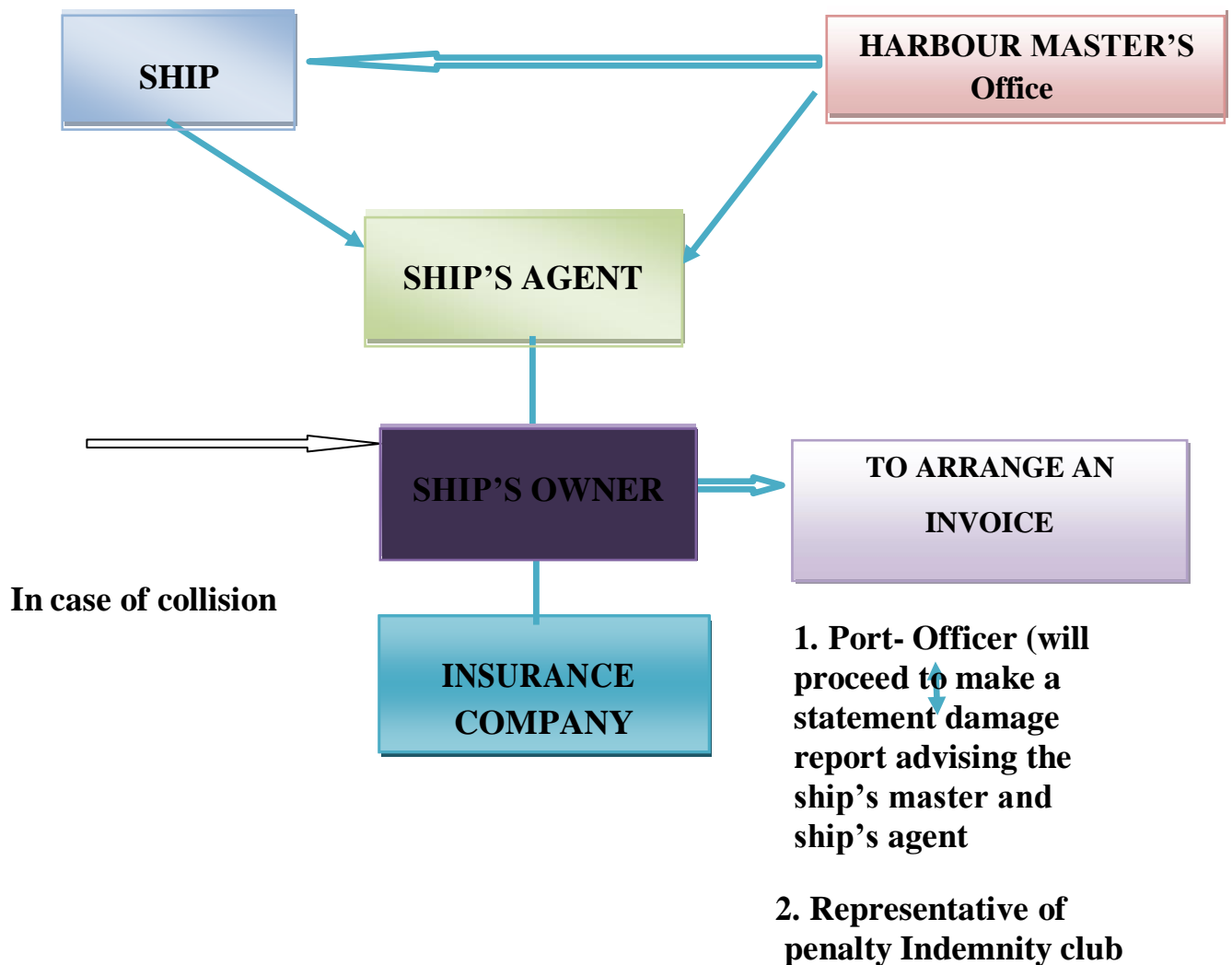
Approximately, the same procedures are used in, all dialogues: identification of call, channel, draught, information, instructing, asking about quality of reception. Repetition is the important feature in all conversations.

5.6.2 Local Harbour Master Offices’ Real Written Exchange Situations

Writing documents in local ports is as important as interacting verbally where the sender has to identify certain items to the reception. They do not deal with the same verbal situations so far but they include sometimes information, protest, threats, request for repair, reporting... and they should contain some elements to be discussed later.

It is generally known that communication is the transmission of information from the sender to the recipient provided that the recipient understands it. Clarity and readability are therefore widely applauded. Moreover, any transmission has to be of a clear and concise message. This is of course the case in the maritime life, for example the mentioned port-authorities' staff tries hard and continuously to avoid any type of risk or dangerous situation, but as reality often shows, despite the massive efforts certain unwanted and undesirable incidents frequently occur however unconnected with communication simply because the above principles are applied. The existing problems are generally related to technical matters only. The official way for solving these problems and reacting to such situations requires that the shipping-agents or ship's masters should contact immediately the port-authority staff through written reports concerning the incidents. For this reason different types of documents are issued such as shifting orders, maintenance repairs (Brian Robinson, 2009: 43), a master's statement, and accident or incident reports to enable the port visitors ask for help.

For example, the shifting order made for foreign ships to announce their berthing quay. Next, the maintenance repairs are frequently issued by foreign ships in case they need to repair any material. Then, the master's statement is a declaration generally made in case the damage caused to the ship is due to the bad instructions given by the pilots or their disability to warn the ship's captain about risks so as to take the necessary measures. The port-authority then holds the responsibility of any losses. However, if the damage caused to the ship is due to the neglect of pilots or port-officers' bad directions, the shipping-agents will keep in touch directly with the insurance company. In other words, the statement is considered as a reply made just for the case mentioned above. In case, the Harbour Master's Office provides efficient solutions in terms of actions like repairing damage or evacuating crew. Another core job is to facilitate ship's anchorage and ensure safety at sea. The below chart describes how the communication process usually occurs:



The Communicative- Process

Fig. 32. Algerian Port Communicative Process with the other concerned parts

As to the incident report, generally a report is a written statement considered as an official document for reporting data (Paul Gunton, 2008:2) and a full description about the incident. It is made in certain specific cases to satisfy the ship's station needs and interests. It is the channel through which a foreign ship's captain expresses a complaint or disappointment. However, no standard models have been found either on the internet or in books so that to have a full comparison with the real ones from the selected port.

Since these documents contain top secret information, they are not published. Here below is a description to the reasons, cases and the most important elements for writing a report and comparing their content to that of official standard reports. The written report is made:

1) Where a ship is involved in a shipping- casualty, an accident or a dangerous occurrence, the master, any certificated officer, operator, member of the crew or person responsible for the ship shall:

- a) Within 24 hours of the occurrence of the incident or as soon as possible thereafter, make a written report on the incident including a statement as to its probable cause, and
- b) Forward the report by air mail without delay to the chief, harbour master's office, port of authority.

2) The report referred to should:

- a) Be made on the form set- out in the schedule,
- b) And where possible, be completed

Sometimes, “the report” is written in such cases: where a ship, or a vessel being towed by another ship, is involved in a shipping- casualty, an accident or a dangerous occurrence, the master, any certificated officer, operator, member of the crew, pilot or person responsible for the ship, or the vessel being towed, shall report the incident without delay. The report should indicate insistently: The identity of the ship from which the report is being made;

- a) The nature of the incident;
- b) The identity of the ship or ships involved in the incident;
- c) The date, the time, and location of the incident;
- d) The number of persons killed, missing or injured as a result of the incident;
- e) Whether the incident has caused or is likely to cause
- f) Whether the incident has caused or is likely to cause

- I. An obstruction to navigation or any other serious hazard, or
- II. Pollution of any water

- **Characteristics of HMO Written Correspondence**

Port Oran

Note of Protest 14.04.2020

CC: Receivers
CC: Stevedores Company
CC: Chartres
CC: P & I Club

DEAR SIRs,

PLEASE NOTE AND ADVISE ALL PARTIES CONCERNED IN THE OPERATION THAT I AM THE COMMAND OF ABOVE MENTIONED VESSEL HAVE OBLIGED TO PUT A NOTE OF PROTEST AGAINST THAT STEVEDORING LABOURS MAKE A DAMAGE IN CARGO UNDER DECK DUE TO ROUGH AND BAD HANDLING OF PIPES.

THEREFORE I AM OBLIGED TO HOLDING STEVEDORING COMPANY AND RECEIVERS FULLY RESPONSIBLE FOR ANY APPEARING DAMAGE IN CARGO.

TO STEVEDORES MESSRS E.P.M

CC: Receivers MESSRS. LTC

CC: HARBOUR MASTER

SUBJECT: GRAB DAMAGE DUE TO MISHANDL

DEAR SIRs,

THIS TO INFORMED YOU THAT DURING THE TEST OF SHIP'S DERRICK NO 3 ON 31st JULY 2001 WITH THE PRESENCE OF P & SYRVEYOR. STEVEDORES AND AGENTS FOUND THE SAID DERRICK WITH NEGATIVE RESULT.

YOU ALL ASSISTED TO THE DEMONSTRATION AND TEST COMPLETED WITHOUT DAMAGED OF THE GRAB USED DURING THE TEST I ORDERED MY CREW THE GRAB ON DECK ON IN GOOD POSITION TO AVOID USING THE DERRICK TO RETURN THE GRAB ASHORE AND ADVISE THE STEVEDORES FOREMAN WINCH OPERATOR INSISTED AND RUN TO OPERATE THE SHIP'S DERRICK TO RETURN THE GRAB ASHORE.

IN THIS REGARD I HOLD THE STEVEDORE WINCH OPERATOR RESPONSIBLE FOR THE DAMAGED OCCURRED DUE TO MISHANDLING. AND VESSEL WILL NOT BE RESPONSIBLE FOR ANY CLAIMS THAT MAY ARRISE DUE TO THE DAMAGED OF THE GRAB.

Fig. 33. A Written Communication Model

It is observed after analyzing and scanning attentively the consistent corpus which is about thirty reports that the written reports sent to the port- authority tend to have a unique approximately characteristic. They typically adopt the letter conventions, with an opening salutation in the beginning and complementary close at the end or before the signature of the shipping- agent or ship's captains. They contain the necessary elements for writing a report such as: the address of both sender and receiver, the object of the message, the content including the date, the time and sometimes with a detailed description to the reasons of the printed contact or a short one.

However, some reports appear to be long while others are short messages. A heading is often before the actual message. After the heading, there may be or may not be the salutation. The only salutation style that is found in the corpus is “Dear Sir/Sirs”. Little attention is paid to these features as they are like routine procedures which though representing the interpersonal relationship between the writer and the reader, they presumably carry no communicative value. Therefore, the chief focus lies only on the body text, and the analysis and discussions are based on how this specific community operates safely.

The reports presented include a certain number of repeated mistakes which display that the way both the staff and foreigners write with is most of the time just an accumulation of words and most often a combination of meaningless sentences owing to the many non-grammatical structures and errors found. The most striking features affecting both form and content include: missing words, separation of verb form its subject, no respect for singular or plural forms neither for verbs nor for nouns, use of adjectives as a plural form, absence of link words, random use for tenses, lack of punctuation (no commas, silly commas, no indentation...It is avowed by Martinez (1994: 81): “The understanding of terms that have a specialized meaning in a particular discipline is not a sufficient condition for successful reading of specialized material.”

1. Typographical Mistakes/ Misspelled Words

Nouns								
Accedent: instead of	Advise: instead of	Beafort: beaufort	Damge: damage	Facility: facility	Pies: pipes	Peer: pier	Roap: ropes	Squal: squall
accident	noun advice							
Adjective			Verbs			prepositions		
Accedent: instead of accident	Happed: happened	Informe: inform	Voide: to void	Oh: on	Abt: at			
Adverbs				Pronouns (adjective)				
	Solemn: solemnly	Totally: totally	TDAay: today	Tree: three				

Fig.34 Typographical Mistakes in Written Communicative Process.

2. Non Respect to Plural & Singular Forms

Sometimes the noun is singular whereas the verb is in the plural form or the other way around.

- The **chain** have been without any fender.
- The **ship** have touched the quay.
- **MV** VECTRA (1 Motor Vessel) are ready to resume discharging.....
- Bow **thrusters** is working
- A note of protest against that my **vessel** are ready.....
- Ballast **water** were spilled over the cargo
- Holds inspection was conducted immediately after such hints were notices and discovered **aholes** in both hold side. (Normally the possessive case could be used in holds inspection)
- Hold n° 2 with tree impacts of dents in **bothside**. (Normally both sides)
- I made **allaction** according with

3. Missing Words

- o Keeping all the above??? into consideration (Normally information)
- o I??? master of MV Vectra: ??? am obliged to..... (Normally I)
- o This? To inform you that during cargo operations took place at the port of Mostaganem (Normally is)
- o Appropriate damage report presented to stevedores. (aux was is missing)
- o But? pilot didn't say to me there is currently wind before maneuvering (Normally the)
- o One finder damaged (aux was in missing)
- o The crane operator operate? Very rough (an adverb is missing)
- o No aux after: this to inform you

4. The Inappropriate Use of Adjectives and Nouns

Sometimes the adjectives are given plural forms as nouns:

- o For all **costs** damages
- o Test **completed**: normally test completion
- o You all assisted to the demonstration and test **completed**
Without **damaged** –normally without damages)
- o In order to protect my **principals** interests.
- o Please note and advise all parties **concern**; (an adjective should be used: all parties concerned)

- We inform you to put more ropes and to keep **watch** (a verb is used instead of a noun) that time ship instead of fenders hit the pier.
- After midnight **3 aft.....** **that ship instead of fenders hit** the pier fenders disappeared and from that time ship instead of fenders hit the pier.
- Keeping the right to **extent** in this case **is without this protest** in time and place convenient. (the adj convenient is incorrectly placed.)
- I checked the engine **revolutions** indicators.
- Please note and advise all parties **concern**

5. The Absence and Lack Sometimes of the Application of the Appropriate Link Words

- Pictures with ships camera/ digital were made/ attached to this report. (a slush is used instead)
- I am the command of above mentioned vessel have obliged to put a note of protest against that stevedoring labour **???** make damage cargo.....
- Pilot Mr. Been ordered the tug to stop pushing and remain idle. **???** the ship was still approaching to the pier. (the link word but)

6. Illogical Statements

It clearly appears that the communicators do not pay attention to the way their sentences are produced or even to words' position, the fact which results always in confusing and illogical statements. More than fifteen words in a sentence reduce the clarity meaning and may lead to a failure.

Examples

- Despite **all necessary measures were made** to mitigate possible damages (such not but not limited with activation of draining system, pumping out ballast from damaged tanks ETC)
- Needless to say, **that any damages, caused to the cargo due to leakage of Ballast water from damaged tanks**, are also out of the owners responsibility and.... Company.
- **Before me**, the undersigned authority a notary public is and for the state and country aforesaid, **personally came and appeared**.
- Who after first being dully sworn by me Notary, **did depose** and state the following:
- Communications between HFO tank and wing tank and communication with HFO tank and hold n2.

- By this instrument **be it known that I solemnly protest** against Force Majeure And every person or persons whom it doth and involved in the incident for all costs damages, ...
- Keeping the right to extent this protest **in time and place convenient**.
- Barite cargo **loaded with anchored of Mostaganem date**.
- Therefore one **accident one finder damaged 20 cm Broken to been pilots mistake** and wrong maneuvering and he didn't use tug boat.
- The Stevedoring Labours operate the vessel crane no 1 very rough way and insist to stopping the pipe **while she on load for few time**.
- On joint inspection??? **Carried out was found** that one bollard in way of starboard quarter was touched by the ship's hull...
- In order to keep **vessel list to port side all the times** to complete discharging on deck.
- 20 cm broken to been...

7. Badly Structured Sentences

- I have been informed by port captain and Duty officer about damage caused to one of the bollards on berthing of the vessel.
- On joint of inspection, carried out was found that one bollard in way of starboard.
- I suggested to port captain that given hot work permission bolts.
- Because of this a small part of concrete came loose
- This case the vessel..... to drop on pier.
- I master of; due to fact that during starting discharging on.....
- The stevedoring labour operates the vessel crane n°1..... While she on load for few time.
- During slippery the pipes she makes damage in my vessel.....
- The bollard on the pier also was in very bad shape.....
- But till now no any response from stevedoring company.....
- And there is strong currently about NE 3NM for the reason I talked to pilot to take tug boat
- Help to us
- But pilot didn't t not my order and tug boat didn't help us and stayed only near the ship
- Pilot didn't say to me there is currently before maneuvering.
- Therefore accident one finder Damaged 20 cm Broken to been pilot's mistake and wrong maneuvering and he didn't use tug boat.
- Before me, the undersigned authority, a notary public and for the state and country aforesaid, personally came and appeared.
- By this instrument be it known.....convenient.
- I hadn't observed any damages

- I, undersigned MV, Master of the m/v Dutch Runner this is to declare
- The bollard on the pier also was in very bad shape before it was damaged.
- The damaged fender, indicating by the Harbour Master, has not the least traces of damage and it has been fastened c.a. 20 mtrs far of the place where the ship have touched the chain.

They are badly structured in the sense that there is no respect to the S.V.O style. This sentence structure helps easily readers especially non- natives to understand their correspondents. **“Grammar; in the traditional view, is an account of competence”** (Corder S. Pit. (1973-1985:90).

All these mistakes; whether lack of words, non-respect of grammar rules or even neglect of punctuation, result in illogical and meaningless statements so that one feels that those communicators are just translating from their own mother- tongue to the English language while reading; thus by the end, the meaning seems sometimes ambiguous and unclear for non- competent users of the language to understand rapidly.

Obviously, the type of the English language used in the harbour succumbs totally to the ESP type as it serves to accomplish tasks and objectives of their domain. This is clearly justified in the huge amount of words and terms which are completely technical and make their language specific in both written and oral forms.

In the teaching-learning discipline, Maritime English is placed at the same level with other forms of ESP (English for Specific Purposes) but is quite different in emphasis from English as a Foreign Language (EFL) and English as a Second Language (ESL). In simpler words, Maritime English is defined as English that is being used in the maritime industry that covers not only ship operations but also other operations that are related with it such as port state control, harbor authority, oil and gas, power generation, marine transportation and etc.

Avito Rizky Ramadhan. (2021).

Dealing with this, it is noticed that the type of written communication to which national harbour contacts yield is mainly the informal; casual discussion, that is based on verbal exchanges. More precisely, it is not based on memorandum that may adhere strictly to rules and

conventions, in other words, contrary to the formal type of communication which is a presentation of a written piece that strictly adheres to rules, conventions, and is free of colloquial expressions.

For further explanation, communication has long been known as the passing on of ideas and information with a great need for a good and a clear interaction. And this is what is required in the maritime field since the contact is between people, organizations or places and can be a number of forms. The ability to properly convey information by word of mouth and or by written communication is important for both the safety and well- being of ship's crew, visitors and passengers.

In ports' written correspondence, the enquiry was initially about whether the commitment of errors cited so far can affect any of the partner's intelligibility. After interviewing the staff, it is quite naturally apparent that the commitment of errors, the absence of punctuation or its random placement and even the non- respect of grammatical structures which intend to tie words and sentences coherently neither impact communication negatively nor lead in turn to a failure or great misunderstanding in maritime communication.

Obviously, the senders focus in their written communication specifically on the meaning intended, they interpret and translate their ideas ignoring totally about the grammatical structures (Lyons Johns, 1995:134) relying on the technical terms that attract their receivers' attention, they are considered as key elements for interpreting the message via which contact information is always present. And although, they seem to be confusing, vague and unreadable letters, the reports are in fact understood simply because both senders and receivers belong to the same field of inquiry.

Concerning the use of written techniques, both ports and the foreign communicators consider brevity; though it is randomly used by them, as one of the dominant features which permits an easy and effective communication to the audience. It is a technique that is much more applauded in business written documents since time is a valuable commodity for everyone. It facilitates any official paper to be read, because writing a long piece of communication may be put aside and not read at all.

Sentence restriction is another technique that is used in some reports to be brief and concise to convey a message and get an immediate feedback for solving professional problems as quickly as possible. As explained by one Head of the Security and Navigation Department, they do not pay, very close attention to the confusing, illogical statements or lack of punctuation ... etc committed in the corpus, and they succeed to communicate effectively since what really stirs- up their minds is the purpose intended. He also argued: Our main interest is to send a brief, simple and concise message and we do not need to use romantic or academic English.

In business and technical communication, punctuation has been presented as an important factor to impact writing (Mohan. R. Limaye, 1983: 28). However, even though this grammatical sign is of so a great value in enhancing the clarity and readability, its lack as is shown in the case of the incidents reports do not affect or change the meaning since the sense intended has reached the recipient's intelligibility. In addition, technical writing seems always to lack a systematic approach to punctuation rules. In emergency and other situations because of considerable pressure of time or psychological stress, as well as in navigational warnings, a block language is applied which uses sparingly or omits the function words the, a/an, is/are ... other further communicative features are summarized as follows: avoiding synonyms, avoiding contracted forms, providing fully worded answers to "yes/no"- questions and basic alternative answers to sentence questions, providing one phrase for one event, and structuring the corresponding phrases according to the principle: identical, invariable plus variable.

While communication is the exchange of a message from a sender to a receiver for the purpose of achieving common meanings, and a way of sharing ideas, attitudes, values, opinions and facts; as the incident reports in HMOs' maritime communication display, the participants know beforehand that their messages convey a readable meaning despite the lack of grammatical rules because the receivers; the port- authority staff share the same information, ideas and knowledge with their partners the fact which proves that their intelligibility is no longer hampered.

5.6.3 Maritime English Application at the Workplace vs. Communicative Competence Enhancement & Data Interpretation Synopsis

Evidently, the interviews and questionnaires also revealed that all the Algerian Harbour Offices' staff uses and relies on the use of the standardized ME code and nautical course books provided, the fact which affirms the conformity of Maritime English application at the workplace to the laws and regulations set- up by international institutions and organizations.

Interestingly, when the semi- structured questionnaire was distributed to all selected ports members, the majority replied proving a positive feedback. The results demonstrate that the Harbour Master's Office represents the chief functioning body in the whole company as previously claimed by the Harbour Masters. It is this department that plays a significant role to keep communicative contacts between the foreigners entering the port and the other administrative departments namely the Exploitation Department. It represents the intermediary unit between the PDG and ship's masters. Once again both the English language and Harbour Master's Office at the Algerian ports appear to represent a key element in directing and managing the seaport activities to succeed business relations. This may mean that any communication failure or committing errors can lead to a catastrophe.

Obviously, the results obtained from the analysis of the questionnaires' and interviews' responses including observations about the communicative process in the ports chosen illustrate that Maritime English is used officially for ship-to-shore and shore-to-ship communications and for direct face-to-face (FTF) interaction between Algerian ports regulation staff and foreign ships crews on- board the foreign vessels. Additionally, English is employed during informal encounters that occur between Algerian port officers and foreign ship- crews on the quayside. Such informal interactions are commonly associated to public and personal requests such as: asking for and showing directions, and asking for and giving locations about hotels, restaurants and other facilities.

The latter also showed that ME is frequently applied by three main sub-groups of the maritime community (including Harbour Master, port-officers and pilots), they have several communicative purposes in relation to their professional tasks:

- (1) To start with, the radio officers' task is to welcome foreign ships,
- (2) prepare the ships until their berthing, collect information about the entering ships, and apply the National Classification of Professions (CNP).

As claimed by the local respondents: for such marine tasks and duties, the English language is mandatorily used for this kind of communication.

On the one side, port officers are in charge of organizing navigation within the port and of ensuring the safety of water basins, port quays and stores. On the other side, pilots, who have long experiences as international ship masters, are required to go on-board the entering ships to direct and assist foreign ship masters or pilots to bring their vessels into or to take them out of the port as stated earlier in chapter (3). More interestingly, it is also observed that port officers and pilots are gathered regularly in the piloting department and participate in shore-to-ship communication. These are simultaneously implicated in Very High Frequency (VHF) communications and are expected to contribute spontaneously to the safety of the port equipment. Accordingly, the author can guarantee that there exist a kind of flexibility and multi-disciplinarity (harmony) among the port's personnel.

Responses have provided that both interlocutors whether Algerians or foreigners employed and respected SMCP and used appropriate expressions as intended in the required situations. Another communicative observable fact that the staff has explained is that French; in spite of the rare occasions, can be employed to accomplish maritime communications or administrative purposes or even for ship to shore contacts. For instance, French is used with French - Algerian or Maghreb vessels while English always dominates the scene and has a top priority submission. The interviewees explained that: "the core medium of nautical communication with foreign vessels is English while the use of SMCP is compulsory and inevitable".

In conformity with the research findings, it has been stated in a similar study (Belkacem Outemzabet: 2020:112-126) accomplished in the same field of inquiry (nautical context including the port of Bejaia), in case the visiting vessels are of the Middle East or the Gulf Countries Modern Standard Arabic (MSA) is used too. According to the researcher and port staff, the use of MSA is rare and is always mixed with SMCP English. They added:

French and Algerian Arabic are often used among Algerians in shore-to-ship, shore-to-shore and frequently during informal interactions. Sometimes with French vessels, communication is done in French for the simple reason that there exists already an SMCP version in French. According to one encountered case provided, it was the Algerian radio officer who took the initiative to use French with a French vessel. Finally, the Algerian maritime staff has confirmed that the choice of SMCP English is inescapable even with Algerian vessels.

One added feature, communications between the port regulation staff and foreign interlocutors is accomplished commonly via: FTF, VHF means, fixed telephones, mobile technologies, telex, internet (emails) and paper-based written correspondence. The interviewees explained that the VHF means is the most frequently employed medium thanks to its practicality and efficiency. Noticeably, the other means are also used in exceptional settings as illustrated below:

- (1) The telephone and the mobile means are used when more precise information and elaborate discussion are required;
- (2) Emails are used to ask for meteorological information or port conditions;
- (3) Traditional paper-based written correspondence is used, for administrative concerns, when the ships are inside the port.

As far to the language skills are concerned, the investigation of data exposed that all skills are practised by the ports' regulation staff. Yet, the oral skill is reported to be of a superior significance in comparison with the written skill (see table 61 below). The respondents justified this importance; firstly, by the permanent need for spontaneous and efficient FTF communication, and secondly by the fact that the safety of the vessels and port equipment depends directly on the mutual understanding between the Algerian ports' authority staff and the foreign ship crews. Next, speaking and listening are of top priority while reading and writing are regarded of less value as they constitute a kind of postponed communication which is

indispensable but not insistent, as it is neither associated directly to the security of staff nor equipment (ibid.).

<i>Appliance of English language Skills</i>	Degree of Importance	Reasons
Listening	Very important	Safety relates to direct comprehension speech during vocal communication
Speaking	Very important	Safety depends on being instantly understood during oral communication
Reading	Important	Postponed written communication is required
Writing	Important	Delayed written communication is necessary

Table 62. The Exploit of English Language Skills& Degree of Worth by Algerian Port Personnel (Belkacem Outemzabet. (2020: pp. 112-126).

Concerning the relevance of the SMCP, the interviewed port officers, radio-officers and pilots have all approved that the code manual is a prerequisite for professional competent nautical communication. Apparently, the port regulation staff uses English with varying degrees of fluency and possesses a good mastery of the SMCP. The only difficulty facing the Algerian mariners as stated by the majority of interviewees whether in HMO or ENSM relate to English pronunciation, this expresses a serious intricacy to figure out some non-native English users due to their inapt articulation. Some nationalities involve: Russians, Chinese and Filipinos. The interviewees also revealed that US southerners, Texans particularly, were hard to understand because of their difficult accent.



The results' analysis helped identify eleven main topics dealt with during nautical communication as mentioned by the members of this community. These can be classified into four categories: social interaction, exchange of information, institutional issues, and orders/ directions (Op cit.)

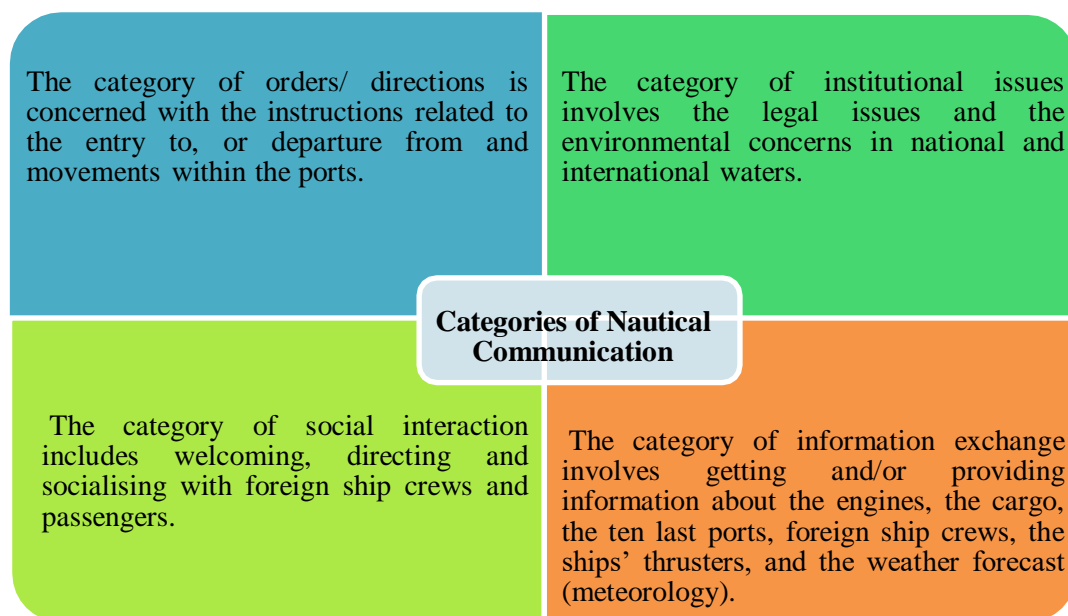


Figure 35. Main Topics dealt with during Nautical Communication in Ports

The data collected show that among the problems encountered at the Algerian ports can be summarized into the following: lack of training for some members which results in limited English and lack of translators.

Given the importance of training qualified personnel as explained earlier, the interviewees' replies reveal that despite the fact that some members got training at the college ENSM, others are dissatisfied with their language proficiency as they are unconcerned and had no opportunity for training. They unfortunately neither hold training in the maritime domain nor in Maritime English.

In fact, all seamen whether ship's masters, Harbours 'masters...', Algerian or foreigners are required to obtain the necessary communicative competence for their prospective career. It is noteworthy and appreciable that they all ought to master well the IMOSMCP and hold mostly the SMCP certificate after some courses at the nautical school. The validity of such documentation is five years and it should be renewed after under the name of "refreshment".

Generally speaking, the category of port-officers holds such a diploma which states that they are taught just to speak and write Standard English.

The second problem presented by one of the interviewees (a port-controller) concerns the lack of training; lack in language proficiency particularly because the workplace needs and real life-situation depict some linguistic and phonetic deficiencies.

While interviewing one of the port-officers at the port of Oran, he claimed that not all members possess the same level in the English language as the degree of proficiency varies in terms of skills practised; however, they can be by and large considered as competent communicators and port communication where ME is required is incessantly saved by teamwork collaboration. While SMCP represents a main form of proficiency especially in the speaking skill submission, the latter is not 100% used and respected by the staff. The exception to this practice is when the pilot or master exchange of information includes urgent matters or in the occasions when the pilot hardly finds enough time to translate commands to the ship master. Another proof to proficiency, the port staff is equipped with a thematic dictionary.

Commonly speaking, HMO members state that the kind of English used by some port members at the local harbours is general English not a specialized form neither it is general English taught in colleges (i.e., it is not something of a high proficiency but only informal speech acquired by self-study). More precisely, this communicative form represents a moderately limited knowledge of English to accomplish harbour tasks and will be inadequate for future appliance. This port category (members) hold different diplomas as they belong to different specialties: law, commercial sciences... and in the port-authority they occupy several administrative positions in the maritime domain.

Stevedores are also required to use English and speak with those who berth in the port but as claimed by the other staff, they possess just some terms and they simply acquired this speech thanks to conversing or carrying out tasks with the other harbour members. And though they are trying continuously to improve their standard through different ways (conversing through internet, learning ...), they still affirm that the best solution to get communicative competence is intensive training.

The other problem hindering their efforts lies in the fact that at the level of some port-enterprises (EP), no training centers are accessible and even available as in the case of the regional one located in the west where English courses are supposed to be provided and taught, there are no qualified teachers, let's say absence of specialized instructors in ME to help them improve their language proficiency (no application to appropriate methodologies).

Different foreigners, cultures and attitudes frequently come into ports. Sometimes a translator is needed to help those visitors accomplish their communicative tasks with port-members as quickly as possible. It can be risky if time is lost and no translator is found. Henceforth, translator constitutes another problem in the port- company. Normally, the shipping- agent's companies are expected to communicate with ship's masters too, but they are in fact no longer qualified to translate the document written in English from the Harbour Master's Office to their interlocutors. Even though the Harbour Master or the Head of Navigation and Security Department are able to interpret it, they are not always free to do so since they are engaged in other tasks.

Practically, written communication between Algerian local ports with foreigners is based on French while their partners interact in English. It is natural that the staff is able to reply in English but they are compelled to use French instead. The reason is that the document issued by the H. M.O has to be signed by the PDG, who in conformity with the Algerian law, rules and regulations, forbids editing official administrative documents in English. It is the working language in all local administrations especially that not all port- employees are familiar with the use of English. This means that foreign ship's masters are sometimes exposed to receive documents in French rather than in English.

The reply is sometimes written in English in case the communication is between states or when the communicative process is between shipping- agents or ship's masters and the Harbour Master's Office concerning maintenance activities (i.e. painting, repairing,). It is immediate, very limited and sometimes written- down under the letter of the request. See below:

External communication	Internal communication
English	French

Fig.36. Algerian Ports' Written Internal & External Correspondence

The problem stated above ensures that in the vast globalized world of maritime activity, translation is still an activity of great importance as using one common language to deal with. As stated by the Head of Navigation and Security department, the latter goes hand in hand with the use of English language.

The Algerian port administration cannot rely on the use of the English language alone for the sole reason that it is imposed by the IMO, but there are other considerations that have to be taken into account while confronting real- life situations especially when the staff is obliged to use French. In such a dilemma the foreigner is unable to comprehend the content of the document. Hence, translation plays a significant role in solving the urgent situation to satisfy both the partner's and companies' needs because in this sector time is money.

5.6.4 Ports' Efforts towards Improving Professional Maritime English Communicative Competence

All above cited problems do not impair the communicative process; on the contrary all the staff members are making efforts to improve the actual situation for the future. They try continuously to improve their limited knowledge of the English language through different ways, especially through learning from their workplace even with mistakes outside work hours sitting with foreigners discussing different subjects (matters about life in general), net, learning... This proves that they are making efforts to enhance their level because they all know that language acquisition is based on its use and should be practiced and not only studied.

Besides, they all have agreed upon the same suggestion and solution that improving their English communication should be done through training either in Algeria or abroad to increase the chances of language proficiency. This is sincerely exposed in the questionnaires' and interviews' results. The Master also added that the port- controllers should improve their standard in English through undertaking training in private schools; it is either sponsored by the company or personally. The reason is that mastering the English language is a necessity specially that it is the sole medium that can facilitate contact with foreigners and get in touch with them.

In agreement with the Harbour Master, one of the staff's members has stated that some feel they are not proficient enough in English. All that they possess is a terminology; though it is rich, varied and covering all situations; they still ignore how to use it skillfully without training to perform subsequently a good communicative process as in writing longer documents or undertaking longer discussions. Such a claim proves the high level of awareness among the staff that learning is a never ending/life-long learning process and affirms that Maritime English mastery can neither be enhanced via a short- training period nor its use in real context only but with unremitting erudition (instruction). Remarkably, the Algerian marine staff represents a realistic model of self- access language learning; the latter promotes the approach where learners study independently from diverse obtainable resources. As explained by Professor Miliani, M. (1991:105): self- access learning is therefore an opportunity for self- direction for those who accept and seek responsibility, show readiness to solve and use their imagination.

Apart from improving the verbal performance, one of the port- officers states that the listening skill is not of less importance in the spoken mode. It is the aspect that should be taken into account by any radio- officer in dealing with foreigners either through VHF or face to face communication. Attention must therefore be paid to the pronunciation of words because the better hearing is, the better response is. This ensures to avoid any type of miscommunication especially that different accents are often encountered. Dealing with such a point, it is important to add that not only translation, but also pronunciation plays another significant role in the Algerian maritime communication to guarantee safety of life at sea. The pronunciation form adopted and agreed by IMO is the Received Pronunciation RP.

After viewing the real situation, one may think that the communicative process is hampered, but in fact the whole work is accomplished appropriately in both verbal and written modes despite the deficiencies encountered simply because each member holds the total responsibility about the tasks assigned to him. And till now, the Algerian staff communicative mission is to be said satisfactory.

On the whole, whether competent or not, all the Algerian Harbour Master's Office staff plays a crucial role in fulfilling its communicative tasks during the whole communicative process relying on both the IMO SMCP which represents the sole guide and attentiveness in using this document and the language. And the two models displayed so far have already proven how tasks are completed thanks to accuracy, seriousness, compliance to the maritime rules and the right application of SMCP.

When both questioned and interviewed, port personnel have all admitted that they are aware of being proficient and professional communicators despite the linguistic barriers as well as cultural differences encountered in their milieu. Additionally, they seek continuously to achieve communicative competence standards at the workplace because such a criterion is among the top priorities of the 1978's international STCW convention, as amended in 1995 which recommended the integration of the ability to use the SMCP in the certification requirements of the seafarers, and elaborated a list of minimum standards of the English competence according to the different categories and ranks of seafarers. As shown in the table below, the would-be navigational and engineering officers, navigational watch seafarers and radio operators need to learn SMCP and to develop some mastery of oral and written English. Besides, careful observation of the competence evaluation criteria (see table 62) reveals that English-based communication needs to be clear, concise and precise both in oral and written forms.

Chapter five: Maritime English: English for Maritime Purposes

Minimum standards of competence in English for seafarers (STCW code 1995, p. 34-98) Category	English/ communication Competence	Criteria for evaluating the competence
Officers in charge of navigational watch	Use the SMNV, as replaced by SMCP, and use English in written and oral forms	- English language navigational publications and messages relevant to the safety of the ship are correctly interpreted and drafted - Communication are clear and understood
Seafarers working in navigational watch	Steer the ship and comply with helm orders also in the English language	- Communications are clear and concise at all times and orders are acknowledged in a seamanlike manner
Officers in charge of engineering watch in a manned engine room or designed duty engineers in a periodically un manned engine room	Use English in written and oral forms	- English language publications relevant to the engineering duties are correctly interpreted
GMDSS radio operators	Transmit and receive information using GMDSS subsystems and equipment and fulfilling the functional requirements of GMDSS	- English language messages relevant to the safety of the ship and persons on board and protection of the marine environment are correctly handled.

Table 63. English Language Requirement for Maritime Training and Certification 1(STCW code 1995, p.110)

Global standards governing communicative competence have been strengthened by IMO through its legal instruments and different conventions. It is now recognized that globalization of maritime services, including the supply of seafarers, has led to the adoption of Maritime English as a career tool and useful knowledge for the students of Naval and Nautical sciences, permitting not only mobility and flexibility but also competitiveness to face different situations. Communicative competence concerns various aspects, the chief one is the use the IMO Standard Marine Communication Phrases and use English in written and oral form (European Journal of Multidisciplinary Studies: 2016:101). In such circumstances national and international authorities, universities, training institutions need to develop effective strategies which meet these new demands of trade market.

Category	English/ Communication Competence
Safety training for personnel providing direct service to passengers in passenger spaces	<ul style="list-style-type: none"> - Ability to communicate with passengers during an emergency. - Ability to use elementary English vocabulary for basic instructions with passengers in need of assistance
Guidance regarding the training and certification of ratings forming part of the navigational watch	<ul style="list-style-type: none"> - An understanding of wheel orders given by pilots
All the categories	<ul style="list-style-type: none"> - Elementary English vocabulary with an emphasis on nautical terms

Table 64. English Language Requirement for Maritime Training and Certification 2 (STCW code 1995, p.110)

Obviously, the type of the English language used in the harbours succumbs totally to the ESP type as it serves to accomplish tasks and objectives of their domain as clearly justified in the large number of words and terms which are completely technical and make their language specific in both oral and written. Even, there appears in writing some misspellings as well as grammatical errors but on the whole this does not impair the participants’ understanding or even distract their attention.

It is no exaggeration then to say that in the Algerian maritime ports there exists a sort of communicative competence (Troike Muriel Saville, 2003: 18) despite the complexities noticed especially if we take into account the concept of what communicative competence truly denotes. Some definitions are listed below to clarify this perception:

Del Hymes stated “Competence is the aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts”. (Quoted in Brown 2000: 246). He added: “Communicative competence is the intuitive functional knowledge and control of the principles of language usage.” Hymes, Dell H. (1966: 114–158)

According to the definition provided by Hymes, he states that competence is the ability to do something: to use language’ (Widdowson, 1978:129). Hymes, therefore, believes that knowledge of a language as argued by Chomsky is not enough: there also has to be the ability to use it. Taking also into consideration existing communicative competence as performed in the Algerian ports, one can say there exists one of the main components of communicative competence that is “linguistic competence” as explained Chomsky:

The speaker-hearer's knowledge of his language and performance, the actual use of language in concrete situations, he points out that "linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random or characteristic) in applying his knowledge of the language in actual performance.

(Chomsky, 1965: 4).

He added:

Communicative Competence is the account sufficiently for the social and functional rules of language. (ibid.)

The quotes illustrate clearly that despite grammatical errors committed in the language at times as has been stated by seafarers earlier, the staff is successfully and competently performing the acquired knowledge in their work context. One more proof to communicative competence has been provided by Widdowson (1979: 3):

Usage is one aspect of performance, that which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules. Use is another aspect of performance which makes evident the extent to which the language user demonstrates his ability to use his knowledge of linguistic rules for effective communication.

Additionally,

Performance is the actual use of language in concrete situations..... Performance is the application of competence, including mistakes. Mistakes are defined as violations of the rules defined within competence.

(Chomsky, 1965: 4).

Being one of the main four components of communicative competence; linguistic competence, refers to the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). In this context, Chomsky focuses more on syntax and grammar rules application while communicating; ideal performance to achieve communication competence. In view of this fact, the author has noticed that within the maritime context there are two other types of communication proficiency including both discourse and strategic competence. The former ensures the ability to coherent and cohesive utterances while the other guarantees the ability to solve communication problems as they arise. Additionally, communicative competence incorporates both “language competence” including (phonetic, lexis and grammar components) and “communicative competence proper” counting (dialogic and monologue components). All listed forms are effectively applied by HMO staff in the Algerian nautical milieu; “language competence” represents the formal form which relies on strict application of SMCP code via VHF exchanges and “communicative competence proper” is the informal one applied when officers are particularly obliged to rely on General English language. As to linguistic or language competence is concerned, the latter is perfectly applied by the staff since both grammar and vocabulary are well transmitted while communicating. But viewing the second form, the researcher observed that using their own knowledge background and expressing their own thoughts whether face to face or in writing the staff faces distractions and language limitations (at the level of grammar occasionally). This is very well explained in the following quote:

Linguistic competence is the measure of how much someone understands the use and speaks of a certain language or languages while communicative competence is the ability of someone to relay the message using a language in a clear manner.
(Paultston, 1974: 347-362)

Linguistic competence is highly associated to communication competence and to information competence and it is even regarded as identical. It involves a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful communication. On the one side, Paultston (Communicative Competence: 1974) has also offered a distinction between linguistic and communicative competence. Linguistic competence is knowledge about language forms while communicative competence is knowledge that enables a person to communicate functionally and interactively. On the other side, Savignon (1983:9) has stated that communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. Considering both definitions, it can

be affirmed that the HMO staff possesses both forms of competence and whatever the case encountered the members collaborate to achieve the workplace goal.

Team communication in the workplace plays a decisive role in human performance. Whilst professional team discourse fulfils a range of social functions (Holmes, 2005; Kraut et al., 1990; Li, 2000; Lynch, 2002) its main purpose is to contribute to a successful completion of work-related tasks. In this respect, the specific linguistic patterns employed by the discourse community of any professional domain can be expected to pursue the goal of effective communication as a means of task accomplishment (cf. Hoover, 2002 quoted in Peter John et al.: 2019).

Briefly, the training experience has confirmed that there exists communicative competence among the Algerian maritime community; I personally have remarked that the staff also possesses the remaining components including: sociolinguistic, discourse, and strategic (as to when to respond and how) competence.

Taking into consideration Maritime English education and learning in the Algerian context, the process takes a considerable time with students. It has been observed that instructing Maritime English courses in ENSM is in fact effective because it fulfills the demands of contemporary professional communication exclusively in the seafaring industry. But it is also noted that there is a lack of professional advanced courses accessible for teachers to extend or upgrade the skills required to provide a high standard of training. The teaching incorporates individual proficient interests and requirements of the students.

COMPETENCE	KNOWLEDGE; UNDERSTANDING; PROFICIENCY
Use the IMO Standard Marine Communication Phrases and use English in written and oral form.	<p>Adequate knowledge of the English language to enable the officer... to communicate with other ships and coast stations and to perform the officer's duties also with multilingual crew, including the ability to use... the IMO standard marine communication phrases.</p> <p>1) Basic communicative characteristics of the SMCP. - vessels vs ships -alter vs change (e. g. alter course) -master vs captain</p> <p>2) Preferring Latinism/Internationalism -assistance vs help -require vs need (I require assistance vs I need help) - transmit vs need -proceed vs sail, go</p> <p>3) Avoid contracted forms -cannot, do not, have not, I am, I will, it is, etc vs can't, don't, haven't, I'm, I won't, it's.</p> <p>4) Providing fully worded answer to decisive Yes/No). Are dangerous goods on fires? -Yes, dangerous goods are on fire. - No, dangerous goods are not on fire.</p>

**Figure. 37. Understanding Competence & Proficiency Flash Card
(European Journal of Multidisciplinary Studies, 2016:102)**

Knowledge in Maritime English at the National Maritime School is assessed periodically so as to best equip the students plus other participants with effective language acquisition.

My main goal in searching about Maritime English communication competence among the Algerian staff; both educational training and workplace, is simply to elucidate “Why” is the notion of communicative competence important in general communication and maritime context in particular. On the whole, “Communication competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer- mediated communication, and to think critically. Competence involves knowledge, motivation, and skills”.

Thanks to this, Widdowson presents a lexical view of language by saying that ‘there is a great deal that the native speaker knows of his language which takes the form less of analyzed grammatical rules than adaptable lexical chunks’. If this lexical approach is adopted, then:

... Communicative competence is not a matter of knowing rules for the composition of sentences and being able to employ such rules to assemble expressions from scratch as and when occasion requires. It is much more of knowing a stock of partially pre-assembled patterns, formulaic frameworks, and a kit of rules, so to speak, and being able to apply the rules to make whatever adjustments are necessary according to contextual demands. ,

as argued by Widdowson (1989: 135)

Another comment is cited by Ibn Khaldoun in his book “Al Mokadima” concerning communicative competence in the following:

... a speaker who possesses a perfect linguistic habit and is able to combine individual words so as to express the forms of composition that make his speech conform to the requirement of the situation, has the power of eloquence.

(Ibn Khaldun's Muqqadimah, 1969 cited in Benzian Abderazak, 1999:23)

Very aware of the importance and the tight relation between effective communication as well as communicative competence in dealing with foreign ship's master's and crew, the Algerian harbour's master tries continuously to provide a safe and an efficient communicative atmosphere for the welfare and well-being of both visitors and the port so as to represent simultaneously the company in a good reputation. For such reasons, certain procedures are implemented to achieve positive and successful results in return.

To cut a long story short, the Algerian HMOs staff is a perfect embodiment to the application of strategic competence; a construct that is remarkably intricate. Canale and Swain (1980:30) described strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence." Savignon (1983:40) later paraphrases this as "the strategies one uses to compensate for imperfect knowledge of rules – or limiting factors of their application such as fatigue, distraction, and inattention." In a few words it is the competence underlying our ability to make repairs, to cope with imperfect knowledge, and to sustain communication through 'paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style' (Savignon 1983:40-41). Strategic competence occupies a special place in the understanding of communication.

To recap, proper English does not connote barely the ability to assemble grammatically accurate sentences but incorporates also the other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using English as a whole. Enkvist (1987:23) stated:

.... the best applied linguistics is likely to arise where there are the fewest impediments to the flow of two-way information between linguistic theory and the field. Even one-way traffic is better than none. And the best coordination between pure theoretical linguistics, theory-oriented applied linguistics, and practical field work will arise out of personal union. If the same person is versed in both theory and applications, communication problems take care of themselves.

(Quoted in Aston, 1996: 16).

Maritime English is not simply a question of good English but of adherence to internationally agreed standard phrases and discursive practices and conventions. (IJES, 2011: 35-53)

5.7 Conclusion

Effective maritime communication is the successful transmission of information (Peter Trenkner Op cit:3) through a common system of symbols, signs, behavior, speech, writing, or signals, by physical, mechanical or electronic means that is fruitfully revealed in feedback where exchanges of ideas, information and knowledge between crew and management ashore are well- performed. In verbal interaction, the IMO SMCP document plays a significant role in assisting the Harbour staff at the Algerian ports to improve the English language they possess since the aim of such an international guide is to get round the problem of language barriers at sea and ports to avoid misunderstandings that can cause accidents or any hindering incidents.

Though seemingly, the level of English for some employees at the Harbour Master's Office ranges from intermediate to good quality but still they have sometimes difficulty to communicate spontaneously with foreigners especially due to their interlocutors' bad accent. The Algerian harbour's masters often urges those working in their offices to get personal training outside the port- companies specifically the port- controllers (surveyors) category as they have not undertaken training the same as port- officers at the High Maritime Institute at Bousmail, Tipaza. Under the supervision of port enterprises, the port- controllers of local ports; for instance, undertake this personal training in the centre of Oran's port or in private schools providing courses in general English while another sophisticated centre has been lately established at Arzew port. The goal is to improve their English competency and proficiency to deal with situations effectively using a language not just some naval terms.

As to written communication, it is found that the port- authority staff understands or at least tries to comprehend the information sent just because they are familiar with the maritime terms of which the message is composed. They can easily overcome the undesirable grammatical mistakes, incorrect tenses and sometimes even the missing words which really handicap the meaning, which makes it a very tedious task for a non- specialist to master well. In other words, the investigation results indicate that, although graduate employees may undertake some presentations, part of their workplace oral and written communication is informal in nature. As they have clarified, the chief purpose of their participants in adopting such a random type in their written skill is to send a brief and concise message to receive in turn a quick and an effective reaction: "... because of monetary constraints, safety

measures... time left no room for the communicators to respect strict academic writing”, a watch-keeping officer has argued. All this helps to understand that the Algerian staff’s communicative process can be described as acceptable since it is accomplished properly. To sum up, proper English does not mean only the ability to make grammatically correct sentences but also the other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using English.

Finally, certain proposals have been cited to improve the Algerian shore- personnel mission through: training, appropriate recruitment, English language proficiency, respecting rules, laws and regulations, obeying orders, instructions, attending seminars and briefings, care, attentiveness, the best use of tools, team work, all these elements can create the Algerian Harbour Master’s Office success, port- effective communication and eradicate the little English proficiency possessed.

The entire Algerian maritime world is heading toward a new challenge through applying these measures, so the concerned parts have to “spare a through”. (Captain Wolfgang Schroder, 2007: 48)

6.1 Introduction

The English language and its sub-branch Maritime language has proved at all times their great effect on the maritime industry and seafaring world. Any lecturer or researcher dealing with this area of study or its related nautical subjects has something to say about the field (Captain Shahrokh Khodayari, 2015:1). Countless maritime accidents often take place due to language misuse, language barriers and even English language deficiencies; the cultural differences & influence on the languages spoken is a key element not forgetting lack of feedback as well. Other issues relate to teaching quality of Maritime English; effective teaching approaches lead undoubtedly to better receipt and application instead. The chapter at hands discusses the importance of enhancing ME teaching and use, some pedagogical proposals are recommended for the Algerian maritime context.

To guarantee both safety at sea and thriving nautical communication, it is accredited by all maritime authorities and concerned partners that effective acquaintance of English at sea and in ports is a must for all seafarers in charge for security and protection of the vessel, its crew and its passengers. In this chapter, the candidate has truly concentrated on providing the multiple academic choices and opportunities that can on the one side enhance Maritime English training in the Algerian teaching- learning process and on the other side increase communicative professionalism and proficiency among the marine community users. In this vein, some pedagogical proposals related to innovative training and approaches are presented and discussed as well. One form of such demanding appliances is the adoption/implementation of Spot E-learning courses, application of constructivism theory, pursuing MarTEL project¹³ and MarTEL Project Plus; or in other contexts named MarEng and MarEng Plus (Maritime English Project), and finally some syllabuses are recommended for certain marine categories.

6.2 Part One: Pedagogical Proposals to Enhance Maritime English Communicative Competence in the Algerian Nautical Context

Training of maritime specialists has recently undergone major changes introduced by the new international law, a dynamic transport environment, the growing influence of the modern technologies and new challenges of the seafarers' labor market. The expansion of

¹³ MarTEL Project Plus is a support and reinforcement plan to MarTEL project, here below is a detailed presentation and clarification to both.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

information and communication in ME requires a new level of training of a competent specialist. In the Algerian maritime industry, the situation will certainly be different in the coming years if considerable efforts are implemented for improving English language skills as well as training in general (i.e. re- consider training programs and strengthen them). One of the key aspects to effective communication and successful operations in port companies; especially Algerian ones that can enhance productive communication can be summarized in the following points:

1. Effective communication is the key to successful operations of any maritime purposes and needs. Ultimately, the solution is to improve the understanding of English both in written and spoken forms. As has been announced in “Les Formations Maritimes en DZ”; a journal, it is a pity that the Maritime Institute at Bousmail has depended on the Transport Sector whereas it should depend logically on the sector of Higher Education and Scientific Research since the (SMCP certificate) offered is the equivalent to the B.A and agreed up internationally. It is only in this case that communicating in English language can obtain the highest interest and much more importance than has been provided formerly.

“The Higher Maritime Institute of Bousmail which unfortunately still depends on the Ministry of Transport and not on higher education, hence or how little these diplomas are given at the international level”¹⁴

2. For this reason, the Institute has to be part of the Ministry of Higher Education to offer the school the level it deserves. Adding to this, improving ports’ staff English usage can be successful thanks to the following:
3. All Algerian ports together with the visited ports have to be provided with a special English language centre to develop Maritime English learning for seafarers; a language centre that is highly experienced in providing top- quality English language courses within companies and facilitates the training process. (The Official Journal of Nor- Shipping: 1991, 63).

¹⁴ « L’institut Supérieure Maritime de Bousmail qui dépend malheureusement toujours du ministère des transports et non de l’enseignement supérieur, d’où ou le peu qu’on donne à ces diplôme au niveau international ... » (<http://The Superior Maritime Institute, Les Formations Maritimes en DZ Le Blog de Gildon- elmoudja- la vague htm>, 2008)

4. There should be a balance between teaching General English as well as Maritime English input (i.e. not just a restricted type of English related to shipping where the employer may be blocked and unable to carry- on communication).
5. The key to improved “verbal communication” should consist in the recruitment of seafarers (employers) which should possess an understanding of the “English language” (not only terms or certain phrases), but also in education and the in the art of effective communication and in the correct use of the English language in the maritime environment; and in a program of regular testing in their knowledge of the English language.
6. To supply the training centers with qualified and competent teachers to teach English as a Foreign Language (TEFL) and present more courses in General English. To provide qualified teachers in the domain of ME particularly as well as ESP in general too.
7. To have knowledge of the latest developments in English teaching methodology to cater for the professional needs of students through a motivating program that meets the international standards of the STCW requirements in the maritime industry.
8. Integrate Maritime English content with the communicative approach principles to language learning which means a so- called content based approach IMEC. 29 (23 – 27 October 2017). This is an effective and appropriate method of language instruction best suited for future seafarers to acquire the necessary communication competence for their prospective career.
9. Maritime English teachers are well advised to assign; the International Maritime Language Programme, or this teaching/learning aid a prominent place in their maritime background knowledge. It also offers valuable and easily understandable information in this respect.

- 10.** As suggested by annual international Maritime English conferences, a frequent topic of discussion about the methodology of designing tasks for teaching the IMO- SMCP phrases in real- life situational contexts are always tackled. This can assist teachers how to draw minimum profit from the SMCP to the benefit of future officers.
- 11.** Effective communication skills established at WMU can better contribute to the facilitation of global maritime operations and reduce the likelihood of maritime disasters in the future especially if they are taught for both port- staff and maritime students.
- 11.** Including courses about real workplace process to learn from mistakes is another core factor to help the maritime staff avoid committing errors or mislead understanding. This can be more effective through using visual aids (i.e. videos) to exemplify well the encountered situations.
- 12.** Tutors can use accident reports to make their trainees find out why accidents generally happen so as to prevent similar mistakes being made in the future. *“An accident report can be a powerful tool for maritime safety education- and often it can also be used to underscore the importance of communicating clearly at sea”*, writes David Hughes (2008:21-22).
- 13.** Using incident reports in real teaching context as it the case with ENSM enhances greatly the written skill simply because a marine student receives knowledge on how such official administrative documents are designed; learn about reports’ features.
- 14.** In return, future seafarers have to be aware of the mistakes especially those related to communication.

15. Being aware of the lack and problems hindering their mission, the port- staff is the suitable category to guess and decide what type of solutions can better enhance their competence as well as performance at the workplace. Among their proposals, it is to get training abroad – ship, to communicate always with foreigners or even with colleagues at work to improve their fluency and knowledge. It has been cited that some have undertaken training, but in fact they find somewhat insufficient in comparison with modern seafaring changes. In short, they applaud continuous training and self- access learning.

16. Motivational Activities by integrating or pursuing: Online training courses, E-learning platforms, online applications, Communication Workshops.

Evidently, to improve the teaching staff's knowledge of their task, it is highly desirable that all teachers should be properly trained before starting their career and while performing it. This is referred to as pre-service and in- service training. In pre- service phase, instructors at ENSM need to receive theoretical aspects about teaching ME plus learning methods. During in- service phase, they require to attend seminars, conferences and coordination sessions at international levels to enhance the teaching of skills.

6.3 Part Two: Maritime English Teaching Research

6.3.1 The Application of the Constructivism Theory in Teaching Maritime English

Nowadays, maritime transportation has become a major modern logistics because of its large capacity and low cost. English plays a leading role in the industry of maritime transportation. It is the most important medium and an indispensable communication tool in international and global marine industry.

Research on Maritime English teaching has been very limited (Cui Zhongliang, 2010: 244). This has raised a realistic question on current Maritime English teaching: how can Maritime English be improved so that more people can be trained to be more competent in international business and trade. It is claimed that constructivist paradigm can offer a fertile ground for a better application to the information technology in education. Active and interactive learning are most applauded by constructivists. They suggest that information technology can provide a powerful dynamic interactive learning.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

The purpose of this section is to integrate some theories such as behaviorism and constructivism into Maritime English to find out an effective way of teaching. To meet the need of learning English hard as they have tried, some problems still remain to be handled.

Firstly, the teaching model of teacher-centered still prevails. It is the teacher not the students who decides the teaching contents, teaching method and teaching pace, the fact which should be reformed.

Secondly, there is not much cooperation among learners in present English teaching. In class, the students are accustomed to wait for teachers' answers instead of finding the answers by group work. They try hard to learn English unaware of the fact that language learning is a collaborative process.

Thirdly, modern English teaching and learning in a mode is a need for English teaching reform at present. Relatively a few researchers have been advocating for adopting constructivism in learning over years. Learning on the internet is very compatible with constructivism and social constructivism. The very process of knowledge construction on the internet is keeping with these paradigms. So, the study on the application of modern educational technology bears some practical value. (English Language Teaching, 2010: 244).

6.3.2 Basic Concepts for Modern Technology and Maritime English

In English teaching, modern educational technology is described as that « educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. »

6.3.3 Integration of Constructivism in Teaching

In recent years, constructivism has taken much ground which views learners as active meaning constructors. In other words, based on their prior experience, learners actively construct their knowledge through active participation in problem- solving and critical thinking in learning activities. Hence let's view some of the definitions provided to clarify such a theory by some scholars.

6.3.4 Constructivism Definition

Constructivism is a theory of learning based on the idea that knowledge is constructed by the knower based on mental activity. Learners are considered to be active organisms seeking meaning. Constructions of meaning may initially bear little relationship to reality, but will become increasing more complex, differentiated and realistic as time goes on. Jonassen (1991) talks about constructivism as follows:

“Constructivism, founded on Kantian beliefs, claims that reality is constructed by the knower based on upon mental activity. Humans are perceivers and interpreters who construct their own reality through engaging in those mental activities... thinking is grounding in perception of physical and social experiences, which can only be comprehended by the mind. What the mind produces are mental models that explain to the knower what s/he has perceived.... We all conceive of the external reality somewhat differently, based on our unique set of experiences with the world and our beliefs about them.”

Jonassen, D. H. (1991: 10).

Additionally,

“Constructivism is ‘an approach to learning that holds that people actively construct or make their own knowledge and that reality is determined by the experiences of the learner.’”

(Elliott et al., 2000: 256).

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Consistent with this view of knowledge, learning must be situated in a rich context, reflective of real world contexts. From her part, Barbara Jworski (1991:1) in her article Constructivism and Teaching- The socio- cultural context stated that Von Glasersfeld talks of constructivism as a theory of knowledge where the constructivist view involves two principles:

Knowledge is actively constructed by the learner, not passively received from the environment. Coming to know is a process of adaptation based on and constantly modified by a learner's experience of the world. According to (Baker, E.; Mc Gaw, B. & Peterson P, 2007:3), constructivism as a theory of learning denotes how people construct meaning and knowledge. It has been further developed by Taber (2006: 42) and partly based on his analysis:

“Knowledge is actively constructed by the learner, not passively received from the outside. Learning is something done by the learner, not something that is imposed on the learner. Learners come to the learning situation with existing ideas about many phenomena. Some of these ideas are ad hoc and unstable; others are more deeply rooted and well- developed.”

(Svein Sjoberg, 2007).

Learners have their own individual ideas about the world, but there are also many similarities and common patterns in their ideas. Some of these ideas are socially and culturally accepted then shared, and they are often part of the language, supported by metaphors etc. They also often function well as tools to understand many phenomena. These ideas are often at odds with accepted scientific ideas, and some of them may be persistent and hard to change. Knowledge is represented in the brain as conceptual structures, and it is possible to model and describe these in some detail.

Teaching has to take the learners' existing ideas seriously if they want to change or challenge these. Although knowledge in one sense is personal and individual, the learners construct their knowledge through their interaction with the physical world, collaboratively in social settings and in a cultural and linguistic environment.

6.3.5 A Constructivist Classroom in Teaching ME

The main purposes of the present study are as follows:

- To be well aware of the present situation of Maritime English teaching.
- To probe into the effect of modern educational technology on Maritime English teaching and
- To set out a more suitable English teaching model for training a marine practitioner.

That is to say, the study is mainly to deal with the implementation of Constructivism in teaching. It has been pointed out of the four elements of constructivism are: « context », « collaboration », « conversation », and « construction ». Obviously, the characteristics and functions of multimedia technology and internet can help fully demonstrate the four elements. Constructivism emphasizes the importance of context building, the premise of meaning construction. And multimedia is the most efficient tool to create a real- world environment.

In general terms, needs analysis (also called needs assessment) refers to the activities involved in gathering information that will serve as the basis for developing a curriculum that will meet the learning needs of a particular group of students. (James Dean Brown, 2002:35).

6.3.6 The Importance of Needs Analysis in ME

Students' needs analysis can give two kinds of information for teaching. One reflects the students' possession- their current level of competence in language. The other represents what students want to achieve. It is clear that the chief tenet of English teaching in maritime transport is to relate teaching to learner's needs. So, it is important to know what the needs are in order to do that. To develop an efficient course, however, it is necessary to select appropriate materials, a teaching method and to set relevant tasks and activities which will develop the learners' motivation for the purpose of achieving the learning objectives. This undoubtedly requires a much more detailed knowledge of the learners' needs.

It is acknowledged that the eminence and the scale of the learner attainment are determined primarily by teacher competence, sensibility and motivation. Thus, trained teachers are supportive rudiments:

“Training is a process of preparation towards the achievement of a range of outcomes which are specified in advance. This involves the acquisition of goal- oriented behavior which is more or less formulaic in character and whose capacity of accommodation and novelty is, therefore, very limited.”

(Widdowson, 1990: 62)

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

In view of the significance of training teachers of ME at ENSM, training is intended for providing solutions to a set of problems that are predicted while English teaching has been called upon to provide students with the basic ability to use the language to receive and (to a lesser degree) to convey information associated with their specialist studies. (Allan & Widdowson, 1978: 21)

Successful training or teaching is based on the teacher's understanding and responding to students' needs. Needs analysis can be done at the start of the course- to provide essential information about individual seafarers. Needs analysis can be an ongoing procedure to help decide the focus training and follow students' progress. Ongoing needs analysis can help the teacher decide the focus of the teaching.

As it is clearly displayed, students in colleges or universities obtain their knowledge of English largely from teachers and books and; as a result, such knowledge is incomplete and theoretical rather than practical. In such a case,

“They will be less aware of their language needs in terms of communicating in real- life business situations, and their expectations of language learning will be modeled by their experiences from schools, and thus by the educational policies of the country in which they grew up.”

(Mark Ellis & Christian Johnson, 2002:5)

The interaction teacher- learner is seriously optional to avoid boredom and to turn up at a dynamic course. Strongly related to that, one can agree with the idea that:

“As far as classroom dynamics (i.e. the interrelationships between teacher and students) is concerned, it should not be a one-way process (teacher-student) but rather a balanced exchange between them.”

Miliani, M. (1985: 331 quoted in Bensalah).

In this context; a good appropriate lesson will lead to “the kind of positive cycle” as proposed by Hutchinson and Waters below:

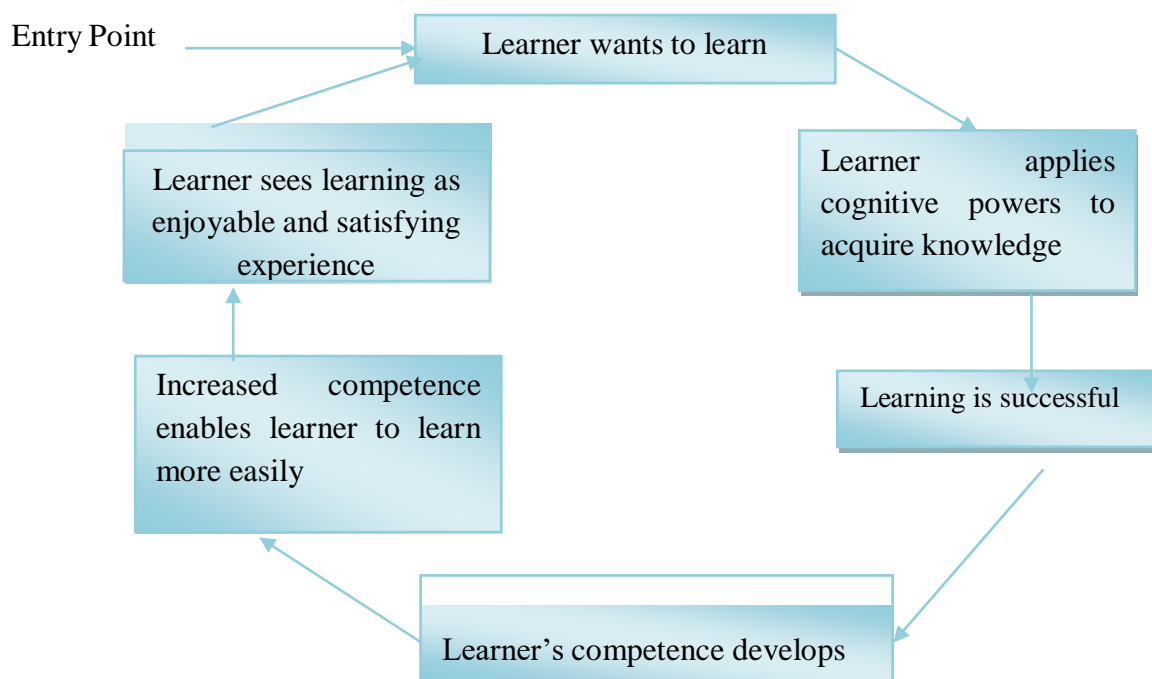


Figure. 38. A Positive Learning Cycle (Hutchinson & Waters 1987: 47)

6.3.7 The Role of the Teacher in the Constructivist Process

In the constructivist teaching, the role of the teacher is changed for the need of learning who sometimes is a designer, an organizer, a guide, a facilitator, even an assessor attempting to design teaching activities based on Constructivism for creating real- life context by using authentic materials, taking the following into consideration:

- a. The source of the materials and the role of the materials;
- b. The materials should attract students' attention,

Learning resources must be used by individual learners to construct knowledge for solving the problems; and plan developmentally appropriate curriculum that enhances their students' logical and conceptual growth; emphasize the critical role that experiences--- or interactions with the surrounding environment--- play in student learning, learn to start with the issues around which students are actively trying to construct meaning, create real- world situations and provide the connection between new knowledge and the students' prior knowledge, and finally to promote collaborative learning, raising appropriate questions for students to ponder and lead the students to deeper understanding of the knowledge to learn, help them to evaluate their learning.

6.4 Inspiration of the Study

6.4.1 Changes in the Presentation of the Instruction

Traditionally, the presentation of knowledge in class is realized by books, chalk and whiteboard to demonstrate how to operate the devices. They are not so vivid, easy to understand. The use of modern educational technology certainly eliminates several deficiencies and problems encountered in the traditional education and training process. It has been found that modern technology introduces a new and active approach to education and training, and which can shorten the learning process and facilitates the acquisition of new knowledge and understanding of the operational principles of different kinds of devices.

Maritime English is a kind of professional English. It is necessary to create a vivid and authentic environment for teaching if we want to increase both teaching and learning proficiency. Multimedia and Internet can create a real- world environment which cannot be presented by traditional « chalk and talk » instruction. Modern technology can provide vivid dimensional pictures which can arouse students' interest and facilitates their understanding. Modern technology can provide authentic materials for students for students to learn English and create real- world situation for them to practice. Combined with classroom face- to face instructions and the guidance from teachers, students can choose the materials, the time and the place well suited to their needs and get feedback from the multimedia and internet soon. Therefore, individualized teaching is realized with the help of computers and networks.

6.4.2 The Role of the Students Is Changed while Learning in Multimedia Mode

Often traditional classrooms are dominated by teacher talk, and students have few opportunities to engage in meaningful talk that foster critical thinking. Such practice tends to promote rote recall and memorization as opposed to allowing students to think in meaningful and authentic ways. Students' thinking tends to be geared towards copying the teacher for «correctness » as opposed to being rooted in active construction of understanding.

Constructivist environments supported by modern technology supply learners with opportunities to construct new knowledge. Learners are encouraged to confront to explore possibilities, invent alternative solutions, collaborate with others, try out ideas and hypotheses,

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

revise their thinking, and finally present the best solution they can derive. The characteristics are as follows:

- Students change from the so- called « empty vessel » to those who engage in active meaning construction.
- Students participate in problem- solving activities rather than just memorizing what the teachers say. Learning to work in groups: to solve a realistic and authentic problem, thus gaining collaborative learning experience.
- More emphasis on students as autonomous, independent learners who are responsible for their learning. And give more emphasis on knowledge use instead of rote recall. Students learn to take advantage of modern technology to help them solve problems.

6.4.3 The Role of the Teacher is changed

In traditional classroom, the relationship of a teacher and the students can be summed up as follows:



Figure.39. The Teacher- students Linear Relationship in a Traditional Classroom

Seen from (Figure1) above, it appears that the teacher- student relationship is linear. The teacher holds the position of authority passing knowledge to passive students and getting no feedback.

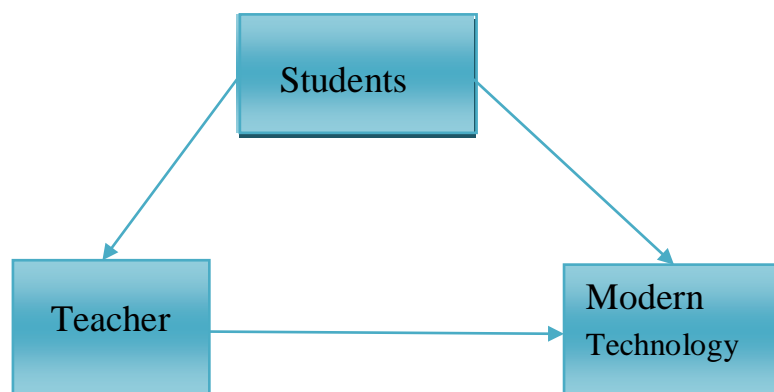


Figure.40. The Teacher- students Triangle Relationship in a Traditional Classroom

However, from (Figure2), it seems clearly that the linear relation has changed into a triangle relationship. In this triangle, with the students in the center, teachers get feedback from the students and they are helped by modern technology.

Computer and information technologies have the potential to transform how and what students learn throughout their lives. Effective teachers in the new century, with the help of computer and information technologies, can serve as a ‘valuable source of feedback, guidance and answers to questions » (Felix, 2001: 349), and not just disseminators of information. No matter how powerful the modern technology is, they can never replace the teachers through BBS, e-mail, MSN etc. Then, the teachers can help the students to solve the problems with their rich teaching experience. With the help and encouragement from the instructors, the students will go further in their self- study.

6.5 The Information Accomplishment and Life-long Learning

The modern technology has made a great demand on both parts: the instructor and the student. For a teacher who is not familiar with computers, in practicing a lot of time on a computer lesson often goes on setting up programs, getting students into them and then solving problems with moving from one stage, or one program, to another. But for teachers who are skillful in using computers, it will be invaluable for preparing materials such as worksheets or tests. In fact, « teachers’ perceptions of learning technologies are likely to be key factors in the successful integration of learning technologies » (Cope & Ward, 2002:72). Based on constructivism, a teacher is a helper, an assistant, a facilitator in the process of the students’ meaning construction. The leading role of a teacher should not be reduced. On the contrary, the role of a teacher should be strengthened. Taking advantages of traditional teaching and modern technology to achieve the best result, a teacher should know how to design wonderful PPT to attract the attention of the students rather than become an operator who can only play pieces of boring slides. Last but not least, a teacher should teach a student how to manipulate modern technology.

Facing modern technology, sometimes students will be perplexed. At this moment, it is the job of a teacher to guide them. That is to teach them how to get information, how to analyze and process information, how to explore and think with the help of modern technology. Without

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

knowledge of computers, one can never browse a vast ocean of information; let him alone interacting with others. So, a student should learn some basic skills, such as how to operate computers, how to use BBS, e-mails and MSN etc.

As the saying goes « it's never too old to learn ». In traditional classrooms, knowledge is seen inert, while in constructivist classrooms; learning is viewed as dynamic ever changing with our experiences. With our experiences' increase, our knowledge will be enriched. But there is no end. This process recurs again and again; so, learning should never stop. What's more, the modern technology is changing rapidly and the world changes at a finger's clip too; thus, people's concept of learning has changed totally.

6.6 Enhancing Communicative Competence & Proficiency in the Algerian Maritime Training & Workplace

6.6.1 Teaching Maritime English with Innovative Technologies

Language is unquestionably the primary source of communication. Currently, countless factors make the English language as a fundamental constituent for communication; accordingly, the significance of learning a foreign language enables to converse without difficulty with universal citizens. Nowadays, English has proved to be a common lingo for correspondence and thus every person requests to study this language so as to get in touch on an intercontinental stage. Speaking English allows us to be in contact with people from countries all over the world, not only English-speaking ones.

English has long been established as a familiar operational medium in the maritime world and being competent in its use is crucial to the safety of ships, their crews and the marine environment. Taking this point into consideration, the latter is also indispensable to the field of nautical instruction. The necessity for the establishment of ME (Maritime English) proficiency standard is mandatory used by all maritime based professionals and has become an important tool to ensure safety at sea, on shore or in ports. Being able to communicate effectively in English and preventing intercultural misinterpretation in the maritime industry can be a matter of life and death. Maritime communication programs help professionals in the maritime industry commune well again in English and cross cultures.

Maritime English communication at sea plays a key role for the successful and safe running of the vessel and ports' HMOs to fulfill communicative tasks with NNS in. As explained by Harbour Masters, the communicative process takes place within the ship herself, between the ship and shore station, between the ship and other ships and sometimes between the ship and aircraft. Among communicative competence's requirements in such situations is to be simply sure that the speech communications are as accurate, straightforward and unequivocal as possible and that language confusions and errors are avoided because they are often at the root of catastrophes and other circumstances.

6.6.2 Recommendations ESP/ME Tutors Requirements

The nautical sector being a vulnerable domain, ME trainers should therefore demonstrate an ability of Maritime knowledge mastery. Expert mariners in the Algerian ports explained that teachers' limited knowledge about the nautical world represents a great deficiency; thus, they recommend that:

- ✓ It is imperative that English instructors ought to increase an understanding of technical aspects of seafaring.
- ✓ ME trainers should be given real opportunities to liaise with staff from other maritime specialist teachers in order to increase their conception.
- ✓ Technical instructors will thus also benefit from improving their knowledge of English too.
- ✓ Collaboration between nautical departments in ports should be constant and will require formal approval, co – ordination and review to be effective. This coalition will surely assist ME tutors comprehend the nature of the maritime communicative itinerary.
- ✓ To improve the teachers' awareness of Marine English, it is suggested to arrange the English teacher and professional teacher work together assuming/designing the new marine English courses.

- ✓ Professional technical teachers can learn English from English teachers; uphold their level of English and vice versa the English teacher can easily acquire proficient familiarity from an expert coach to enrich their study track.
- ✓ Suitable English culture is undeniably compulsory for the teacher of marine professional especially that such a category is preferably required to deliver courses in ME rather than English language teachers.
- ✓ Another effectual aspect of ME teaching is recommended via new approaches and innovative strategies including: gamification approach and LMS Moodle¹⁵.
- ✓ Teaching ESP by using part of literature (Fawzia Bensouiki, 1992:13) can make classrooms more effective pedagogic environments, for the teacher as well as for the learner. Teaching ESP is not one- way movement, both teachers are learners. In case there are heterogeneous groups of ESP students, teachers are required to satisfy the whole group and let them discover new literary texts. For a change, and to make methodology more pleasant, this could be an effective weapon for succeeding in teaching ESP.

6.6.3 Teaching Maritime English for Professional Purpose with the LMS Moodle

In accordance with the requirements of modern society, a "Maritime English for professional purpose" e-course was created based on the LMS MOODLE directed for the formation as well as enhancement of communicative English competence of future maritime industry workers. The designed course includes a fundamental component called the Forum; it consists first and foremost on the exchange of questions, answers, messages etc., leaving the message, or creating questions. Optimistically, this forum offers a two-way communication between a teacher and the learners while the rest of the course contains a few rudiments of gamification (badges, games, Easter eggs, leader-board, points etc.).

¹⁵ An E-course Based on the LMS MOODLE to Teach "Maritime English for Professional Purpose"

What's more interesting, the instructive content is provided using a system of elements that deeply boost the motivation of students to learn. QR code quest (a maritime subject chain of activities using two-dimensional code) helps students to find the required information, analyze it, organize it, solve tasks etc. Prezi's presentations have additional depth and context, increase students' enthusiasm to learn. The planned quizzes of the course match up to six levels of Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis and evaluation). Finally, the Grade book has a clear structure: two types of tests, language competencies and additional points in a limited number.

Thanks to a vivid study and real statistics about the course application, it is proved that LMS MOODLE e-courses have a potential educational opportunity as an effective means for forming the foreign professional competence of future seafarers. Remarkably, interactive exercises bring mariners closer to the real-life communication in the absence of a natural linguistic environment and can be used as part of the system of formation of foreign professional competence of future maritime specialists. It is also proved that the system of blended learning helps to master the English language faster and more easily. What is LMS Moodle? How to apply it in Algeria for maritime English teaching?

6.6.4 What is Moodle LMS?

Moodle is a user-friendly Learning Management System (LMS) or course management system (CMS) that supports learning and training needs for a wide range of institutions and all types of organizations across the globe. It is the world's most popular and most used e-learning platform which is flexible, open source and free to download learning management solution. "Moodle's modular nature and inherent flexibility make it an ideal platform for both academic and enterprise level applications of any size" (Totara Learn: 2019)¹⁶. Given that Moodle was initially designed for higher education, many organizations use Moodle to provide their staff with continuing education opportunities to help them further their careers. We have seen many of our clients provide leadership training, management training and even high school courses to trades people looking to upgrade courses.

¹⁶ <https://www.bctechnology.com/news/2019/3/5/Lambda-Solutions-Awarded-Best-Education-&-Training-Project-by-Totara-Learn.cfm>

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

The scheme of distance learning based on the LMS MOODLE is actually an integral part of the educational process of some maritime academies. Studying English is an essential part of the training of future marine specialists. E- Course "Maritime English for professional purpose" is created for developing communicative competence of students as a means of professional communication. The study of this subject is based on the principles of interrelated types of speech activity, the theory of phased contextual learning. The purpose of this course involves solving specific tasks:

- to form a general idea of the specificity of communication on the ship, which will provide the necessary communicative capacity in the spheres of professional communication in oral and written forms;
- to develop creative thinking when performing practical tasks in special educational situations, which require the professional competence of specialists of the maritime merchant fleet;
- to form the basic skills of communication in professionally oriented situations, to develop the ability to perceive the language of hearing and to respond accordingly, to develop skills of reading professional texts, to develop skills of using original technical literature, to develop writing skills, to apply the acquired knowledge during an interview in crewing companies and in preparation of tests of professional direction.

The subject "English for professional purpose" belongs to the cycle of professional and practical training and at this stage the training of maritime specialists is generalizing and systematizing, therefore, in accordance with the provisions of the international conventions, the primary importance is given to the generalization of the English studied, as well as activation of knowledge on professional subjects. The syllabus "English for professional purpose" is compiled in accordance with the International Convention on Standards of Training, Certification and Watch-keeping for Seafarers (STCW) (Section II, Table A-II / I) and IMO Model Course 3.17 "Maritime English". This course uses the standard phrases of IMO for communication at sea and the use of English in written and oral forms, as stipulated by STCW (Section II, Table A II / I) [[11]]. "Maritime English for professional purpose" is studied by second year cadets in the first semester using "Welcome aboard" Student's book, which was developed by the teachers of the English language of the KSMA. The Maritime English course

includes 5 modules aimed at obtaining professional communicative competencies according to STCW. Example: Module 1. Maritime education. Essential competence: to explain the importance of maritime education and its components for successful seafaring career.

6.7 Enhancing Maritime English Communicative & Professional Competence via/ based on Gamification Approach

The concepts of “communicative competence” and “professional communicative competence” are very essential key words for the successful communicative process in the nautical sector. Maritime teaching institutions should underpin marine learners’ communicative standards (both concepts) to attain better performance. Nowadays, one of the main issues of modern pedagogy is losing interest in the learning process among learners; thus, considering the essence of the notions of “competence” and “competence in learning” is decisive. Prospects for further developments urge other innovative approaches to the formation of a communicative English competence of the future maritime industry specialists. In view of that, a relatively new motivation tool called “gamification” (Alona Yurzhenko, 2018:34) is recommended to enhance communicative competence teaching/learning among the Algerian staff/ students. It is recognized that the most appropriate resolution is the usage of gaming practices and mechanisms in a non-gaming context to engage users to solve different problems. It is also noted that to decipher the dilemma of the effectiveness of professional training, the use of the gamification approach in learning the maritime English for professional purpose is proposed during the creation of e-courses in the system of blended education, which involves the harmonious combination of traditional learning and online learning using e-learning environment.

6.7.1 What is Gamification?

The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. Gamification is about taking something that is not a game and applying game mechanics to increase user engagement, happiness and loyalty. This means that gamification takes elements from game- design and the general principles and theories which drive game play and applies them to other contexts. Gamification is ordinarily applied to solve problems that range from issues of engagement in the workplace like:

- ✚ learner engagement in workplace training
- ✚ Organizational productivity
- ✚ Recruitment issues

From his part Brian Burke (Gartner, 2014:13) sought to redefine this concept: “Gamification is “the use of game mechanics and experience design to digitally engage and motivate people to achieve their goals”. This is an interesting definition. It covers structural gamification (‘game mechanics’) and content gamification (‘experience design’) and highlights the importance of engagement and driving motivation.

6.7.2 Gamification Approach Appliance

Gamification is considered as one of the trends to form communicative competence of students. The gamification of learning is an educational approach to motivate students to learn by using video game design and game elements in learning environments. It is known that people have a tendency to play games. Consequently, the goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning and having fun.

The use of gamification approach (game-like activities, scoreboards, points, badges etc.) to form professional communicative competence of future mariners is effective because of the deep motivation, embedded in a competitive environment, a psychological aspect that allows the student to feel imaginary control, to know at what level s/he is and where he needs to go.

Furthermore, Gamification approach encourages good behavior-progress, tasks, etc. One more powerful psychological driving factor in student’s behavior is the system of achievements that gamification approach enjoys. As a result of this approach, students receive strong positive emotions, such as excitement. All these factors outline the gamification approach as one of the newest effective teaching methods in forming communicative competence. The benefits of such an approach are numerous and the author got inspired from the results of a study at Kherson State Maritime Academy (subject – English for specific purpose) which consisted in the creation of e-courses in LMS MOODLE. The same positive outcomes were fully described in the research of gamification submission to enhance second language learning process.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Professional training is focused on the formation of a competent specialist who uses the acquired knowledge to solve specific practical tasks in professional activities. The concepts of “competence”, “communicative competence” and “professional competence” in scientific discourse were identified and specified (Table 64).

Concept	Author	Definition
1	2	3
competent	Russian dictionary of I. Ozhegov	a knowledgeable, well-informed, authoritative in a particular field [4]
competent	«New Explanatory Dictionary of the Ukrainian Language»	who has sufficient knowledge in any field; who is well aware of something; clever; which is based on knowledge; qualified.
competence	Russian researcher Shishov	an ability to act on the basis of the acquired knowledge
competence	Professor Y. Rubin	a set of competencies (personal qualities of a specialist to solve a certain type of professional tasks)
competence	M. Leontyan	the result of acquiring competences
competence	F. Sharipov	a set of features (characteristics) of a person that allows him to perform qualitatively certain activities aimed at solving problems in a particular field [5]
competence	A. Aronov	the readiness of a specialist to engage in certain activities
competence	Experts of the DeSeCo project	the ability to successfully meet individual and social needs and perform the tasks [6]
competency	the International Board of Standards for Training, Performances and Instruction	the ability to perform qualifications, perform tasks, or work in a qualified manner
competence in learning	The Encyclopedia of Education	a quality acquired by a young person not only during the study of an object, a group of subjects, but also through means of non-formal education, due to the influence of the environment etc.
competence in learning	International organizations (European Commission, UNESCO)	the ability to apply knowledge and skills that provides for the active use of educational achievements in new situations
professional competence	T. Khlebnikov	a conglomeration of components: a special (professional skills at a high level), social (ability to cooperate, communicate, realize social responsibility), personal (possession of methods of personal self-expression and self- development) and individual one (readiness for professional growth)
professional competence	P. Lerner	an integral characteristic that determines the ability of the individual to solve professional problems and typical problems using knowledge and abilities
professional competence	Ukrainian Wikipedia	the ability to use knowledge, skills, experience in specific circumstances, while achieving the most positive result

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

professional competence	psychological dictionary	a successful professional activity, its significance and certain specific tasks in combination with all the knowledge and skills used in its implementation
competent	Russian dictionary of I. Ozhegov	a knowledgeable, well-informed, authoritative in a particular field [4]
competent	«New Explanatory Dictionary of the Ukrainian Language»	who has sufficient knowledge in any field; who is well aware of something; clever; which is based on knowledge; qualified.
competence	Russian researcher Shishov	an ability to act on the basis of the acquired knowledge
competence	Professor Y. Rubin	a set of competencies (personal qualities of a specialist to solve a certain type of professional tasks)
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competency	the International Board of Standards for Training, Performances and Instruction	the ability to perform qualifications, perform tasks, or work in a qualified manner
competence in learning	The Encyclopedia of Education	a quality acquired by a young person not only during the study of an object, a group of subjects, but also through means of non-formal education, due to the influence of the environment etc.
competence in learning	International organizations (European Commission, UNESCO)	the ability to apply knowledge and skills that provides for the active use of educational achievements in new situations
professional competence	T. Khlebnikov	a conglomeration of components: a special (professional skills at a high level), social (ability to cooperate, communicate, realize social responsibility), personal (possession of methods of personal self-expression and self-development) and individual one (readiness for professional growth)
professional competence	P. Lerner	an integral characteristic that determines the ability of the individual to solve professional problems and typical problems using knowledge and abilities
professional competence	Ukrainian Wikipedia	the ability to use knowledge, skills, experience in specific circumstances, while achieving the most positive result
professional competence	psychological dictionary	a successful professional activity, its significance and certain specific tasks in combination with all the knowledge and skills used in its implementation
standard of competence	International Convention on Standards of Training, Certification and Watch keeping for	the level of professional training that must be achieved for the proper performance of the functions of the ship in

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

	Seafarers (STCW)	accordance with criteria agreed at the international level and includes prescribed standards or levels of knowledge, understanding and demonstrated skills
communicative competence	I. Zimna	competence concerning the interaction of man with other people
communicative competence	L. Guzeev	the ability to engage in communication for the sake of understanding
communicative competence	K. Khoruzhenko	a person's preparedness for cultural communication with other people
communicative competence	David and Julia Jary	a communicative ability (the ways in which people communicate with others in the community through communicative exchanges and interactions) [7]
communicative competence	Ukrainian Wikipedia	the ability of the individual to apply in a concrete communication, language knowledge, ways of interaction with surrounding and distant people and events, skills of work in a group, possession of various social roles
communicative competence	social psychology	the ability to establish and maintain the necessary contacts with other people, a certain set of knowledge, skills that provide effective communication
communicative competence	Y. Fedorenko	knowledge and skills in the branches of linguistics
communicative competence	V. Krylova	an integral, relatively stable, psychological entity, manifested in individual psychological, personality characteristics in the behavior and communication of a particular individual

Table 65. The Concept of “Gamification in Scientific Discourse” 1.

Modern pedagogical technologies often use electronic game techniques to diversify learning, enhance motivation, etc. The concept of “gamification” is specified in (Table 64).

Author	Definition
1	2
Ukrainian Wikipedia	the use of gaming practices and mechanisms in a non-gaming context to attract end-users to solve different problems
Russian Wikipedia	an application of approaches typical of computer games in software tools for non-gaming processes. It is a complex of motivational managerial techniques borrowed from computer games and their creators
Professor of Legal Studies and Business Ethics at The Wharton School, University of Pennsylvania Kevin Werbach	complex of motivational managerial techniques borrowed from computer games and their creators (medals, badges, points, and other attributes of virtual victories) [7]
the author of the concept of «Gamification in Business» G.	a process of using the gaming mechanism and thinking in order to increase

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Zickermann	the audience and solve problems [8]
Professor of Instructional Technology, Bloomsburg University K. Kapp	the implementation of the principles of game mechanics and thinking in order to attract people to an active learning process, to motivate and solve different problems
K. Robson	the application of the principles of developing games in non-edgy contexts and can be used in business
Umar Ruhi	a process of using a digital platform for the inclusion of gaming elements in non-contextual contexts in order to positively influence the motivation of the user and improve the interaction of users with the desired behavior in the educational environment
J. Sanders, Manager of Innovation at Deloitte Consulting	a technology that captures the essence of gaming and applies them to a range of real processes inside the organization, including training and development, rather than for entertainment [9]
Researcher S. Deterding from Hamburg University	a trend that combines a large number of existing concepts and research in the field of people-to-computer interaction and gaming research, such as serious games, popular games, virtual reality games, or game design
V. Kukharensko	a technique for changing human behavior, since it is based on an analysis of human behavior, as well as a methodology of correct motivation, which is based on the analysis of the behavior of this person and is increasingly used in education, which will help to give students very important tools to achieve victories in real life

Table 66. The Concept of “Gamification” in Scientific Discourse” 2.

6.8 Effective Maritime English Training Platforms for Communicative Competence Enhancement

6.8.1 Spot on Learning Maritime English Training

After a long journey of research in the maritime context, the researcher recommends that among the best solutions to reinforce Maritime English learning to boost the level of the ME linguistic communicative competence for the Algerian marine community. Several platforms are designed for such a purpose so that seafarers all over the world pursue their training. Spot on Learning is among the best platforms which offer specific Maritime English courses to build practical, relevant language skills for seafarers and other professionals in the maritime industry.

6.8.2 What is Spot on Learning?

Spot on Learning uses the English central platform to help seafarers and other maritime professionals improve their English fast. The innovative speech technology makes it possible to improve measurably in 6 - 8 weeks. Spot on Learning also offers several kinds of (language)

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

tests (CEFR level tests and more), online acceleration courses with personal coaching and customized programs to help seafarers and other maritime professionals learn exactly what they need in practice.

A. Maritime English Basics Course

This 'Maritime English Basics' course on the platform English Central tests and - if necessary - (re) builds basic skills that are important for workers on board an on shore.

B. Maritime English Skills

Spot on Learning normally starts by testing the level of a maritime professional and comparing that to the (CEFR) level that is required. If the level as tested at entry is below the required standard the shift is to work on the general English level. Once the professional has reached the general English level required, the next step is testing and - if indispensable - improving specific Maritime English skills.

The Maritime English Basics course is one of the courses used to work on the specific Maritime English language skills and vocabulary.

C. Basic Maritime Vocabulary: Listening & Speaking Skills often used On-board and on Shore

This course is designed as a primer (or reminder) for maritime professionals. Seafarers and other professionals working in the maritime industry can use it to test and improve their basic Maritime English vocabulary and work on listening & speaking skills needed; both on board an on shore. The course contains work conversations, emails, news and articles as learning material. That makes the course no-nonsense and practical.

D. Topics Covered/ Elements and topics of the English Maritime Basics Course

1. Parts of a ship (exterior and interior)
2. Ship systems
3. Ship stability
4. Nautical directions
5. Communications: radio, visual, signal flags
6. Nautical measurements

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

7. Crew and crew members
8. Maintenance
9. Navigation

E. More course Details

The course consists of 30 videos. Each video has a watch, learn and a speak mode. This helps build different language skills:

- ✚ Listening skills, understanding Maritime English as it is spoken
- ✚ Building and improving a Maritime English vocabulary, spelling, retention, how to use specific maritime words in a maritime context, implicit grammar structures
- ✚ Speaking and pronunciation skills, fluency...

After every two videos the relevant words that have been used in the videos are quizzed. Words are added to a personal study list that monitors progress in building a relevant vocabulary. At the end of the course every participant is invited for an online test to measure if all learning goals for this course are attained.

✚ Supplementary Information

1. An overview of Spot on Learning's Maritime Communication Program
2. The SOL Maritime English course 'Cargo and Cargo Handling'
3. English language tests used by “Spot on Learning” to measure the CEFR level of a participant in order to design a tailor-made program for each maritime professional that helps him reach the level of general English required and build a maritime vocabulary on top of that.

Countless videos from the Maritime English Basics course embody key elements of Spot on Learning's Maritime Communication program. This program helps seafarers and other maritime professionals build or enlarge a specific vocabulary that is necessary to work safely and efficiently. Other 30 videos of this course include practical words and phrases that are used as learning materials, all taken from the daily work practice of maritime professionals.

Spot on Learning provides a written test, additional learning activities like learning paths, language coaching and tutoring by English teachers worldwide, online and sometimes also blended or offline, depending on where in the world the participants need assistance.

6.8.3 Reasons to Pursue ME Training via Spot on Learning Platform

Online learning is gaining colossal reputation in the corporate world. Spot on learning focuses on improving team work communication and cross-cultural collaboration among diverse teams to converse effectively. As the communicative needs of Algerian mariners are evolving, so are the main benefits this type of training offers:

- a.** Maritime English Education Program rates are provided in detail.
- b.** Prices are per participant per month
- c.** Most courses can be finished in two months.
- d.** English Language Programs are based on CEFR (Common European Framework of Reference for Languages). Such a test is designed on six levels: A1, A2, B1, B2, C1, and C2. Different test levels are offered as stated below:
- e.** CEFR Level Test is done via Skype to determine the entry level - included in General English video courses
- f.** CEFR Level Up Test via Skype to determine progress at exit – included General English language course (courses called Social English are often used) on English Central platform for 2 months' program
- g.** Extension per month (per participant) General English video course
- h.** Maritime English language course Cargo & Cargo handling on English Central platform –a 2 months' program.
- i.** Maritime English Test at end of Maritime English language courses - included
- j.** English Language Programs with teacher support
- k.** General English acceleration course – extra learning material and teacher support for 2 months
- l.** Personal Language Improvement Plan (incl. extra online assessment)
- m.** Class sessions by local teacher (if available) - on request
- n.** Communication and risk awareness courses
- o.** Monitoring/access to data for student & client - included
- p.** 'Getting started' Instruction program for client-side coordinator (includes explanation of 'all on the same screen' monitoring workflow) in first month- included.

At Spot on Learning; additional learning material and methods to customize offerings and help professionals working in international teams and crews learn as fast as possible are developed. The available network of teachers helps develop material and methods that are

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

effective and help participants improve measurably. Participants are always informed about the materials and methods that are accessible and explain how they can be tailored to the needs of clients and the work environment of the team and crew members they work with.

6.8.4 Training Assumptions about English Proficiency & Online learning

Training in many areas is obligatory for seafarers. Safety and medical training are high on the list as are fire-fighting and maritime legislation. Lower down that list is an English language course. The assumption is that everyone can speak and understand English, but this is not always the case despite the fact that sailors have to understand and use the IMO's Standard Marine Communication Phrases (SMCP). Companies constantly have to ensure that their seafarers' training is up to date in a broad range of areas and that they have the right qualifications to work on a ship.

i. Self-motivation

Self-motivation is the undoubtedly force that keeps pushing individuals to go on – it is that internal drive to achieve, produce, develop, and keep moving forward. When anyone thinks s/he is ready to quit something, or s/he just doesn't know how to start, her/his self-motivation is what pushes them to continue. Like any other forms of learning, online learning also has its disadvantages. For instance, participants need to motivate themselves to start and complete training courses within a certain timeframe. Of course, each individual is responsible for their own progress and results. However, some online courses offer the option of support from an online teacher, who can be contacted whenever participants need help or advice. In general, online learning is a relatively cheap way of training, although those courses that incorporate regular contact with an online teacher may be more expensive.

ii. Classroom, simulation, online or a combination?

It is clear that all three training methods have their own advantages and disadvantages. In a classroom environment, a motivated teacher can be the decisive factor in making a training course successful. The simulation training is similar although more specific and with more of a focus on individual handling skills. Online training is increasing in popularity and is a practical way to learn for mariners who need to study at home or while traveling. Even more beneficial is an online course with an online teacher.

iii. Strong Combinations

A combination of classroom or simulation with online learning can lead to better measurable results. The option to do a competence scan before attending a classroom or simulation course will give the teacher valuable information which can be used during the course. In addition, when end tests are done at home, one has more time to spend on actual cases during class. So many different types of training are available and looking at it, we think that, depending on what the objective is, a blended solution that incorporates online learning may offer the best results.

iv. International teams and crews

Spot on Learning develops training and communication programs to help organizations with international crews and teams to be more successful. The ability to learn and change fast is vital in a world where safety and compliance with international laws and regulations is so important and where efficiency and quality really count.

v. Sharing 'lessons learned

For many years now the “Spot on Learning” online learning methodology has helped to improve the English Maritime language skills of thousands of seafarers all over the world. Here are some things that have been experienced and learned over the years.

1. By using speech technology, “Spot on Learning” gives instant feedback to online learners and measure how they improve.
2. The online entry and level up tests measure progress towards a required level.
3. “Spot on Learning” developed ways to motivate seafarers all over the world to constantly work towards their learning goals in the most effective way.
4. “Spot on Learning” compares the progress of seafarers from different countries and find ways to overcome their different (pronunciation and other) challenges.
5. “Spot on Learning” combines English language training with measuring and improving cross-cultural communication competence.

6.8.5 Spot on Learning and English Language Tests (CEFR)

6.8.5.1 Comprehensive and Practical Testing Methods for International Team and Crew Members

Evidence is mounting that mastery of English and overcoming intercultural barriers in communication are important to avoid costly accidents and work together safely and efficiently. Making sure that seafarers and other maritime professionals have sufficient command of English is not an easy task for most shipping companies and crewing agencies. Spot on Learning makes it easy to test both potential and existing employees on their English level.

A. Language used to make informed decisions

Interestingly, all Spot on Learning English language programs start with tests. The online testing methodology provides employers and agencies with tools & methods to quickly and thoroughly assess skills of international teams and crews.

- To test applicants
- To help decide if a maritime professional can be promoted
- To decide about necessary training efforts

B. Practical and Comprehensive Testing Methodology

Spot on Learning has developed testing methods that test language skills as they are most needed in practice. In maritime and offshore industries crew members should be able to understand spoken English and make themselves clear in this verbal mode. For that reason, fluency, pronunciation, vocabulary and basic grammar are crucial. They should also be able to understand written English in order to understand instructions, read manuals and get along socially. Being able to write English correctly is very essential for officers, for other crew members the importance might be somewhat lower.

C. Testing options

All test options that Spot on Learning provides consist of a 20 minute Skype conversation with an English teacher, combined with one of the following options:

1. An online grammar & vocabulary test
2. An online grammar, vocabulary & reading test
3. An online grammar, vocabulary, reading & writing test

The combination of a Skype conversation with an experienced teacher, and a separate multiple choice test (and in some cases writing assignment) make the Spot on Learning testing methodology both comprehensive and practical.

D. Rates Maritime English

Spot on Learning uses the English Central platform to help seafarers and other maritime professionals improve their English fast. The innovative speech technology makes it possible to improve measurably in 6 - 8 weeks. Spot on Learning also offers several kinds of (language) tests (CEFR level tests and more), online acceleration courses with personal coaching and customized programs to help seafarers and other maritime professionals learn exactly what they need in practice.

E. CEFR standard

All tests are tailored to reflect the specific requirements of the sector in which you operate and use levels based on the Common European Frame of Reference (CEFR).

F. Test Functioning

Clients are provided with access to “Spot on Learning” online portal. In this online environment clients can enroll candidates and coordinate the test process. Participants require internet access, an email address and a (free) Skype account.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

The 20-minute talk with an English teacher on Skype

An English central teacher will assess your English level via a Skype conversation. In this conversation, you will answer several personal questions and you might have to perform a couple of exercises. Read this article to prepare yourself for the Level Test.

English Tests of the Spot on Learning & English central

At Spot on Learning, we offer English Tests and English Language Programs to help international teams communicate better. Together with our testing partner English central, we will assess your English level and if needed, help you reach the required level. Spot on Learning and English central are both independent parties.

English CEFR Level Test over Skype

The Level Test over Skype is a 20-minute session with a trained Filipino teacher who is able to talk to learners of all levels. In the Level Test, you will be asked several questions to assess your English Level. Based on how well you can answer the specific questions,

Subjects that will be covered

During the Skype conversation, you will discuss several subjects:

Greetings & Introductions. Your teacher will call you on the assigned date and time. You will exchange names and greetings, be prepared to introduce yourself.

Topic Comprehension. Depending on your level, your teacher will ask you questions about your interests, your family, your profession, etc.

Your English Learning Goals. Your teacher will ask about your goals for learning English and how you study English right now.

Repeat Words & Sentences. Listen carefully as your teacher gives you a few words or sentences to repeat in order to evaluate your pronunciation and listening skills.

Wrap up. Your teacher will provide brief feedback on your grammar, pronunciation, and fluency. The results and feedback are provided in a Level Test report, which will be available for download at 'Your Scorecards' once your Level Test has been reviewed.

Level Test report and Personal Learning Plan

After doing the Level Test you'll receive a Level Test report with a personal learning plan. In this plan you can find your current English level which represents the average of your scores on the following 5 areas:

- ✓ Listening comprehension
- ✓ Grammar and vocabulary
- ✓ Speaking
- ✓ Pronunciation
- ✓ Fluency

The Level Test score

The candidate will receive an email once the final CEFR score which is determined and uploaded to the my.spotonlearning.eu account, to check final result that will be available within 2 working days.

<https://my.spotonlearning.eu/712/how-does-the-cefr-skype-level-test-work.htm>

Figure.41. The CEFR (Skype) Level Test Model's Steps

After being enrolled, participants will be invited by “Spot on Learning” to schedule their Skype test and complete the online test. Once the tests have been accomplished, the results will be (quality and consistency) checked and a report will be sent out within two days and can also be accessed online through <my.spotonlearning.eu portal>. The “Spot on Learning” support desk can answer questions and will monitor progress from the moment a participant is enrolled until the test results are available.

G. Outcomes

There are three possible outcomes:

1. Candidate passes the test and can move on to a higher level.
2. Candidate fails by a narrow margin and can register directly for a course to help them achieve the CEFR level required.
3. Candidate fails and can take a course with additional teaching support to help them achieve the CEFR level required.

After completion of the test, the candidates are free to decide on a possible follow-up.

6.8.6 Maritime Communication Proficiency Training Enhancement at Spot on Learning

6.8.6.1 SMCP Vocabulary and Measurable Progress on CEFR Scale

In the maritime industry being able to communicate effectively in English and preventing intercultural misunderstandings can be a matter of life and death. Spot on Learning's Maritime Communication program helps professionals in the maritime industry communicate better in English and across cultures. Ultimate goal: prevent misunderstandings that are often at the root of accidents and other issues.

The program starts with an online test and then helps maritime professionals reach the required level of General English. Then they can work on their maritime English. Videos recorded on board of ships and in ports help seafarers and office workers master the English they need to work safely and efficiently in the maritime industry. Words from IMO's SMCP list are part of the vocabulary Spot on Learning teaches.

6.8.6.2 Learning Program for Seafarers and Other Professionals in the Maritime Business

Spot on Learning has developed business English courses for the shipping industry and other maritime sectors. These courses help professionals with different nationalities and cultural backgrounds communicate effectively and with ease. This is important for safety reasons but it also helps companies that employ people from all over the world maintain high quality standards in a very dynamic and competitive environment.

6.8.6.3 Maritime English Education Program Step-by-step

The client provides us with names of the professionals that are to enter the program and have time to work on their English several times a week for at least half an hour to an hour during a certain period (normally two or three months).

Participants are invited to access their personal my.spotonlearning.eu learning environment. They go through a short online introduction. In an interactive way they are introduced to the program they are about to start. This introduction program can be customised to match specific requirements of regular clients (or their principals).

To begin with, participants are to take two tests to determine their entry level. One test, the Grammar & Vocabulary Test, is an online multiple choice test that participants can complete when it suits them. For officers we can add a Reading & Writing Module to this online test. Participants plan the second test, the 'CEFR level test', on the video learning platform English Central. That test is taken by an English teacher in a Skype video call. It is a 20-minute conversation that results in a CEFR score and several sub-scores (grammar & vocabulary, pronunciation, speaking, fluency, listening). All test results are explained in personalized reports. Together these tests provide a rich picture of the English language skills of a participant and where and how they can and should be improved. Some more information about CEFR levels online.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Block 1: General English courses.

If the proficiency level of a participant is lower than required he will start with general English courses that match their current level and helps improve pronunciation, fluency, understanding and vocabulary. In practice we see that especially pronunciation and fluency improve quickly. The innovative English Central platform, the speech technology behind it, the automated feedback and personal online coaching by a SOL-coach have been shown to be very effective. The required level differs, depending on for instance company standards, regulations, or job title of the participant.

For participants that are more than 1 CEFR level below the required level Spot on Learning has developed General English Acceleration Courses. In these courses the participants receive personal online coaching by a teacher. The client can choose if it wants participants that are at low levels of English proficiency should take these courses.

Progress and results are monitored closely by Spot on Learning, all the while feedback is given to the participant in several ways. Spot on Learning progress coaches monitor all learning activities (or lack of it!), they guide participants towards their learning goals. Participants receive personal feedback from the system and by email. Technical assistance is available for who needs it. Progress information and results are shared with the support network (HR, crewing dept. or agent). At Spot on Learning we call this our 'all on the same screen' support network.

After a first block of 2 months working on the General English courses measurable progress has been made in most cases.

Block 2: Maritime English courses.

When the general English of the participant is on the required level a next block of 'maritime courses' is scheduled for the participant. In this block specific vocabulary for the industry is taught. Spot On Learning has developed a list of words and phrases, based on the well-known SMCP list by the IMO, a UN maritime organization.

Block 3: Intercultural Communication in the Maritime World course (optional).

Besides language, cultural differences can lead to misunderstandings and social problems. This is not surprising as it has become quite common to work with mixed crews. Overcoming the language barrier is one thing, but understanding each other having very different (cultural) backgrounds is also difficult, even if you speak the same language. Spot On Learning has developed a course to develop intercultural competences and in that way improve cross-cultural communication.

6.8.6.4 Building a Support Network

The Learning Support Team is a whole school planning and support system whose main function is to ensure the academic, behavioural and emotional needs of all students are being met. In order for the participant to reach its goal, he/she needs support from the client, the “Spot on Learning Support Team” and in some cases from a (local or online) teacher. This supporting network plus the different roles and tasks are detailed online here: (<https://my.spotonlearning.eu/744/how-share-information-about-learning.htm>)

1. Make Online Classes More Interactive.
2. Use Multiple Formats.
3. Offer Active Learning Opportunities.
4. Take Help of Gamification.
5. Provide Regular Feedback.
6. Give Opportunities for Self-assessment.
7. Instructors Should Be Trained in Online Teaching.
8. Use Diverse Delivery Medium.

6.8.6.5 Improve Pronunciation

Thanks to the innovative work of our partner English Central (financed by Google Ventures, big in Asia, users in more than 100 countries) it is now possible to work on pronunciation online. Seafarers in the international maritime industry come from many countries like the Philipines, Indonesia, India and other Asian countries, Russia, Eastern-European countries, the Baltics, Scandinavia, Southern-European countries. Per country the

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

English language proficiency differs but above all the way people pronounce English sound very different. It is now possible to greatly improve pronunciation online on English Central.

6.8.6.6 Specific Vocabulary based on SMCP List (Standard Marine Communication Phrases)

In order to work safely and keep up quality standards necessary to keep demanding customers happy it is necessary to be able to communicate in English easily and without misunderstandings. The maritime organization of the United Nations IMO has composed a list of phrases and words that all people in the maritime industry should know and understand. This is the so-called SMCP list (Standard Maritime Communication Phrases). Spot on Learning built on this list by adding other words that are important for workers in shipping and logistics. We build our courses on this list and keep on tweaking it and adding to it, to make sure it is relevant and up to date.

6.8.6.7 Learning Made Fun and Easy + Personal Coaching Progress in English Language Proficiency

Shipping companies and other organizations active in the maritime industry want their workers to speak English at a certain level. They want them to keep practicing, in order to retain their language skills on the required level, or, even better, to keep improving their proficiency. Seafarers and other workers need to make an effort but their work is already very demanding. The Spot on Maritime Learning courses are designed to make learning easy and fun. Also learning can be done when and where the participants want. Many participants in our programmes let us know that they like watching the videos and listening to them. Getting immediate feedback when speaking and typing keeps the students motivated. The social networking elements are designed to persuade them to keep on learning. The Spot on Learning monitors progress of participants closely and offers support where and when it is needed. We ourselves learn everyday about what motivates most and helps our participants leverage their efforts.

6.8.6.8 The 80/20 Rule and General English Acceleration Courses

Experience so far proved that tools and methods make it possible for participants to work towards designated learning goals in two to three months. The progress they make is measured by comparing the results of entry level tests with 'level up' tests they do after their

first learning period. Blocks of two or three months work very well; most participants reach the expected goals. This is the case for a large majority of the students, let's say 80%. A minority needs more support than the 'self-service' video programme and some 'regular' coaching. Spot on Learning has developed rule-based learning paths. Specific test results or problems encountered during the programme trigger extra learning activities and teaching efforts. A network of teachers can assist online or in some cases also offline in port cities worldwide.

6.8.6.9 Learning about Learning

Spot on Learning is pleased to work with innovators in the shipping and maritime industry. They are of course interested in the cost reductions that our methods make possible, but also in the quality of the results and the possibility to measure everything while going. We gather and share data and insights about what works best continuously. Our team is happy to share what we learn and experience. A first client case has been published in the summer of 2015 and more will be added regularly.

6.8.6.10 Spot on Learning Testing

The Level Test is designed to assess a person's current level of English. It focuses on listening comprehension, grammar and vocabulary, speaking, pronunciation and fluency skills. During the 20 minute Skype conversation, the participant will be asked several questions by an English tutor. On the basis of this conversation, the participant's level of English (CEFR score) will be determined and a personal learning plan (or Level Test report) will be created. This takes about two working days.

6.9 Part Three: MarTEL Project Application in the Algerian Maritime Testing Context

To guarantee both safety at sea and thriving nautical communication, it is accredited by all maritime authorities and concerned partners that effective acquaintance of English atsea and in ports is a must for all seafarers in charge for security and protection of the vessel, its crew and its passengers. One form of such strict appliances is the adoption/implementation of MarTEL project and MarTEL Project Plus; or in other contexts named MarEng and MarEng Plus (Maritime English Project).

MarTEL Project Plus is a support and reinforcement plan to MarTEL project, here below is a detailed presentation and clarification to both.

6.9.1 MarTEL Project, what is it?

6.9.1.1 MarTEL Foundation Synopsis

MarTEL tests were founded and developed by the European Union (EU) and eight major players in the maritime education and training community across Europe as well as several external consultants, examiners and verifiers. The external verification includes countries both inside and outside the partnership. MarTEL partnership has many years of experience in EU project developments and work very closely with the rest of the International maritime community. They have a number of years of experience in the testing and assessment of maritime education and training following internationally recognized assessment processes and programmes.

6.9.1.2 MarTEL Project Definition

The latter represents standardized tests of Maritime English for safer seas. MarTEL provides the tests at three diverse phases:

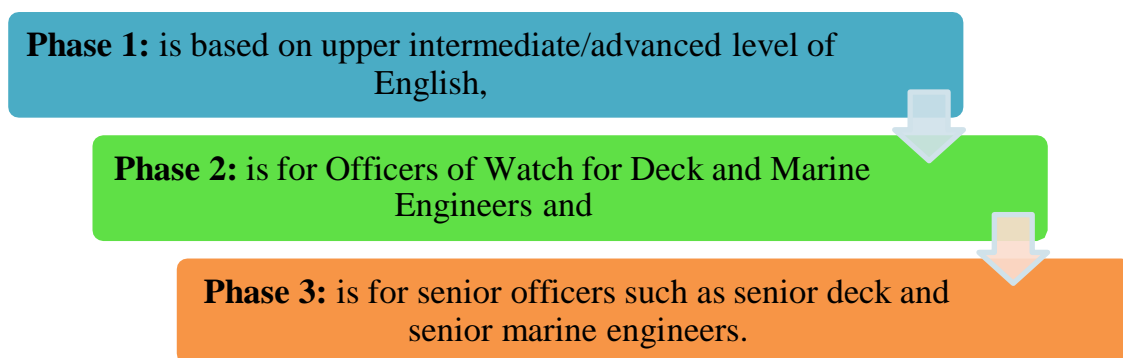


Figure. 42. MarTEL Tests Phases

Each test is based on key skills of English language:



Figure. 43. Skills of English Language

MarTEL tests are currently being piloted by the original project partners (MarTEL, 2015:1). A large number of associates from outside the original partnership have been supportive of the development of the MarTEL standards and are also piloting the tests in their own institutions and organizations.

6.9.1.3“Why MarTEL?” Reasons & Benefits to adopt MarTEL

Because 80 % of sea accidents are committed by the human element and error, with half due to poor communication as launched by IMO statistics and especially in the absence of acknowledged intercontinental or European standards for the appraisal of the English Language skills of seafarers, an urgent solution has to take part.

MarTEL has established a set of tests and standards transferring innovation from existing English language standards, the IMO Maritime English 3.17 model course and IMO’s Standard Marine Communication Phrases (SMCP). Evidently, the MarTEL materials are all in-line with the most up-to-date STCW convention requirements. MarTEL provides tests and standards equivalent to those held by TOEFL and IELTS, specific to the maritime industry. It has also developed a wide range of tests for deck and engineering ratings, cadets, and junior and senior officers, which can be taken online or are examiner-led. It includes a range of products, including 9 tests, comprehensive study guidelines and teacher’s guidelines, a test centre handbook and a mobile application to aid self-study.

MarTEL provides a range of expert tutoring and teacher instruction courses in Maritime English, which are bespoke and can be independent of the MarTEL tests.

6.10 MarTEL Testing Approach

i. Vocational and Knowledge

MarTEL provides a vocational training assessment format that focuses on improved communication skills in a maritime based environment. MarTEL provides not only a professional based approach to learning, but a knowledge testing layout for those who want to study or train in an English-speaking educational institution/environment.

ii. MarTEL Grading

MarTEL has three levels of grading these are Pass, Merit and Distinction. Also, a percentage mark is given. The candidates are generally offered a preparatory stage; each phase of MarTEL comprises of a study guide for each phase which gives examples of the type of questions that will be in the test for that phase. In the guidelines there are a number of samples and practice tests to prepare the test-taker. These guiding principles are free of charge and are accessible on the website. In addition, a sample study unit has been developed to support each phase of MarTEL tests that outlines the study areas that will be tested.

The standards include three assessment phases ranging from elementary to upper intermediate/advanced in Phase 1, English test at given skill levels for Deck and Marine Engineering officers of Watch in Phase 2 and English tests, again at given skill levels, for senior Deck and senior Marine Engineering officers in Phase 3.

These three different phases are set up to ensure Maritime English Language Proficiency of seafarers and promote Maritime English competence.

6.11 MarTEL Phases

MarTEL tests are accessible at three phases. These phases are designed to test candidate's competency in Maritime English for three divergent stages in their vocation. They aspire to cover all classes of seafarers. All phases assess the five key language learning skills: Reading, writing, listening, speaking and grammar/SMCP.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

MarTEL Phases	
Phase 1	<p>is designed for entry on to merchant navy cadet officer programmes for both deck and engineering cadet officers.</p> <p style="text-align: center;">This phase is designed for candidates at Cadet Level.</p> <p>Phase 1 tests at three levels of proficiency:</p> <ul style="list-style-type: none"> - Elementary - Intermediate and - Advanced. <p>All levels will include active skills, such as Speaking, Comprehension and Writing. The content will be based on active learning and on maritime terminology and usage with little emphasis on grammar.</p>
Phase 2	<p>is split into two parts:</p> <ul style="list-style-type: none"> • One test is for Deck Officers and the other is for Marine Engineers. <p>This phase is designed for candidates at Officer Level.</p> <p>Phase 2 is based on TOEFL 550 standards but with content based primarily on Navigation English and Marine Engineering English. These tests will focus on all skills, with less prominence given to grammar.</p>
Phase 3	<p>is also divided into two parts:</p> <ul style="list-style-type: none"> • One test is for Senior Deck Officers and the other for Chief Engineers. This phase is designed for candidates at Senior Officer Level. <p>Phase 3 is equivalent to TOEFL 600 and aimed at the senior officers in charge of vessels over 3000 GRT. The standard will include a section on language requirements for these vessels.</p>

Table 67. MarTEL Tests Phases & Requirements for Seafarers Classes/ Ranks

6.11.1 Why Three Phases?

There are three phases to MarTEL to ensure the Maritime English language knowledge and competencies between the different levels and ranks of seafarer are met. For young people who wish to enroll on the program of education and training for merchant navy officers, a MarTEL Phase 1 test would be undertaken. This is based on the vocational requirements for the program of study that they intend to enroll on. In this sense, the MarTEL test is no different to any other test of English language proficiencies required for other college/university diplomas or degrees at similar levels. The duties and responsibilities of Senior Officers and Officers are distinctly different and therefore it is necessary for two competency levels of Maritime English. MarTEL Phase 2 test is for the Officer level whereas Phase 3 is for the Senior Officer level.

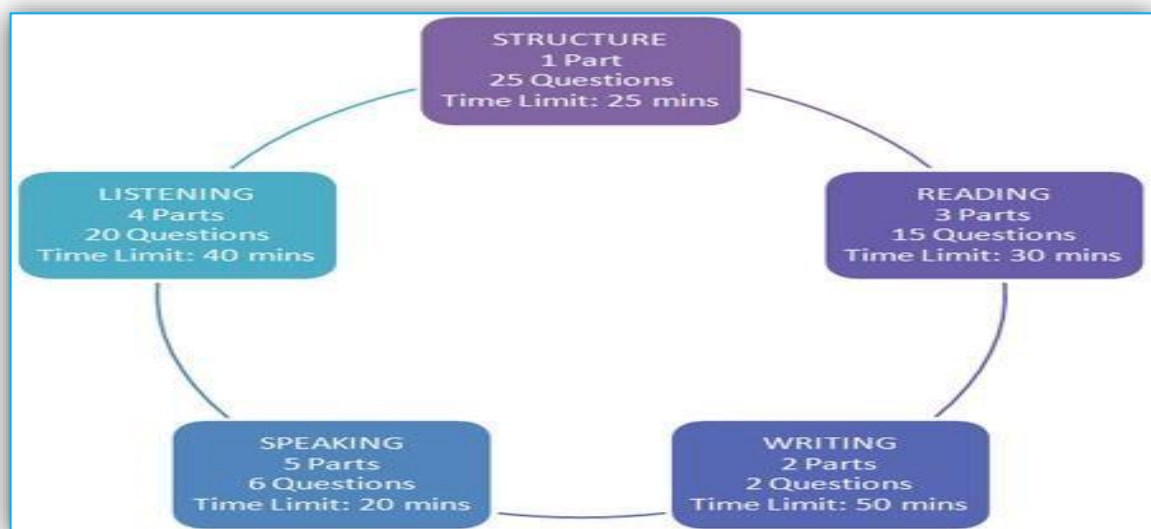
At these Officer and Senior Officer levels, it is imperative to discriminate between the navigators (deck officers) and the marine engineering officers as the duties and skills required for each role are different. It is widely accepted from that different roles place heavier weightings on different communication skills. For example, the Deck Officers weighting for

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

the writing section is 10% whereas the Engineering Officers weighting for the same section is 5% (MarTEL, 2015).

At these three phases five tests have therefore been developed for the differing requirements of Maritime English language competencies. The MarTEL team have taken onboard and conducted their own research in the field to establish different weightings for the different skills within the five tests (ibid).

As indicated previously, MarTEL offers the tests at three different phases. There is one test in Phase 1 for those wishing to enter formal Maritime education at tertiary level; two tests in Phase 2 (one for Deck Officers and one for Marine Engineering Officers), and two tests at Phase 3 (one for senior Deck Officer and one for senior Marine Engineers). All test takers have a similarly structured test with all skills tested in the same format. The skills to be tested are Grammar, Reading, Listening, Speaking and Writing. At Phase 2 and 3 levels, SMCP is assessed rather than Grammar. Each test takes approximately 145 minutes. The diagram below provides details of the testing format.



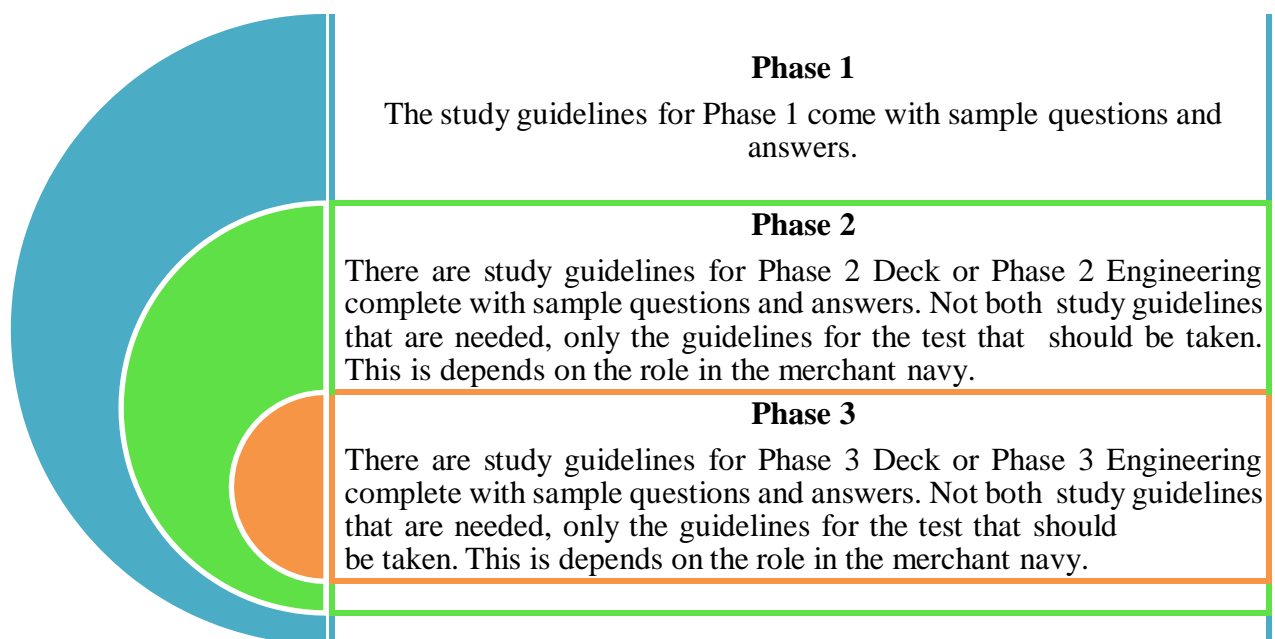
**Figure 44. Structure of Phase 1 Martel Standard.
MarTEL Test Phase 1 tested Skills**

As displayed in figure (1) which explains how language skills are tested including the numbers of parts and questions required plus the timing for each skill test. All other Phases have the same structure, but a different number of parts and questions and each skill is tested independently. However, the MarTEL tests also include integrated skill questions in order to

prepare the test-taker for real life situations at sea where more than one skill is required on some occasions. For example, in order to respond to a question from a senior officer or from a port-official the test-taker must first listen to the question and then answer using the speaking skill. For the officer (Phase 2) and Senior officer (Phase 3) levels, questions are based on real life scenarios where possible, with a wide variety of different accents used to represent the multi-cultural nature of the crew on board ship and at ports.

6.11.2 Study Guidelines and Download Sample Questions

Study Guidelines for each test have been produced to assist the test-taker in their preparation for their test. These guidelines provide detailed explanation of the test with sample questions for each type of skill assessed. These will be made publicly available in the coming months. To further support the test taker study units (text books) will also be made available.



**Figure.45. The MarTEL Study Guidelines
Teacher's Handbook**

A teacher's handbook (unit outlines) has also been produced for each test. This allows the teacher to prepare the test-taker for a MarTEL test.

6.3.11 MarTEL Tests: Security & Recognition

MarTEL tests are reliable throughout all of their European test centres. Each test centre is examined by an external assessment body to check that the centre is keeping to the standards set by the project. The review body also checks the overall running of the centre and marking to ensure that it meets a high quality.

MarTEL qualifications grade scores consistently and fairly. Each test has been designed to make sure that each section and subsequent questions are of the same intricacy. Many awarding and accrediting bodies across Europe, including Edexcel (education and excellence), have been involved with the MarTEL project helping to not only create the test and the subsequent standards but also to ensure that proper strict quality controls are present in all MarTEL centres Europe-wide. (<https://www.martel.pro/Teachers/Security-And-Recognition.aspx>).

All of MarTEL's examiners are fully eligible and follow strict identical (standardized) appraisal regulations that are checked by an external assessment body. MarTEL has a quality-controlled system of recruitment, training, benchmarking, certification and monitoring. MarTEL markers are regularly monitored and tested to retain their certification.

MarTEL is considered reliable and secure testing because the grading system has three levels: Pass, Merit and Distinction, as well as a marking system based on percentage. Evidently, to achieve each grade a set of assessment/grading criteria have to be fully met. Each phase test is based on the BTEC (Business and Technology Education Council) and Edexcel system and leads to an Edexcel qualification which has universal acknowledgment. The phases have been also included in the IMO programs/model courses as well as existing Edexcel/BTEC Higher National Diploma (HND) in Nautical Science/Navigation Engineering and HND in Marine Engineering; both HNDs have been developed in collaboration with major awarding, accrediting and licensing bodies such as BTEC, IMarEST (Institute of Marine Engineering, Science and Technology), MCA and so forth. At the pilot stage, much emphasis has been placed on the assessment system to ensure it is reliable, secure, benchmarked and understood worldwide with a consistent and reliable grading system. The test materials are designed carefully by MarTEL partners for each phase. Each grade for each phase has a set of assessment and grading criteria and each phase is designed for a given class and type of seafarer. Each test

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

clearly demonstrates the analogous level of complexity and is based on a given set of language skills deemed necessary for given types and ranks of merchant navy officers.

The process of training of the trainers/assessors is through a full MarTEL training and assessment program to ensure quality and integrity of MarTEL assessment system is respected and maintained. All assessors are expected to develop a portfolio demonstrating their knowledge of MarTEL and its assessment system and pass the test intended to assess/grade them with Distinction. A certificate is issued to successful assessors. The internal and external verification/examination system is similar to the existing system in partner countries and in the UK and Turkey is based on the BTEC/Edexcel/NVQ (National Vocational Qualifications) and SVQ (Scottish Vocational Qualification) systems. Presently, the marking of the tests takes place at two pilot assessment centers, with the primary centre based in the UK and complementary centre in Turkey. Assessors have to attend at least one training and assessment event each year. Their performance is regularly monitored and evaluated by a lead verifier for them to retain their certification.

Test centers in each country are coordinated by a designated key partner in that country and testing can be undertaken in independent organizations which meet strict standards of quality, security and customer service through regular monitoring of the assessment centre.

6.12 MarTEL plus Project Identification

MarTEL plus builds upon the Martel Project, which implemented a series of English language tests for professional seafarers, incorporating the International Maritime Organization's (IMO) Standard Marine Communication Phrases (SMCP). In response to the recently revised STCW code (2010), Maritime English tests for ratings are created. A set of guidelines for Maritime English teachers, a more comprehensive speaking test, and a mobile phone practice test is also developed.

The MarTEL Plus project has been designed to transfer data collated in the recently accomplished MarTEL scheme into new and inventive and original media, features, and materials.

6.12.1 The MarTEL plus Project Founding Target

In 2010, English language requirements for mariners were introduced to the STCW convention and code at the International Maritime Organization's Maritime Safety Committee (IMO MSC) meeting. The project consisted of the following aims:

Firstly, the project is a feedback to maritime necessities by enhancing a Maritime English standard for seafarers. In the design of this new standard, the main concentration is that MarTEL Plus makes packed appliance of information generated during the creation of Maritime English standards produced for officers in the concluded MarTEL project

Secondly, it is to introduce supplementary characteristics and functionalities to the MarTEL I.T. platform, making the MarTEL tests more accessible to users via mobile media. Taking practice tests on mobiles phones help increases the appeal and accessibility of the tests.

Thirdly, MarTEL Plus creates a set of guiding principles for each of the four MarTEL standards (from ratings to senior officers) for teachers of Maritime English. This strategy assists them in enhancing and promoting the content of their lessons when preparing a class totake a MarTEL test. Providing tutors with guidelines detailing how to prepare learners for the tests helps also integrate them in the course and boosts the progress of an enhanced experience for both learners and teachers.

Lastly, a more inclusive method for the valuation of oral proficiency has been developed. Thisimproved oral review is conducted face to face, and serves as a precise and thorough way of assessing Maritime English.

6.12.2 MarTEL Plus Vs. MarTEL Project/ MarTEL Plus Reasons & Partnership

As a step of improvement to safety of life at sea, there has been an urgent need to offer an effective means for seafarers to strengthen their English. Thus, the ultimate intention of MarTEL Plus is to supplement the existing MarTEL standards and promote their application. The proposal addresses the call for standards and more comparable and compatible higher education systems in Europe; it is in line with the requirements of the Bologna Process. The

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

MarTEL Plus standards have been transformed into BTEC Professional Awards and HND Units, and has thus attained ECTS status to expect to have a huge impact.

The partnership is made up of a number of leading maritime education and training institutions. The combination of their expertise ensures that the aims are achieved and the outcomes formed are of the uppermost eminence and are in keeping with the existing MarTEL standards. The maritime vocational education and training system is expected to be transformed, as MarTEL Plus completes the MarTEL standards and permit them to be adopted throughout Europe.






6.12.3 MarEng Plus or MarTEL plus Nature of Content/ Design

The original MarEng Learning Tool consists of intermediate and advanced level learning material on different maritime topics. Based on the feedback by different user groups all over the world, the usability of the original Tool has been improved. As a result of the MarEng Plus project, two new topics, Maritime Security and The Marine Environment, as well as elementary level learning material, a Teacher's manual and a mobile phone application of the glossary, have been added in the Tool. MarEng Plus provides more learning materials and all of the MarEng Plus material is English-English and is based on language used in actual simulators on board ships, in ports and elsewhere in the shipping chain. The new material does not only widen the overall user group but also motivate to learn Maritime English in different levels.

MarEng plus CD Rom provides the learning material at three different levels:

Elementary level - Intermediate level - Advanced level.

The CD Rom also provides an extensive glossary together with teacher's manual and Instructions for use. Software/hardware compatibility matters are answered in FAQ section of the website.

-  Maritime English
-  E-learning tool
-  Safety at sea Communication
-  MarEng Maritime English lessons
-  Maritime English course

All MarEng and MarEng Plus learning materials are accessible through internet for all

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

rank of seafarers. MarEng and MarEng Plus have been presented to a large number of interested audiences. Recently individuals and maritime institutions enjoying the MarEng Plus learning tool are growing in number.

Target groups:

- ✚ Seafarers at all ranks
- ✚ Students/Cadets in Vocational schools/colleges and universities
- ✚ Maritime Education and Training Centers
- ✚ Instructors/teachers of Maritime English
- ✚ Shipping companies (training departments)

For the maritime sector to remain competitive, and for the quality of European and International standards to not fall, it is imperative to raise the standards in Maritime Education and Training, and providing institutions with tools to improve the quality of the education that they provide.

To ensure standards do not fall, a number of issues and problems in the Maritime Training sector need to be addressed and resolved. This includes reviewing the reasons for major incidents and accidents occurring in the maritime industry. Through EU funding and support, steps are being made to provide innovative solutions to solve many of these maritime training problems.

This website provides access to number of maritime training products developed through EU funding, where these novel and innovative IT based Maritime Education and Training (MET) products directly address particular problems or deficiencies in MET.

These products were developed according to international standards such as the International Maritime Organization's (IMO) Standards of Certification, Training, and Watch keeping (STCW). As the IMO is the United Nations specialized agency responsible for the safety and security of shipping and the prevention of marine pollution by ships, it is essential to follow the standards that they set. All the products promote competencies specified to these standards, and some lead to internationally recognized qualifications. In time, the Maritime Training Platform will expand its reach, and many new and novel innovative IT based products will be added to the platform.

6.13 Conclusions and Prospects for Further Research

- The combination of a real educational environment with a virtual educational space based on electronic educational courses helps not only to revive the "dry" presentation of the material during college practice, but also to be productive and effective;
- Multi- variate use of the didactic capabilities of information technologies for teaching English in higher marine establishments is a necessity and time requirement;
- Using the e-course makes English training more effective, enhances the possibilities for obtaining knowledge, stimulates self-education, increases the efficiency of education;
- The tools of the course that contribute most to increasing the motivation for learning include: Forum, elements of the gamification (Game-based Exercises, Easter eggs, Leaderboards, Points, QR Code Quest), Glossary, Presentations, Test Tasks (Quizzes), Grade book; – A clear division of the types of questions in test tasks according to the levels of Bloom's taxonomy helps to control the students' work and systematize its results. We see the prospects of further research in the study of the peculiarities of the growth of qualitative indicators of the level of English in conditions of blended learning in the Algerian maritime education on LMS MOODLE.

6.14 Part Four: Syllabus Proposals

6.14.1 English for Maritime Law Syllabus

Maritime law can govern many insurance issues regarding cargo on ships, civil matters between owners of vessels and passengers and piracy issues. It also covers registration, inspection and insurance of ships. ... English for maritime law is of utmost significance in the seafaring industry. Enhancing Maritime English Training as well as communicative competence and professionalism among the Algerian seafarers requires teaching of an important ME sub- branch; English for Maritime Law. A proposed syllabus is projected to enhance the Algerian maritime community with a specialized content in English for Maritime Law. The latter contains the following modules:

❖ Module 1: English Maritime Law

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

- ❖ **Module 2: Chartering**
- ❖ **Module 3: Carriage of Goods by Sea**
- ❖ **Module 4: Ownership and Registration**
- ❖ **Module 5: Seafarers and Employment**
- ❖ **Module 6: Collisions, Salvage & Wreck**
- ❖ **Module 7: PERSONAL INJURY AT SEA**
- ❖ **Module 8: International Conventions**
- ❖ **Module 9: FINANCE & MORTGAGES**
- ❖ **Module 10: Admiralty Jurisdiction**
- ❖ **Module 11: MARINE INSURANCE & AVERAGE**
- ❖ **Module 12: An Introduction to Lloyds of London and the Yacht Market**

6.14.2 Maritime English: Language and Communication Skills Enhancement

As stated by the whole staff training in ME remains vitally important for a multitude of reasons; the safety of the crew, the efficiency of daily tasks and the integrity of the ship. Some suggested guidelines to enhance Maritime English Knowledge training are provided:

	ME Teachers	Seafarers
Speaking	- Describe / locate safety equipment - Interacting with the pilot	- Giving orders - Answering questions for clarification
Listening	- VHF exchange procedures - Obtain VTS (vessel traffic service) data or any other external source data	- VHF exchange procedures - Receiving orders
Reading	- Consulting operation manuals and ship's documentation - Vocabulary acquisition: SMCP for VHF communications	- Consulting operation manuals and ship's documentation - Vocabulary acquisition: SMCP for VHF communications
Writing	- Making entries in the log book - Writing a damage• report	- Making entries in the log book - Writing a damage• report

Table 68 – Suggested Training Skills in Teaching/Learning Maritime English

https://www.marifuture.org/Publications/Papers/Communication_and_Practical_Training_Applied_in_Nautical_Studies.pdf

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Maritime English – Language and Communication

Suggested Course content for HMO Staff

- Maritime communication
- Standard Marine Communication Phrases
- General ship knowledge
- Basic ship engineering
- Navigation
- Safety
- Documents
- Correspondence

Learning outcomes

I. Knowledge:

- In-depth knowledge of maritime English according to relevant sections of STCW II / 1 and II / 2 and STCW Code A-II / 1 Function "Operational Level Navigation"
- Knowledge of English vocational terminology in areas covered by maritime activities in addition to general competence in English language
- Knowledge of the subject areas covered in academic and curriculum texts in the subject
- Knowledge of how to write letters and reports within the domain of maritime communication
- Knowledge of how to perform administrative tasks and tasks related to safety procedures.

II. Skills:

- Be able to use written and oral English pertaining to the maritime profession both in letters, reports and presentations
- Be able to find, understand, evaluate and make use of English academic texts and articles
- Be able to create and give a presentation on a chosen or given topic
- Be able to take on a role on the bridge in the simulator and communicate with others appropriately using relevant terminology

III. Competence:

- Insight into the importance of language in terms of security and administrative tasks
- The ability to convey professional information both in writing and orally
- The ability to exchange views and experiences with others with a maritime background and thus contribute to the development of good practice.

IV. Learning methods and activities

A. Teaching and learning methods:

- Student-centred, teaching with a focus on group based learning in the classroom and the simulator. The focus in both cases is on appropriate communication within the maritime industry.

B. Compulsory assignments

- Mandatory assignment

C. Further on evaluation

Exam:

- 2 hours written final exam: 40%
- Oral exam: 40%
- Simulator Exam: 20%

Table. 69. Suggested Course content for HMO Staff

6.14.3 Further Motivational Activities Application in the Algerian Context

Learning is self-initiated, but it must be aided by motives so that the learner will persist in the learning activity. Knowledge is an active process that needs to be motivated and guided toward desirable ends. The fundamental aim of motivation is to stimulate and to facilitate the instructive progression, increase students' time on task, enhance cognitive processing and it is also an important factor affecting their learning and achievement. It is broadly accredited that student interest and motivation for learning have a considerable influence on second language acquisition (e.g. Baker, 2006; Dörnyei & Ushioda, 2011).

Several research and conducted needs analysis reveal that authors have preferred numerous types of materials to stimulate and uphold motivation in their ESP/ME classes. The selected activities aimed to satisfy various learners' needs through diverse learning styles. The purpose of these activities was twofold; it aimed initially to inspire students during class when the degree of interest and concentration drops, while simultaneously they would learn and employ language structures.

With regard to motivation is concerned in the nautical learning environment, two of the teaching materials were selected, the Seagull training course and MarEng programme, were taken over from available online training providers, which offer a library of training courses for seafarers. Creative resources were construed using the accessible e-learning platform Merlin and the online application Puzzle maker. Other online applications like Dvolver and Kahoot were used to get the students more involved and dynamic in the classroom. Additionally, communication workshops with native speakers were prearranged for smaller groups of learners.

6.14.3.1 Complementary Online Training Courses

One motivational aspect can be offering online courses. An online class is a course conducted over the Internet. This is generally conducted through a learning management system, in which students can view their course syllabus and academic progress, as well as communicate with fellow students and their course instructor. A number of training courses were designed with the target of improving communication skills in the field of Maritime English teaching and training for seafarers. Such courses meet the needs of this specific work environment and directly affect the safety and security on board ships.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Seagull Maritime represents one prominent model which offers a comprehensive library of training and onboard courses for improving seafarer knowledge. The material is taxable and is designed by professionals for professionals to make it applicable and considerable to students. The other online learning tool, MarEng, was developed in the framework of Leonardo da Vinci project with the aim of improving the knowledge of English in the maritime industry. It is complimentary and can be downloaded and installed on any computer.

Both tools offer listening and reading practice (Jana Kegalj & Anita Jokić- Kuduz. 2018:45-55) as well as various exercises, like matching, filling in the gaps, grammar exercises, etc. All materials aim to simulate real-life situations and to teach standard marine communication phrases, proscribed by the International Maritime Organization. The use of the materials requires adequate equipment, like computers and headphones. The students work and practice by themselves, at their own pace, which makes the learning process highly individualized. The students can go through the units in class and at home, at any time. Seagull stores their results online under their username. The other advantage is the audio-visual nature of the programmes, as well as their user-friendliness. However, as language implies interaction and communication, this aspect is lost in this way of learning, so it is extremely important not to rely solely upon such materials, but to use them in combination with other more interactive strategies.

One motivational model is the “CAPTAINS project” which intends to build up an atmosphere for learning English by means of 2D/3D simulations and is projected to lessen communication related issues at sea.

The project (ibid) develops a software based maritime English tool in which the scenarios developed optimally drives the definition of proper learning approaches, virtual collaboration and learning spaces as a medium of novel learning platforms deploying 2D/3D simulations. This is purely scenario based extracted from the past accidents, incidents and damages. Such learning materials which permits to display the wrong and right ways to communicate and potential critical situations may lead to and train those maritime personnel on what action(s) to take to avoid them. The knowledge base of authentic scenarios is included in the curriculum of Maritime English in maritime education and training institutions. Industrial and vocational training benefits from the existence of a software training tool for its sea-going and port personnel which focuses on effective English language communication, as an essential ingredient in safe and efficient ship operations.

6.14.3.2 Designing E-learning Platforms for ME Teachers

Designing platforms for teaching in Algeria helps teachers create and share online lessons using their easy tools and will simultaneously support the nautical community's staff to benefit from such training. An online platform is defined as a digital service that facilitates interactions between two or more distinct but interdependent sets of users. In the nautical context, one attempt has been made to enhance both teaching-learning and workplace application process. For example, Merlin is another suggested platform; it is based on Moodle platform to provide users of several domains with a single robust, secure and integrated system to create personalized learning environments. It has been established to deliver courses via the use of e-learning technologies. It contains test materials, lectures, presentations, various files, video clips, etc. Students can access it by means of their electronic identity provided by the faculty. The materials on this learning platform are tailor-made by the authorsto cater for the needs of a particular group of students. It was chosen precisely because it offers a large variety of activities, which may be used as warm-up activities, follow-up activities, grammar practice, or just for raising the level of concentration after a longer activity or when the students are tired. Furthermore, the activities may be adjusted to the needs of particular students and they may access them at any time. Most importantly, in this case, the process of learning is not performed on learners, but it is what learners do themselves (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010).

6.14.3.3 Online Applications

To enhance motivation among learners in classrooms, a number of electronic sources and applications are accessible. These tools were designed to augment learners' concentration, engage their interest and imagination in practicing their language skills effortlessly. Certainly, such activities involve the exploit of computers in class.

One model activity offering a well-structured vocabulary practice is the Puzzle-maker. It is a puzzle generation tool for creating tailored word searches and other a variety of types of puzzles. Puzzles represent an activity for enjoyment and these definitely assist to maintain motivation in class and relieve the tension related to learning any foreign language. Such an activity aims to be entertaining, but at the same time to practice specific vocabulary in context. The application supports the integration of photos, videos, words or sentences and can be played on a tablet, a PC or a mobile phone. The proposal aims to stimulate the students' motivation and concentration through a competition, while simultaneously to practice their terminology or grammar skills.

6.14.3.4 Communication Workshops

The workshop method focuses on participatory, hands-on learning; small-group activity and problem solving; pair and small-group discussions; etc. Thanks to the "active" rather than "passive" nature of the experience, larger numbers of learners are motivated to participate and learn. Throughout interactive workshop, participants will learn the secrets of communication, including building personal credibility, delivering positive and negative feedback, improving listening skills, rephrasing for better relationships, dealing with difficult people, handling negative situations, and more. In the nautical context, a communication workshop with native speakers is one effective strategy for mariners to enhance their communicative competence. One example was previously organized in partnership with the City Library Rijeka and the crew of the American Warship Mount Whitney. A group of students and their colleagues were divided and engaged in doing some tasks i.e. to find out specific information about their guests. The experience implied initially the teacher to systematize, coordinate and monitor the course of the workshop. Once more, the students can make use of the language in a real-life situation, they can relax and enjoy a casual conversation while still practicing language and being aware of their own knowledge of language.

Chapter six: Enhancing ME Communicative Competence for the Algerian Maritime Milieu

Workshops can be held and controlled either in person or hosted online, via a Skype video conference. One example was prepared by the university of the Aegean, the university of Cadiz, TUDEV Institute of Maritime Studies, 1st Evening Vocational Senior School (Athens), and Centre for Factories of the Future (UK). The workshops were attended by people from the following groups: Maritime English teachers, maritime lecturers, English teachers, cadets, managers and representatives of shipping unions, supervisors of VET, directors of maritime academies, academics, master mariners and other seafarers (such as officers, engineers, and ratings), VTS operators, and specialists in applied linguistics.

6.15 Conclusion

Constructivism, a learning theory in the limelight among educators now, represents a radical departure from traditional notions of learning to new ones. Using instructional technologies, especially the Internet in education, in part or as a whole has become inevitable. Rapid advances in computer and Internet technologies provide new opportunities to support teaching and learning. An Internet- based education environment facilitates students learning without the constraints of time and distance, giving students more opportunities to control their own learning. This type of learning is usually learner- centered and supports knowledge construction and meaningful learning. And to great extent, through the meaningful learning of Maritime English, it would promote students' abilities of autonomic learning and increase their comprehensive competence relevantly, such as strengthening and combining their sense of maritime major with real situations, rising their cognitive levels and practical standards in reading, listening, speaking and writing in some ESP fields as maritime and shipping, and optimizing their thinking patterns and gathering their integration of modern educational technology, which will make great contributions to students' future employment.

As claimed by (Cope & Ward, 2002:72), there remains much further study for Maritime English teaching in a modern technological way. First and uttermost, how to combine the great advantages of excellent traditional teaching approaches with the modern educational technology to create a suitable and a real- life environment study and field study in the light of the present study so that to meet the need of Maritime English teaching and learning. To put in the nutshell, it is often agreed that every little contribution can help: thus the above procedures represent a stepping- stone and key elements in advancing ME teaching.

Globalization establishes faster linkage among nations, which aids in shared knowledge and information that are generated at particular parts of the countries to other parts of nations. Global exchange (communication) is now taking place as the market of ideas, culture, and beliefs expand through the use of technology. As a result of the global exchange of goods and ideas, a common way of talking is expected to take place among international multilingual communities. Accordingly, English has occupied the position of universal language as it dominated global business, politics and culture more than any other linguistic medium in human history. Remarkably, the demand for a language which is universally intelligible is widely felt, and frequently voiced. At present, English is the only language in a position to adopt the role of the world's first language due primarily to the economic superiority of the United States, the number of speakers all over the world including other scientific, cultural and political targets. It has become also a global language in most parts of the world by and large which is undeniably an inescapable process of globalization. The key to English globalization and extension- up to the current position; is basically due to three eras which English had undergone and benefited from in the past. Starvik and Leech explained that these include first the imperial expansion of European powers which spread the use of English and other languages. The second concerns the technological revolution; mainly industrial and electronic revolutions led by Britain and U.S.A. The third is globalization.

This phenomenon made scholars decide to devise standards of language use to help manage the needs of certain activities and difficulties in real- work situations. It means a standard language that transcends all regional differences and guarantees intelligibility when people from different English speaking parts of the world communicate with each other. Therefore, this thesis has attempted to present a clear account of ESP which has been imposed as a predominant part of foreign language teaching and also its relation to some approaches. It has also mentioned that some of these approaches including EST, EOP, and EAP... are more likely to contribute to ESP teaching.

As the case of this Doctoral thesis deals with; shipping is one of the fields that represents a perfect illustration to the point of standardization where English is the official language of maritime communication. Many projects such as SEASPEAK, SMNV, and SMCP ... have been designed to fulfill the sector's services. Maritime English is one of the ESP types which actually cover most linguistic areas and serves to accomplish all port's activities and needs especially that no communication failure is encountered.

Proficiency in English language skills determines the eligibility criteria for the job seekers as well as employees of the industries and they are expected to possess excellent communication skills. Seeing this necessity, employers from various domains seek to employ people who are good at using English to fulfill their requirements. Hence, it becomes essential that the workforce of various domains ought to be communicatively competent to meet those requirements.

For the International Maritime Industry (IMI) to facilitate this activity, it is essential that a common working language; namely Maritime English, is proficiently used to safeguard the ship, its crew and the environment in which it sails. This presupposes that the graduates of maritime academies are well- prepared and that their mentors are qualified to perform the task required by international regulations.

The research at hands offered considerations on both the ME workplace and teaching contexts; primarily in the nautical field as an ESP area of study. Particularly, it is an investigation on English for maritime purposes and ME teaching perspective at the Higher Maritime College ENSM in Algeria; a sort of review on its implementation in the Algerian port- enterprises.

Being a case study, Algeria accepts both the use and integration of this language in conformity with the international norms in the maritime field. Based on what was provided by Guy and Mattock in 1993, Maritime English is considered as an “off- shore English” shared among a particular category of people “specific community” that has learned English for practical rather than academic purposes. In other words, it is a sort of English- medium communication used between non- native speakers (NNS) who employ English as an international language in business dealings.

Proving this claim necessitated exploring some of the Algerian port- authorities. Algiers, Oran, El Ghazaouet and Mostaganem ports represented perfect case studies. Practically, the enquiry revealed that the staff uses and relies greatly on the use of English and especially ME in both verbal and written interaction and cannot ignore it anymore since foreign communication implies its appliance as several non- native speakers visit this port daily asking for different tasks.

The study focused essentially on Maritime English as both an EAP and EOP genre of ESP applied and employed in the training of seafarers and workplace to fulfill administrative tasks and communicative dealings with NNS visiting the national ports. The researcher took into account significance of explaining ME as a key subdivision and unique type of ESP approach offering in tandem numerous definitions, main features, and the universal teaching content fundamentally required for the better application of this international code as imposed by international organizations IMO and STCW convention as issued by UN agency. Some Algerian ports including as stated earlier: Algiers, Oran, El Ghazaouet and Mostaganem have been selected to undertake the study. The main aim is to inquire about ME competence and professionalism among the Algerian port- authority personnel in accomplishing duties and responsibilities. Thus, the main question research attempted to prove:

Whether Maritime English is in fact truly employed in Algeria's communicative process, to what extent the Algerian shipping staff relies on using this world's lingua- franca and how harmonious is the implementation of such a common code compared to content that is delivered by the international regulations and national maritime college ENSM. Another interest is to find out how competent and professional is the Algerian maritime staff in fulfilling their duties via this code.

This part presents the conclusions of the study. To this end, first, the answers concerning the research questions are summarized. These also provide evidence to the research hypotheses formulated at the beginning of the research. Then, in light of these findings, some academic and pedagogical proposals plus ME standard projects have been suggested to enhance Maritime English communicative competence for the Algerian mariners to improve the quality of communication in their multilingual place of work. After that, the originality and the limitations of this study are examined and recommendations for future research are provided. Finally, some concluding remarks are put forward.

1. Synopsis of the Findings

The first research question sought to explore and investigate about the authentic application of Nautical English as well the scope of professional communicative competence in ME at the workplace. The next inquiry relates to Maritime English compliance & conformity to international norms in concordance with SMCP acquiescence. Subsequently, the researcher's interest is to prove congruency of both ME application and instruction in Algeria in

agreement to universal training. The last inquest tackles congruency of ME relevance at workplace in obedience to intercontinental Maritime English communicative requirements.

Professionally speaking, the International Maritime Industry (IMI) is a worldwide network of shipping, linking all continents and bringing together seamen from a multitude of national, racial and linguistic spots. Wherever humans interrelate, they converse in some form or another and the ability to commune expertly is the keystone of safety at sea. The present scientific contribution has identified in brief the development of English as the lingua franca of the sea. Most scholars' definitions and features have acknowledged that Maritime English (ME) fits into the category of a special-purpose form of English, in that it has generated, modified or adopted from other languages many terms and phrases that are exceptionally employed in the IMI. Maritime English is placed at the same level with other forms of ESP (English for Specific Purposes) but is quite different in emphasis from English as a Foreign Language (EFL) and English as a Second Language (ESL). In simpler words, Maritime English is defined as English that is being used in the maritime industry that covers not only ship operations but also other operations that are related with it such as port state control, harbor authority, oil and gas, power generation, marine transportation and etc.

Exploration and investigation over accessible congruency among international Maritime English teaching content applied in the Algerian maritime companies, then taught in the Nautical College as well as compliance to international maritime communicative requirements are explained respectively. As stated and explained previously by Trenkner (2007), Maritime English is the essential means and linguistic operative device for effective communication in the maritime community that contributes to the safety of navigation and the facilitation of the seaborne trade. Transport is a service industry, an activity without which a country's trade, progress and very life would be impossible. The predominant place of shipping in world trade derives from the fact that seven-tenths of the earth's surface is covered by water, and therefore the vast majority of imports and exports use this very expeditious and cheap mode of transport. Hence, chapter three has attempted to provide a comprehensive view of the basic aspects of the Algerian maritime transport, so as to equip those who are not experts on this subject with general background which will permit them to gain an idea of the importance, needs and structure of the local shipping industry, the current situation in this sector at the world and regional levels, and the factors that influence its development mainly ME communicative competence of seafarers.

Maritime transport represents 95% of the country's international trade; in terms of container traffic, Algeria remains a major importer. The Harbour Master Office (HMO) in Algeria like all over the world is the communication hub of the port, the principal role of the Harbour Master is to ensure safety of navigation in his port and approaches. To do this effectively, he has to liaise professionally with pilots, towing companies, marine superintendents, marine surveyors and shipmaster and must guarantee a thriving maritime communicative course with NNS and speed any vessel's stay in the port. The third chapter has lucratively viewed the nature of the Algerian maritime context, activities management and communicative tasks assigned to each member involved within the process in the subsequent ports: Algiers, Oran, Mostaganem and El Ghazaouet. A reference to Maritime English training offered to the Algerian maritime staff is also mentioned within the chapter where ENSM; being an obligatory passage for certain specified members, offers the required international instruction in ME.

Today, more than ever, seafaring is a job that demands highly trained and qualified personnel: people who not only have courage, strength and determination, but also the professional linguistic competence and wherewithal to respond to hazards and challenges that the sea and the weather might throw at them. Managing maritime tasks requires effective communication and conformity to maritime laws. One of these urges seafarers to communicate effectively via Maritime English; language of the sea, as imposed by IMO. Overall, Maritime English is very important for a seafarer to communicate efficaciously; therefore, all the aspiring seafarers must give adequate time towards grasping Maritime English and achieve fluency because effective communication is an indispensable qualification for the attainment of their organizational goals. In this vein, an attempt by the examiner is a synopsis offered on the nature of maritime communication in the Algerian ports to get near the linguistic competence of the local ME users and check to what extent ME is applied and respected compared to what is universally issued and forced. The inquiry concerns both spoken and written aspects of ME in the Harbour Master Offices already mentioned.

In considering the third enquiry both chapter three and four have presented authentic answers, the researcher has undertaken training (teaching experience) in both maritime college ENSM and port- authorities. The main target was to prove congruency; ME application and instruction, by getting nearer ME lessons and courses delivered for future usage and compare it to what is applied in a real nautical communicative context. Distributing questionnaires for

both categories met; maritime employees and trainees, was a necessary tool to collect data for an elaborated analysis. In doing so, the researcher aimed through such training to provide an overview plus an assessment to the current ME syllabus delivered at the national maritime college in enhancing the performance of English language proficiency for future professional communicative competence application. Findings generated from trainees– at ENSM, for the school year 2017 – 2018 and port- employees 2019- 2021 would be the tool to develop and enhance the teaching and learning process specifically in the English language by crafting some interventions to address the needs in the maritime world.

Studying and analyzing the ME taught content facilitates find valid interpretations and conclusions to the above inquest. Simply, this helps identify strengths and weaknesses encountered in the field, recognize deficiencies whether in terms of instruction or performance. The chief curiosity at this level concerned what type of ME instructors are currently employed at ENSM (who teaches ME courses); whether GE or ME tutors? This represented a very imperative question because the variety called Maritime English should be taught by ESP instructors who will be more enthusiastic to undertake successfully the journey and invest in their teaching, they are in fact increasingly seen by management as the source of supplying students with the perceived ME dosage required as quoted by Cole, C., Pritchard, B., & Tenkner, P.: “The results give rise to the conclusion and recommendation that the ideal ME instructor should hold the default qualification (BSc/MSc) in English language and teaching reinforced with an obligatory period of successful “marinisation” (Cole et al., 2002; Trenkner & Cole, 2004)”. As to which teaching methodology should be best employed, they added: “The communicative approach to learning and teaching (CLT), which the ME instructor should not only be well aware of, but also be competent in practising, is the prevailing approach.¹⁰ Nonetheless, depending on the level of the course about to be run, the ME instructor is also expected to master the methodology (principles, strategies, activities and tasks) of content-based instruction and match this to the objectives and expected outcomes within competence-based training”. (2007: 123-147).

It is definitely imperative to point out that internationally MET institutions are obliged in STCW95 to meet the requirement in Section A-1/6(3) the relevant part of which reads: “All instructors (...) are appropriately qualified for the particular types and levels of training (...) of seafarers either on board or ashore”. The implementation of such a note is an essential component to improve ME teaching quality. Considering this aspect, teachers at ENSM though neither ESP teachers nor specialized in ME but have moderately developed their background knowledge and aptitude to meet the needs of their actual trainees thanks to personal research.

The main problem of these ME teachers in Algeria is the total absence of training and offering qualified novel instruction that suits the actual workplace requirements. In spite of all this, the candidate has benefited generously from the intensive knowledge and long all-inclusive experience of trainers at ENSM. Another critical recognition to the nature of ME syllabus taught at ENSM; its conformity to ESP features, conventionality to international Maritime English standards as issued by IMO and WMU as well as the extent to which the latter serves the needs of the target situation for future usage, are all points taken into consideration by the pollster and reviewed in details.

An additional target has examined what sort of communicative requirements should exist to consider Algerian mariners' professional competent communicators in Maritime English. Quite a few exposed facts in chapter five have illustrated the linguistic features of Maritime English (ME) both as a type of specialized discourse in academic and professional sectors and as a vehicular language used to facilitate communication at sea. It is shown that this specific subset of English covers a wide spectrum, ranging from the language of highly technical written genres to simplified and standardized uses typical of spoken contexts. The analysis is conducted on data from the fields of maritime VHF communication as well as on the transcription of an authentic conversation between a ship and a radio station and on the Standard Maritime Communication Phrases drafted by the International Maritime Organization. Despite some common representative characteristics of both written and spoken ME at the lexical-semantic level, the two registers appear as distinct from a wider pragmatic and textual perspective. The former exhibits greater variability and complexity due to the fusion of different writing styles, "languages" from other domains and textual functions, while the latter is generally marked by linguistic adjustments reducing it to a restricted language, limited in its scope and goal. The resulting image of ME is that of a multi-faceted language with a number of distinct features serving different purposes. Future studies on specialized discourse need to highlight the internal nature of the various domains under investigation in order to provide finer-grained descriptions of their organization.

Currently, it is well known all around the shipping industry that English is the focal and single language that ought to be employed in any type of maritime communication. In the Algerian maritime context, mariners are mostly bilinguals relying mostly on French and Arabic languages and are obliged to use English to fulfill navigational purposes in several situations. In such a case, their English language should also be fluent and easily comprehensible by all the other members of the team or crew that are not native English. Maritime English is the

intercontinental lingo that is used worldwide and therefore the shipping industry accepted it as the main language on board ships and in communications ship-to-ship and ship-to-coast. In this globalized era, Maritime English competence and proficiency consists in applying and respecting SMCP at the workplace. IMO insists essentially on the full submission of SMCP as a unique system; firstly, to overcome language barriers and secondly to surmount communication failure as well. Chapter five represents the analytical phase and questionnaires' interpretation where the candidate has tried to shed light on ME congruency in the local maritime context to prove mariners' ME competence and professionalism and to what extent the aforementioned document plays a practical role to achieve a successful communicative process, it is to verify whether SMCP is applied in managing maritime issues and how the latter is respected in conformity to previous knowledge learnt from maritime training. Another inquiry intended to divulge what linguistic or communicative issues despite the SMCP tool adopted still impede the Algerian mariners to fulfill successfully their interactive dealings. Finding answers to these questions have helped the researcher and others related to the field provide pedagogical proposals and suggested courses to enhance competence and proficiency of certain categories.

Considered as the international language, teaching Maritime English for communication and cooperation is an indispensable element in the national maritime education. Firstly, the training undertaken has proved with evidence many other observations. Among these is that ME is adopted by all the members: captain, Head of Navigation and Security Department, port-officers, port- surveyors and pilots with clearly slight differences. For example, as the Harbour Master, Head of Navigation and Security Department, port- officers and pilots are concerned; they get it through training whereas the port- surveyors use it on the spot thanks to their previous background knowledge. All this has pushed them to make great efforts to improve their use to this inescapable lingua- franca through learning the SMCP document provided by heart, consulting the internet and other various sources: reading books, exchanging talks with foreigners for long hours.

Secondly, the actual situation reveals that some difficulties are encountered by the staff at the Harbour Master Office; the important one concerns lack or insufficient training that is provided either in the local port or in the Higher Maritime School especially for the category mentioned so far; port- surveyors, which results in a lack in language proficiency. The data interpretation also confirms that the Algerian ports' staff does not represent a homogenous group which comes from one discipline, but in contrast they represent a broad group:

individual members who come from different backgrounds and may have quite different needs. In general, the courses they have dealt with focus on certain particular skills such as:

report- writing, particular features of language and discourse or a say of business meeting and also a specific care is given to the contexts in which the above mentioned skills are taught.

Sometimes, pronunciation problems appear in the spoken exchange from the part of senders mainly as they use different languages and speak different varieties especially in VHF communication, the fact which disturbs the local staff. Also, no translators exist to help reduce the pressure of work especially for the port's captain and Head of Navigation and Security Department when dealing with internal communication between PDG and foreign ship's masters in written communication.

International English is about effective communication. The Algerian port staff; considered as non- native speakers who are really different in terms of thinking, culture, try to communicate effectively with their partners who represent another segment of non- native speakers but not necessarily like native speakers because their aim is to be understood. Standardizing English has helped actually communicators (i.e. both partners) to understand each other despite their cultural differences and this is greatly embodied in that each member included in communication do not confuse or mislead the meaning of utterances and messages sent or received, they do not waste time in understanding or interpreting them too, simply because they are clear and obvious thanks to technical terms, not style.

Another reason helps also in understanding why the Algerian ports' staff operates safely despite the little English knowledge possessed by some members as stated by Dudley Evans; being an effective business (maritime) communicator depends only on verbal language proficiency but also on personal and interpersonal skills.

For solving the port mentioned troubles, the staff claims that it would be better if they were given the opportunity to get other intensive training courses in GE abroad yearly to improve English language proficiency standard and competence for each member. Their reason in this is that ME is much more restricted than everyday English since it is limited just to their profession and has to deal mainly with the specific skills that have been taught during their learning formation- career either at the nautical college or other private centres. This actual knowledge will be insufficient in the long run.

In the shipping industry, English language is the main tool so that everyone should understand each other. It is called superpower due to the fact that this language is used for or in any forms of communications, specifically when seafarers onboard international merchant fleet or in ports. Communicating and sending information onboard ship were just some examples that English is imperative to the seafarers. Cohen & Wickens (2018) mentioned that academically English is the primary venue of instruction and considered the primary pathway to educational success especially when working with different nationalities. Therefore, the researcher believed that there is a need to make a reference to theories that can best suit and benefit the teaching of ME to better improve future mariner's competence and proficiency. Constructivism theory has been suggested for the sake that it is based on a self-motivated active and interactive learning.

The suggestions and recommendations we have presented in the last chapter aim at a clearer and more practical conception of the nature and place of ESP in general as well as ME specifically in parallel with GE in the maritime workplace and maritime education to improve and facilitate work in a real- life situation.

To sum- up the objective in selecting this means of communication is that Maritime English is undoubtedly a sort of business English since it is used to complete the needs of business in a maritime community. One scholar states and proves that Business English can also be seen as a mediating language between the technicalities of particular business... and the language of the general public.

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Port Staff Questionnaire

Questionnaire on Maritime English Competence & Professionalism at the Workplace

Maritime English proficiency standard is mandatorily used by all maritime based professionals and become an important tool to ensure safety where it is not only at sea but including shore, port and any maritime based industry. This study sought to determine the level of Maritime English proficiency among the Algerian port staff members.

I am currently undertaking my Ph D in ESP studies (i.e. English for Specific Purposes) - analyzing particularly English for maritime purposes language as being applied; implemented and taught in the Algerian maritime context.

The questionnaire is intended to generate information from port staff members in the Algerian ports; on the application and use of Maritime English at the workplace. It is on how ME is being implemented, its utilization and as a research- candidate my core objective is mainly to get nearer the port staff members' standard in both: General English (GE) and Maritime English (ME) they employ in their maritime communication to accomplish port operations particularly those pertaining to cargo handling, pilotage and tug services...

It is essentially to have an overview about how professional are these members in using the language of the sea in their multi- lingual context; how skillful are they, and specifically what problems they encounter to achieve language competence not forgetting the linguistic needs they face in their real work context as well.

It is highly appreciated and important that complete and accurate answers are provided to contribute to the evaluation to the use of ME in the Algerian ports since the latter will provide the basis for the preparation of the course design that meets the requirements of the designated category later.

Questions are grouped by major area. Answers to the questions may be indicated by checking the corresponding box or by filling-in the blanks/tables provided after the questions or by indicating "Not Applicable". It will be very helpful if respondent ports will include a brief narrative/discussion of issues/problems relating to areas/questions covered by the survey. Such narrative should include the proposed solutions or actions undertaken by the port to address issues/problems identified. Please use separate sheets if necessary.

I appreciate your consideration, guidance, help and time.

Thank you Mr.



Ahmed Ben Ahmed- Oran 2- University
ESP/ME Needs Analysis Questionnaire

Part One: An Inquiry about GE

A. Identification: Gender & Job Service (Grade at Port)

- 1 Male** **- Female**
2 Port Staff Members:

Category							
Harbour Master	Head of Department of Navigation & Security	Port- officer	Deck officer	Stevedore	Port officer adjoin (Controller)	Pilot	Tug-assistance Captain

B. Language Competence & Proficiency

Question 1: Which academic degree do you hold in English?

Question 2: How did you acquire your English language? Your current English language is acquired:

- A. Is it through an educational career?
 - At the middle school
 - At the secondary school
 - At the university
- B. Is it through an institutional or personal training?
 - At the maritime academy
 - By self-study
 - At a Summer school
 - Through Personal Contacts e.g. English speaking friends.
 - Others: by studying for and taking exams in England
- C. Or, is it while working?
 - Working at Sea.
 - Working ashore.
 - Working abroad.
 - Private Schools.
 - Others

Question 3: How would you describe your attitude towards English language learning at the beginning of your studies?

- Favorable Unfavorable

Question 4: Generally, what skill (s) do you perform well or use the most?

- a. Speaking
- b. Listening
- c. Reading
- d. Writing

Question 5: Would you say that at the present time, your proficiency in English language is:

	Weak	Average	Good	Very good
Speaking				
Listening				
Reading				
Writing				

Grammar				
Vocabulary				
Pronunciation				

Question6: Do you regard yourself as a competent and qualified communicator in English?

Yes

No

If yes, please explain how?

.....

.....

.....

.....

Question 7: Do you usually encounter communicative problems with foreigners through using the English language?

Yes

No

Question 8: What type of difficulties do you usually face when communicating in English? Precise

.....

.....

.....

.....

Question 9: What do you generally do to improve your English language for routine communication purposes?

Question 10: At the port authority, in which department(s) is English necessary?

.....

.....

.....

.....

II. Part Two: An Inquiry about ESP/ME

Question 1: What skill (s) do you use the most and perform well at the workplace?

a. Speaking	
b. Listening	
c. Reading	
d. Writing	

Question 2: What sub- skills do you use the most and are essential at the workplace? (Please give 1= Always and 5= Never)

Maritime English language skills		Always	Sometimes	Rarely	Never
Reading sub-skills	Reading textbooks and course handouts				
	Reading technical articles in journals				
	Reading technical manuals				
	Reading study notes and texts on computer				
Writing sub-skills	Writing short projects and assignments				
	Taking notes in lectures				
	Writing exam answer				
	Writing a text (s)				
Listening sub-skills	Following lectures				
	Following question/answer sessions in class				
	Listening to spoken presentations				
	Listening to instructions and explanations				
Speaking sub-skills	Participating in discussions				
	Asking questions in class				
	Giving spoken presentations				
	Others (please specify)				

Question 3: How would you rate your commitment to improve your job related skills and knowledge? Do you consider yourself as a skillful- qualified ME communicator?

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

Question 4: How would you rate the occupational knowledge of ME acquired from training?

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

III. Part Three: Maritime Education and Training in Algeria

3.1	Do you think all seafarers must have good education and training in Maritime English communication?	Yes			No	
3.2	Do you think that you have good knowledge in Maritime English communication?	Yes			No	
3.3	How do you rate your background knowledge in Maritime English communication?	1	2	3	4	5
3.4	How/where did you acquire your Maritime English communication background knowledge? (please mark it with X)					

	a.1	- Studying at maritime education and training institutes ENSM.	
	a.2	- Consulting maritime technical teachers (navigation, engineering...etc.)	
	a.3	- Utilizing maritime literature (IMO documents, internet...etc.)	
	a.4	- Attending maritime English communication training courses	
	a.1	- By Computer Based Training CBT and Simulator training	
3.5	Does your company have its own maritime training center?		Yes..... No.....
	If Yes; what type of maritime education and training resources that are used for maritime English communication training? (please mark it with X)		
	a.1	- Integrate simulator and modern CBT programmes	
	a.2	- Maritime English communication training courses	
	a.3	- Specialized teachers in Maritime English teaching	
	a.4	- SMCP training courses	
	a.5	- GMDSS training courses	
	a.6	- Familiarisation programmes	
3.6	According to your understanding, what are the main requirements for Maritime English communication training in your company?		

IV. Part Four: Inquiry about the Status of Maritime English Communication in Algeria

1. Evolution of Maritime English Communication at Maritime Industry in Algeria.

1.1	Do you think that Maritime English communication has been improved in the last 10 years?	Yes....	No.....
	- If Yes; which of the below area(s) has been improved? (Please mark it with X)		
k.	- Use of maritime communication equipment.		
l.	- Procedures, policies and other communication related documentation.		
m.	- Employee's knowledge on Maritime English and communication.		
n.	- Employees' commitment.		
o.	- If any other reason, please specify? ➤ teaching content, ➤ teaching methods, ➤ teaching approaches.... etc		

1.2	If Yes; according to your understanding, the factors that influenced these changes: (Please mark it with X)
o.	- Changing in top management.
p.	- Increasing external pressure (national, public & institutional).
q.	- International demands (maritime conventions & codes).
r.	- Changing in national laws.
s.	- Employees' knowledge.
t.	- Demand of shipping trade.
u.	- If any other reasons, please specify?

V. Part Five: Employee Involvement and Empowerment inME:

4.1	Do you think that the employees are adequately involved in solving Maritime English communication related issues?	Yes			No	
4.2	How would you rate the employee's empowerment in maritime communication related decision- making?	1	2	3	4	5
4.3	How would you rate the pre-planning and communication related instructions you received before you attend to your work on board?	1	2	3	4	5
4.4	How would you estimate your knowledge and skill levels to commit Maritime English communication?	1	2	3	4	5
4.5	Do you administer well your responsibility assigned by the company with regard to maritime communication?	Yes			No	
4.5 a	If Yes; how best are you fulfilling those assigned responsibilities?	1	2	3	4	5
4.5 b	If No; what are the strategies that the company should adopt to get more support and involvement of the employees in company and in Harbour Master Office?					
4.6	According to your understanding, do you think that the Algerian maritime personnel is exerting a positive influence in creating Maritime English communication knowledge in the Algerian maritime companies?	Yes			No	
4.6 a	If Yes; please, rate that influence:	1	2	3	4	5
4.6 b	If No; how does it make a negative influence?					

VI. Part Six. An Assessment to Maritime English Communication in the Algerian Ports

1. How would you rate the effectiveness of Maritime English communication in your company? (Staff)

Scale	1	2	3	4	5
	Extremely poor	Poor	Average & Reasonable	Good	Excellent

2. According to your understanding, how to create an effective Maritime English communication training at your company/ office?

.....

3. How do you rate the allocation of money / resources devoted for the Maritime English communication improvement in your company and the Algerian ports?

Enough	Not enough
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.....

4. Do you have an idea about the following ME projects: MarTEL, MarTEL Plus, SeaTALK, Sopt on Learning projects and benefits in enhancing communicative competence among seafarers?

.....

5. What kind of Linguistic Projects do you propose or advise English teachers to design for the Algerian nautical communicative context for the sake of improving communicative competence and professionalism?

.....

Thank you

L1 Students Questionnaire at ENSM

The current questionnaire is a fundamental component of the Ph. D research work I am conducting on Maritime English Communicative Competence in the Algerian nautical context. The objective of this target situation analysis aims firstly to determine what students need to be able to do in English as a result of the course, and to achieve this outcome by means of activities which mirror those of the target work situation. Secondly, it is to assess the current ME syllabus taught at ENSM and provide a general overview on both significance of content directed for future real workplace and maritime purposes as well as congruency with reference to IMO and STCW requirements. This category is selected to offer a preliminary assessment to the curriculum's theoretical aspects while the HMO staff is assigned to evaluate the application of such academic content in real communications. Being a critical source of information, you are directly involved to take part in this study and to provide your future expectations as well as prospects with reference to the workplace linguistic duties and responsibilities to be successful communicators.

Your contribution is enormously esteemed! There are no wrong or right answers and the information you provide will be held anonymous.

I am so thankful for your kind contribution, your precious time and effort in carrying out the review.



Thank you!

Ahmed Ben Ahmed- Oran 2- University
ESP/ME Needs Analysis Questionnaire

Part I: Maritime English Learning & E.N.S.M Training Significance

Question 1: Why do you think you are learning English at ENSM? Please tick (✓) more than one option if applicable.

a.	English is nowadays the lingua franca employed in different work contexts	
b.	It is interesting and Enjoyable: an increase demand for learning English is noticed especially by university/college students in different fields	
c.	It is basic for workplace application (target career): Learning English has become a mandatory skill that many professions require and thus employees should acquire	
d.	It is the universal code and future medium profession communication	
e.	Possessing English permits mariner employees to work abroad	
f.	Possessing English permits mariner employees to improve their financial situation, and travel around the world	
g.	Mariners in the nautical industry are exposed to communicate with people from different countries, nationalities and races.	
h.	Interest in other English world's cultures/ Inquisitiveness of other linguistic multi-cultural contexts	
i.	Promotes professionalism and competence: Algerian mariners should prove linguistic skillfulness in such a multilingual community.	
j.	English is a mandatory subject and a required standard in a multi- lingual context among NNS	
k.	Requisite for degree attainment & indispensable for academic studies/ Supports academic tuition/ learning	
l.	Maritime English academic course assists to fulfill the mariner- students' necessities to ensure seafaring safety	
m.	English is a compulsory for maritime duties and tasks (VHF communication),	
n.	English is crucial for ship to ship as well as ship to shore communication.	
o.	English is vital for workplace correspondence	
p.	Please include others if possible.....	

Question 2: Is English important for your communication in your studies and future career? Please tick one.

Category of Students	Number of Students	Yes	No
Deck officers			/
Machinists			/
Port officers			/

Question 3: Does communication at the workplace with your hierarchy- crew members- passengers- ships and ashore stations require English? Please tick one answer.

Category of Students	Number of Students	Yes	No
Deck officers			/
Machinists			/
Port officers			/

Question 4: Which of the four skills is more emphasized in your future workplace?

Skills	All Categories	Percentages
Speaking		
Listening		
Reading		
Writing		

Question 5: How important is it to have a high level of English proficiency to perform your job efficiency? Please tick one answer.

Very significant	fairly significant	slightly significance	not significant

Question 6: Please rank the following English language skills in terms of importance in conducting your job? Use numbers from 1 to ‘4, with 1 being most important and 4 for least important.

The English language skills have been classified in terms of worth in conducting the nautical services. “Very Important 4”, “Quietly Important 3” “Fairly Important 2”, “Slightly Important 1”, “Not at all Important 0”.

Skills	“Very Important”	“Quietly Important”	“Fairly Important”	“Slightly Important”	“Not at all Important”
Speaking					
Listening					
Reading					
Writing					

Question 7: How important do you believe the ME course is for your academic studies at the college?

Very significant	Quietly significant	Fairly significant	Slightly significance	Not significant at all

Question 8: How important do you believe the ME course is for your professional career at the college?

Very significant	Quietly significant	Fairly significant	Slightly significance	Not significant at all

Question 9: How important do you believe the ME course is for your professional career at the workplace?

For my studies at ENSM this skill/ area is			Skills/ Areas	For my future job this skill/ area is			
Very important	Quite important	Not very important		Very good level	Good level	Satisfactory level	Weak level
			Speaking				
			Listening				
			Reading				
			Writing				
			Grammar				
			General vocabulary				
			English Overall				
			Pronunciation				
			Communication				

Part II: The Current Abilities in English Language Expertise (Q1-Q

Question 1: Rate each skill/area in the table twice.

Skills/ Areas	Current ability in each skill/ area				Required Level of skills/ areas to perform effectively at Workplace.			
	Very good level	Good level	Satisfactory level	Weak level	Very good level	Good level	Satisfactory level	Weak level
Speaking								
Listening								
Writing								
Reading								
Grammar								
General vocabulary								
English Overall								
Pronunciation								
Communication								

Question 2: Indicate existing deficiencies with the following areas/ skills

	Problems	Yes	No	Do not know
j.	Limited general vocabulary			
k.	Using maritime vocabulary			
l.	Grammar			
m.	Reading comprehension skills			
n.	Writing skills			
o.	Spelling			
p.	Speaking skills and group discussions			
q.	Difficulty in understanding English (Listening skills)			
r.	Correct pronunciation			

Question 3: Classify the Four Skills abilities based on their significance using the provided scale.

A/ Reading

	Sub skills Importance: Reading	For my students' academic studies			For my career job		
a.	Reading maritime and scientific articles						
b.	Reading a range of general authentic texts on every day social and routine related themes.						
c.	Reading notes/ books/articles/reports/related to maritime domain.						
d.	Reading texts from the internet						
e.	Understanding vocabulary from the context						
f.	Understanding main points of a text						
g.	Skimming (reading quickly for the main idea or gist)						
h.	Scanning (reading quickly for a specific piece of information)						
i.	Reading charts and diagrams						
	Others						

B/ Writing

	Sub skills Importance: Writing	For my students' academic studies			For my students' job		
a.	Writing correct sentences						
b.	Writing well structured paragraphs						
c.	Writing emails						
d.	Writing research or report						
e.	Writing formal and informal correspondence and documents on practical, social and professional topics.						
f.	Writing summary and paraphrasing						
g.	Organizing and planning writing						
h.	Developing ideas						
i.	Using correct punctuation and spelling						
j.	Using appropriate vocabulary						

k.	Using suitable style						
l.	Evaluating and revising writing						
Others							

=
C/ Speaking

	Sub skills Importance: Speaking	For my students' academic studies			For my Job		
a.	Pronouncing words correctly						
b.	Asking and answering questions						
c.	Asking for information						
d.	Participating in academic/professional discussion						
e.	To form grammatically correct sentences while speaking						
f.	To speak fluently and accurately						
g.	Giving oral presentations						
h.	To be confident while speaking						
i.	To use the language appropriately in socio- cultural contexts.						
Others							

D/ Listening

	Sub skills Importance: Listening	For my students' academic studies			For my Job		
a.	To comprehend native speaker speech fluency						
b.	Listening to conversations on general/and or maritime topics						
c.	Listening to English media						
d.	Listening to get specific information						
e.	Listening to VHF conversations						
f.	To recognize words in the context by the help of speech sounds						
g.	Giving oral presentations						
h.	To effectively and attentively listen to the information sent by the speaker						
Others (Please specify and rate)							

Part III: Learning Needs (Q1-Q4)

Question 1: How useful are the following class activities?

N ^o	The Class Activities	Very useful	Useful	Not Useful	Not applicable
q.	Situational role- plays (stimulated interviews, meetings)				
r.	Discussion/ debate				
s.	Matching				
t.	Gap filling				
u.	Guided reading				
v.	Reading for general information				
w.	Reading for specific information				
x.	Listening for general information				
y.	Listening for specific information				
z.	Brainstorming				
aa	Writing paragraphs				
bb	Writing summary and paraphrasing				
cc	Writing Essays				
dd	Translation from/to mother tongue				
ee	Giving oral presentation				
ff.	Watching videos				

Question 2: How do you prefer to learn during the English language lesson?

Project works As a classIn small groups.....
 Individually In pairs All the above

Question 3: How do you prefer to learn during the English language lesson?

Memorizing.....Problem solving..... Getting information on my own...
 Copying from the board Audio- visual aids..... Using ICT

Question 4: Please indicate how you agree with the following statements about your roles compared to the teacher's during the English language lesson.

N ^o	Statements	Strongly agree	Agree	Strongly disagree	Do not agree
a.	The teachers just talk and students listen				
b.	Students actively participate in activities				
c.	The teacher controls everything				
d.	The teacher does not control				

	everything, but helps and guides students to learn				
e.	The teacher uses different activities and gives opportunity to every student to participate				

Part IV: Means Analysis (Q1-Q9)

Question 1: Do your other maritime module teachers encourage students to use specific documentation written in English?

Yes

No

Question 2: What are the objectives of the use of this specific documentation?

/	The objectives of the use of this specific documentation	N ^o
A	to develop your knowledge in relation with the whole programme of maritime sciences.	
B	to write summaries/ essays according to maritime science teachers' instructions (for a TP for instance).	
C	to prepare maritime sciences examinations.	
D	to write a "memoire" or a dissertation submitted to a board of examiners at the end of the third year.	
E	others (please specific): weather description, accident description reports	

Question 3: What language skills do you think the ESP course at ENSM improved most?

Speaking	Writing	Listening	Reading

Question 4: To what extent the current course content is appropriate and relevant to your needs?

Very appropriate	Quite appropriate	Not very appropriate	Not appropriate at all

Question 5: How frequently do (es) teacher(s) of English assess your progress in English?

Every class lesson	Every week	Every month	End of semester	End of course	Never

Question 6: What type of testing tasks do you prefer?

Placement	Written	Oral	Role play	Multiple choice question	Others

Question 7: Do you think the current assessment mode reflects your real language skills?

	Yes	No	Partially	Don't know
Formative (continuous) assessment				
Summative (Final) assessment				

Question 8: How many class hours a week do you study English at ENSM?

- Less than two hours
- More than two hours
- Not sufficient
- Sufficient .

Question 9: How many class hours a week would you be willing to respond in studying English?

- 1 hour
- 2 hours
- 3 hours
- 4 hours

Question 10: Would you like participate in an interview with me for the purpose of this research work?

- Yes
- No, thank you

Question 11: Are you interested in receiving a summary of the findings?

- Yes
- No, thank you

ESP/ME Teachers' Questionnaire at ENSM

Dear Colleagues,

You have been selected to partake in this study because the contribution you make is fundamental to the type of information required. The information you provide is exclusively for academic purposes and will be treated with utmost confidentiality. Gently spare some of your precious time to respond these questions by giving your views where indispensable. Indeed, your name is not requisite. Thank you for your time and cooperation.

The present questionnaire is a prominent part of my Ph. D research work I am conducting on Professional Communicative Competence in the Algerian maritime context and the extent to which the contemporary ME course, provided by ENSM, meets the requests and benefit of the maritime communicative industry especially for HMO staff as the case of the thesis deals with. Such a methodological instrument is premeditated to collect data based on your discernment concerning both the students' academic and professional language needs, and attitudes towards the current Maritime English course's objectives, content and methodology as well as the workplace's real linguistic and communicative requirements. The aim is to mirror both ME application and training processes in the Algerian workplace and provide effective academic as well as pedagogical recommendations for training an ESP/ME curriculum for the marine community, which is the theme of my Ph D thesis at the university of Ahmed Ben Ahmed, Oran. With your precious participation, you can help and provide vital data and effective program evaluation for the benefit of the course and all its interested parties.

Rubric I: Background Information (Instructors Sketch)

First, please provide some information about yourself.

1. Gender: Female Male

2. Indicate the subsequent qualifications (personnel data)

- **1-1** Grade

- a. BA degree (License) c. Master degree
- b. Magister degree d. Others

-**2-1** Status as an Instructor

a. Full- fledged (Permanent)..... **b.** Part- time (Vacataire).....

3. How long have you been tutoring English?Years

- a. EFL in general
- b. Part- time

4. Have you taught in other departments other than English?

- a. Yes
- b. No

5. How long have you been teaching Maritime English at ENSM College?Years

.....

6. Have you had some training in ESP? to cope with the situation!

- a. Yes
- b. No

7. If not, do you think you need training in ESP teaching?

- a. Yes
- b. No

8. Have you received any coaching in Maritime English?

- a. Yes
- b. No

If yes, please provide facts:

.....
.....

9. Has ENSM administration in compliance with the Algerian Ministry of Transportation offered any coaching programs to improve your ME teaching?

- a. Yes
- b. No

If yes, please give details:

.....
.....

Rubric. II. ME Instructors' Practicum/Apprenticeship.

1- Please rate by the scale offered below concerning the opportunities that might facilitate in improving your proficiency and professionalism in tutoring ME.

Instructors Progress Opportunities	In exploit	Desirable	Not in Use	Not accessible
Seminars/ Conferences detained by the Ministry of Transportation				
Seminars/ Conferences held by the Central Direction of Merchant Marine				
Seminars/ Conferences held by ENSM				
Port/ Onboard Navigation Fieldworks				
Self- study and personal Improvement				
Others (please specify and rate)				

2- In your perspective, is it imperative that ESP tutors gain knowledge of their students' profile?

- b. Yes** **b. No**

3- Do you find teaching at ENSM satisfactory and motivating? Please tick (√) in the appropriate box that best expresses your estimation.

Very pleasurable	Quite pleasurable	Not very pleasurable	Not pleasurable at all

4- How significant do you deem the ESP course is for your students' educational studies?

Extremely imperative	Fairly imperative	Not very imperative	Not imperative at all

5- How significant do you presume the ESP course is beneficial for your students' target vocation?

Very significant	Quite significant	Not very important	Not important at all

Rubric V. English Tutoring Mind-set

Please, provide your attitude about English tuition and the following recommendations in the current department.

A. Current Training Status

1. Knowing that all mariners compulsorily require communicating in English, does ENSM offer suitable training that ensures communicative competence for professional dealings?

.....
.....

2. Does the current syllabus meet the real- workplace needs?

.....
.....

3. If there exists a syllabus for teaching ME, does each category has its own unique syllabus or diverse syllabuses are taught to the existing different marine categories?

.....
.....

4. Being an experienced teacher, would you state both strengths and weaknesses of current syllabus (es)?

.....
.....

B. Instructors' Recommendations for ME Training Enhancement: Personal Viewpoint

7. Point out, how far you concur with English instruction at the department:

- Strong agree - Agree - Disagree

8. More time should be allotted to English teaching:

- Agree - Disagree

9. Teaching General English should be taught hand in hand with ME:

- Yes - No

10. Incorporate any other English sub- branch (es) required for students' future vocation (i.e. Eng for Law, Medical English, Business English):

- Yes - No

					vocabulary				
					Maritime vocabulary				
					Pronunciation				
					Communication				

Rubric VI: Means Analysis & Perceptions of the Course

1. What language skill do you think the ESP course at ENSM improved?

Select one item.

Speaking	Writing	Listening	Reading

2. How frequently did your English teacher assess your progress in English while at ENSM?

Every class lesson	Every week	Every month	End of semester	Never

3. What type of testing tasks do you prefer?

	Type				Form			
a. Formative assessment	Testing	Non-testing	Both	Not used	Testing	Non-testing	Both	Not used
b. Summative assessment								

Thanks for help, it is most appreciated

Organisation: Title:

Name: Date:

Question One: Would you introduce yourself, please?

Question Two: For how many years have you been working in the maritime milieu?

Question Three: Based on your work experience, how do you view English as a medium of communication in accomplishing HMO staff? To what extent is English significant in accomplishing maritime communication? **(The role)**

Question Four: Do you regard yourself as a competent communicator in English? Explain.

Question Five: Where have you acquired such competency?

Question Six: Have you improved this knowledge via national or international training?

Question Seven: What skills do you master well?

Question Eight: What are generally your problems communicating in English?

Question Nine: Have you ever encountered communicative deficiencies at the workplace? Please specify.

Question Ten: Have you ever witnessed a situation where you were blocked or unable to solve the case immediately because of communication failure or incompetency?

Question Eleven: Would you explain the case in details?

Question Twelve: What were the linguistic measures or action procedures taken to avoid the communicative problems?

Question Thirteen: How can ME communicative standards in Algeria be improved?

Question Fourteen: How do you regard teaching ME at ENSM? How do you evaluate ME learning in the Algerian context?

Question Fifteen: Is it effective and does it enhance the mariners' professional communicative competence?

Question Sixteen: What is the deficiency in teaching ME at ENSM, inappropriate syllabus, non-qualified instructors or insufficient teaching sessions?

Question Seventeen: Based on real communicative process encountered in real interactions, how should ME be taught? How can teaching ME be improved at ENSM?

Question Eighteen: How should ME application be improved in Algeria?

Dear colleague,

The present interview is a fundamental piece of my Ph. D research work I am conducting on Professional Communicative Competence in the Algerian maritime context; teaching and workplace milieu. The objective is to get informed to what extent the contemporary ME course designed for ENSM marine students meets the requests and benefit of the maritime communicative industry. Such a methodological instrument is planned to assemble data based on your discernment concerning the students' academic and professional language needs, attitudes towards the current Maritime English course's objectives, content and methodology as well as the workplace's real linguistic communicative requirements. Another objective is to portray ESP training designed for a specific category of mariners supposed to accomplish nautical, business and legal responsibilities at both national and international scales. The interview responses surely contribute to provide pedagogical proposals to enhance the quality of ME training in Algeria.

With your precious participation, you can help and provide vital data and effective program evaluation for the benefit of the course and all its interested parties.

1. What are your beliefs about teaching and learning ME in Algeria?
 - a. Could you explain your opinion, please?
2. What are deficiencies about teaching and learning ME in Algeria?
 - a. Would you provide some examples if possible?
3. What challenges would you say teachers of ME currently face?
 - a. Give some illustrations.
4. What are the modern approaches currently available to teaching ME?
5. Based on your experience, what are requirements about teaching and learning ME at ENSM, Algeria?
 - a. Would you explain and justify!
6. To what extent can English for Maritime purposes training courses for ENSM teachers impact mariners' motivation?
 - a. Would you provide some explanations!

Interviewees' Signature

Date:

Researcher's Signature:

Date:

Thank you!



الجمهورية الجزائرية الديمقراطية الشعبية
REPUBLICUE ALGERIENNE DEMOCRATIQUE ET POPULAIRE

MINISTÈRE DES TRANSPORTS
GROUPE SERVICES PORTUAIRES SERPORT SPA

وزارة النقل
مجمع الخدمات المينائية SPA

Entreprise Portuaire D'Alger
Capitainerie D'Alger
Fiche de Renseignement Navire
Ship's Information

Nom Du Navire: Pavillon:.....

Ship's Name *Flag*

Port D'Attache: Numéro OMI:.....

Port of Registry *IMO Number*

Numero ISMM:..... Indicatif D'Appel: Type:

MMSI Number *Call Sign* *Class*

Longueur Hors Tout:..... Largeur:..... T.E D'ETE:.....

L.O.A *Breadth* *Summer Draft*

Jauge Brute: :..... Jauge Nette: :..... Port en Lourd : :.....

Gross tonnage *Net tonnage* *Summer DWT*

T.E/AV..... T.E/AR

F. Draft *A. Draft*

Arrivée le:..... A: Quai: Position: 36°:.....N/003°.....E

Arrived on *At* *Berth* *Position*

Cargaison: Tonnage:.....

Cargo *Weight*

Marchandise Dangereuse:..... Classe:..... Tonnage:.....

Dangerous Goods *Class* *Weight*

Port de Chargement: (1)..... (2) (3)

Loading port

Dernier port Touche: Pays:

Last port of Call *Country*

Agent Consignataire: shipping agent:.....

Observations:.....

Glossary of Port Terms and Abbreviations

- **Berth:** A specified length of quay wall where a vessel can tie up
- **Breakwaters:** Physical structure that protects port infrastructure from the sea
- **Cargo agent:** Person who acts on behalf of the owner of the goods
- **Cargo mode:** There are a number of distinct cargo groupings: LoLo, for containers that are loaded on and off a vessel by crane; RoRo, where containers, people, and vehicles are driven on and off a vessel; and bulk in liquid, solid or loose (break) forms.
- **Clearance agent:** Person who arranges for customs clearance on behalf of the owner of the goods
- **Common user:** A term in ports to define areas not dedicated to a particular operator/stevedore
- **Dredged channels:** A section of the entrance to a port for vessels that is kept to a specified depth
- **Freight forwarder:** Person who organizes the shipment of cargo for an owner
 Gross tonnage A volumetric measure of the total enclosed spaces of a vessel
 Infrastructure The fixed and immovable parts of a harbour such as land, roads, quay walls and breakwaters
 Landlord port A form of port model where ownership of infrastructure is maintained by the port authority (public) and port services are managed by the private sector
- **LOA Length:** overall of vessel
 LoLo Lift-on, lift off. See “cargo mode”.
- **Logistics:** The process by which goods are managed from their point of origin to their end destination through a series of transport stages.
- **Net tonnage:** A volumetric measure of the spaces enclosed for cargo purposes
- **Node (transport):** This is the point where cargo and people transfer from one transport mode to another.
- **Operating port:** A form of port model where the port remains fully in the ownership of the port authority (public) and is in turn operated by the port authority.
- **Port authority:** A body established by law to manage a port, or ports, on behalf of the State. They are often constituted as corporate entities.
- **Port capacity:** Generally refers to the engineered volume capacity for cargo in a port
- **Port service:** The range of services provided to ships and cargo in a port, such as towage and stevedoring.

- **Quay walls:** The basic physical infrastructure provided to berth ships Regulator (economic) Generally refers to a State-appointed body that sets rules, including sanctions, and grants approvals for pricing and investment proposals submitted by port authorities
- **RoRo:** Roll-on, roll-off; see “cargo mode”
- **Ship agent:** Person who acts on behalf of a ship owner
- **Stevedore:** Person who provides cargo handling service
- **Superstructure:** The assets that are generally moveable in a port, for example, cranes
- **Terminal operator:** Person who manages a defined space in a port who is generally the stevedore TEU 20-foot equivalent unit
- **Throughput:** A measure of cargo volume generally expressed as units or metric tons per annum
- **Tool port:** A port model where all the assets are owned by the port authority (public) but they are in turned leased/hired to the private sector
- **Transport mode:** Cargo and people can move across distinct categories of transport such as sea, air, rail and road.

List of Definitions

Term	Definition
Administration	Noun, the activities that are done in order to plan, organize and run a business, school or other situations. . (Oxford advanced learner’s Dictionary new 8th edition 2010 page 19)
Administration staff/ administrator	someone whose job involves managing the work of a company or organization. - Person whose job is to manage and organize the public or business affairs of a company or an institution. (Oxford advanced learner’s Dictionary new 8th edition 2010 page 19)
Business	is work that is related to producing, buying and selling things. (Chambers English dictionary 7th edition 1989 page 36)
English for specific purposes	also called English for special purposes, it refers to the role of English in a language course or program of instruction in which the content and aims of the course are fixed by specific needs of a particular group of learners. For example, courses in English for academic purposes, English for science and technology, and English for nursing. These courses may be compared with those which aim to teach general language proficiency, English for general purposes (Richard, J.C& R. Schmidh .Longman, 2002 page 181)
Maritime	pertaining to the sea: relating to sea going or sea trade: having a sea coast: situated near the sea: living on the shore, littoral: having a navy and sea- trade. (Chambers English dictionary 7th edition 1989 page 873)
Needs Analysis	(education) an activity which is designed to help achieve a particular learning goal.
Port	a place where ships load and unload goods or shelter from storms. (Oxford advanced learner’s Dictionary new 8th edition 2010 page.....)
Questionnaire	is a written list of questions which are answered by a lot of people in order to provide information for a report or a survey.(Collins pocket Business English dictionary first edition 2012 page1178)
Staff	(noun) all the workers employed in an organization considered as a group: medical staff, teaching staff.(Oxford advanced learner’s Dictionary new 8th edition 2010 page 1499)

Résumé

L'industrie maritime internationale consiste en un réseau mondial de transports maritimes qui couvre les océans et relie tous les continents de la terre. Il rassemble des marins d'une multitude d'origines nationales, ethniques et linguistiques. La langue anglaise est devenue la lingua franca de la mer ; Anglais pour les gens de mer (EFS). Par consensus - et, en fait, par résolution de l'ONU - c'est le moyen le plus courant par lequel la communication a lieu là où existent des barrières linguistiques. L'anglais maritime (ME) est devenu ces dernières années le code le plus fréquemment utilisé pour répondre à un éventail d'objectifs dans le monde nautique. L'anglais maritime entre dans la catégorie d'une forme d'anglais à usage spécial, en ce sens qu'il a généré, modifié ou adopté à partir d'autres langues de nombreux termes et expressions qui ne sont utilisés que dans l'industrie maritime internationale (IMI). La « compétence » ainsi que la « maîtrise » des compétences linguistiques en anglais maritime déterminent les critères d'éligibilité des demandeurs d'emploi ainsi que des employés des industries et ils doivent posséder d'excellentes compétences en communication. Voyant cette nécessité, les compagnies maritimes cherchent à employer des marins/membres du port qui maîtrisent bien l'anglais maritime pour répondre efficacement à leurs besoins. Par conséquent, il devient essentiel que le personnel de la capitainerie de port de divers grades soit compétent en communication dans les quatre compétences pour répondre à ces exigences. Cette thèse explore le statut et le rôle de l'anglais maritime pour servir les besoins des compagnies maritimes algériennes à l'échelle internationale. Étant de formation non anglophone (NESB), la thèse tente d'identifier la nature de la communication maritime des gens de mer algériens, et elle étudie la compétence communicative ainsi que la maîtrise de l'anglais maritime.

Cette enquête intègre principalement : les points de vue du personnel de la capitainerie sur le niveau actuel de compétence en communication ; et dans quelle mesure leur compétence communicative est en corrélation avec leur employabilité sur le marché du travail maritime international.

Pour connaître les réponses aux enquêtes déclarées, une étude descriptive a été menée, elle s'appuie sur des approches à la fois qualitatives et quantitatives. Les résultats montrent que la compétence communicative en anglais maritime est l'un des principaux déterminants pour les gens de mer à employer dans les HMO algériens. La plupart des répondants interrogés pensent qu'il y a eu une tendance à l'amélioration des compétences communicatives des marins algériens au cours de la dernière décennie et ils conviennent simultanément qu'une

haute priorité devrait être accordée à l'excellence de la qualité des professeurs d'anglais maritime. En pratique, il est conclu que la communication maritime algérienne reflète une compétence de communication professionnelle car elle comprend un mélange de connaissances, de compétences, d'aptitudes et de traits caractéristiques personnels qui sont essentiels pour que le personnel portuaire puisse garantir des performances élevées sur son lieu de travail.

Mots clés

Langue de la mer, normalisation des langues, anglais pour la navigation ; Anglais à des fins maritimes / Anglais maritime, exigences et caractéristiques, maîtrise de l'anglais, compétence communicative en ME.