

A DATABANK OF MARITIME ENGLISH RESOURCES – AN INVITATION FOR CONTRIBUTIONS

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ABSTRACT

The necessity for the establishment of a databank of Maritime English resources and materials has been articulated at many WOME/IMEC conferences as well as in a number of EU projects on Maritime Education and Training. The work builds on the author's paper 'On some aspects of evaluating Maritime English materials – checklists' delivered at IMEC 15 in St. Petersburg.

Following an attempted classification of Maritime English resources and materials, the paper presents the structure and layout of a pilot databank of Maritime English resources to be made available for use of IMLA-IMEC Maritime English teachers and MET institutions worldwide. The databank therefore contains a digitalised list of textbooks, short course materials, videos, CD ROM and multimedia materials, software and internet resources for the various aspects of Maritime English. The web-based version of the databank also displays pdf-format views of title pages, contents and sample units of individual materials.

The databank is easy to handle and open to modification allowing for corrections and insertion of unlisted and new materials. A pilot version of the databank is available on IMEC's internet website, primarily for the use of Maritime English teachers and learners, though it might also be useful source of information for the main stakeholders in the process of designing Maritime English and MET courses and curricula. Teachers of Maritime English or visitors of IMEC website are therefore invited to make continuous updates and contributions to the databank via internet and offer electronic samples of their own materials.

Key words: Maritime English, learning/teaching resources, types of materials, web-based databank

1. 1. INTRODUCTION

The need for access to a systematic databank of Maritime English learning and teaching resources and materials has been voiced at a number of Maritime English conferences and workshops, notably IMEC and WOME under the auspices of IMO IMLA (International Maritime Lecturers Association), as well as in the recent EU projects on maritime education and training (MET), such as MARCOM, METHAR and METNET. The idea has also received support from IAMU (International Association of Maritime Universities).

While in the field of English for General Purposes (EGP) there has been a wealth of published materials commercially available on the market, this has not been the case for Maritime English, a restricted subset of English for Specific Purposes (ESP). There seem to be a number of reasons for such a situation:

- non-existence of standards on Maritime English syllabus
- lack of standards on Maritime English textbooks
- unarticulated demand and, in turn, lack of interest on the publishers' side,
- poor supply of textbooks for international use,
- restrictive national legislations and language policies,
- slow adjustment of conventional textbooks to the developments in foreign language teaching and modern teaching technologies (cf. Pritchard 2003).

The above reasons could be reduced to the following: (a) relatively low demand on the market and (b) non-existence of a single, officially recommended material (by IMO, ISF, or any major influential international organisation, e.g. a Maritime English coursebook accompanied by video or CD support material). It must be admitted, however, that the situation has changed recently with the publication in 2003 of Peter Van Kluijven's IMLP, following the already well known Marlins Maritime English packs published in 1997 and 1998. An EU project of a similar nature and scope (Maritime English Learning Material Database - MarEng^[1]) is now under way at the University of Turku. The project is to provide, as quoted in the summary of the application form, a 'web-based, more user/teacher-friendly, low cost or free interactive maritime English tool' (material). It is to be based on a number of texts describing a fictitious voyage of the MM Marina. Projects of a similar type have been created before, cf. Wavelength, Seaspeak, etc.

However, Maritime English teachers and instructors throughout the world, and especially within the IMEC, have produced numerous valuable publications on various aspects of Maritime English offering their students and trainees a rich choice of materials

^[1] Maritime English Learning Material Database (MarEng)
www.leonardodavinci.fi/projects/stat/jatkoon2004.html

tailored to their specific requirements and meeting the needs of various authorities. Unfortunately most of these valuable materials are normally disseminated only among the narrowly targeted user population and are rarely known and consequently unavailable to the wider public, i.e. teachers and trainees worldwide. Another plausible reason lies in the ever-increasing number of books published across more and more areas of ELT, which, as A. Cunningsworth (2003) puts it, might make the English language teacher 'thoroughly confused and overwhelmed by their sheer variety'. This claim holds both for the 'mainstream courses' and to more specialized material such as ESP courses and supplementary skills books, e.g. on Maritime English. For more information on the issues in evaluating materials for teaching general English (EGP) the readers are referred to Cunningsworth's seminal book *'Choosing your Coursebook'*. For an attempt at evaluating Maritime English materials see Pritchard 2003. Basically, there are two criteria: external and internal. External criteria refer to extra-linguistic aspects of materials: e.g. authenticity of language, availability of supplementary materials, adequate instructions for the student and guidance for the teacher, appropriate level of integration into the course of study, quality of editing and publishing, price), Internal criteria are related to language: pronunciation or grammatical issues, adequacy of drills, vocabulary, collocations, etc. McDonough and Shaw 1993: 75) recommend the following internal criteria: presentation of the (four) skills in the materials, grading and sequencing of the materials, 'discourse' skills (presence of appropriate text beyond the sentence), listening skills: authentic or artificial recordings (cf. SMCP vs real communications in Trenkner 1997 and Pritchard 2000), speaking skills: the nature of real interaction vs artificial dialogues, efficaciousness of the teacher's guide. The most usual methods or means of evaluation are questionnaires, checklists, rating scales, interviews, observation, discussion, records, etc. This paper specifically deals with the use of checklists in evaluating Maritime English materials.

This paper aims at making such materials and other Maritime English resources known and available for evaluation and possible selection to any IMEC teacher or student of Maritime English via the internet. For this purpose a pilot Maritime English Resources Database (designed, compiled and edited by the author of this paper) has been created for the primary use IMLA members and for other visitors of IMEC website. For convenience this database will be referred to in further text as 'Maritime English Databank', or simply 'databank'. In addition to using her/his own materials, modern Maritime English teachers must be able to make well-grounded choices from a host of teaching materials available all over the world today in order to select the most appropriate coursebook, software or any materials or source. Today the source and medium of information, in the form of a databank, must of necessity be that of the internet. However, there is a requirement that the databank be open for updates on existing items in the databank, information on availability and conditions for purchase. It should also be open for insertion of newly published or uneneterd materials by the users of the website. The databank and the corresponding website will be run and maintained for IMLA-IMEC members by the author at the University of Rijeka, Croatia.

Having established the need for a databank of Maritime English resources in the introduction, in Part 2 this paper discusses some issues in defining the key concepts of

'materials' versus 'resources'. This is followed in Part 3 by the discussion of the pitfalls of classifying Maritime English resources, though a classification of the types of materials is finally attempted. The fourth part focuses on the issues in designing a databank of Maritime English resources and materials and illustrates some parts of the very databank. Finally readers, i.e. Maritime English teachers, are invited to follow suit and contribute their own materials and resources to the databank.

2. 2. ME resources and materials – definition problems

The definitions of the key concepts in this paper – Maritime English materials and resources – largely build on the definitions of these terms in ELT and ESP. According to Tomlinson (1998) materials include anything used to teach language learners, i.e. (a) ‘anything which presents or informs about the language being learned’ (Tomlinson 1998: iii), and (b) anything used by ‘teachers or learners to facilitate the learning of a language’ (ibid: 2) . This encompasses textbooks, workbooks, cassettes, CD-ROMs, videos, photocopied handouts, a newspaper, live talks, recordings and transcripts of conversations (e.g. VTS or MRCC recordings), instructions given by a teacher, tasks written on cards, or a paragraph written on the whiteboard, charts, diagrams, etc.. They may be adapted or simplified versions of authentic texts and may take various multi-medial forms, as core or supplementary materials. Materials can be teacher-generated or ‘self-access materials’ designed for the learners to use on their own without access to a teacher or classroom. Nunan (1988) emphasises the pedagogic role of materials stating that they are:

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

The role of the teacher is that of a material developer (writer of textbooks, provider of input materials, story-teller, provider of samples of language, etc. The teacher can also be a facilitator, helping students to look for suitable materials on their own and for their specific language learning purpose.

In the process of foreign-language teaching, especially ESP and Maritime English, the resources used can be real-content materials (Dudley-Evans & StJohn 1998:11-12), i.e. selected and often modified for teaching purposes (e.g. using MARS reports to have the students learn and practise the specific lexical items expressing time sequencing) but can also contain authentic, carrier-content material, as a vehicle for real content. While carrier-content materials are often the unavoidable ‘necessary evil’ (which should be neither distractingly high nor trivial), our chief purpose in selecting materials is real content and the material chosen must clearly exemplify this. In this paper the term ‘materials’ shall, as a rule, cover and be equivalent to real-content materials.

Although the two terms: ‘materials’ and ‘resources’ are often used interchangeably, i.e. most people associate the term ‘language-learning materials’ with coursebooks or textbooks, for the purpose of this paper they will be taken as standing in a hyponymic relationship, the term ‘resources’ being a superordinate and including the content of the

notion of 'materials'. They are used in all stages of the teaching process (e.g. a lesson), as a raw material of the classroom (Nunan 1988:108), for the purpose of presentation, practising and production (Scrivener 1994:1149). The term 'materials' will therefore be used in a more restricted, pedagogical sense here, serving as means of 'packaging' content into sets of learning texts and tasks (Ur 1991: 175).

Finally, ELT and ESP 'materials' are more readily available than individual resources, especially those created by numerous maritime English instructors worldwide. This paper intends to help uncover this wealth of resources and materials produced incessantly by Maritime English teachers in all parts of the world and make them available to peer teachers, using the internet as an important vehicle of access to and exchange of teaching materials.

3. 3. Types of Maritime English resources and materials

Maritime English 'materials' are varied and can be classified along a number of criteria:

- textbooks / coursebooks *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 *vs*
- - 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

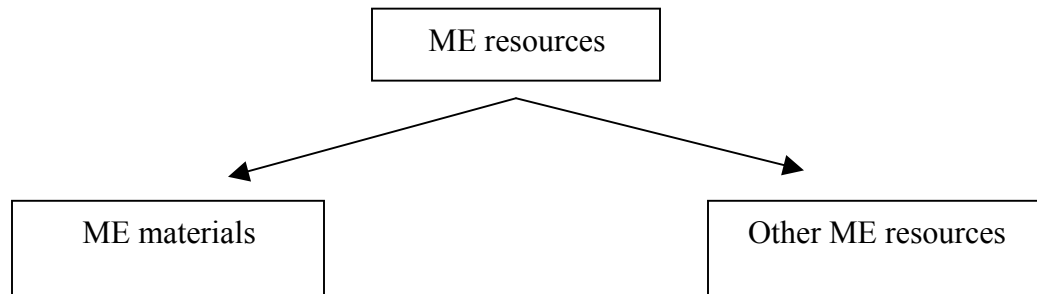
It is obvious that most Maritime English materials are a combination of a number of the above resources. They normally range on a scale between the extreme items of the binary oppositions listed above.

In addition, the resources for Maritime English teaching also include:

- - studies, reports and articles or papers and proceedings published as a result of various projects, conferences and workshops on or relating to Maritime English (e.g. MARCOM, METHAR, METNET; IMEC, WOME, IMLA, GAME, IAMU, AMETIAP, etc.)
- - coursebooks, handbooks and manuals on maritime subjects

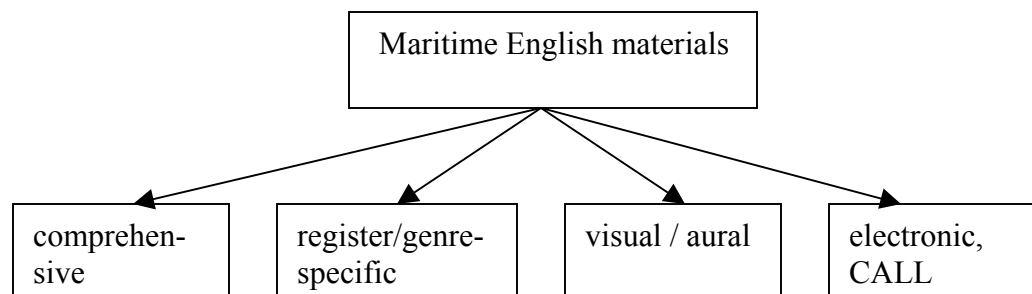
- - maritime journals and periodicals
- - publications by IMO and other maritime organisations (ICS, ITU, MAIB, Lloyds, classification societies, etc.)
- - drawings, diagrams, tables, pictorial materials
- - ship's papers, shipping documents; ship's technical specifications
- - all operating and maintenance manuals on board and in ports and terminals
- - library resources, internet resources
- - etc. (the list is virtually unlimited).

While the databank presented in this paper only refers to 'materials' in the narrow sense described above, i.e. the materials included in the pilot Maritime English Databank, further study is needed of what will be referred to as 'other resources', for the lack of a better term. The latter can be invariably classified as carrier-content materials and will, among other topics, be the subject-matter of the PROFS^{2[2]} project currently under course (Trenkner & Cole 2003). They are to provide the the resources for the horizontal and vertical maritime background knowledge to be expected of a Maritime English instructor and the ways to acquire such. Therefore, using the term 'resources' both in the generic sense (any material potentially usable for learning and teaching purposes) and specific sense (materials specifically and purposefully designed for teaching Maritime English), we may obtain the following sub-division into two major classes of Maritime English resources:



In this paper we are interested in ME materials. The Maritime English 'materials' listed above are classified randomly and reveal an experiential approach to classification. For practical purposes, a more user-friendly classification meeting the requirements of the Maritimer English teacher is necessary. The diagram below shows a possible systematic sub-division od these pedagogically-oriented materials (see also Pritchard 2004) :

^{2[2]} *The Professional Profile of a Maritime English Instructor* (PROFS) is an IAMU/WGIII project run by C. Cole, P. Trenkner and B. Pritchard.



It has been already stated that most materials are a combination of at least two sub-classes above. Thus, in addition to being a modern paper coursebook, Peter van Kluijven's IMLP is accompanied by a multi-medial course, accompanied by a CR-ROM containing numerous practical exercises in spoken Maritime English, SMCP included. Van Kluijven's coursebook is also comprehensive (encompassing general Maritime English topics), register-based (offerring texts and units in navigation, marine engineering, marine communications, and ship's business). It is competence-based in terms of implementing the requirements of IMO STCW Convention 1995 and places strong emphasis on spoken communication in English for safety purposes.

The materials, i.e. coursebooks, on the nautical register of Maritime English far outnumber those on other registers. They also feature a great deal of general Maritime English and EGP (English for General Purposes): cf. Strevens 1972, Blakey 1987, a series of basic Maritime English courses by P. Trenkner and a group of authors (1986-1990), Nisbet, A. & A. W. Kutz & C. Logie (1997), Logie, C. E. Vivers, A. Nisbet (1998), Uribe-Echevaria (1997), Pritchard 1999, etc.

Typical representatives of materials on the register of maritime communications are Strevens 1972, Trenkner et al. (1986-1990), Wu Demao (1994), Weeks (1986 and 1988), Fischer & Trenkner (1990), Wang Qinchao (1992), etc.

Within the register of marine engineering some of the representative coursebook materials may be quoted, such as Zhang & Shaolin (1993), Uribe-Echevaria (1997), Spinčić & Luzer (1999), but new coursebooks and other resources in this field have been published recently and need to be inserted in the databank.

The register of maritime law and shipping are widely covered in the following coursebooks: Katarzynska (1988), Fan Miaofu (1993), and Petkova and Toncheva (2000).

This list is, of course, far from exhaustive, and - just as any selection and evaluation of teaching materials - liable to evaluator's subjectivity. A more detailed list and information, as well as the an attempt at evaluating the above and many other

coursebooks, video materials, multimedia, CD-roms, CALL software and internet resources for Maritime English, can be found in Pritchard (2004).

Electronic PC-based materials, on CD-roms and multimedia, and CALL software, are of particular interest both for the modern Maritime English teacher and learner, because they allow a high degree of interactivity and self-learning. Here is a selected list of the materials retrievable from the databank:

- multimedia CD-ROMs:
 - - *Maritime English*. Maritime Education Sweden AB, (now available from Videotel London and Seagull, Norway)
 - - *Maritime Communications*. Maritime Education, Sweden AB
- multimedia CD-ROM versions of former videos:
 - - *Marlins Study Pack 1*, Videotel & Seagull, London
 - - *Marlins Study Pack 2*, Videotel & Seagull, London
- Maritime English software applications:
 - - *MarineSoft's SMCP and Marine Language Training*, MarineSoft GmbH, Rostock, Germany
 - - *Marlins Study Pack 1, Progress Test*, Videotel, London
 - - *Marlins Test of Spoken English (TOSE)*, Videotel, London
 - - *ISF Marlins Test*, Marlins
- Comprehensive Maritime English courses with CD-rom:
 - - *The International Maritime Language Programme (IMLP)* by P. Van Kluijven, Rotterdam, the Netherlands

There is an endless list of Maritime English resources from the internet of which only a very limited representative list of websites is offered below. With respect to the relevance for Maritime English a number of internet resources (websites) are discernible:

- - MET institutions websites (maritime universities, colleges, academies, maritime training centres)
- - websites of international organisations in the maritime sector (IMO etc.)
- - commercial software developers (*Videotel, Seagull, Marlins, MarineSoft*, etc.)
- - individual websites maintained by Maritime English teachers, run both independently and within the sites of the relative MET institutions
- - websites of shipping companies, crewing companies, etc.
- - numerous individual websites run by former masters and other seafarers, maritime lexicographers, boat designers and builders, etc.
- - publications available on the internet (e.g. N. Bowditch's *American Practical Navigator*, SAR manuals, etc.)

Some useful websites:

- - www.IMLA-IMEC.com (International Maritime English Conference, an IMLA website for Maritime English – formerly WOME; previous web address: home.planet.nl/~kluijven)
- - www.wmu.se - World Maritime University, Malmö, Sweden,

- - websites of practically every MET institution worldwide
- - international maritime organisations (IMO www.imo.org), International Shipping Federation (*ISF* www.british-shipping.org); (www.uscg.mil, www.coastguard.gov.uk, www.coastguard.com.au and national maritime administrations (www.marad.dot.gov, www.fma.fi, etc.)
- - Nautical Institute, London: www.nautinst.org (well known among ME teachers for its downloadable MARS reports (Marine Accident Reporting Scheme)
- - commercial maritime software developers (www.videotel.co.uk ; www.seagull.no ; www.marlins.co.uk ; www.marinesoft.de)
- - websites created and maintained by individual Maritime English teachers (<http://home.planet.nl/~kluijven>; <http://www.pfri.hr/~bopri>)
- - shipping companies, crewing companies, ship's agents and forwarders, port authorities, lighthouse associations, pilot associations
- - shipyards, manufacturers of marine engines and equipment; manufacturers and suppliers of ship's navigational, communication, and safety equipment
- - websites run by seafarers, maritime lexicographers, boat designers and builders

Finally, for an excellent introduction to and detailed information on internet-based ELT and ESP resources, the following freely downloadable website textbook is highly recommendable: *Information and Communications Technology for Language Teachers (ICT4LT)*, obtainable at <http://www.ict4lt.org>.

4. 4. Maritime English Resources Database

The pilot version of the Maritime English Databank (i.e. Maritime English Resources Database) is restricted to 'materials' only. In the second stage it will be upgraded with data on other resources such as data retrievable from the internet, maritime dictionaries and glossaries, papers of the proceedings of Maritime English conferences and workshops, work packages of Maritime English projects and other resources listed in Part 3.

There were two main issues preceding and during the process of compilation and creation of the databank:

- (a) (a) which attributes should each material/resource item in the list contain (i.e. individual material), and
- (b) (b) how to classify or categorize the materials/resources.

The attributes are partly the result of the evaluation study of Maritime English materials (cf. Pritchard 2003 and 2004). They are also based on intuition of the author of this paper as an experienced Maritime English teacher. Once the databank is, hopefully, accepted by peer teachers, and when a substantial number of contributions providing


information for insertion of their own materials and resources in the databank is received via internet, the databank will be upgraded with further attributes in line with the criteria listed in the evaluation sheet or checklist (cf. Supplement 1). The attributes in the Pilot Databank include:

- - title of the material
- - name of author(s)
- - year of publication
- - where published
- - publisher's name
- - category of the material
- - ISDN, if applicable
- - medium of materials (paper coursebook, audio/video cassette, CD-Rom, software, internet, or a combination of any of these)
- - links for viewing PPT pages: (a) cover page, (b) table of contents, (c) sample unit
- - link for visitors of the internet-based databank to add/insert their own materials into the databank
- - link for visitors to edit a particular item (e.g. updating and correcting existing information)

These attributes can all be searched by inserting queries in the Quick Search box. An extract of the pilot databank below shows a sample of page 2 arranged in alphabetical order of authors:

Title (*)	Authors (*)▲	Publ Year (*)	City (*)	Publisher (*)	Category (*)	ISDN (*)		
English for Nautical Students	Bakr M;	1979	Glasgow, UK	Brown, Son & Ferguson Limited	general and nautical textbooks	0 85174 337 4	View	Edit
Seafaring English in	Bell C;	1969	London, UK	British Broadcasting Corporation	general and nautical textbooks		View	Edit
English for Maritime Studies	Blakey TN;	1987	London	Prentice-Hall International	general and nautical textbooks		View	Edit
English in Sea Transport Documents	Boneva J;	1998	Varna		Maritime Law and Shipping	954-449-052-3	View	Edit
Maritime Business English- Reading and Writing	Chen Z;	1990	Dalian, China	Dalian Maritime University Press	Maritime Law and Shipping	7-5632-0265-x/H.23	View	Edit
English for Deck Officers	Delevap D;	2000	Varna	Slavena Publishing House, Ltd.- Varna	general and nautical textbooks		View	Edit
25 Tests on Maritime English	Deleva D;	2000	Varna	Slavena Publishing House, Ltd.- Varna	general and nautical textbooks		View	Edit

English Maritime Engineers	for	Fabe D;	1997	Portorož	Fakulteta za Pomorstvo in Promet	Marine engineers and engineer officers		View	Edit
Shipping Business for Students	Nautical	Fabe D;	1995	Portorož	VPPS	Maritime Law and Shipping		View	Edit
English Correspondence for International Shipping Business		Fan M;	1993	Shangai, China	Baijia Press	Maritime Law and Shipping	7-80576-411-5/H.01	View	Edit

Page  2 of 9
Records 11 to 20 of 89

The number of attributes can be enlarged and upgraded after receiving feedback and proposals for insertion of new materials from peer Maritime English teachers. The teacher's selection of the most appropriate material can be facilitated by reference to a sample evaluation sheet, attached in Supplement 1. The attributes for each material in the databank (e.g. type of material, the possibility to view the Table of Contents and a sample unit) and a critical evaluation of the checklist may also be of help to Maritime English teachers, maritime education and training institutions, shipping companies and others in deciding on the selection of an appropriate (combination of) maritime English materials to suit any particular purpose or teaching objective.

The categorisation of the materials was introduced in Part 3 and it served as a basis for the categories adopted in the databank. For the time being the databank is subdivided into five categories of Maritime English materials:

- - general and nautical textbooks
- - maritime law and shipping
- - marine engineers and engineer officers
- - maritime communications
- - media type (video, CD, multimedia, internet)

However the databank is open for possible addition of any number of further attributes or sub-attributes. Data for every item of a particular material can also be viewed separately, and allow for additions and modifications, cf.:

View data

[Back to List](#)

Type	Coursebook
ID	88
Title	Nautical English
Authors	Wu D;

Publ Year	1994
Notes	Soft cover book with a teacher's manual
City	Dalian, China
Publisher	Dalian Maritime University Press
Category	general and nautical textbooks
ISDN	7-5632-0765-1
Media type	paperback
URL	
Cover	View
Contents	View
Sample	View

The databank allows for alphabetical searches in the appropriate columns for title of material, author, city of publication, category of material, and numerical ordering of years of publication. Here is a list of some of the most recent maritime English coursebooks (limited of course to the items known to the compiler of the databank):

<u>Title (*)</u>	<u>Authors (*)</u>	<u>Publ Year (*)</u> ▼	<u>City (*)</u>	<u>Publisher (*)</u>	<u>Category (*)</u>	<u>ISDN (*)</u>		
Standardised (IMO-SMCP) Safety-related Maritime Radio Communication in Dialogues (Tasks) - Aufgaben 1, Loesungen 2	Trenkner, P. ; Hartung, R.; Struschka, B.	2003			Maritime communications		View	Edit
Marine Signals and Radiotelephony	Yongxing J;	2003		China Communications Press	Maritime communications	7-114-04758-4	View	Edit
The International Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board	Kluijven, P. C. van	2003	Alkmaar	Alk & Heijnen Publishers	general and nautical textbooks		View	Edit

training, SMCP included								
English Textbook for Marine Engineers I	Spinčić A; Pritchard, B.	2002	Rijeka	Faculty of Maritime Studies, Rijeka	Marine engineers and engineer officers		View	Edit
Marine Training and Marine Language: SMCP and English Language Training		2000		MarineSoft			View	Edit

For more information readers are invited to visit the link to Maritime English Resources Databank on IMEC's website (www.IMLA-IMEC.com) or directly to www.pfri.hr/~bopri (Faculty of Maritime Studies, University of Rijeka, Croatia).

The databank was originated, compiled and designed by the author while the database was developed by Dr. Dragan Čiščić, head of the Department of Marine Electronics and Information Science, Faculty of Maritime Studies, Rijeka. It makes use of the emergence of Free and Open Source Software and the WWW as a platform for distributed applications development leading to the availability of the LAMP web development environment which is robust enough to allow the development of complex on-line services and applications. LAMP is an Open Source Web development environment based on:

- - Linux as the operating system,
- - Apache as the Web server,
- - MySQL as a relational database management system (RDBMS) with add-on tools for Web-based administration (or other Open Source alternatives, such as PostgreSQL), and
- - PHP (EasyPHP) - a popular object-oriented scripting language that encompasses the best features of many other programming languages to make it efficient for Web development.

Under the auspices of IMLA-IMEC, the databank will be maintained by the Foreign Languages Department of the Faculty of Maritime Studies, University of Rijeka, Croatia.

5. 5. CONCLUSION – evaluation by peer teachers

The paper is aimed at introducing potential users and contributors to the concept and structure of the Maritime English Resources Database. Suggestions from readers as to possible improvements, changes, corrections, and modifications of any kind will be most welcome. Most importantly, however, Maritime English teachers are challenged to offer their own materials and resources for insertion in the databank. It is a well known fact that there is no 'best' and therefore no single coursebook or any material on Maritime English for mandatory universal use. A combination of different materials from any

provenance, using different media, and especially if well measured and proportioned to the needs analysis and learning objectives, is the best solution for a successful course of Maritime English for whatever purpose. This is why it is important that as many materials and resources as possible are available for evaluation and reference to any Maritime English teacher/instructor or learner. It is hoped therefore that the present databank will be a useful source of information for searching, evaluating and obtaining appropriate materials suitable to specific needs of both Maritime English teachers and learners.

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Supplements:

Supplement 1: Sample checklist for evaluating Maritime English materials