

A SURVEY OF MARITIME ENGLISH TEACHING MATERIALS

(A report on the current state of the art)

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

1 . Introduction

The present report is an attempt at identifying, describing and evaluating Maritime English learning/ teaching materials as used currently in the maritime training institutions, maritime industry (shipping companies, company training centres) and the maritime world. The Report is restricted to ‘materials’ rather than ‘resources’, a wider and superordinate concept, for two reasons:

- Availability issues (materials are more readily available than individual resources created by numerous maritime English instructors worldwide to complement specialist Maritime English materials, though the Internet is increasingly becoming an important and readily available maritime English resource)
- it is hoped that a web-based database of Maritime English resources will be made available following some of the principles set out in this Report.

Under the auspices of IAMU this report introduces the methods of evaluation of Maritime English materials which, after obtaining the necessary feedback from the users (both learners and teachers) should form the methodological basis for a wider, comprehensive web-based project on the evaluation of the respective materials.

It covers a selection of the materials in use over the last ten years in:

- (a) various MET institutions offering diploma and BSc courses (maritime academies and colleges, faculties and universities),
- (b) occasionally, and only exceptionally, at MET establishments within secondary education (nautical & marine engineering training schools), and
- (c) specialized, SMCP-based and other (short) courses tailored to the needs of the maritime trade and industry, both seaborne and shore-based.

Within the Maritime English sphere, the materials may be of varied types, e.g.:

- (a) general (i.e. comprehensive) Maritime English coursebooks; i.e. conventional textbooks following the methodology of materials design and development in ELT, EFL, and ESP (e.g. T. N. Blakey *English for Maritime Studies*, 1987)
- (b) register/genre/job-specific materials in Maritime English, or, more specifically, in sub-specialisations such as maritime law, shipping, maritime technology, marine electronics, maritime safety, etc. (e.g. R. G. Sansom, *The Language of the Navy in English*, 1978; B. Pritchard, *Ship's Business in English*, 1994, V. Petkova & S. Toncheva 2000)
- (c) visual and aural materials with textbooks, i.e. video-taped materials, usually on a specified topic (e.g. *ANGLOSEA*; Nisbet, Kutz, Logie *Marlins English for Seafarers, Study Pack 1*; Logie, Vivers, Nisbet *Marlins English for Seafarers, Study Pack 2*)
- (d) courses on CD-ROM and multimedia (*Maritime English* by Maritime Education Sweden AB; *Marlins Packs 1 & 2*; *IMLP* by P. van Kluijven)
- (e) dedicated programmes, narrow-scope courses in maritime communication (e.g. F.F. Weeks: *SEASPEAK Manual* 1988)
- (f) PC-based programmes & software (*MarineSoft*, etc.)
- (g) Various types of specialized software obtainable from the internet e.g. P. Kluijven at: <http://home.planet.nl/~kluijven/>
- (h) Published *vs* in-house materials (e.g. Conrad Languages Ltd.)
- (i) Self-access materials
- (j) Supplementary materials

Since the present report is a general survey of Maritime English materials, only a number of the most representative titles (according to author's personal views and, of course, depending on availability of the materials), will be analysed. A more comprehensive list of Maritime English materials is shown in Supplement No. 1 & 2. This list, however, is far from an all-exhaustive one and readers (i.e. participants in the web-based study of the materials) are therefore invited to furnish data on:

- (a) individual teacher-made materials used in conducting Maritime English courses at their MET institutions, maritime training centres, international

organisations (ISF, ICS, etc.), shipping companies, crewing and management agencies, etc.

- (b) in-house maritime English materials published by shipping companies, or organisations (ICS, ITF, etc.)
- (c) any material other than those reviewed or suggested in this report.

At a later stage this report aims to instigate a more detailed survey and review of the current state of the art of Maritime English materials and maintenance of an internet database of such materials.

Various studies articulated in the papers presented at IAMU meetings and conference or workshop proceedings, as well as in such projects as MARCOM, METHAR, METNET, emphasize the following general features of Maritime English materials:

- there is rarely a comprehensive, all-inclusive Maritime English 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 Maritime English materials, though one or two have found a wider, international use (e.g. T. N. Blakey 1987 or SEASPEAK 1988, and, most recently, P. van Kluijven 2003)

However, for several decades there has been a demand and a degree of pressure by the international maritime community and the industry to develop:

1. Maritime English as a sub-set of English for the exchange of information and transfer of knowledge to be used as a working language in the maritime world (cf. Pritchard 1999)
2. a restricted variety of Maritime English as the recommended or, in some instances, mandatory communication idiom primarily intended for ensuring safety of navigation (e.g. SMNV 1987, SMCP 2001), cf. Trenkner 1997/1999, and subsequently
3. standard, or more or less widely accepted textbook or other type of material for the learning/teaching of Maritime English (cf. Cole 1999, Logie 1999)

Whilst the first two requirements have been met, to a greater or lesser extent, to the satisfaction of the international maritime community, the third objective has been difficult to achieve for a number of reasons:

- non-existence of standards on Maritime English syllabus,
- lack of standards on Maritime English coursebooks,
- unarticulated demand and, consequently, 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.

2. Materials evaluation - theoretical considerations

2.1 General

Evaluation is a part of planning and implementation of a language course, the other parts being the following: needs analysis, course design, teaching/learning process, and assessment. Though in theory there should be a circular movement and linear sequence of the above elements or stages of course planning, in practice evaluation stands in close interaction and interdependence relationship with the teaching/learning process and course design. Evaluation is a matching process (Hutchinson & Waters 1987: 97) designed to establish the degree of match between the needs and available solutions. Evaluation of teaching materials is aimed at assessing the fitness of e.g. a Maritime English material for a particular purpose, e.g. completing a diploma or BSc course of studies within an MET institution or for a particular certificate of competency on board ship (Deck Watch-keeping Officer on ships of 500 GT or more).

First, according to Robinson 1991: 54-64), ESP materials evaluation is classified as:

- preliminary evaluation (e.g. using a checklist the teacher or course designer examines and subsequently selects the published materials available on the market before taking up an ESP course)
- summative or performance evaluation: taking place at the end or after a course and designed to assess whether and to what extent they have been useful and effective – usually applying a test or questionnaire before and after the programme (Alderson 1979: 147)
- formative, also termed revision evaluation: conducted during the course, with possible modifications, additions or adjustments to the needs of a particular course and the trainees.

Maritime English Materials in the form of textbooks are normally of the first and the second type whereas CD and software materials are of the third type, although most of them exhibit the features of all the three types of evaluation.

Second, evaluation can be qualitative (discussions, interview, though less objective) and quantitative (less subjective, e.g. tests and other means of numerical evaluation).

Over the last three decades dependency on the various theoretical approaches to language teaching has been the key-problem in materials evaluation. The

approaches mainly arise from the developments in linguistics, psycholinguistics and cognitive linguistics and their role in the theory of ELT and EFL. These have often influenced the formation of evaluators' own priorities and therefore raise the important issue of subjectivity in the process of evaluation (Sheldon 1985: 240). Evaluation typology normally results from the approaches and various aspects of classification. Changes in the approach also urge for changes in the methodology (checklists, questionnaires, etc.).

One of the most important issues to be resolved in materials evaluation therefore is the establishment of as objective evaluation criteria as possible for effective comparative purposes. As a result, in order to be accepted universally, evaluation must also be theory-neutral, systematic, striving at exact objectives and applying theory-based methodology. It is therefore not just a set of random questions. These idealistic, almost unachievable requirements place a great responsibility upon the evaluator who should be aware of strengths, weaknesses, threats and challenges of evaluation. Thus, a quote from Dudley-Evans & St John (1998: 129) might prove very useful before immersing into the criterion issue:

‘A good evaluation emphasises the success and discusses less successful aspects. It also addresses the crucial *how* and *why* issues. Understanding *why* will enable us to repeat success and avoid the less successful.’

Before setting out the criteria, a number of questions has to be answered when dealing with textbooks material, i.e.:

- What is the evaluation conducted or?
- What do we evaluate?
- Is the course competence-based or content-based?
- Who are the target course trainees? (non-native learners, levels, socio-cultural background etc.)
- Who is the evaluator? Who collects and provides the data?
- What means of evaluation are readily available?, etc.

Since all the materials encompassed in the present study are designed for non-native English language learners, or at best for the speakers of English as a second language, the theoretical approaches developed and applied in English Language Learning (ELT), English for Foreign Learners (EFL), English as a Second Language

(ESL), and English for Specific Purposes (ESP) should be used in the process of surveying, reviewing and evaluating selected Maritime English materials.

Evaluation of teaching materials are both needed and made by:

- the Maritime English teacher
- the Maritime English learner
- the Maritime English administrator (educational authorities, maritime administrations, shipping companies, ports, etc.)

This study will be restricted to the first one whereas the other ones will (hopefully) be the subject of applied research within a wider project to follow this report.

2.2 Evaluation of materials - textbooks

The present report basically relies upon textbooks as the prototype kind of language learning/teaching material and, secondly, on the materials resulting as products of modern teaching technology (CD-ROM and www software). Textbooks are usually published commercial materials. They have certain advantages over in-house type of materials in teaching English for general purposes (EGP), e.g. well-proven and tested methodology, authoritative status, etc. Both published and in-house materials have been used in MET institutions over the last three decades, i.e. since the appearance of Strevens' *Seafaring* in 1972, the first in a series of influential textbooks in modern, communicative-based language teaching in ESP). In-house materials are tailored to suit the learner's specific needs and are therefore more flexible in terms of choice of the most appropriate methods, strategies, tasks and learning activities. Therefore, mixed materials, i.e. published textbooks accompanied with shorter in-house materials are recommended in ESP (e.g. a comprehensive maritime English textbook supplemented by teacher/student made exercises or projects in, say, marine safety-related VHF communication).

There are numerous factors to be taken into account when evaluating textbooks, i.e. when deciding on the most appropriate textbook for a particular course or purpose. The same also holds for evaluative models. According to Sheldon (1988: 45), evaluation is 'a subjective, rule of thumb activity' in which 'no formula, grid, or system will ever provide a definitive yardstick'. In spite of such limitations and restrictions to textbook evaluation, we subscribe to the view that the assessor/evaluator is expected:

'to match the materials with the goals and objectives of the programme, and to ensure that they are consistent with one's belief about the nature of language and learning, as well as with one's learners' attitudes, beliefs and preferences. (Nunan 1991: 209)

and thus make evaluation a coherent, systematic and thoughtful activity.

Ur (1996) quotes the following arguments for using textbooks:

- *a textbook is a framework which regulates and times the programs,*
- *in the eyes of learners, no textbook means no purpose,*
- *without a textbook, learners think their learning is not taken seriously,*
- *in many situations, a textbook can serve as a syllabus,*
- *a textbook provides ready-made teaching texts and learning tasks,*
- *a textbook is a cheap way of providing learning materials,*
- *a learner without a textbook is out of focus and teacher-dependent, and perhaps most important of all,*
- *for novice teachers a textbook means security, guidance, and support.*

while the following are the counter-arguments:

- *if every group of students has different needs, no one textbook can be a response to all differing needs,*
- *topics in a textbook may not be relevant for and interesting to all,*
- *a textbook is confining, i.e., it inhibits teachers' creativity,*
- *a textbook of necessity sets prearranged sequence and structure that may not be realistic and situation-friendly,*
- *textbooks have their own rationale, and as such they cannot by their nature cater for a variety of levels, every type of learning styles, and every category*
- *of learning strategies that often exist in the class, and*
- *teachers may find themselves as mediators with no free hand and slave, in fact, to others' judgments about what is good and what is not .*

Any Maritime English teacher would probably agree with the above arguments and perhaps add a number of items from her/his own experience, possibly placing different weight on their sequence or importance.

Whatever the choice in selecting and evaluating language learning/teaching materials, this process must be systematic, realistic and objective. H. Asary & Babaii (2002, *The Internet TESL Journal*) also emphasise the importance of graphical presentation of the results of textbook evaluation. To this end, a *checklist approach* has been offered by a number of scholars (Tucker 1975, Candlin & Breen 1979, Breen et al. 1987, Hutchinson and Waters 1987, Cunningsworth 1995, Ur 1996, Littlejohn 1996) in order to assess the textbooks. These invariably deal with:

- external criteria (extra-linguistic: 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), and
- internal criteria (related to language: pronunciation, grammar, content).

The **external criteria** address such aspects as completeness or appropriateness of presentation, psycholinguistic, cognitive processes, social and sociolinguistic circumstances (textbook users and type of use), etc. McDonough and Shaw (1993: 68-69) provide a list of external criteria usually found in the introduction and contents page, or questions such as: the intended audience, proficiency level, context within which the materials are to be used, method of presentation and organisation of language into teachable units (i.e. topics covered), author's views of language and methodology (e.g. communicative approach), vocabulary list, visual materials and their integration into the text, layout of units and the whole textbook, culturally specific information, inclusion of audio/video material, inclusion of tests (see also Atkins 2001).

The **internal criteria** assess, for example, pronunciation or grammatical issues (carrier vs. real content, appropriate sequencing of grammatical units, adequacy of drills, vocabulary, collocations, etc.). These also include (cf. McDonough and Shaw 1993: 75):

- the presentation of the (four) skills in the materials
- the 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, Pritchard 2000)
- speaking skills: the nature of real interaction *vs* artificial dialogues
- efficaciousness of the teacher's guide

The complete procedure of evaluation should therefore encompass the following steps:

- a) classification of Maritime English textbooks
- b) scrutinising textbooks against internal and external criteria
- c) identifying the pros and cons
- d) establishing common-core summary characteristics in the form of tables.

In this context the six **basic criteria** offered in Robinson 1991: 61 (quoted from Moore 1977) for evaluating ESP materials are also worth considering as the very basic, principal criteria when evaluating Maritime English materials:

1. PURPOSE	Is the purpose clearly defined?
2. TYPE	Does the exercise type effectively and economically accomplish purpose?
3. CONTENT	Is the ratio of language given/student task economic? Are instructions to students clear?
4. INTEREST	Is it interesting?
5. AUTHENTICITY	Is it challenging?
6. DIFFICULTY	Does it contain distracting difficulties?

Finally, quoted below is a list of useful questions in evaluating EFL materials suggested by C. Griffiths 1995). With modification, these might be applicable not only to EGP but also to ESP and Maritime English textbooks, some of which are the likely candidates of questions for insertion in the Maritime English checklist:

- Does the material match learner objectives?
- Is the material learner-centred?
- Does the material facilitate interactive learning?
- Is the material socio-culturally appropriate?
- Is the material up-to-date?
- Are vocabulary and comprehensible input levels well-graded?
- Is the material interesting and visually attractive?
- Is the material relevant to real life?
- Is the material easy to use?
- How ethnocentric is the material?

These criteria, combined with those offered by Tucker 1975, Griffiths 1995, and Ur 1996, will constitute the basis for establishing the textbook evaluation criteria and checklist for the purpose of this study. They will be the upgraded, modified and extended as appropriate to suit the requirements of this evaluation.

The most usual methods or means of evaluation, found in a number of authors, are the following:

- questionnaires
- checklists
- rating scales
- interviews
- observation
- discussion
- records
- assessment

Questionnaires, checklists, and rating scales lend themselves to the ease of quantification, whereas the rest of the methods are quality-oriented, and therefore more difficult, time-consuming, etc.

Questionnaires often refer to needs analysis and course design. They are designed by teachers for students, ex students and for in-company evaluation. The main problem is their length and possible misinterpretation of questions. For more information and samples of questionnaires see Dudley-Evans & St John 1998:140-144.

Checklists are normally shorter and more accurate, focused usually on a portion of the material (e.g. exercises, developing communicative competence, learning skills). They may be closed or open. Being more accurate, rating scales are sometimes more advantageous though, as well as other methods, also liable to subjectivity of the participant in the evaluation.

As early as 1977 Tucker offered a three-component checklist:

- *a set of criteria consistent with the basic linguistic, psychological, and pedagogical principles,*
- *a rating scheme which provides a method for judging the comparative weightings of a textbook's merits, and*
- *a chart/graph which provides a visual comparison between the evaluator's opinion of the book and a hypothetical ideal model, hence facilitating a quick and easy display of the evaluator's judgment.*

A more recent approach was offered by Penny Ur (1996). Among the sixteen textbook evaluation criteria the following are highlighted here:

- *objectives explicitly laid out in an introduction, and implemented in the material*
- *systematic coverage of syllabus*
- *content clearly organized and graded (by difficulty)*
- *appropriate visual materials available*
- *varied topics and tasks so as to provide for different learners, learning styles, interests, etc.*
- *clear instructions*
- *periodic review and test sections*
- *plenty of authentic language*
- *good pronunciation, vocabulary and grammar explanation and practice*

- *fluency practice in all four skills*
- *encourages learners to develop own learning strategies and to become independent in their learning*
- *adequate guidance for the teacher*
- *audio cassette*

We might add a few more criteria:

- *follows cognitive processes in maritime science and technology (e.g. scripts and scenarios in ship handling, contingency planning; starting or reversing the main engine, etc.)*
- *develops communicative skills*
- *follows rules of content-based learning*
- *video, CD, reference to www*

3. A survey of Maritime English textbooks

This report undertakes to provide an analysis of Maritime English materials used worldwide, i.e. by Maritime English teachers at IAMU member colleges, academies, faculties or universities.

With respect to the teaching/learning medium, as shown in Section 1, Maritime English materials can be classified into:

- a) textbooks or coursebooks
- b) audio and visual materials
- c) CD and multimedia
- d) software applications, and
- e) any combination of (a) with (b), (c) or (d).

These materials may be used as *basic* (those meeting STCW 78/95 requirements or those in accordance with IMO Model Course 3.17 Maritime English) and *supplementary* Maritime English materials.

Further, the materials can be sub-divided into:

- (i) core, i.e. comprehensive or general maritime English materials
(e.g. Blakey *English for Maritime Studies*, Nisbet et al. *Marlins English for Seafarers, Study Pack 1*, P. Kluijven. *International Maritime Language Programme*),
- (ii) specific Maritime English materials (e.g. Katarzynska 1999; Petkova & Toncheva 2000; SEASPEAK Manual, *Marine Training and Marine Language: SMCP and English Language Training* by MarineSoft), and
- (iii) miscellaneous materials (grammarbooks, maritime English handbooks, glossaries, dictionaries, LDBs, etc., e.g. Spinčić, A. & J. Luzer *Maritime Communications in Marine Engineering*; Spinčić, A. & J. Luzer (1994) *An Outline of English Grammar for Seafarers*)

Specific materials are those dealing with the various registers and genres of Maritime English:

1. nautical English (e.g. Trenkner et al. *Englisch fuer Schiffsoffiziere* - a series of coursebooks: 1986,1987, 1989, 1990)
2. marine engineering English: e.g. Uribe-Echevarria (1997) *Technical English for Marine Engineers, I & II*; Zhang, Shaolin, (1993) *Practical English for Marine Engineers*, etc.
3. English in maritime communications; spoken vs written, VHF, GMDSS, etc.(e.g. Weeks et al. *SEASPEAK Training Manual*, MarineSoft software for PC)
4. English in maritime law (e.g. Petkova & Toncheva 2000 *Correspondence and communications in Shipping*)
5. English in shipping business (Pritchard 1994 *Ship's Business in English*), etc.

There are two basic approaches to the evaluation of any language learning material and these can be applied to Maritime English materials as well. Both involve the creation of checklists or questionnaires.

In the first approach a set of different aspects and issues of the materials issues can be set up, and then the degree of their match to teaching/learning situations in each separate material is checked or measured. In other words, the evaluator considers whether or not each of a set of materials is suitable or not for a particular case. Thus, we can check and compare the Maritime English textbooks as to whether at all and to what extent each material meets the following requirements for the potential learner ('Would that suit my students / my course?'):

- (a) specific type of learner,
- (b) teaching situation,
- (c) coverage of the topics of the technical subjects in the curriculum (e.g. deck or marine engineering)
- (d) communicative approach to learning: the four skills
- (e) content-based learning
- (f) competence-based syllabus
- (g) task-based activities

- (h) vocabulary development
- (i) understanding grammar
- (j) cognitive self-learning
- (k) diversity of classroom activities for motivation purposes
- (l) use of visuals in the learning process, etc.

In the second approach, each material (textbook, video or software application) is studied separately against the complete list of issues raised in the checklist. By studying the claims by the authors or publishers, the evaluator (e.g. the course reviewer, not currently teaching) considers what range of students, situations, etc. a particular material would suit and which not. This study follows the second approach although it also combines it with the elements of the first approach (see sample checklists attached in the Supplement No. 3).

On the basis of the theoretical and practical issues of materials evaluation set out above, both for EGP and ESP, the following checklist is here proposed for Maritime English textbooks or coursebooks. It is in fact an extension and adaptation of the checklist suggested by Sheldon 1988:242 and includes external and internal factors of evaluation:

Evaluation of Maritime English Materials
1. CHECKLIST - EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	
2.	TITLE	
3.	PUBLISHER: YEAR:	
4.	ISBN: (total pages:)	
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	
6.	COMPONENTS: SB/TB/WB/cassette/video /CD/free tests	
7.	LENGTH (units x hours):	
8.	TARGET LEARNERS:	
9.	TARGET SKILLS:	
10.	TARGET TEACHERS:	
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	
12.	AVAILABILITY (e.g. readily available)	
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	
14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	
15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	
16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	

17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	
18.	CULTURAL BIAS (1-6) (meeting the requirements of multi-cultural/lingual crews/students; yes/no)	
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	
20.	GENERAL ASSESSMENT OF THE MATERIAL (rating: 1 - 6)	
	OVERALL VALUE FOR MONEY (in case of commercial materials) (rating: 1 - 6)	
	DEGREE OF APPROPRIATENESS FOR A SPECIFIC COURSE (descriptive assessment: very high - high - medium - low)	

2. CHECKLIST - INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
21.	PURPOSE / OBJECTIVES - explained in introduction	
22.	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	
23.	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	
24.	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	
25.	CONTENT PRESENTATION (systematic coverage of syllabus; topics covered)	
26.	ORGANISATION - layout (content clearly organized into units)	
27.	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	
28.	AUTHENTICITY (plenty of authentic language; modified texts)	
29.	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	
30.	GUIDANCE TO LEARNER (in introduction, units)	
31.	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 - 6)	
32.	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 - 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	
33.	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	
34.	PRONUNCIATION	

35.	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (Description of the methods, tasks, activities, and degree of communicative competence for each skill separately)	
36.	VOCABULARY DEVELOPMENT (1 - 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	
37.	GRAMMAR (explanation and practice): (1 - 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	
38.	DISCOURSE ELEMENTS - TEXTUALITY (1 - 6) (discourse markers, coherence, cohesion)	
39.	EXERCISES (1 - 6) (relevant, to-the-point, practicing)	
40.	SEQUENCED GRADING OF EXERCISES (1 - 6)	
41.	CLEAR INSTRUCTIONS for exercises (1 - 6)	
42.	KEY TO EXERCISES	
43.	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	
44.	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES - INDEPENDENT LEARNING (1-6)	
45.	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	
46.	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	
	ASSESSMENT (descriptive evaluation)	

One final note concerning checklist should be made here. Checklist are not only intended for facilitating orientation when making first glance decisions on the selection of appropriate materials or resources for any ESP or Maritime English course. Subjectivity is the main enemy of any evaluation for any purpose and is always present, no matter how impartial or un – biased some material/resource may be. In spite of many disadvantages attributed them, checklists have imposed

themselves as a viable option and as one of the most objective means of evaluation. This does not however exclude any other means of a more 'humane' assessment. In this Survey no preference has been given to any particular material because it is a well proven practice that only a thoughtfully selected set of various resources and materials, combined with proper needs analysis, teacher's own experience, and clear goals and objectives of a course, are likely to yield best results in teaching Maritime English.

3.1 General Maritime English textbooks

In the present study the checklist proposed above was applied on a number of Maritime English textbooks available for author's evaluation. However, a more complete and purposeful evaluation should also include evaluation by peer teachers as well as students of MET establishments or trainees in the various specialized STCW and other courses. Therefore this report aims at a subsequent development a web-based evaluation on the textbooks subjected to the present evaluation and invites Maritime English teachers within the international organisations such as IAMU to furnish their evaluation of the materials not included here.

This study involves the analysis and checklist evaluation of the following Maritime English textbooks / course books, ordered here chronologically:

1. Strevens, P. (1972) *Seafaring*, Collier-MacMillan Publ., London
2. Sansom, R.G. (1978) *The Language of the Navy in English*, Regents Publishing Co., New York
3. ----: (1985) *The Seafarer's Language Course*. Conrad Languages Ltd., London
4. Blakey, T.N. (1987) *English for Maritime Studies*, 2nd ed., Prentice-Hall International, London
5. Nisbet, A. & A. W. Kutz & C. Logie (1997) *Marlins English for Seafarers, Study Pack 1*, Marlins, Edinburgh
6. Logie, C., E. Vivers, A. Nisbet (1998) *Marlins English for Seafarers, Study Pack 2*, Marlins, Edinburgh
7. Petkova, V. & S. Toncheva (2000) *Correspondence and communications in Shipping, Handbook*, Izdalelska k'isha STENO, Varna
8. van Kluijven, P. (2003) *The International Maritime Language Programme (IMLP)*. Rotterdam, the Netherlands

The study reveals the following *external* features of the selected materials:

- a. the textbooks are mainly designed for intermediate to upper-intermediate level students, none accompanied by a video though creation of multimedia supplementary materials (CD) for some titles is completed (cf. *Marlins Packs 1 & 2* and *IMLP* by P. van Kluijven) or under way

- b. in terms of extralinguistic (i.e. subject content and its organisation, the textbooks generally follow the themes and topics (texts) of technical/professional subjects of the courses of study (nautical, marine engineering, maritime law) – coverage of curricula is fairly high in all textbooks, especially with respect to STCW 78/95 (though in some textbooks subject to time/historical restrictions)
 - c. two thirds of the textbooks are supported by audiocassettes as supplementary material. One textbook (van Kluijven's) is accompanied by a CD-ROM, while parts of the same CD-ROM are available on the internet (<http://home.planet.nl/~kluijven/>)
 - d. poor or insufficient cultural bias: variations between standard and real communication, insufficient insistence on areal and social differences (UK *vs.* US word-forms, pronunciation and usage, Maritime English as international language mainly spoken by non-native speakers, linguistic aspects of multi-national and multi-cultural crews)
 - e. lack or complete non-existence of teacher's books and student's worksheets (in contrast, van Kluijven's *IMLP* offers plenty of space for learner's notes)
 - f. steady improvement of layout and graphics (excellent in van Kluijven),
 - g. non-availability of the textbooks Nos. 1, 2, & 3 (obsolete, out of print, discontinued)
- b) With respect to *internal* factors of evaluation (methodological issues), the textbooks examined exhibit the following characteristics:
- (i) the purpose and objectives are clearly explained in the introductions
 - (ii) although most of the textbooks follow the strategies of the communicative approach, this is not always reflected in the practising exercises and assessment
 - (iii) teaching Maritime English is predominantly competence-based – this fact is not sufficiently implemented in exercises and the assessment part of the textbooks (except in Blakey, Spinčić, the two *Marlins* coursebooks and van Kluijven)
 - (iv) the organisation (structure) of the units / lessons is varied but the following more or less conventional pattern is discernible:

- i. prediction (basic terms for oral discussion)
 - ii. reading text (with graphical inserts)
 - iii. notes (mainly on phrases and vocabulary)
 - iv. exercises (comprehension, lexical, grammatical)
 - v. assessment (the last element being the weakest point in most of the materials, except in *Marlins* and van Kluijven)
 - vi. grammar (either in the body of units or as a supplement)
 - vii. supplements (vocabulary, glossary of terms, etc.)
- (v) practicing SMCP/SMNV is a particular feature of some of the textbooks (e.g. *The Seafarer's Language Course*, Petkova-Toncheva's textbook, and, above all, in van Kluijven's coursebook)
 - (vi) content-based learning is applied only partially, though most of the textbooks linguistically and textually follow some cognitive processes in technical subjects (e.g. in performing language tasks reflecting true procedures: ship handling operations, chartwork, narratives and descriptions of collisions, etc.). Van Kluijven's textbook expressly follows the principles of content-based instruction (cf. Preface) especially in the concept of exercises
 - (vii) low stimulation of developing students' own learning strategies (except in *Marlins*, and in Petkova-Toncheva's and van Kluijven's textbooks)
 - (viii) the principle of authenticity of text is present in all the textbooks though to a varying degree and in accordance with their respective purpose
 - (ix) the four language learning skills (reading, writing, listening, speaking) are a typical feature in most of the textbooks. These, however, differ, in size and form according to the purpose of the textbook and target learners. Tapescripts are offered only in Blakey' and Marlin's textbooks
 - (x) development of pronunciation skills is relatively low considering their importance and role in ensuring safety communication in international maritime transport
 - (xi) vocabulary development is a major feature of most of the textbooks studied, especially practicing the maritime terminology

- (xii) grammatical sections and exercises are present in all the materials. Particular attention has been paid to developing communicative skills and functional practice. Also to be noted is the lack of sections or insufficient treatment of discourse analysis (coherence, cohesion, substitution, etc.) and pragmatics (e.g. forms of address on board, in interaction with the authorities etc., see Raafat Sakirs 1986)
- (xiii) exercises are an important part of all the textbooks though insufficiently varied (Marlin's and van Kluijven's textbooks, again, are an exception)
- (xiv) the tasks and learning activities are insufficiently varied and are unsystematic (except in Blakey, Marlin's and van Kluijven's textbooks). Most textbooks would benefit from more exercises involving role-play, pair-work, instructions for dedicated group-work, listening comprehension, note-taking, interviews, guesswork and other cognitive learning activities, scenarios, projects, etc.
- (xv) instructions for the exercises are invariably clear
- (xvi) a number of textbooks lack keys to the exercises, etc.

Generally, it can be noted that all the textbooks mirror, more or less closely, general developments in ELT and EFL, and especially ESP, over the last three decades (prevailing application of the communicative approach to teaching, and learning foreign languages, steady but slow and restricted introduction of content-based learning, learner-centred activities; cf. Cole et al. 2002).

From the point of view of modern teaching methodology and technology, three textbooks, i.e.

- *Marlins English for Seafarers: Study Pack 1*
- *Marlins English for Seafarers: Study Pack 1 & 2*, and
- *International Maritime Language Programme (IMLP)*

meet most of the requirements of learner-centred, content-based learning and communicative approach to learning and teaching Maritime English. Except for *IMLP*, a higher degree of match with the requirements of STCW certification and Maritime English syllabi is needed in the case of a number of materials. *Marlins English for Seafarers - Study Pack 1*, and particularly *Study Pack 2*, are excellent learning materials which fill up an important gap between English for General

Purpose (EGP) and Maritime English as a special type of ESP. These textbooks, combined with video/CD-ROMs, offer strategies and activities in communicative learning as well as exercises in linguistic functions extremely important for the maritime discourse/text (i.e. topics such as: *English at sea, At the crewing office, In transit, A safety culture, weather report, describing a process, changes and trends, reporting back, aptitude and appraisal, who's calling, what's been happening, it used to be different, marine protection, what would you do if ..., mysteries of the sea*). The two packages also serve as an effective passage to the more specific features of Maritime English, which are the subject and objective of the other courses discussed above. In the process of teaching Maritime English in the three/four-year BSc courses at MET establishments, these methodologically excellent materials are highly recommended for use in combination with the more specific types of Maritime English textbooks, especially those dealing with spoken communications, SMCP, etc. T.N. Blakey's *English for Maritime Studies* is equally valuable, especially for lower intermediate level of students who are less acquainted with ships and the sea. It can therefore be recommended as an initial course in Maritime English for the students of MET establishments of secondary education. Other textbooks studies here are somewhat inferior methodologically but they exhibit a higher degree of coverage in respect of maritime-related subject contents. This is undoubtedly the result of the different purposes and objectives as well as the history of Maritime English textbooks. While Marlins' textbooks were first designed as in-house materials they primarily meet the specific requirements of acquiring skills in English for General Purposes (EGP) and only secondly for Maritime English, leaving the teaching of special Maritime English (a sub-division of ESP), to more specific textbooks, e.g. those listed under numbers 3, 5, 8 and 9 above.

Finally, a comment on the topics covered by the textbook/coursebooks studied here. As already stated they all more or less, meet the minimum requirements of STCW 78/95. However, they are also designed for Maritime English taught in the BSc courses in maritime studies and should therefore also go far beyond STCW. Here is the list of most common topics covered by the textbooks studied. The selection and ordering of topics found in the textbook *Maritime English* (Italian edition, Pritchard 1999) seems practical for the purpose of analysis, though some of the textbooks go into much more detail in some **topics**:

- ship design and construction (structural members; hull; machinery; equipment; general arrangement plan; marks; measurements and tonnage)
- shipbuilding

- machinery (propulsion and auxiliary: diesel engines, shafts & propellers, fuel system, cooling system, lubricating system; ship's piping, electrical, fire-fighting and other systems; reversing; automation; UMS)
- types of ships
- the merchant ship and its organisation (master, officers and ratings in the deck & engine-room dept.; dual-purpose officer, general-purpose manning system)
- ocean studies, oceanography, hydrography (motions of the ship)
- marine meteorology
- ports, port facilities, port structures
- cargoes, types of cargo, cargo handling equipment
- loading a vessel (tankers, container ships, bulk cargo ships, etc.)
- ship handling / manoeuvring (unberthing, anchoring, berthing; heavy weather routine)
- vessel underway, arrival at a port (preparations on board and in the port, documents), pilotage and towage
- navigation (general introduction, coastal, astronomical; electronic; satellite, GPS; the navigating bridge, electronic NAVAIDS, sea charts, electronic charts; obtaining a ship's position)
- the marine radar, integrated bridge)
- safety at sea / safety at work
- collision regulations
- buoyage systems
- maritime communications (SMCP; maritime VHF exchanges; distress, urgency, safety, ship reporting schemes, routine; GMDSS; SAR communications)
- medical aid

In addition to the above, the following topics are found under specific textbook titles like Ship's Business, Maritime Law, Ship's Correspondence, etc.:

- shipping procedure,
- Ship's Documents (Papers): Certificate of Registry, Insurance Policy; documents relative to Hull, Machinery, Equipment; Safety Certificates
- shipping documents (Bill of Lading, Charter Parties, Cargo Manifest, Notice of Readiness, Mate's Receipt)
- Loading / Stowage Plan,
- Clearance of vessels, customs clearance, port regulations
- Documents on ship's arrival at and departure from a port
- Sea Protest
- Crew and Passenger Documents
- No-Cure No-Pay
- Extracts from some basic IMO Conventions
- Articles of Agreement, etc.

The topics above can be supplemented from many sources on Maritime English for Deck Officers. For upgrading the list of topics we recommend the series of course books by Trenkner et al. *Englisch fuer Schiffsoffiziere (Maritime English for Ship's Officers: Core and Special Courses; see below)*. *Maritime English*, a coursebook by Pritchard (1995) published by Školska knjiga, Zagreb, and the second amended edition by Del Bianco Editore, Udine, Italy (1999), exhibits a number of features (advantages and disadvantages) discussed above but has not been covered in this survey on account of inescapable author's bias.

This report therefore emphasises the necessity for laying down acceptable IAMU standards for developing and designing a comprehensive (all-inclusive) Maritime English textbook (e.g. P. van Kljijven's *IMLP*) as a recommended model teaching material at IAMU maritime colleges, academies or universities. These standards should include the following:

- a) commonly agreed syllabus (based on IMO Model Course 3.17 plus EU, ISF and national requirements plus syllabus-related experience of Maritime English teachers),
- b) textbook organisation into a set of obligatory units according to subject-matter (i.e. comprehensive coverage of content subjects; see above)
- c) level of target students (preferably intermediate and above)

- d) standards on communicative competence to be acquired after completion of the course
- e) minimum standards of content-based learning contained within the textbook
- f) degree of authenticity of the materials
- g) learning skills (reading, writing, listening, speaking, vocabulary, grammar, discourse and pragmatics)
- h) a set of obligatory tasks and activities ensuring diversity and attracting students' interest (e.g. role-play, pair-work, note-taking, making an outline, report writing, interviews, projects, etc.)
- i) development of student self-learning strategies,
- j) criteria and forms of assessment
- k) development of accompanying videos, audiocassettes, and multimedia CD-ROMs.

3.2 Nautical textbooks / course books – textbooks for deck officers

The more specific, nautical English textbooks, or textbooks for deck officers are many and varied in objectives, scope, target learners level, etc. Here is a list (in chronological order) of some of the more prominent ones, widely known and used in the MET establishments:

1. Trenkner, P, et., al. (J. Dabels, C. Fischer, T. Kupey), (1986,1987, 1989, 1990) *Englisch für Schiffsoffiziere* (Maritime English for Ship's Officers: Core and Special Courses). Rostock, Germany: Ingenieurhochschule fuer Seefahrt Warnemuende/Wustrow, Rostock, Soft cover book series totaling 314 pages (German/English), including:
 - a) *Grundkurs I – Schiffsführung, Arbeitsheft 1*
(topics: sailors, ships and their tasks, pilot on board, voyage report, ashore, cargo handling)
 - b) *Grundkurs I – Schiffsführung, Arbeitsheft 2*
(Topics: the weather, sickness on board, port of London, parts of a ship)

- c) *Grundkurs II – Schiffsführung, Arbeitsheft 1*
(Topics: leaving and entering ports, nautical publications, safety aboard ships, radio messages I)
 - d) *Grundkurs II – Schiffsführung, Arbeitsheft 2*
(Topics: International seaborne trade, navigational instructions, letters, meteorological navigation)
 - e) *Spezialkurs I – Schiffsführung, Arbeitsheft 1*
(Topics: Sea pilot, pilotage, clearance of vessels, customs clearance, port regulations)
 - f) *Spezialkurs II – Schiffsführung, Arbeitsheft 2*
(Cargo handling, Note of protest, VTS communications, Bill of Lading, Charter party)
 - g) *SAR-Operations; Helicopter Operations*
(cassette transcripts)
 - h) *Spezialkurs III – Maritime Medical Service*
(Medical service at sea, the human body, medical advice at sea, accidents & injuries, maritime declaration of health)
2. Schoenmaker, P.W. *English for Ship's Officers*, Amsterdam
 3. Niinisalo, L, *Nautical Text*, (1985) Helsinki, Finland: Valtion Painatuskeskus, Soft cover book, 290 pages, ISBN 951-859-468-6 , Finnish/English
 4. Raafat Sarkis, A, (1986) *An Integrated Basic Maritime English Course Based on the Findings and Implications of a Detailed Text-Analysis of a Corpus of Maritime English Written Discourse*, Second Edition , Book, English
 5. Plucinska, Elzbieta & Hanna Swiatkiewicz (1994) *Nautical Publications in Practical Navigation*, Szczecin: Wyzsza Szkola Morska W, Szczecinie, Soft cover book, 224 pages, ISBN 83-86494-05-0, Polish/English
 6. Wu Demao (1994) *Nautical English*, (Dalian, China: Dalian Maritime University Press) , Soft cover book with a teacher's manual, 687 pages, ISBN 7-5632-0765-1/H.82, Chinese/English

7. Pritchard, Boris(1995) *Maritime English I*, Zagreb:Školska Knjiga /University of Rijeka, Soft cover book, 350 pages, English/Croatian, ISBN 953-0-30303-3
8. Uribe-Echevarria, J & R. Sanchez (1997) *Nautical English I* (1st Common Course), 500 pages,
9. Uribe-Echevarria, J & R. Sanchez (1997) *Nautical English II* (2nd Course: Navigators)
10. Uribe-Echevarria, J & R. Sanchez (1997) *Nautical English III* (3rd Course: Navigators), 500 pages.
11. Uribe-Echevarria, J R. Sanchez (1997) *Nautical English IV* (4th Course: Navigators) 500 pages

Though this report encompasses only a limited number of textbooks, the total number of such textbooks is remarkable. It is however difficult, if impossible, to list the exact number of General Maritime English and specific nautical or Maritime English textbooks. For a more complete list see Supplement No.1. It should be noted that this list is fairly representative but far from exhaustive. Readers, i.e. teachers of Maritime English at IAMU MET establishments, are therefore invited to make their contribution to this report by upgrading the list via e-mail (bopri@pfri.hr) adding details of their own textbooks or the textbooks they use or are aware of.

3.3 Textbooks for marine engineers and engineer officers

The number of marine Engineering English textbooks is comparably low. Recently, however, a number of textbooks have appeared. These include (in chronological order):

1. Lopez, E, Spiegelberg, J M, and Crrillo, F, (1991) *Ingles Tecnico Naval*, (Cadiz, Spain: Universade de Cadiz,) Book, tapes, English/Spanish
2. Zhang, Shaolin, (1993) *Practical English for Marine Engineers*, (Shanghai, China: Shanghai -Scientific Technology Press,) Soft cover book with 4 audio tapes, 326 pages, ISBN 7-5323-3234-9/H.12, Chinese/English
3. Fabe, Dušan, (1997) *English for Maritime Engineers*, Portorož: Fakulteta za Pomorstvo in Promet, Soft cover book, 229 pages, Slovenian/English

4. Uribe-Echevarria (1997) Technical English I for Marine Engineers (2nd Course Engineers), 500 pages
5. Uribe-Echevarria (1997) Technical English II for Marine Engineers (4th Course Engineers), 500 pages
6. Spinčić A. Luzer J. (1999): English in Marine Engineering Communication, Adamić, Rijeka, Hard Cover 630 pages, Croatian/English
7. Spinčić, A., Pritchard (1999) English Textbook for Marine Engineers. Rijeka College of Maritime Studies, Rijeka
8. Spinčić, A. (2002) English Textbook for Marine Engineers I. Faculty of Maritime Studies, Rijeka

A special report on the evaluation of these materials will follow shortly.

3.4 Textbooks for maritime (VHF) communications

1. Langley P.P., Ouvry P.: VHF Yachtmaster, Adlard Coles Limited, 1984, ISBN 0-229-11720-1, Soft cover book, 83 pages, English, Cassette included.
2. Weeks, F F, (1986) Wavelength, Madrid, Spain: Editorial Alhambra, S.A., Book, tapes, English
3. Trenkner, P, et., al., (1986,1987, 1989) Englisch fuer Schiffsoffiziere, Rostock, Germany: Ingenieurhochschule fur Seefahrt Warnemunde/Wustrow, Rostock, Soft cover book series of six booklets totaling 314 pages, German/English
4. Weeks, F F, Glover, A, Johnson, E and Strevens, P, (1988) Seaspeak Training Manual, London, UK: Pergamon Books Ltd., Soft cover book, 197 pages, tapes, English
5. Fischer, C, and Trenkner, P (1990) English in Search and Rescue. (Rostock, Germany: Hochschule fur Seefahrt Warnemunde/ Wustrow, Soft cover book, 30 pages, tapes, German/English
6. Petkova, V and Velinova, S, (1991), Ships' Correspondence and Communications at Sea - User's Guide, (Varna, Bulgaria: STENO), Soft cover book, 291 pages, Bulgarian/English
7. Wang Qinchao (1992) Practical English Conversation for Mariners, (Dalian, China; Dalian Maritime University Press), Soft cover book, 289 pages ,ISBN 7-5632-0523-3/H.53, Chinese/English

8. Ye, G, and Chen, Y, (1992) English Conversation for Mariners, Jimei Navigation Institute
9. Ye, G, (1993) Sea Read and Speak, Jimei Navigation Institute
10. Zhu, K, Yuan, L, Ouyang, Z, and Luo, W, (1992) English Conversation for VTS Operator and Seamen, (Dalian, China: Dalian Maritime University), Book, Chinese/English.
11. Sydney, N.S., SARminology, (Canada:1993) Transport Canada Soft cover book, 98 pages, French/ English
12. Jedraszczak, Henryk & Jacek Rociąg (1994) Communicative Exercises in IMO Standard Marine Vocabulary, Szczecin: Wyższa Szkoła Morska W. Szczecinie, Soft cover book, 141 pages, ISBN 83-86494-06-9, Polish/English
13. Henriksson, E (1995) Radio Communications at Sea - Distress and Safety Communications, (Turku, Finland) Soft cover book, 42 pages, ISBN 951-96972-4-1, Swedish/English
14. Pritchard, B. (2003) Maritime Communications at Sea and SMCP, <http://brod.pfri.hr/~bopri>
15. Trenkner, Peter, (in Production) IMO-Standard Marine Communication Phrases Audio Course for Upgrading VTS Operators. Based on IMO SMCP Part III/6, VTS Standard Phrases, English and German
16. Kluijven, P. C. van (2003) The international Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board training, SMCP included. CD-ROM presentations, Texts, Tasks and Projects. Alk & Heijnen Publishers, Alkmaar

3.5 Textbooks for English in Maritime Law & Shipping

1. (Danish author) Ship's correspondence (exact title and the publisher unknown), Soft cover, 48 pages
2. Katarzyska, B, and Kryluk, S, (1980) Mate's Correspondence, Gdansk, Poland: Wydawnictwo Morskie, soft cover book, 158 pages, Polish/English
3. Katarzyska, B, (1988) Notes on Ships, Ports and Cargo, (Gdansk, Poland: Wydawnictwo Morskie Gdansk,) Soft cover book, 295 pages, Polish/English

4. Radice, F, (1989) English for international Trade, Third Edition, Surrey, UK: Thomas Nelson and Sons Limited, Soft cover book, 112 pages, English
5. Chen, Zhigen (1990), Maritime Business English- Reading and Writing, (Dalian, China: Dalian Maritime University Press), Soft cover book, 278 pages, ISBN7-5632-0265-x/H.23, Chinese/English
6. Fan Miaofu (1993) English Correspondence for International Shipping Business, (Shanghai, China: Baijia Press), Soft cover book, 226 pages, ISBN7-80576-411-5/H.01
7. Pritchard, Boris (1989/1994) Ship's Business in English, Pomorski fakultet, Rijeka, Croatia. Soft cover book, 342 pages, Croatian/English,
8. Fabe, Dušan (1995) Shipping Business for Nautical Students, Portorož: VPPS., Soft cover book, 139 pages, Slovenian/English
9. Petkova & Toncheva (2000) Correspondence and communications in Shipping, Varna, Bulgaria

3.6 Other textbooks (grammars, etc.)

1. Taboas Vasquez, J B, and Perez, F F, (1984) Gramatica Inglesa e Ingles Maritimo, Vigo, Spain: Dom Henrique, Book, Tapes, English/Spanish
2. Vazquez, Jose B. Taboas & Fernando Fernandez Perez, Gramatica Inglesa e Ingles Maritimo (3rd Edition) (1984) Vigo : Maritimo-Pesquero dal Atlantico, Soft cover book, 398 pages, ISBN 84-300-
3. Luzer, J. Spinčić A.: An Outline of English Grammar for Seafarers, Pomorski fakultet 1994, Croatia, Texts in Croatian/ English. Soft cover book, 274 pages, key to the exercise

4. Conventional audiovisual materials in Maritime English

As a language tool video is highly motivational. It creates positive attitudes to language learning and uses an integrated skills approach allowing the four language learning skills to be practiced alongside, as in real life (cf. Krashen 1981 and Hutchinson 1992). The video courses in Maritime English have been produced by the leading world maritime video and CD ROM producers like VIDEOTEL or SEAGULL but a great number of them are in-house materials, designed by MET institutions for educational purposes (ANGLOSEA) or by individual teachers as their own supporting material (e.g. La Spezia, Odessa, etc.).

The main advantages of using video in ELT and EFL as well as learning and teaching Maritime English are the following

- (a) by exposing the students to direct, contextualized experience audiovisual materials aid comprehension, e.g.:
 1. as a prediction procedure silent viewing of lead-in video stimulates discussion (fostering what learners already know and helping the learner predict the topic, content, language skill and competence to be acquired)
 2. 'freeze-framing' (a single frame of a motion picture repeated a number of times so as to stop motion and create the effect of a still photograph for dramatic emphasis) to elicit and teach technical vocabulary for topic comprehension (using experiential knowledge of e.g. navigation, seafaring, marine engineering, etc.), followed by the activities of the type 'sound only' and 'jigsaw viewing
 3. they elicit awareness of the importance of paralinguistic comprehension (e.g. on board communication chunks in anchoring, berthing, etc.)
- (b) they are the best tools for developing listening strategies: e.g. using still pictures from the video combined with the activity book in pre-listening, while- and post-listening/viewing activities
- (c) they foster 'interaction' of the student with the video, thus encouraging active learning, e.g. for role-play purposes, to overcome communication difficulties
- (d) by turning receptive into productive skills they are useful in grammar practice and vocabulary extension,

- (e) videos allow a variety of cognitive activities, exercise types (while- and especially after watching) which ensure interest encouraging students to think for themselves and problem-solving (e.g. matching, labelling, putting dialogues in chronological order, listening comprehension; blank space on the cloze handout, gist-listening; teaching note-taking strategies, vocabulary generation, summarising)
- (f) encourage self-study.

The major advantage of audiovisual materials in ESP is that they are used to present to the learner recordings of the real situation he is likely to be faced with in his role as a student and later on as a participant in particular subject speciality, e.g. deck officers, marine engineering officers or dual-purpose maritime officers.

Although videos are recently considered as out-dated and are being suppressed by multimedia CD ROMs, they are still a very useful type of material mainly because they are simple to use and can be applied for developing a variety of skills and for conducting learner-oriented classroom activities.

Due to the lack of quality evaluation techniques (usually negative points are emphasised only) and too many variables to measure, it is difficult to set up an evaluation checklist for maritime audiovisual materials. However, some of the more relevant criteria for making a possible checklist can be suggested here:

Checklist for maritime audiovisual materials:

1. learning outcome / expected results / training objectives in using video (task-based: how to conduct a certain operation on board, how to deal with a situation at sea, e.g. crossing situation, how to communicate with the coastguard or harbour authorities, etc.)
2. target learners (age, level, previous experience, etc.)
3. role of the video material: to present content, to practise language: vocabulary, structure, discourse features; content-based learning, to provide a resource for the learner, to check or test the knowledge)
4. content (main topics): content covered vs. curriculum requirements, main topics
5. methodological approach:
 - strategies: whole class, group, pair, individual, self-study,
 - skills development: listening for gist/making an outline, detailed listening, summarising, reporting, note-taking, conversation skills, VHF communication skills; tasks; giving / following oral instructions
 - activities: role-play (e.g. preparing for the manoeuvre); preparing own report. etc.; information transfer
 - vocabulary development
 - language practice: syntactic structures; questioning, comparing; cause and effect, fact vs. opinion; discourse markers, etc.
 - project design
6. instructions to use the video (to the learner and teacher)/facilitator)
7. interactive power (in contents, activities and exercises)
8. motivating power of the video: credibility, authenticity, up-to-date material, attractiveness (layout, diagrams, animations, headings)
9. supporting material (activity book, user manual, handouts, worksheets)
10. Supplements (transcripts, key to the exercises, vocabulary, etc.)
11. technical considerations

The maritime English audiovisual materials can be divided into commercial video courses (largely by *Videotel* and *Seagull*), in-house materials (*ANGLOSEA, ISF*), public information videos (*IMO, ITF, ITU*; case studies, reports, instructions), company videos (shipping companies, port authorities), documentaries (TV and amateur video recordings), and a multitude of videos prepared by individual Maritime English teachers. Most of them are real-content materials, i.e. selected and often modified for teaching purposes but can also contain authentic, carrier-content material. Whatever their function, however, they must exhibit real situations at sea, real communication, reflecting multi-national, multi-linguistic and multi-cultural character of maritime discourse. The maritime video course materials available and best known to the author are:

1. *Understanding English on Board Ship*, Videotel,
2. *Emergency Radio Procedures*, US Coast Guard, 1990
3. *ANGLOSEA Module 1: St. Lawrence Seaway*, Maritime Lecturers Association & The Canadian Coast Guard College Press
4. *ANGLOSEA Module 2, Vessel Traffic Services: The English Channel*, The Canadian Coast Guard College Press

Note that some of the well known, widely used videos, e.g. those produced by Videotel, are now available in multimedia form (on CD-ROMs) and are therefore dealt with in the next section. Due to space considerations this analysis will only cover two selected audio-and-aural materials:

1. ***Understanding English on Board Ship***, Videotel (in association with The Steamship Mutual Underwriting Association, Bermuda, Ltd.), 1995
 - The video course is designed for the users who “have a grasp of English as required by IMO STCW 1978/95” - intermediate; it is intended primarily for trainer led study
 - It consists of ten scenarios in two packages: Normal operations (bridge routines, bunkering, anchoring, machinery operations, entry into enclosed spaces) and Emergency operations (engine room failure, engine room fire, steering failure, pollution containment, man overboard)
 - The introductory instructions are clear and include: general information about the video, about the Manual, instructions to the Trainer, instructions on how to use the video (i.e. before, during and after watching), using the text, instructions to the student, notes on Communications on board, and Abbreviations.

- Each unit/ scenario is clearly structured and consists of: 1. Synopsis (script) followed by notes for comprehension or terms and vocabulary use, 2. Vocabulary: basic terms and extended (phrases etc.), 3. Language tips (e.g. giving orders, asking a question, polite words, etc.) followed by exercises.
- Supplement: Answers to Exercises
- The student is well guided through each unit by a set of clear instructions as to the activities linked to the video; the teacher has the task of ensuring variety and motivation in doing the exercises and video-related activities
- The video (two packages) is especially recommended for students of different nationalities who are about to start their seagoing career and who need familiarising with shipboard life, maritime terms and Maritime English at the lower intermediate level; SMNV/SMCP phrases are used and practised throughout
- Though simplicity of expression is advocated in the introduction, some instances of complicated sentences in the text of the scripts sometimes contradict with this claim

2. *ANGLOSEA Module 2, Vessel Traffic Services: The English Channel*, The Canadian Coast Guard College Press, 1994

- Contributors to Module 2: J. C. Kelly, C. Trudeau, A. Aucoin, S. Szpakowski, D. Morbin
- The course is the result of the ANGLOSEA project initiated by the IMLA Sub-Committee on Maritime English
- Objectives: the course is designed for intermediate level students and aims at learners communicative competence, i.e. at mastering the use of English in typical situations at sea, with emphasis on VHF communications and special reporting formats (MAREP), complying with SEASPEAK and SMNV(SMCP) and other standardised VHF conventions - the user is also familiarised with some real, non-standard communications; the course is competence-based requiring the student to perform VHF communication operations
- It contains four main thematic units with a number of sub-topics covering the complete (three-day voyage) scenarios of a vessel passing through a strait and arriving at a port: 1. Getting started (the vessel, the crew, approaching the English Channel, VTS), 2. Contacting Vessel Traffic Centres (VTS in English Channel, Contacting Scheveningen Radio, Making a MAREP), 3. Approaching Dover Strait (Pilotage, Reporting to Dover Coastguard, Gri Nez Traffic, Entering Dover Strait), 4. Monitoring Traffic

Movement (Information Bulletins, Traffic Violations, Rotterdam Harbour). These are in compliance with the requirements of STCW 78/95 on Maritime English

- Appendixes: video script, List of Crew, Ship's Log, COLREGS, Safety on the Channel - A Case Study; List of Figures
- The course consists of one video cassette, student workbook, teacher's manual
- The course develops all four skills though listening and speaking skills prevail. Guidelines to the use of video and student workbook are clear and ensure stepwise learning; the student is required to do a number of tasks, worksheet exercises on the basis of the video text, and a rich variety of pre-, while, and after viewing activities (interviews, role-play, listening comprehension, vocabulary development, note-taking while listening, view and listen, view and check, conducting exchanges, etc.)
- Language practice and vocabulary development activities are rich and diverse and are well integrated into competence-based training
- Unit reviews and the final module review are a valuable feature of the course
- This is an excellent video course on Maritime English, encouraging both the user and the teacher to use a variety of video-based practical exercises in an attempt to achieve task-based competence-oriented learning. Though written before the recent issue of IMO SMCP 2001, it is still a very good course for practicing maritime VHF communications, especially when combined with other textbooks and CALL programmes.

5. Maritime English and Computer-Assisted Language Learning (CALL)

The study of Maritime English materials in this section includes multimedia CD-ROMs, former audiovisual materials transformed into CD-ROMS (cf. products by Vidoetel and Seagull), and the Maritime English software proper. All of them involve the use of personal computers either individually or in networked language labs. They are a part of the system of language learning popularly referred to as CALL - Computer-Assisted Language Learning.

First, general foundation points about evaluation will be briefly presented. In the paper "Evaluation of CALL Software", i.e. an activity where computerised materials are matched to teaching/learning situations, P.J.Scholfield (www.essex.ac.uk/~scholp/calleva1.htm) lays down three key components of CALL evaluation:

- a) **the nature of the materials/software**: describe in detail what it consists of/does especially if your account may be read by someone not familiar with the program). As mentioned above, this may extend to analysing the specific task it is used for/in. 'It's not so much the program, more what you do with it' (Jones 1986;
- b) **the nature of the T/L situation**, the learners and their needs, uses etc.: describe in detail (not just 'intermediate learners');
- c) a rating or judgement to make of **suitability of one of the above for the other**, with due attention to relevant universal principles of good teaching/learning; explain how this is going to be done (e.g. introspectively or empirically) and execute it.

The author also adds that one may often usefully 'compare a CALL activity/program with a non-CALL (pen and paper) counterpart, as has widely been done in writing research (pen versus word processor)'.

The evaluation can be done prior to purchasing or creating access to CALL materials, after purchase but before use, and after use by students. The evaluators can be curriculum/programme/course planners, government departments, MET institutions, shipping companies, reviewers, researchers, etc. The checklists are normally made by the teacher/evaluator and may be subjective. They generally take the form of sets of headings to be considered or sets of questions to ask oneself. Checklists may also contain the system of weighting or scoring different

elements. They should also be open to adaptation or amendments by individual teachers using them.

There are two methods of doing the evaluation:

- (a) the introspective judgmental method of evaluation of CALL, by checklist, and
- (b) the empirical methods of evaluation of CALL.

The introspective judgemental method (adopted here) is done individually and introspectively. It's main drawback is subjectivity. The teacher looks at the material, tries it or reads the basic information in the catalogue and comes to an overall intuitive judgement as to the suitability of the programme. It is important that the teacher places her/himself in the role of the learner by trying the software application. One, however, needs a more systematic approach, which requires much more skill and time. This is normally done by the use of checklists.

Empirical evaluation involves the joint survey by teachers and learners after the programme has been used for some time to find out how the programme works, the difficulties involved, usefulness of exercises etc. This is a more systematic approach but requires much more skill and time. Both types of evaluation are normally done by the use of checklists.

Checklists for Judgemental CALL Evaluation:

This paper offers only a limited number of the more obvious items on the possible checklist for CD-ROMs and software applications in Maritime English. The list is an arbitrary selection from the items on the checklist proposed by P.J. Scholfield, Dept of Language and Linguistics, University of Essex UK. For the complete checklist on CALL equally applicable to both EGP and ESP see P.J. Scholfield's page at <http://privatewww.essex.ac.uk/~scholp>. Checklist for Judgmental CALL Evaluation include a number of external and internal pre-requisites.

A selection of the items in the checklist applicable to Maritime English is suggested and highlighted below:

Selected checklists for CALL materials in Maritime English:

1) EXTERNAL pre-requisites of the software, used to assess basic practicality of using the software.

(a) *Aspects of software:*

- What hardware platform required (type of computer PC/Macintosh, speed of processor, amount of memory, type of CD/disk drive, type of graphics screen capability, printer...)?
- What other software needed as prerequisite?
- What management required?
-

(b) *Aspects of the teaching/learning situation:*

- Specific school/learners - what do they have or can they afford in the above categories?
-

(c) *Aspects of the program design ('user-friendliness' of the software, and computer-user / man-machine interface')*

- How is the program loaded and run? Speed?
- What is the navigation means (menus, buttons, icons etc.) to jump back, forward, begin again, see where you are in the program etc?
- What means like Escape/f10/Home etc. to exit program at any point?
- Does the program readily crash or hang when the wrong keys are pressed (e.g. Break, Escape...)? Or when you click fast with the mouse? Idiotproof?
- What output features: Sound, Graphics, Video, Written fonts, Screen layout? Presentation? How multimedia is it?
- What instructions provided - amount of them and the language they are in, and level of difficulty? (A reflection of how far the software is general purpose versus targeted on a specific set of learners in a particular class/country/level)
- Opportunity to print?
- Opportunity to save uncompleted tasks or scores under individual ID and carry on next time?

2. INTERNAL pre-requisites:

(a) Some aspects of software:

- What type of language is involved? General or ESP, UK or US,
- What style/register/genre? Authentic or made-up?
- What language proficiency level is the language at? Beginner - Intermediate - Advanced? What is the targeted level of learner?
- What (combinations of) areas/levels/skills of language are most focussed on/most have to be handled by the user?:
- Skills: Reading - Writing - Speaking - Listening
- How is comprehension ensured? i.e. how is input made meaningful? Pictures, drawings...? How much focus is on meaning?
- Does it require/allow whole class work, or pair and group work or only individual work?
- Amount of interaction between computer and user?

(b) Some aspects of the teaching/learning situation:

- What level of English are they at? So what would be 'easy', what 'difficult' for them?
- What exam needs? Competence-based learning (SMCP)?
- The syllabus - what type is it? (Structural, Functional, Task-based...?)
- The teaching method they are used to, what is it primarily: communicative, learner-centred, function-oriented, grammar, ...?)
- What exercise and task types are they already familiar with (e.g. cloze, role play, multiple choice, free composition.....)? , etc.

The proposed checklist is an arbitrary selection and any further items or changes would be most welcome.

As stated above, this survey includes four types of Maritime English CALL materials:

- multimedia CD-ROMs:

1. *Maritime English*. Maritime Education Sweden AB
2. *Maritime Communications*. Maritime Education Sweden AB

- multimedia CD-ROM versions of former videos:

3. *Marlins Study Pack 1*, Videotel & Seagull, London
4. *Marlins Study Pack 2*, Videotel & Seagull, London

- Maritime English software applications:

5. *Marine Training and Marine Language: SMCP and English Language Training*. MarineSoft, Rostock, Germany
6. *Marlins Study Pack 1, Progress Test*, Videotel, London
7. *Marlins Test of Spoken English (TOSE)*, Videotel, London
8. *ISF Marlins Test*, Marlins
9. <http://home.planet.nl/~kluijven/> (on-line)

- Complete Maritime English courses accompanied with multimedia CD-ROM:

10. *The International Maritime Language Programme (IMLP)* by P. Van Kluijven, Rotterdam, the Netherlands

CD-ROMs, like videos, can be used (Dudley-Evans & St. John 1998: 205, quoting Sharma 1996):

- to *support a course* by, for example, revising basic skills or language
- to *enhance a course* by providing extra topics for the course
- as *free-standing material*
- to *provide data* which can be exploited for language purposes

- to *provide authentic material* originally designed for the purpose other than learning language.

Of the above courses those listed under 1, 2, 3, 4, 5 and 9 are free-standing materials, Nos. 6 and 7 are both supporting and enhancing materials. Nos. 5 and 8 can be used to enhance the course of Maritime English, particularly SMCP.

In addition to improved interactive possibilities, the same authors consider CD-ROMs invaluable in helping learners with oral production and listening practice (recording own production and comparing very small features of pronunciation, intonation or lexis with a model, i.e. “zooming in and out of sounds on a CD”).

In the following text each course will be briefly described and evaluated:

1. ***Maritime English. An interactive multimedia education and training course for teaching maritime English.*** Maritime Education Sweden AB, and Multimedia, Stockholm, 1998) + Seagull

Type: general maritime English, comprehensive

Designed for: candidates little or no seagoing experience

English language level: lower intermediate

Supporting material (paper): none

Topics: *Familiarisation on board, Safety systems on board, Seamanship* (numerous sub-topics)

Interactivity: elementary

Exercises: In the Seagull edition, possibility of repeating (returning)

Supplements: Dictionary (definitions & pronunciation)

Tests: Test Book (three parts), change of users

2. ***Maritime Communications. An interactive training programme about maritime communications based on GMDSS.*** Maritime Education Sweden AB, and Multimedia, Stockholm(1998)

3. ***Marlins English for Seafarers, Study Pack 1***

- a comprehensive English language training course designed for independent study by seafarers of any rank or nationality
- aimed at seafarers who have an elementary understanding of English. “It combines detailed language input with extensive practice of language skills within authentic maritime contexts”

- Study Pack 1 includes: 24 units of illustrated study material, 60 minutes of audio cassette for authentic listening practice, translated instructions for use by elementary learners; (optional) Sets of Teachers Notes to advise on effective use of materials
- Price and Availability: \$70 each (plus shipping and handling)

For the discussion of the textbook of the course see Section 4.1

4. *Marlins English for Seafarers, Study Pack 2*

- a comprehensive English language training course designed for independent study by seafarers of any rank or nationality
- aimed at seafarers with a lower-intermediate to intermediate level of English
- Study Pack 2 includes: 18 maritime related units,
- Topics: *English at sea, At the crewing office, In transit, A safety culture, weather report, describing a process, changes and trends, reporting back, aptitude and appraisal, who's calling, what's been happening, it used to be different, marine protection, what would you do if ..., mysteries of the sea*
- Price and Availability: \$120 each (plus shipping and handling)
- Study Pack 2 is accompanied by 2 audio CDs for varied listening and pronunciation practice, extensive student reference material authentic communication practice activities

For the discussion of the textbook of the course see Section 4.1

5. *Marlins Study Pack 1 Progress Test*

- *The Marlins Study Pack 1 Progress Test* is an assessment tool which accompanies the Marlins Study Pack 1 *English language course for seafarers*.
- The Test is designed to allow seafarers to monitor and record their own progress and permits shipowners to verify the overall language progress of their crew
- Key Features:
 - offers a variety of interactive test items based on Study Pack 1 material
 - records and displays progress results
 - offers guidance and revision tips

- all tasks are easily accessible and help is provided on request
user can access practice tests or formal progress test
results can be printed out

Availability: Marlins Study Pack 1 Progress Test can be purchased from Marlins or Seagull.

The Marlins Study Pack 1 Progress Test has been developed in conjunction with Seagull AS.

6. *Marlins Test of Spoken English*

Extract from the www site:

- *The CD which provides you with a standardised format for assessing the speaking and listening skills of seafarers*
- *The Marlins Test Of Spoken English (TOSE) is developed to carry out effective assessment of seafarers' speaking and listening skills. The TOSE should be used in conjunction with the ISF Marlins Test to give a balanced profile of a seafarer's language level and ability. The TOSE helps identify language training requirements and will assist in the recruitment selection process*
- *provides the interviewer with a standardised interview format for assessing the speaking and listening skills of seafarers*
- *offers extensive guidelines for interviewers and printable interview materials*
- *offers a standardised means of recording and interpreting test results*
- *results can be used to support the outcome of the ISF Marlins Test providing a complete language profile for the seafarer*
- *results can be used to highlight specific skill areas which require training*

7. *Marine Training and Marine Language: SMCP and English Language Training*. MarineSoft (2001)

This Multimedia Training Tool for Training of Marine Language functions in accordance with ISM Code, STCW 95 Convention and IMO Standard Marine Communication Phrases, as well as IMO Model Course 3.17 (Maritime English).

Purpose:

'to assist the trainees to master the marine language and communication based on the SMCP in an intensive and effective way in a flexible learning environment' (cf. Marine Training User Guide, p. 2)

The topics include the following communication procedures:

- (a) routine scenarios (approaching and leaving the port, pilotage, tug assistance, passenger care,) and
- (b) distress communications (emergency situations (e.g. collision, grounding, fire on board, search and rescue).

Learning methods:

- i. suited for individual learning, self-study tools
- ii. group training in networked language PC lab
- iii. highly interactive
- iv. Here the trainees listen to the communication phrases and routine technical communication and their acquired knowledge is tested in a variety of exercises with different levels of difficulty
- v. Tutoring is carried out by using computer based training (CBT) Software
- vi. Sequence: Situations - Training - Evaluation

User-friendliness: very high (buttons, switches, screens)

System requirements: basic, not too demanding;

Each emergency procedure combines the introduction situation with several single communication situations. Moreover, MS Marine Software offers the LANGUAGE TRAINING TOOL, the essential advantage of which is the integrated database storing detailed information about each trainee's progress.

Software can be used in particular to refresh or study Maritime English, for the training of pronunciation and the drill of specific grammar topics.

General evaluation: An excellent interactive CALL material for self-study and class/lab work, excellent scoring system; could be used as a complete SMCP course, VTS course or as supporting material for e.g. piloting, tug assistance, leaving port manoeuvre, etc.

8. Kluijven, P. C. van (2003) *The international Maritime English Language Programme (IMLP), An English Course for students at Maritime Colleges and for on-board training, SMCP included. CD-ROM presentations, Texts, Tasks and Projects*. Alk & Heijnen Publishers, Alkmaar, see also <http://home.planet.nl/~kluijven/>

The most recent Maritime English textbook and CALL material (CD-ROM with power-point presentations included), easily available (39 Euro).

Type: textbook & CD-ROM: general maritime English, comprehensive
Designed for the 'MarOff' (the dual purpose officer)

English language level: intermediate and upper intermediate

Topics on CD-ROM: (a) VHF, VHF-SMCP, GMDSS, (b) Types of vessels, shipbuilding, general arrangement of a ship, ship's measurement (c) Marine Engineering – diesel engines, valves, reversing, the shaft, fuel system, lubrication, cooling, auxiliary engines, (d) navigation, berthing, unberthing, anchoring, underway; buoyage, loading, discharging & trim, (e) safety, Beaufort scale, the weather, tides, ship motions (f) dredging

Interactivity: very high

Exercises: excellently conceived, high interactivity

Practical Grammar

Tests: up to three tests accompanying each topic

General evaluation: best expressed in the *Foreword* by P. Trenkner:

»The International Maritime Language Programme (IMLP) is a well structured, English-monolingual textbook with diversified texts, tasks and projects, complemented and supplemented by a CD-ROM and reflecting an up-to-date content based communicative methodology of language teaching and learning. The programme covers every aspect of the seafaring world: Maritime Communication, General Ship's Knowledge, Engineering, Navigation, Safety, Documents, Correspondence and Grammar.

The course book and the CD-Rom are well suited to acquire the communication requirements as laid down in the relevant sections of the IMO International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), 1978/95.« (P. Trenkner – Foreword)

6. Internet resources

Internet is the medium providing the fastest developing source of ELT and ESP materials/resources. They are equally valid for any English language teacher. For more detailed information on Internet-based ELT and ESP see:

- *Information and Communications Technology for Language Teachers (ICT4LT)* (<http://www.ict4lt.org>).
- *Der Computer im Sprachunterricht* by Herbert J. Holzinger (<http://www.uv.es/~holzinge/comp.html>);
- *ESP - State of the Art* by Richard West, The University of Manchester (Richard.West@man.ac.uk)

and many more sites dealing with the same topic.

Internet-based resources encompass a whole range of websites equally useful for both the General and Maritime English teacher, such as: authentic texts and other reference materials, extracts from spoken language, phonology, grammar exercises, exercises in discourse features of English, language assessment and competence tests, etc.

Internet resources for the use of the Maritime English teacher are many and varied. As far as Maritime English is concerned, six types of sources are traceable on the Internet websites:

- a) MET institutions websites (maritime universities, colleges, academies, maritime training centres)
 - b) websites of international organisations in the maritime sector
 - c) commercial software developers (*Videotel, Seagull, Marlins, MarineSoft*, etc.
 - d) individual websites maintained by Maritime English teachers, run both independently and within the sites of the relative MET institutions
 - e) certain pages at the websites of shipping companies, crewing companies, etc.
 - f) numerous individual websites run by former masters and other seafarers, maritime lexicographers, boat designers and builders, etc.
- a) Almost every **maritime education and training institution** today holds a website where information on Maritime English can be obtained (e.g. place and status in the curriculum, syllabus, course description, details of specialized Maritime English courses; such teaching resources as authentic texts, SMCP phrases, VHF communications and related exercises. One website deserves special attention: <http://home.planet.nl/~kluijven/>, run and maintained by Peter van Kluijven for IMEC (International Maritime English Conference,

IMLA), and assisted by IMEC Steering Group. The site provides monthly updates on developments in Maritime English, articles of both practical and theoretical nature on teaching Maritime English, and an especially useful PowerPoint course on VHF maritime communications in English.

Another useful site can be found at www.wmu.se (World Maritime University, Malmö, Sweden), offering Maritime English related materials/resources under a number of EU projects (MARCOM, METNET, etc.).

Also interesting are the sites run by IAMU-member MET institutions (Admiral Makarov State Maritime Academy - www.gma.sp.ru, Kalmar Maritime Academy, Kalmar, Sweden - www.sb.hik.se, Gdynia Maritime Academy - www.wsm.gdynia.pl, Faculty of Maritime Studies Rijeka, Croatia - www.pfri.hr, and many others.

- b) Important reference resources for the Maritime English learner and teacher are the websites run by the **international maritime organisations** such as IMO (www.imo.org), International Shipping Federation (*ISF* - www.british-shipping.org;) with an exhaustive link to all international maritime organisations located in London - www.maritimelondon.com).

Particularly useful are the coastguard websites (www.uscg.mil, www.ccg-gcc.gc.ca, www.coastguard.gov.uk, www.coastguard.com.au and those of national maritime administrations (www.marad.dot.gov, www.fma.fi, etc.).

Finally, MARS reports (Marine Accident Reporting Scheme) represent a widely popular resource with Maritime English teachers and can be visited and downloaded at the Nautical Institute's site: www.nautinst.org.

- c) Some well known and widely used Maritime English applications created by a number of leading world **commercial maritime software developers** are discussed in Sections 3 (A survey of Maritime English textbooks) and 5 (Maritime English and CALL). A list of useful sites is given below for quick reference:

www.videotel.co.uk ; www.seagull.no ; www.marlins.co.uk ;
www.marinesoft.de ; www.bellenglish.com

A number of software applications, courses and tests (on a commercial basis and therefore not available or downloadable from the internet), have been developed jointly by ISF (International Shipping Federation) and Marlins (UK) - for more information see www.marlins.co.uk .

- d) It would be an extremely cumbersome effort to list all **individual sites** increasingly created and maintained every day by individual **Maritime English teachers** or those interested in Maritime English. Even an attempt at a reasonable selection seems impossible because it is highly subject to subjectivity. However, one site should be emphasised: <http://home.planet.nl/~kluijven/> by Peter van Kluijven, from where parts of his IMLP coursebook can be downloaded and used in practical work with the MET students. In addition, readers are advised to visit any IAMU or other MET institution or try lists of participants at Maritime English workshops and conferences held by IAMU and IMEC (former WOME). This resource is open to a wide use will become increasingly important with the proliferation of web-based Maritime English resources and the use of these resources in practical teaching.
- e) On their sites some **shipping companies**, crewing companies, and other participants in the maritime industry maintain in-house Maritime English materials and provide interesting resources for the language teacher. Only a limited number of sites can be listed here and readers are invited to add to the list:
- www.marlins.co.uk - IMO Maritime English Instructors Course delivered on behalf of the MSA Shanghai, China. Version 3 of the ISF Marlins ISF Maritime English software and tests
 - www.coscoqmc.com.cn/english/FLD.htm - The Foreign Languages Department of Qingdao Ocean Shipping Mariners College;
 - www.crewing.khv.ru/pod2.html by Dal'mor consulting, an autonomous non-governmental organization founded for educational purposes in the sphere of Maritime English. ...
 - www.imtcmumbai.org/marlins.htm - IMTC (Mumbai, India) - a multiple choice computer-based test. The test assesses listening, general comprehension and practical skills. Test has been developed by ISF (International Shipping Federation) and Marlins (UK).
 - <http://rofficer.narod.ru>, a Russian radio officer site on maritime communications (GMDSS, IAMSAR, etc.).
- f) Finally, there is a great number of interesting and useful websites run by former masters and other seafarers, maritime lexicographers, boat designers and builders and it is for each teacher to examine and decide on the way of using them in practical teaching or Maritime English materials development.

All the sites listed above also contain valuable links to other sites associated with the maritime sector, navigation and seafaring. There is absolutely no preference for any particular website in this Survey. Therefore any possible ranking is purely accidental. Each teacher should make her/his own preference list based on course objectives, needs analysis, IMO requirements, prevailing methodology, personal experience, etc.

7. Conclusion

Any evaluation of teaching materials is necessarily subjective, depending on the theoretical approach, practices and preferences of the evaluator. In this report an attempt has been made at an evaluation as realistic and objective as possible. It is up to the users of particular textbooks or other materials to decide whether this goal has been achieved, and if so, and to what extent.

Though seemingly a restricted field, Maritime English materials are many and diverse, ranging from classical textbooks, videos, multimedia CD-ROMs to interactive learning and teaching software within CALL. Their success has always depended on the approach to learning and teaching process applied. Maritime English materials have been among the first to follow the developments in the approaches, methodology and technology in English Language Teaching (ELT) and English for Specific Purposes (ESP).

As a result, Maritime English materials must be looked upon from the aspect of the time and the circumstance under which they have been produced. Thus there are some textbook materials published way back in the 1980s still usable today.

There have been many complaints over the last two or three decades about the lack of good, comprehensive teaching materials for Maritime English. Some are unavailable, discontinued, or out of print.

However, over the last ten years the demand and supply of Maritime English materials resulted in some excellent materials which keep pace with the most recent methodological and technological developments and requirements. In terms of their extralinguistic content they are up-to-date and user-friendly. These appear in the form of textbooks, videos, CD-ROMs, software applications or combinations of the same. A number of such materials has been described here, classified, and evaluated for the potential user: teachers of Maritime English, students at maritime academies, colleges and universities, crewing agents, shipping companies and other interests in the maritime industry. The choice of the most appropriate material, however, is entirely situation-bound and depends on many variables such as the purpose of the course (front-ended BSc course or specialized sandwich STCW-based course), needs analysis, target learner group, learning styles, availability of teaching equipment and, above all, teacher's habits and preferences. Moreover, the users (MET students and course trainees) should also have a major say in the evaluation of a textbook, video or Maritime English software application through interviews or questionnaires at the end of a course.

While naturally tending to rely on a well-proven comprehensive Maritime English textbook, supported regularly by a video or multimedia CD-ROM, the successful modern Maritime English teacher will always be tempted to resort to a number of materials available, most frequently supplemented by self-made or selected resources from subject handbooks, textbooks, journals, manuals, and increasingly from the Internet, in order to achieve the main goal of learning and teaching Maritime English – subject-matter and communicative competence of the future ship officer.

Since the present report is a general survey of Maritime English materials, only a number of the most representative titles (according to author's personal views and, of course, depending on availability of the materials), have been analysed. Therefore, IAMU readers (peer teachers, MET institutions, etc.) are invited to take part in further elaboration of this survey by contributing their own data and evaluations on:

- the Maritime English materials surveyed in this report (textbooks / course books, video, CD-ROM, CALL software, internet resources)
- the Maritime English materials of any kind used in the process of studying and assessment at their MET institution
- individual, teacher-made materials (core and support materials) used in conducting Maritime English courses at their MET institutions, maritime training centres, international organisations (ISF, ICS, etc.), shipping companies, crewing and management agencies, etc.
- in-house maritime English materials published by shipping companies, or organisations (ICS, ITF, etc.)
- any material other than those reviewed or listed in this report.

This report finally aims to instigate, under the auspices of IAMU, a more detailed survey and review of the current state of the art of Maritime English materials and maintenance of an internet database of such resources. Therefore, following this Survey and feedback from IAMU Maritime English teachers, a suitable questionnaire will be worked out asking participants for new information and updates concerning Maritime English resources. The new information will result in a complete, more comprehensive list of richly annotated learning/teaching materials and resources.

For any questions and further information readers/contributors are kindly invited to consult the author (*B.P.*) at the following e-mail address: bopri@pfri.hr.

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Ur, P. (1996). *A course in language teaching: Practice & Theory* (pp. 184-187). Cambridge: Cambridge University Press.

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----: (1999) *The MARCOM Project, Vol. 1& 2. Final Report for Publication*. 4th Framework Programme, EU

-----: (2000) *IMO Model Course 3.17: Maritime English*. IMO, London

-----: Proceedings: WOME 9 (Malmo),10 (Rijeka-Opatija),11 (Varna), 2A (Dalian), 3A (Qing Dao)

-----: (2002) Proceedings: International Seminar on Maritime English, IAMU, ITUMF-JICA, Istanbul

Supplement 1

List of Maritime English learning/teaching materials

1. List of Maritime English textbooks - general and nautical¹:

1. Bakr, M; (1979) *English for Nautical Students*, (Glasgow, UK: Brown, Son & Ferguson Limited,) Book, ISBN 0 85174 337 4, English
2. Blakey, T.N. (1987) *English for Maritime Studies*, 2nd ed., Prentice-Hall International, London
3. Bell, C, (1969) *Seafaring in English*, London, UK: British Broadcasting Corporation. Soft cover book, 232 pages, English
4. Fietz, D and Trenkner, P (1990) , *English für Schiffsoffiziere-Zusatzkurs für Grosse Hochseefischerei*. Germany, Rostock- Warnemunde: Hochschule für Seefahrt Warnemunde- Wustrow, Soft cover book, 46 pages, German/English
5. Fischer, C, and Trenkner, P (1990) *English in Search and Rescue*. (Rostock, Germany: Hochschule für Seefahrt Warnemunde/ Wustrow, Soft cover book, 30 pages, tapes, German/English
6. Katarzynska, B. (1988) *Notes on Ships, Ports and Cargo*. Wydawnictwo Morskie, Gdansk (new edition 2000?)
7. Jänicke, H-Trenkner, P: *Medico at sea*, Hochschule für Seefahrt, Warnemünde-Wustrow, Rostock 1990.
8. Kluijven, P. C. van (2003) *The international Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board training, SMCP included*. CD-ROM presentations, Texts, Tasks and Projects. Alk & Heijnen Publishers, Alkmaar
9. Leinslie, J, (1984) *Seafaring Life - Workbook*, (W. Nygaard, Norway: H. Aschehuog & Co.,) Soft cover book, 147 pages, tapes, Norwegian/English
10. Leinslie, J, (1982) *Seafaring Life - Reader*, (W. Nygaard, Norway: H. Aschehough & Co.) Soft cover book, 147 pages. tapes, Norwegian/English
11. Logie, C., E. Vivers, A. Nisbet (1998) *Marlins English for Seafarers, Study Pack 2*, Marlins, Edinburgh

¹ This list is a selection and modification of the list compiled by J. Luzer (Faculty of Maritime Studies, Rijeka) and the one presented in Luzer-Pritchard (1999)

12. Nisbet, A., A.W. Kutz, C. Logie (1997) Marlins English for Seafarers, Study Pack 1, Marlins, Edinburgh
13. Norton, A A and Knutsen, E W, (1978) The Language of The Merchant Marine in English (English for Careers), New York, NY, USA, Regents Publishing Company, Inc., Soft cover book, 111 pages, English
14. Niinisalo, L, Nautical Text, (1985) Helsinki, Finland: Valtion Painatuskeskus, Soft cover book, 290 pages, ISBN 951-859-468-6 , Finnish/English
15. Plucinska, Elzbieta & Hanna Swiatkiewicz (1994) Nautical Publications in Practical Navigation, Szczecin: Wyzsza Szkola Morska W, Szezecinie, Soft cover book, 224 pages, ISBN 83-86494-05-0, Polish/English
16. Pritchard, Boris(1995) Maritime English I, Zagreb: Školska Knjiga, University of Rijeka, Soft cover book, 350 pages, Croatian/English, ISBN 953-0-30303-3
17. Pritchard, B. (1999) Maritime English. Del Bianco Editore, Udine, 329 pages, English - Italian
18. Raafat Sarkirs, A, (1986) An Integrated Basic Maritime English Course Based on the Findings and Implications of a Detailed Text-Analysis of a Corpus of Maritime English Written Discourse, Second Edition , Book, English
19. Sacchi, Milka, (2000) An English Course, Rijeka, Croatia: Nautical School Bakar. Soft cover book, 101 pages, English
20. Schoenmaker, P.W. English for Ship's Officers, Amsterdam
21. Sansom, R.G. (1978) The Language of the Navy in English, Regents Publishing Co., New York
22. Strevens, P. (1972) Seafaring, Collier-MacMillan Publ., London
23. Trenkner, P, et., al. (J. Dabels, C. Fischer, T. Kupey), (1986,1987, 1989, 1990) Englisch für Schiffsoffiziere (Maritime English for Ship's Officers: Core and Special Courses). Rostock, Germany: Ingenieurhochschule fuer Seefahrt Warnemuende/Wustrow, Rostock, Soft cover book series totaling 314 pages (German/English), including:
 - i) Grundkurs I – Schiffsführung, Arbeitsheft 1
(topics: sailors, ships and their tasks, pilot on board, voyage report, ashore, cargo handling)
 - j) Grundkurs I – Schiffsführung, Arbeitsheft 2

- (Topics: the weather, sickness on board, port of London, parts of a ship)
- k) Grundkurs II – Schiffsführung, Arbeitsheft 1
(Topics: leaving and entering ports, nautical publications, safety aboard ships, radio messages I)
- l) Grundkurs II – Schiffsführung, Arbeitsheft 2
(Topics: International seaborne trade, navigational instructions, letters, meteorological navigation)
- m) Spezialkurs I – Schiffsführung, Arbeitsheft 1
(Topics: Sea pilot, pilotage, clearance of vessels, customs clearance, port regulations)
- n) Spezialkurs II – Schiffsführung, Arbeitsheft 2
(Cargo handling, Note of protest, VTS communications, Bill of Lading, Charter party)
- o) SAR-Operations; Helicopter Operations
(cassette transcripts)
- p) Spezialkurs III – Maritime Medical Service
(Medical service at sea, the human body, medical advice at sea, accidents & injuries, maritime declaration of health)
24. Trenkner, Peter, (in Production) IMO-Standard Marine Communication Phrases Audio Course for Upgrading VTS Operators. Based on IMO SMCP Part III/6, VTS Standard Phrases, English and German
25. Uribe-Echevarria, J & R. Sanchez (1997) Nautical English I, (1st Common Course), 500 pages
26. Uribe-Echevarria, J & R. Sanchez (1997) Nautical English II, (2nd Course: Navigators)
27. Uribe-Echevarria, J & R. Sanchez (1997) Nautical English III, (3rd Course: Navigators), 500 pages
28. Uribe-Echevarria, J R. Sanchez (1997) Nautical English IV, (4th Course: Navigators) 500 pages
29. Vaudo, P (1988) English for Mariners' Practice and Use, (Bologna: Zanichelli Editore S.p.A), Soft cover book with video tape, 321 pages, ISBN 88-08-00472-4, English

30. Vlahović, J, (1985) *Ship and Navigation in English*, (Rijeka : Fakultet za pomorstvo i saobraćaj), Soft cover book, 286 pages, Croatian/English
31. Yunian Xu & V. Ness (1999) 'Ongoing Evaluation: The Role of Teachers and Learners'. A Journal for the Teacher of English. *Forum*, Vol. 37 No. 4, USIA, Washington, 16-21
32. Westra, H. (1984) *English for Seafarers* , The Netherlands: Educaboek, Soft cover book, 176 pages, ISBN 90 11 01409x, Dutch/English
33. Wu Demao (1994) *Nautical English*, (Dalian, China: Dalian Maritime University Press) , Soft cover book with a teacher's manual, 687 pages, ISBN 7-5632-0765-1/H.82, Chinese/English
34. *English for Deck Work* (A selection of texts used in St. Malo Merchant Marine College)
35. ----: (1985) *The Seafarer's Language Course*. Conrad Languages Ltd., London

2. Textbooks for marine engineers and engineer officers

1. Lopez, E, Spiegelberg, J M, and Crrillo, F, (1991) *Ingles Tecnico Naval*, (Cadiz, Spain: Universade de Cadiz,) Book, tapes, English/Spanish
2. Zhang, Shaolin, (1993) *Practical English for Marine Engineers*, (Shanghai, China: Shanghai -Scientific Technology Press,) Soft cover book with 4 audio tapes, 326 pages, ISBN 7-5323-3234-9/H.12, Chinese/English
3. Fabe, Dušan, (1997) *English for Maritime Engineers*, Portorož: Fakulteta za Pomorstvo in Promet, Soft cover book, 229 pages, Slovenian/English
4. Uribe-Echevarria (1997) *Technical English I for Marine Engineers 2nd Course Engineers*), 500 pages
5. Uribe-Echevarria (1997) *Technical English II for Marine Engineers , (4th Course Engineers)*, 500 pages
6. Spinčić A. Luzer J. (1999): *English in Marine Engineering Communication*, Adamić, Rijeka, Hard Cover 630 pages, Croatian/English
7. Spinčić, A., Pritchard (1999) *English Textbook for Marine Engineers*. Rijeka College of Maritime Studies, Rijeka
8. Spinčić, A. (2002) *English Textbook for Marine Engineers I*. Faculty of Maritime Studies, Rijeka

3. Textbooks for maritime (VHF) communications

1. Fischer, C., and Trenkner, P (1990) English in Search and Rescue. (Rostock, Germany: Hochschule fur Seefahrt Warnemunde/ Wustrow, Soft cover book, 30 pages, tapes, German/English
2. Henriksson, E (1995) Radio Communications at Sea - Distress and Safety Communications, (Turku, Finland) Soft cover book, 42 pages, ISBN 951-96972-4-1, Swedish/English
3. Jedraszezak, Henryk & Jacek Rociing (1994) Communicative Exercises in IMO Standard Marine Vocabulary, Szczecin: Wyzsza Szkola Morska W. Szczecinie, Soft cover book, 141 pages, ISBN 83-86494-06-9, Polish/English
4. Kluijven, P. C. van (2003) The international Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board training, SMCP included. CD-ROM presentations, Texts, Tasks and Projects. Alk & Heijnen Publishers, Alkmaar
5. Langley P.P., Ouvry P.: VHF Yachtmaster, Adlard Coles Limited, 1984, ISBN 0-229-11720-1, Soft cover book, 83 pages, English, Cassette included.
6. Petkova, V and Velinova, S, (1991), Ships' Correspondence and Communications at Sea - User's Guide, (Varna, Bulgaria: STENO), Soft cover book, 291 pages, Bulgarian/English, pages, tapes, English
7. Pritchard, B. (2003) Maritime Communications at Sea and SMCP, <http://brod.pfri.hr/~bopri/>
8. Sydney, N.S., SARminology, (Canada:1993) Transport Canada Soft cover book, 98 pages, French/ English
9. Trenkner, P, et. al.,(1986,1987, 1989) Englisch fuer Schiffsoffiziere, Rostock, Germany: Ingenieurhochschule fur Seefahrt Warnemunde/Wustrow, Rostock, Soft cover book series of six booklets totaling 314 pages, German/English
10. Trenkner, Peter, (in Production) IMO-Standard Marine Communication Phrases Audio Course for Upgrading VTS Operators. Based on IMO SMCP Part III/6, VTS Standard Phrases, English and German
11. Wang Qinchao (1992) Practical English Conversation for Mariners, (Dalian, China; Dalian Maritime University Press), Soft cover book, 289 pages ,ISBN 7-5632-0523-3/H.53, Chinese/English
12. Weeks, F F, (1986) Wavelength, Madrid, Spain: Editorial Alhambra, S.A., Book, tapes, English

13. Weeks, F F, Glover, A, Johnson, E and Strevens, P, (1988) Seaspeak Training Manual, London, UK: Pergamon Books Ltd., Soft cover book, 197
14. Ye, G, and Chen, Y, (1992) English Conversation for Mariners, Jimei Navigation Institute
15. Ye, G, (1993) Sea Read and Speak, Jimei Navigation Institute
16. Zhu, K, Yuan, L, Ouyang, Z, and Luo, W, (1992) English Conversation for VTS Operator and Seamen, (Dalian, China: Dalian Maritime University), Book, Chinese/English

4. Textbooks for English in Maritime Law & Shipping

1. (Danish author) Ship's correspondence (exact title and the publisher unknown), Soft cover, 48 pages
2. Katarzyska, B, and Kryluk, S, (1980) Mate's Correspondence, Gdansk, Poland: Wydawnictwo Morskie, soft cover book, 158 pages, Polish/English
3. Katarzyska, B, (1988) Notes on Ships, Ports and Cargo, (Gdansk, Poland: Wydawnictwo Morskie Gdansk,) Soft cover book, 295 pages, Polish/English
4. Radice, F, (1989) English for international Trade, Third Edition, Surrey, UK: Thomas Nelson and Sons Limited, Soft cover book, 112 pages, English
5. Chen, Zhigen (1990), Maritime Business English- Reading and Writing, (Dalian, China: Dalian Maritime University Press), Soft cover book, 278 pages, ISBN7-5632-0265-x/H.23, Chinese/English
6. Fan Miaofu (1993) English Correspondence for International Shipping Business, (Shanghai, China: Baijia Press), Soft cover book, 226 pages, ISBN7-80576-411-5/H.01
7. Pritchard, Boris (1989/1994) Ship's Business in English, Pomorski fakultet, Rijeka, Croatia. Soft cover book, 342 pages, Croatian/ English,
8. Fabe, Dušan (1995) Shipping Business for Nautical Students, Portorož: VPPS., Soft cover book, 139 pages, Slovenian/English
9. Petkova & Toncheva (2000) Correspondence and communications in Shipping, Varna, Bulgaria

Supplement 2

Maritime English: video, CD, multimedia, and software

1. VIDEO:

-----: *ANGLOSEA I, Inland navigation: The St. Lawrence Seaway. Teacher's Manual Draft Document Only.* June 1991

-----: *ANGLOSEA II, The English Channel.*

-----: *Understanding English on Board, Vol. 1 & 2,* Videotel, London

2. CD-ROM:

-----: *Maritime English* by Maritime Education Sweden AB (1997)

-----: *Maritime Communications* by Maritime Education Sweden AB (1998)

-----: Kluijven, P. C. van (2003) *The international Maritime English Language Programme, An English Course for students at Maritime Colleges and for on-board training, SMCP included.* CD-ROM presentations, Texts, Tasks and Projects. Alk & Heijnen Publishers, Alkmaar

3. SOFTWARE:

-----: *Marine Training and Marine Language: SMCP and English Language Training* by MarineSoft (2000)

-----: *Kluijven, P. (2002 ...)* <http://home.planet.nl/~kluijven/>

-----: *Maritime English.* Maritime Education Sweden AB

-----: *Maritime Communications.* Maritime Education Sweden AB - multimedia

-----: *Marlins Study Pack 1,* Videotel & Seagull, London

-----: *Marlins Study Pack 2,* Videotel & Seagull, London

-----: *Marine Training and Marine Language: SMCP and English Language Training.* MarineSoft, Rostock, Germany

-----: *Marlins Study Pack 1, Progress Test,* Videotel, London

-----: *Marlins Test of Spoken English (TOSE),* Videotel, London

-----: *ISF Marlins Test,* Marlins

Supplement 3

Selected checklists

Evaluation of Maritime English Materials Material No. 1

1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	T.N. Blakey
1.	TITLE	ENGLISH FOR MARITIME STUDIES
2.	PUBLISHER: YEAR:	Prentice-Hall, 1987
3.	ISBN: (total pages:)	0-13-281379-3; pp. 289
4.	TYPE (textbook, video, CD, software, supporting/back-up material)	Textbook/coursebook: ESP series
5.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	SB=TB audiocassette
6.	LENGTH (units x hours):	14units / 8-10 hours each
7.	TARGET LEARNERS:	Non-native speakers,
8.	TARGET SKILLS:	Reading/Writing/Comm. skills, note-taking
9.	TARGET TEACHERS:	Non-native & native
10.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	cadets / qualified personnel at nautical and naval establishments
11.	AVAILABILITY (e.g. readily available)	Out of print
12.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	(lower) intermediate
13.	LAYOUT/GRAPHICS (clear, attractive print, ...)	Clear; well modelled; some a little out-dated

14.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	Arranged for competence-based and content-based learning
15.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	5
16.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	Tapescripts, key to exercises
17.	CULTURAL BIAS (1-6) (meeting the requirements of multi-national/cultural/lingual crews/students; yes/no)	3
18.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	Acknowledgements; lack of referencing to textual sources
	ASSESSMENT OF THE MATERIAL (rating: 1 - 6)	5
	OVERALL VALUE FOR MONEY (rating: 1 - 6)	6 - upgrading needed (content-wise and modern learning methodology / technology)

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
19.	PURPOSE / OBJECTIVES – explained in introduction	YES
20.	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	YES - STCW 78/95 0 - ISM
21.	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Comprehensive, GME, different registers (nautical, engineering, communication, etc.); Spoken VHF communication (insufficient)
22.	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	All four
23.	CONTENT PRESENTATION (systematic coverage of syllabus)	YES
24.	ORGANISATION - layout (content clearly organized into units)	YES
25.	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	YES
26.	AUTHENTICITY (plenty of authentic language; modified texts)	Authentic + modified
27.	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	Basic STCW 95, needs supplementing and upgrading
28.	GUIDANCE TO LEARNER (in introduction, units)	6
29.	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	6
30	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	4

31.	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	Partly, insufficient
32.	PRONUNCIATION	Lack of exercises, listening skills - cassette
33.	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	5 (Listening, reading, note-taking, guided writing)
34.	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	6
35.	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	5
36.	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	2 (not required for the level)
37.	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	5
38.	SEQUENCED GRADING OF EXERCISES (1 – 6)	4
39.	CLEAR INSTRUCTIONS for exercises (1 – 6)	6
40.	KEY TO EXERCISES	YES
41.	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	
42.	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	5
43.	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	6
44.	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	2
	ASSESSMENT (rating: 1 - 6)	5
	OVERALL VALUE FOR MONEY (rating: 1 -6)	5-6

Evaluation of Maritime English Materials
1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	F. Weeks, A. Glover, E. Johnson, P. Strevens
2.	TITLE	SEASPEAK TRAINING MANUAL, Essential English for International Maritime Use
3.	PUBLISHER: YEAR:	Pergamon Press, Oxford, 1988
4.	ISBN: (total pages:)	0 08 031555 0, 197
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	Training manual
6.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	SB=TB cassette
7.	LENGTH (units x hours):	6 sections / one term (45 hrs)
8.	TARGET LEARNERS:	Non-native + native English speakers
9.	TARGET SKILLS:	Communicative skills, Speaking/listening
10.	TARGET TEACHERS:	Non-native + native
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	Trained seafarers Students engaged in training
12.	AVAILABILITY (e.g. readily available)	Readily available
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	Intermediate + upper-intermediate
14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	Too elaborate; not user-friendly in places
15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	Good arrangement of sessions; too elaborate in places

16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	2
17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	cassette
18.	CULTURAL BIAS (1-6) (meeting the requirements of multi- national/cultural/lingual crews/students; yes/no)	6
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	SEASPEAK Project SEASPEAK Reference Manual, SMCP 1978/85
	OVERALL VALUE FOR MONEY (rating: 1 - 6)	4-5

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
20.	PURPOSE / OBJECTIVES – explained in introduction	YES
21.	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	YES – STCW 1978/ partly 1995 YES –SMCP 2001 (partly)
22.	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Genre: Spoken communication
23.	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	Competence-based
24.	CONTENT PRESENTATION (systematic coverage of syllabus)	YES
25.	ORGANISATION - layout (content clearly organized into units)	3
26.	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	6
27.	AUTHENTICITY (plenty of authentic language; modified texts)	Standardised maritime VHF phrases – therefore reasonably not always authentic Modified VHF phrases Modified maritime VHF exchanges, conversations
28.	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	5
29.	GUIDANCE TO LEARNER (in introduction, units)	3
30.	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	3
31.	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	5

32.	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	6
33.	PRONUNCIATION	Via Listening & speaking skills
34.	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	Listening, speaking
35.	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	4 Glossary
36.	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	Use of modals in SMNV/SEASPEAK; Otherwise NA
37.	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	NA
38.	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	6
39.	SEQUENCED GRADING OF EXERCISES (1 – 6)	6
40.	CLEAR INSTRUCTIONS for exercises (1 – 6)	4
41.	KEY TO EXERCISES	YES
42.	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	Cassette Glossary
43.	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	NA
44.	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	3
45.	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	5
	ASSESSMENT (rating: 1 - 6)	4-5

Evaluation of Maritime English Materials
1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	A. Spinčić & B. Pritchard
2.	TITLE	ENGLISH TEXTBOOK FOR MARINE ENGINEERS 2
3.	PUBLISHER: YEAR:	Rijeka College of Maritime Studies, 1999*
4.	ISBN: (total pages:)	No; 243
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	textbook
6.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	SB=TB Key to exercises
7.	LENGTH (units x hours):	20 units/lessons x 3 hours
8.	TARGET LEARNERS:	2 nd year students, HND Course in Marine Engineering
9.	TARGET SKILLS:	Reading/writing, comm. skills in technical texts
10.	TARGET TEACHERS:	Non-native
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	Engineering cadets, STCW 95 trainees - OOW (Marine Engineering)
12.	AVAILABILITY (e.g. readily available)	Readily available
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	Intermediate & upper intermediate
14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	Clear; less attractive due to low quality print paper

15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	Reading text + figures (drawings, illustrations, diagrams, etc.) + Q&A + exercises (vocabulary) + grammar + translation
16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	4
17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	vocabulary
18.	CULTURAL BIAS (1-6) (meeting the requirements of multinational/cultural/lingual crews/students; yes/no)	NA
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	References in acknowledgements
20.	ASSESSMENT OF THE MATERIAL (rating: 1 - 6)	
	OVERALL VALUE FOR MONEY (rating: 1 - 6)	

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
21	PURPOSE / OBJECTIVES – explained in introduction	YES
22	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	YES, Course of studies (HND & BSc in Marine Engineering) STCW requirements (OOW + Chief Engineer)
23	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Register: technical - marine engineering
24	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	Task-based, content-based, competence-based
25	CONTENT PRESENTATION (systematic coverage of syllabus)	Complying with curriculum for 2 nd year students of marine engineering (HND & BSc)
26	ORGANISATION - layout (content clearly organized into units)	YES
27	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	YES
28	AUTHENTICITY (plenty of authentic language; modified texts)	All texts are authentic, no modification
29	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	YES, follows curriculum (marine engineering)
30	GUIDANCE TO LEARNER (in introduction, units)	5
31	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	6
32	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	5

33	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	6 (to be combined with another textbook, by A. Spinčić: <i>English for Marine Engineers</i>)
34	PRONUNCIATION	In the vocabulary
35	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	4
36	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	6
37	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	6 explanation (in Croatian) and exercises for practicing structures of the technical text and genres in marine engineering
38	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	5
39	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	6
40	SEQUENCED GRADING OF EXERCISES (1 – 6)	5
41	CLEAR INSTRUCTIONS for exercises (1 – 6)	5
42	KEY TO EXERCISES	Separate booklet
43	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	
44	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	4
45	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	5
46	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	3
	ASSESSMENT (rating: 1 - 6)	

3. QUESTIONNAIRE

1. Does the material match learner objectives? Is the purpose clearly defined?
Objectives explicitly laid out in an introduction, and implemented in the material
2. Is the material learner-centered? *learners, learning styles, interests, etc.*
3. Does the material facilitate interactive learning?
4. *develops communicative skills*
5. *follows rules of content-based learning*
6. *follows cognitive procedures of the subject-matter (e.g. scripts and scenarios in ship handling, contingency planning; starting or reversing the main engine, etc.)*
7. Is the material socio-culturally appropriate?
8. Is the material gender-sensitive?
9. How ethnocentric is the material?
10. **CONTENT** *systematic coverage of syllabus. content clearly organized and graded (by difficulty)*
11. Is the material up-to-date?
12. *plenty of authentic language*
13. Are instructions to students clear? *clear instructions*
14. Are vocabulary and comprehensible input levels well-graded?
15. Is the material age-appropriate?
16. Is the material interesting and visually attractive? Is it interesting? Is it challenging?
varied topics and tasks so as to provide for different
17. Is the material easy to use? Is the ratio of language given/student task economic?
18. Does it contain distracting difficulties?
19. Is the material relevant to real life?
20. *appropriate visual materials available*

21. Does the exercise type effectively and economically accomplish purpose? *periodic review and test sections*
22. *good pronunciation, vocabulary and grammar explanation and practice*
23. *fluency practice in all four skills*
24. *encourages learners to develop own learning strategies and to become independent in their learning*
25. *adequate guidance for the teacher*
26. *Does the material provide assessment: revision/reviews/final?*
(Adapted from Sheldon 1988:242)

Evaluation of Maritime English Materials
1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	C. Logie, E. Vivers, A. Nisbet
2.	TITLE	ENGLISH FOR SEAFARERS, STUDY PACK 2
3.	PUBLISHER: YEAR:	Marlins, Edinburgh, 1998
4.	ISBN: (total pages:)	0 9531748 1 6, pp. 300
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	Textbook; Audiocassette + tapescripts
6.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	SB=TB Audiocassette glossary
7.	LENGTH (units x hours):	15 units x
8.	TARGET LEARNERS:	For students starting their seafaring career; A self-study programme for seafarers of all ranks
9.	TARGET SKILLS:	Integrates language systems (grammar, vocabulary, pronunciation) and the four language skills
10.	TARGET TEACHERS:	Designed for self-study
11.	PURPOSE/RATIONALE (designed for the students of / trainees in ...)	Encouraged to be used seafarers <u>at sea</u> ; practicing general language communicative skills preferred to those in maritime subjects
12.	AVAILABILITY (e.g. readily available)	Readily available
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	Lower-intermediate intermediate

14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	6
15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	6: Prediction + reading text(s) or clips + CBL + structure/cognitive functions + exercises (matching, cloze) + listening skills + basic grammar and structural practice + vocabulary development
16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	6
17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	6
18.	CULTURAL BIAS (1-6) (meeting the requirements of multi-national/cultural/lingual crews/students; yes/no)	6
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	Sources quoted in texts and clips
20.	ASSESSMENT OF THE MATERIAL (rating: 1 - 6)	6
	OVERALL VALUE FOR MONEY (rating: 1 - 6)	6

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
21	PURPOSE / OBJECTIVES – explained in introduction	YES
22	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	These requirements are met much more thoroughly in Study Pack 1 Pack 2 focuses on general language practice rather than Maritime English
23	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Excellent introduction to a more specific study of Maritime English
24	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	Basically skill- and competence-based All types of learning successfully varied. An array of pair-work, varied tasks and activities
25	CONTENT PRESENTATION (systematic coverage of syllabus)	For students starting their shipboard careers;
26	ORGANISATION - layout (content clearly organized into units)	6
27	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	6
28	AUTHENTICITY (plenty of authentic language; modified texts)	Both authentic and modified texts
29	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	This requirements is met much more thoroughly in Study Pack 1
30	GUIDANCE TO LEARNER (in introduction, units)	6
31	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	6
32	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	6

33	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	
34	PRONUNCIATION	6 (lacking maritime terms)
35	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	6
36	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	6
37	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	6
38	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	6
39	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	6
40	SEQUENCED GRADING OF EXERCISES (1 – 6)	6
41	CLEAR INSTRUCTIONS for exercises (1 – 6)	6
42	KEY TO EXERCISES	YES
43	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	audiocassette
44	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	6 – this is one of the primary purposes and values of the textbook
45	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	6
46	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	6 - Three reviews (assessment of grammar, vocabulary, pronunciation, etc.)
	ASSESSMENT (rating: 1 - 6)	6

Evaluation of Maritime English Materials
1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	V. Petkova & S. Toncheva
2.	TITLE	CORRESPONDENCE AND COMMUNICATIONS IN SHIPPING
3.	PUBLISHER: YEAR:	Izdatelska k'isha STENO, Bulgaria, 2000
4.	ISBN: (total pages:)	954 449 062 0; 447
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	Textbook
6.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	SB=TB
7.	LENGTH (units x hours):	30 units / 6- 8 hours each
8.	TARGET LEARNERS:	Shipping, commanding staff of merchant vessels, teacher of Maritime English, MET students
9.	TARGET SKILLS:	Reading/writing/listening/speaking; communicative skills in shipping & maritime law
10.	TARGET TEACHERS:	Non-native
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	Shipping, nautical studies, maritime communications
12.	AVAILABILITY (e.g. readily available)	Readily available
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	Upper intermediate, advanced
14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	Clear though print too dense

15.	<p>ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)</p>	<p>Part I Shipping: General introduction (definition of the topic) + reading text (elaborate, long, up to 8 different sub-topics) + notes + exercises (translation + vocabulary/terminology + short composition on a given topic + grammar Part 2 Maritime Communications</p>
16.	<p>PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)</p>	4
17.	<p>SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)</p>	<p>Appendixes: IMO SMCP Vocabulary (English – Bulgarian / Bulgarian – English); abbreviations; Forms, reports, records, etc.</p>
18.	<p>CULTURAL BIAS (1-6) (meeting the requirements of multinational/cultural/lingual crews/students; yes/no)</p>	5
19.	<p>REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)</p>	Bibliography
20.	<p>ASSESSMENT OF THE MATERIAL (rating: 1 - 6)</p>	6
	<p>OVERALL VALUE FOR MONEY (rating: 1 - 6)</p>	6

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
21	PURPOSE / OBJECTIVES – explained in introduction	YES
22	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	YES – BSc and MSc in shipping, HND & BSc in nautical studies
23	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Registers: Shipping and Law; Maritime Communications
24	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	Content-based, task-based, competence-based
25	CONTENT PRESENTATION (systematic coverage of syllabus)	YES
26	ORGANISATION - layout (content clearly organized into units)	YES
27	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	YES
28	AUTHENTICITY (plenty of authentic language; modified texts)	Mostly authentic; rarely modified
29	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	YES and beyond
30	GUIDANCE TO LEARNER (in introduction, units)	6
31	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	6
32	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	5

33	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	6
34	PRONUNCIATION	
35	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	5
36	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	6
37	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	6
38	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	6
39	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	6
40	SEQUENCED GRADING OF EXERCISES (1 – 6)	
41	CLEAR INSTRUCTIONS for exercises (1 – 6)	6
42	KEY TO EXERCISES	No
43	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	
44	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	6
45	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	6
46	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	Within exercises, no revisions, no final test
	ASSESSMENT (rating: 1 - 6)	6

3. QUESTIONNAIRE

1. Does the material match learner objectives? Is the purpose clearly defined?
Objectives explicitly laid out in an introduction, and implemented in the material
2. Is the material learner-centered? *learners, learning styles, interests, etc.*
3. Does the material facilitate interactive learning?
4. *develops communicative skills*
5. *follows rules of content-based learning*
6. *follows cognitive procedures of the subject-matter (e.g. scripts and scenarios in ship handling, contingency planning; starting or reversing the main engine, etc.)*
7. Is the material socio-culturally appropriate?
8. Is the material gender-sensitive?
9. How ethnocentric is the material?
10. CONTENT *systematic coverage of syllabus. content clearly organized and graded (by difficulty)*
11. Is the material up-to-date?
12. *plenty of authentic language*
13. Are instructions to students clear? *clear instructions*
14. Are vocabulary and comprehensible input levels well-graded?
15. Is the material age-appropriate?
16. Is the material interesting and visually attractive? Is it interesting? Is it challenging?
varied topics and tasks so as to provide for different
17. Is the material easy to use? Is the ratio of language given/student task economic?
18. Does it contain distracting difficulties?
19. Is the material relevant to real life?
20. *appropriate visual materials available*

21. Does the exercise type effectively and economically accomplish purpose? *periodic review and test sections*
22. *good pronunciation, vocabulary and grammar explanation and practice*
23. *fluency practice in all four skills*
24. *encourages learners to develop own learning strategies and to become independent in their learning*
25. *adequate guidance for the teacher*
26. *Does the material provide assessment: revision/reviews/final?*

(Adapted from Sheldon 1988:242)

Evaluation of Maritime English Materials
1. CHECKLIST – EXTERNAL FACTORS OF EVALUATION

Rating scale: 1 to 6 (where applicable)

	External criteria:	Yes/No, Scalar Rating, Description, Comment
1.	AUTHOR(S):	Peter C. van Kluijven
2.	TITLE	The International Maritime Language Programme , An English course for students at Maritime Colleges and for on-board training, SMCP included
3.	PUBLISHER: YEAR:	Alk & Heinen Pub., Alkmaar, The Netherlands
4.	ISBN: (total pages:)	
5.	TYPE (textbook, video, CD, software, supporting/back-up material)	Textbook + CD-Rom Presentations, Texts, Tasks and Projects
6.	COMPONENTS: SB/TB/WB/cassette/ video/CD/free tests:	Textbook (SB/TB/WB) CD-ROM; Key
7.	LENGTH (units x hours):	8 units x appr. 7 sub-units (x 3-4 hours each):
8.	TARGET LEARNERS:	Non-native English speakers (Dutch etc.)
9.	TARGET SKILLS:	Communicative skills
10.	TARGET TEACHERS:	
11.	PURPOSE/RATIONALE (designed for the students of/ trainees in ...)	Students at maritime colleges (BSc); & On-board training
12.	AVAILABILITY (e.g. readily available)	Readily available
13.	LEVEL + USER DEFINITION (beginners, lower-intermediate, intermediate, upper-intermediate, advanced)	Intermediate & upper intermediate
14.	LAYOUT/GRAPHICS (clear, attractive print, ...)	Clear, attractive

15.	ACCESSIBILITY / ORGANISATION (arrangement of sections, parts, reading text, exercises, ...)	Introductory reading text; tasks & exercises (cognitive & content-based learning, role-play, lexical tasks, structural tasks); notes (student's workbook); CD-ROM based exercises; project
16.	PHYSICAL CHARACTERISTICS (e.g. space to write notes, fill out exercises) (1-6)	Sufficient space to write notes, fill out exercises
17.	SUPPLEMENTARY MATERIALS (vocabulary, tables, additional reading, video, etc.)	Practical Grammar; CD-Rom Presentations, Texts, Tasks and Projects
18.	CULTURAL BIAS (1-6) (meeting the requirements of multi-national/cultural/lingual crews/students; yes/no)	5
19.	REFERENCE TO OTHER MATERIALS (maritime reference books, conventions, regulations, subject textbooks, ...)	6
20.	ASSESSMENT OF THE MATERIAL (rating: 1 - 6)	6
	OVERALL VALUE FOR MONEY (rating: 1 - 6)	6

2. CHECKLIST – INTERNAL FACTORS OF EVALUATION

	Internal Criteria	Yes/No, Scalar Rating, Description, Comment
21	PURPOSE / OBJECTIVES – explained in introduction	YES
22	APPROACH (acceptable to course curriculum, maritime authorities, maritime industry)	YES, completely STCW-based
23	TYPE OF MARITIME ENGLISH (Comprehensive/General Maritime English, register-oriented, genre-oriented, spoken communication, ...)	Comprehensive/General Maritime English, register-oriented, genre-oriented, rich in spoken communication
24	THE NATURE OF LEARNING (content-based, skill-based, task-based, competence-based, ...)	content-based, skill-based, task-based, competence-based
25	CONTENT PRESENTATION (systematic coverage of syllabus)	6 – MarOff; 6 – Deck Officer
26	ORGANISATION - layout (content clearly organized into units)	YES (6)
27	SEQUENCED GRADING OF CONTENT THEMES AND TOPICS	YES (6)
28	AUTHENTICITY (plenty of authentic language; modified texts)	Extracts and transcripts of authentic language
29	COVERAGE OF SUBJECT CONTENTS (IN THE CURRICULUM)	STCW; BSc (MarOff); SMCP
30	GUIDANCE TO LEARNER (in introduction, units)	6
31	INTERESTING & VARIED TOPICS & TASKS (to provide for different learner levels, styles) (1 – 6)	6
32	DEVELOPMENT OF COMMUNICATIVE COMPETENCE: (1 – 6) fluency in communicative functions: requests, asking questions, permission; possibility; probability; compulsion, obligation, prohibition, denial, negation)	6

33	SMCP-BASED TEXT & EXERCISES (totally, partly, none)	6
34	PRONUNCIATION	5
35	THE FOUR SKILLS (LISTENING, READING, SPEAKING, WRITING) (1 – 6)	6
36	VOCABULARY DEVELOPMENT (1 – 6) (explanation and practice): terminology, multi-word lexical units, EGP lexical items in specialized use	6
37	GRAMMAR (explanation and practice): (1 – 6) modals, tenses, passive; nominalizations, prepositional/adverbial phrases, syntax of complex sentences)	6
38	DISCOURSE ELEMENTS – TEXTUALITY (1 – 6) (discourse markers, coherence, cohesion)	5
39	EXERCISES (1 – 6) (relevant, to-the-point, practicing)	6
40	SEQUENCED GRADING OF EXERCISES (1 – 6)	6
41	CLEAR INSTRUCTIONS for exercises (1 – 6)	6
42	KEY TO EXERCISES	-
43	SUPPLEMENTARY (VISUAL/AUDIO) MATERIALS AVAILABLE (audio cassette, video, CD, multi-media, software , etc.)	CD-ROM
44	STUDENTS CAN DEVELOP OWN LEARNING STRATEGIES – INDEPENDENT LEARNING (1-6)	6
45	GUIDANCE TO TEACHER (adequate, not to heavy preparation load)	6
46	ASSESSMENT (1 - 6) (in exercises, revision/review, final test)	6
	ASSESSMENT (rating: 1 - 6)	6

3. QUESTIONNAIRE

1. Does the material match learner objectives? Is the purpose clearly defined?
Objectives explicitly laid out in an introduction, and implemented in the material
2. Is the material learner-centered? *learners, learning styles, interests, etc.*
3. Does the material facilitate interactive learning?
4. *develops communicative skills*
5. *follows rules of content-based learning*
6. *follows cognitive procedures of the subject-matter (e.g. scripts and scenarios in ship handling, contingency planning; starting or reversing the main engine, etc.)*
7. Is the material socio-culturally appropriate?
8. Is the material gender-sensitive?
9. How ethnocentric is the material?
10. CONTENT *systematic coverage of syllabus. content clearly organized and graded (by difficulty)*
11. Is the material up-to-date?
12. *plenty of authentic language*
13. Are instructions to students clear? *clear instructions*
14. Are vocabulary and comprehensible input levels well-graded?
15. Is the material age-appropriate?
16. Is the material interesting and visually attractive? Is it interesting? Is it challenging?
varied topics and tasks so as to provide for different
17. Is the material easy to use? Is the ratio of language given/student task economic?
18. Does it contain distracting difficulties?
19. Is the material relevant to real life?
20. *appropriate visual materials available*

21. Does the exercise type effectively and economically accomplish purpose? *periodic review and test sections*
22. *good pronunciation, vocabulary and grammar explanation and practice*
23. *fluency practice in all four skills*
24. *encourages learners to develop own learning strategies and to become independent in their learning*
25. *adequate guidance for the teacher*
26. *Does the material provide assessment: revision/reviews/final?*

(Adapted from Sheldon 1988:242)