



Prac-MARENG
PRActical and Communication based MARitime ENGLISH



Tuzla Kaymakamlığı, TR



Erasmus+

Research findings on Communicative Barriers and Curriculum Design

21 Oct. 2021

Yalçın KUZÖREN, project expert



Research findings on Communicative Barriers

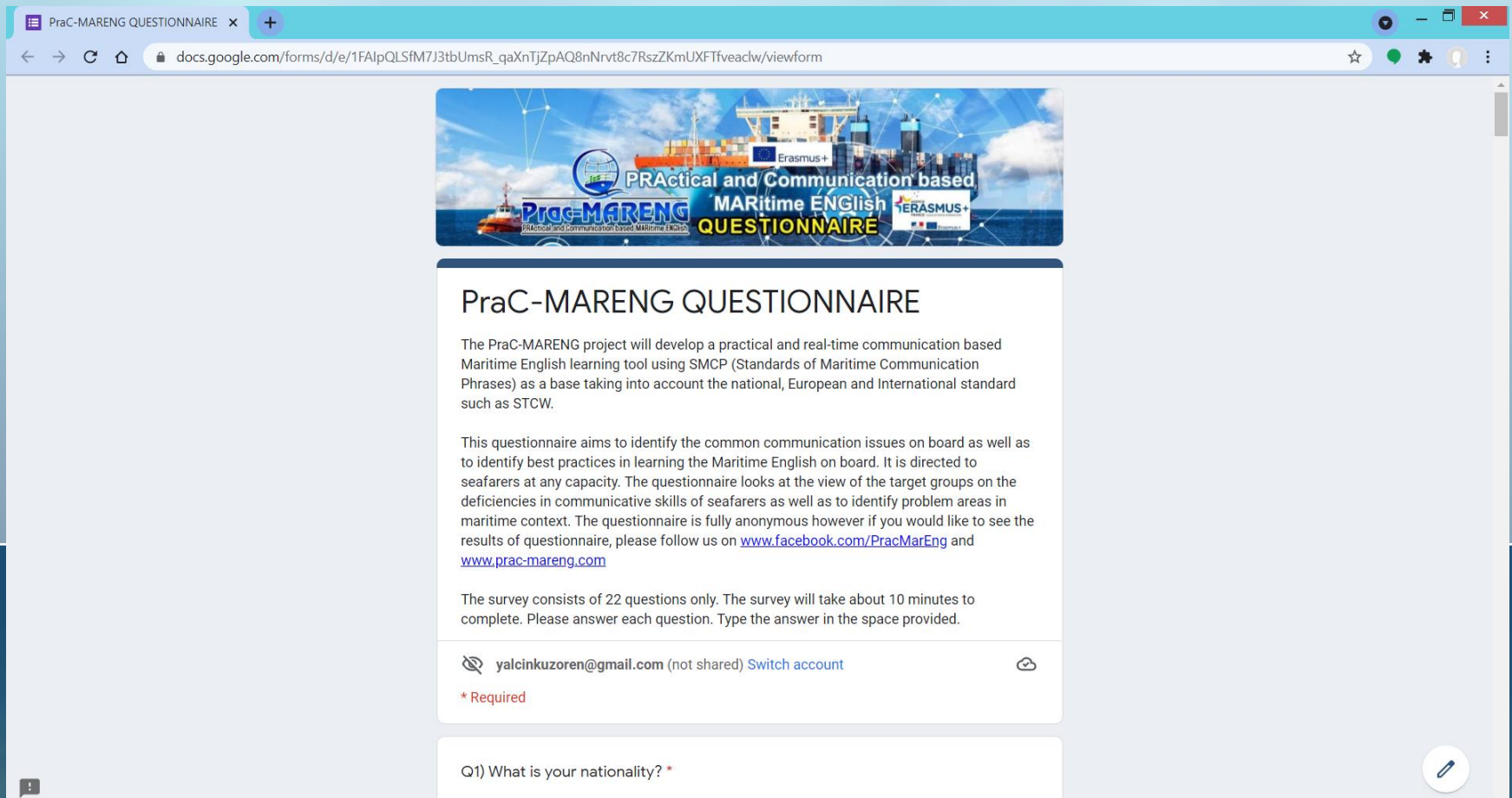
- PraC-MARENG Partners worked on reviewing the **national accident database** and developed a **questionnaire** based on the results of findings on accidents contributed by communication failures. This questionnaire was distributed to **seafarers working on board**. The result findings were analysed considering the feedback of questionnaire responses as well as the opinions on how they view the learning to be **effective using a learning platform online**.
- Partners conducted a survey. The questionnaire aimed to **identify the common communication issues on board** as well as to identify **best practices in learning the Maritime English on board**. It was directed to **seafarers** at any capacity. The questionnaire looked at the view of **the target groups on the deficiencies in communicative skills of seafarers** as well as to **identify problem areas in maritime context**.
- **These research findings** have been used during **the development of the curriculum design and course content** of PraC-MARENG platform.

The questionnaire is still active and

you can participate to our survey via our project web site: <http://www.prac-mareng.com/#features>

Research findings on Communicative Barriers

- As of 20 October 2021, we have 389 responses to the questionnaire:



The screenshot shows a web browser displaying a Google Docs form titled "Prac-MARENG QUESTIONNAIRE". The browser's address bar shows the URL: docs.google.com/forms/d/e/1FAIpQLSfM7J3tbUmsR_qaXnTjZpAQ8nNrvt8c7RszZKmUXFTfveaclw/viewform. The form itself has a header banner with the Prac-MARENG logo, the text "PRActical and Communication based MARitime ENGLISH QUESTIONNAIRE", and logos for Erasmus+ and the European Union. Below the banner, the title "PraC-MARENG QUESTIONNAIRE" is followed by a paragraph explaining the project's goal: "The PraC-MARENG project will develop a practical and real-time communication based Maritime English learning tool using SMCP (Standards of Maritime Communication Phrases) as a base taking into account the national, European and International standard such as STCW." Another paragraph states the purpose of the questionnaire: "This questionnaire aims to identify the common communication issues on board as well as to identify best practices in learning the Maritime English on board. It is directed to seafarers at any capacity. The questionnaire looks at the view of the target groups on the deficiencies in communicative skills of seafarers as well as to identify problem areas in maritime context. The questionnaire is fully anonymous however if you would like to see the results of questionnaire, please follow us on www.facebook.com/PracMarEng and www.prac-mareng.com". A third paragraph mentions the survey's length and completion time: "The survey consists of 22 questions only. The survey will take about 10 minutes to complete. Please answer each question. Type the answer in the space provided." At the bottom of the form, the user's email is shown as "yalcinkuzoren@gmail.com (not shared)" with a "Switch account" link. A red asterisk indicates a required question: "Q1) What is your nationality? *".

PraC-MARENG QUESTIONNAIRE

The PraC-MARENG project will develop a practical and real-time communication based Maritime English learning tool using SMCP (Standards of Maritime Communication Phrases) as a base taking into account the national, European and International standard such as STCW.

This questionnaire aims to identify the common communication issues on board as well as to identify best practices in learning the Maritime English on board. It is directed to seafarers at any capacity. The questionnaire looks at the view of the target groups on the deficiencies in communicative skills of seafarers as well as to identify problem areas in maritime context. The questionnaire is fully anonymous however if you would like to see the results of questionnaire, please follow us on www.facebook.com/PracMarEng and www.prac-mareng.com

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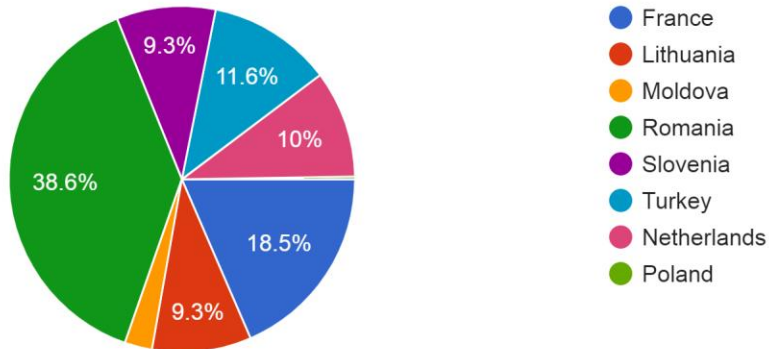
* Required

Q1) What is your nationality? *

Research findings on Communicative Barriers

Q1) What is your nationality?

389 responses



Romania: 150 responses - 38.6%

France: 72 responses - 18.5%

Turkey: 45 responses – 11.6%

Netherlands: 39 responses - 10%

Lithuania: 36 responses – 9.3%

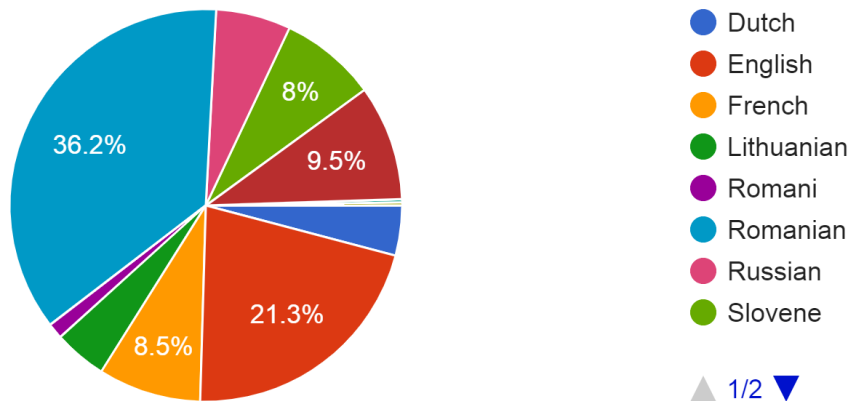
Slovenia: 36 responses – 9.3%

Moldova: 10 responses - 2.6%

Research findings on Communicative Barriers

Q2) What is your 1st language (mother tongue)?

389 responses



Romanian: 141 responses - 36.2%

Romani: 5 responses - 1.3%

English: 83 responses – 21.3%

Turkish: 37 responses – 9.5%

French: 33 responses – 8.5%

Slovene: 31 responses - 8%

Russian: 24 responses – 6.29%

Lithuanian: 17 responses – 4.4%

Dutch: 16 responses – 4.1%

Macedonian: 1 response - 0.3%

Polish: 1 response - 0.3%

Dutch: 1 response - 0.3%

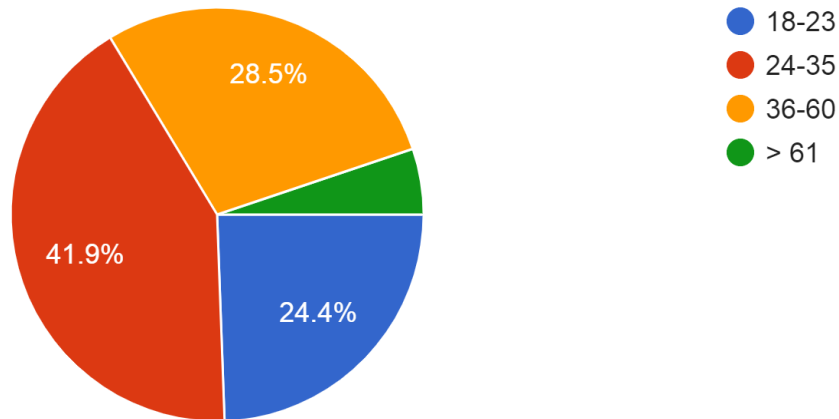
Zulu: 1 response - 0.3% (South Africa)

Zapotec: 1 response - 0.3% (Mexico)

Research findings on Communicative Barriers

Q3) What is your age?

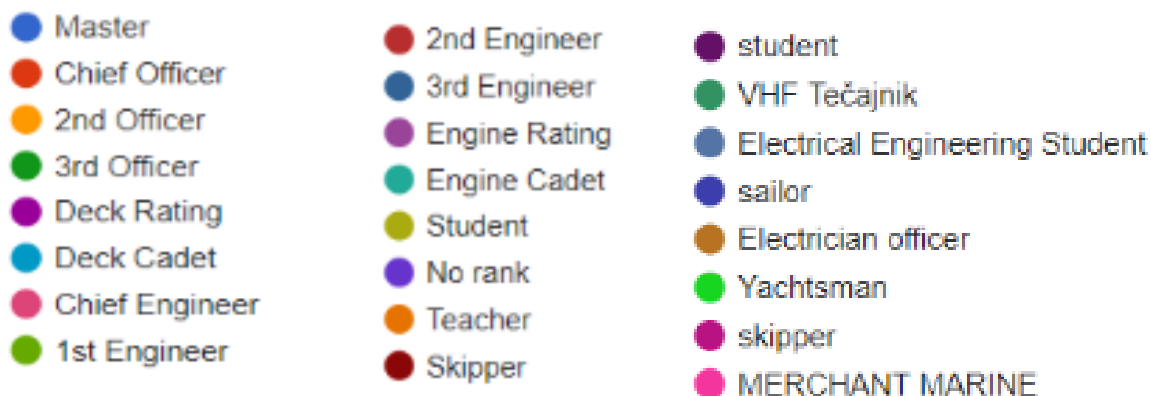
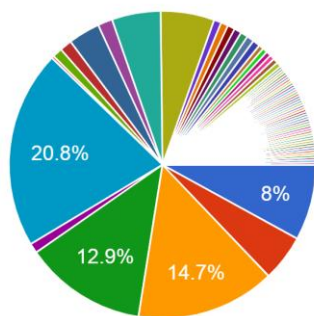
389 responses



Research findings on Communicative Barriers

Q4) What is your rank?

389 responses



Deck Cadet: 81 responses – 20.8%

2nd Officer: 57 responses – 14.7%

3rd Officer: 50 responses – 12.9%

Master: 31 responses - 8%

Student: 22 response – 5.7%

Engine Cadet: 20 responses – 5.1%

3rd Engineer: 13 responses - 3.3%

Engine rating: 6 responses – 1.5%

2nd Engineer: 5 responses – 1.3%

1st Engineer: 4 responses - 1%

Deck Rating: 4 responses - 1%

Teacher: 3 responses – 0.8%

Skipper: 3 responses – 0.8%

Electrical engineering student: 3 responses – 0.8%

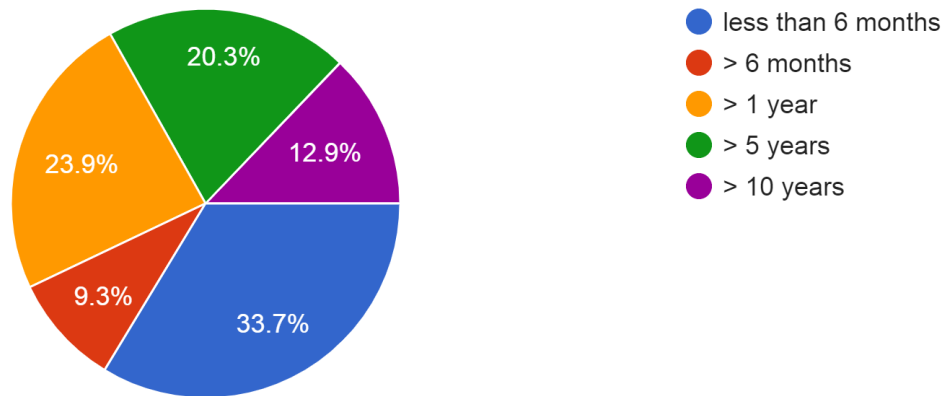
Sailor: 3 responses – 0.8%

VHF technician: 3 responses – 0.8%

Research findings on Communicative Barriers

Q5) Sea Experience

389 responses



less than 6 months: 131 responses – 33.7%

> 1 year: 93 responses – 23.9%

> 5 years: 79 responses – 20.3%

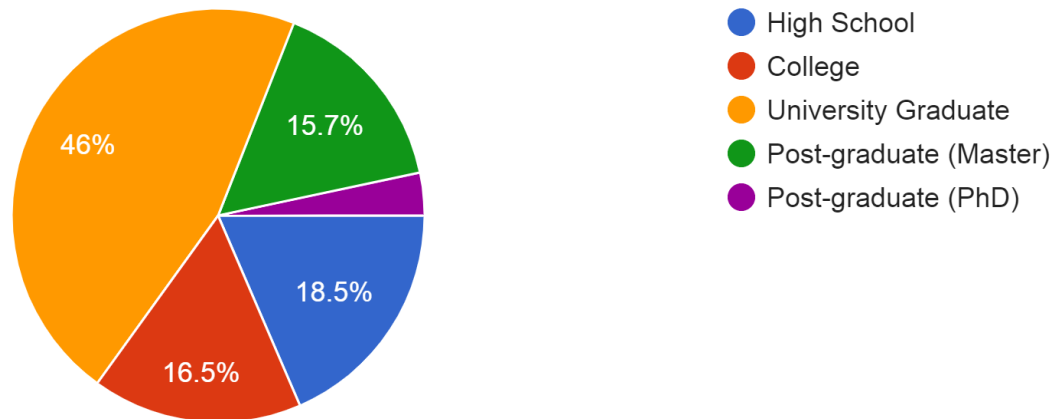
> 6 months: 36 responses – 9.3%

> 10 years: 50 responses – 12.9%

Research findings on Communicative Barriers

Q6) What is your level of education?

389 responses



University Graduate: 179 responses - 46%

High School: 72 responses – 18.5%

College: 64 responses – 16.5%

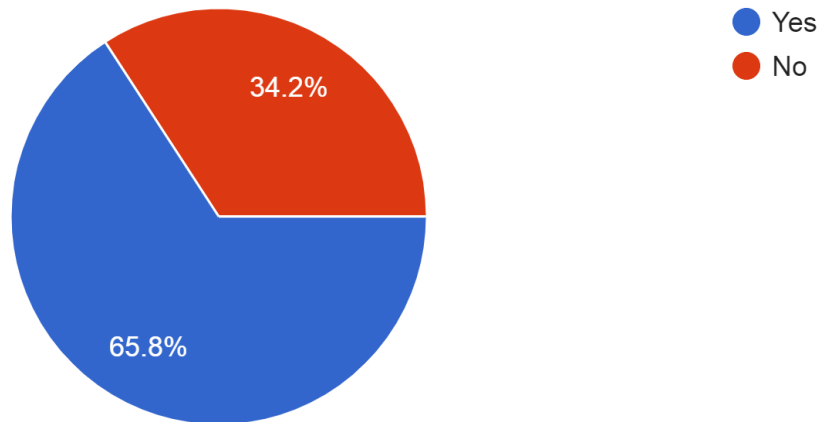
Post-graduate (Master): 61 responses – 15.7%

Post-graduate (PhD): 13 responses – 3.3%

Research findings on Communicative Barriers

Q7) Have you received Maritime English training?

389 responses



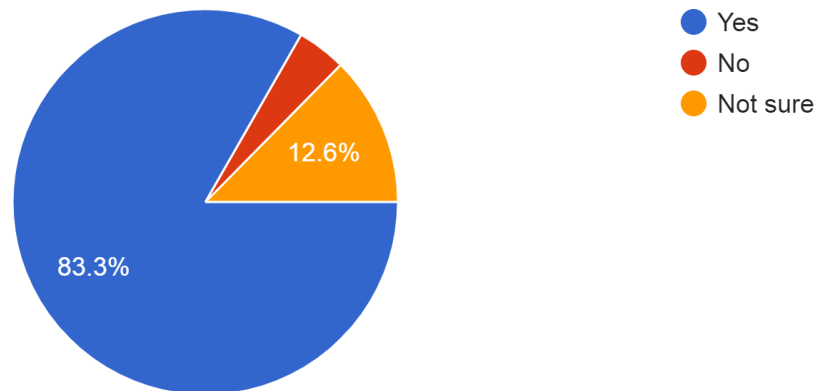
Yes: 256 responses – 65.8%

No: 133 responses - 34.2%

Research findings on Communicative Barriers

Q8) In your view, would it be good to start learning Maritime English according to your rank and related operations?

389 responses



Yes: 324 responses – 83.3%

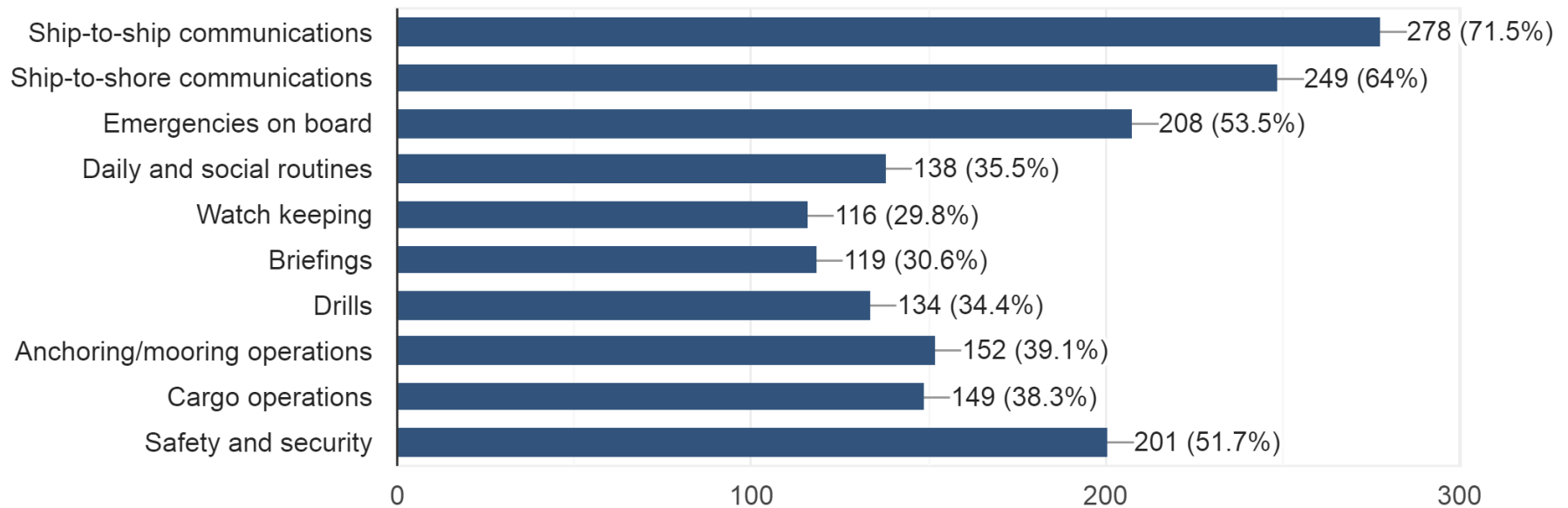
Not sure: 49 responses - 12.2%

No: 16 responses – 4.1%

Research findings on Communicative Barriers

Q9) In your view, what/which are the areas of operations on board where communication becomes an issue based on your past experience? (You can choose more than one option)

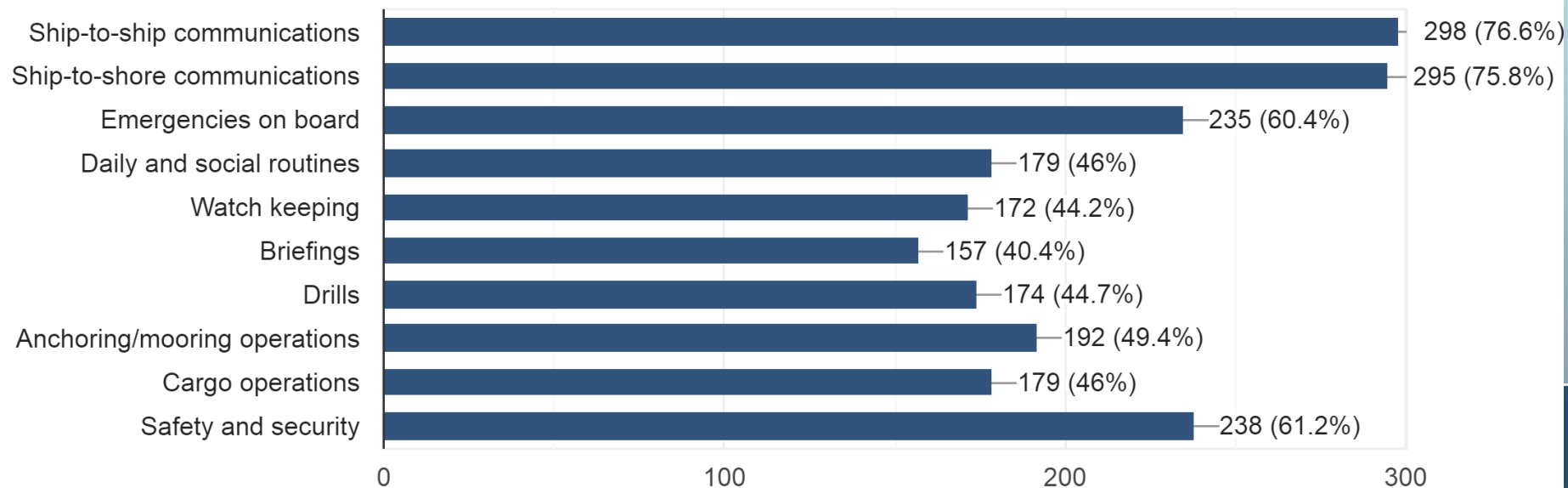
389 responses



Research findings on Communicative Barriers

Q10) Where do you use English/Maritime English (please indicate from the most important one to the least important one)? (You can choose more than one option)

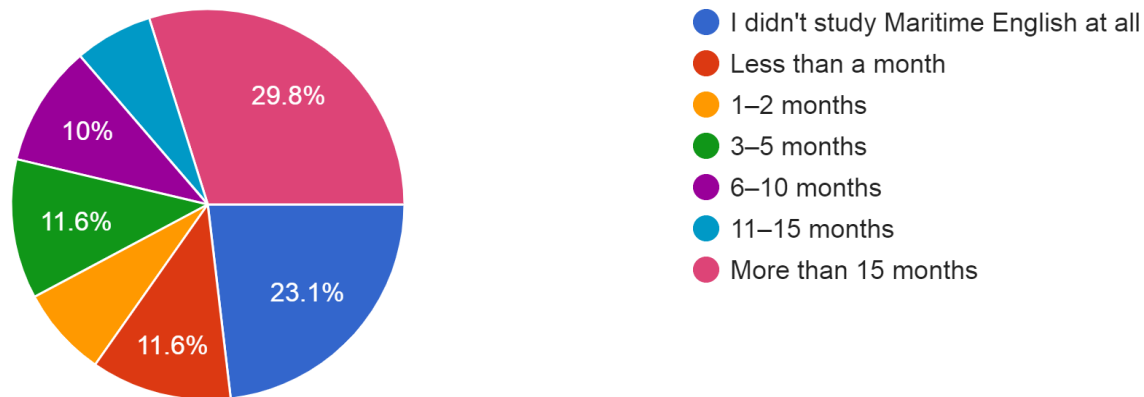
389 responses



Research findings on Communicative Barriers

Q11) Please estimate how long you studied Maritime English all together (institutional and self-study)

389 responses



More than 15 months: 116 responses – 29.8%

I didn't study Maritime English at all: 90 responses – 23.1%

3-5 months: 45 responses – 11.6%

Less than a month: 45 responses – 11.6%

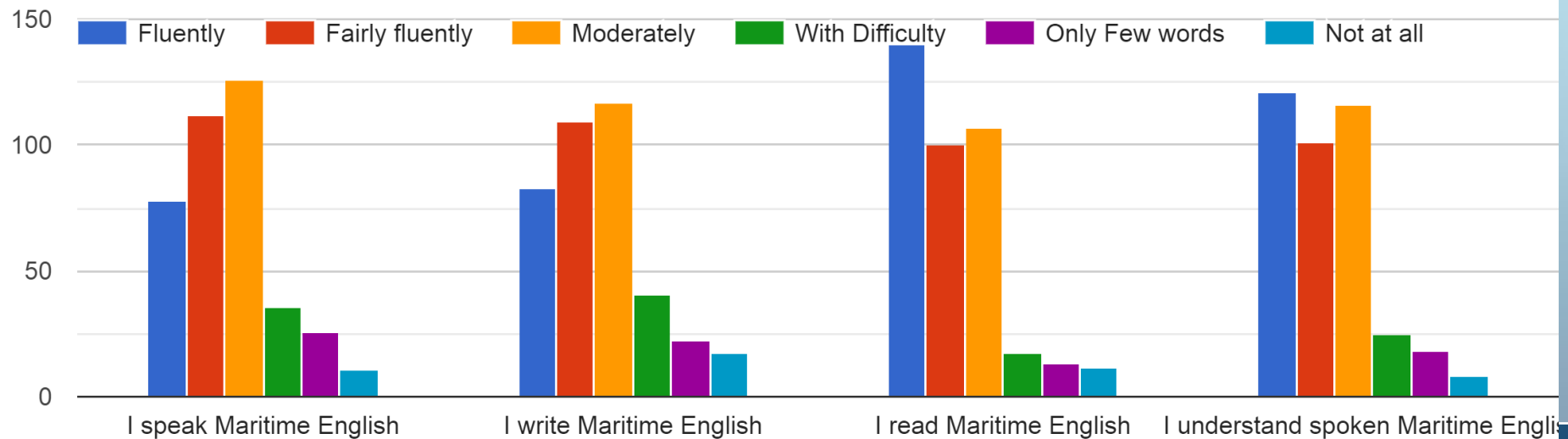
6-10 months: 39 responses - 10%

1-2 months: 29 responses – 7.3%

11-15 months: 25 responses - 6.4%

Research findings on Communicative Barriers

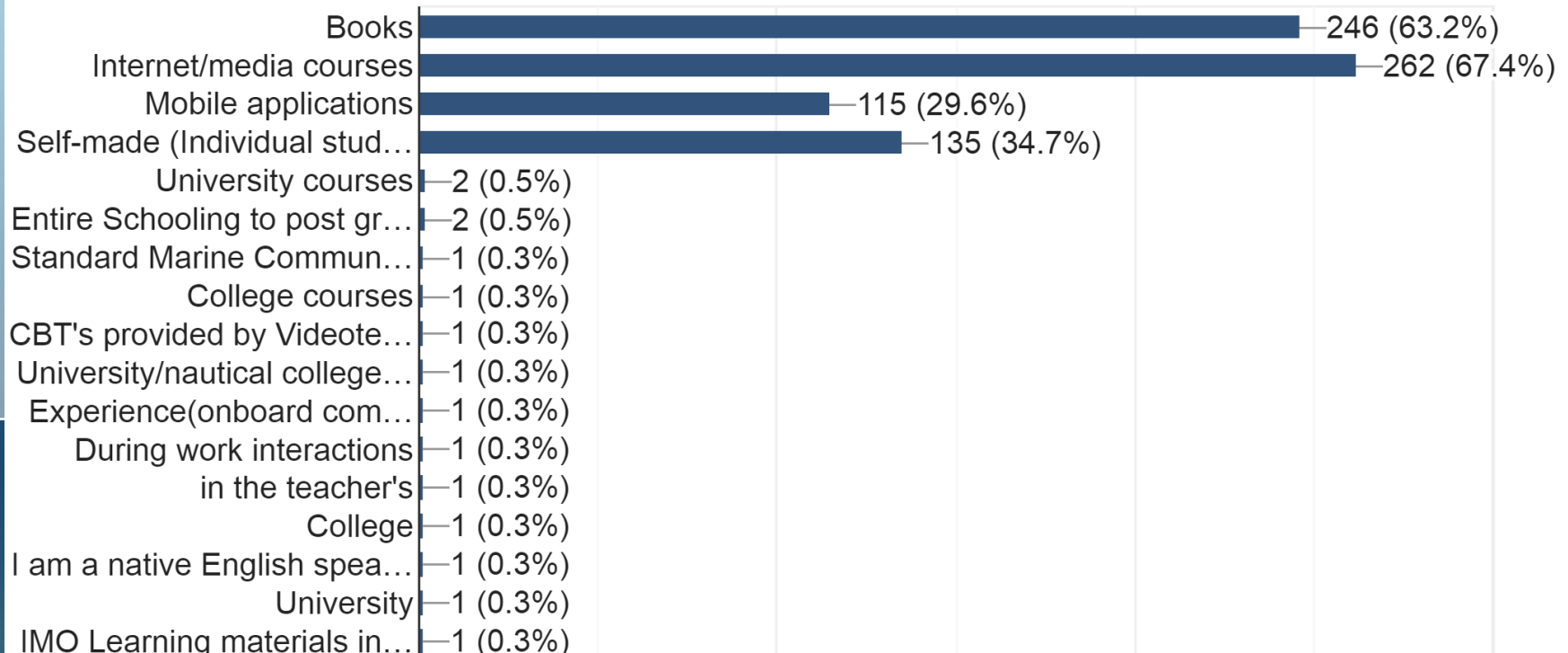
Q12) How do you evaluate your skills in Maritime English according to the options below?



Research findings on Communicative Barriers

Q13) What type of learning materials did you go through to learn Maritime English? (You can choose more than one option)

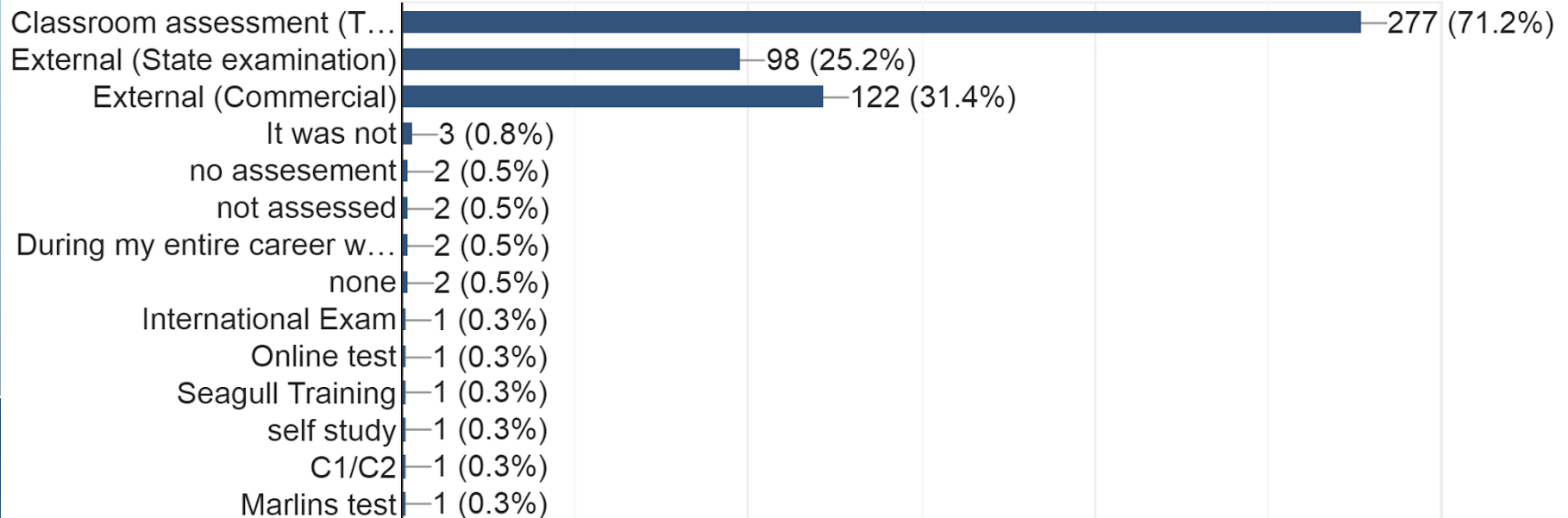
389 responses



Research findings on Communicative Barriers

Q14) How was your Maritime English competence assessed? (You can choose more than one option)

389 responses

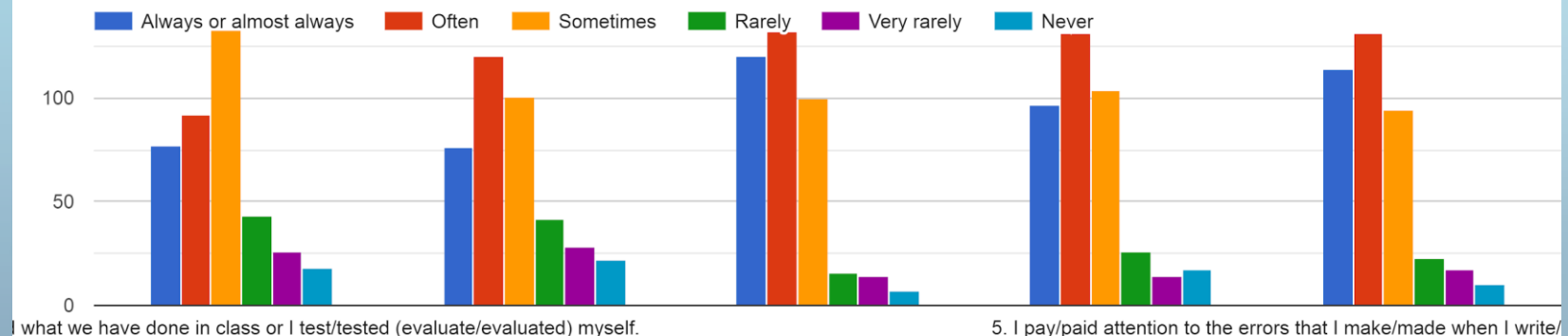


Research findings on Communicative Barriers

What do/did you do on your own initiative when you use/used or learn/learnt English (online, onboard, online, on the telephone/radio, at home or in class). For each item, choose the option that best represents what you do/did according to the scale (Always or almost always, Often, Sometimes, Rarely, Very rarely, Never) for Q15, Q16, Q17, Q18, Q19, Q20 and Q21

Research findings on Communicative Barriers

Q15) IMPROVING YOUR GENERAL LEVEL OF ENGLISH. In order to improve your level of English, how often do/did you do any of the following?



1. I review/reviewed what we have done in class or I test/tested (evaluate/evaluated) myself.

2. I use/used online tools or mobile applications to improve my English.

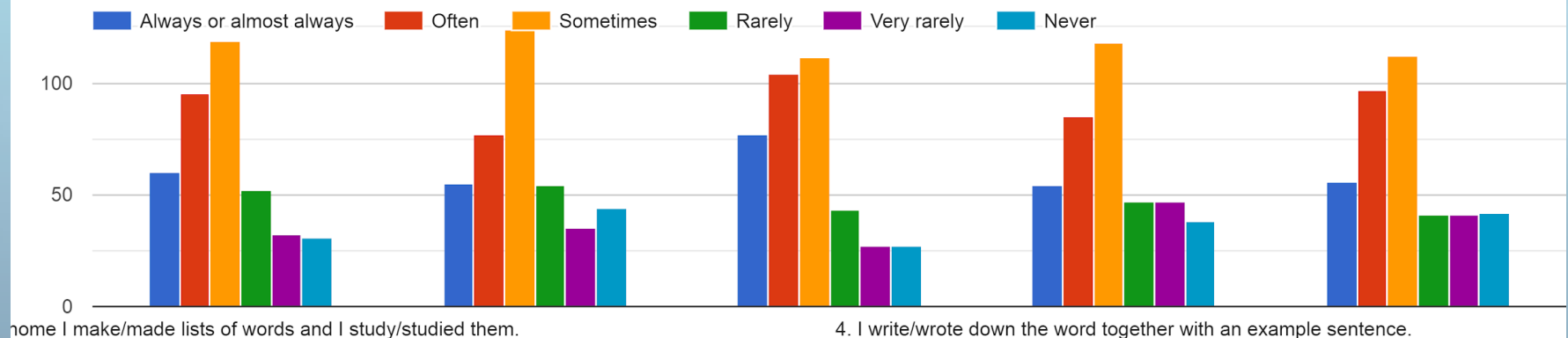
3. When I read or listen/listened to English, I pay/paid attention to new words or structures.

4. On my own initiative, I seek/sought occasions to use English outside class (talking to people, using Internet, writing messages, to foreign friends, etc.).

5. I pay/paid attention to the errors that I make/made when I write/write or speak/spoke in English.

Research findings on Communicative Barriers

Q16) VOCABULARY LEARNING. When you want/wanted to learn or remember the vocabulary that has been taught in class or online, how often do/did you do any of the following on your own initiative?



1. At home I make/made lists of words and I study/studied them.

2. I write/wrote down the word as it sounds or make/made some sort of annotation to remember its pronunciation.

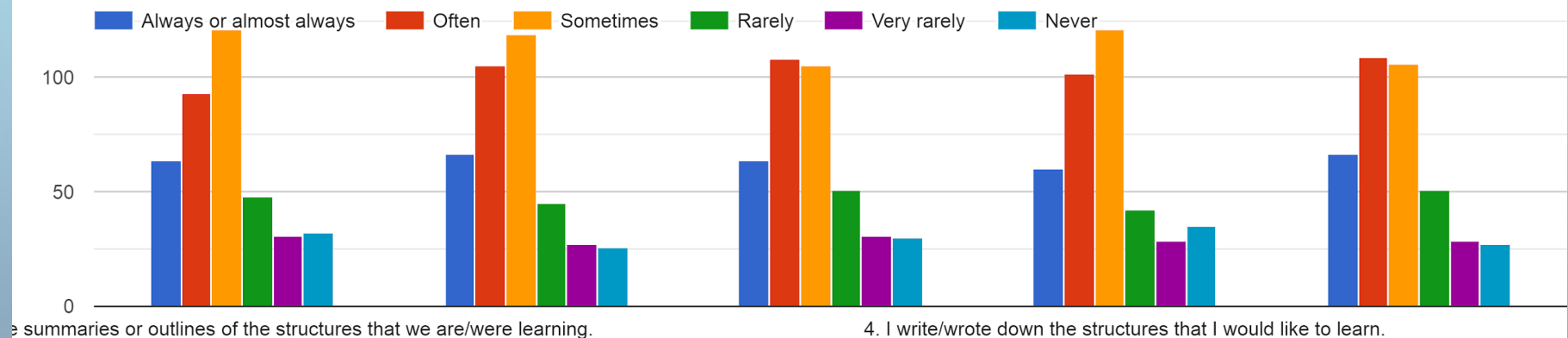
3. On my own initiative I write/wrote the translation next to the word I would like to learn.

4. I write/wrote down the word together with an example sentence.

5. I relate/related the word in English with an image, a drawing or a scheme.

Research findings on Communicative Barriers

Q17) STUDYING GRAMMAR. When you go over the grammar that you have studied in class, how often do/did you do any of the following?



1. I write/wrote summaries or outlines of the structures that we are/were learning.

2. I review/reviewed the structures mentally or out loud.

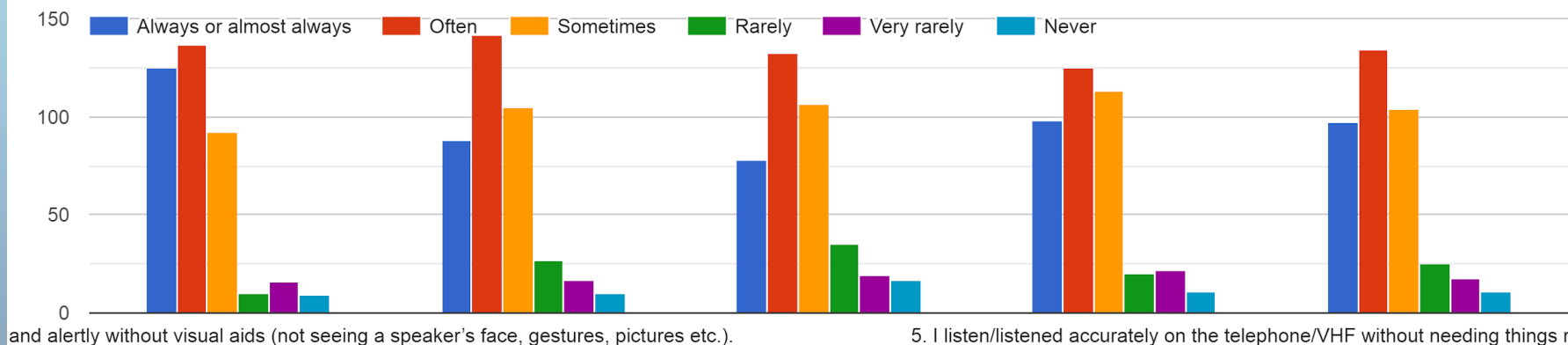
3. When the structures are/were similar to my mother tongue, I translate/translated them to learn them.

4. I write/wrote down the structures that I would like to learn.

5. I memorize/memorized example sentences in order to remember some grammar points.

Research findings on Communicative Barriers

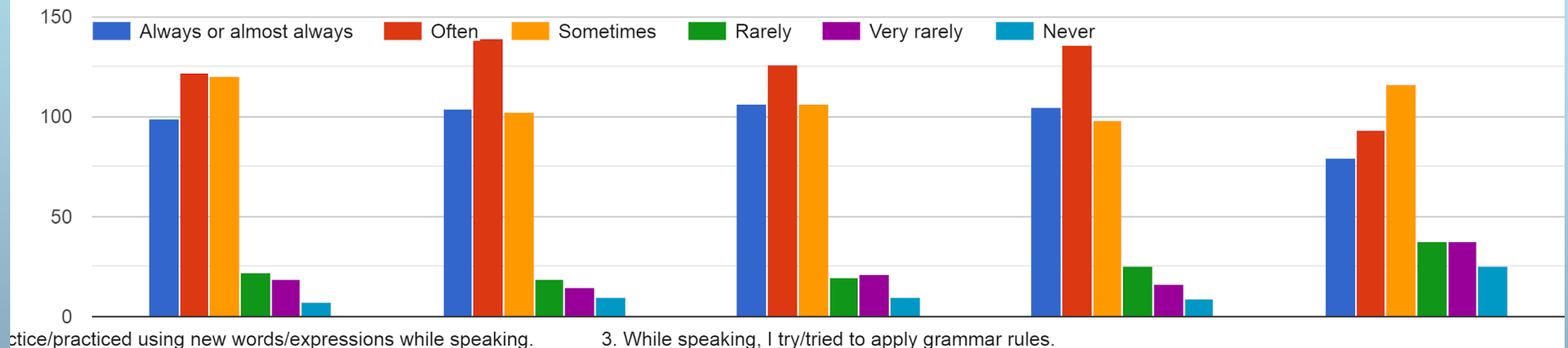
Q18) LISTENING IN ENGLISH. Regarding your listening skill that means accurately receiving and interpreting messages in the communication process, how often do/did you do any of the following on your own initiative:



1. I can/could listen effectively and alertly without visual aids (not seeing a speaker's face, gestures, pictures etc.).
2. I understand/understood speakers who say words less clearly (rapid or "mumbled" speech, foreign accents etc.).
3. I don't/didn't "mishear" and confuse similar sounding words in noisy conditions ("fifty-fifteen," "thirsty-Thursday" etc.).
4. I remember/remembered details of spoken directions or requests without having them repeated a short time later.
5. I listen/listened accurately on the telephone/VHF without needing things repeated (including names and numbers).

Research findings on Communicative Barriers

Q19) SPEAKING ENGLISH. Which techniques do/did you use to (learn how to) speak English:



1. I practice/practiced using new words/expressions while speaking.

2. When I can't/couldn't remember a word, I replace/replaced it by another.

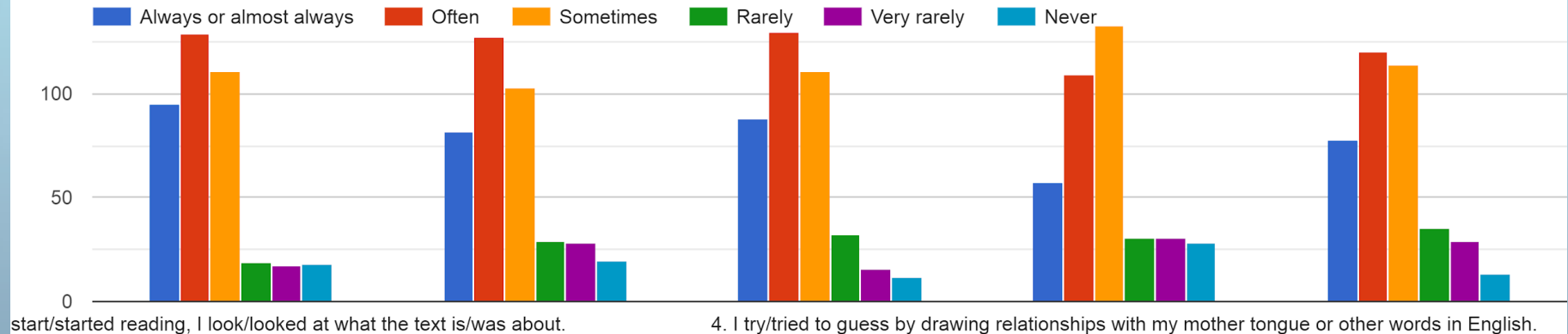
3. While speaking, I try/tried to apply grammar rules.

4. While speaking, I correct/corrected myself when I notice/noticed that I made a mistake.

5. While speaking, I think/thought of what I want/wanted to say in my 1st language and then put it in English.

Research findings on Communicative Barriers

Q20) READING IN ENGLISH, What do/did you do on your own initiative when you read a text in English?



1. Before I start/started reading, I look/looked at what the text is/was about.

2. While I read a text, I translate/translated it mentally.

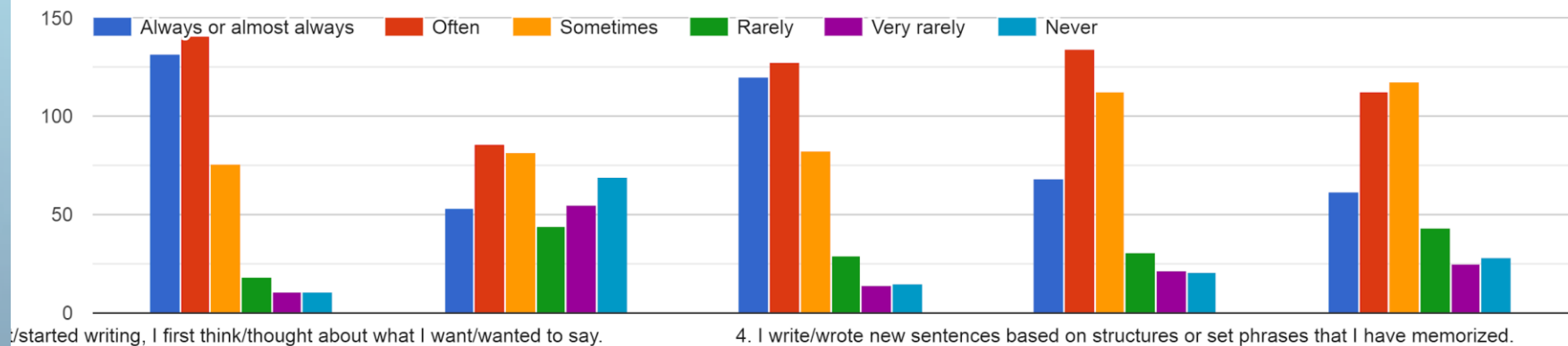
3. I relate/related what I know/knew about the topic with what the text is about.

4. I try/tried to guess by drawing relationships with my mother tongue or other words in English.

5. I look/looked up the words (meaning) of almost all new words in the dictionary.

Research findings on Communicative Barriers

Q21) WRITING IN ENGLISH. When you write/wrote compositions or other texts in English, what do/did you do on your own initiative?



1. Before I start/started writing, I first think/thought about what I want/wanted to say.

2. First I write/wrote the text in my mother tongue and then I translate/translated it.

3. I pay/paid attention to the grammar when I write/wrote.

4. I write/wrote new sentences based on structures or set phrases that I have memorized.

5. I look/looked up the textbook and use sentences that are similar to the ones there.

Research findings on Communicative Barriers

Q22) Additional comments or suggestions to improve seafarers' Maritime English competency.

Research findings

Q22) Additional comments or suggestions to improve seafarers' Maritime English competency.

«Communication is backbone for every act and is most important at any and every work for safety and success in an efficient satisfactory way. My nationality is Indian and my mother tongue is Sindhi/Hindi/English as we do not have a state with my first language. My entire study is in English. 😊 Best Regards, Learning is for life.»

«I would suggest to add more practical use of Maritime phrases as per pilotage, anchorage, mooring /cargo operations etc. To improve skill I would recommend to learn English parallel with studied object in classes, because often you learn new things first in English than in Mother language. More group works, dialogs.»

«Audible pronunciation so that some nationalities can understand the normal English Accent»

Research findings

Q22) Additional comments or suggestions to improve seafarers' Maritime English competency.

«More practice on Bridge/Engine Simulators with real case scenarios. Practice on filling/writing various forms/check lists used on board vessels.»

«Practice in writing commercial correspondence: letters of protest, sea protest, filling the log books, etc. Teachers to use at every course the correspondent words in english for main terms. Exams to be in writing, listening and speaking.»

«Repetition and practice courses every other year to keep up. Also make use of different country accents when you develop a audio course. Maritime English is more difficult to understand in different unknown accents, but with practice this can be improved.»

«Maritime English is very crucial onboard regarding the safety at sea and COLREGs.»

«The best way to improve maritime English is to use maritime terms for the day to stay in our minds. Because the best learning technique is parrot tactic, after writing the words in a certain notebook, reading them at least once a day.»

CONCLUSIONS

Majority of respondents are from deck department therefore conclusions and analysis are made accordingly. This particularly important that some responses such as the areas that they are struggling in communicating or failing to do so was considered.

- The respondents generally speak their native language or additional language, usually neighbour, on the top of English, which is the language of the sea.
 - Almost all of the respondents received Maritime English and those who haven't received potentially are old schools or else.
 - Participants by 83.3 percent wished to have Maritime English training related to their rank and respective operations.
-
- Traditional books play role in the learning process. Integration of such books to internet/media based courses would available seafarers access them anywhere/anytime as internet based applications are on the rise for learning materials.

CONCLUSIONS

- The results indicates that competence of seafarers in Maritime English are assessed to classroom methods developed by teacher/institution (71.2%) whereas some assessed externally (25.2%) and international exam (31.4%).
 - The on-field reality proves the undeniable knowhow of Seaspeak and standard marine communication phrases; yet the lack of practical knowledge thereof has conspicuous consequences on the part of seafaring personnel involved in communication onboard.
 - It is undeniable that learning words and phrases by rote without practicing them in context leads to a mechanical memorization of the maritime lexis. Therefore, the questionnaire analysis laid emphasis on this aspect as well as on the need for availability of resources (online or traditional learning resources).
-
- The research undergone so far within PraC-MARENG partnership demonstrated that there is need for improvement of the learning database for people working in the maritime industry so that the possibility of accident/incident occurrence might diminish or at least be subdued.

Curriculum Design and PraC-MARENG Course Content

The project partners have taken an active part in curriculum design and course content. The curriculum and course content are based on the work leading to the elaboration of the platform. They contributed to the content development of the platform:

www.prac-mareng.com/e-learning



PraC-MARENG course teaches and assesses MARITIME ENGLISH taking Standard Maritime Communication Phrases (SMCP) as a base with real scenarios for different ranks working on board various vessels. The course includes particular operations on board vessels and clearly introduces typical conversations while teaching and assessing seafarers' language skills.

The course content of **e-Learning platform** has integrated examples of real tasks/activities, such as VHF communications that seafarers are conducting when using current technology. Case-based scenarios in various vessels with real communication situations using **SMCP phrases under IMO Model courses**:

Curriculum Design and PraC-MARENG Course Content

The project partners have taken an active part in curriculum design and course content. The curriculum and course content are based on the work leading to the elaboration of this document, even if they might not have directly contributed writing parts of this document:

PraC-MARENG course teaches and assesses MARITIME ENGLISH taking Standard Maritime Communication Phrases (SMCP) as a base with real scenarios for different ranks working on board various vessels. The course includes particular operations on board vessels and clearly introduces typical conversations while teaching and assessing seafarers' language skills.

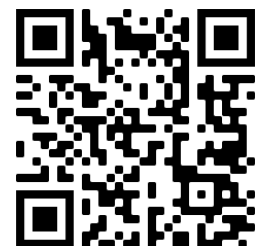
The course content of **e-Learning platform** has integrated examples of real tasks/activities, such as VHF communications that seafarers are conducting when using current technology. Case-based scenarios in various vessels with real communication situations using **SMCP phrases under IMO Model courses**:

Curriculum Design and PraC-MarEng Course Content

1. Ship and other General Maritime Knowledge
 2. Ranks, roles and routines of crew members and other officers
 3. Practical interactions with fellow crew members and officers
 4. Location and Purpose of Health and Safety and Emergency Equipment
 5. NAVIGATION AND NAUTICAL CHARTS
 6. Introduction to Maritime Communication Equipment (VHF Radio, GMDSS Stations, Satellite Systems, Terrestrial Systems)
 7. Marine Correspondence
 8. EXTERNAL COMMUNICATION
 9. ON-BOARD COMMUNICATIONS
- Extra. Ship and Medical Emergencies
Scenario Practice Tests



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Prac-MARENG

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THANK YOU

Yalçın KUZÖREN, project expert



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+

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21 Oct. 2021

