

THE IMPORTANCE OF MULTILINGUAL PROFESSIONAL AWARENESS: PECULIARITIES OF TEACHING MARITIME VOCABULARY

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The importance of vocabulary teaching in a Maritime English course is a widely recognised issue since seafarers' poor language skills endanger safety of life and cargo at sea. Therefore, teachers of Maritime English must accomplish the task of meeting the requirements of the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers by means of reliable syllabi, classroom materials, and techniques in order to help students raise their competitive capacity in the international maritime market.

The article describes a conducted research which helped prove the hypothesis that one of the most successful ways of learning maritime vocabulary is using explicit teaching of vocabulary by means of the activities corresponding to the professional needs and the language proficiency level of the learners, which could provide the basis for the occurrence of incidental learning.

Key Words: Maritime English, explicit vocabulary teaching, incidental learning

The importance of vocabulary teaching in a Maritime English course is a widely recognised issue since seafarers' poor language skills endanger safety of life and cargo at sea.

The International Maritime Organisation (IMO) has officially promoted English as the language of the sea in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW 78/95 Convention and Code), adopted the International Safety Management (ISM) Code to reduce and eliminate communication failures and developed the Standard Marine Communication Phrases (SMCP) to ensure safety.

In these circumstances, Maritime English teachers at Latvian Maritime Academy must accomplish the task of meeting the set requirements of the Convention by means of relevant syllabi, classroom materials and effective teaching approaches in order to help students deal with a variety of authentic written and oral texts aimed at fostering the development of the basic language skills, maritime vocabulary and grammar, which is necessary for further academic and professional growth.

Vocabulary acquisition is and has always been one of the core activities in foreign language learning for both general and professional purposes, as no communication is possible without words. During their careers, seafarers must be able to use English sufficiently in all the spheres of maritime intercourse such as everyday inter- and intra-ship communication, negotiations with foreign employers, ship's correspondence, technical and nautical literature, etc. The knowledge of maritime vocabulary and the students' command of English should also be sufficient for further academic and professional development, i.e. taking part in international conferences and seminars and attendance of post-graduate professional extension courses. Therefore, one of the main tasks for Maritime English teachers is to help students deal with a vast variety of authentic materials (both written and oral).

The need for conducting the research and new materials design occurred due to several reasons. Firstly, Maritime English course books available at the academy do not provide the necessary number of activities in order to succeed in maritime vocabulary teaching and enhance the students' ability to use the target vocabulary with confidence.

Secondly, due to the development of maritime industry, some materials available and approved as the basis of Maritime English teaching/learning are becoming obsolete;

Thirdly, it is necessary to raise students' motivation in the process of new vocabulary learning by providing student-friendly materials, thus reducing the tension which may be caused by a large amount of material.

The **aim** of the research was to design and pilot a set of materials for maritime vocabulary acquisition taking into account the target situation and the proficiency level of the target group of students. It also aimed to reveal the students' evaluation of the piloted materials and self-assessment of their performance in the process of maritime vocabulary learning by means of observation and interview.

The aims of the research were reached with the help of the following **enabling objectives**:

- 1) to analyse the kinds of vocabulary used in Maritime English and the learning situation at Latvian Maritime Academy;
- 2) to investigate maritime students' vocabulary learning goals by conducting a needs analysis in order to establish task types of the development of students' maritime vocabulary;
- 3) to pilot the designed maritime vocabulary activities and observe their appropriateness for the development of the students' ability to use the new material with confidence when performing their professional duties and the students' performance during the piloted lessons;
- 4) to conduct an interview in order to reveal the students' self-evaluation of their performance during the piloted lessons and thus to reveal the results of the research and to corroborate the advanced hypothesis and to draw relevant conclusions.

It was **hypothesised** that one of the most successful ways of learning maritime vocabulary is using explicit teaching of vocabulary by means of the activities corresponding to the professional needs and the language proficiency level of the learners, which could provide the basis for the occurrence of incidental learning.

The conducted action research provided a systematic way of looking at the process of maritime vocabulary learning by the target group of students. It also allowed to gain a sharpened understanding of how the designed materials help a Maritime English teacher deal with the necessary maritime vocabulary, analyse the outcome of the research and what might become important to look at more extensively in the future research.

The target population of the research were a group of 15 first year students of the Department of Port and Shipping Management of Latvian Maritime Academy who are young adults of the pre-intermediate – upper-intermediate level of language proficiency: B1 – C1 according to CEFR [1]. The Maritime English course is a compulsory subject included in the programme of a Bachelor of Science (BSc in Management and Port Administration), which comprises Maritime English lessons (90 minutes each) three times a week: the students also have access to LMA library and the Internet.

Analysis of kinds of vocabulary in Maritime English and the learning situation

One of the goals of a Maritime English course in general and teaching vocabulary within the Maritime English course in particular is making vocabulary an inalienable part of integrated network of knowledge but not just a set of memorised complicated tokens. Therefore, the teacher should “shift the focus of attention from the language system onto the ‘special’ act of communication as well as onto the learner” [2] and his/her needs as “all the decisions as to content and method [have to be] based on the learner’s reason for learning” [3].

When mastering Maritime English, students encounter a large amount of subject-specific core vocabulary which is used to communicate information related to their narrowed specialised field. In cases when maritime vocabulary is understood literally, the recipient will misinterpret the message and this may lead to breakdown in communication and/or endanger safety of the crew members and/or cargo (e.g. a *breastline*, *backspring* – ropes, lines, a *gypsy* – part of the windlass, *monkey island* – the top of the wheelhouse, etc.). As professional lexis is usually highly terminologised, it tends to establish an exact relationship between terms and concepts they correspond to (e.g. *cradle*, *devil’s claw*, *eye*, *quarter*, *bow*, etc.); moreover, some maritime words and phrases are unlikely to be used in any other spheres but maritime industry (e.g. *forecastle*, *hull*, *bollard*, *quarter deck*, etc.).

Furthermore, it is stated that “the typical length of a message, for both sender and receiver, is ultimately restricted by the amount of information that a person can handle at one time” [4]. Therefore, the vocabulary seafarers need to use for maritime communication must be precise.

Maritime students need to be taught how to distinguish between different types of vocabulary items, and which words have to be focused on. Being a typical example of ESP-texts, Maritime English texts include a wide range of specialised lexis which can be divided into *core vocabulary*, *semi-technical vocabulary*, and *maritime and/or technical vocabulary* itself.

The concept of ‘*core vocabulary*’ covers the vocabulary used in general language and acquired by students at secondary school. A range of general English words (e.g. *tool*, *item*, *device*, *observe*, *provide*, *release*, etc.), which are rarely used in general language, may be frequently used in specialised texts without a change in meaning. Therefore, insufficient command of General English can cause problems when students have to deal with these words in the subject-specific contexts.

The term ‘*semi-technical vocabulary*’ on the one hand, includes the vocabulary “used in general language but has higher frequency of occurrence in scientific and technical description and discussion” and, on the other hand, covers the vocabulary which has “a specialised and restricted meaning across disciplines”

[5]. When used in specialised context, semi-technical vocabulary items (e.g. *aspiration, transverse, auxiliary*, etc.) may obtain specialised meaning; therefore, they may be regarded to as “*sub-technical vocabulary*” [6]. It usually provides additional difficulty to the students in cases when they need to skim maritime-specific texts for general information. This happens due to two reasons. Firstly, the students’ General English knowledge may be not sufficient for reading the texts provided or, secondly, the meaning of semi-technical words in a particular context may differ from the meaning these words usually have in general language.

The third group – ‘technical’ and ‘maritime vocabulary’ – includes the words which are common in the maritime and engineering area and which are “closely related to the topic and subject area of the text” [7]. The meaning of these words is exact, systematic, emotionally neutral, and economical.

It is usually supposed that Maritime English learners are already acquainted with the vocabulary of the course in their native language, which is true in cases of teaching experienced seafarers at Maritime English courses. However, in reality the situation at tertiary level is absolutely the opposite with one or two exceptions. According to the programme, the first year students of the academy are supposed to study the basic maritime vocabulary in English and Latvian simultaneously. Moreover, several vitally important subjects are taught after the Maritime English course has been taught to them for at least one semester. That means that not only is Maritime English vocabulary a totally unknown area of language, but also that they do not have much conception about maritime industry and engineering. Therefore, the Maritime English teacher is supposed to be able to provide any help with the explanation or precise translation of the new vocabulary items, as well as to indicate the target information on diagrams and charts.

The Maritime English teacher should be able to help students when they face the difficulty dealing with general words used as maritime terms, when a maritime term is not related to the equivalent term in the students’ L1 or when one-to-one explanation of the term is absent. Sometimes the same term is used for several unrelated concepts, tools or pieces of equipment (e.g. *cofferdam – gremdkaste, pontonvārti, atūdeņošanas aizsprosts, zemvirzuļa dobums; tube – caurule, katodstaru lampa; trim – kārtība, gatavība, galsvere; etc.*). In this case, it is the teacher’s responsibility to find out whether students understand the term correctly and to provide them with the examples from specialised dictionaries and technical /nautical sources or with a list of such dictionaries and reference sources.

Students may also have certain difficulties with pronunciation of some terms (e.g. *conspicuous, forecastle, manoeuvrability, etc.*). Mistakes made in pronunciation of the key terms may further result in difficulties in understanding VHF-radio¹ messages, misunderstanding of commands and orders, ineffective ship-to-shore, inter-ship and onboard communication, which may lead to maritime accidents of different degree. Therefore, it is the teacher’s responsibility to ensure that the students know the correct pronunciation of maritime terms and to ensure that they are pronounced correctly.

To improve the students’ word recognition skills in Maritime English, it is necessary to provide them with explicit instruction when teaching maritime vocabulary. “Teachers should be aware of potential confusions caused by L1 orthographic or phonological processing procedures” [8]. In order to clear up their errors, it is crucial to focus on the words that cause confusion.

Materials design principles for teaching maritime vocabulary

Successful ESP teaching should apply the existing theories and methods of effective teaching/learning and use general purpose language teaching methodology.

In order to enhance the acquisition process of the target vocabulary, students need to be repeatedly exposed to the items studied. It is estimated that in order to acquire a vocabulary item, a learner on average needs to be exposed to it 7-12 times.

The teacher has to provide them with the activities which encourage more active and deeper processing of the studied vocabulary. Such activities should “go beyond simply memorising new definitions, but rather encourage examining relationships between words and help build semantic networks” [9]. In order to start using the newly studied vocabulary, they need to undergo the three procedures of vocabulary acquisition offered by Nation [10]: noticing, retrieval and generative (creative) use (See Figure 1.).

The process of learning a word starts with noticing, i.e. paying attention to the word and becoming aware of it as a useful language item. Noticing occurs when students realise that the word complements their knowledge of the language, check its meaning in a dictionary and/or find it out from the teacher, study the word deliberately, and/or guess its meaning from context [11], [12].

¹ VHF-radio is installed on all large ships and many motorised small craft. It is used summoning rescue services, contacting ports and harbours and for inter-ship communication. This radio operates in the very high frequency (VHF) range, between 156 to 174 MHz.

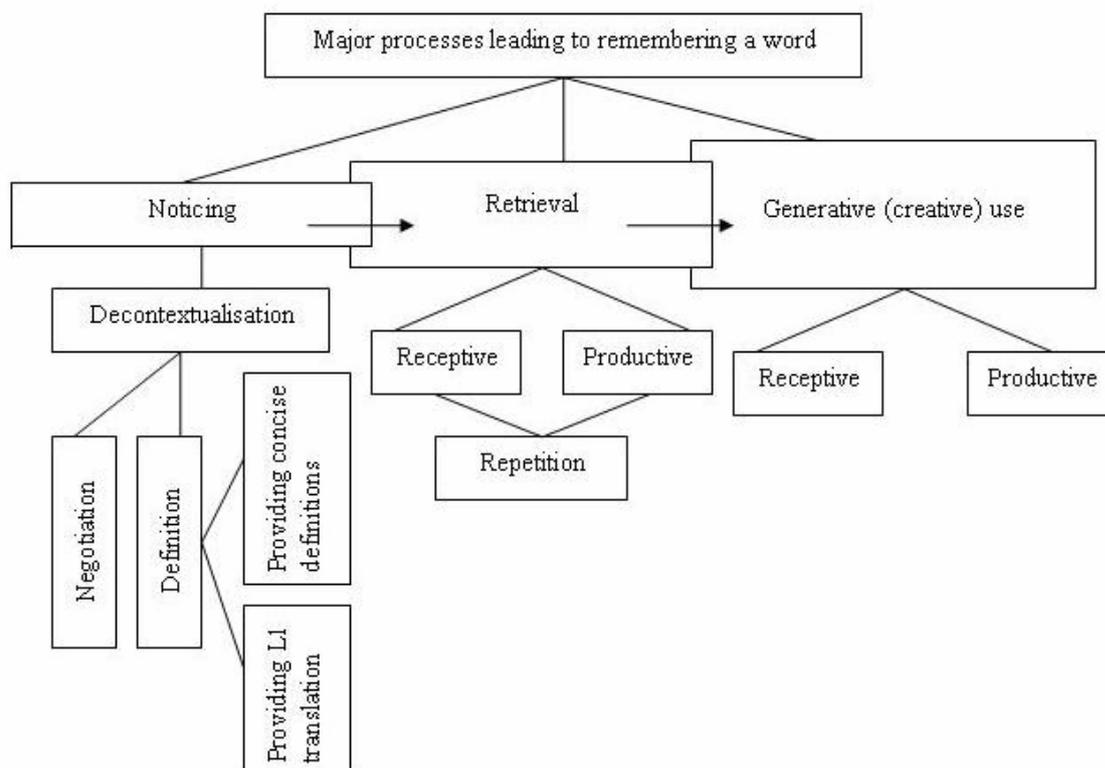


Figure 1. Major processes leading to remembering a word (adapted from Nation, 2001)

Furthermore, for the application of their maritime knowledge, students need to be exposed to language learning activities which develop both their receptive and productive skills as they will have to read specialised terminology as well as use the language for marine communication.

Sometimes students believe that the only knowledge of language they need to write, read or speak about may be minimised to a list of words related to several specific topics. The delusion may be caused by the preconception that every function or part of the technical equipment they are going to deal with has only one function. This may lead to the tendency of teaching/learning vocabulary from specialised word-lists. Born-Leichleitner points out that “the main drawback of the word-list approach is that isolated language items remain without function on the cognitive, operative and communicative level” [13]; therefore, students become unable to predict how the newly studied words are used in different contexts. As knowledge of the word is the awareness of how it is used in the language, vocabulary teaching should start with presenting the new words in context showing how they are used and not just exposing the students to a list of unknown vocabulary printed in artificial (e.g. alphabetical) order. Before the new word can be considered as acquired, it has to undergo a number of learning stages from noticing and recognising it in context and reproduction of its orthographic and phonological shape to the knowledge of its collocations and representation in different contexts and building a range of associations of its use in the language.

The groups of new vocabulary items taught within particular topics need to be divided into “manageable chunks” [14].

When teaching Maritime English, it is important to take into account that due to their nature, reading texts may either provide limited exposure to the target vocabulary or be over-engaged with specialised maritime vocabulary. In this case, in order to provide repetitive retrieval of the target vocabulary, the teacher can expose students to different texts and/or audio records which are connected with the same topic studied (e.g. ‘types of marine engine’ → ‘types of diesel engine’ → ‘two-stroke vs. four-stroke cycles of diesel engine’ → ‘two-stroke vs. four-stroke diesel engine’). The teacher may also achieve retrieval by designing and adding speaking and writing (productive) tasks based on the vocabulary presented in reading texts and audio records, thus providing students with the necessity to reuse the words which they were exposed to in the textual input. For example, students can be offered a wide variety of activities designed to develop the four language skills with the additional aim of practising the newly studied vocabulary: to retell the textual input, to present or discuss the same material several times through a change in group membership, to solve the problem offered for discussion, etc.

One of the ways of presenting new vocabulary (especially different types of technical or nautical items) is supporting the appearance of the new word(s) by illustrative materials of different types. In order to involve their cognitive abilities, students need to be provided with a range of drawing and labelling pictures, matching tasks of different types, gap-filling activities, word searches, scrambles, puzzles, etc.

When noting down the new vocabulary, students can be offered to compile personal glossaries containing maritime terminology noted down in connection with the topics studied. A glossary of this type should contain a variety of information, e. g. short and clear definitions, L1 translation, symbols, formulae and simple drawings, synonyms, antonyms, example phrases and sentences, etc. This will allow students to access the necessary words easily and create a picture of the topic studied in a natural, non-linear way, thus helping retain the new vocabulary in the long-term memory.

A maritime text is not only the means of teaching subject-specific maritime terminology, but it may also become a source of presentation and practice of semi-technical and common-core vocabulary. Firstly, the activities used for teaching this type of lexis can be used to help students deal with an unknown word by practising word-formation knowledge to guess the meaning of unknown vocabulary items. Exercises of this type can serve as supplementary activities which let students recognise the meaning of unknown words, phrases or parts of the sentences from the text. Secondly, vocabulary activities used for exploration of the links between the words in the given text would provide additional awareness of the relations between the words in the context, thus, broadening the knowledge of the language and facilitating retention of the newly studied vocabulary in the long-term memory.

Bearing in mind that the words are not stored in the language as isolated items, the teacher should expose students to the activities which provide the practice of recognising the relationship between the newly studied and earlier acquired words. This will enhance the recognition (noticing), defining and retrieval of the newly studied vocabulary as well as broaden its further generative use. Finding and using the words with common meaning (synonyms) and their opposites (antonyms) is one of the most effective ways of new vocabulary explanation. However, these activities make sense only in case they are followed by the analysis of the selected data and ascertaining whether the revealed synonyms may substitute the new items in the context provided.

Students are going to deal with Maritime English not only during the first year when they are supposed to master the basics of maritime vocabulary but also further when being exposed to more advanced maritime language used in navigation, meteorology, ship's correspondence, SOLAS terminology, etc. As the language used in maritime communication includes a large number of terminology, maritime terms which are idiomatic by nature standard phrases and commands approved by IMO, it is necessary to give considerable attention to teaching collocations and specific 'chunks of Maritime English'. The activities designed for practising collocations should always be done in connection with the reading texts and topics studied. They can form the basis for pre-reading (pre-listening, pre-writing) activity and also be used during the while-reading or post-reading stages of the lesson.

In order to succeed, the teacher can present the studied maritime collocations as ready-made units which have to be learnt in order to be accessed and retrieved from memory when necessary. Maritime collocations are usually context-bound; therefore, they are easy to remember.

At the stage of decontextualisation when students meet and notice the new word(s) as well as when using the newly studied vocabulary generatively (creatively), it is useful to provide the students with the opportunity to negotiate the meaning among themselves and/or with the teacher as "emotional involvement helps to store the words in one's memory" [15]. For example, students can be asked to sort out priorities in a group of words (pictures) and phrases provided. This should both ensure the practice of the target vocabulary items and produce considerable language output.

Incidental vocabulary learning requires the development of learner autonomy, thus one of the teacher's roles is to encourage students' to become responsible for their own learning. It is crucial that "students are made aware of the processes and strategies involved in vocabulary learning so that they themselves can develop those that work best for them" [16]. However, autonomous learning needs to be thoroughly monitored by the teacher as he/she has to decide which vocabulary items and/or which aspects require greater attention, which material has to be revised later, and give advice on the best learning strategies to be used to achieve the learning goal. It is stated that "the more the students are aware of how learning is best carried out, the better learning is likely to be" [17].

Nation [18] states that "indirect vocabulary learning should occupy much more time in a language learning course than direct vocabulary learning activities". It is impossible to teach all the vocabulary of the course explicitly; therefore, one of the teacher's tasks is to encourage students to develop individual vocabulary learning strategies to continue acquiring vocabulary after the course. Gairns and Redman [19] state that "this not only makes the learner more responsible for his/[her] own learning but also permits greater attention to individual needs". That means that the activities dedicated to the language in use

(contextualisation) have to occupy more time than the activities designed for decontextualisation of new vocabulary items.

The empirical study

The empirical part of the research involved piloting and observation of the designed vocabulary activities and the interview conducted at the end of the trial period. A face-to-face semi-structured interview consisted of 10 questions and lasted 15 to 25 minutes. It aimed at investigating the students’ evaluation of the materials and activities, their progress in maritime vocabulary acquisition and conceptualized the difficulties which occurred within the study process.

Four students from the target group agreed to participate in the interview. Each participant was interviewed once. To avoid systematic biases, the students were chosen randomly, which allowed the researcher to provide generalisation for the entire group of students. In the present analysis, all the participants are given pseudonyms in order to protect their anonymity.

There were two stages in processing the data. The first stage involved a broad reading of each protocol of the interview with the aim to identify the interviewees’ general evaluation of the vocabulary learning materials of the course, their self-evaluation of the progress in the process of maritime vocabulary learning and to outline the main vocabulary teaching/learning problems. The second stage of the data processing was the micro-level analysis of the participants’ comments of the open-ended questions.

Results of the interview

All the interviewees found Maritime English a complicated subject to study and recognised maritime vocabulary to be difficult to acquire due to a range of reasons: 1) they were not aware of the maritime vocabulary used in their native languages; 2) the volume of vocabulary they were supposed to learn over a short period of time; 3) their lack of knowledge of General English.

The interviewees’ comments about the stimulating role of the tasks designed for learning and remembering the new words have been summarised in Table 1.

Table 1. Perceptions of the interviewees concerning a stimulating role of the tasks

	Andris	Sanita	Artyom	Gunta
multiple choice tasks	+	+	+	+
matching words with their definitions	+	+	+	+
work with on-line dictionaries	+	-	+	-
games	-	+	+	+
guessing from context	-	-	+	+
gap-filling activities	+	+	+	+
word search activities	+	+	+	+
crosswords	+	+	+	+
“+” – positive answer; “-“ – negative answer				

The participants unanimously pointed out that multiple choice tasks, matching words with their definitions, crosswords, word search, and gap-filling activities had enhanced the process of learning new vocabulary. However, their ideas concerning the role of other types of activities varied. Sanita and Gunta argued that the work with on-line dictionaries did not help them remember and learn the new words due to their unwillingness to learn the language with the assistance of computer. Andris and Sanita found guessing from context to be a discouraging task and motivated their point of view by the lack of knowledge of English and the time-consuming nature of the activity. Andris also pointed out that vocabulary games did not stimulate the learning process but on the contrary, disturbed concentration.

The analysis of Question 4 helped distinguish the types of tasks the interviewees found difficult to complete and explained the students’ negative attitude to certain types of activities outlined in Question 3 (see Table 2).

Table 2. Perceptions of the interviewees concerning the difficulty of the tasks

	Andris	Sanita	Artyom	Gunta
multiple choice tasks	-	-	-	-
matching words with their definitions	-	+/-	+/-	-
work with on-line dictionaries	-	+	-	+
games	-	-	-	-
guessing from context	+	+	+/-	+
gap-filling activities	+/-	+/-	+/-	+/-
word search activities	-	+	-	-
crosswords	+/-	+/-	+/-	+/-
“+” – difficult “-“ – not difficult “+/-“ – depends on the task, text, topic and context				

Table 2 shows that with the exception of the games and multiple choice tasks, which were mentioned as not difficult to complete, the students’ attitude to the difficulty level of the activities offered during the course was not unconditional. The identification of the difficulty of tasks corresponded to the level of their command of English. Thus, the students whose language knowledge level was lower than upper-intermediate recognised work with on-line dictionaries and guessing from context to be difficult tasks to complete. Overall, the participants pointed out that the difficulty of the tasks depended on the topic studied, the contexts and the texts offered.

When answering Question 5, only one student (Artyom) supported the idea that being given the definitions of the new words (or using a monolingual dictionary) was sufficient for understanding the word and trying to use it in various contexts. The other students (Sanita, Gunta and Andris) pointed out that they had not felt confident without being supported by a bilingual dictionary or given the translation of an unknown word.

All the students stated that the course handouts enhanced their learning of maritime vocabulary and stressed that vocabulary practice exercises helped them develop the awareness of the use of new vocabulary items and use them further when completing the tasks which demand creativity, e.g. presentations, projects, simulations, assignments (see Questions 6, 7, 8, Appendix). The students pointed out that all the three tasks mentioned in the interview helped them consolidate and foster the newly acquired maritime vocabulary as firstly, they had the opportunity to use these words in context, and secondly, they needed to deal with a wide range of nautical and technical sources when looking for the materials for their reports.

When answering the question dedicated to the vocabulary learning strategies and techniques (see Question 9, Appendix), all the students answered that they found the mind-mapping strategy and the use of pictures and diagrams to be very important when learning maritime vocabulary, as with the exception of some specific verbs, technical and maritime vocabulary is nominal by nature. Andris stated that the visualised images helped him remember the contexts in which the new word was used better than a usual record in his notebook.

The only difficulties connected with maritime vocabulary learning process mentioned by the students were connected with the volume of vocabulary contained by the course. The participants recognised that their success in maritime vocabulary learning directly depended on their understanding of the topic the vocabulary was connected with. Otherwise, they felt unaware of the use of the words studied and tried using them at random or by chance. This affirmation confirms the researcher’s supposition that the Maritime English teacher should improve his/her ability to operate and use the target maritime vocabulary with confidence as well as to study the basics of the Maritime English course is based on.

Results and findings

The analysed data gave the opportunity to conclude that the students had certain difficulties learning maritime vocabulary due to the following reasons:

- lack of awareness of the maritime vocabulary used in their native languages,
- a large amount of vocabulary required for learning over a short period of time;
- insufficient knowledge of General English.

The analysis of the data of the observation and the interview confirmed the theoretical assumptions that in order to use the new vocabulary successfully when completing the tasks requiring its generative use, students need to be exposed to its multiple retrieval. In order to acquire maritime vocabulary successfully, maritime students should learn to make distinctions between general technical (maritime) and semi-technical vocabulary they meet in texts. It is also necessary for the Maritime English teacher to select the vocabulary to be taught during the course correctly and give his/her attention to specialised vocabulary to ensure students' correct understanding and pronunciation of maritime terminology. During the course, students should be taught to use different types of vocabulary learning strategies involving illustrative material (pictures, diagrams, maps, charts, mind maps, etc) to successfully continue acquiring new vocabulary after the completion of the course.

New words should be presented as they are used in the real-life professional contexts. This will help students develop a complete picture of how the word is used in the language. They also need to be demonstrated the relationship between the components of separate words and the systematic relationship between the words in the sentence. This will give them the opportunity to systematise and classify the newly studied and earlier acquired vocabulary and thus expand their productive word-stock. The conducted empirical study has proved that teaching ESP vocabulary explicitly in accordance with the scheme 'Noticing → decontextualisation → retrieval' ensures further success with its generative use, thus providing the basis for incidental vocabulary learning.

It is stated that vocabulary learning “requires a complex cognitive effort” [20]. While a new word is being studied, its meaning needs to be continuously negotiated in discourse in order to allow students to integrate it into the existing knowledge. Each student undergoes this process individually, and the teacher can only monitor it and provide his/her assistance when it is necessary. In a Maritime English course, this process becomes more complicated due to the large amount of subject-specific maritime vocabulary with a highly specific meaning(s) which may not be known by the teacher and students.

Thus, the **hypothesis** has been completely proved.

However, the empirical observations and the data from the administered interview need to be supported by analytical data. Therefore, there is the necessity of further research on teaching/learning maritime vocabulary in designing a set of tests of various types related to the topics studied during the stage of materials piloting.

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Appendix

Sample Interview Schedule

Interview Schedule

Interviewee:	_____	Intended duration	_____ min
Date	_____	Interview began	_____
Location	_____	Interview finished	_____
		Actual duration	_____ min

Interview prompts

In this interview I would like to ask you some questions about your Maritime English course and your ideas about learning maritime vocabulary.

1. Do you find learning Maritime English easy or difficult? _____
2. Do you find maritime vocabulary difficult to learn? _____
 Why? _____
3. Which of the following tasks helped you learn and remember the new words best?

• multiple choice tasks	Yes	No
• matching words with their definitions	Yes	No
• work with on-line dictionaries	Yes	No
• guessing from context	Yes	No
• games	Yes	No
• gap-filling activities	Yes	No
• word search activities	Yes	No
• crosswords	Yes	No
• other _____		
4. Which of the following tasks you find the most difficult to complete?

• multiple choice tasks	Yes	No
• matching words with their definitions	Yes	No
• work with on-line dictionaries	Yes	No
• guessing from context	Yes	No
• games	Yes	No
• gap-filling activities	Yes	No
• word search activities	Yes	No
• crosswords	Yes	No
• other _____		
5. Do you think being provided only with the definitions of the new words is enough to understand them in full?
6. Do the course handouts help you learn the new words successfully?
7. Do the exercises offered for vocabulary practice help you further use it for projects, assignments, presentations and communication?
8. Which of the following tasks helped you consolidate and foster maritime vocabulary?

• spoken presentations	Yes	No
• weather forecast report	Yes	No
• stowage problem solution	Yes	No

9. Did you start using any new techniques and strategies for learning and remembering new words? (if ‘Yes’) Which?

10. Did any problems or difficulties occur when you started to deal with the new type of vocabulary? (if ‘Yes’) Why do you think these problems occurred?

Thank you for your help.

Do you have any questions you would like to ask us?

Romanova, O. MULTILINGVĀLO IEMAŅU NOZĪME AUGSTAI PROFESIONALITĀTEI: METODOLOĢIJAS SPECIFIKA MĀCOT JŪRNICĪBAS LEKSIKU

Vārdu krājuma mācīšanas nepieciešamība jūrniecības angļu valodas kursa ietvaros ir plaši atzīta problēma, tā kā jūrnieku nepietiekošas angļu valodas zināšanas apdraud cilvēku dzīvības un kravas drošību jūrā. Tādēļ jūrniecības angļu valodas pasniedzējiem ir jāizpilda Starptautiskās Jūrnieku Sagatavošanas, Diplomēšanas un Sardzes Standartu Konvencijas dotais uzdevums – izstrādājot uzticamas mācību programmas, apmācības materiālus un paņēmienus palīdzēt studentiem paaugstināt viņu konkurētspēju starptautiskajā jūrnieku darba tirgū.

Raksts iepazīstina ar pētījumu, kas palīdzēja pierādīt hipotēzi, ka viens no veiksmīgākajiem jūrniecības leksikas mācīšanas veidiem ir leksikas mācīšana ar vingrinājumu palīdzību, kas izstrādāti atbilstoši studentu angļu valodas profesionālajām vajadzībām un prasmēm, kas nodrošina pamatu turpmākai neapzinātai valodas apguvei un uzlabo studentu izpratni par apgūstamo mācību priekšmetu.

Atslēgvārdi: jūrniecības leksika, leksikas mācīšana ar vingrinājumu palīdzību, neapzināta leksikas apguve

Романова, О. ФОРМИРОВАНИЕ МУЛЬТИЛИНГВАЛЬНЫХ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ: СПЕЦИФИКА ОБУЧЕНИЯ МОРСКОЙ ЛЕКСИКЕ

Необходимость изучения специальной лексики в рамках курса морского английского языка является общепризнанной проблемой, поскольку недостаточные языковые навыки подвергают опасности жизнь моряков и сохранность груза на море. В связи с этим Международная конвенция о подготовке и дипломировании моряков и несении вахты ставит перед преподавателями морского английского языка задачу развивать конкурентоспособность студентов на международном морском рынке труда посредством разработки эффективных учебных программ, учебных материалов и способов обучения специальной морской лексике.

Статья посвящена исследованию, подтверждающему гипотезу о том, что обучение с помощью системы заданий, разработанных в соответствии с профессиональными потребностями студентов и их уровнем владения английским языком, создают прочную основу для пополнения терминологического тезауруса и дальнейшего самостоятельного освоения морской лексики в процессе профессиональной деятельности.

Ключевые слова: морской английский, системное обучение лексике, самостоятельное освоение лексики