Applied CLIL Method to Teaching Maritime English

Maritime industry has a multinational and multicultural fleet which works worldwide. Thus, there is a need in clear interaction among seafarers as a great number of accidents at sea occur due to communication failures. To prevent these accidents maritime educational institutions are constantly searching for effective methods of teaching and learning Maritime English. It has been mentioned in the article that the content and language integrated learning (CLIL) corresponds to nowadays demand when Maritime English has to be taught in short period and reflects cadets’ professional sphere. The author of the article studies the features of CLIL, describes content and practical teaching experience that could be used when studying a foreign language. The article reflects practical examples of teaching activities for implementing CLIL in the educational process, that is a series of lessons on the theme «Anchoring» developed on the basis of CLIL approach that could help teachers to plan and implement professional content in Maritime English communicative teaching. In each lesson foreign language


14. Slovnik ukrains'koji movi v 11 tomykh. URL: https://slovnyk.ua/index.php?swrd=%D0%9F%D0%BE%D1%80%D1%82%D1%82%D0%B5%D1%82 (data zvernennia: 10.03.2020).


Problem statement. An important part of seafarers’ professional training is the study of Maritime English (English language spoken at sea), in particular, development and improving communicative skills required for professional communication with multinational crew on board and in ports. One of the most advanced teaching methodology in higher maritime educational institutions is Content and Language Integrated learning (CLIL). It allows to integrate professional knowledge, gained at professionally-oriented subjects, in the structure and content of the discipline «Specialized Maritime English» (and vice versa), use professional English terminology in teaching professional subjects.

Recent research and publications. The problem connected with Content and Language Integrated learning has been deeply studied by D. Marsh, M. Allen, D. Gred-dol, L. Collins and many others. Some researchers have examined the possibility of implementation CLIL methods at the English lessons in higher maritime educational institutions (Yu. Barzii, Yu. Grishko), rationality of using CLIL by students of marine specialties (I. Krasnovska), future ship engineers and electricians teaching by means of CLIL (U. Liashenko). But all these articles mostly present theoretical grounds of CLIL method and only minor elements of practical examples are reflected in them.

The purpose of the article. In our paper we try to demonstrate a series of lessons on the theme «Anchoring» developed on the basis of CLIL approach. It will help teachers to plan and implement professional content in Maritime English communicative teaching.

Presentation of the main material. CLIL is the teaching of subjects to cadets through the use of a target language that is a language different from their mother tongue. By immersing cadets in the language, our wards will not only learn about things like math, science and literature, they will also pick up English [4].

By teaching CLIL lessons teacher gives cadets the opportunity to acquire and activate cross-disciplinary skills by using a language different from their own. As we use CLIL, we should keep in mind that the CLIL method isn’t about having cadets learn about the language, it’s about having them use the language, accumulate as many vocabulary words related to the subject matter as possible, expand their visions and promote curiosity [1, p. 2]. The module «Anchoring» provides professional materials for developing and improving English language communicative skills required from cadets of navigation department for their work on board ships. According to the curriculum of «Specialized Maritime English» the module is designed for 30 studying hours.

At the beginning of the module «Anchoring» is the essential competency that cadets must acquire: to exchange information on anchoring procedure, anchoring equipment, safety measures, commands, Standard Ma-rine Communication Phrases (SMCP).

In the module «Anchoring» cadets can find and learn the necessary factual, lexical and grammar materials on the theme, which are divided into 3 topics.
Topic «What do you know about anchoring equipment?» is the first in the logical sequence as it gives students opportunity to familiarize with anchor parts, types of anchors according to their holding power, anchor chain marking, anchoring equipment parts, maintenance of windlass and anchoring equipment, stages of how to bring a ship to anchor. Topic «How to prepare for anchorage?» develops students’ skills to explain chart symbols of anchorages and holding grounds, interpret information from Nautical publications, differentiate ship anchoring methods and explain how to choose a proper one, and work with Pre-Arrival checklist «Anchoring Plan». Topic «Safe Anchoring Practice» is aimed at developing students’ abilities to determine safety measures to be taken during anchoring operation, summarize watch keeping duties at anchorage, report anchor position and chain stay, describe the procedure of heaving up anchor, understand and respond correctly to the commands and SMCP for anchoring.

The module’s topics are divided into 15 lessons.


**Topic 2** «How to prepare for anchorage?» consists of 4 lessons: 1) What are the factors determining anchor planning? 2) Evaluation of depth and bottom conditions 3) Nautical publications for anchorage 4) What anchoring method to use?


In each lesson foreign language professional communication and professional activities are integrated in educational process. Each lesson is build according to the CLIL approach, principle of structural integrity and incudes logically joint parts:

1) **Starter.** Its purpose is to grab the cadets’ attention at the very start of the lesson, to engage them emotionally in the material, to activate their knowledge and logical thinking, as it often contains tasks in which cadets have to bring their own point of view to a particular situation or event. Making connections with prior learning and sharing objectives and outcomes are parts of a good starter.

2) **Reading,** which is divided into a sequence of stages: a) Pre-reading stage, its aim is to engage the learners’ interest in the topic, elicit their prior knowledge or thoughts on some situation and introduce them to the context of the reading text. A good pre-reading task will motivate the cadets and create an expectation of what they will read. b) While-reading stage, it is the stage to support cadets’ comprehension; they check the vocabulary and look for clues in the text to obtain the main idea. The idea is for cadets to search for important factual information in the texts taken from professional literature, ship’s documentation, international conventions and codes. In addition cadets should make use of visual tools such as graphic organizer and concept maps to assist in comprehension complex professional texts. c) Post-reading stage helps cadets to understand texts further, through critically analyzing what they have read, and reproduce received information in communicative situations.

3) **Vocabulary/ Grammar.** Cadets learn grammar in context based on the topics they study and through constant exposure to the language. Revise and recycle grammar periodically to let cadets observe the language. This allows them to pick up grammar, syntax and conjugation naturally so that they can use it throughout class sessions. When introducing grammar, we include charts, documents and pictures that demonstrate a use of the rule prominently [1, p. 3]. This helps to develop cadets’ skills to use technical lexical items in dialogues and monologues; use maritime terminology in presentations, briefings, role plays etc.

4) **Speaking or Writing** is a final part of each lesson. The focus of this stage is using the language as fluently and naturally as possible, as cadets would do outside of the classroom. For this purpose productive communicative activities are used, these creative tasks improve cadets’ communicative skills in professional situations.

For example:

**Task 1.** In groups, conduct a safety briefing before dropping the anchor using the plan: 1) hazards; 2) preparing workplace; 3) PPE; 4) safety measures.

**Task 2.** In groups, design a poster on crewmembers’ responsibilities before anchorage, at anchorage and when leaving the anchorage. **Group A – Master; Group B – Officer on Watch; Group C – Chief Officer at forecastle; Group D – Deckhands.**

5) At each lesson it is advisable to spend regular time revising Standard Marine Communication Phrases (SMCP) that relate to either external or onboard communication topics. The module provides activities for learning and practicing speaking SMCP, which teacher can integrate in the lessons according to the needs of cadets (For example: Role-play the dialogue. Your ship is anchoring. You give your crew commands for approaching the anchorage and for going at anchor. Crew responds using SMCP).

6) **Word list** contains the most important, frequent and commonly misspelled lexical items of each topic and defines active vocabulary which cadets must acquire while learning the topic.

Basic resources of authentic materials for module development were:
- official IMO publications: COLREG, SMCP;
- samples of ship documents (Checklist of Inspection and Maintenance for Windlass, Pre-Arrival Checklist «A-Anchoring Plan»);
- Bridge Procedures Guide 5th edition;
- Nautical publication ‘Symbols and Abbreviations used on Admiralty Charts’;
- Guidance for masters on keeping a safe anchor watch;
- Anchoring Guidelines: A Risk-Based Approach, 2019;
- Anchoring Practice By: Capt. Jerzy T. Idzikowski BSc, Master Mariner;
- 21st century seamanship.

The learning materials include professionally-orient ed texts, audio and written dialogues, actual and controversial statements on specialty. A teacher should pay considerable attention to the work with texts (skim reading to get the general idea; scan reading to look for a specific aspect within the text; intensive reading for detailed understanding; extensive reading to practice dealing with long texts [2, p. 230], understanding, comparative analysis, looking for particular pieces of information within the text).

Developing listening comprehension is very important for seafarers (listening for gist means understanding the general meaning; listening for specific information helps students to focus on the details of the text).
This type of practice is necessary for accurate understanding of maritime communications, such as VHF radio communications. The information gathered from a listening task can provide a focus for language work or lead to more productive skills work: summarizing and reproducing the content of the listening text in dialogue.

Watching educational videos (SeaGull, VideoTel) enables cadets to visualize professional situations, connected with a topic being studied, distinguishing key stages in executing some process, e.g. how to anchor a ship, how to heave up anchor. Many of the principles of teaching reading also apply to teaching viewing: students need a reason for viewing that should reflect the type and purpose of the video; different types of tasks should be used at different stages of viewing.

Role playing and simulation of some situations, which are possible in students’ future job, help them to develop creative strategies, improve professional skills, encourage the use of critical thinking, develop communicative skills through the use of English language (for example: Role play the conversation between the bridge and the forward station in one of the following situations: 1. The starboard anchor chain is leading round the bow. 2. The anchor is dragging).

There are always cadets with the different levels of ability in every class so the teacher should be prepared to cater for all needs. Weaker cadets need more controlled and semi-controlled practice activities, while with stronger cadets it’s possible to skip some of them. From time to time, cadets should work in mixed ability groups as this reflects ‘real life’ working conditions and gives less able cadets the opportunity to learn from the stronger members of the group [2, p. 192].

There are a lot of tasks for developing reading skills in the module as all important new information is given in the texts, most of which are the fragments of official IMO publications, samples of ship documents, anchoring guidelines and cases about real accidents at sea. Among the tasks for reading there are:

- Read the text and highlight the answers to the questions above.
- Read the description of anchoring equipment and label its parts in the picture below.
- Read the text and complete the checklist.
- Read the text and complete the Venn diagram below.
- Read the text and describe the scheme.
- Complete your part of the table etc.

The tasks for practicing new lexical and grammar material are presented in the form of controlled and semi-controlled activities, so first cadets have to master lexical items and grammar, do the tasks with only one correct answer and after that compulsory semi-controlled exercises to give extra practice once cadets have mastered the form, requiring them to use the new language within a wider context. For example:

- Match the adjectives in A with the nouns in B. How many combinations can you think of? Compare with a partner. (Controlled activity, as it implies only one correct variant of matching adjectives with nouns). Discuss the examples of adverse weather, excessive, load, corrective and preventive actions. Make lists. Compare with other pairs. (Semi-controlled activity, as cadets can give their own examples, agree or disagree with other participants of communication).

Authentic communication tasks aimed at developing productive skills of speaking and writing are suggested in the module. They are used for spontaneous communication when learning situation is transformed into real life which contributes to generation of implicit knowledge. The examples of tasks are the following:

- Simulation: Student A is a newly arrived Cadet. Ask your crewmate about everything you need to know about anchoring equipment. Student B is a Bosun. Tell the cadet main information about anchoring equipment and its maintenance.
- Discuss what information OOW should report to Master and the circumstances for calling the Master during an anchor watch.
- Read the report and simulate a possible on-board communication during the event.

Case study in the form of Maritime accident report is a special part of the module designed to provide reach opportunities for learning and for discussing real situations at sea, thus enabling cadets to further develop their communicative skills and professional knowledge [3, p. 4]. This part is practically oriented and its aim is to make cadets apply their knowledge and skills gained while working with previous parts for analyzing real situation in the form of educational and vocational case. The case “Pasha Bulker – Master didn’t understand anchoring” is supported by a number of communicative and competency based tasks directed to the main objective: to determine factors that directly contributed to the grounding and develop preventive measures. In the effort to find solutions and reach decisions through discussion, cadets have to sort out factual data, apply analytical tools, articulate issues, reflect on their relevant experience, and draw conclusions they can carry forward to new situations. In the process, they acquire substantive knowledge, develop analytic and collaborative skills, and gain in self-confidence and attention to details [5, p. 17].

To work with the case the following tasks are used:

- Recognizing symptoms - critical understanding of facts (complete the chain of misdoings);
- Identifying goals (make assumptions)
- Develop an action plan.

**Conclusion.** CLIL lessons suppose higher requirements to English language teachers, but cadets stress that these lessons are often more gripping then the lessons of other subjects, because English teachers use different forms of presenting material, managing work, focusing on cadets’ independent and creative work. Due consideration should be given to the content selection, sequence of the topics and development of activities for understanding and acquisition of indispensable professional knowledge in coherence with linguistic competence and communicative tasks for oral and written interaction in English.

It should be noted that Module «Anchoring» successfully integrates professional disciplines and topics, language and communication aspects. The proposed in the article scheme allows to consolidate cadets’ theoretical knowledge on vocational subjects by means of English language, to learn professional vocabulary in professionally oriented situations according to international standards, to teach speaking and simulate real-life oral communication, to develop and improve all kinds of language skills, which are indispensable for achieving effective interaction on professional topics with the members of multinational crews. In the future it is advisable to establish a database of lessons on different topics developed on the basis of CLIL approach that could help teachers to plan and implement professional content in Maritime English communicative teaching.
ЕФЕКТИВНІСТЬ МЕТОДУ «ФІШБОУН» 
У ПРОЦЕСІ НАВЧАННЯ 
АНГЛІЙСЬКОЮ МОВИ

У статті схарактеризовано метод «фішбон», основне завдання якого – розвивати в здобувачів освіти під час роботи в групах або парах навички критичного мислення та роботи з інформацією, вміння ставити та розв’язувати проблеми; допомогти у встановленні взаємозв’язку між причинами та наслідками іншомовної компетентності, здійсненні обґрунтованого вибору. Доведено ефективність використання даного методу на практичних заняттях з англійською мовою.

Ключові слова: метод «фішбон», робота в парах, робота в групах, причинно-наслідкові зв’язки, аналіз інформації.


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