

## **Streamlining an Effective Maritime English for future Maritime Professionals: A View from Pragmatic Perspective**

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### **Abstract**

In today's mediatized world, marine cadets and crews are the vital members of the national and transnational seafaring professions, and consequently to thrive in a worldwide workplace, their competence in Maritime English has been a global public concern. Here lies a 'needs' related effective Maritime English curriculum and effective pedagogical techniques towards producing outstanding professional seafarers culturally competent in communication and negotiation. The safety of life and ship at sea essentially lies on the seafarers' skillful communication in Maritime English. Behind this promising global standpoint, this paper strives to cater to a pragmatically effective Maritime English for making global skilled maritime professionals. To this end, this paper uses secondary and primary sources of information. The analytical result shows that in teaching, IMO Standard Marine Communication Phraseology & terminology, linguistic and extra-linguistic aspects of language should be the part of Maritime ESP course curriculum and teachers' professional training is needed.

**Key Words:** Maritime English, Standard Maritime Communication Phrases (SMCP), English for Specific Purposes (ESP), STCW

### **Introduction**

Maritime English refers to a type of English used by maritime industry, and its content is specifically different from General English. It can be regarded as *English for specific purposes* (ESP). Maritime English is designed to facilitate communication between ships at sea and coastal environment. For its specific content, seafarers should learn different terms concerning safety navigation and efficient ship operation. The specificity of Maritime English lies on the specific use of language in communication and its specific textual contents. For example, the nautical or maritime term for a bed or sleeping accommodation aboard a ship is "*berth*". "Berth" however, also carries other dual nautical meanings: the spot where a ship is moored and a margin of safety between vessels. Considering this specific 'needs', IMO (International Maritime Organization) has structured the SMPC (Standard Marine Communication Phrase) which should be used in the maritime environment for convenient communication during the sea navigation. Here are some

example of its specific words; heave to, haul in, bulwark, garboard strake, halyard, wharf, dead reckoning, and such archaisms as abeam, aloft ashore, athwart ships, bosun, hard-a-starboard. All these examples require specific and effective Maritime English for Maritime learners and professionals which will not suffice in *General English*.

English is no more the patrimony of the British, or the Americans, or the Canadians or the Anglo Saxons but it is a global public property. "By the British colonial train, it travelled almost the entire world, came in touch with myriad people and their languages, and enriched itself as the world's number one language" (Askari, 2010, p. 21). Today, English as a single *lingua franca* is used by the people of the different cultures of the globe in all forms of meaningful communication, education, diplomacy and the like. English as international language has been officially adopted by the IMO as the language of the sea. STCW 95 requires and emphasizes the importance of the English language proficiency in relation to the safety at sea. In addition, research has shown that the weakest link in Maritime Education and Training (MET) is the identification of the communication problems due to lack of standard Maritime English. Communication failures caused many accidents and incidents in the past. That's why, "thousands of crew on board today's merchant ships receives intensive training in Maritime English communication before going to sea" (Short, 2006, p. 2). So, considering the evolving global trends in profession and educational scenario, English language as a subject is no longer a general, or secondary or complementary subject in Maritime Education and Training, but it is "...officially declared as a professional subject like other maritime subjects such as Ship Handling, Celestial Astronomy, Meteorology, Maneuvering, International Maritime Law, Maintenance subjects and so forth. It then, leads to typical position Maritime English" (Dirgayasa, 2014). Behind this promising global hub and trends, this paper aims at demystifying the facts and facets of teaching Maritime English in Bangladesh for promoting communication and understanding culture dealing with the navigation, safety communications, and cargo operations in the deck department.

### **Defining Maritime English (ME)**

'Maritime English' is an umbrella term which refers to the **English** language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry (BOCANEGRA-VALLE, January 2013).

The word 'Maritime' is an adjective used to describe activities connected with the sea. It also means "on or near the sea". According to English Oxford Living Dictionaries, the definition of *maritime* in English is "(ADJECTIVE) Connected with the sea, especially in relation to seaborne trade or naval matters" (British & World English > maritime).

### ***Focus on the Objective of this Study***

The importance of English as the "lingua franca" at sea has recently increased considerably as more and more merchant vessels have come to be manned by multilingual crews. The purpose of Maritime ESP course is to empower and improve Marine students' high level of competence in

reading, and an intermediate level of competence in listening, speaking, writing, and translating so that students can communicate in English. With ship traffic increasing around the world, it has become ever more important to improve safety and security and to safeguard life, property and ship. Any of these factors, good communication between all involved in the maritime chain is essential. The telecommunications structure for those at sea is a mandatory issue. Instead, advanced communication systems enable ship-land, land-land and ship-ship contact, using satellite, and land-based radio and telephone infrastructure. The state-of-the-art voice and data communications technology available today mean that ship owners, operators and crew can stay in touch, wherever they are. Good communications on board the ship also serve another important role in keeping the crew in touch with often distant friends and family. Internet connectivity is a part and parcel of communication today and it also allows access to email, weather updates, position reporting, telemedicine and remote diagnostics for emergency needs. Seafarers also need to be able to communicate with other ships to receive and send urgent maritime safety information, and to send or receive distress alerts in an emergency to or from rescue coordination centers ashore and from nearby ships, wherever they are in the world. All these related issues portend very pragmatic maritime English for effective communication.

Basic communicative features of the SMCP build on a basic knowledge of the English language. It was drafted on a simplified version of Maritime English to reduce grammatical, lexical and idiomatic varieties to a tolerable minimum standardized structures for the sake of its functional aspects, i.e. diminishing misunderstanding in safety related verbal communications in ship-to-shore/ship-to ship. This means, phrases offered to use in emergency and other situations under considerable pressure of time or psychological stress as wells as in navigational warnings, a block language is applied in which frequently the functional words namely- */the, a, an, is, are/* are omitted in seafaring practice. Further communicative features may be summarized as follows:

- avoiding synonyms
- avoiding contracted forms
- providing fully worded answers to "yes/no"
- questions and basic alternative answers to sentence questions
- providing one phrase for one event, and
- structuring the corresponding phrases after the principle: *identical invariable plus variable*

This study aims to explore a comprehensive and effective ESP course curriculum for Marine Science and Technology discipline catering to the needs of the mariners, navy professionals, ship captains/managers or people involved in seafaring activities in transnational cross-culture milieu. In case of ESP for Maritime Studies can develop effective communication skills in shipping dealings, conferences, negotiations and navigation. To enable the learners to perform the best and to make effective communication in the workplace, ESP for Maritime Studies needs to focus

on the following issues directly to meet the students' pragmatic needs to thrive in the shipping industry and safety at sea:

- Maritime Literature to be taught as a part of integrated skills
- Communicate effectively within the evolving context of international shipping
- The art of successful interactive communications and successful Presentations practice options
- Facilitating students with audio-video series to watch and learn professional conversations, teleconferences, negotiations or job interviews related to ship navigation at sea
- Model practices for cross-border communication with fellow mates and trainers
- Better listening and speaking skill techniques for effective Maritime communications, meetings and teleconferences
- Effective mode of technology-mediated verbal communication techniques
- Students' immersion in audio-video led lessons relating to maritime conferences, conversations and negotiations
- To expose students directly to IMO Standard Marine Communication Phrases and vocabulary for effective communications in real life situation at sea
- Effective intercultural communication skills by learning other peoples' cultures, behaviors and communication styles and
- Opportunity for communicative model-lesson exercise for complex navigation situations through the use of technology-supported interaction and counter- response to promote the safety and efficiency of navigation.

### **Literature Review**

This section of the present paper strives to explore the literature related to the issues of streamlining an effective Maritime English for future marine professionals.

#### ***Appropriate Materials***

In marine radio information and communications, English language is used as a *lingua franca* for communication across the globe. In fact, it is not only important that English language to be used appropriately, but also that messages to be transmitted correctly and exactly by observing standard procedures, applying message patterns and making use of the expected discursive features for effective communication. Here, it underscores the importance of effective teaching materials on the scale of the IMO STCW Conventions. In this regard it is important to cite "...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 model of desirable classroom practice" (Nunan, 1998).

To enhance and provide the standardized Maritime English curriculum all over the world, it is a must to adopt and implement the international curriculum issued and legalized by the Standard Training Certification Watch (STCW) 2010 (2010 Amendments). This curriculum requires a minimum-standard of English communication competence for all the seafarers, students and graduates of Maritime Education and Training (MET) across the world. Consequently, “it can contribute to students’ personal, linguistic, social, and cultural development” as global skilled professionals for the field of transnational career (Le, 2004, p. 167). Behind this backdrop, this paper portrays an overview of how English language discourse is constructed in verbal marine communications as recommended by the International Maritime Organization (IMO). To this end, this study strives to focus on the discursive structure and feature of Maritime English course as ESP bridging the gap between what the marine cadets (students) learn in the classroom and what they really need in the real life situations. It also discusses the communicative aspects of language to furnish the future marine leaders and crews imparting the communication conventions and the official recommendations which must be observed by the seafarers while communicating internationally.

### ***For Effective Communication***

The importance of successful **English** communication for safety at sea cannot be overestimated. The purpose of this course is to prepare future seafarers for a wide variety of English pronunciation encountered over the radio and the seafarers of other cultures. The English that deck officers listen to on the bridge seldom comes from native speakers who speak perfect “textbook” English such as Received Pronunciation (RP). In reality, they are often required to understand English messages spoken with foreign accents. This may require some familiarization even for native speakers, and is indeed a challenging task for non-native learners of English. Actually, the legislation nowadays emphasizes the importance of the English language proficiency in relation to safety at sea and for “...effective communication between those on board, between ship and shore is critically significant. IMO adopted English as an official language in attempt to address the problem of failure of communication...” (Wang & Shi ,2008, p.16). So, to provide a “real” spoken Maritime English data base for prospective seafarers, audio clippings from the Standard Maritime Communication Phrases (SMCP) can be chosen spoken by various native speakers. By going through these samples, students can experience a World Maritime English without actually going to sea.

### ***Linguistic barriers***

Maritime English is no more an alternative to General English. In the 25th International Maritime English Conference, it is stated that “...vast majority of accidents at sea happen due to human factor and language barrier. The reason for this, to our opinion, lies in the fact that seafarers are taught ME without sufficient GE knowledge what impedes their perception and results in lack of language competence” (Tenieshvili, 2013, September 23-26, p.14).

In Bangladesh, huge number of students enrolls in maritime institutions to build their career in navy and marine engineering field with a view to being qualified officers. But to become a successful officer, good communication skill with clarity in English is must which many of the

students in Bangladesh lack due to the unavailability of appropriate learning materials, and deficiency of technology-enhanced learning or modern teaching-learning materials.

The above diverse literature review related to effective Maritime English underlines the fact that lack of appropriate teaching materials, communication failure due to deficiency in using standard Maritime English vocabulary and terminology and other linguistic barriers underpin the urgency and necessity of introducing collaborative interactive modern pedagogic portfolio. It also heightens the effective learning process and the significance of the present study at this turn of 21<sup>st</sup> century digital literacy skills.

### Methodology

This paper rests on primary and secondary sources. It maintains pragmatic and quantitative approach in analytical review. The target participants of this paper are the marine learners and cadets of Bangladesh.

### Emergence of Teaching Maritime English in Bangladesh

The emergence of teaching Maritime English is quite demanding in effective communication within the evolving context of international shipping and marine across the globe considering international relations, global marine job opportunity, shipping managements, seafarers' effective communication, teaching in academic institutes and universities. Historically, Bangladesh is a maritime nation. Many nations in the past invaded this part of Asia to flourish their trade and commerce as well as power on the Bay of Bengal.



Figure 2 A View of Shio Navigation

Bangabandhu Sheik Mujibur Rahman, the father of the Nation stressed the significance of boundless sea resources and for the first time in history, he passed the *Territorial Waters and Maritime Zones Act 1974* to establish Bangladesh's sovereign and legislative rights over the sea and its resources. "Through the victory over the maritime boundary disputes with India (2014) and Myanmar (2012) under the dynamic leadership of Prime Minister Sheikh Hasina plots have been set up for Blue Economy" (Alamgir, 2017, p. 1). This victory added a dimension in opening up a new era of Blue Economy and bright prospect of maritime industries in Bangladesh in the global scenario.

Bangladesh has a potential hub of Maritime studies because there are many public and private maritime institutions, colleges and universities where Marine Science and Technology as a discipline is taught and English language as ESP is a compulsory course for the cadets and graduates of this academia. These institutions and stakeholders use a variety of teaching-learning materials for Maritime English. Bangladesh Marine Academy (BMA), International Maritime Academy (IMA), National Maritime Institute (NMA), Bangabandhu Sheikh Mujibur Rahman Maritime University (BSMRMU) are leading seats of Marine Science teaching-learning where science and English studies are given high importance for developing and producing outstanding

world class marine leaders to meet the needs of the national and global community. Teaching-learning English language for marine cadets, personnel and professionals is highly important for effective borderless communication. But there is no specific students' needs related Maritime English teaching-learning materials or text books for practice here in Bangladeshi context. Various institutions use individual text book materials for teaching-learning purposes but the availability of the materials mentioned in the syllabus prescribed by IMO is not in practice. Moreover, there are no sufficient or available materials in the market on teaching Maritime English. So, it is commonly a difficult task to find the right and the most comprehensive range of English for Maritime Studies and ESP course materials to suit a range of students' needs in the workplace. As a result, students and the graduates are not able to master Maritime English optimally and professionally ...required by the curriculum and job market. Consequently, the graduates cannot compete to seek job competitively with job seekers from other countries due to their poor English (Transportation, 2008). So, it is an emergent *need to formulate a Maritime English text book with special reference to the specific contents to the needs of the standardized language for the seafarers' communication exchanges at sea according to the IMO Standard Marine Communication Phrases (IMO SMCP)*.

In fact, the current paper addresses issues of the quality course syllabi focusing on the communication skills required for professionals who work in a maritime environment and it is tailored to the needs of participating delegates by selecting appropriate authentic materials from the industry. Furthermore, ESP Maritime English should conform to the recommendations of the IMO's Maritime English syllabus for preparing qualified cadres in the field of maritime communication in shipping, business, management, and maritime science and technology, to build up the expertise for the local & international shipping industry as well as working towards establishing Bangladesh as a centre of excellence for shipping business, research and competent marine professionals.

### **Pedagogical Manual**

#### *Call for communicative approach in teaching*

The landscape of research into language learning and teaching is constantly evolving with change and transformation in response to the global workplace needs and interests of the teachers and students. New areas of interest in language teaching continue to emerge in response to economic globalization, borderless mass migration, international job opportunity and the global role of English. "Since 1990s, we have seen the development of many different areas including: Lexical Approach; learning training; changes in Task Based-Learning; e-learning; distance learning; an increase in English for Specific Purposes; and more. Many of these areas will draw on elements of the Communicative Approach: it has become a defining methodology on which to build and adapt" (IMO, 2009, pp. 95-96).

For the seafarers or navy professionals to be able to communicate effectively and meaningfully, they need 'to be able to use and understand English' in a variety of situations across cultures and countries. 'Being able to use English' means that the seafarer can combine the 'building blocks' of language (grammar, vocabulary, phonology) to express himself/herself clearly and

appropriately in speech and writing. ‘Being able to understand English’ means that the seafarer can interpret messages that he/she hears and reads correctly and can respond to these messages appropriately and comprehensively. When a seafarer can demonstrate the ability to do this, he/she proves his/her **communicative competence** in English” (IMO, 2009, p. 96).

Teaching-learning is a process of practice and creative construction with evolving needs and demands. Today across the globe, the educationalists are no longer merely in the flux of single method or approach which formulates the guide and strategy for teaching language in an EFL/ESL context. Modern researchers, ESP practitioners, linguists and instructors recognize that there are no hard and fast rules that impact on and dictate how to teach but they usually select the best of many methods/ approach that suit to the learners’ suitability, reliability and adaptability. In the context of Maritime English, teaching-learning language is not alike other disciplines. It draws attention to the seafarers/ navy professionals’ communicative competence in the real-life situations. That’s why, the study suggests **Communicative Approach** in teaching English for *Marine Science and Technology* and ‘so’ is the view of the **International Maritime Organization (IMO)**:

“The Communicative Approach is not all encompassing and does not meet the needs of every class in every country but it can provide a solid base to help instructors develop their own style of effective teaching. Maritime English comes under the category of English for Specific Purposes and as such, the Communicative Approach will yield best results if combined content-based learning and teaching” (IMO, 2009, p. 96).

- Interactive approach in Maritime English learning
- The accompanying CD/Cassette can be used or designed to familiarize users with the pronunciation of the phrases.
- The SMCP does not intend to provide a comprehensive Maritime English syllabus which is expected to cover a far wider range of language skills to be achieved in the fields of vocabulary, grammar, discourse abilities, etc., than the SMCP could ever manage.. However, PART A in particular, should be an indispensable part of any curriculum which is designed to meet the corresponding requirements of the STCW Convention, 1978, as revised, and
- Collaborative Group Learning Option/ drill practice.

### **Creating Minimum Maritime English Vocabulary and Terminology**

Position of the SMCP in maritime practice is beyond description. So, it is vitally essential to apply SMCP prescribed vocabulary:

- to assist in the greater safety of navigation and of the conduct of the ship,
- to standardize the language used in communication for navigation at sea, in port-approaches, in waterways, harbours and on board vessels with multilingual crews, and
- to assist maritime training institutions in meeting the objectives mentioned above



### Sample: Vocabulary and Terminologies used in Maritime Communications:

<b>Aft</b> - the stern (or back) of the ship.
<b>Aggregates</b> - sand, gravel, crushed rock and other bulk materials generally used by the construction industry.
<b>Anti-fouling</b> - a technique used to combat the growth of marine organisms, such as barnacles, on a ship's hull. A special coating is applied to the underside of the ship, which needs to be reapplied regularly.
<b>Approach</b> - the channel of water approaching a port or set of the locks.
<b>Barge</b> - a flat-bottomed boat, either motorized or towed, used to carry products in rivers or canals. In the context of bunkering, a bunker barge is usually a small tanker and not a barge as defined here. A bunker barge will deliver marine fuel to ships, usually in port.
<b>Barometer</b> - an instrument that measures atmospheric pressure.
<b>Berth</b> - a location in a port where a vessel can be moored.
<b>Berthing</b> - the action of a ship coming into berth at a port.
<b>Bollard pull</b> - refers to a tug's capability to pull, measuring how many tones of pull can be applied.
<b>Captain</b> - an officer who is licensed to command a merchant ship. Also referred to as Master.
<b>Charter</b> - contract to hire or lease a ship.
<b>Chronometer</b> - an extremely accurate time-keeping device that is relatively unaffected by movement or temperature changes. It can be used for determining longitude at sea.
<b>Common carriers</b> - for example, waterborne vessels, airplanes, trucks or railroads. Referred to in freight forwarding.
<b>Compressed</b> - a process of reducing the volume and density of natural gas so that it can be transported. Usually referred to as CNG (Compressed Natural Gas)
<b>Crude Oil</b> - unprocessed and unrefined oil.
<b>Derricks</b> - ship's lifting apparatus, used like a crane for hosting boats, cargo and other heavy weights.
<b>Dismantling Slip</b> - a slipway where ships can be hauled free from the water for ship recycling.
<b>Dock</b> - a wharf, pier or quay forming all or part of a waterfront facility, or the action of a ship when they arrive at the berth.
<b>Dry-dock</b> - an enclosed watertight structure that can be flooded for a ship to enter in a normal fashion. The water is then pumped out allowing the underside of the ship to be inspected, repaired, painted and/or cleaned.
<b>Export Declaration</b> - A document, prepared by exporter or freight forwarder declaring full details about goods being exported, including the contents, value, and destination of an export shipment.
<b>Fore</b> - the head (or front) of the ship.
<b>Gantry cranes</b> - track-mounted cranes supported on wide, high legs used for the loading and unloading of breakbulk cargo, containers and heavy lifts.
<b>GPS</b> - Global Positioning System - a worldwide radio-navigation system developed by the US Department of Defense, using a system of satellites and receiving devices to compute precise positions on the Earth.
<b>Helm</b> - the steering wheel of a ship which steers the ship by turning its rudder.
<b>Hull</b> - the ship frame or body.
<b>Husbandry</b> - managing the ship's non-cargo related operations under the instructions of the Master, Owner or Operator.
<b>LCL</b> - less than container load – a Container shipment that is not full. Normally it will be consolidated with other LCL shipments to make an FCL (full container load).
<b>Less than container load or LCL</b> - container shipments of less than a full container.
<b>Linesmen</b> - responsible for all mooring and casting off operations for ships calling at Port.
<b>Liquefied</b> - a process of converting gas to liquid form by cooling to a very low temperature.
<b>Master</b> - an officer who is licensed to command a merchant ship.
<b>Moored</b> - when a ship is secured to the dock or wharf with cables and/or ropes.
<b>Oil Rigs</b> - rig used in drilling for crude oil or gas.
<b>Pilings</b> - vertical columns or poles of steel, concrete or timber driven into the ground or seabed to support vertical loads. Used to support docks, quays and wharfs.
<b>Quay</b> - a wharf or bank usually built parallel to the shoreline where ships are loaded and unloaded.
<b>Quayside</b> - the area of land parallel to the shore on a Wharf or bank where ships and other vessels are loaded and unloaded.
<b>Ratings</b> - describes the status of a Seafarer in terms of rank. Ratings are below an Officer in rank.
<b>Recapitulation</b> - sent out by the shipbroker upon completion of a freight deal, recapping what both parties have agreed. Known colloquially as a recap.
<b>Refinery</b> - an industrial process plant where Crude Oil is processed and refined into petroleum products, such as gasoline and jet fuel.
<b>Seafarers</b> - a person employed onboard a ship; its crew. Includes Officers and Ratings.

<b>Seismic</b> - gathering data by reflecting sound from underground and underwater strata. Used in Hydrographic Surveying to give an accurate representation of the seabed.
<b>Single Point Mooring Buoys</b> - buoys anchored offshore that serve as a mooring point for tankers to load or offload gas or fluid products. The main purpose of the buoy is to transfer fluids between onshore or offshore facilities and the tanker.
<b>Slipway</b> - an inclined plane on the shore extending into the water.
<b>Stowing</b> - accommodating cargo in an area, usually the ship, the Quay or a storage facility.
<b>Topography</b> - the physical features of land on or under water, including terrain relief.
<b>Trim</b> - the balance of a ship or an aircraft. On a ship this is the way it floats on the water in relation to the fore and aft line. The trim can be adjusted by rearranging the cargo or adjusting the ballast levels.
<b>Underwriter</b> - an individual or company that researches and then accepts, rejects, or limits prospective risks for the public or for another insurer.
<b>Waterways</b> - a body of water serving as a route or way of travel or transport, usually used to describe rivers, streams, creeks, drains and channels.
<b>Wharf</b> - a level quayside area built out over the water and supported by heavy wooden or concrete Pilings, where boats can dock or be moored to load or unload cargo.

### Intercultural Awareness in teaching Maritime English

Seafaring is a job associated with international career at sea. In reality, multi-national and multi-cultural crews are the hallmark of modern shipping and maritime activities. So, profession in marine and shipping industries requires the professionals having intercultural communicative competence (ICC) in bridging congenial ties and minimizing the conflicts in the workplace effective communication. Competent mariners/ crews' personal qualities include: an appreciation of cultural diversity; the ability to work in a team and independently; communicate effectively; hardworking; work under pressure and adaptable to change – all these call for addressing cross-cultural specificity and awareness in teaching ME for meaningful and rewarding intercultural communication. *Cultural assimilation and intercultural awareness have been an important hub of modern Language and Communication Studies, underlining a shift that reflects a greater significance of the inseparability of language and culture, and the need to prepare students for effective intercultural communication in order to 'thrive' in a global work environment. A thriving global workplace requires effective communication skill across cultures in borderless effective communication.* From pedagogical and academic perspective, "...by developing intercultural awareness helps teachers, students and parents to develop better interpersonal skills and equips all educational stakeholders to be better equipped in today's multicultural world" (as cited in Vassallo , 2016, p. 174).

In keeping with the communicative language learning parameter and bridging cultural gaps, cross-cultural awareness is a matter of fact because "... language is intertwined with social experience ... pedagogy oriented cognitive linguists have also suggested ways of stimulating students' broader communicative competence by heightening their awareness of social and cultural variables of language" (as cited in Verspoor & Boers , January 2013, p. 10).

Kofi Annan, Former Secretary-General of the United Nations in an interview with one of the school leaders said that "Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where people are becoming more and more closely interconnected" (as cited in Marczak, 2014, p. 1).

Towards a successful communication, culture plays a vital role which comes to focus in Samovar et al.'s reflection:

*“Culture and communication are inseparable because culture not only dictates who talks to whom, about what, and how the communication proceeds, it also helps to determine how people encode messages, the meanings they have for messages, and the conditions and circumstances under which various messages may or may not be sent, noticed, or interpreted... Culture...is the foundation of communication”* (Samovar, Porter, & Jain, 1981, p. 24).

So, this aspect of cross-cultural communication issue underpins the value of cultural awareness in teaching Maritime English and mariners' intercultural communication competence which "...involves the knowledge, motivation and skills to interact effectively and appropriately with members of different cultures" (Wiseman, 2002, p. 208).

### Analysis & Discussion

This paper through reviewing related literatures attempted to single out issues concerning professional Maritime English and students' learning hurdles. Research analysis highlights some realistic problems related to intercultural communication and course curriculum systems that aggravate the challenges of seafarers' learning effective communication skill. It also unveils issues of challenges, such as- course materials, learners' background knowledge, teachers' lack of specialities knowledge and curriculum strategic defect. Surprisingly, data analytical findings bring to focus that technology-mediated teaching-learning situation captivates and motivates students' immersion in learning more than traditional pedagogy. In addition, the data analysis and research review reflected the following essential points of hypotheses:

#### Aspects of viable suggestions:

- I. **Mariners Need an International English Test:** Thousands of teachers in different cultures with different qualifications are unable to teach the entire SMCP phrase book or pay a little heed or edit to teach IMO SCMP (IMO Standard Marine Communication Phrase) terminologies and this consequence leads to increase the lack of comprehension and misunderstanding between seafarers in their communication. This issue results in mariners' breakdown of communication gap developing 'Safety Risk at Sea'. So, a test in the IMO SCMP scale would be helpful for the ship owners in measuring the linguistic ability of new crew members.
- II. **Maritime Literature as a part of integrated skills:** The Sea in *Maritime Literature* facilitates journey motif that literally crosses boundaries – longitude, latitude, and nation or territory. It also concentrates on the need for the solid footing of ship or shore to survive. The sea in these texts functions to challenge and modify selfhood and safety of seafarers at sea. S. T. Coleridge's poem 'The Rime of the Ancient Mariner', elegy in the poetry of William Wordsworth, the poetry of Percy Bysshe Shelley and Mary Shelley demonstrates the effect of the sea agency, adventure and new exploration for conquest in Daniel Defoe's *Robinson Crusoe*, Jonathan Swift's *Gulliver's Travels*, Robert Louis Stevenson's **Treasure Island**, or Sir Walter Scott's *The Pirate* (1822). All these will

- shed light on the mariners' practical exposure of sea voyage and prospective challenging issues on the sea.
- III. To configure an effective text book assimilation to the standard of IMO for Maritime English in socio-cultural perspective of learners.
  - IV. ESP/ESL teachers training needs to perform better in teaching Maritime English (ME) for marine cadets and personnel.
  - V. To address the cross-cultural issues in teaching ME for promoting meaningful communication and understanding intercultural communication in global context.
  - VI. Adopting technology mediated teaching can be a boosting and motivating effect on the students' learning repertoire.
  - VII. Exposing learners to a real-life drill oriented listening and speaking practice lesson in the classroom.
  - VIII. Teachers' professional development and training is a must because instead of merely being the transmitters and consumers of knowledge, they should be "...creators of locally, culturally and educationally appropriate" lesson easily accessible to the learners (Richardson, 2017). It is indeed at this digital era, teachers should focus on intercultural awareness in communication and be "...able to produce bilingual learners ... that this globalized world needs" (Richardson, 2017). Training is focused on specific skills to meet immediate needs. Education is intended to provide a broad base of knowledge, skills and aptitudes to meet future needs.

## Conclusion

This paper divulges some effective implications for streamlining an effective Maritime English for future maritime professionals from pragmatic perspective. First, to outstrip the barriers that affecting students' learning negatively, course contents need to reshuffle assimilating to the needs of the participating delegates by selecting appropriate authentic materials conforming to the recommendations of the IMO's Maritime English syllabus for preparing qualified cadres in the field of maritime communication. For the specific vocabulary learning, it is needed to formulate a Maritime English text book with special reference to the specific contents to the needs of the standardized language for the seafarers' communication exchanges at sea according to the IMO Standard Marine Communication Phrases (IMO SMCP). Secondly, classroom instructions should facilitate students exposing them to engage in real life communication in marine voyage and navigation. For practical exposure in teaching activities like realia, such as signs, telexes, original ship documents or graphic and visual sources, i.e., maps, symbols, graphs, and charts can be used. Thirdly, teachers' professional training needs to perform better in teaching ME imparting knowledge with technology driven teaching learning practices.

Fourthly, Maritime Literature has to be incorporated in the text as a part of integrated skills. Finally, the teaching methodology needs to be communicative approach and facilitating higher degree of teacher-student interaction promoting collaborative learning. It is expected that by adapting the recommendations aforementioned, an effective Maritime English and 21<sup>st</sup> century digital teaching model classroom can fashion a new offshoot in preparing skilled maritime cadres competent in marine communication across cultures and nations. In addition, the upshots of the present paper will shed useful light on the school administrations, marine learners and teachers, ELT experts, curriculum designers and researchers who dream of streamlining an effective and inclusive Maritime English teaching/learning portfolio.

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