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BOOK TO TEACH ENGLISH TO SHIPPING WORKERS IN FLOPEC

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LIBRO PARA LA ENSEÑANZA DE INGLÉS A TRABAJADORES
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And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation are contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Genesis Julieta Lagos Falcones, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and PUCE Esmeraldas.

Genesis Julieta Lagos Falcones

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I fully dedicate this thesis to my beloved Grandmother Tarcila and Mother Belgica. Thank you very much for your big support, motivation, and love.

To the best father in the world Roger thanks for the constant support

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Juliett Lagos Falcones

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ABSTRACT

Shipping English is one of the forms of the language used for specific purposes such as technical English or scientific English, in the case of the shipping English it is largely used in the sea, in a globally connected world, shipping English is becoming increasingly important as more and more companies need their staff to be multilingual. The objective of the learning shipping English is to allow its workers to effectively communicate with others in a business environment, whether that communication is in correspondence, face to face meetings, or other methods. This project deals with the lack of communication in the English language with shipping terminology that occurs mainly with boat staff and how they influence the functioning of their work tasks. Given that this is a little treated topic, but that nevertheless has enough repercussion in the day to day, it is interesting to give a more centered vision in it. This work is divided into 3 parts, a first one, in which we talk about the main causes of communication failures, such as language factors. A second part in which maritime accidents are analyzed, due to possible communication deficits, which, if they had not existed, could have prevented or softened the tragedy. And relating them to the causes mentioned above. Finally, in which by means of a survey we obtain some orientative results on the English failure within the maritime operations, on the personnel on board. With the result of the surveys I have been able to conclude the need of English learning that has such staff, conclude that communication functions and terminology is the most needed to perform their tasks well, one of the main problems are the language differences, with the consequent limitation to explain and make themselves understood.

KEYWORDS: ESP, shipping English, types of communication, teaching techniques, Specific vocabulary, Worker's needs,

RESUMEN

El inglés naviero es una de las formas del lenguaje utilizado para fines específicos, como el inglés técnico o el inglés científico. En el caso del inglés naviero, se utiliza en gran medida en el mar. En un mundo globalmente conectado el inglés naviero es cada vez más importante a medida que las empresas necesitan que su personal sea multilingüe. El objetivo del aprendizaje de inglés naviero es permitir que sus trabajadores se comuniquen efectivamente con otros en un entorno empresarial, ya sea que la comunicación sea por correspondencia, reuniones cara a cara u otros métodos. Este proyecto aborda la falta de comunicación en el idioma inglés con la terminología naviera que se produce principalmente con el personal de la embarcación y cómo influyen en el funcionamiento de sus tareas de trabajo. Dado que este es un tema poco tratado, pero que sin embargo, tiene suficiente repercusión en el día a día, es interesante dar una visión más centrada en él. Este trabajo se divide en 3 partes, una primera, en la que hablamos de las principales causas de los fallos de comunicación, como los factores del lenguaje. Una segunda parte en la que se analizan los accidentes marítimos, debido a posibles déficits de comunicación que de no haber existido podrían haber evitado o disminuido el impacto de la tragedia. Y relacionándolos con las causas mencionadas anteriormente. Finalmente en el cual mediante una encuesta, obtenemos algunos resultados orientativos sobre la falla del inglés dentro de las operaciones marítimas, sobre el personal a bordo. Con el resultado de las encuestas, he podido determinar la necesidad del aprendizaje de inglés que tiene el personal, concluir que funciones de comunicación y la terminología son las más necesarias para realizar bien sus tareas, uno de los principales problemas son las diferencias de idioma y la limitación para explicar y hacerse entender.

PALABRAS CLAVE: ESP, Inglés Naviero, tipos de comunicación, técnicas de enseñanza, vocabulario específico, necesidades del trabajador.

INTRODUCTION

Theme presentation

During the last 15 years, globalization has generated changes in the economy, business and labor field. As their environment becomes more global, it is necessary to master a second language to successfully face the challenges demanded by the economic and professional activity of the 21st century.

English is the most important language in the world communication. In relation to business and economy, since the beginning of the 20th century, English has taken on a primordial role and, especially, many companies today demand to speak English to access job positions.

The world has been changing in a big way since the industrial revolution, one of the main changes refers to the communication that started with the telegram technology, the Morse code, and the maritime transport industry has had the advantage of using such communication since then through radio wave technology.

After World War II, there was an expansion in the navy industry where many non-native English speakers worked as crew on ships. Therefore, the need for training in navy English for these new crew who came from different nations and spoke different languages increased.

At present, the maritime industry has spread faster than in the 1920s and 1930s with more advanced technology and multinational human power in different environments around the world.

Problem Statement

In Esmeraldas province, the need to communicate in English in a dynamic and effective way is growing. Since there are a commercial relationship among companies in the world, this is the case of the shipping workers of the company EP FLOPEC, they have the problem of English language deficiency, which affects the execution of some of its processes.

FLOPEC is one of the most solid companies in the Ecuador. It is the only company that has an international traffic competition, two hundred and sixty men, all Ecuadorians, are part of the crew of 7 ships. The company also has another crew, about one hundred and ten that works every day to enlarge the first shipping company in the country.

Ship owners have the need to master the English language, which can help when carrying out their work activities with foreign personnel, however the shipping workers have a lack of knowledge about shipping terminology, which hinders efficiency and the speed in their work.

Justification

The shipping workers who are part of the company EP FLOPEC, doesn't know the shipping terminology, this was proven by my own experience in April 2016.

This situation can be solved through a didactic material that can be used in an English course with specific purposes of shipping terminology.

That is the reason of the problem about this investigation is that the English is considered a common language around the world, it is used to maintain intercultural communication and global relations as an international language, it is used in ships to maintain links with shipping companies.

Learning English for navigators is also mandatory. It is very important to emphasize that the material they use for learning must have a great contribution to ensure the success of the learners. The materials are fundamental tools in the learning process since they function as a channel that improves the retention of what is intended to be learned, these are used in the different learning methods such as the auditory and kinesthetic visual method.

What didactic material can be used to teach shipping English to workers of Flopec?

How can a didactic material like a book teach English for specific purposes to workers from Flopec Company?

What terminology and communicative functions do the workers need to learn?

Objectives

General objective.

To design a book to teach shipping English to workers in Flopec.

Specifics objectives.

1. To identify the terminology and communicative functions in English that shipping workers from Flopec need to learn.
2. To determine the methods for teach the designed activities.
3. To organize the didactics units with all necessary contents to be used for teaching English.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1 Teaching English for specific purposes (ESP) general considerations

For many years the teaching of English for Specific Purposes (IFE) has managed to occupy a respectable place in the field of teaching English as a foreign language or as a second language. Nowadays it is familiar to all those related to this specialty.

According to the era of globalization, people from all over the world need to exchange information daily for different reasons, as it says Harmer (2007). “English has become the main medium of international communication” (p.01).

Every time there is a need for quality English teaching, English as a foreign language (EFL) has been divided into general English (GE) and English for specific purposes (ESP). English with specific purposes is found in the main branches of the foreign language teaching tree, so students need a general basis that allows them to develop specific language habits and skills to be able to use it in real time in compliance of tasks related to their profession

According to Hutchinson & Waters (1994) ESP can be further subdivided into “two main types of ESP differentiated according to whether the learner requires English for academic study (EAP: English for Academic Purposes) or for work/training (EOP/EVP/VESL: English for Occupational Purposes/English for Vocational Purposes/Vocational English as a Second Language)”. (p 16)

1.1.1 What is ESP?

For a long time, people studied for different professions and only learned a little general English which was not so useful when they were in different situations of life for example when they studied tourism or medicine or some engineering, over time the needs they presented Many students increased the demand for English courses which were tailored to the specific needs of the students. This was what led to the emergence of English for Specific Purposes (ESP) in the late 1960s. “This area proved to be fertile ground, and so ESP has undergone rapid development in recent decades”. Hutchinson & Waters (1994, p. 1).

“ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose.” (Mackay & Mountford, 1978, p.2). This means that English must be taught to achieve linguistic skills using real situations that allow using English in a future profession.

Students study English because they need to work or study, ESP is studied for greater efficiency in professional, work or academic environments. The role of ESP is to help students develop the skills needed to use them in a specific field, occupation or workplace.

1.1.2 ESP Characteristics

The ESP is a recognizable activity within the teaching of the English language. Evans & Johns (1998). They establish a series of characteristics that are divided into absolute and variables.

Absolute characteristics:

It is designed to Meets the specific needs of students, it is related in content to particular disciplines, occupations and activities, It is Focused on language appropriate (grammar, vocabulary, speech) and analysis of discourse. This characteristics are specific and important when designing language activities for students, ESP courses with respect to variable characteristics can be designed for a specific group using defined teaching methodology.

Variable characteristics.

It may be the use of visual support material for meaning, the materials allow focusing on the language the students need to learn, and it may be designed for a professional work situation or learners at secondary.

ESP should be seen as an approach to teaching, on the other hand Evans & Johns (1998) they illustrate the ESP as a mental attitude as well as Hutchison & Waters (1987). “Affirm that ESP should be considered as an approach to language teaching in which the teaching method and content are based on the needs of the learner”. (p. 19)

1.1.2.1 The growth of ESP

At the end of the second world war there were new perspectives and changes at the international level, one of the main changes was trade and this led to a demand for language whose objective was to facilitate the treatment of partners around the world since then it became known as the first international language, ESP became one of the most prominent areas of English language teaching. This is due to the number of ESP courses offered worldwide, this phenomenon has been growing slowly during the last five decades.

According to Hutchinson & Waters (1987), it is necessary to focus on the student with specific requirements that must be fulfilled by investigating specific contexts and designing suitable

courses, that is to say that ESP should not be considered as the product, but as a possible approach to satisfy the learner's requirements.

1.2 Shipping English

There are different definitions of shipping English given by different researchers and specialized academics such as:

Trenkner (2009) Defines shipping language as a method of communication within the international maritime industry, contributes to the safety of navigation and the facilitation of maritime trade.

In 2017 the shipping English is a need for all shipping workers that are around the world, it is very important because involved any operational situation communicate effectively. Is an important part for a future navigating officers and it will still gain in importance as long as the shipping industry is in progress. It's only up to young seafarers to get acquainted with shipping English as their lives, other crew members' lives and the ship's integrity might depend on this particular aspect.

As it is well known, most of the shipping accidents occur for human errors and in some cases these is because exits a bad communication. This is a result of not using standard shipping English that should be well known by all crew members of a ship.

1.2.1 Shipping English features.

The shipping English as certain characteristics, the main ones are the writing format and the vocabulary. When looking up the meaning of the word "ship" in an English dictionary, the meaning shows vessel, tanker, ferry, yacht. However, in maritime English the word "vessel" refers to ships for cargo, tanker is for oil tanker, ferry means ferry boat and "yacht" refers to barge, used for pleasure trips.

The writing features of S.E. are also different from general English. For example, in ordinary English writing "good morning/afternoon/evening, is used for greeting but S.E. is overseas and the morning of the sender can be the afternoon or evening of the receiver. Therefore, the usual maritime greeting is "good day"

1.2.2 Shipping English importance.

Sweden (2015) “Improved language skills enhance communication and leadership skills and also promote the understanding of multicultural variations amongst seafarers; all of which are imperative when at sea”.

Shipping English is a very indispensable universal language within this industry, here it is very usual business with different countries of the world and communication with international suppliers and customers because there is a multilingual staff that require intercultural communications to carry out operations Successful and safe, a standard English improves the performance of workers, multilingual staff is essential in international trade and in the global economic system. 90 percent of world trade is by sea **transport that means it** depends on seafarers.

1.2.3 Shipping English and speech communications.

“Communication in English takes place incessantly in all ports, straits, fairways, waterways, or sea routes of the world between and among speakers who are almost ninety-percent non-native speakers of English” (Pritchard, 2003)

English is a language that is recognized worldwide as the international language to be use at the sea and the IMO has established rules, recommendations and solutions to improve and harmonize maritime English.

Verbal, voice or speech navy communications mainly embrace face-to-face conversations, VHF radiotelephony, or broadcasting services, and may occur: When shipboard crews communicate face to face with professional purposes, through the use of walky-talkies or by means of the ship’s internal communication systems (this is known as internal, intra-ship, or on-board communication); or when shipboard crews and shore based personnel communicate with each other, with other vessels, with aircraft or with shore based services (this is known as external, inter-ship, or ship-to-shore/shore-to-ship communication). In this particular case, radiotelephony is the most frequent. VHF radio communication (or radiotelephony) is the most important means of day-today seaborne communication, particularly in the case of ship-to-shore/shore-to-ship communication. When communicating orally at sea, information exchanges and broadcasts must be as clear, concise and precise as possible. VHF-transmitted information must be free from ambiguity, brief, relevant and meaningful while also being systematically delivered and still achieving its communicative purpose. It is not simply a

question of good English but of adherence to internationally agreed standard phrases and discursive practices and conventions.

1.2.4 Globalization and shipping English Teaching.

The globalization process has placed the English language as a world language in recent years. People are unconsciously exposed to this language every day through words or phrases that appear in documents, books, advertising and even technological devices daily.

“The fast-growing global shipping community requires multi-lingual and cross-cultural cooperation”. (Horck, 2005). This phenomenon includes several multiple and drastic changes in all areas of social life, especially in the economy and culture. Globalization in the marine industry is growing in the last decades as the development of the economy and the changing labor markets of seafarers. Multilingual crew have become the main composition of merchant ships, Delete the language barriers has become increasingly important to help communication in the global community. Shipping English, language at sea, as well as the guarantee of life safety, ownership and operation of the vessel, become needs of competent seafarers. The importance of teaching maritime English has become a growing concern.

1.2.5 Shipping English and ship safety.

“The efficient use of shipping English at sea secure the safety of ships and successful commercial operations because Communication problems can cause misunderstandings that carry dangers to the ship, people on board and the environment " (IMO, 2001)

The exchange of communication from the ship to the coast and vice versa, on board and from ship to ship must be precise and simple to avoid errors and confusions, in addition to avoid communicating the ambiguity of the words, The competitive use of shipping English is very important for multilingual and multicultural crews because English is a common language within communication for professional and personal purposes,

“Approximately 90% of the people who use the English language in their work are not native speakers” (Johnson, 1999) that means 9 out of 10 workers in the shipping industry are not native speakers of the English language and that the ships around the world are mixed, that is, there are dozens or more of different nationalities.

1.3 Standardized verbal message patterns

There are two main patterns of calls or messages:

Radiotelephony that are transmitted from a transmitting or calling station /ship or station on land to a receiving station of a ship or station on land.

Messages of routines and for special purposes they include distress, urgency and security calls.

Table 1.Example of phrases as classified by message patterns and types

Message pattern	Message type	example
Special purpose	1. Distress	1. I am a danger of capsizing.
	2. Urgency	2. I am maunoeuvering with difficulty
	3. Safety	3. Visibility is restricted by fog
Routine	1. Instruction	1. Proceed to emergency anchorage
	2. Information	2. I have lost radar contact
	3. request	3. I require medical assistance

By author.

1.3.1 Discursive features of standardized verbal communications

“Standardized verbal marine communications are depicted as a formal, or even highly formal, register, especially if they concern safety of navigation” (Pritchard, 2003)

The phrases and messages usually have specific characteristics in order to reduce the communication time and construction of short, clear and precise messages focused on relevant information for the personnel on board.

According to the IMO, the synonyms must be avoided, that is to say coherent words are used at all times, the use of contractions of the auxiliary verbs must also be avoided, and always answer in a precise way, that is to say with an YES or NO, in addition they must be confirmed the reception and understanding of the instructions with the *I WILL* for example “Stop engines

until pilot boat is clear” will be expected to get the following reply: “I will stop engines until pilot boat is clear”

1.3.2 Materials design

It is very essential to make the learning materials be suitable to the students learn this technical language to ensure the safety of life at sea. Shipping English is a restricted language and it is restricted to the activities of men (and women) tied to a specific purpose that is shipping industry (Trenkner, 2002). It is called restricted because it is used only between crews or seafarers, that is, some level of professional experience is required to be more comprehensible than the other types of ESP

“...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, they act as curriculum models, and at their very best they fulfill a teacher development role.” (Nunan, 1988)

Shipping English teaching materials must be properly selected, teaching in this field covers several combined resources, in this modern era materials such as computers, CDs, software, videos, and other authentic materials such as newspaper articles, magazines are a priority in the learning this professional language.

1.3.3 Type of materials in the classroom and importance of learning English.

Not all navy materials are available for teaching, especially those recommended by the IMO, the internet is a great source of materials for students but it is difficult to choose the most correct and many of them cost money and time and are not easily accessible, that is to say, there is a limitation of learning materials for shipping English.

Shipping English as general English is very important within a professional career to improve language skills, the most important elements, books, brochures and multimedia materials like videos on marine sectors that could relate to the crew with their professional life, these are: a better companion non- native foreigners it is necessary to understand this language

Neill (1990) said that “materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons that textbooks are efficient in terms of time and money, and that textbooks can and should allow for adaptation and improvisation”.

So, to teach a technical language like marine English it also includes the attitudes to knowledge, teaching-learning approaches with cultural and linguistic information.

1.4 Previous studies

Because this subject has not been studied enough, which means that there is no research on the teaching of English for specific purposes to navy workers, however there are some studies that have been carried out regarding to teaching shipping English, as expressed (Ana Bocanegra Valle & Rosa Mary de la Campa Portela, 2011) make an study about maritime English teaching and ICT: the practitioners' point of view The purpose of his research was the use of the current contribution of ICT in the teaching of English throughout the world, the techniques used in a questionnaire with 27 elements focused on the use of teaching for the learning of shipping English, This questionnaire was distributed to some maritime English professionals, after a time, it was returned by 79 colleagues from different parts of the world including Europeans and Asians and it was determined that there is awareness of the possibilities offered by the ICT for the teaching of shipping English However, it is not a standardized practice, technological facilities for teaching media can be found on a recurring basis throughout the world, computers for use in the classroom up to projectors, Internet facilities or the simulators.No particular installation stands out. It can be said that "traditional" technologies and learning resources coexist with "new" technologies (such as computers or simulators). ICT is used as a tool for classroom hours or as an option in combined learning or suitable for self-study of students.

Another previous study that was taken into consideration was one done by (Anastasia & Popescu, 2010) Conduct research on the needs of shipping English learners, the qualification to instill the students in the environment the skills and knowledge to failures of communication and not be one of the main causes of accidents, showed that All crews on board have to be a standard maritime transport system, as well as IMO guidelines, the radio's need for effective communications, these are an essential element for safe and efficient ship operations. Communication can be achieved in many ways, but the main method for operational communications is through speech. The international community has chosen English as a means to that end.

Ahmed (2013) Carried out an investigation to train members of a crew, that is to say that they can communicate effectively with international ships, the crew did not speak English as a native language and they had different origins and cultural elements, in this research he used different

learning methods like programs and simulators, also a questionnaire to collect data from employees participating in the Iraqi shipping industry.

Rahman (2014) Carried out a study about Suitability of Current Technical English language course Materials for International Maritime Academy which showed that the personnel on board has a different way of communicating in different situations that is, they use different terms and signal languages to communicate with each other, which is why it is essential that the learning materials are adequate for students to learn this type of English. The purpose of this study was to examine the suitability of the current materials used in the maritime academy of Bangladesh, to collect the information the researcher used a qualitative method which allowed him to demonstrate that English is considered as a second language in Bangladesh and It is a specific technical language, new to students, and To explore the teachers' point of view, the researcher conducted an interview with ten teachers together to see if the teaching-learning materials are perfect enough to teach maritime English to the students. The IMA study explored that it is still necessary to improvise the materials according to the needs of the students, although the students and most of the teachers support their suitability. Therefore, the suitability of the materials can only guarantee the successful learning of the students with the appropriate implementation.

Valle (2017) Carried out a study about Intercultural Dialogicity in Maritime English Course Materials in order to explore how intercultural awareness, dialogue and materials are promoted in the courses of shipping English teaching , because interculturality has a very strong impact within the navy industry, since multilingual and multicultural crews prevail board of the boats, they discovered that there are several teaching resources such as books, websites and platforms in lines but they determined that shipping English materials are disappointing since they do not fulfill an authentic intercultural dialogue and do not promote skills that help to relate and interact with others

Park (2015) The objective of this study was to carry out an analysis for the English courses offered in the institutions of the Korean Navy, to identify needs, situations and specific tasks, surveys and interviews were conducted with 64 Korean officers and 3 United States officials. The findings of this study support the adoption of TBLT and the ESP-focused approach to learning English courses for shipping purposes.

There were no preceding investigations concerning linguistic preparation for navy workers of the city of Esmeraldas.

1.5 Legal Foundation

The constitutional framework provides the Human Resource Management Units with normative instruments for the training and continuous training of public servants, which guarantee the professional development of public servants and raise the levels of efficiency and effectiveness of institutions, entities and State agencies in favor of citizenship, in harmony with the National Plan for Good Living. Constitution of the Republic of Ecuador. October 20, 2008

Article 234 determines "that the State will guarantee the continuous training and education of public servants".

Article 54 in accordance with Article 130 of its General Regulations, establish "that the integrated system of development of human talent, will be formed, among other subsystems, by the subsystem of training, training and professional development."

Organic Law of the Public Service

Articles from 69 to 75, in accordance with articles 195 to 214 of its General Regulations, establish training and training as the continuous systemic process, which is part of the Integrated System of Development of Human Talent in the Public Service ".

Technical Standard of the Training and Subsystem

Art. 1 states "The purpose of this regulation is to regulate the principles of a technical and operational nature that allow institutions, entities and agencies of the State to implement training and training processes and programs for public servants to acquire, develop and strengthen. their professional, technical and behavioral competencies in terms of the mission, vision, specific objectives of the organization, institutional values, products and services, internal processes and procedures and the workplace, in order to contribute to the solution of the problems; promote the acquisition of knowledge and innovation products and projects, for the improvement of the quality of services; achieve excellence and effectiveness to respond to the needs of citizens with levels of efficiency and effectiveness; and, guarantee mutual respect in a work environment without discrimination".

CHAPTER II:

MATERIAL AND METHODS

2.1. Type of investigation

This research was a descriptive, quantitative, longitudinal one because the workers' situation concerning their needs is diagnosed and described; the results of a survey were quantified and presented.

2.2. Population and sample

The Population of this research study was the shipping workers of Flopec Company Esmeraldas, there are 8 pilot by turn and 20 crews. On the other hand the sample for this investigation, the total number of workers belonging to the agency area was taken as a population, which are 28 who applied the tools proposed by this investigation.

2.3. Operationalization of Variables

As it is shown in Appendix A, there were used two variables for this investigation the dependent variable that is the learning of shipping English which indicates the need that the learners have as it is the case of vocabulary and communicative functions, on the other hand the independent variable is the use of a book of English for specific purposes as a tool organized into 3 different units which contain activities such as repetitions, dialogues, translations and grammar.

2.4. Methods Investigation

The methods used in this investigation were: analytical and synthetically, hermeneutic and statistical. Analytical and synthetically because the theories and results were analyzed and then a synthesis was done. The hermeneutic method because the data obtained were interpreted to arrive to conclusions and the statistical method to process the data obtained and then a synthesis of the most relevant information was done. Besides, the hermeneutic method was used because the information acquired the interpretation of data results. In addition, a statistical method was used to process the data obtained.

2.5. Techniques of investigation

The techniques used were:

Survey: To facilitated the collection of quantitative data on knowledge and use of language by workers.

The survey had four questions, two of them had to choose how important was the learning of terminology and communicative functions to improve efficiency in their work, and the other two consisted of workers saying terminology they thought would be useful in your day to day, it was apply to 28 crews that are on board to determine the knowledge in the shipping English.

Test: this technique allow to get information related to specific problem that workers have with the terminology for communicative functions about shipping English.

2.6 Instruments

To collect the data, the instruments designed were according to the different techniques that were used:

- Survey questionnaire, which contained 4 closed questions in relation to the indicators to be evaluated.
- Test questionnaire, It contained 3 questions in which the learners had to identify and translate different communication functions.

2.7 Data processing

The information obtained after the application of the different techniques was analyzed. The data collected was processed using the Microsoft Excel program, which allowed the design of figures by means of bar charts.

CHAPTER III:

RESULTS

3.1 Results of the survey

In relation to the necessity of upgrading on shipping English terminologies to improve the efficiency in their work, as shown in figure, 1. The majority of the workers revealed this necessity.

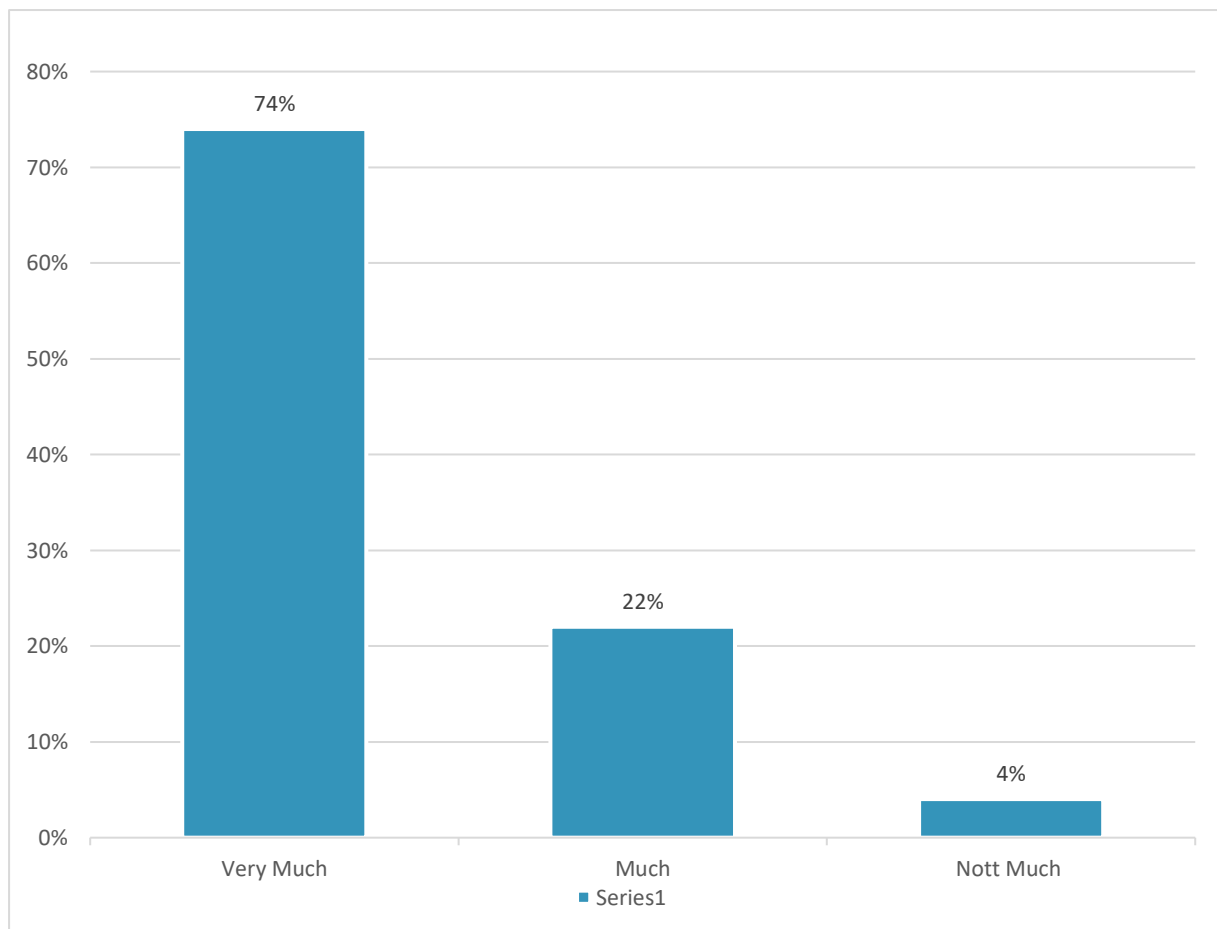


Figure 1.The necessity of upgrading on shipping terminologies to work in an efficiency way

Source: Survey applied to shipping workers of Flopec

This is why the teaching of some shipping English terminologies to these workers is important necessary to improve the efficiency in their work.

Workers have revealed their necessity to know some communicative functions for shipping English communication as illustrated in figure 2.

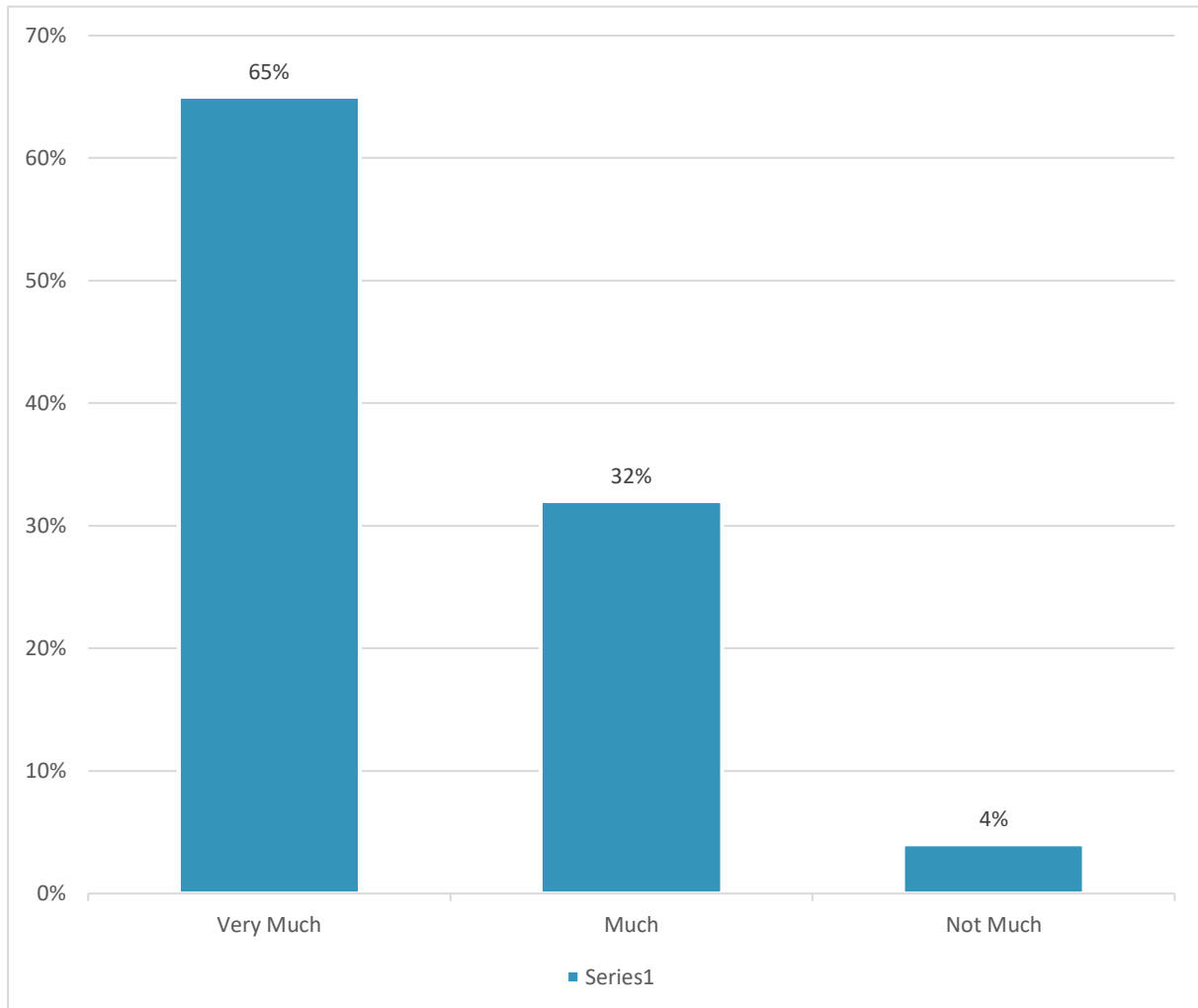


Figure 2. The necessity to know some communicative functions for shipping workers communication.

Source: Survey

Workers have made emphasis on the fact that they have a lack of knowledge about necessary communicative functions to carry out their work. It shows the necessity to include them a book.

In relation to the workers' necessities concerning terminology, as illustrated in figure 3, they stated that they need words related to shipping terms such as marine accident, boat, invoice, starboard, prow, hull, poop, unlocking, buoy.

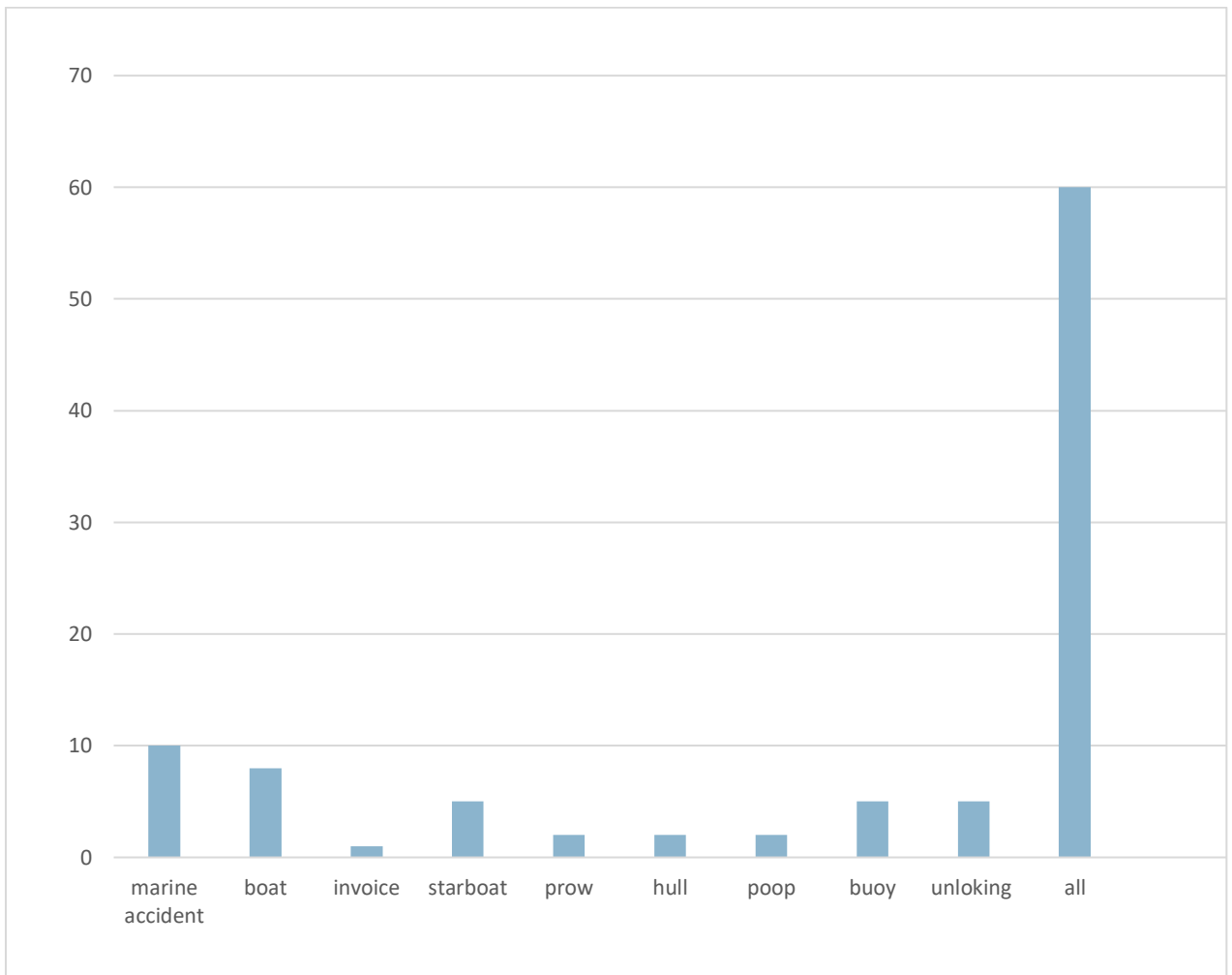


Figure 3. The terminologies related to shipping English which they think is necessary for them.

Source: Survey

Most of the terminology exposed in the figure has been related to the situations where they have needed specific terms to express phrases, questions or expressions. However, they do not know exactly which specific terminologies about shipping English are.

Apart from the shipping English terms which have been exposed, some communicative functions have been established as revealed in figure 4. They show as necessity all the communicative functions are very important for them.

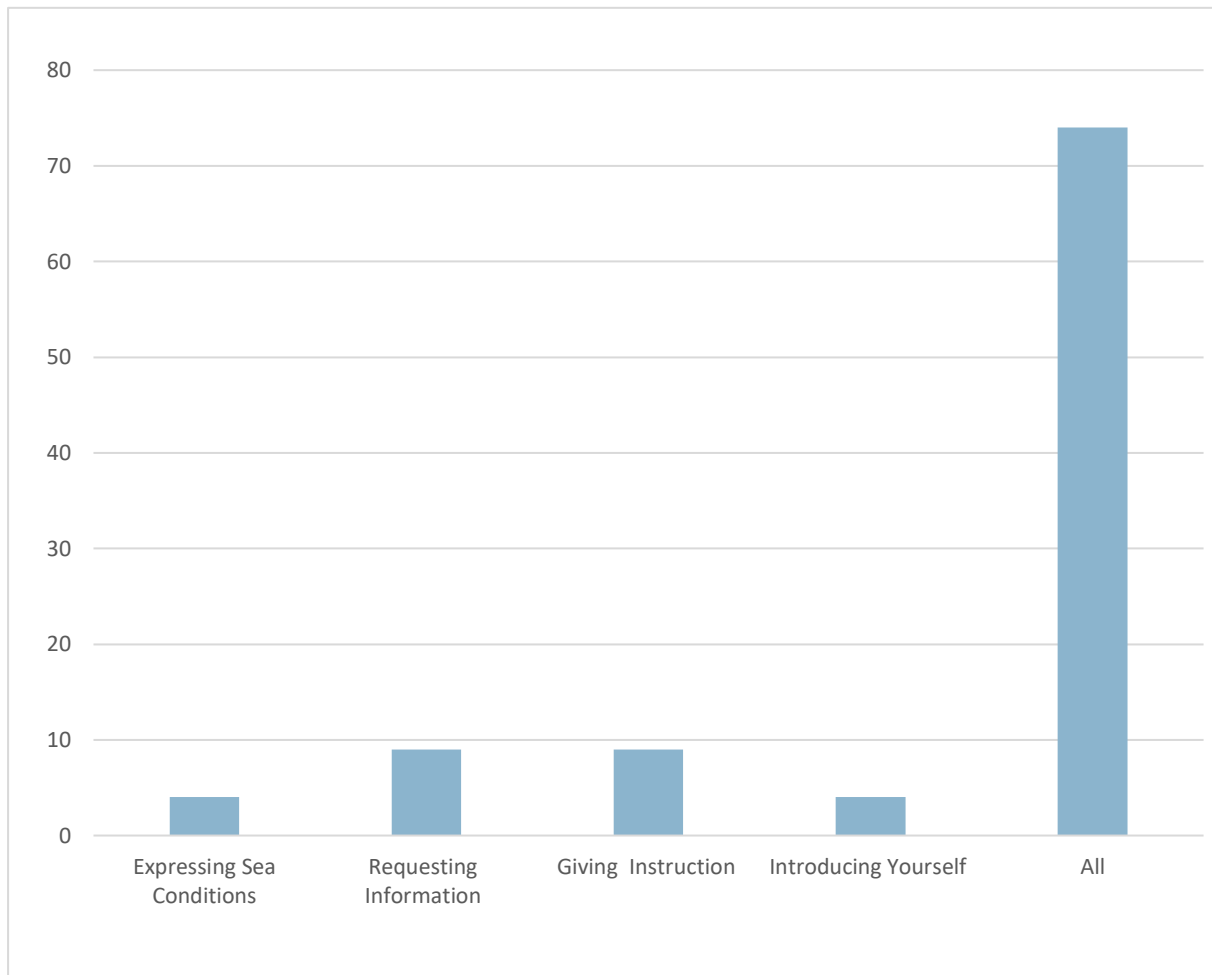


Figure 4. Communicative functions necessary to know

Source: Survey

Workers have a low level about which are the specific communicative functions used in a shipping environment because the expressions are not the same to the ones which people use in a normal dialogue with another person.

3.2 Results of the test

To determine the specific knowledge of the workers from FLOPEC about shipping English terms, it was necessary to apply a test that allows knowing the needs the workers have. One of them is shown in figure 5. It shows that some terms are known for them. They are agent, arrive, authorities, anchor and on board.

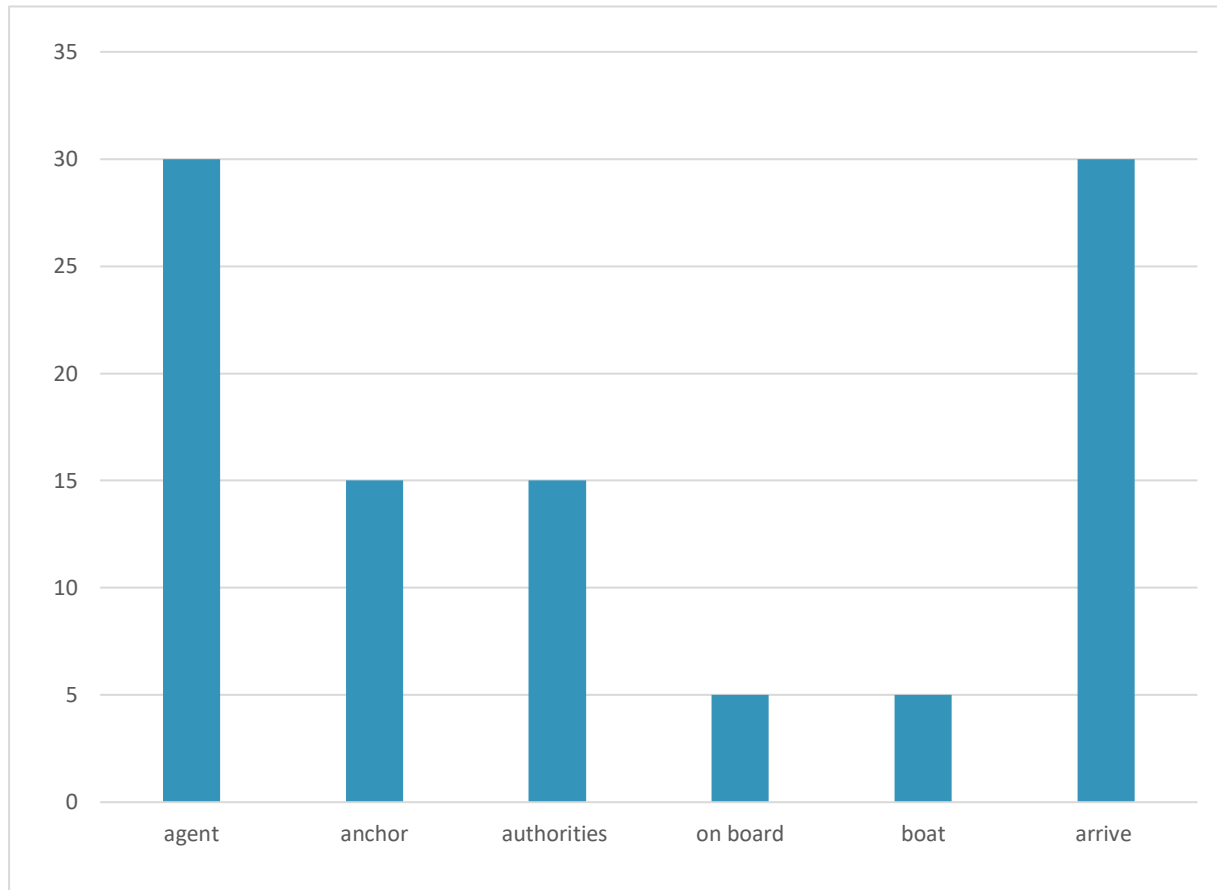


Figure 5. Knowledge about specific shipping English terms

Source: Test

Workers do not know some English terms which are important and specific in the shipping area.

The workers translated some important words about shipping English, which are Show in figure 6. This figure shows that they made a lot of mistakes in the translation of some words like prow, stern, bad weather, ship and accident.

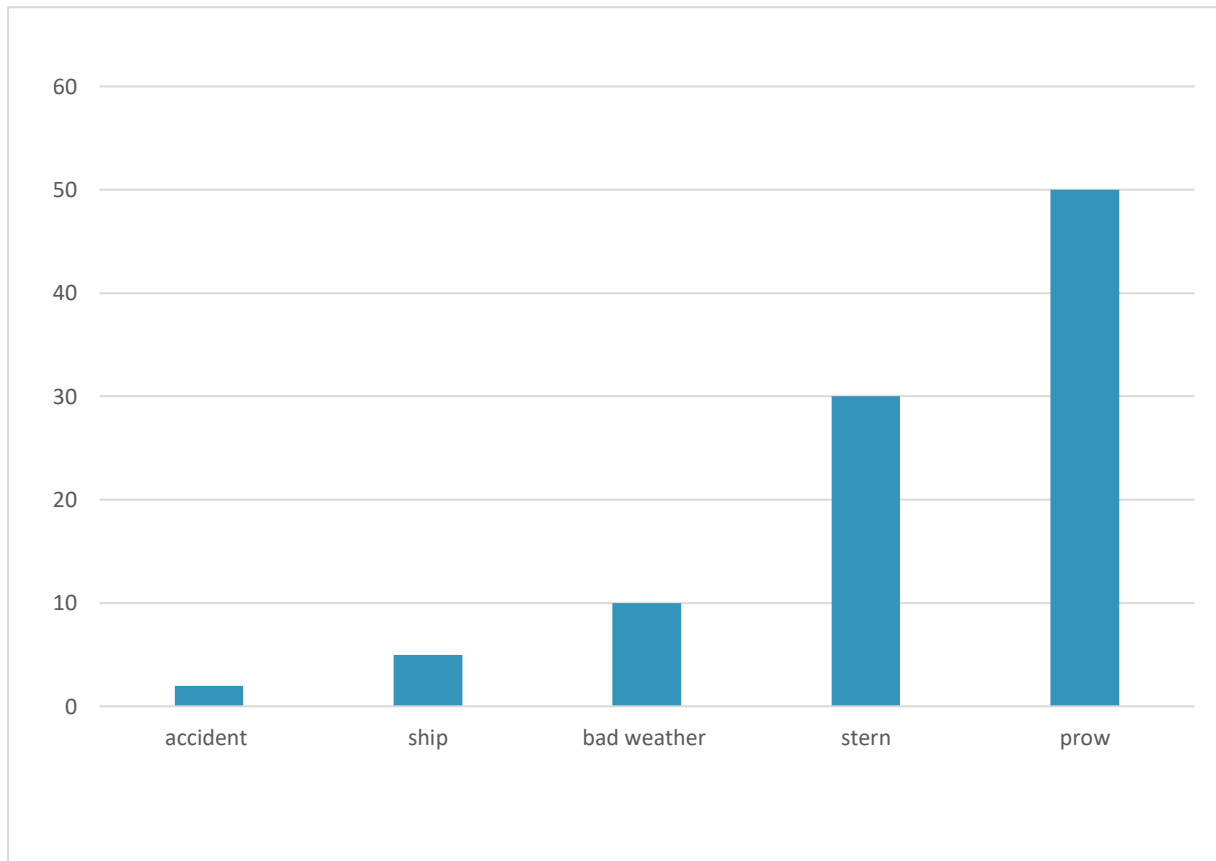


Figure 6. Translation of shipping English terms

Source: Test

Workers have a lack of knowledge in order to translate terms of shipping English because there are few terms which they have used in their communication, so it creates a frustration to translate.

Figure 7 shows the mistakes the workers make when they are trying to translate shipping English terms in some questions and phrases.

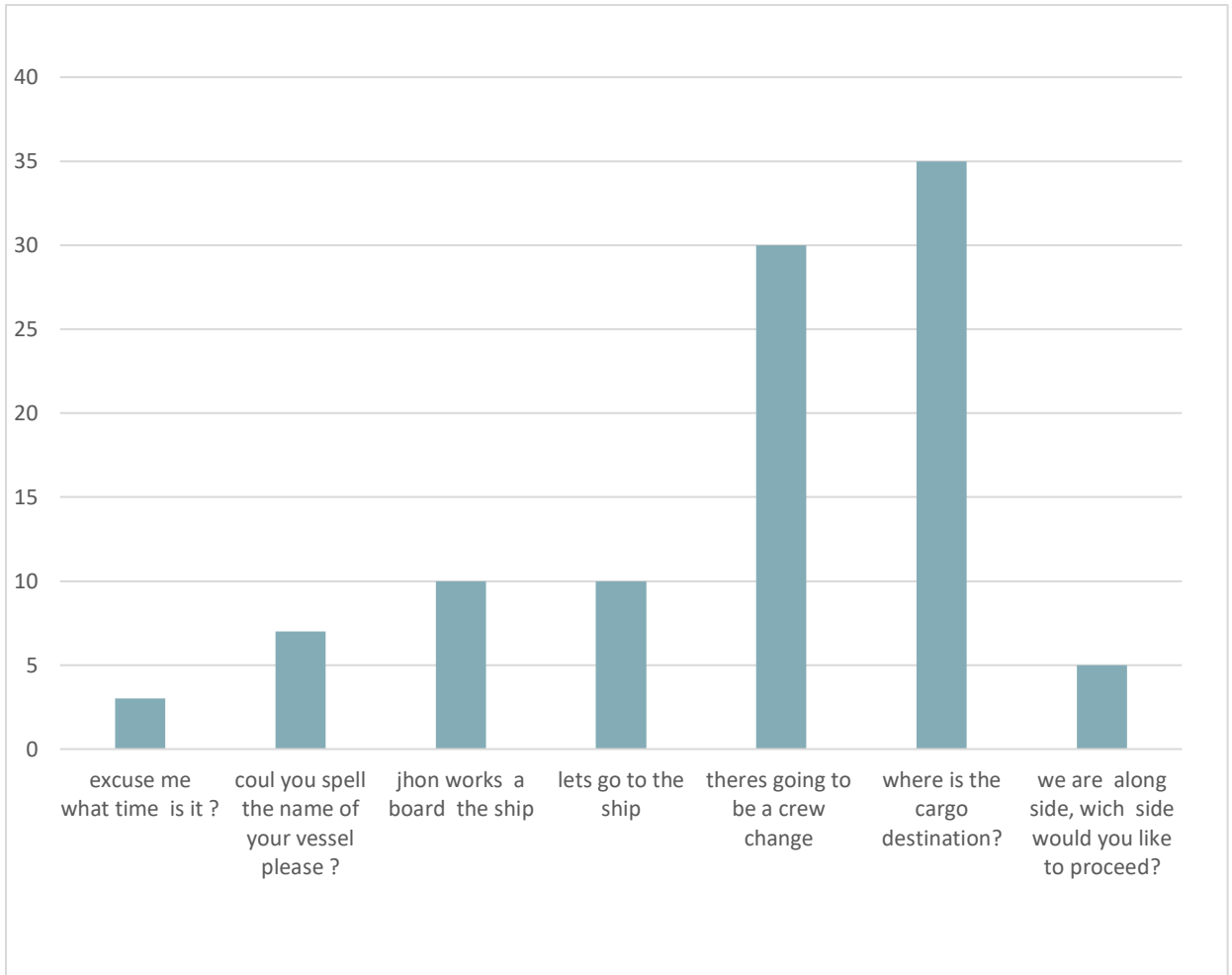


Figure 7. Translation of shipping English communicative functions

Source: Test

Workers have a little knowledge of some questions, sentences, and phrases proper of the communicative functions related to shipping English. It makes the communication difficult when the workers are trying to translate.

Taking into account the lack of knowledge about shipping terminology, also the lack of communicative functions related to these specialties in the shipping workers from FLOPEC, it is a demand to design a book to train these workers.

CHAPTER IV:

DISCUSSION

The objective of this research was exhaustively achieved due to the analysis of the teaching-learning process of English for specific purposes, as we know the didactic materials play an important role to ensure the good learning of the students and to reach a good diagnosis, this makes that the students feel more satisfied and safe which causes a greater interest and motivation towards language learning and a flexible and pleasant environment is obtained that allows to achieve the desired objectives. In view of the needs of Flopec workers, a didactic material was designed that will allow the acquisition of terminology and communication functions within the shipping industry

There are not many researches about the elaboration of a suitable didactic material for workers of the shipping industry within the city of Esmeraldas however there are some developed analyzes as it is the case of (Anastasia & Popescu, 2010) about the needs that the students have to learn an English standard which will help them avoid the communication failures they have on board by following the guidelines designated by the IMO. This research coincided with the present in the fact that it is necessary to teach according to the needs that students have.

With regard to the investigation carried out with the Iraqi personnel in the investigation of (Ahmed, 2013) the staff is approximately 51 years old, which indicates that the ability to learn new skills is included in the category of adult learning. In other words, they must make an extra effort to understand and express their learning in a foreign language. Even they usually follow their main courses of maritime study so there is still a barrier of "foreign language" with its vocabulary, grammar and style, sometimes bent and twisted. Or simply changed through the needs of maritime use. This will require the teacher to give more time and effort for the cadet to understand or, better, to understand the mechanics of the English language to learn the subject that is taught.

(Valle, 2017) showed how is the environment in the shipping industry where they face many situations, operations and activities that involve many navigation professionals from different countries of the world which is known as mixed crew, In the research found a didactic material that doesn't It contained activities about interculturality which was disappointing because the student must be able to demonstrate the ability to listen and communicate internally (inside the ship) in routine situations, face to face, especially with multilingual and multi-ethnic crews.

CHAPTER V:

CONCLUSIONS

- The main theories of English for specific purposes state that the English language must be taught according to the needs of the learners.
- The international community has chosen the English language as a means of communication and IMO has developed a standard vocabulary and the training tools to impart it. In order to ensure that communication failures are no longer mentioned as a contributory cause of maritime accidents.
- The teaching material designed for the teaching of shipping English is of great importance because it must take into account that the emphasis of the IMO guidelines on ship management lies in the need for good communication.
- The teaching materials of shipping English are few and disappointing, that's mean they don't consist of activities where the apprentice can interact with others, which would be of great help to develop their skills.
- There is no didactic material in the learning of shipping English as a compulsory universal use, the appropriate didactic material must meet the specific needs of both teachers and students of shipping English.
- There is a need to elaborate a didactic material to organize a teaching-learning process for shipping workers from based on the theories of English with specific purposes, teaching them the most useful communication functions within this field which will facilitate their preparation to work efficiently.

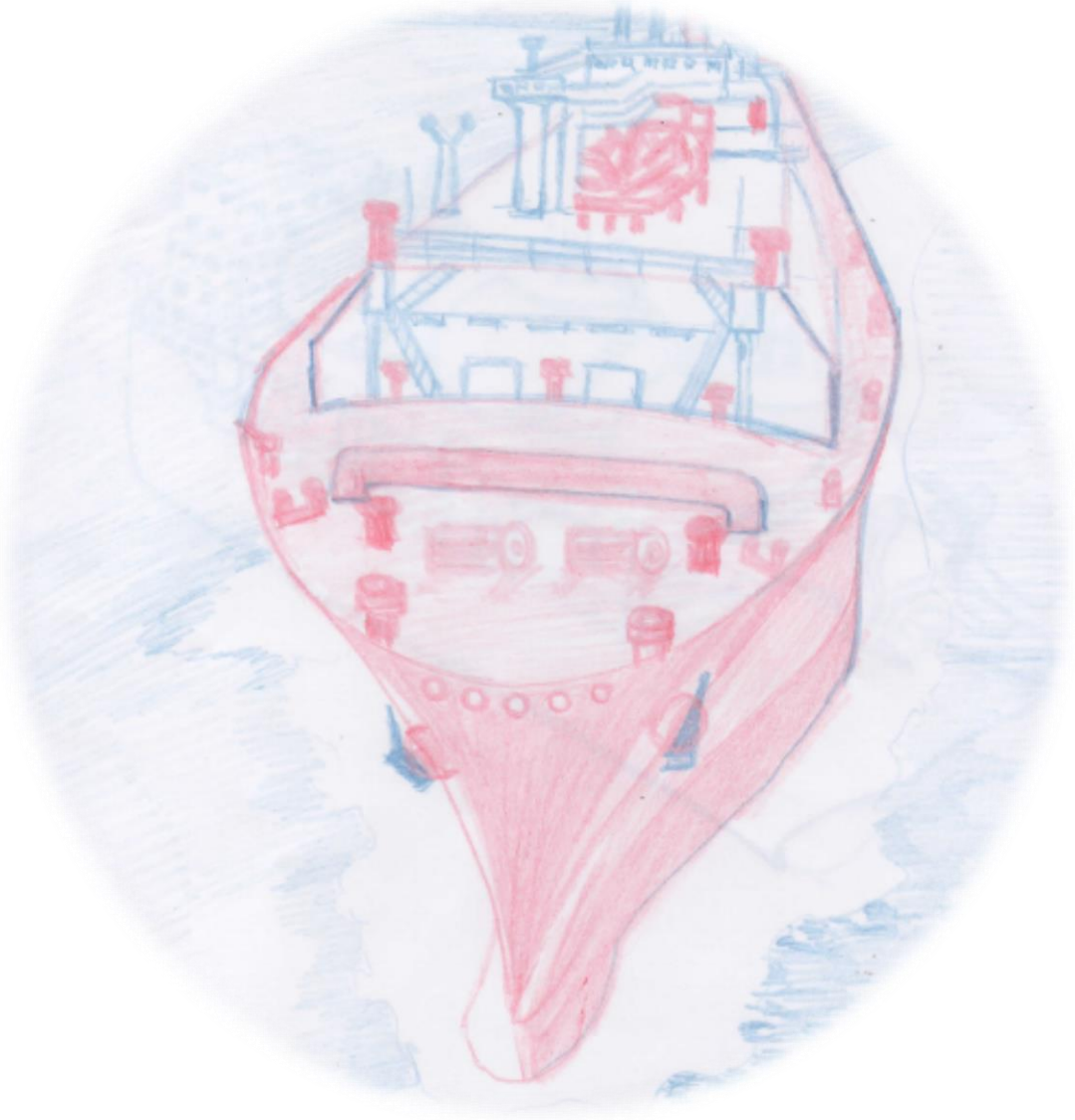
CHAPTER VI

RECOMMENDATIONS

- Before imparting knowledge about shipping English, it is necessary that teachers make an exam to determine the existing level of English in the student and thus be able to work on the design of materials.
- The teachers should to use a multicultural and appropriate didactic material in which the learner can develop the four English language skills (reading, writing, speaking and listening), where functional communication in the vocabulary and terminology is emphasized, which helps them to improve communication problems within their work environment.
- The teachers should to conduct a pedagogical experiment, giving priority to the interests of the learners with the use of the book designed for the teaching of shipping English to the workers of the company Flopec.

Proposal

ENGLISH FOR SHIPPING WORKERS



AUTHOR: GENESIS JULIETT LAGOS FALCONES

INTRODUCTION

English for shipping workers is a book for the shipping worker from Flopec. It has the four important skills of English, Listening, speaking, reading and writing.

This book has like a purpose to help them translate, communicative functions or vocabulary proper to navy ambit that can help the in the interaction of a better communication between the staff that still on board and the staff that is in the land.

The author purpose pairs interactions and group interactions which can allow an active learning. Also the workshops are designed to improve the way the expressions are acquired. It will help them to translate in a better way.

The book is divided into three units which are in relation whit some situations besides, each of them are designed with some tasks by means of which workers can learn terminology and communicative functions proper to the shipping ambit.

Book components

Pre-task:

It shows the introduction of the topic and what the task will be. At the beginning of each one there is a dialogue according to the situation which introduces it.

Task cycle:

This is the part where learners are going to plan the task, do activities using the language and learners produce the writing or oral performance that the task is demanding.

To practice, learners are going to develop some activities where they are going to create and answer to activities based in some situation in the navy ambit.

Post task:

In this part the learners are going to simulate other situations of the shipping practice.

Welcome on board.

INTERNATIONAL RADIOPHONIC ALPHABET

Complete your visual alphabet (in the table on the next page) and use it to memorize the following list of words:

Alpha, India,golf,Romeo,Juliett,Mike,kilo,oscar,papa,sierra,tango,wine,yankee

A



B



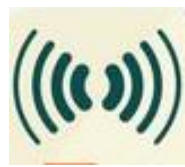
C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



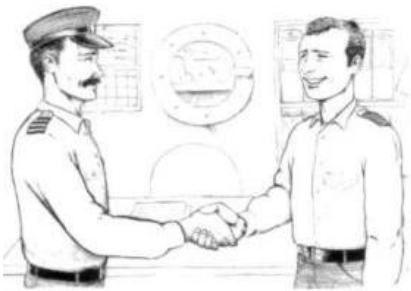
Y



Z



Look at the pictures. Read and memorize the phrases.



Good morning! Welcome on



Do you have your Passport?



What is your family name?



What is your date of birth?

Read and repeat the phrases.

What is you first name?

Where are you from?

Are you married?

What is your seaman's numbers?

Answer with your own information the following questions.

What is your name?

Answer: MY NAME IS

How old are you?

Answer: I'm

Do you have children's?

Answer:

What is your date of birth?

Answer:

I'M A SEAFARER

Look at the full forms of the verb TO BE. Repeat and memorize.

I AM

HE IS

THEY ARE

YOUR ARE

SHE IS

YOU ARE

IT IS

WE ARE

Look at the short forms

I am a seafarer. = I'm a seafarer.

You are a seafarer. = You're a seafarer.

Practice writing the short forms

I am	=	I'm
You are	=	You're
He is	=	
She is	=	
It is	=	
We are	=	
You are	=	
They are	=	

Look at the question forms and complete the sentences with the correct forms of to be. Use full or short form. (Note: Do not use short forms in questions.)

Are you married?

Is he the Captain?

Are they the cadets?

I Am 27 years old

_____she married?

You _____ from Spain

_____they cadets?

He _____ from Ecuador

_____you engineers?

You _____25 years old.

_____you from Canada?

COUNTRIES AND NATIONALITIES

Complete the chart.

COUNTRY	NATIONALITY
Ecuador	
Italy	Italian
	Indian
Russia	

WHERE IS HE FROM?

Work with a partner, ask questions and complete the chart

- The surveyor is from INDIA
- He is _____



- The captain is from _____
- He is ECUADORIAN



- The agents are from _____
- They are _____



What are the major cities in your country?

What is the capital city?

How many kilometers is your city/town/village from the capital?



city



town



village

PERSONAL INFORMATION

Work with a partner, ask questions and complete the chart.

NAME: _____ AGE: _____

NATIONALITY: _____

NAME OF VESSEL: _____

MARRIED? : YES / NO CHILDREN? : YES /NO

SEAMAN'S BOOK NUMBER: _____

THE JOB

GOOD MORNING

Read the following dialogue and make a Role play with a friend.

CAPTAIN: good morning, this is Captain Larry

AGENT: hello sir. Blue ocean agents, do you have the crew list?

Captain: yes, I do

AGENT: Ok please read the names and nationalities to me.

CAPTAIN: certainly, stand by

Number	word	ordinal	word
1	One	1 st	first
3	two	2 nd	second
4	three	3 rd	third
5	five	5 th	fifth
6	six	6 th	sixth
7	seven	7 th	seventh
8	eight	8 th	eighth
9	nine	9 th	ninth
10	ten	10 th	tenth
21	twenty-one	21 st	twenty first
32	thirty-two	32 nd	thirty-second

Write the numbers.

ELEVEN
FIFTEEN
TWENTY
THIRTY

11

ELEVENTH
FIFTEENTH
TWENTIEH
THIRTIETH

11TH

MONTHS OF THE YEAR

Read and memorize the months



WHAT'S THE DAY?

The first of January nineteen-ninety-seven

1/1/97

The seventh of April nineteen ninety

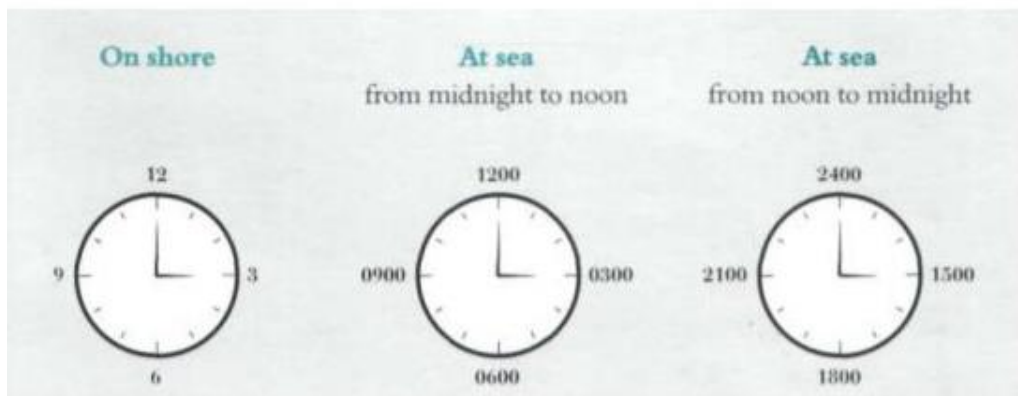
The eleventh of September nineteen seventy-seven

Practice.

The date today

The date of departure

WHAT'S THE TIME?



Complete the times.

8.00 AM

0800

ZERO EIGHT HUNDRED HOURS.

7.25 PM

10.20 AM

3: THE VESSEL

EXTERNAL STRUCTURE OF THE SHIP

Translate and identify the following words in the figure.

Bow

Starboard

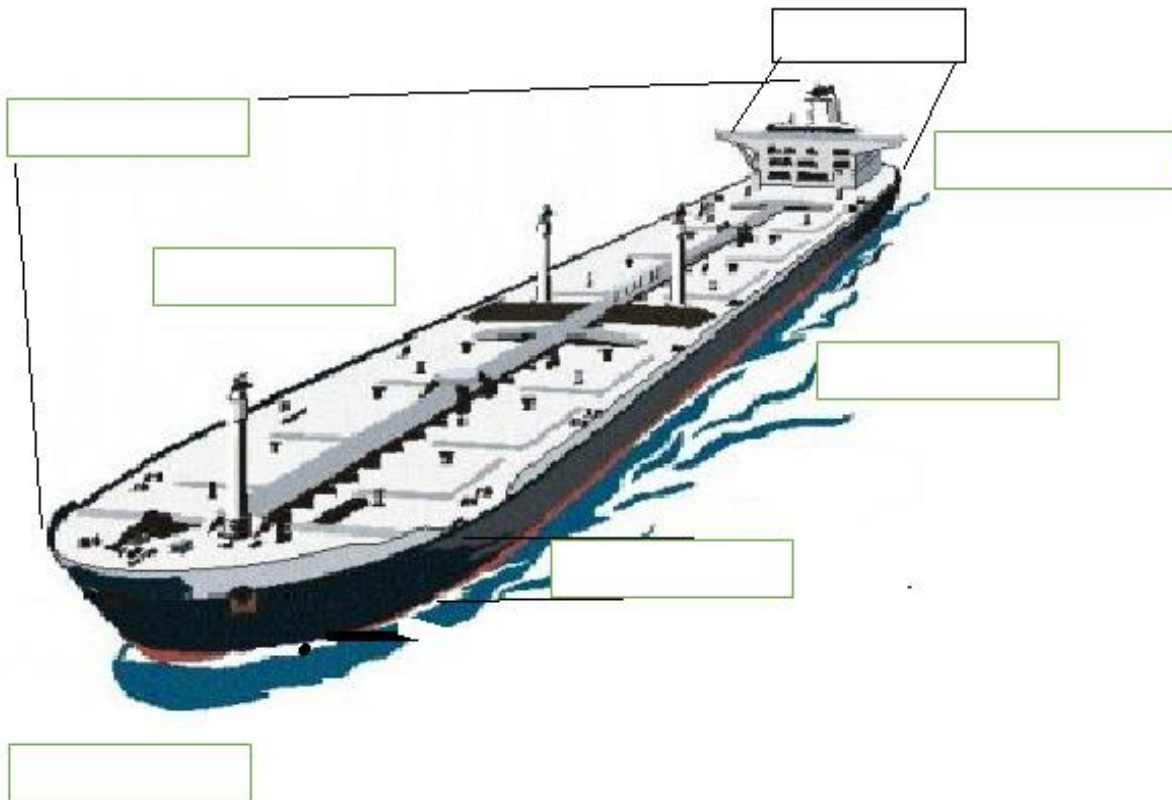
Length

Port

Beam

Stern

Draft



GLOSSARY

Bow the front part of a vessel

Stern the rear of a vessel

WORDS YOU NEED

Match each word with the correct definition what do the following words mean?

1. Helm
2. Helmsman
3. Rapidly

- the person who steers a ship
- Quickly
- A wheel for steering the ship

PLACE ON BOARD

Choose the correct word for each place write the words on the door

RADIO ROOM

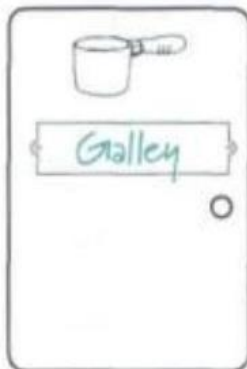
BRIDGE

LAUNDRY

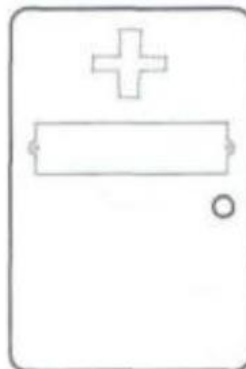
CABIN

HOSPITAL

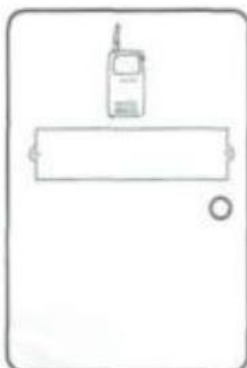
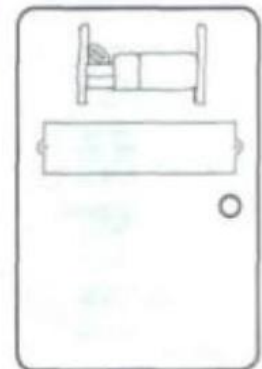
GALLEY



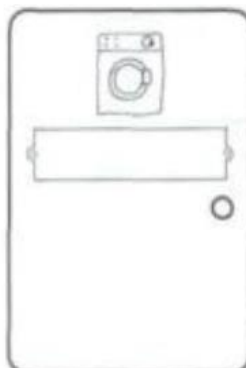
2



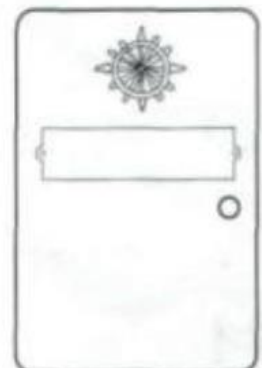
3



5



6



SAFETY

Read, memorize and write on side the words with the pictures that corresponding

Life jacket

Fire hose

Box

Eyes rinse station fire

Life raft

Extinger life boat

Life buoy

Immesion suit fire

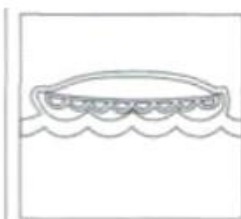
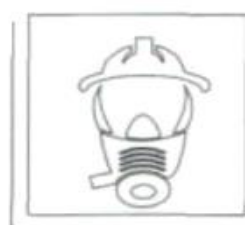
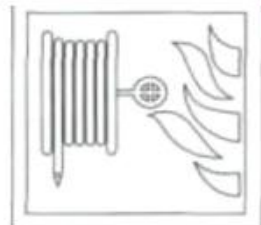
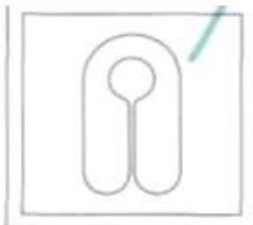
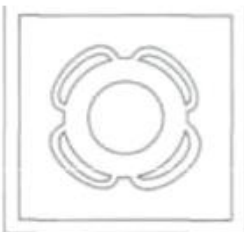
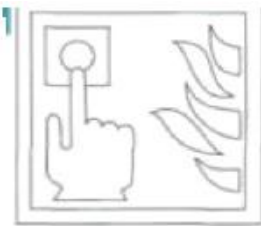
Clean up equipment

Alarm breathing

Emergency telephone

Muster station

Apparatus first aid



LARGE NUMBERS

Read and repeat the large number

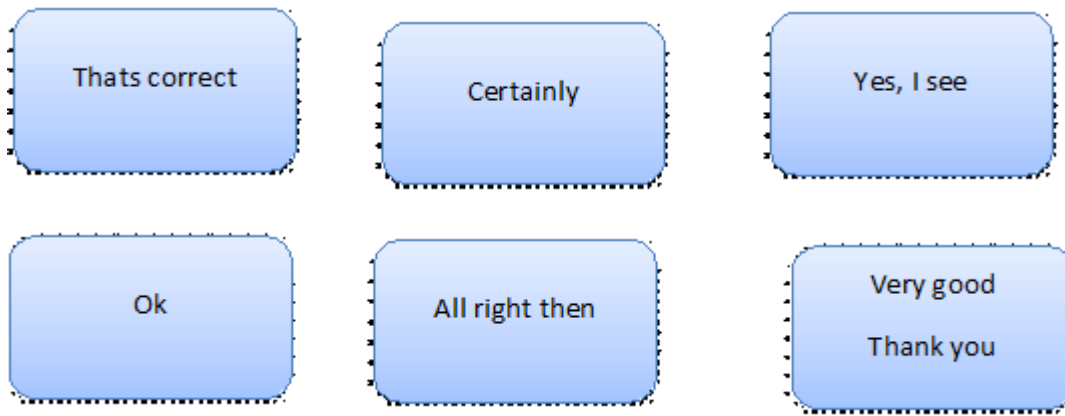
291 two hundred and ninety-one

187 one hundred and eighty-seven

2170 two thousand, one hundred and seventh

YES, I SEE

Read and memorize the following phrases, they show you understand or agree



FREE TIME ACTIVITIES

Read, translate and memorize the words.

Going to the beach

Bars fishing

Playing cards

Reading books

Watching TV

Shopping repairing

Playing football

Cars watching TV

Chess eating in

Listening to music

Restaurants going to

I REALLY LIKE...

We use these words to tell how much we like or dislike something:

I REALLY LIKE.... PLAYING FOOTBALL

I LIKE

I DON'T LIKE

I REALLY DON'T LIKE

Read the following sentences.

I really like playing football

I like playing chess

I don't like swimming

I really don't like shopping

Write about yourself. What do you like doing in your free time?

I REALLY LIKE....

I LIKE

I DON'T LIKE

I REALLY DON'T LIKE

WHATS HAPPENING ON BOARD?

Read, translate and memorize the following words

Cleaning the cabin

Steering the vessel

Reading a manual

Checking the charts

Repairing the radio

Testing the alarms

Painting the wall

Boarding the vessel

Writing a letter

Carrying a pot

Sweeping the desk

Loading the cargo

WE USE PRESENT CONTINUOUS TO DESCRIBE EVENTS HAPPENING NOW.

I AM CLEANING

YOUR ARE CLEANING

SHE IS CLEANING

HE IS CLEANING

WE ARE CLEANING

YOUR ARE CLEANING

THEY ARE CLEANING

AT THE MOMENT RIGHT NOW, JUST NOW= NOW

Complete the sentences

I AM STUDYING ENGLISH

YOUR..... STUDYING ENGLISH

SHE IS.....ENGLISH

HE IS.....ENGLISH

WE.....ENGLISH

YOUR.....ENGLISH

PRESENT CONTINUOUS

-IS USED FOR ACTIVITIES THAT ARE
HAPPENING NOW.

- I AM READING A BOOK JUST NOW.

PRESENT SIMPLE

USED FOR ACTIVITIES THAT ARE
REGULAR OR ALWAYS HAPPEN.

- I OFTEN READ A BOOK IN THE
EVENING.

Answer the questions. Use present simple or present continuous.

What are you doing?

Are you working at the moment?

What is your job?

Do you smoke?

FIND THE FOOD

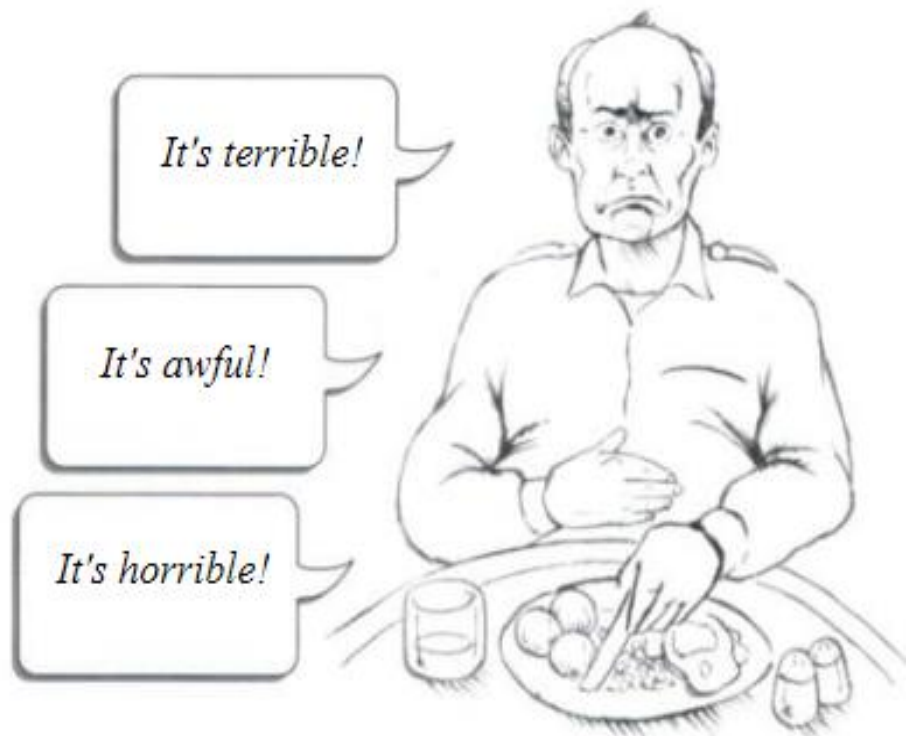
Look at the word grid. Find the words

ham sausage fish mushroom
pie egg tea orange
cheese
coffee
soup
rice
steak
milk sugar cake ice cream flour
chicken tomato corn juice carrot

m	u	s	h	r	o	m	c	r	c	i
a	f	l	o	u	r	n	o	i	t	o
h	l	t	f	s	a	r	c	e	l	f
c	m	u	i	v	n	e	s	a	r	f
s	a	u	s	a	g	e	w	f	k	e
d	p	r	h	t	e	g	g	o	r	e
a	p	m	r	h	e	t	t	d	t	o
e	l	i	c	o	e	a	o	e	h	e
r	e	l	e	c	t	l	k	m	z	a
b	q	k	i	o	c	b	a	n	a	n
s	o	u	p	g	s	u	g	a	r	t
u	j	h	n	e	k	c	i	h	c	y

HOWS YOUR FOOD?

Read and memorize the following phrases



EMERGENCY

Read, translate and memorize the following words.

Accident in an enclosed space

Fire in the galley

Electrical fire

Collision

Fire in the cargo holds

Grounding

Oil spill

Man overboard

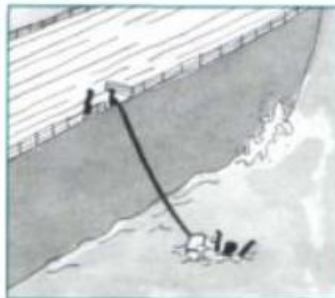
MAN OVERBOARD

Look at the picture and the commands, read translate, memorize and at the end match the picture with the correct commands.

1



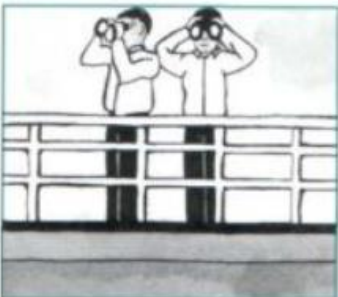
2



3



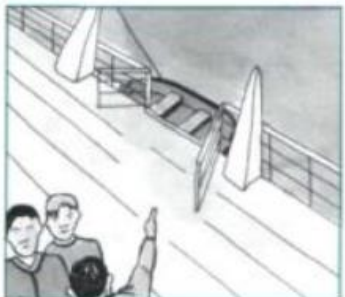
4



5



6



Man overboard! Release a life buoy.

Begin the 60-60Turn.

Instruct the emergency party to go to the rescue boat stations.

Put the engines on standby and inform the engine room.

Post two lookouts with binoculars.

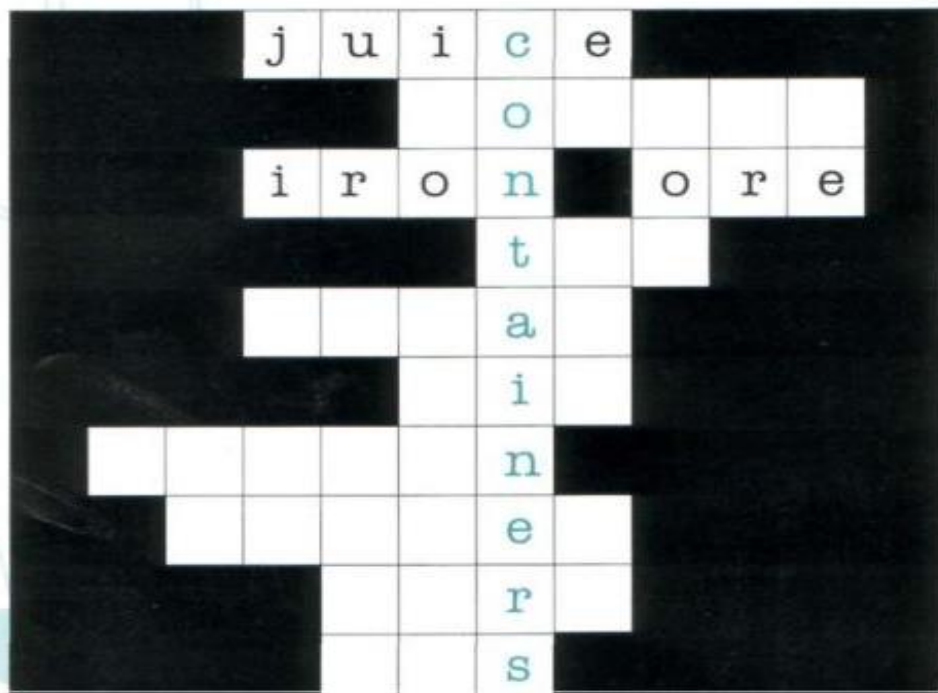
Sound the emergency alarms

SUPPLIES

CARGO

Look at the words for different types of cargo. Write them on the word grid.

Match the opposites



Refined discharging lowering

Loading

Crude

Removable

A NEW VESSEL

Look at the pictures of the two ships, read the table, compare the information about the two ships and complete the chart with the information about your vessel.



Vessel details	MV Kennedy	Your vessel
Type of vessel	General Cargo Carrier	
Flag	Swedish	
Date of build	July 1995	
Length overall	149.45m	
Width	21.68m	
Depth	8.65m	
Cargo on board	6500 mt	
KEY: m = metres mt = metric tonnes		

COMMUNICATION EQUIPMENT

Read the following words and match with the pictures.

RADAR SYSTEM

MANUAL

SATELLITE SYSTEM

HANDSET

WALKIE-TALKIE

LOUDSPEAKER



WEATHER

Read, translate and memorize the following words.

SUMMER

AUTUMN

WINTER

SPRING


HOW MANY
SEASONS ARE THERE
IN YOUR COUNTRY?


What is the weather like? Match according to the pictures


It's sunny. It's snowy. It's partly cloudy.


It's windy. It's rainy. It's foggy.


It's stormy. It's cloudy.


1 


2 


3 

4 

5 

6 

7 

8 

Answer the following question about the weather in your area.

What's the weather like in January in your home area?

What's the weather like in July in your home area?

What's the weather like where you are today?

INCIDENT AT SEA

Use your dictionary to check the meaning of each types of incident.

SPILL

FIRE

GROUNDING

LOST OF POWER

COLLISION

CARGO CONTAMINATION

PERSONAL INJURY

PIRATES ON BOARD

Complete the chart describing their journeys.

NAME OF VESSEL	TYPE OF VESSEL	ROUTE	CARGO	INCIDENT
MT COTOPAXI	OIL TANKER	CALLAO-PERU	CRUDE OIL	FIRE

ABBREVIATIONS

We use abbreviations (short forms of words)

Look at these abbreviations and write the full forms in the corresponding.

please | alongside | tonne | about | distance | number
 estimated | amount | charter party | low tide
 hour | long wave | estimated time of departure | temperature
 your | Universal Time Corrected | received/from | kilometre
 for the attention of | high tide | regards | message | arrive
 telex | estimated time of arrival | thanks | as soon as possible
 brake horsepower | departure | nautical mile
 approximately | repeat

pls	ETA	tlx
fm	recd	est
dist	ETD	LW
HT	bhp	yr
msg	hr	arr
km	t	temp
No.	UTC	a/s
NM	abt	dep
ASAP	C/P	FAO
tkr	approx	amt
rgds	LT	rpt

Circle the correct word

IMO: International **Maritime** / **Mariner** Organization.

SMCP: Standard Marine **Communication** / **Co-operation** Phrases.

Sea crews are **multimedia** / **multilingual**.

COMMUNICATION PHRASES

The navy industry use the navy English as a common tool of communication. In the navy English the standard marine communication phrases are very important (SMCP)

There are crews of different nationalities work on board vessels and speak different language. The problems in verbal communication are a danger to the vessel.

Seafarers need a standard language to communicate with, for navigation at sea, in port, and on board vessels with multilingual crews.

Look the navy English phrases in the box, try to guess and match the meaning with

- I Request medical assistance
- My ETA is 16:00 UTC
- M/T TRADER: Tango Romeo Alfa Delta Echo Romeo

general English.

We will arrive at 4pm

Tanker ship trader: T-R-A-D-E-R

I need doctor's help.

Work in pair to exchange vessel information (on a piece of paper, tell your partner the vessel information)

Remember to use the radiophonic alphabet and don't forget that the numbers are dictated in separate digits example 160.5 we say: one, six, zero point five.

MT Vessels name: zaruma

MMSI 2375891111

Call sing: LAPM2

Practice, read the dialogue and fill in the information in the box:

MASTER VESSEL: good day agency, captain of BT Zaruma reporting the arrival to the Ecuadorian waters.

RADIO OPERATOR: good day's captain welcome to the port in one minutes the authorities will be on board for reception, please can you tell us your last port.

MASTER VESSEL: our last port was Callao, Peru.

RADIO OPERATOR: thank you master, please help us with other additional information, the vessel's bank, crew numbers on board.

MASTER VESSEL: my ship has Panama flag and there are 23 crew on board.

RADIO OPERATOR: thank you master, we inform you that according to the instructions of your vessel in this port will be loading 456,358 tons metric diesel enter this afternoon at 16:00 UTC and your next destination will be Valparaiso, Chile. Have a good day.

VESSELS NAME

SHIPS FLAG

LASTPORT OF CALL

DESTINATION

NUMBERS OF CREW ON BOARD

AMOUNT OF CARGO

TYPE OF CARGO

Write a title under each picture. Then say what is the use of each thing shown in the picture.

Anchor

Anchor chain

Mooring winch



Work in pairs to dictate and note down information. Student A: Ask your partner the following questions. Fill in your card.

- What is your ETA?
- what time does loading start?
- Who is the officer in charge?
- How much cargo do you expect to load

FACILITIES IN THE ACCOMMODATION

Match the places on board to the activity that can be done there.

Hospital

radio room

lounge

Cabin

gym

_____ / get first aid, basic medical treatment

_____ / send VHF radio messages

_____ / navigate

_____ / wash clothes

Look at the plan of D Deck and C Deck of

_____ / work out

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APPENDICES

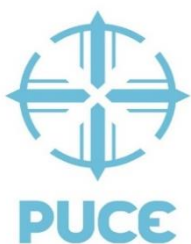
Appendix A. Operationalization of variables

Table 2. Applied variables

Variables	Conceptual definition	Operational definition	Dimension	Indicators
DV shipping English	English for Specific Purposes (ESP) for shipping workers	ESP for shipping workers which is based on their linguistic needs according to their occupation.	Lexicon Communicative functions	Vocabulary in relation to shipping English. Communicative function about shipping English
IV ESP Book	Didactic tool to teach English	workers organized in teaching activities with a specific method	Methods	Repetition drills Translation and emphasis on grammar Communicative activities Conversation

By: Author.

Appendix B: Survey applied to shipping workers from Flopec Company



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

Book to teach English to shipping workers in Flopec

OBJECTIVE

- To get information about shipping English terminologies and communicative functions necessary for shipping workers in Flopec company.

Please, read carefully and answer all the questions

1. - Do you consider that you need to learn shipping English terminologies to improve the efficiency of your work?

VERY MUCH

MUCH

NOT MUCH

2. - Do you need to know some communicative functions about shipping English communication?

VERY MUCH

MUCH

NOT MUCH

3. - What terminologies related to shipping English do you think you need? Choose.

Owner

voyage.

Anchor

Marine accident	cargo manifest	boat
Shipping agent	consignee	bow
Berth	invoice	cockpit
Customs authority	lay can	deck
Port	meter	helm
Garbage	mile	hull
Buoy	NOR	poop
Vessel	On board	port
Petroleum ship	buoy	prow
Boiler	draft	starboard
Unlocking	length	Anchoring

4. - What communicative functions would be necessary to know?

Distress communications	Ice
Attack with an armed hand	Restricted visibility
Person to the water	Sea condition
Banding the ship	Practical request
Flood	Trailer request
Request for medical assistance	Maneuver
Weather conditions	Anchoring
Abnormal areas	Change of guard

Appendix C: Test



PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

Book to teach English to shipping workers in Flopec

Objective:

To identify workers needs concerning shipping English terminologies and communicative functions.

Please, read carefully and answer all the questions

1. - Mark the following navy terminology that you know

Agent	On board
Sailing	Boat
Anchor	Berthing
Authorities	
arrive	

2. - Read the next terminology and translate them

Accident	Weather
Ship	Bad weather
Membership	Stern
Draft	Prow

3. - Read the next phrases and translate them

Excuse me, what time is it?

Could you spell the name of your vessel please?

John works a board the ship

Let's go to the ship

There's going to be a crew change

Where's the cargo destination?

We are alongside, which side would you like to proceed?

Appendix D: Pictures

