

The Philippine Context of the Teaching and Learning of Maritime English

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Abstract Involving teachers and students in Philippine Higher Education Institutions (HEIs) that offer maritime education and training, the study investigated the teaching and learning of Maritime English in the Philippines. Through descriptive research design, survey instrument determined pertinent data for the study. Analysis of all gathered data included percentage, mean weight, and standard deviation. Findings reveal the importance and relevance of Maritime English as an English language course. Teachers believe that the course contributes to the improvement of student's proficiency in English, which is a requirement of the Standards for Training, Certification, and Watchkeeping (STCW) 1995 Code and the 2010 Manila Amendments. Moreover, students believe that Maritime English provides them wide-ranging opportunities to practice communication in English for maritime and general purposes. Generally, they consider learning Maritime English an important goal which could help them in the future since their job would require communicating with people of different nationalities and English is a language that they mutually understand. It is recommended that Maritime English teachers continue to

use information communication technology (ICT)-based instructional materials in teaching Maritime English for maritime students to achieve the desired proficiency in Maritime English for them to meet the requirements of the STCW and the maritime industry.

Keywords: English, English Language Teaching, Maritime English

Introduction

Supplying thirty percent of the world's crew and deploying around 256,000 seafarers annually, the Philippines is regarded as a major provider of professional seafarers in the global labor market (OFW, 2007; POEA, 2008; Magallon, 2010). The Department of Labor and Employment reported that "the demand for Filipino seafarers is expected to continue over the next decade given the increasing number of vessels which are becoming larger and specialized" (p.45). This being so, Filipino seafarers need to ensure that they possess the skills and qualifications necessary to fill the positions for the sea-based sector (DOLE, 2010) of overseas employment.

Besides the technical knowledge, skills, attitude, and experience required of seafarers, English language proficiency is considered important in the professional and social life of many onboard seafarers who are non-native speakers (NNS) of English, Filipino seafarers included. It has been reported in several studies that despite knowledge of the English language, Filipino seafarers find it difficult to understand other nationals when they speak English. Onboard the most common crewmates of Filipino seafarers include Europeans (58%) specifically British, Greeks, and Germans; Asians (38%) comprising the Japanese, Koreans, and Indians; and Americans, Africans, and Oceania (4%). Given this working condition, Filipino seafarers are inevitably exposed to a

multicultural workplace where English is the only language of communication. In effect, problems in miscommunication due to language and cultural barriers have been identified and reported (Magallon, 2010).

Reasonably it has long been promulgated by the International Maritime Organization (IMO) in its Standards of Training, Certification and Watchkeeping for Seafarers or STCW 1978 Convention, STCW 1995/97, and recently in the 2010 STCW Manila Amendments which began to take effect in January 2012, that English is to be used as the *lingua franca* of the seafarers manning the international fleets. The 2010 STCW Manila Amendments reflect the “higher standard to be met in the field of Maritime Education and Training (MET) in general, and in Maritime English (ME alternately) communication competency, (and thus on Maritime English instruction and research), in particular” (Trenkner & Cole, 2010, p. 3). Relative to Maritime English, the 2010 edition of STCW specifically states that each administration shall... require every... company to ensure that at all times on board ships there shall be effective oral communication in accordance with chapter V, regulation 14, paragraphs 3 and 4 of the Safety of Life at Sea (SOLAS) Convention (IMO, 2010). Moreover, the SOLAS regulation states that English shall be used on the bridge as the working language for bridge-to-bridge and bridge-to-shore safety communication as well as for communication on board between the pilot and bridge watchkeeping personnel (IMO, 2004).

A closer look at the abovementioned provisions in the 2010 STCW Manila Amendments suggests the significant role that Maritime English plays in ship-to-ship and ship-to-shore communications, in onboard communications and in ports. This may even reflect the possible impact of the revised STCW upon “Maritime English course design, materials development and instruction” (Trenkner & Cole, 2010, p. 3). Hence, it

becomes imperative to investigate the teaching and learning of Maritime English in a country that supplies almost one-third of the manpower in the international maritime industry.

Purposes of the Research

The main purpose of the research is to investigate the teaching and learning of Maritime English in Philippine Higher Education Institutions (HEIs) that offer maritime education and training. Specifically, it sought to analyze the perceptions of teachers about the teaching and learning of Maritime English in Philippine context, assess the needs of maritime students as regards learning Maritime English, and describe their attitude towards learning Maritime English.

Among others, the study seeks to provide the necessary impetuses for maritime HEIs in the country to adapt, update, develop or enhance the curricula of Maritime English courses, the instructional materials, teaching methods, and assessment tools to sustain the production of Filipino professional seafarers who are highly communicative in Maritime English, thereby increasing their chance of employment in international maritime industry, hence, contributing to national development.

This study is also envisioned to provide baseline data which might be helpful in formulating policies to further develop Maritime English as an essential but relatively new knowledge area to satisfy the provisions of the 2010 STCW Manila Amendments and the requirements endemic to the maritime industry.

Methodology

Research Design

The study used the descriptive research design. It conducted a survey of Maritime English teachers' perceptions of the teaching of Maritime English, needs assessment of learners of Maritime English, and a survey of the learners' attitudes towards learning Maritime English.

Sampling Procedures and Participants

Study participants were Maritime English teachers and maritime students in 15 out of 23 Philippine HEIs offering maritime education. The researchers identified these HEIs from the list of maritime schools authorized by the Commission on Higher Education (CHED) and the Maritime Industry Authority (MARINA) to offer maritime education as of 2015. Student-participants were 3,496 randomly selected second year and third year maritime students. Lists of students in block sections were used in selecting the samples using Excel. A total of 150 Maritime English teachers from the 15 HEIs were completely enumerated. They have completed a training on IMO Model Course 3.17 Maritime English.

Instruments

Survey instruments were used to map out the perceptions of Maritime English teachers, and the language attitudes of student-respondents towards learning Maritime English. The survey instrument for Maritime English teachers consists of statements covering five components which include objectives and outcomes; teacher's competencies; instructional materials, procedures, and techniques; assessment and evaluation; and administrative support. The survey instrument for maritime students consists of statements that describe the attitudes of maritime students towards learning Maritime English. The

needs assessment tool was a self-made survey instrument which was based on relevant literatures and scholarly materials in Maritime English teaching including the PSGs from CHED and MARINA. The Maritime English topics were clearly listed and the respondents selected multiple topics from the list. The topics were explained in the research instrument through definitions and examples. It can be noted that the needs analysis is based purely on the students' own assessment and reporting of their needs, which is a limitation of this study. All in all, the first part of the research instruments for ME teachers and ME students used multiple responses items while the second part utilized the five-point Likert scale. A pilot study was administered to 143 students and 31 teachers who are not part of the research samples to establish the reliability of the survey instruments. Reliability analysis resulted in a .753 Chronbach Alpha for the student research instrument and .818 for the teacher research instrument. A chronbach alpha above .75 is interpreted as a highly reliable instrument as there is internal consistency in the instrument. Thus, both instruments are found to be reliable.

Data Collection

The research team secured necessary permission to conduct the study from the presidents of HEIs that participated in the study. After selecting the respondents and securing their informed consent, the enumerators personally administered the survey instruments to the respondents. Maritime English teachers convened the student-respondents in the classrooms where they were given the survey instruments for them to accomplish. Retrieval of the survey instruments was done immediately after the respondents have completed answering them. All gathered data were encoded using Excel and were tallied and tabulated for analysis.

Results and Discussion

This section presents the data gathered from the survey and from the needs assessment. To give credence to these data, inferences and insights were drawn; and implications of findings to practice and theories were integrated in the discussion and interpretation of the data. Relevant literatures that buttress the data were also cited.

On the Teaching of Maritime English

This paper examined the teaching of Maritime English in Philippine HEIs along the following factors: Learning objectives and outcomes, Teachers' competencies, Instructional materials, procedures, and techniques, Assessment and evaluation, and Administrative support. The perceptions of Maritime English teachers about the teaching of Maritime English are presented in Table 1.

Table 1. Maritime English Teachers' Perceptions of the Teaching of Maritime English

Factors	N	Mean	Verbal Description	Std. Deviation
1. Learning Objectives and Outcomes	150	4.2300	SA	.6879
2. Teachers' Competencies	150	4.4680	SA	.6647
3. Instructional Materials, Procedures, and Techniques	150	4.3160	SA	.6195
4. Assessment and Evaluation	150	4.0920	A	.6480
5. Administrative Support	150	4.1300	A	.7619
Overall	150	4.2472	SA	.6917

Legend:

4.21-5.00 = Strongly Agree (SA) 3.41-4.20 = Agree (A) 2.61-3.40 = Undecided (U)
1.81-2.60 = Strongly Disagree (SD) 1.00-1.80 = Disagree (D)

In terms of learning objectives and outcomes, the weighted mean of 4.23 and standard deviation of .6879 suggests that the respondents strongly agree with the learning objectives and outcomes of the teaching of Maritime English in Philippine HEIs. Technically, the standard deviation is a statistical measure of dispersion which is a factor of variability of the respondents' responses. A high value of the standard deviation means that the responses are scattered wider or many of the responses are dispersed away from the mean value. While, a lower value of the standard deviation means that the responses are concentrated near to the mean value.

This study proposes the need to consider the findings for further improvement of student's knowledge, understanding, and proficiency in Maritime English as an objective of the course for this is required by the STCW 1995 Code and the 2010 Manila Amendments. In practice, Maritime English provides students wide-ranging opportunities to perform communication tasks in English for both maritime and general purposes. As part of its course outcomes, Maritime English develops students' ability to use English at least to intermediate language level. In fact, the linguistic content of the course integrates the three language systems (grammar, vocabulary, and pronunciation) with the practice of the four language communication skills (listening, speaking, reading and writing). Also, the course objectives and outcomes of the teaching of Maritime English in Philippine HEIs are perceived to be in harmony with the English language guidelines of STCW 1995 Code and the 2010 Manila Amendments. This finding implies that the maritime HEIs in the Philippines meet the requirements or provisions of the STCW 1995 Code and the 2010 Manila Amendments relative to the teaching of Maritime English.

In terms of the Maritime English teachers' competencies, the weighted mean of 4.46 and standard deviation of .6647 reveals that the respondents strongly agree with the Maritime English teachers' competencies such as that

they have a good command of the English language and that Maritime English teachers in Philippine HEIs show evidence of preparedness for class as revealed in their mastery of the subject matter. Also, these Maritime English teachers effectively create a climate for learning and efficiently manage the class. They present their lessons in clear and logical order and give comments which encourage students to do better in class and gain confidence in speaking the English language. They provide activities that enable students to practice communicating in English for maritime purposes. They also offer alternate explanations to students who do not understand the lesson. These findings suggest that teachers of Maritime English in Philippine HEIs think of a variety of creative ways in which they can pull off their lessons and make the teaching of the course more engaging for their students. It is also obvious that Maritime English is taught in Philippine HEIs as a course in English for Specific Purposes (ESP).

In terms of the instructional materials, procedures and techniques, the weighted mean of 4.31 and standard deviation of .6195 shows that the respondents strongly agree with the provisions that describe the instructional materials, procedures, and techniques used by Maritime English teachers in Philippine HEIs. An appropriate syllabus is designed for the Maritime English course. Instructional materials seek to develop desirable attitudes towards Maritime English. Maritime English teachers in Philippine HEIs use varied teaching methods and techniques to enable maritime students in Philippine HEIs to develop and enhance their proficiency in Maritime English. Definite rules and policies for effective classroom management of Maritime English classes are enforced. Teaching methods and strategies used by Maritime English teachers in Philippine HEIs contribute to the development of Maritime English competence of maritime students in Philippine HEIs. The syllabus is updated periodically and provides opportunities for maritime students to practice communicating in English for maritime purposes.

With regard to assessment and evaluation, the weighted mean of 4.09 and standard deviation of .6480 suggests that the respondents agree with the assessment and evaluation used by teachers in Maritime English classes in Philippine HEIs. The Maritime English teachers agree that the methods chosen to assess competence determine whether a student has the necessary competence according to the STCW Convention in addition to national requirement. The general criteria for assessment in Maritime English classes in Philippine HEIs are in reference to the STCW Convention, IMO Model Course 3.12 Assessment, Examination and Certification of Seafarers, and national regulations and framework.

As to the administrative support, the weighted mean of 4.13 and standard deviation of .7619 suggests that the respondents agree with the administrative supports extended to the teaching of Maritime English in Philippine HEIs. Specifically, there is a clearly defined and feasible system for the requisition and procurement of textbooks and other instructional materials both by the faculty and the students. Furthermore, most of them agree that their respective administrations provide encouragement and support for the Maritime English faculty in Philippine HEIs to prepare their own instructional materials like textbooks, modules, etc.; and that the administration has a clearly defined system that determines the size of Maritime English classes in Philippine HEIs.

With an overall mean of 4.2472 and standard deviation of .6917, the Maritime English teachers revealed positive perceptions of the teaching of Maritime English in Philippine Higher Education Institutions that offer maritime education and training. Generally, they strongly agree with the three factors—learning objectives and outcomes, instructional materials, procedures, and techniques, and teachers’ competencies – that describe the teaching of Maritime English in Philippine HEIs. It is worthy to note that among these factors, Maritime English teachers’ competencies seem to have been given

utmost attention by the respondents in this study. It can be inferred from this finding that the teachers' competencies in teaching Maritime English in Philippine HEIs largely determine the success of the course. It suggests that enhancing the teachers' competencies must be a priority of Philippine HEIs offering maritime education and training if they want their Maritime English program to succeed and realize its objectives of enhancing the Maritime English proficiency of their students. This finding is strengthened by Pritchard, Cole, and Trenkner (2013) who maintain that "there is an urgent need to systematically educate and train Maritime English instructors to develop their competence and skills" (p. 38) in teaching the course as well as in assessment and evaluation.

On Maritime English Language Learners' Needs

The data generated from the needs assessment reveal the Maritime English topics that learners need to study, and the language functions that they need to practice to improve their Maritime English communication skills.

From the given data on the needs assessment of the learners, it is obvious that the common Maritime English topics focused on safety awareness and standard marine communication phrases. The maritime student-participants in this study believed that they need extensive knowledge and competence in using the standard marine communication phrases for safety and emergency situations. However, they least prioritized the topics concerning standard orders on wheels and engine department.

The result highlights the primary concerns of future seafarers which are safety and standard communication system for Maritime operations. It suggests that the curriculum on Maritime English in the Philippines should focus on the use of Maritime English in dealing with safety and emergency situations onboard as well as the Standard Marine Communication

Phrases (SMCPs) to ensure safety of navigation. Astratinei (2013) supports this claim in saying that the use of IMO-SMCP enables maritime crews and officers to understand information and messages concerning ship's safety and operation.

Table 2. Needs of the Learners in Terms of the Maritime English Topics

Maritime English Topics	Frequency N=3,496	Percentage
Safety and emergency situations on board	3076	88.00%
Standard marine communication phrases	3042	87.00%
Safety equipment	3011	86.00%
Safety and risks on board	2928	84.00%
Emergency response	2916	83.00%
Standard marine vocabulary	2845	81.00%
Crew roles and routines	2809	80.00%
Marine protection	2726	78.00%
Organization on board	2691	77.00%
Types of vessel	2584	74.00%
Standard engine orders	2356	67.00%
Standard wheel orders	2051	59.00%

From the data shown in Table 3, the learners revealed that the primary language functions they need in Basic English are practicing VHF (Very High Frequency) radio exchange procedures, understanding commands in emergency situations on board, VHF radio communications regarding bunkering, reporting incidents at sea, and asking for and giving directions on board. The participants manifested their interest to hone their basic skills in communication particularly in the use of VHF radio system and reporting emergency and safety situations at sea. On the one hand, less serious matters like conversations on meals and supplies are at the bottom of the list.

Table 3. Needs of the Learners in Terms of the Language Functions – Basic English

Language functions - Basic English	Frequency N=3,496	Percentage
Practicing VHF radio exchange procedures	2727	78.00%
Understanding commands in emergency situations on board	2692	77.00%
VHF radio communications regarding bunkering	2622	75.00%
Reporting incidents at sea	2552	73.00%
Asking for and giving directions on board	2482	71.00%
Describing safety equipment	2447	70.00%
Reporting events from past voyages	2345	67.00%
Asking for and giving personal data	2144	61.00%
Describing crew roles and routines	2042	58.00%
Requesting medical assistance	2133	61.00%
Describing weather conditions	1931	55.00%
Checking supplies	1891	54.00%
Discussing food on board/ordering meals	1829	52.00%

Furthermore, the result shows that the learners of Maritime English in Philippine HEIs need to enhance their knowledge about the use of Maritime English at the basic level in relation to safety and emergency situations. The role of language in the maritime field covers the most important safety-related fields of verbal shore-to-ship, ship-to-shore, and onboard communications. This indicates that the contents of the Basic English course of Maritime English should emphasize the communication processes onboard, significantly, in safety situations and vessel routines. The learners of Maritime English in Philippine HEIs consider the communicative functions of English as basic for survival at sea, particularly, during emergency situations onboard. In similar view, according

to Borodina (2017) Maritime English courses must aim to develop the communicative competence in English to a level that will enable them to satisfy the competences relating to English language set out in the STCW Code. Furthermore, she stressed that the use of authentic materials is one of the sources of professional knowledge, the way to prepare seafarer for future activity, to develop the required skills and competence in ensuring accurate communication to maintain safety onboard at all times.

Similarly, the learners revealed their needs in learning Maritime English at the intermediate level. Table 4 presents these relevant data.

Table 4. Needs of the Learners in Terms of Language Functions – Intermediate English

Language Functions – Intermediate English	Frequency N=3,496	Percentage
Understanding the cultural norms of different nationalities	3282	94.00%
Taking and delivering messages accurately via VHF radio	3176	91.00%
Giving instructions to passengers in the event of an emergency	3073	88.00%
Describing procedures for survival at sea	3047	87.00%
Demonstrating awareness of how cross-cultural issues can affect teamwork at sea	2968	85.00%
Reporting damage caused by bad weather at sea	2858	82.00%
Discussing aspects of safety and risks in the workplace	2557	73.00%
Describing how machinery operates	2344	67.00%
Confirming arrangements for joining ship	2242	64.00%
Describing measures for ensuring vessel security	2141	61.00%
Describing mechanical breakdown and repair	2034	58.00%

As revealed by the learners of Maritime English in Philippine HEIs, the functions that they need to learn in Intermediate English level are as follows: understanding the cultural norms of different nationalities, taking and delivering messages accurately via VHF radio, giving instructions to passengers in the event of an emergency, describing procedures for survival at sea, and demonstrating awareness of how cross-cultural issues can affect teamwork at sea.

Among the enumerated language functions of Intermediate English, the participants took interest in understanding the cultural norms of different nationalities. They perceived it as important in surviving a workplace with multiracial crews. In addition, they are aware of how cross-cultural issues can affect team work. Thus, the maritime English learners in Philippine HEIs put much concentration on the nuances of cultural diversity in language usage. Nevertheless, the participants in this study did not consider communicative activities on mechanical repairs and ensuring vessel security.

The implication is that intercultural communication is significant in a global industry like seafaring. The learners are of the idea that conveying and understanding messages accurately are the major considerations in learning Maritime English at the intermediate level. Furthermore, the learners are concerned primarily with the importance of strengthening Maritime English proficiency and consider it necessary in addressing cross-cultural issues and managing survival at sea. Thus, Maritime English course designers in Philippine HEIs should adopt the provisions in the STCW 95 to enable the seafarers to understand meteorological information and to communicate with other ships and coast stations with a multilingual crew. Markoe in Tenieshvili (2013) states that communication at sea would be much facilitated if language and cultural barriers that exist among and between crew members of different nationalities were diminished.

Likewise, miscommunication may result from one's inability to share the features or norms of the target culture. Visan, Ungureanu and Popescu (2009) went on to say that as IMO officially adopted English as the language of the sea, the responsibility of Maritime English teachers to non-native English speaking students has increased. In fact, development of students' communicative competence reflects the teachers' endeavor to seek methods that facilitate learners to adequately master Maritime English. The use of the communicative approach to Maritime English teaching and learning was recommended and explained that the adoption of this approach attempts to meet the learners' necessary communicative needs when they are onboard a vessel.

On the Attitudes of Learners towards Learning Maritime English

Studies conducted in Asian countries reported variations in beliefs and indicated the important role of culture and context in examining learners' beliefs (Orbe, 2013). Similarly, in Table 5, the student-respondents manifest their attitudes towards learning Maritime English in the Philippines.

The data on the attitudes of learners towards learning Maritime English show that the maritime students in Philippine HEIs, in general, strongly believed that learning English will make them more educated. Moreover, they strongly consider Maritime English to help them get new information that allows them to link current information to their previous knowledge. Most of them also agreed that learning Maritime English is an important goal which can help them in the future since there is a greater possibility of communicating to people of different nationalities where English is a common language they can understand. Likewise, as future seafarers, the student-respondents in this study strongly agree that it is a mark of respect to foreign crews and passengers to learn their language particularly English as a universal language.

Table 5. Attitudes of Learners towards Learning Maritime English

Statements	N	WM	Verbal Description	Standard Deviation
Studying English is important because it will make me more educated.	3,496	4.51	SA	.8214
Studying Maritime English helps me in getting new information in which I can link to my previous knowledge.	3,496	4.41	SA	.8313
I think that people of the country where I might visit would like me to speak a common language that they can understand specifically English.	3,496	4.32	SA	.8396
Knowing Maritime English is an important goal in my life since I need Maritime English in my future work.	3,496	4.32	SA	.8264
As a future seafarer, it is a mark of respect for foreign crews and passengers to learn their language particularly English being the universal language.	3,496	4.30	SA	.8469
Studying Maritime English helps me communicate in English effectively.	3,496	4.25	SA	1.0825
In my opinion, people who speak more than one language are very knowledgeable.	3,496	4.23	SA	1.0217
Speaking English anywhere makes me feel worried.	3,496	3.78	A	1.1237
I feel embarrassed to speak English in front of other students.	3,496	3.50	A	1.1755
Frankly, I study Maritime English just to pass the exams.	3,496	3.48	A	1.1546

Legend:

4.21-5.00 = Strongly Agree (SA) 3.41-4.20 = Agree (A) 2.61-3.40 = Undecided (U)
 1.81-2.60 = Strongly Disagree (SD) 1.00-1.80 = Disagree (D)

However, some of the student-participants expressed apprehensions and hesitations on learning Maritime English because they felt embarrassed and worried to commit mistakes. Arguing that environment remains the vivid sharpener of behavioral patterns among multi-lingual seafarers on board a ship, Joe (2009) elucidated some cross-cultural communication issues on board. He said that it is the “unique cultural belief system of a speech community and the unique linguistic behavior of speakers of different languages, depicting different cultural backgrounds across the world that poses to the maritime industry, a barrier that must be broken by the cross-pollination of Maritime English” (p. 301).

Still, the student-respondents generally manifest a positive attitude towards learning Maritime English. In a similar vein, Visan, Ungureanu and Popescu (2009) posit that studying a foreign language involves not only “being knowledgeable of the grammar and vocabulary, but also submitting to the foreign culture” (p. 201). They added that communicating in a foreign language involves communicating interculturally and this may lead to certain features concerning cultural differences.

Therefore, it becomes necessary for maritime students to develop and improve their communication skills and cultural awareness to communicate effectively with other crew members despite cultural differences and unique linguistic behavior. One effective way to do this is to acquire some degree of proficiency and skill in Maritime English, which is the main concern of this study.

Conclusion

The study investigated the perceptions of teachers concerning the teaching and learning of Maritime English in Philippine HEIs that offer maritime education and training. It also analyzed the needs of maritime students in Philippine HEIs on learning Maritime English, as well as their attitude towards learning

Maritime English. The study also tried to draw implications to the practice and theories related to the teaching and learning of Maritime English in the Philippines.

First, it was found that the perceptions of Maritime English teachers on the teaching of Maritime English indicate that the objectives of the course focus on the improvement of student's knowledge and proficiency in English required by the STCW 1995 and the 2010 Manila Amendments. Consequently, Philippine HEIs with maritime programs expect and provide opportunities for their Maritime English teachers to acquire or update their maritime background knowledge.

Second, the study also revealed that the maritime students are basically concerned with learning the standard marine communication phrases in connection with safety and emergency situations onboard. An analysis of the provisions on the basic and the intermediate level functions of Maritime English would justify the consistency of their answers pertaining to the Maritime English topics that they need to learn. It is important to underscore that aside from managing safety and emergency situations onboard, understanding cultural norms and differences should also be considered as part of the teaching and learning activities in the intermediate level functions of Maritime English.

Third, the Maritime English students in Philippine HEIs who participated in this study generally manifested positive attitude towards learning Maritime English. They believe that learning the nuances of the universal language will empower them to communicate effectively and professionally. Thus, it can be said that since the international maritime industry is manned by seafarers of different linguistic backgrounds and diverse cultures, the use of English as a lingua franca (ELF) should be anchored in the teaching and learning of Maritime English.

Recommendations

In the light of the conclusions of the study, it is recommended that prospective researchers may conduct a parallel study on the development of interactive Maritime English modules or instructional materials containing Standard Marine Communication Phrases focusing on safety and emergency situations on-board. Also, considering the paucity of instructional materials for teaching Maritime English, ME teachers may design and develop instructional materials that focus on the use of IMO-SMCPs to enhance desirable attitudes of students towards Maritime English. Moreover, future studies on the assessment and evaluation of varied teaching methods and techniques for maritime students to develop and enhance their proficiency in Maritime English may be conducted to enrich the preliminary data obtained in the present study.

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