

SPECIAL ACADEMIC SESSION: Cultural Diversity & Maritime Human Resources Management

BUILDING THE INTERCULTURAL DIMENSION IN NEW LEARNING TOOLS FOR SEAFARERS: THE CAPTAIN'S PLATFORM FOR MARITIME ENGLISH

Helen IAKOVAKI¹
University of the Aegean
2A Korai Str., 82100 Chios, Greece
e.iakovaki@aegean.gr
Phone: +30 22710 352
Fax: +30 22710 35299

It has been a long-standing claim in the maritime industry: we refer to the need to build new technologies and answer the specific needs of the new seafarer in the way he/she is taught and practice English as a workplace language. The intercultural dimension of such an endeavor is a pre-requisite.

It is in this intercultural perspective that we will present and analyze “Captains”, a project undertaken in the Leonardo da Vinci European framework, led by the University of the Aegean and carried out by an international consortium of partners from a wide range of institutions. The project focuses on safety on board and aims to create a learning platform where 3d and 2d animated scenarios based on real-life accident reports are elaborated to teach maritime English with. In this context, the idea that multicultural crews and their specificities must be taken into account as early as their training period, if one wishes to counterbalance communication problems onboard hardly needs to be justified. Indeed, it has been the focus of research from both the quarters of Maritime Practitioners and those of Language Instructors. Nevertheless, integrated approaches featuring the collaboration of all relevant stakeholders are rare and the results are not always easily transposable to practical applications.

The present paper is an attempt to analyze the decisions made during the project concerning the intercultural dimension of maritime English, the elaboration of what constitutes added intercultural value in a sector specific sense and how can said elements be incorporated to concrete learning items via the creation of a Syllabus and with the aid of novel language learning approaches, IT technology and new learning tools.

Keywords: *Captain's, Maritime English, Intercultural dimension, e-learning, educational platforms*

¹ Author for correspondence and presenting the paper

BUILDING THE INTERCULTURAL DIMENSION IN NEW LEARNING TOOLS FOR SEAFARERS: THE CAPTAIN'S PLATFORM FOR MARITIME ENGLISH

1. INTRODUCTION

When managing human resources in shipping, the idea that multicultural crews and their specificities must be taken into account as early as their training period, if one wishes to counterbalance communication problems onboard, is nothing new under the sun and hardly needs to be justified. Indeed, it has been the focus of research from both the quarters of Maritime Practitioners and those of Language Instructors {Horck, (2006), Pyne and Koester (2005), Winbow (2002), Benton (2006), Bocanete and Nistor (2009), Progoulaki (2008) and Wang and Gu (2005) to name but a few}. Nevertheless, integrated approaches featuring the collaboration of all relevant stakeholders are rare and the results are not always easily transposable to practical applications.

In this perspective, the aim of this paper is an attempt to match the Learners Needs as they were revealed in the framework of the CAPTAINS' Leonardo Project Needs Analysis concerning English as a Lingua Franca as a workplace language, to new interculturally-sensitive learning items and methodologies. Since intercultural issues will be taken into account as early as the design phase of this new course, we believe that they will greatly improve the communicative performance afforded by novel learning tools such as 2d and 3d simulations. However early enough these tasks are undertaken though, there is still a need to achieve a fusion between content and methodology, if such practices are to succeed. It is indeed a new idea, as well as the concomitant one which dictates that in order to improve intercultural contacts and to achieve safety and security onboard, one needs to build rapport and team cohesion, something that cannot be accomplished without the appropriate linguistic means. We will refer to this joint novel ideas under the term a New Paradigm Shift and we decided to incorporate them in a new media, or rather a new multimedia, the CAPTAINS e-learning platform. Section 1 of the present study features the State of the Art in relevant research. Intercultural competency, assorted pragmatics and related issues forming the theoretical backbone of our approach will be analysed in Section 2. Section 3 features the Captain's methodological framework as of now, and hosts part of our general findings and targeted results of intercultural interest. They are discussed in detail in section 4, and conclusions are offered in section 5.

2. STATE OF THE ART

In the process of compiling a new learning instrument such as the CAPTAINS e-learning platform, the need for at least three distinct threads of scientific fields to be interwoven is felt from the very beginning. The first pertains to maritime specialists (the Marinati) who, from various positions in the industry and in their various capacities contribute to the development of the new Seafarer profile. The second, not in order of importance of course, are the Literati: Specialists of Language and Linguistics, such as Applied Linguists, Course Designers, Second Language Teachers and Researchers. The third thread which partly overlaps with the second hosts Specialists of Online Learning: Material Writers, Web Designers etc. Each specialty has a distinct role to play and the role of the course designer is to take the best and newest out of each sector and adapt it to the Needs of the Learners. For reasons of brevity though, the present paper will focus on the first two groups; technologically

relevant implications and constraints will however be included in the Discussion section.

2.1 The Maritime Industry Position

It is more than obvious to the field specialists that in the maritime industry a constant mobilisation is underway to improve the level of linguistic proficiency of all its members, with special emphasis on the Cadets and Active Seafarers of all ranks as Interlocutors, and on ship safety and security as key contexts. The target language where such instruction is bound to take place is the universally acknowledged language of the sea, i.e. English. {Methar Final Report (2000), Cole and Trenkner (2007)}. The number of educational schemes, programs, course designs and such is in constant rise {indicatively cf. the IMEC 21 and IMEC 22 Proceedings} and yet, communication failures continue to plague the profession resulting in accidents some of which incur loss of lives {cf. the Marcom Project Report (1998)}.

It is our opinion that at the root of such discrepancies between resources, effort and results can be found other discrepancies, namely the mismatches between the way English is taught in the Maritime Educational World and the uses to which this language is subsequently put to (Iakovaki and Progoulaki 2010). Indeed the typical career path of a Seafarer from traditional seafaring countries, today places him/her at the crossroads: he/she has been promoted, thanks to his/her superior know-how, to the higher ranks of the hierarchical ladder, but because of changing employment patterns, he/she find himself/herself at the head of multi-cultural crew compositions. The status of dominant figure instead of facilitating communication hinders it. Therefore English from the simple workplace tool it used to be it becomes to these professionals a sort of habitat, or immersion suit from which they cannot, as other multilingual professionals do, “step out” of at the end of their shift. They have to live in it, day-in, day-out, for days, weeks, sometimes months. Thus, and without the corresponding apprenticeship, seafarers become coerced bilinguals. Under these circumstances, the constraints imposed by what was once taught to them as ESL (English as a Second Language) become stifling, whereas the lacunas made communication on board a hazardous matter.

As if these difficulties were not enough, additional obstacles are piled up by the peculiar nature of what is commonly known as the *Seaspeak* jargon. The Maritime English idiolect is an uncharted corpus consisting of borrowed words, lexical loans, translations, metonymic transformations, and other hybrid forms, which reek strongly of professional identity and group belonging, is not open to laymen and takes a while to catch on, or worse, is no longer understood on board by the newcomers in the profession. In stating as much, we must also underline the fact that rather than disparaging their idiolect, Maritime English Instructors in general and the CAPTAINS Partners in specific have chosen to legitimize it, thus granting the community of practice a voice, and this as early as the project’s inception. There lies another of the Consortium resolutions, to use authentic materials and chunks of original interactions as often as possible to build activities out of and this resolution was clearly indicated in the proposal. Back to the seafaring community, the situation is also aggravated by the Officers eventual lack of soft skills at the language level such as, for example, a linguistic arsenal to resolve culturally originated conflicts or manage conversations, or a casual system of giving orders without offending your subordinates. In other terms, these Officers who *nolens-volens* saw themselves evolving to Managers of Human Resources lack what Applied Linguists call pragmatic competency. Many of these linguistic gaps and infelicities are culturally and/or linguistically originated or

heightened, but paradoxically, it is up to the only common language on board, that is English, to provide for their resolution.

Several scholars associated with the maritime domain were quick to spot and address all these issues, and they have made apparent the intercultural dimension governing linguistic miscommunication and sometimes leading to accidents {in no particular order: Logie (2011), Chirea-Ungureanu and Raluca Visan (2010), Cox (2008), Horck (2006), the Philippine National Maritime Polytechnic Centre Report (2002), Østreng (2001 and 2007), Vangehutenm, Van Parys and Noble (2010), Ziarati, Ziarati et al (2008), Wang & Gu (2005), Wu (2004), the list is far from being exhaustive}. Suggesting robust methods to counterbalance it as part and parcel of an actual language learning curriculum though seems to be another kettle of fish. Although to some of the *Marinati* [indicatively Sampson and Zao (2003), Iakovaki and Progoulaki (2010)] it is obvious that teaching English while aiming for near native competence cannot be the answer, to others [Longinovski (2002), Yerkan, Fricke and Stern (2005)] the idea that the closer and more frequent the exposure to native speaker norms, the better the chances for the seafarers to acquire a functional workplace English, is still very much alive.

The dominant idea concerning intercultural awareness is that the latter is to be raised by means of texts (oral or aural) in L2 (English as luck would have it), or by role play and games dealing with stereotypes, ethnocentrism and exclusion. In the maritime domain, it is hoped that, once made visible under a negative light, exclusion practices will make equally obvious the need for tolerance, collaboration and social cohesion on board to those who sometimes unwittingly endorse them (Iakovaki & Progoulaki (2010), Raluca Visan et al, (2010), Oleneva (2010), Okon Joe (2009), Progoulaki (2003) etc). The assumption is very widespread and it is incomplete rather than faulty. According to Camerer (2009) almost all training in intercultural competence focuses on the cognitive aspects and “culture types” involved and personality features, yet the significance of the actual English language in intercultural encounters is greatly underestimated. For example, it has been pointed out that the question of punctuality, whenever it arises in intercultural communication settings, is usually dealt as an issue of monochronic and polychronic cultures, and the fact that it can often arise from the use of different discourse strategies rather than underlying cultural types is rarely stressed. In the same perspective and as a notable exception to the *Marinati* rule, Knudsen & Froholdt (2009) point out in a very insightful article, that using the traditional functionalistic approach, greatly inspired by Hofstede’s culture concepts, can sometimes have the opposite to the desired effect, i.e. mislead as to the real causes of accidents and lead to yet another reproduction of cultural stereotyping.

In a more sector-specific line of objection to the exclusive use of traditional Hofstede-inspired cultural sensitization schemes when training for intercultural competence, it must be pointed out that the target group of Maritime English learners consists largely of grown ups of marked professional identity who belong to a very strong community of practice and are rarely, if ever, open to admonitions of the “be good and love thy neighbour” kind. Additionally and most importantly, such approaches make no room for the fact that language *per se* is the vehicle and code for such translations and transpositions, being the theatre where cultural, as well as professional and social identities are enacted {Holmes and Riddiford, (2010)}. We therefore posit as an initial foundation stone that language rather than cognitive categories, can and must be taught in an intercultural perspective, which has to be allowed for in the early stages of any given course design, consisting of concrete linguistic items of all categories, both methodology-wise and in content, thus enabling those who wish to remain

impartial and show tolerance for ambiguity to do so from a *linguistic point of view*, using a neutral, quiet sort of lingua franca with provisions for all the speech acts they are called to perform.

2.2. The Linguists' and Teachers Position: New Tendencies in Language Teaching and Learning: Intercultural Competence, Intercultural Pragmatics and their Implications on Second Language Learning.

English as a Lingua Franca. (ELF)

At its simplest, ELF is a way of referring to communication in English between speakers who have different first languages. Jenkins (1998) suggested that ELF should replace the traditional English as a Foreign Language (EFL), as a tool for communication between native and non-native speakers because it suggests the idea of community rather than alienness, it focuses on what people have in common rather than their differences and it implies that language hybridity is acceptable. In other words, according to this interpretation, a lingua franca has no native speakers (NSs), and by extension no NS targets for its learners to aspire to. Another observation which will eventually prove valuable in the sector specific context, code-switching in ELF, instead of being perceived as interference error, is considered as one of the bilingual resources.

Language Learning

According to the MLA report of the Ad Hoc Committee on Foreign Languages (2007), language is a complex multifunction phenomenon which we can break down to two broad tendencies when it comes to teaching it: the instrumentalist, where language is taught as a skill to use for communicating thought and information, and the constitutive, where it is perceived as an essential element of a human being's thought processes, perceptions and self-expression. It is in this second quality that language is considered to be at the core of translingual and transcultural competence. We assume that each approach has its usefulness and purpose. So far, Maritime Academies around the world apply as a rule of thumb the first approach in everything that has to do with teaching the *English language*: their conceptions of curriculum, their material selection as well as their teaching philosophy and methodology. For very good reasons they do it, too. But without dismissing altogether this useful compass, we posit that if seafarers are to make a life out of their career in both senses of the word, i.e. to be able to live fully, deploy their professional and social identities onboard and respond successfully to their new duties, a balanced approach to language teaching should be adopted. Altogether dismissing the constitutive dimension of language will in the long run damage the learners' ability to operate between languages and to reflect on the world and themselves through the lens of another language and culture.

Intercultural Competence

As to learners of English, the idea of intercultural competence is a blend of approaches, not unproblematic in its conception. In a practical perspective, Grundy (2009) defines *intercultural communication* as communication between members of different communities, using a lingua franca that isn't the native language of either and taking into account the different-from-their-own cultural expectations of the person with whom they interact. *Intercultural competence* is what interactants need if they are to communicate effectively in the lingua franca. Dignen (2009) defines intercultural competence for professionals as a blend of knowledge, mindset and behaviours which enables individuals to interact successfully within a business context. Those working internationally are thought to need pragmatic communication,

the skill to build relationships and that of working in teams. Camerer (2009) on the other hand, stresses the practical use of appropriate language in intercultural encounters and thinks that learners should be trained to use a “middle corridor” of polite English.

Therefore, a new syllabus for professionals must emerge within English Language Teaching, targeting English as a Lingua Franca and including communication skills like negotiating, giving and receiving orders, managing conflict, coaching, building rapport, providing feedback etc.

Pragmatics, Metapragmatics, Ethnopragsmatics, Interlanguage Pragmatics and their Instruction in a Second Language Context

According to Louis de Saussure (2007) semantics and pragmatics both address meaning. More specifically pragmatics is the theory of meaning as communicated by speakers or writers and interpreted by listeners or readers with the focus on intended meanings, assumptions and actions performed when speaking (e.g. making promises or requests). Pragmatic competence, i.e. the ability to understand and produce a communication act which often includes knowledge about social distance, social status between the speakers involved, cultural knowledge such as politeness and linguistic knowledge. It was until very recently considered one of the most challenging aspects of language learning, to be acquired only through experience.

Not anymore, though. Studies in metapragmatic instruction {indicatively Eslami-Rasekh, Zohreh. et al. (2004), Martinez-Flor and Alcón Soler, (2007)} have demonstrated that the contribution of Pragmatics to the presentation of different functions of language in any sort of course material designed for second language learner is decisive and even more so for learners who are prone to pragmatic failure due to intercultural miscommunications, like the poor student who thought he complimented his teacher by saying “it is a very nice dress you have on, Mrs, I like it” or the equally unfortunate girl who, upon reading the recommendation letter her Professor had supplied, exclaimed “I am ashamed!” making the surprised Professor reply “Why, what have you done?” (Rasekh, Zohreh. et al. op.cit.).

One can legitimately wonder though whether seafarers will ever be in need of such niceties as the correct illocutionary force when performing requests, or a wide range of conversation management tools such as turn taking or co-operative overlap. The answer is an emphatic yes and comes from various corners of the applied linguistic field.

First and foremost, non-native speakers who wish to acquire a relative awareness of the cultural values and communicative norms which prevail in the language community of their speech partners –and rarely was the community of seafarers as accurately described- should study communicative behaviours, key words and productive synthetic patterns {Peeters (2009)}. These culturally specific linguistic units which are generally acquired sooner and more easily than norms and values, can act as catalysts for those who wish to get acquainted with ways of speaking and thinking that are different than those they are accustomed to. The new field is designated by the term of Ethnopragsmatics, and you may have noticed that the traditional native-nonnative dichotomy is abandoned to make room for the new idea of nonnative-to-nonnative. In the same perspective, Bardovi-Harlig and Hartford (2005), point out the importance of Interlanguage Pragmatics (the Learner’s Pragmatics) in institutional settings, i.e. in the workplace. The advantages afforded by institutional talk include variables such as status, directness, social distance, imposition, trust, individual variation across multiple turns and interactions, authority, equality and discourse style. Such categories, purely linguistic and yet interculturally

significant can become the object of explicit instruction and replace the classic Hofstede-inspired cognitive ones in the process of building intercultural competency. The authors proceed to point out that because institutional events have outcomes (as in the seafaring world where orders, when obeyed, produce results, and when not, can incur accidents), native and nonnative styles can be understood in light of what pragmatic success they contribute to and whether they impede the interlocutors' success in the institution or not. The detailed description of phenomena such as imposition or pragmatic infelicities due to inappropriate politeness strategies can greatly benefit crews, especially multicultural ones. Finally, Kurtes (2010) points out that among the possible ways of didacticisation of intercultural pragmatics, the one which guarantees the sensitisation of learners to the pragmatic layers of meaning is the extension of the lexis-grammar continuum, suggesting that modern language pedagogy should take an integrative approach and include insights from pragmatic and intercultural theoretical ramifications into its methodological apparatus in order to explain language in its naturally occurring socio-cultural context.

New Technologies and Language Teaching.

According to a survey conducted by Economist Intelligence Unit in its Special Report, *The Future of Higher Education, How Technology will shape Learning*, Web 2.0 technologies such as wikis, instant messaging and social networking—which have been influential in improving connectivity in many settings—are expected to decline in use in the future. Online gaming and simulation software by contrast, are cited as an innovation likely to be adopted among universities over the next five years by 54% of higher-education respondents and 59% of corporate ones. Where does that lead the Language Teaching and Learning process? Well, according to our sample, when it comes to learning English, the next best thing to practical training on board are *Animations, 3D, 2D, game-like and scenario-based simulations* a fact that confirms that next to the real thing which is sometimes onerous and hard to find, a simulation of the same conditions would be the optimal solution for language learning.

3. METHODOLOGICAL TOOLS

3.1 Current Study. The Captains Main Educational Goals

According to the Captain's Guidelines, the new tendencies in language teaching include a call for an intercultural competence rather than a near-native one and a communicative approach to language learning, rather than older, translation/grammar or behaviouristic-drills ones. In the professional and human resources management level, the focus is on the communities of practice and their need to have their discourse understood and legitimized as learning material as well as their need to integrate safety in their working culture to render it “a safety rather than a compliance culture” in shipping (Prasad 2008).

3.2. Needs Analysis: the Learner at the Centre of Syllabus Design

When called upon to negotiate what we hope to be marked as a paradigm shift in teaching English as a Workplace Lingua Franca (Iakovaki, Theotokas 2010) the first resource to be consulted is the Learner him/herself, especially if he/she happens to be educated in parallel-to-experience course curricula as Cadets and active seafarers usually are. A robust needs analysis points out lacks and wants, and makes apparent the need for an intercultural orientation in the teaching of English. The respondents may not dispose of the metalanguage allowing them to pin down exactly their future linguistic needs, but since most are also language Users, they can detect discrepancies and deficiencies and they are quite eloquent about what they can and what they cannot do, of the *tasks* they are called to carry out linguistically. According to recent trends in Language Teaching, the implications for the Syllabus designer is that the election

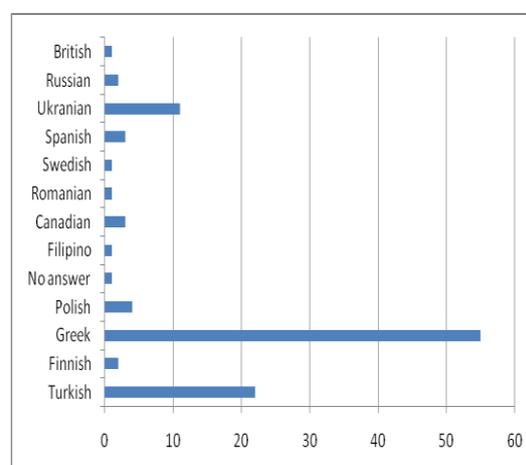
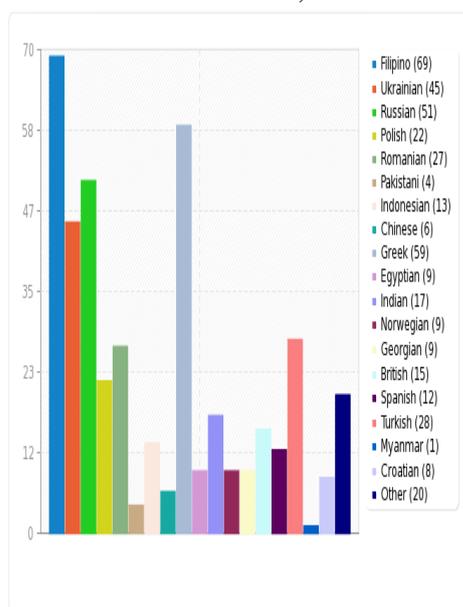
of components is carried out according to their relevance to the communicative purpose of the learner.

3.3. Results of the Needs Analysis

3.3.1. Profile of the Respondents

The design distribution and analysis of the obtained results of two types of Questionnaires, one for learners and another for Instructors, searching to identify the learners perceived and real needs took place in the early stages of the Project. Subsequently, a number of workshops was carried out aiming to detect correlations between the results and “real-life”, sector-specific, industry targeted language needs. According to the majority of frameworks for course design, such triangulation eventually points out the elements (or target rhetorical events as they are known) which should constitute the backbone of the future course. We will present here only the results having major implications for the intercultural dimension of our project, followed by a short interpretation in the context of course design and ELF novel pedagogical theories.

The target group includes students of vocational institutions, of Maritime Universities and Academies, active seafarers and others. There is a wide age dispersion and variety of educational backgrounds which accurately reflect the real extended target group. As to nationality the sample consists at an almost 75% rate of two nationalities, N1 at 50% and N2 at half the rate of N1. All other nationalities are equally distributed in the sample. The sample would have been unbalanced (or biased towards nationality), if triangulation with the aforementioned workshops did not make up for this homogeneity, something that could not be achieved for the sector-specific gender homogeneity (91%). We posit that since the latter, unlike the former accurately reflects a real situation, it cannot be considered a distortion.



Tables 1 and 2: A Comparative view of the Nationalities the Respondents have worked with during their seagoing experience, and the Nationality breakdown of the Respondent’s Sample

The implications for the intercultural dimension of the course design are obvious. The projects’ core assumption is the conception of a course based on English as a Lingua Franca for a Specific Workplace, aiming for Intercultural Competence rather than near-native one, so that the current Interlocutors of the community of practice (non-native speakers in their vast majority, nationals of a wide range of countries and ethnies) will be in the spotlight. In what we will label now “intercultural paradigm

shift” effort, but vow to elaborate further ahead, the Partners agreed to adapt all variables of the course to this multicultural perspective. The responses should therefore come from the same scope of nationalities and ethnic affiliations the users will be exposed to and asked to interact with, so as to mirror culturally originated variations, as to e.g. preferred methods of learning. It is not to be assumed that the sample did not live up to our expectations of ethnic and cultural diversity; rather, it must be noted that the first step was taken towards intercultural competence but a lot remains to be done.

3.3.2 Skills, Interlocutors and Settings seen through the Intercultural Framework.

In the following table are presented the results of the Needs Analysis as interpreted by the author and organised according to the idea of a Protosyllabus (Yalden, 1987). All items are drawn from the Survey Analysis produced by the Partners except the ones in italics which are the authors’ suggestions to the mismatch between Respondents’ Perceived Needs and Tasks to be executed.

Interlocutors and Settings	Skills	Grammar Vocabulary	Functions Notions
Ship to Ship Communication	<u>Speaking</u>	SMCP for VHF communication	How to Address Ratings
Ship to Shore Communication	<i>Pronunciation Phonetics Phonology</i>	<i>Technical- Engineering</i>	How to Address Officers
VHF Communication	<i>Nuclear Stress Intonation</i>	<i>Technical- Navigational</i>	<i>How to Engage in social talk</i>
Safety/Security Settings	<i>Pitch Accents Volume Specific VHF training</i>	<i>Semitechnical</i>	<i>Conversation Management (Opening Gambits, Turn-taking etc.) Referentials</i>
Communication in Emergency Situations	<u>Listening</u>	Helm Commands	<i>Directives</i>
Conversation management in Safety Meetings	<i>Recognising: Pronunciation Phonetics Phonology Nuclear Stress Intonation</i>	Practice VHF Exchange Procedures	<i>What they mean when they say “yes”, “no”, or remain silent, etc. (General Explicit Pragmatic and Metapragmatic Awareness)</i>
Interacting with the Pilot	<i>Pitch Accents</i>	Internal Auditing	<i>Politeness Strategies</i>
Machine Failure Emergencies	<i>Volume Specific VHF training</i>	Damage Control Activities	Giving Orders
Collective Life on Board		Cargo Measurements	Receiving Orders
Psychology		Calculations	<i>Commissives</i>
Health Issues		Numbers, Numericals	Providing Feedback
Search and Rescue Routines		Standard English Vocabulary	Answering Questions for Clarification
Passenger Mustering and Crowd Management		ISM ISPS	<i>Refusals Discourse Markers</i>
Cargo Operations		Codes (Alphabet SMCP etc.)	Giving Accounts of Accidents

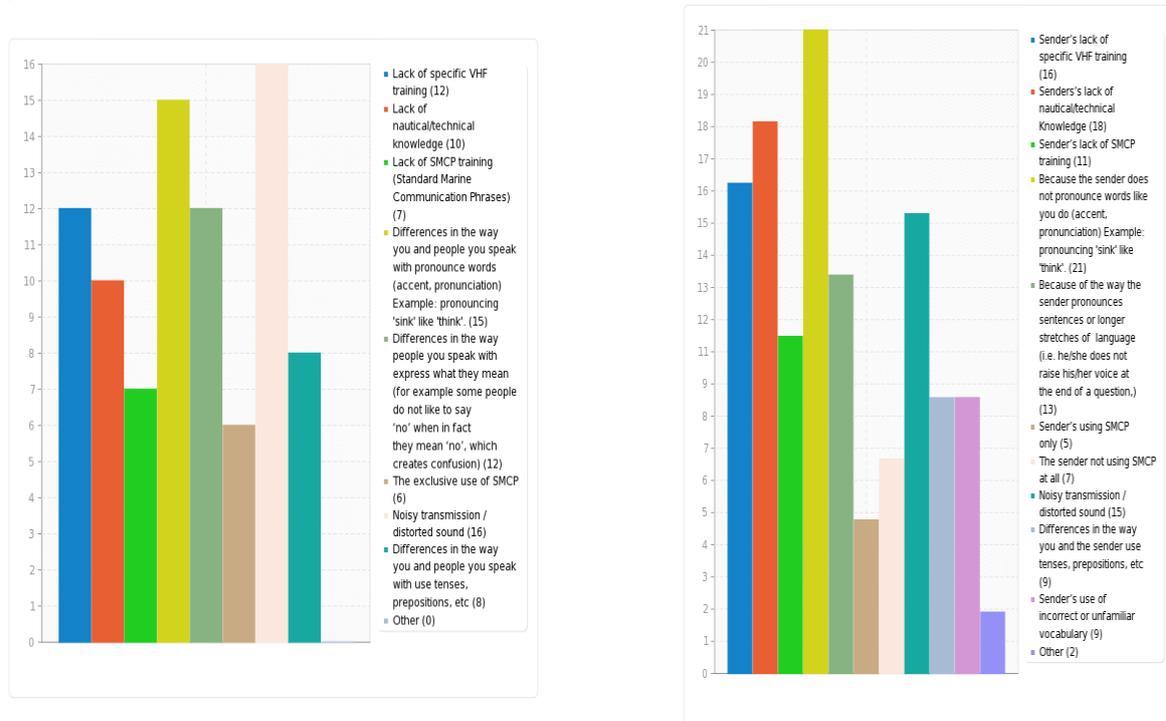
Table 3 Needs Analysis Results, Protosyllabus Grid: Items in Italics are suggestions by the authors.

A salient point in the Needs Survey results pointed to the two more sought after skills for accident avoidance as well as in the general everyday running of the ship; not surprisingly, these turned out to be Speaking and Listening.

Top preferences of Micro Skills for Accident Avoidance.	
Speaking	Listening
Giving orders	Conversation management in safety meetings between officers
Receiving orders	
Give account of incidents/ accidents witnessed in person	Answering questions for clarifications
Interacting with the pilot	Obtain feedback from the pilot
Practice VHF exchange procedures	Practice VHF exchange procedures

Table 4: Most sought after skills for Accident Avoidance

What is more interesting still are the conditions learners describe as hindering their understanding when Speaking or Listening and the variation recorded when one passes from the status of the sender to that of the receiver.



Tables 5 and 6: Factors Affecting the Emission and Reception of Oral Messages in instances such as *Communication over VHF*, Respondent as Sender and Receiver respectively.

It is obvious that Respondents follow the well known tactic of language learners “blame the other side”, a phenomenon described by Pickering (2006) and which is perfectly understandable since they do not conceive English but as a constant effort to reach the elusive native speaker standard. Thus, in their familiar interlanguage, they are incapable of identifying their own infelicities as yet another variety of ELF and remedy them. Also, because their effort to imitate the native speaker is sincere, whatever distance separates them from the other non-native speakers of English who happen to be their interlocutors has to be travelled by the others, not them. Yet intelligibility according to Pickering is not absolute but rather co-constructed and involves factors related to the speaker, the listener, the linguistic and social context

and the environment. Still, the interesting point lies in the fact that despite the fluctuation in rate when passing from Sender to Receiver, the key trouble in understanding is coherently identified with accent, pronunciation, and suprasegmental mismatches (intonation, stress, pitch etc.) between sender and receiver (second only to noisy transmission). Grammar is systematically a low priority concern, and lack of SMCP as well as its exclusive use are not in the top list either. It must be noted here, that SMCP is a necessary and valuable tool in the seafaring profession and as such it should be taught, promoted and validated in the Maritime Education. Attempts however to convince the learner that it is more than a code, i.e. that it is a language in its own right and thus the only tool they will ever need to communicate onboard, are not only futile, they are dangerous. It seems that in emergency situations and especially in ship-to-ship or ship-to-shore communication the exclusive use of SMCP can save lives. But in the everyday routine of the seafarers' lives, those who can make friends by using phrases such as "I am under attack by pirates" as conversation opening gambits or ice breakers must be very few indeed.

It is quite clear from their vivid accounts, that the Community of Practice feels there are discrepancies between what they are called to achieve, the competencies they should master, and the means they are given to do so. According to the classic Needs Analysis to Course Design Pattern, here is where the Researcher steps in and determines instructional objectives in both content and methodology to remedy these discrepancies.

3.3.3. Cultural Differences obstructing Target Communication Events and how they are perceived by the Learners.

Of the 74% of the respondents agreeing somewhat and totally that "cultural differences and similarities among the crew have an effect on the level of communication aboard ships", quite a rich array of comments was subtracted in response to the next question prompt *please give examples of the situations where safety on board was thus compromised*. The following table presents the Respondents' suggestions of communication breakdown problems, classified by the author according to two broad categories of initial trigger:

Linguistic, Paralinguistic and Sociolinguistic Problems (i.e. Lack of Reliable Feedback, lack of Clarification Question Mechanisms, eventually lack of Pragmatic Awareness)	Attitudinal and Work Culture related Problems (Reluctance to Delegate, Onboard Segregation based on Language known as Linguism, Lack of Rapport and Team Cohesion)
By taking too much time before the order was understood.	Difference in social behaviour of multinational crew raises some uncertainty in daily routine order. Crew was separated into small groups with little interaction.
Crew members of different nationalities they react and report with different ways cases of emergencies(e.g. poor English. different body language)	Greek officers that never let the Asian officers to perform everything they were supposed to perform during watchkeeping
Especially the Eastern crews usually saying that they understand a job, but they don't. Only with a close communication you can understand their real thoughts	Sometimes not admitting that they did not understand. Sometimes over confidence in understanding caused difficulties.
Some gesture have different meaning	The different culture is very important between nationalities and this is a problem in interpersonal relationships of the crews.
In some cultures, silence has a meaning	In some cases cultural differences may

(especially deeply) but in some cultures it is very bad attitude, there is many example to have misunderstanding among seafarers.	cause misunderstandings between the crew in routine; the quarrels may occur due to the different mentalities of different nationality.
Many mistakes were made during rescue training because communication between officers and crew were difficult	
Some crew members, have not understood stevedore in the port, agents, and customs. It is very important for seafarer, to understand, what are they talking about...	Some Russian and Ukrainian crew life opinion (sic) vessel home. work is not important. comfort first.after coming job. but Turkish crew think vessel working area. work is first. vessel not home only temporary. so they are resist to all problems.
In any actual emergency people tend to resort to their mother tongue.	I believe there is a completely different mentality between a Ukrainian and a Greek seafarer.
The problem is that the English is not the mother language of the seafarers who work at sea. As a matter of fact, all the people firstly think in their own language and in their own cultural ways and then convert the thoughts in their mind to English and then they speak. That makes the difficulties in some ways, and sometimes creates problems among the crew.	
I noticed that usually in cargo operations there was a constant misunderstanding of the orders and tasks the ratings had to fulfil. Sometimes it was difficult for me to distinguish through the use of "walkie - talkie" what was that, the A/B of watch wanted to inform me about, because of his weird English accent. There were times that I was forced to leave the cargo control room where my present is important and get on deck in order to meet the A/B and have a visual contact of what he was trying to tell me by watching his hand	

Table 7: Culturally Sensitive Communication Breakdown Instances as reported by Respondents and classified per Initial Trigger

The answers are indeed very eloquent and provide accurate descriptions of problematic situations concerning Target Communication Events. They reveal that, besides an intercultural sensitization in the classic form of scenarios, seafarers also need explicit linguistic instruction on distance and status recognition, accent and phonetics recognition in order to avoid communication pitfalls such as misinterpretation of silence etc.

4. DISCUSSION: Addressing the New Needs of New Seafarers

The short excursion in the relevant bibliography made apparent the fact that the Intercultural Dimension of teaching English as a Workplace language has occupied a number of researchers in general and in the Maritime Education field. This preoccupation yielded quite a few suggestions concerning the use of appropriate material in classroom. Interesting though these suggestions may be, the majority seems to focus exclusively on content and not linguistic content as such. The idea that intercultural awareness can be taught exclusively by means of concrete cognitive categories such as avoiding stereotypes and resolving international conflict is valid, but it does not take into account the fact that in projects such as Captains' it is language that should be taught and not some sort of didactic vade mecum on how to relate to other civilisations.

An additional number of major drawbacks profile themselves in our case. First, such an approach by insisting on the text form (oral or aural) as a unit, only hints at the language's own capacity of vehicle of values without making learners explicitly aware of it. For instance, learners of the lower linguistic proficiency who do not dispose of adequate vocabulary flexibility to read and understand texts *about* stereotypes are excluded *ipso facto*, although they may have in their immediate linguistic experience tools to counteract the excluding practices they unwittingly

endorse (such as the survival tactics mentioned by the interculturally experienced seafarer in one of the projects' workshops, where it was described that seafarers in general are capable of guessing the nationality of their interlocutors when communicating via VHF). Second, it favours content over methodology, thus incapacitating the premises of Communicative Approach to Learning, one according to which it is not only the form of language one must learn but also and rather ways to do something with it.

It is therefore advisable to catalogue a number of linguistic devices (although we are sure that the scope and definition of such a term is open to controversy) which will form the new Seafarer's Curriculum in terms of content and once these are accurately delimited and described, a new method for their teaching, one in accordance with the new technological tools. The present paper will explore the second direction very briefly, although a number of examples of how this is to be achieved were already indicated earlier in the Intercultural Competency discussion.

It became perfectly clear that according to our Needs Analysis results triangulated with workshops corresponding conclusions, the key skills to be developed in an accident avoidance perspective are Speaking and Listening. The novelty of the approach lies in the suggestion that equal weighting for all four skills is not appropriate to all learners who can and should develop them separately and at different levels, a typical ESP curriculum feature (White, 1988). According to the EUROCALL Review (Special Issue, 2009), and concerning a project where material was specifically developed for a teaching and learning concept implementing innovative approaches in the combination of online and offline language learning (Blended Learning or BL), two desiderata must be obtained in the domain of listening: firstly, listening to frequently superordinated learning objectives such as the communication of new vocabulary or structures and secondly the practising of phonetics.

The new tendencies in teaching Phonetics dictate that by focusing on Native Speakers as judges, most research seems to have equated intelligibility with fluency. Fluency is rewarded on speaking tests, possibly more than it should be in relation to accuracy and clarity. Obviously, more research using other paradigms to evaluate intelligibility (such as mutual understanding in interactions, rather than rating tape recordings) needs to be undertaken (Jenkins (2007)). NNSs need to be included as listeners and, we suggest, as speakers in the creation of an intercultural corpus of nonnative speaker accents. As both areas of competency appear to be in high demand among the respondents but also among stakeholders in general as future seafarers' qualifications, we only need to adapt the specificity of the material (the Eurocall Project concerned English for Social Sciences) to acquire a valid pattern for e-learning listening activities. So instead of exclusively collecting native speakers' heavily scripted oral samples, the Partners have agreed to launch an open invitation to those who can submit fragments of original natural or semi-scripted interactions between non-native speakers who have a salient presence in the maritime world either as cadets/officers or as ratings in situations where Maritime English of a semi-technical or general nature is called for. The rationale behind such a choice is self-evident and yet we will quote from a similar activity design that "*{...}listening exercises must be conceived in the framework of sensitivisation of non-native-speakers of English to the verbal patterns of other non-native speakers, of different mother tongue, in the perspective of teaching English as a Workplace Lingua Franca, so rather than problematizing the less felicitous constructions of the speakers (their mistakes, awkward choices of words and mispronounced terms), one should, on the*

contrary, first guide students to consider them neutrally and compare them with their own “shortcomings”. The activity’s purpose lies at the heart of English as a Lingua Franca, namely the extent to which such “infelicities” or “derivations” from the Standard English Canon constitute communication barriers and consequently, obstacles to task completion.²”

In addition, listening activities can be perfectly suited to training in independent and reflective learning. Worksheet could be developed to be used in a special learning strategy workshops. Thus learners are not only incited to critically scrutinise their own learning success, they also become acquainted with new possibilities of the usage of these learning proposals.

Speaking is a less obvious skill to introduce in a Blended Learning environment. Still the new tools offered by technology open a new vista for Speaking activities either as macro or micro skills. A very pertinent example of how this can be achieved in a virtual learning environment is provided by Cohen (2007). In what he describes as a SIE (Synthetic Immersive Environment) learners are invited to perform a number of speech acts as avatars, interacting with built-in content and non-player characters in graphically accurate representations of the target situation settings and during actual interaction. The innovative idea is that instead of being provided with examples, learners are expected to do their own search for pragmatic appropriate content in a number of other websites the links of which are included in the SIE.

In the Captains platform, we suggest putting the speech act realizations on focus and creating relevant scenarios out of dialogues, either naturally occurring or scripted to teach what seafarers need to know in order to perform their duties without violating the norm of interaction of their community. Below is a by no means exhaustive list, adapted from Goddard (2006), Holmes and Riddiford (2010), Tannen (1986), Rose (2006), Bardovi-Harlig and Hartford (2005) Yule, G. (1996) and others.

Words for Speech Acts (Hedgers, Understaters, Downtoners, Forewarnings, Hesitators)	Collecting Information and Giving Directions in highly regularized and hierarchized culture	Skilful Integration of social talk into the daily work routine
Choice of Appropriate Directives- Status sensitivity awareness	Terms of address (various pronouns, titles, quasi-kin terms, designations by profession or role, terms of endearment or familiarity)	Changing Pitch and Its significance, Phonetics: Minimal pairs Functions of Loudness Word stress
General Conversation Gambits, Turn-taking conversation management patterns such as preference for non-interruption, for overlap, for incomplete or elliptical expressions. Conversational Building Expressions	Asking and Giving Clarifications without losing Face	Interactional routines (greetings and partings etc.)

² Cf.

http://www.stt.aegean.gr/index.php?option=com_content&view=article&id=248%3Alistening&catid=52&lang=el

Agent Avoiders (passive voice, impersonal constructions)	Functions of Code Switching (Clarification, Humour, Translations, Expansion, Confirmation, Social etc)	Suprasegmental Characteristics of Workplace English (Indirectness, Ellipsis, Delay)
The wonderful world of Directives: from simple imperatives to complex negotiations (mitigated and softened imperatives, modalised interrogatives, external modifiers, less direct forms)	Small talk and its uses: Topic boundaries, assisting transitions, means to finish on positive notes etc. Expletives, (yes, expletives!) Honorifics, Terms of Endearment, Diminutives	Suggestions and Rejections (refusals)
Deep Structure: the importance of speaking in descriptive rather than in evaluative terms	Common seafaring idioms and formulaic expressions	Politeness mechanisms: Politeness Markers (please), Play downs (past tense, progressive modals, negation, interrogatives) Consultative Devices (would you mind)

The most pertinent of our suggestions though are to be found in the Appendix of the present paper, where an attempt was made to combine in harmony the Intercultural Pragmatics concept with classic Intercultural Awareness-raising games and assorted linguistic items. Nonnative speakers are at the centre of our preoccupations.

5. CONCLUSIONS

In the present paper an attempt was made to suggest solutions for integrating the necessary intercultural dimension in a New Curriculum for the Seafarers of the New Era. Instead of reiterating here the linguistic and paralinguistic devices we think should be included in this New Curriculum, we will repeat that the need is felt for a paradigm shift in the way English is taught in the maritime world. First of all the target should be transformed to English as a Lingua Franca communicative competency, rather than the elusive near-native one learners have been pursuing in vain for years, using the community's authentic discourse repositories in any form (texts, authentic interaction, manuals, checklists, conversations etc.) they are available to inform the new discourse norms. The Phonetics and Pragmatics aspects of the language should be emphasized but in a new intercultural perspective: instead of making learners imitate uniquely the famous native pronunciation and intonation patterns we must see to it that they are informed about and open to all the various accents and intonation patterns used in their community of practice, that they are able to assess their interlocutors competence and adjust to it, that they show tolerance for ambiguity and knowledge of accommodation strategies. The pragmatic dimension of language and especially the intercultural one should also be part of the New Curriculum in two directions: towards a classic competency acquisition where learners would be exposed to explicit metapragmatic instruction in the hope that they

will acquire some common ground with their interlocutors and the soft skills they need, and towards introducing key concepts from other linguacultures (Agar, 2008) in the hope that such notions will raise awareness of the diversity of linguistic enactments of a deceitfully simple category such as for example directives and the options that must be provided in face-saving situations.

We firmly believe that by shifting the Paradigm, we will make abusive linguistic practices visible to the perpetrators, thus encouraging those who do it unwittingly to avoid keep doing it in the future, create new standards that will put learners and their community of practice at the centre of the learning process and give them the means to enact their social and professional identities to the full, thus enhancing team cohesion and rapport and lessening the occurrence of accidents on board or, lessening their consequences. The seafarers are the heart of the Shipping Industry, by giving them a language we give them an identity, a voice, a role and a place where they can be heard.

ACKNOWLEDGEMENTS

This research project has been supported by the European Commission, under the framework of the EU Transfer of Innovation Leonardo Project CAPTAINS (Communication and Practical Training in Applied Nautical Studies) of Lifelong Learning, Number 2010-1-GR1-LEO05-03956.

REFERENCES

- Agar, M, (2008), A Linguistics for Ethnography Why Not Second Languaculture Learning and Translation?, *Journal of Intercultural Communication*, issue 16. Available at: <http://www.immi.se/intercultural/>. Retrieved April 2010.
- Bardovi-Harlig, K and Hartford, Beverly eds, (2005), *Interlanguage Pragmatics: Exploring Institutional Talk*, Lawrence Erlbaum Associates, New Jersey.
- Benton, Graham (2006), Multicultural crews and the culture of globalization, *IAMU Journal*, Vol. 4, No. 2.
- Bocanete, Paul & Cristina Nistor (2009), Challenges and Cultural Identity Issues of Maritime Human Resources in the Globalized World, paper from the 5th International Vilnius Conference, in M. Grasserbauer, L. Sakalauskas, E. K. Zavadskas (Eds.), *Selected Papers*, Vilnius, Lithuania, pp. 6-10.
- Camerer Rudolf, (2009), I can't teach that!? Intercultural Competence in ELT, Presentation at the Symposium of Intercultural Competence and ELT, 4 April 2009, Cardiff, England, downloadable at <http://iatefl.britishcouncil.org/2009/sites/iatefl/files/session/documents/Camerer.pdf>.
- Chen, X., Ye, L., & Zhang, Y.(1995), Refusing in Chinese. In G. Kasper (Ed.), *Pragmatics of Chinese as a Native and Target Language* (pp. 119-163). Honolulu, HI: University of Hawai'i Press.
- Chirea-Ungureanu & Raluca Visan Ioana (2010) Intercultural Education - A New Challenge for Maritime English, paper presented in Proceedings of the International Maritime English Conference IMEC 22, Alexandria, Egypt.
- Cohen, Andrew D., (2007) Teaching and assessing L2 pragmatics: What can we expect from learners? Plenary paper presented at the American Association for Applied Linguistics annual conferences, April 21, 2007, in Costa Mesa, CA.
- Cole, Clive and Trenkner, P (2008), The Yardstick for Maritime English STCW Assessment Purposes, Paper Presented at IMLA, 14-17 October, Izmir, Turkey available at <http://web.deu.edu.tr/maritime/imla2008/Papers/19.pdf>
- Cox, Quentin (2008) The Application of Human Factors in Maritime Education and Training, in Proceedings of the 16th Annual Conference on Maritime Education and Training, Izmir, Turkey.
- de Saussure, Louis, (2207) Critical Approaches to Discourse Analysis Across Disciplines 1 (1): 179-195 Pragmatic Issues in Discourse Analysis, in de Saussure Louis & Peter Schulz (Eds), *Manipulation and Ideologies in the Twentieth Century: Discourse, Language, Mind*, Amsterdam-Philadelphia, John Benjamins, ...
- Dignen, Bob, (2009), 50 Ways of Approaching Culture, A Case Study, Presentation at the Symposium of Intercultural Competence and ELT, 4 April 2009, Cardiff, England, downloadable at <http://iatefl.britishcouncil.org/2009/sites/iatefl/files/session/documents/dignen.pdf>
- Eslami-Rasekh, Zohreh. et al. (2004), The Effect of Explicit Metapragmatic Instruction *on the*. Speech Act Awareness of Advanced EFL Students, *TESL (Teaching English as a Second or Foreign Language)*, Vol 8, No 2, September.

EUROCALL, Special Issue, 2009, Project: English for Social Sciences: Development of Language Proficiency in a virtual Learning Environment, available at <http://www.eurocall-languages.org/review/15/index.html>.

Goddard, C (2006) *Ethnopragmatics: A New Paradigm*, in Goddard (ed), (2006) *Ethnopragmatics*, Berlin: Mouton de Gruyter, pp.1-30.

Grundy, Peter,(2009) Paper presented in the Intercultural Competence and ELT Symposium, 43th Annual International IATEFL Conference, Cardiff, 31 March-4 April.

Holmes, Janet and Riddiford, Nicky (2010) Professional and Personal Identity at work: achieving a synthesis through Intercultural Workplace Talk, *Journal of Intercultural Communication*, Vol. 22. available at <http://www.immi.se/intercultural/>, Mars 2010.

Horck, Jan (2006), *A Mixed Crew Complement*, Malmo, Malmo Studies in Educational Sciences: Licentiate Dissertation Series.

Iakovaki, H, and Progoulaki, M. (2010), *Language in Use versus Language as it is Taught*, paper presented in Proceedings of the International Maritime English Conference IMEC 22, Alexandria, Egypt.

Iakovaki, H, and Theotokas, G, (2010) *Language Proficiency and Seafarers' Competency: Communication Skills required in Multinational Environment*, paper presented in the Annual Conference of the International Association of Maritime Economists, IAME, July 7-9, Lisbon, Portugal

Jenkins, J. (2007). *English as a lingua franca: Attitudes and identity*, Oxford, Oxford University Press.

Jenkins, J, (1998), *Which Pronunciation Norms and Models for English as International Language?* *ELT Journal*, Volume 52/2, pp. 119-126.

Knudsen, Fabienne & Froholdt Lisa Loloma (2009), *A Critical Approach to Culture as Collective Programming Applied to Cross-Cultural Crews*, *WMU Journal of Maritime Affairs*, Vol. 8, no. 2, pp. 105-121.

Kurtes, Svetlana (2010), *Intercultural competence revisited: theory and pedagogy*, 4Th International Conference of Intercultural Pragmatics, Madrid

Loginovsky, Vladimir (2002) *Verbal Communication failures and Safety at Sea*, IAMU Proceedings, Third General Assembly of the International Association of Maritime Universities, September 23-26, Rockport, Maine.

Logie, Catherine, (2011) *Breaking down the barriers of culture*, *Telegraph*, February, nautilusint.org. page 23

Louhiala-Salminen, Leena (2005) *English as a lingua franca in Nordic corporate mergers: Two case companies*, *English for Specific Purposes*, Volume 24, Issue 4, 401-421

MARCOM Project, (1998). *The impact of multicultural and multilingual crews on maritime communication*, A Transport RTD Programme, Final Report, Volumes 1, 2, Contract No WA-96-AM-1181.

MLA (Modern Language Association) Report (2207) *Foreign Languages and Higher Education: New Structures for a Changed World*, MLA Ad Hoc Committee on Foreign Languages, viewed at www.mla.org/flreport -

Martinez-Flor, Alicia and Alcón Soler, Eva, (2007) *Developing Pragmatic Awareness of Suggestions in the EFL classroom: A focus on instructional effects*, *RCLA, CJAL* 10.1, 47-76

METHAR, (2000) *Harmonization of European MET Schemes*, Final Report for Publication, WMU, Malmo, Sweden, Contract No WA-96-ca.005

Norton, B. (2000). *Identity and language learning*. London: Longman.

- Progoulaki M. (2008): The Management of Multicultural Human Resources as a core competence of a shipping company, Doctoral Thesis, University of the Aegean, Business School, Department of Shipping, Trade and Transport, Chios, Greece, (in Greek).
- Pyne, R. and Koester, T. (2005). *Methods and Means for Analysis of Crew Communication in the Maritime Domain*, The Archives of Transport, 17 (3-4), pp.221-234.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, 24, 209–239.
- Okon Joe, J. (2009). Cross Cultural Communication Issues on Board, Proceedings of the International Maritime English Conference IMEC 21, Szczecin, Poland.
- Oleneva, Tatiana (2010), The key Role of Values for Communication in Multilingual Crews, Proceedings of the International Maritime English Conference IMEC 22, Alexandria, Egypt
- Østreg, D., 2001, Does togetherness make friends? Stereotypes and intergroup contact on multiethnic-crewed ships. Tønsberg: Vestfold College Publication Series / Paper 2
- Østreg, D., 2007, “Det ligger i kulturen deres” Betydningen av makt och ethnistet i samvær på skip. Oslo: Universitet i Oslo.
- Peeters, Bert (2009), Language and Cultural Values, the ethnolinguistic pathways model, FULGOR, Volume 4, Issue1, November, pp. 59-73.
- Philippine National Maritime Polytechnic, 2002, *Mixed nationality crews: the Filipino seafarers' experience* (Manila: Author).
- Pickering, L (2006) Current Research on Intelligibility in English as a Lingua Franca, *Annual Review of Applied Linguistics*, (Ed.) M. McGroany, Annual Report of Applied Linguistics, 26, 219-233, Cambridge University Press.
- Prasad, Rajendra, (2008) From Compliance Culture Towards Safety Culture, IMLA , in Proceedings of the 16th Annual Conference on Maritime Education and Training, Izmir, Turkey
- Progoulaki, M., 2003, Management of multi-cultural crews in tramp shipping industry. Unpublished MSc thesis (Chios: University of the Aegean, Business School, Department of Shipping, Trade and Transport).
- Raluca-Visan, Ioana, Chirea-Ungureanu, Carmen & Georgescu, Mircea (2010) Differences and Similarities between Cultures - A Perception of the Self within Various Aspects of Life, Proceedings of the International Maritime English Conference IMEC 22, Alexandria, Egypt
- Sampson, H. and Zhao, M., 2003, Multilingual crews: communication and the operation of ships. *World Englishes*, 22 (1), 31-43.
- Seelye, Ned (1996) *Experiential Activities for Intercultural Learning*, Volume 1, Yourmouth, Intercultural Press.
- Tannen, D. (1986), *That's not what I meant! How conversational style makes or breaks relationships*. New York: Ballantine Books.
- The Economist Intelligence Unit, (2008) *The Future of Higher Education: How Technology will shape Learning*, Special Report by, Available at <http://www.nmc.org/pdf/Future-of-Higher-Ed-%28NMC%29.pdf>
- Wang, Y.Q. & Gu, P. (2005), Reducing intercultural communication barriers between seafarers with different cultural backgrounds, Paper presented at the 2005 IAMU General Assembly, viewed at <http://www.iamu-edu.org/generalassembly/aga6/pdf/s3-wang.pdf>, Mars 2010.

- Wu, B., 2004, Participation in the global labour market: experience and responses of Chinese seafarers. *Maritime Policy and Management*, 31 (1), 69-82.
- Vangehuchten, Lieve, Van Parys, Willy & Noble, Alison (2010) Communication for Maritime Purposes: A Research Project Focusing on Linguistic and Intercultural Features, Proceedings of the International Maritime English Conference IMEC 22, Alexandria, Egypt
- White, Ronald, V. The ELT curriculum, Design, Innovation and Management, MA Blackwell Publishing.
- Winbow, A. (2002), The Importance of effective Communication, International Seminar on Maritime English, viewed at www.imo.org/includes/blastDataOnlyasp/data_id=18000/InternationalSeminar.pdf, January 2010.
- Yalden, Janice, Principles of Course Design for Language Teaching, Cambridge, Cambridge University Press, 1987
- Yule, G. (1996). *Pragmatics*. Oxford, UK: Oxford University Press.
- Yerkan, Funda, Fricke, Donna and Stern Laurie (2005) Developing a Model on Improving Maritime English Training for Maritime Transportation Safety, *Educational Studies*, 31:2, 213-234.
- Ziarati, Reza, Ziarati, Martin, Çalbaş, Bahar (2009) Improving Safety at Sea and Ports by developing standards for Maritime English, paper presented at the Bridge Conference, Satakunta University, Finland, downloadable from: www.maritime-tests.org/Rauma_2009.doc.

APPENDIX I : MODE(RN)L INTERCULTURALLY ORIENTED GAMES FOR ENGLISH AS A WORKPLACE LANGUAGE LEARNERS

1. Greetings

Translate in English your typical mother tongue greeting for

- meeting in the morning a friend (equal status) during a normal day
- meeting in the morning an older and/or respected person (unequal status) during a normal day
- meeting a friend (equal status) during a day of celebration (name day, Christmas, National Day)
- meeting an older and/or respected person (unequal status) during a day of celebration (name day, Christmas, National Day)

2. Chinese Refusals

(To be practiced in groups. Compare answers.)

- Below you will find an introduction explaining Chinese refusals and some examples (source: CARLA).

Decide which one(s) would be appropriate for

- a Rating refusing something when conversing with Officers
- an Officer refusing something when conversing with Ratings.

Introduction

Chinese refusals are rooted in maintaining *miánzi* and *lián*, which are oriented toward a person's public image. Refusals are realized through reciprocal avoidance of face-to-face confrontation. In Chinese, it is necessary to preserve the interlocutor's face and to leave a way out for the refuser him/herself. Chinese speakers indicate "no" in a polite way and they are not supposed to accept an invitation or offer right away. They should normally refuse several times before accepting.

Direct Refusal is the most explicit, and thus a very effective refusal strategy that is appropriate only in limited occasions

Direct Refusal Direct use of "No". without reservation.

不行。 現在不行。
Bù xíng. Xiànzài bùxíng.
No. Not now.

Giving an alternative: suggesting an alternative course of action. It is the second most frequently employed refusal strategy that provides a way to avoid a direct confrontation. Giving an alternative also acknowledges the interlocutor's *miánzi* by showing the refuser's concern for the interlocutor's needs, and softens the threatening power of refusals.

你能否考慮明年？
Nǐ néngfǒu kǎolù míngnián?
Can you consider next year?

Giving a reason: giving reasons for non-compliance such as providing excuses, putting the blame on a third party. The most frequently employed refusal strategy in Chinese and occurs about a third of the time. It prevents *miánzi* (face) of either side from being hurt or lost.

我妻子打電話讓我早點回去。

Wǒ qīzi dǎ diànhuà ràng wǒ zǎo diǎn huíqù.

My wife called and asked me to go home early.

Avoidance (Verbal): Avoiding direct response to proposed course of action by switching topics, making jokes, repeating part of the request (cleaning?), postponement (let's talk about it later). Since avoiding a direct positive response indicates refusal, **Avoidance** can be interpreted as impolite. It is one of the least frequently used refusal strategies. **Postponement** is a preferred substrategy of *Avoidance*

Topic Switch

那件藍色的看起來不錯，樣式也差不多，我想我可以看看。

Nà jiàn lán sè de kànqǐlái bùcuò, yàngshì yě chàbùduō, wǒ xiǎng wǒ kěyǐ kànkàn.

That blue one looks nice and the style is not bad, either. I think I might have a look at it.

Hedging

我儘力而為，但不保證。

Wǒ jìnli-érwéi, dàn bù bǎozhèng.

I'll try my best, but I don't guarantee anything.

Joke

你看，我剛想找你給我佔位子呢。

Nǐ kàn, wǒ gāng xiǎng zhǎo nǐ gěi wǒ zhàn wèizi ne.

You see, I was about to ask you to save a seat for me.

Postponement

等等再說吧。

Děngděng zài shuō ba.

Let's talk about it later.

Repetition of part of a request

修改?

Xiūgǎi?

Edit?

Sequence of Refusal Strategies

Refusal strategies often occur in combination. The most frequently used sequence for Chinese refusals is **Reason-Alternative**. Giving a reason focuses on the refuser's negative response to the interlocutor's initial idea, attempting to minimize the disruptive impact of the refusal by explaining why compliance is not possible. **Giving an alternative** is hearer-related, focusing on the needs and goals of the person being refused by presenting an alternative action plan that might be an agreeable option. While **Giving a reason** is speaker-oriented, **Giving an Alternative** is hearer-related.

3. Just suppose I juxtapose with you: selling the Acropolis (Negotiations in a culturally sensitive setting)

Divide the class in two Groups. The first is a delegation of Economists from Allgemia, coming to Anthelina, a country at the brink of financial collapse. They suggest buying or leasing a landmark of the country, something that is considered priceless by the ruined citizens of the bankrupt country. The second group consists of the Minister of Finances, the Minister of Culture and a corresponding delegation of Financial Consultants and Archaeologists of Anthelina, the ruined country.

Negotiations require a certain amount of secrecy. The material labelled **Current Situation, Vocabulary Consolidation** and **Against Stereotyping** is available as common knowledge to both sides. **Position cards**, which are secret, will be provided to both sides by the Instructor and they will form the point of departure of the negotiation strategy. Do not allow them to be seen by members of the opposing group.

A) Current Situation: Anthelina, the country at the brink of bankruptcy, has a long history of poor financial management by various governments during the last twenty years, an abnormally inflated public sector, extremely inefficient, the salaries of which are draining its resources, and a private sector just as inefficient which depends largely on the public one for survival. It is also a very old country (4.000 years of rich historical resources), where the first forms of literature and plastic art saw the light. The landmark is not movable, unless the government of Allgemia (the country willing to endorse part of Anthelina's debt in exchange for it) is willing to take it apart piece by piece and rebuild it in situ. Nationals of both countries are bitter about the current situation. Anthelinians happen to think that their country is at the centre of an international conspiracy aiming to strip them of every asset they possess, and the Allgemanians are tired of "always footing the bill for people who cannot help themselves and are allergic to hard work". However, if negotiations fail, both countries stand to lose: Anthelina cannot go on paying salaries without the loan from Allgemia and the Allgemanian banks are greatly exposed to Anthelinaian toxic bonds.

B) Vocabulary Consolidation

Try to use as many as possible of the following linguistic items provided that you think them appropriate for your goal.

Hedgers: kind of, sort of, somehow	Agent Avoiders Passive and Impersonal Constructions: it is commonly accepted that....
Understaters: a little bit, a second	Downtoners: Perhaps, Possibly
Forewarnings: Anticipatory Devices such as “You are a nice guy Jim....but I just want us to be friends” or “Far be it from me to belittle your efforts but....” or “Brace yourself up.....”.	Hesitators: deliberate malformulations used to implicate reluctance to perform the ensuing speech act such as muttering and repetition.
Minus committers: I think, I guess, I suppose	Scopestaters I am afraid that, I am not happy that, I regret to say...

C) Avoiding Stereotypes.

Both groups are expected to abide by the following principles:

DO NOT
<ul style="list-style-type: none"> discourage and belittle anything that another person or group does which you do not understand
<ul style="list-style-type: none"> rush into new situations without observing or trying to figure out the rules and attitudes of those involved
<ul style="list-style-type: none"> abandon hope to learn by interacting
DO
<ul style="list-style-type: none"> honour your integrity
<ul style="list-style-type: none"> find a place for compassion
<ul style="list-style-type: none"> draw a line on the sand...without cruelty
<ul style="list-style-type: none"> know what you do and what you do not know
<ul style="list-style-type: none"> know when and how to leave the negotiation table
BE
<ul style="list-style-type: none"> a truth teller.

And now, let the Negotiations begin:

Allow two or three rounds, depending on time availabilities. Make each group write down their specific goals (amount of money, terms of leasing, period of time, terms of contract) before every meeting, draw their lines of negotiation (upper and bottom limit, “trading cards”, what to expect in return for concessions you agree to make) and describe briefly their negotiation strategies. This *negotiations worksheet* should be revised after each round. Encourage an understanding of the balance of power, i.e. what each side stands to gain in the negotiation, who needs whom the most, and the fine line between trying to attain your goals as completely as possible while still reaching a mutually satisfying agreement. The penultimate goal is to strike a deal, and failure to do so would signal a communication breakdown of which both groups will be considered equally responsible. Consequently, no points will be attributed, regardless of the negotiation strategies employed.

Note: this game was adapted from the *Emperor’s Pot*, described in <http://www.carla.umn.edu/culture/resources/exercises.html>, and included in the *Intercultural Sourcebook* vol. 1. Yet, it is transformed almost beyond recognition so

that it is now a new game, and to claim that similarities with real situations or countries are fortuitous would be a blatant lie. The main purpose of the adaptation was to make room for a purely linguistic layer in the already present intercultural substratum.

Position Cards (An Example)

ANTHELINIA	ALLGEMANIA
<p>Individualism Low in the past. Families were more important than individuals. New Generation: the situation changes</p>	<p>Individualism High</p>
<p>Attitude towards Time/History A very old race. “Do not fret, do not stress, do not hurry, you will die young” “There is always tomorrow”. History: the glorious Past.</p> <p>This too shall pass: fatalism.</p>	<p>Attitude towards Time/History Time is money. Nothing is too old to be sacred. But also: We all come from the same ancestors, so one country’s glorious past is everyone’s inheritance. Great respect for the archaeological sites, most universities offering courses in classical Anthelinian studies.</p> <p>Seize the day.</p>
<p>Attitude towards Money For the older generation, an honest man is rarely, if ever, a rich man. For the newer generation: a change of attitude, money as a status symbol, so very important.</p>	<p>Attitude towards Money Those who work hard are blessed with prosperity. Social status associated with money: very important.</p>
<p>Social Conformity: Low</p>	<p>Social Conformity: High</p>
<p>Activism: High in the past, the New Generation is rather disappointed with the classical form of it. Some urban guerrilla groups, terrorist attacks, usually without human casualties.</p>	<p>Activism: High but of a very disciplined variety, e.g. when trade unions want to strike their leaders sit down with the bosses of the industry to find out when it is less disturbing for the industry to do so.</p>