

# THE CASE-STUDIES BASED APPROACH IN MARITIME ENGLISH TEACHING

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## 1 INTRODUCTION

The English language competence is progressively becoming a mandatory requirement for all ranks of seafarers. The conventions, developed by the International maritime Organization, clearly require the application of English in marine activities. The convention regulating Safety of Life at Sea requires that the English language shall be applied on the navigation bridge to provide safety communication. [2] The Convention on Standards of Training, Certification and Watchkeeping for Seafarers shows the range of the English language competency requiring the officers in charge of navigational watch to use printed and electronic nautical charts, necessary nautical publications, including meteorological data and the information related with vessels' safety, security and operation, and to implement other obligations of the officer including application of the IMO Standard Marine Communication Phrases. [3] Therefore, the provision of outcomes-aimed teaching of Maritime English needs application of different approaches intended to develop above stated competence. Thus, the aim of the paper is to offer the ways, providing the cadets with appropriate language competence.

## 2 The Hypertext-Based Approach in Maritime English Teaching

In our opinion (based on application of the below stated approach at BSMA), one of the useful methods to satisfy the needs presented above is to involve the practice of a hypertext into Maritime English teaching. Hypertext provides possibility of the whole text listening, listening and reading of translation of (preliminarily chosen) key words, pictorial illustration of marine terminology, usage of the picture as the knowledge development source – clicking the unknown part of a ship the student is immediately provided with the term's pronunciation and translation (a picture in Maritime English is really worth a thousand words and explanations). Hypertext also provides self-control and self-assessment options having a dual educational outcome – as the academic activity, as well as the factor increasing individual responsibility of the student. Distinctly from the analogue text, essence of the hypertext ensures constant development of its components in reply to course of studies demands.

## 3 The Case Study Based Approach in Maritime English Teaching

Therefore, in case of development of students' competence of technical marine terminology acquisition, it is sufficiently to use application of hypertext advantages. At the same time, it is also significant to consider the officers' obligations foreseen by the IMO model course "Leadership and Teamwork", implementation of which is directly interrelated with the increasing role of Maritime English. Thus, the officers' competence also includes implementation of operative safety management via on board and shore-based communication. [4] In our opinion, one of the most effective ways to ensure the students with appropriate competence is to choose the teaching data, causing the students' interest and accordingly making teaching successful in results. Thus, one of the best ways to cause the future seafarers' interest is to provide them with the compilation of Presentation, Practice, Production (PPP) method involving real marine cases showing actual features of life and work aboard. Consequently, the paper offers a model of PPP lesson based on a real case study, aimed at provision of appropriate communication competence in case of such critically important issues, such as: contact,

collision, capsizing, sinking, flooding and listing, fire, explosion and grounding (the frames of the paper do not give possibility to put the whole set of intended material, that is why we offer only one brief scheme of the intended proposal).

### **3.1 Presentation, Practice, Production (PPP)/Case Study Arranged Lesson Sample**

Thus, if our aim is to build up the lesson using the real case study, all the components (Presentation, Practice, Production) of the lesson are presented with examples of the real accident which took place at sea on board the merchant fleet. So, we offer to start the PPP/case study-arranged lesson with the warmer, presented by the real pictures, involving the students into discussion predicting what happened with these two vessels. Then, as the review tool, the students are asked to define (in the frames of preliminarily provided material) the role and importance of the message markers of the IMO Standard Marine Communication Phrases in provision of effective and safe maritime communication. As the next step of the lesson implementation, the students are given the hand-outs containing the brief summary of the real accident. As the next stage of PPP implementation, the students are elicited to suggest the possible reasons of the accident - listening part of the lesson introduces the transcript of the noted collision, indicating time, party and communication. As the final production part of the lesson, the students are offered to make Presentation through the Role Play: using the given components, they should put necessary corrections into the above mentioned VTS-MV/MV-VTS communication and avoid collision.

### **Conclusion**

Thus, modern maritime education and training is shifting from traditional model into a wide range one, in which the creative approach is of principal importance. Thus, hypertext and case study can play a significant role in reshaping the traditional English language resources to respond to modern maritime education needs, decreasing the gaps that exist between maritime needs and the outputs of education system. The application of the above mentioned approaches in Maritime English teaching can raise access to learning opportunities. It can help to improve the quality of education with advanced teaching methods, progress learning outcomes and enable better planning of unlimitedly flexible educational programs.

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