

**СЕКЦІЯ 1.**  
**НОВІТНІ ТЕНДЕНЦІЇ В МЕТОДИЦІ ВИКЛАДАННЯ**  
**ІНОЗЕМНИХ МОВ У ВИЩІЙ ШКОЛІ**  
**FRACTION 1.**  
**NEW TENDENCIES OF TEACHING FOREIGN**  
**LANGUAGES IN HIGH SCHOOL**

**Svitlsana Barsuk,**  
**PhD, Associate Professor,**  
**Kherson State Maritime**  
**Academy, Kherson, Ukraine**  
**Olena Frolova,**  
**PhD, Associate Professor**  
**Kherson State Maritime**  
**Academy, Kherson, Ukraine**

**CROSS-CURRICULAR LEARNING ACTIVITIES IN**  
**TEACHING MARITIME ENGLISH TO NAVIGATORS**

We fully accept the concept that Maritime English serves as a *Lingua Franca* at Sea. The vessel is a social, cultural and working environment for crewmembers on board, the chances that they have to encounter the personnel of different nationalities and cultural backgrounds are very high. Future deck officers shall communicate both between ship and shore in routine and emergency situations, e. g. in narrow channels, in traffic separation schemes, in restricted visibility, in distress / urgency situations, during berthing, anchoring, pilotage etc. In all above mentioned situations the crew shall communicate adequately in order to guarantee the safety of navigation. Moreover, the deck officers are engaged in ordinary communication on an intra-ship level. There is a need in accurate and clear on-board communication for safety of the crew and the vessel and effective social and cultural interaction among the crewmembers. These factors are very important as many maritime accidents are caused by communication failures and misunderstandings [3, p.200].

The absence of national industry standards for the Maritime English Bachelor and Master degree courses has caused the situation when each Maritime institution in Ukraine develops its own training courses.

The major aim of Higher Education has been to train professional skills in a specified vocational area. It is provided by a number of technical subjects which teach necessary knowledge and train key skills which are essential for the profession. From such perspective Maritime English occupies a special place in future navigators training, as it combines knowledge of language itself (vocabulary, grammar), professional terminology and communication skills (behavior, strategies) with knowledge of the profession itself. That's why while planning a new course it is important to use industry recognized standards to meet the international requirements and provide efficient training.

**The purpose of the research** is to recommend a number of cross-curricular learning activities in teaching Maritime English to navigators.

Taking into account the special place that Maritime English occupies among other professional subjects and Higher Education orientation on professional competence developing as its paramount aim, it makes a content and language integrated learning (CLIL) a main strategy in learning language. The introduction of CLIL into teaching foreign language within vocational setting increases the time of target language exposition, motivate students to meet their needs, integrates different subjects knowledge, provides opportunity to study learning content from different perspectives, enriches classroom practice with the tasks typical for other subjects, and prepares students for future working life.

As the language teachers we place an educational focus primary on language mastering: a learning content is used as a resource for communicative skills development, a variety of professionally-oriented tasks to provoke students to put the language learnt into a practice.

Provided by D. Coyle, a pedagogical framework of the 4Cs (Content, Communication, Cognition, and Culture) integrates the professional subject content with language mastering by means of communicative and cognitive interaction (problem solving and "knowing how to do" tasks) can be used as a clear guidance to organizing language learning process [2].

A teamwork and cooperation between teachers of Navigation Science and Maritime English enable them to work effectively in an integrated course design, programme development and therefore enhance teaching, learning and assessment of future maritime officers [4, p. 171]. Such cooperation can enrich an English teacher with amount of genuine tasks which aimed to prepare students for the practical skills they will need at sea and practicing communication skills and strategies.

We agree with C. Chirea-Ungureanu that “in order to teach Maritime English communication skills, the traditional methods are not enough. They have to be supplemented with a different knowledge base and have to borrow heavily from nautical sciences” [1, p. 46]. The learning and teaching environment shall familiarize learners with a variety of ways in which Maritime English can be applied.

The language teacher task is to select and adapt the learning material and exploit opportunities for language learning. As the CLIL students are introduced to a great variety of context, reading is an essential skill to be trained. Scaffolding activities below can be used to reduce the cognitive and linguistic load of the content and develop reading comprehension skills and vocabulary acquisition:

- Scan the abstract from the log book and underline the meaning of the data
- True/false statements
- Gap-filling
- Jigsaw reading
- Selecting key sentences
- Paragraph summary matching

- Dummy sentences
- Table completion
- Separating facts and opinions
- Comparing different accounts of one event (incident reports, letters of complaint)

The teachers of Maritime English should also be familiarized with the skills the students need at sea and create the tasks which enable them to demonstrate their professional knowledge as well as communication skills in order to perform the task [5, p. 13]. For these purposes we can suggest possible higher-order thinking interactive activities:

- Simulate the situation
- Problem-solving the situations
- Guided telephoning / VHF call
- Reconstructing a phone call (in written form to fill in the blank)
- Debates
- Free role-play

Such tasks should be designed as a problem-solving activity, based on a workplace-style scenario. Firstly, it motivates students to interact with a purpose to complete the task and get meaningful outcome, and, in addition, the trainee has an opportunity to improve his/her language skills. Below there are two examples of such tasks developed on the topic “*Search and Rescue Operations at Sea*”:

Discussion. Both ships (the Costa Concordia and El Faro) didn’t send distress messages to the nearby ships or coast stations. Why? What do you think hinder them from requesting an immediate assistance?

Simulation. In pairs

a. Transmit an initial distress call from the ship:

*Student A* – a ship in distress (Costa Concordia or El Faro)

*Student B* – a coast guard

b. Complete Inmarsat-C Format / DSC Format forms with information received.

A performance-based task on the topic “*Heavy Lift Cargo Handling*”:

**Role Play.** In groups of three, role-play the conversation.

*Student A* is the Master, *Student B* is the Cargo Officer, *Student C* is the Loading Surveyor. You have to load two heavy-weight HP absorbers on board with weights 1,342 and 1,275 metric tons respectively. Discuss all cargo loading / discharging formalities (some ideas are suggested).

Performance-based tasks suggest not only a field-specific target language and oral communication skills assessing, but also the quality of trainees interaction within the learning content as well as professional behaviour. All these items constitute a professional communicative competence of future navigators.

## REFERENCES

1.Chirea-Ungureanu C. Developing Cross-Curricular Teaching by “Marinization” of ME Teachers / C. Chirea-Ungureanu // Proceedings of IMEC-28. – Gothenburg : Chalmers University of Technology, 2016. – P. 40-55.

2. Coyle D. CLIL: A Pedagogical Approach from the European Perspective / D. Coyle // Encyclopedia of Language and Education. – Berlin : Springer reference, 2008. – 2 ed. – Vol. 4 . – P. 97-112.

3.Frolova O. O. Developing Training Course Focused on Future Seafarers’ Sociocultural Communication in Multinational Crew / O. O. Frolova // Педагогічний альманах : збірник наукових праць / редкол. В. В. Кузьменко (голова) та ін. – Херсон: Вид-во КВНЗ «Херсонська академія неперервної освіти», 2016. – Випуск 31. – С. 200-206.

4.Nthia J. M. Cross Curricular / Cross Course Adaptation, Design and Implementation of Teaching and Learning Activities of Maritime English / J. M. Nthia // Proceedings of IMEC-28. – Gothenburg : Chalmers University of Technology, 2016. – P. 170-177.

5. Барсу́к С. Л. Навчання англійської мови для комунікації та професійного спілкування / С. Л. Барсу́к // Херсонська область – 70 років історії: Матеріали всеукр. наук.-практ. конф. – Херсон : ХДМА, 2014. – С. 12-14.

**Larysa Bondarenko,  
Senior Lecturer of Foreign Languages Department,  
SEIIR, National Aviation University,  
Kyiv, Ukraine**

### **BENEFITS AND DRAWBACKS OF ACADEMIC MOBILITY FROM FACULTY PERSPECTIVE**

The problems of academic mobility have been described, discussed, and explained in numerous articles and even books written by representatives of different countries. They have emphasized and analyzed a wide range of aspects of academic mobility in the global world. This article will mostly concentrate on advantages and disadvantages of academic mobility looking back into the Ukrainian history and analyzing its current condition.

In XIII – XIV centuries the famous Sorbonne University in Paris had several dozens of students from Ruthenia, as they called the former Kyiv Rus, and a few professors who received their degrees there. Petro Mohyla, who founded the Mohyla collegium which later became known as the Kyiv Mohyla Academy (National University of Kyiv-Mohyla Academy), was one of the outstanding students of Sorbonne. Ukrainians were looking for possibility to receive their degrees at Oxford and Cambridge Universities in England, at St. Andrew University in Scotland, where Osyp Zaviraka from Poltava received Doctor of Medicine degree.[1]

Even more students were receiving their degrees in famous universities in Germany, Poland, Hungary, Italy, Chehia and Austria. Some students managed to study at several universities and receive degrees in different sciences. Jagiellonian University in Krakow welcomed thousands of students and dozens of professors from