



The New Strategy of Professional Foreign Language Teachertraining under Integration in the Context of Multicultural Development of Ukraine Educational System

LABUNETS JULIA
Ph.D., Senior Professor,
Department of Foreign Languages and Techniques of Teaching,
Kiev University by Boris Grinchenko,
Kyiv, Ukraine
E-mail: y.labunets@kubg.edu.ua

PLUZHNIKOVA IRINA
Lecturer, Department of Foreign Languages and Techniques of Teaching,
Kiev University by Boris Grinchenko,
Kyiv, Ukraine
E-mail: i.pluzhnik@kubg.edu.ua

LITIKOVA O.I.,
Ph.D., Assistant Professor,
Head of the Department of
English Language in Marine Engineering,
Kherson State Maritime Academy,
Kherson, Ukraine

ENHANCEMENT OF TESTING STANDARDS FOR MARITIME ENGLISH: CONTROVERSY AND INNOVATIONS

У статті проаналізовано протиріччя, які викликають недосконалість існуючих стандартів тестування рівнів знань з англійської мови у моряків, що є причиною нещасних випадків на судні, викликаних людським фактором. Автором запропоновано способи вдосконалення стандартів тестування англомовної комунікативної компетентності у моряків, для котрих англійська мова не є рідною.

Ключові слова: стандарти тестування, комунікативна компетентність

В статье проанализированы противоречия, которые вызывают несовершенство существующих стандартов тестирования уровней знаний по английскому языку у моряков, что является причиной несчастных случаев на судне, обусловленных человеческим фактором. Автором предложены пути совершенствования стандартов тестирования англоязычной коммуникативной компетентности моряков, для которых английский язык не является родным.

Ключевые слова: стандарты тестирования, коммуникативная компетентность

The paper analyzes the contradictions, which cause imperfection of existing standards of seafarers' English proficiency levels testing which actually foster human factor emergencies on ships. The author considers methods of improvement standards for testing English language communicative competence of seafarers no native speakers.

Key words: testing standards, communicative competence

Idea of this article deals with the problem of insufficient maritime safety today and contributing role of poor Maritime English language proficiency of seafarers in maritime safety worsening. This problem has also been readily perceived by IMO, the European Union, classification societies, governments – flag states and ship owners.

For example, EMSA reports that on all ships registered in the member states mariners of over 40 different non-EU countries are employed. Around 75% of seafarers employed on EU registered ships do not come from the European Union and English (working language at sea according to STCW) isn't their native language. [4]

It has been reported that the over 80% of accidents on ships manned by multinational crews are caused by human error and most of them are due to poor standards of maritime English. [8, p.176]. There are many reports and papers identifying poor communication as one of the most significant factors in accidents at sea and at ports. [1, p.2]

On multiple IMO conferences there were proved the inadequacy of Maritime English standards as contributory factor in causes of accidents, some involving loss of life, large numbers of injuries and extensive financial loss. It becomes inevitable that insufficient English language training of seafarers together with the deficiency of Maritime English monitoring standards make it impossible to define the communication problems of seafarers, who work in multi-national, multi-ethnic and multi-cultural crews, which may lead to emergencies.

Many authors devoted their scientific papers to the analysis of Maritime English proficiency monitoring standards current state (R. Ziarati, J. Uriasz, T. Ulkuatam, S. Sernikli, J. Roenig, G. Velikova, H. Lahiry, P. Trenkner, C. Cole, A. Sihmantepi). Much more authors have researched a great deal of existing English language proficiency monitoring standards and their deficiencies (J. Alderson, C. Claphman, D. Wall, R. Boonkit, A. Rames, S. Messick, G. Henning, G. Fulcher, F. Davidson, D. Douglas, F. Davidson, B. Lynch, C. Chapelle). Also there are some research works in English for specific purposes standards analysis (Y. Mackay, A. Mountford). But there are still many admonitions to the quality, adequacy and solvency of these standards.

So the **intent** of my paper is to research the contradictions which bring forth the imperfection of existing standards of English language proficiency levels of seafarers which in turn contributes to most number of emergencies on ships caused by human factor and also to offer the enhancement of standards for testing English proficiency levels of seafarers.

Now many efforts are made by international institutions, IMO. Their works are becoming more detailed and more sophisticated as they try to infuse the multi-

layered fabric of the Maritime English Language. [6, p.2]

It is well-known that Maritime English is a restricted language of shipping industry. [5] Therefore it's better to classify it as an ESP (English for specific purposes). To master Maritime English as ESP means to acquire a certain level of professional knowledge and experience to become comprehensible, although the major part of Maritime English is general English words and only 7% belongs to purely maritime terminology with isolated meaning it becomes a unique language that only seafarer will understand. [3]

To native English speakers Maritime English is a natural part of the maritime sciences learning, but for those who study it as second language this is an additional study, an extra effort should be taken to comprehend and express their thoughts in foreign language. Study process of second language learners is time consuming and often distractive. They do a lot trying to memorize the vocabulary or parrot the phrases, which are undoubtedly not a very healthy way of learning in a career-based education.

To overcome stressful background of Maritime English study IMO Model Course 3.17 imposes to train cadets using communicative methodology with interactive methods of English learning and other communicative approach depository of learning. This methodology has got wide support in many maritime institutions, but it also bears a certain number of drawbacks, as it cannot ensure sufficient level of grammar acquisition and correct writing, though it pursues basically lexical knowledge together with reading and comprehension skills.

Whatever methodology is used in Maritime English training process, learning outcomes of seafarers should be adequately monitored with taking into account all necessary requirements for English language communicative competence of future seafarers prescribed by IMO documents (STCW, Model Course of English Language 3.17), requirements of British Council English Language Proficiency Standards (ELP), Common European Framework of Reference for Languages (CEFR), English for Specific Purposes Proficiency Standards (ESP).

Prior to analyze the possible ways of English language proficiency tests enhancement we should set forth the contradictions which contribute to their imperfection:

1. Gap between the requirements of STCW Convention to the level of mixed crew members English language proficiency and current state of their communicative competence;
2. Discrepancy between the requirements of IMO Model Course 3.17 to teach cadets English with the use of communicative methodology and insolvency of communicative methodology to ensure sufficient level of grammar knowledge and correct writing, as this methodology mostly fosters maritime vocabulary formation and also reading, comprehension

and speaking skills;

3. Inconsistency of IMO requirements to apply adequate to seafarers' communicative competence monitoring standards, because of their focusing on vocabulary and reading check more, than on grammar knowledge and correct fledged writing and speaking skills verification.

Before we suggest some ways to update standards for seafarers' English proficiency levels testing let us review those currently existing standards widely acknowledged in the world. Among them are TOEFL and CEFR (English for general use standards), also MARLINS and MARTEL (English for maritime use standards).

A standardized TOEFL test in 120 scores measures the English language ability of non-native speakers wishing to enroll in English-speaking universities in 7 levels: Extremely Limited User, Limited User, Modest User, Competent User, Good User, Very Good User, Expert User.

The Common European Framework (CEFR) is rather suitable for monitoring proficiency levels of maritime cadets and seafarers because of the priorities it possess: 1) is fit to check English for different nationalities, 2) checks 4 necessary communicative skills (listening, speaking, reading and writing), 3) offers clear standards of proficiency assessment on 6 levels, 4) checks 3 language systems (phonology, vocabulary, grammar); 5) satisfies many needs (employment, travelling, study, certification etc.).

English proficiency levels which CEFR offer (breakthrough basic user, waystage basic user, threshold independent user, vantage independent user, effective operational proficiency, mastery) correspond to 7 analogous levels accepted by IMO Model Course of English Language 3.17: *beginner, false beginner, elementary, lower intermediate, intermediate, upper intermediate, advanced*. Also CEFR provides clear descriptors for 4 basic skills assessment, but unfortunately it doesn't relate to maritime contents and doesn't reflect the specifics of seafarers' professional competence.

Rather famous maritime test today is MarTEL. Its core aim is a series of maritime English language standards at three different levels, which are tested via online platform. In October 2007, a pilot MarTEL of the phase 1 test was carried out on a selection of cadets and officers in the partner maritime institutions in Poland, Finland and Turkey.

Phase I includes tests at three levels of proficiency: Elementary, Intermediate and Upper Intermediate/ Advanced in line with IMO Course Model 3.17 but the content is based on active learning and on maritime terminology, with little emphasis on grammar. It consists of 5 sections:

Structure: One part, 20 multiple choice questions, 20 minutes, 20% of the total score. English grammatical structures are tested in the MarTEL Phase 1 Test. Grammar plays an important part in the four skills (reading, listening, writing,

and speaking).

Reading: Two parts, 10 questions (5 multiple choice questions to each text), 30 minutes, 20% of the total score.

Listening: Two parts, 10 questions (5 multiple choice questions to each text), 20 minutes, 20% of the total score.

Speaking: Three parts, 3 questions, 15 minutes, 20% of the total score. Phase 1 speaking section requires non-interactive speaking, which is recorded by the computer and sent away for assessment.

Writing: One part, 1 question, 30 minutes, 20% of the total score. Phase 1 writing section consists of one integrated reading / writing task. In this section, test takers must write an essay in response to a text, or a reply to a letter, and support their answer with reasons and examples. The answer is marked on, communicative quality, lexical accuracy and range, grammatical accuracy and range, reference to the task, and the effective organization of the answer.

Phase II assesses the Officer standards either for Navigation (Deck) English or Marine Engineering English. These tests focus on skill levels appropriate for a given type and rank of officer, with less prominence to grammar.

Phase III monitors Senior Officers in charge English language knowledge and skills for vessels over 3000 GRT. All standards differentiate levels of importance to different skills and proficiency requirements at various ranks. For example, a Chief Engineer should be competent on reading and writing but more moderate level of speaking may be tolerated.

An outstanding problem for MarTEL test is its inaccessibility, i.e. the points for taking MarTEL are located selectively: in the United Kingdom, Ireland, Bulgaria, Turkey, Spain, Sweden, Poland, Finland, Slovenia, where testing centers are located. To take this test you should leave message on its official site and wait for connection, sometimes it takes too much time.

The most popular Maritime English test is MARLINS which is practiced almost in any crewing company when seafarers seek for the job. It evaluates proficiency at three levels: elementary, lower and upper intermediate. Each test comprises three principal sections - Listening (40 items), General Comprehension (50 items) using multiple choice questions, matching, and sentence completion in vocabulary, grammar and phonology. The third part titled Practical Comprehension, is based on everyday shipboard activities. The task requires gap-filling to demonstrate understanding of the text (10 items). The results are scored out of a 100.

Whatever monitoring system is used for assessment of seafarers' English proficiency level, first of all it should pursue validity. Validity is the appropriateness of a given test or any its component parts as a measure of what it is expected to measure. A test is said to be valid to the extent that it measures what is supposed

to measure. Furthermore, test-developers, not only have to ensure that the material included in a test is appropriate for the purpose for which it is intended, but also to ensure the results are accurate. [7, p.137]

There are such types of validity concerning the Maritime English tests adopted for MarTEL by Reza Ziarati: 1) content validity (relevancy) – the content is based on IMO standard and model courses; 2) requirement validity (competency, IMO STCW relevance); 3) structural validity (consistency) conformity to European English language frameworks; 4) range validity (coverage) relation of tests to tasks carried on board vessel; 5) depth validity (assessment/ performance criteria) defined by a set of assessment criteria; 6) professional validity. [7, p.142]

It is crucial to know whether we really measure what we intend to measure. Furthermore, the unified notion of validity of language testing also concerns consequential aspect of the test, which means how the use of the test will impact on test users. [2]

In compliance with STCW in process of Maritime English learning there should be formed communicative competence for maintaining aural and written form of communication on different professional topics set forth for 3 levels of professional training: support (for ratings of navigational and engineering departments), operational (for ordinary officers of navigational and engineering departments), management (for chief officers of navigational and engineering departments). For those maritime institutions which prepare cadets and have no free and prompt access to such Maritime English testing systems as MarTEL, for example, it'll be very sound to make correlation between actual English language proficiency levels and necessary maritime certificates, professional competence prescribed by STCW and communicative competencies from IMO Model Course 3.17 in order to keep in mind all these requirements to seafarers' communicative competence when developing testing standards for Maritime English. Such thorough approach to all requirements available for seafarers training will promptly ensure tangible growth of seafarers' Maritime English proficiency levels.

Below we give a fragment of correlation technique table which we use in our teaching and learning outcomes monitoring practice:

Certificates	Professional Competence (STCW)	Maritime language Competence (STCW)	Communicative Competencies (Model Course)
1.1 Basic safety training: - Personal survival	1. Operate emergency equipment and apply	They cover: - Awareness of the hazards on a vessel; - Familiarization	1. Can name positions on board; 2. Can describe routines;

techniques; - Fire prevention and fire fighting; - Elementary first aid; - Personal safety and social responsibility	emergency procedures 2. Carry out basic firefighting, elementary first aid, personal survival techniques and personal safety and social duties.	with emergency duties equipment and alarm signals - Understanding of false distress alerts and action to be taken - Familiarization with first aid kit, medical assistance - Familiarization with personal survival techniques basics of fire prevention and firefighting.	3. Can ask for and give directions onboard; 4. Describe the location and purpose of safety equipment; 5. Can understand commands in emergency; 6. Can explain personal injuries at sea; 7. Can request medical assistance
1.2 Basic safety familiarization	3. Take part in abandonment and rescue Procedures.		
1.3 Survival craft and rescue boats			

The analysis of actual state of standards for Maritime English testing implementation entitles us to consider the following methods of testing standards for Maritime English enhancement, as:

1. Learning outcomes of seafarers should be adequately monitored with taking into account all necessary requirements for English language communicative competence of future seafarers prescribed by IMO documents (STCW, Model Course of English Language 3.17), requirements of British Council English Language Proficiency Standards (ELP), Common European Framework of Reference for Languages (CEFR), English for Specific Purposes Proficiency Standards (ESP).
2. Assessment of seafarers' English proficiency level, first of all it should pursue validity for the appropriateness of a given test as a measure of what it is expected to measure.
3. Correlation between actual English language proficiency levels and necessary maritime certificates, professional competence prescribed by STCW and communicative competencies from IMO Model Course 3.17 should be done to keep in mind all these requirements to seafarers' communicative competence when developing testing standards for Maritime English.

Transliteration of References:

1. Albayrak T., Ziarati R. Evaluation, Assessment, And Testing In Maritime English: Measuring Students' Competence And Performance [Electronic resource] / T. Albayrak, R. Ziarati. – Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.666.7889&rep=rep1&type=pdf> – P. 1–11.
2. Messick S. Validity// In R.L. Linn (Ed.), Educational measurement (3rd ed)/ S. Messick, New York: Macmillan. – 1989. – P. 13–103.
3. Pritchard B. On Some Issues in the Standardization of Maritime English – Pedagogical Implication, Proceedings of International Seminar on Maritime English, 2002. – P. 68–90.
4. Roenig J., Uriasz J. Do We Need Standards For Maritime English? [Electronic resource] / J. Roenig, J. Uriasz. – Available from: http://www.martel.pro/researchers/Downloads/Do_we_need_standards_for_maritime_english.pdf
5. Trenkner P. The IMO Standard Marine Communication Phrases (SMCP) and the Requirements of the STCW Convention 1978/95, Proceedings of International Seminar on Maritime English, 2002. – P. 37–57.
6. Ulkuatam T., Sernikli S. Maritime Testing of English Language. A search for a Supranational Standard [Electronic resource] / T. Ulkuatam, S.Sernikli. – Available from: <http://web.deu.edu.tr/maritime/imla2008/Papers/22.pdf>
7. Ziarati M., Yi J., Ziarati R., Sernikli S. Validation of the MarTEL Test: the Importance of Validity of the Test and the Procedure for Validation in MarTEL [Electronic resource] / M. Ziarati, J. Yi, R. Ziarati. – Available from: http://www.martel.pro/researchers/Downloads/Piloting_martel_standards.pdf
8. Ziarati, R., "Safety At Sea – Applying Pareto Analysis", Proceedings of World Maritime Technology Conference (WMTC 06), Queen Elizabeth Conference Centre, 2006. – P. 175–181.



Enhancement of Testing Standards for Maritime English: Controversy and Innovations

LITIKOVA O.I.
Ph.D., Assistant Professor,
Head of the Department of
English Language in Marine Engineering,
Kherson State Maritime Academy,
Kherson, Ukraine
E-mail: aleksandra_litik@bk.ru

МАРУЩЕНКО М.О.,
Національний медичний університет
ім. О.О. Богомольця,
м. Київ, Україна

**ЕВАЛЮАЦІЙНІ КРИТЕРІЇ ЕФЕКТИВНОСТІ ОРГАНІЗАЦІЇ
САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ МЕДИЧНИХ
УНІВЕРСИТЕТІВ У КОНТЕКСТІ
ЗАКОНУ УКРАЇНИ «ПРО ВИЩУ ОСВІТУ»**

Модернізація організації навчального процесу в умовах зменшення аудиторного навантаження студентів у рамках Закону України «Про вищу освіту» і пріоритетності самостійної роботи студентів (СРС) як невід'ємної складової професійної компетентності студента-медика потребує оптимізації організації СРС клінічними кафедрами медичних університетів та посилення контролю за її виконанням. Науково-методичне обґрунтування організації СРС у рамках концепції евалюації системи освіти потребує удосконалення форм аудиторної та позааудиторної самостійної роботи студентів. Розробка та представлення клінічними кафедрами сучасних навчально-методичних матеріалів для СРС, а також систематичний контроль за їх виконання за затвердженими критеріями оцінювання без сумніву дозволять підвищити продуктивність навчання, будуть сприяти розвитку професійних компетентностей студентів медвузів.

Ключові слова: самостійна робота студентів, евалюація освіти, компетентності студентів медичних вузів.

Модернизация организации учебного процесса в условиях уменьшения аудиторной нагрузки студентов в рамках Закона Украины "О высшем образовании" и приоритетности самостоятельной работы студентов (СРС) как важной составляющей профессиональной компетентности студента-медика нуждается оптимизации организации СРС клиническими кафедрами медицинских университетов и усилением контроля за ее выполнением. Научно-методическое обоснование организации СРС в рамках концепции эвалюации системы образования нуждается в усовершенствовании форм