







International Association of Maritime Universities

THE PROFESSIONAL PROFILE OF A MARITIME ENGLISH INSTRUCTOR (PROFS) ©

Questionnaire response SUMMARY

AIMS

Various conferences, seminars and workshops conducted by IAMU and other associations have revealed that there is an urgent need to establish a sound, well-structured profile of a qualified Maritime English instructor for higher MET institutions in order both to satisfy the demands of the current legislation, i.a. STCW 1978/95, SOLAS 1992/02, as well as the requirements of today's maritime industry. This project aims on the one hand to create generally accepted guidelines/recommendations for MET institution management on how to qualify teachers of general English and other persons of substandard qualifications currently teaching English to nautical/marine engineering university students to become lecturers in Maritime English, meeting at least the requirements of the relevant legislation, and on the other hand to provide prospective candidates to a Maritime English teaching profession with an idea of what will be expected from them should they wish to instruct nautical/marine engineering students at university level.

-  **Part 1 should have been answered by Maritime English instructors**
-  **Part 2 should have been answered by mariners teaching or expecting to teach Maritime English**
-  **Part 3 should have been answered by managers responsible for, but not teaching, Maritime English**
-  **Part 4 should have been answered by all respondents**

Total number of replies = 129

Person(s) providing information

86 ME instructors, 5 ME instructors with managerial functions, 8 mariners, 12 managers, 10 maritime subject instructors, 8 anonymous

From: **Bulgaria, Cameroon, China, Croatia, Egypt, Estonia, Finland, France, Iran, Italy, Japan, Germany, Ghana, Malawi, Netherlands, New Zealand, Philippines, Poland, Russia, Slovenia, Spain, Sri Lanka, Sweden, Turkey, and Ukraine, United Kingdom and anonymous**

Questionnaire incorporating raw data

PART 1: Ways to Maritime Background Knowledge

To be completed by Maritime English instructors

Personal		Yes	No
1.1	Do you regard yourself as a native speaker of English?	12	89
1.2	Do you hold an academic degree in English linguistics/ applied linguistics/ literature? Specify: <ul style="list-style-type: none"> - Assistant professor of English BSc/BA in education/English major - Candidate of pedagogical sciences PhD in TEFL - Candidate of philology in applied linguistics - Graduated from Institute of Foreign Languages Graduated from Tashkent University - In (English) linguistics x3 - In applied linguistics - In English language and literature x3 - In English/Foreign language and literature - In English/German language and literature x2 - In Philosophy Graduate studies with focus on ESP - M Phil in maritime transport - MA in ESP/TEFL x3 - Pedagogical qualification as TEFL - PhD in English linguistics - Professional trainer (navigator) - Specialist Diploma 	67	20
1.3	Are you qualified to teach Maritime English? Specify: <ul style="list-style-type: none"> - 40/36/30/25/23/23/14/10/5/5/4 years experience in teaching ME - At the department of electrical engineering - At the simulator centre BA + IMO 3.17 - CEELT certificate - Continuous attempts to improve through self study x2 - From 1989 - From Odessa Maritime Academy - I'm a marine engineer - Navigator spouse - Through experience and training 	69	22
1.4	Rank your maritime background knowledge on this scale 6: 8 6/5: 5 5: 10 5/4: 7 4: 18 4/3: 4 3: 13 3/2: 2 2: 2 2/1: 1 1/0: 2 0: 3 advanced none <p style="text-align: center;">Average score: 3.9</p>		

Questionnaire incorporating raw data

How/ where did you acquire your maritime background knowledge?		Yes	No
1.5	Through teaching experience/ consulting with technical teachers (navigation, engineering, etc).	90	2
1.6	By utilising maritime literature, (IMO) documents, technical literature, videos, internet etc.	90	1
1.7	By paying regular <i>ad hoc</i> visits onboard ships or simulators.	66	20
1.8	<p>By attending courses in:</p> <p><input type="checkbox"/> Technical aspects 15</p> <p><input type="checkbox"/> Maritime English 36</p> <p><input type="checkbox"/> Not applicable 24</p> <p>Specify where, duration, organisation:</p> <ul style="list-style-type: none"> - At the simulator centre - Attending training centres - British Council course x2 - By attending a 1-day Maritime English seminar and workshop - By attending GAME workshops x2 - By attending IMLA/IMEC workshops x6 - By attending IMO MEITC - By attending IMO model courses 3.17 and 6.09 x2 - By attending ME courses - By attending relevant lectures x3 - By attending the AMETIAP ME stage I/II/III course x4 - By observing tuition and simulation sessions at AMC - By sailing on board training vessels (PL) - By sailing on merchant ships as ME teachers - By studying at Odessa Nautical Academy - By visiting and observing instruction in many academies around the world - By working with shore-based companies/institutions (e.g. VTS etc) - I have 2 degrees: as an engineer and as a teacher of English lang/lit - In navigation classes - Kiev Institute of Foreign Languages 4-month refresher course - Liaising with technical instructors - Numerous courses at technical universities in my country - On training ships - Plymouth Technical University 8-week course in ME x3 - Teacher training courses - Through refresher courses x2 		

Questionnaire incorporating raw data

1.9	<p>By sailing in the merchant marine as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> AB-man/ boatswain/ motorman/ steward/ etc. 4 <input type="checkbox"/> Maritime English instructor 17 <input type="checkbox"/> Deck/ engineer/ radio officer/ purser/ etc. 6 <input type="checkbox"/> Training officer aboard training vessel 8 <input type="checkbox"/> Not applicable 15 <p><i>Specify position/ duration:</i></p> <ul style="list-style-type: none"> - 1 month as watch-keeping visitor - 1 month teacher training programme - 1 week training vessel as ME teacher - 1, 2 months as ME teacher/instructor - 2 voyages x6 months - 5 years on board training vessels - A course for ship's deck officers - AB man - Accompanying on-board instructor - Chief engineer - Could never get on board as crew member - Deck officer for 12 years - I have an easy access to professional advice, technical documents etc. but "I could never ever get on board as a crew member" - Japan: voyages (as observer, ME training co-ordinator) - Joint venture with US cadets' programme - London School of Navigation - ME instructor 5 years//16/4/3/2/1 months on training ships x9 - On-board visitor - Second mate of dry cargo ship - Ship officer for 3 years - Supervisor of shipboard training for 3 months - Training voyages - Two years working at simulator and training centre
1.10	<p>By sailing in: 5</p> <ul style="list-style-type: none"> <input type="checkbox"/> the navy/ police/ coast guard /customs etc: <p><i>Specify position/ duration</i></p> <ul style="list-style-type: none"> - Observer - Teaching

Questionnaire incorporating raw data

1.11	<p>By working with or in: 29</p> <p><input type="checkbox"/> maritime shorebased institutions/ industry:</p> <p>Specify position/ duration:</p> <ul style="list-style-type: none"> - 30 years in ONMA - Baltic Shipping Co: teacher 1993-2000 - By designing ME courses for special needs of port authorities, shipping companies, port management/administration - Consulting with navigation teachers - Contacts with authorities/port management - Course Director/instructor: 1998 to present - Dean of Faculty (Nautical Studies) for 4 to 5 years - English Consultant - English lecturer: 5½ years as - Faculty member x2: 1995 to present - Instructor/ interpreter of ME: 2000 to present - Liaison with Port of Singapore Authority Shell tankers - Management at cargo handling terminal: 3 years - Maritime upgrading courses - Maritime upgrading courses ME instructor, translator - Provider of training in teaching 1991 to present - Russian maritime pilot's association – teacher/ translator since 2000 - Szczecin Port Authorities, Szczecin Coastguard as interpreter, translator, examiner - Teacher of Maritime English x6: 1999 to present - Teaching German and English at various courses - Trade Union committee of Black sea Shipping Company, instructor: 1 year - Translating - Translator - Translator, correspondent: 2 years - Translator/ interpreter 1983-1999 		
My Institution		Yes	No
1.12	Expects me to acquire/ update my maritime background knowledge.	66	12
1.13	Demands that I acquire/ update my maritime background knowledge.	36	38
1.14	Does not seem to care.	23	26

Questionnaire incorporating raw data

1.15	Provides opportunities to acquire/ update my maritime background knowledge. <i>Specify:</i> <ul style="list-style-type: none"> - By providing access to developments in the international maritime industry - MET allows attending ME training and summer SOLAS training with the students - On board training vessels - Only through my own initiative x2 - Provided opportunities in the past but no longer x3 - Shipboard familiarization - Sponsors conferences - Supplies maritime literature, IMO docs, videos and internet x2 - Ten years onboard as apprentice leader for mareng cadets - Through participation in seminars, courses, conferences and workshops x12 - Unpaid leave 	55	21
1.16	Appreciates me having acquired/ updated my maritime background knowledge e.g. though promotion, better salary. <i>Specify:</i> <ul style="list-style-type: none"> - Better salary x5 - By giving me the freedom of how to teach ME and encouraging me to acquire more knowledge - Covers course fees - No incentives! x2 - Promotion based on standard procedure (esp. upgrading background knowledge in order to enhance teaching competency in ME) - Promotion to manager with salary increment - Through promotion x5 	28	48
<p>"Nice-to-Have" Catalogue Consider 1.5 to 1.11 above. Given the opportunity to acquire (more) maritime background knowledge which way(s) would you choose?</p>			
Number	Why? Brief comments		
1.1	To interact more with native speakers of English		
1.3	A recognised qualification in ME		
1.5	As it's practical		
1.5	They can give valuable advice		
1.5	I'd choose consulting with navigation teachers		
1.5	More info and recommended teaching techniques		
1.5	I would like to upgrade my ME knowledge		
1.5	It's impossible to teach things you don't understand!		
1.5	To acquire as much practice as possible		
1.5	To understand specialist terminology		
1.5	Acquiring maritime knowledge through own experience, maritime lit, videos, consulting technical teachers etc to develop own skills		
1.5-1.8	At least BA <ul style="list-style-type: none"> - Special licence for ME teachers to be issued after certificated training - Regional updating courses/seminars 		

Questionnaire incorporating raw data

	- ME courses on board ships - More knowledge how to teach the SMCP - More formal classroom training
1.6	More resources – many too expensive
1.6	These sources can provide the latest data
1.6+1.7	As a solid foundation
1.7	More access to commercial vessels i.e one annual voyage of 2/3 weeks
1.7	Practice is vitally important
1.7	The best way to learn is through hands on experience of working with equipment
1.7-19, 1.11	Most useful
1.8	Attend advanced training courses for trainers, not IMO based, preferable with experienced colleagues “peer teaching”
1.8	To be effective and efficient as well as a competent ME instructor
1.8	Only by exchanging ideas can one broaden ones teaching skills
1.9	By sailing in the merchant marine as ME instructor (real onboard experience) x3
1.9	Obligatory long voyage for every ME teacher to get scared, bored and to learn tolerance – to be able to teach it
1.9	By sailing on a merchant vessel as a ME instructor I would be able to marry classroom teaching theories with real-life nautical
1.11	Chances to work in a maritime shore-based industry would widen ME teacher’s academic preparation – authentic way of acquiring knowledge
1.5 x4	No comment
1.6 x7	No comment
1.7 x4	No comment
1.8 x7	No comment
1.9 x6	No comment
1.10 x4	No comment
1.11 x4	No comment
SUMMARY	
<u>ATTENDING SPECIALIZED COURSES</u>	
<ul style="list-style-type: none"> - Attending specialized courses in ME (IMO Model Course 3.17, MEITC, AMETIAP, etc.) - Attending Maritime English conferences, workshops, etc. (IMLA IMEC, WOME, GAME, AMETIAP) - Attending GMDSS instructor courses, ECDIS courses - Attending courses on technical subjects and subject knowledge (nautical, engineering, etc.), both in English and in the mother tongue - Attending specialized courses: e.g. for shippers, First Aid on Board and other special STCW courses; shipping management, maritime administration, port authorities, hazardous materials courses - I’d like the chance to participate in practical courses which demonstrate how cadets can be prepared for professional activities; then I could use the materials and experience in my classes - Learning while attending simulator-based lessons, GMDSS courses, HazMat courses 	

Questionnaire incorporating raw data

<ul style="list-style-type: none">- ME teacher should sail before (during) taking up teaching- “Seminars” for ME teachers: 1st step; needs analysis. The very nature of the subject matter must be clearly defined. For me (ship’s officer) ME has always been what career English language teachers call ‘navigational’ or ‘engine operational’ English. For you (Clive, Peter, Boris) ME is far less salty! It is closer to academic English (necessary for management, postgrad studies etc.)- Taking basic STCW 95 certification exams- Training courses guided by native English speakers or by experts in ME- Working visits to UK and other English-speaking countries
<p><u>INSTITUTIONAL COLLABORATION</u></p> <ul style="list-style-type: none">- Visiting maritime colleges in the USA/UK x2
<p><u>ON-BOARD TRAINING AND EXPERIENCE</u></p> <ul style="list-style-type: none">- As a shipboard training officer (visiting English speaking countries)- On-board experience is an absolute must- Period of familiarization with navigation and engine operation (first as freshman, then taking classes and standing watches with cadets)- Sailing on board merchant vessels in the capacity of ME lecturers, researchers in Maritime English or ‘watch-keeping visitor’ (on the average from 1 to six months, at times, periodically) short visits and stay on board ships – an important check on the teacher’s subject knowledge- Sailing on board training vessels to improve professional skills and to become familiar with the ship and life on board- The only way to get a true idea of seafaring is to get acquainted with the matters and life on board; hand-on experience- Training aboard training vessels (some have never experienced the topics they are teaching - credibility) x3- Visiting shipyards and marine engine/equipment manufacturers
<p><u>STUDENT-TEACHER COLLABORATION</u></p> <ul style="list-style-type: none">- Ask a member of the crew of native speakers or passenger (perhaps with tasks on board) to collect material for future programmes- Students – an important source of information
<p><u>TRAINING AND CERTIFICATION</u></p> <ul style="list-style-type: none">- Training and certification as an instructor of ME will lead to great results
<p><u>TWINNING AND PORTFOLIOS</u></p> <ul style="list-style-type: none">- Exchange of information with ME teachers and subject teachers at MET institutions The importance of the opportunity to consult with technical teachers- Two heads are better than one – new ideas for teaching- University makes me feel safe and at home in teaching
<p><u>SELF-STUDYING AND LEARNING</u></p> <ul style="list-style-type: none">- A budget for upgrading- A <u>combination</u> of any positions above is recommendable- Studying technical/professional/subject literature; journals, handbooks, IMO materials; internet resources to keep pace with technology development

Questionnaire incorporating raw data

PART 2: Ways to Maritime Background Knowledge

To be completed by mariners teaching or expecting to teach Maritime English

Personal	
2.1	<p>What is your basic maritime qualification?</p> <p><input type="checkbox"/> Deck officer 4</p> <p><input type="checkbox"/> Engineer Officer 2</p> <p><input type="checkbox"/> Radio Officer 1</p> <p><input type="checkbox"/> Purser</p> <p>Other: None x4, AB-man, Electrical engineer</p>
2.2	<p>If you have any pedagogical qualifications please <i>specify</i>:</p> <p>- Adults training</p> <p>- As teacher of English and German</p> <p>- Qualified EL teacher x4</p> <p>- Teaching degree (?)</p> <p>- To teach deck officers</p> <p>- Various professional courses</p> <p>- Yes</p>
2.3	<p>If you are qualified to teach (Maritime) English please <i>specify</i>:</p> <p>- CEELT</p> <p>- Degree in English literature and language</p> <p>- Long term teaching experience</p> <p>- No, x5</p> <p>- Yes, x5, since I combine deck officer teaching and ME teaching</p>
2.4	<p>Do you regard yourself as a native or non-native speaker of English?</p> <p>- x1 Native (since for 5 years I was a staff officer with the UN forces in the Middle East)</p> <p>- x8 non</p>
Your acquisition of the English language	
2.5	<p>If you are a non-native speaker of English how did you acquire your English language knowledge? (<i>Feel free to indicate several items</i>)</p> <p><input type="checkbox"/> At primary school 7</p> <p><input type="checkbox"/> At secondary school 10</p> <p><input type="checkbox"/> At university 12</p> <p><input type="checkbox"/> At a maritime academy 11</p> <p><input type="checkbox"/> At summer school 4</p> <p><input type="checkbox"/> During evening classes 3</p> <p><input type="checkbox"/> By self study 7</p> <p><input type="checkbox"/> While working at sea 5</p> <p><input type="checkbox"/> While working ashore 3</p> <p><input type="checkbox"/> While working abroad 4</p> <p><input type="checkbox"/> On technical courses delivered in English 4</p> <p><input type="checkbox"/> In Maritime English professional development courses 1</p> <p><input type="checkbox"/> Through personal contacts e.g. English speaking friends 11</p> <p><input type="checkbox"/> Other...By studying for and taking exams in England 1</p>

Questionnaire incorporating raw data

My Institution		Yes	No
2.6	Expects me to acquire/ update my pedagogical/ methodological linguistic qualifications.	9	2
2.7	Demands that I acquire/ update my pedagogical/ methodological linguistic qualifications.	10	5
2.8	Does not seem to care.	4	7
2.9	Provides opportunities to acquire/ update my pedagogical/ methodological/ linguistic qualifications. <i>Specify:</i>	7	5
2.10	Appreciates me having acquired/ updated my pedagogical/ methodological/ linguistic qualifications e.g. though promotion, better salary. <i>Specify:</i> - Through promotion	2	8
"Nice-to-Have" Catalogue			
Consider 2.5 above. Given the opportunity to gain a pedagogic/ methodical/ linguistic qualification which way(s) would you choose?			
Number(s)	Why? Brief comments		
	<ul style="list-style-type: none"> - At a maritime academy x2 - Attending courses delivered in English to gain new, highly specialised information - By visiting an English speaking country - Hands on experience with new equipment - Mariners who teach ME need more training in the English language 'per se' and to learn proper vocabulary to talk about their business - Maritime English professional development courses x2 - New developments in student centred methodology - Technical courses to be delivered in English, then all the terms will be in the original language and new information will be acquired x2 - Updating course in the UK for overseas teachers - While working at sea x2 		

Questionnaire incorporating raw data

PART 3: Maritime English Management

To be completed by managers responsible for, but not teaching, Maritime English

Your Institution		
3.1	Is your institution... <input type="checkbox"/> A University x5 <input type="checkbox"/> A Maritime Academy x9 <input type="checkbox"/> A school within a larger institution x3 <input type="checkbox"/> Other: ... A maritime training centre x1	
Teaching staff at your institution		
3.2	Number of full time lecturers/teachers/instructors teaching English;	1, 2, 3, 3, 5, 5, 6, 6, 8, 16, 17, 46, 49^{-(47 full-time)}
	3.2.1 who have seafaring/maritime experience	0, 0, 1, 1, 2, 4, 3, 3, 5, 25
3.3	Number of part time lecturers/teachers/instructors teaching English;	0, 1, 1, 2, 2, 2, 2, 5, 5, 6
	3.3.1 who have seafaring/maritime experience	0, 0, 1, 1, 5, 6
3.4	Number of native English speaking lecturers/teachers/instructors;	0, 1, 2, 5
	3.4.1 holding university degree in English language teaching	0, 2, 2, 3, 4, 5, 6, 10-15, 100%
	3.4.2 holding other qualifications in English language teaching	0, 2, 2, 3, 5
	3.4.3 with seafaring/maritime engineering	0, 3, 5
	3.4.4 who are experienced mariners/engineer officers/other maritime personnel	0, 1, 4, 22, 20-25
	3.4.5 who are both experienced mariners etc and qualified teachers	0, 5, 5-10, 21
3.5	What qualifications are required to teach English at your institution? Specify: university degree - Bachelor's degree in ELT - BA (ling) - Master's degree in ELT - MSc(ling), - MA(ling), - University (or pedagogical Institute of Foreign Languages) - Univ. degree in language teaching - University graduates	

Questionnaire incorporating raw data

	<p>3.5.1 What additional qualifications are required to teach Maritime English?</p> <p>Specify:</p> <ul style="list-style-type: none"> - Attending nautical and engineering classes - IMO 6.09 - Knowledge and mastery of maritime terms - Mariners – certificated as per STCW 95 - Must undergo shipboard familiarisation programme - On-board teachers’ training (1-3 months) - Teaching experience in junior courses for about 5 years plus upgrading through visiting classes of assistant professors in bridge team, GMDSS etc - Training in maritime knowledge 		
3.6	Normal teaching load, in hours, for a full-time teacher per week	<p>08-18, 15-17, 15-17, 15-20, 12, 18, 18, 21, 24, 24, 40, 40,</p>	
Quality management and affiliation		Yes	No
3.7	Is your educational system certificated after ISO 9000 / 2000?	15	5
3.8	Is your maritime educational system certificated after STCW 95?	16	4
3.9	Is ME instruction included in certification and regular auditing?	15	5
3.10	Has ME instruction been re-organised after STCW 95?	16	3
3.11	<p>Are technical subjects delivered in English at your institution?</p> <p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Occasionally</p> <p><input type="checkbox"/> Regularly</p>	<p>1</p> <p>5</p> <p>7</p>	
3.12	<p>Is your ME / Foreign Language Dept. assigned to the: (tick ✓)</p> <p><input type="checkbox"/> President/ Rector / Vice-Rector / Principal 5</p> <p><input type="checkbox"/> Faculty / Department of Navigation / Marine Engineering 7</p> <p><input type="checkbox"/> Faculty / Department of Social Sciences 3</p> <p><input type="checkbox"/> Other: ...</p> <ul style="list-style-type: none"> - Allied courses - Dean of academics - English Language Dept - Faculty of Foreign Languages - ME is just a subject in the curriculum - No ME dept 		

Questionnaire incorporating raw data

Expectations		Yes	No
3.13	<p>Does your institution identify and employ different categories of English teachers for different tasks e.g. General English teachers, Maritime English teachers?</p> <p>Specify: They specialise in certain fields</p> <ul style="list-style-type: none"> - 3 semesters – General English; 2 semesters - SMCP & technical writing - Both - General English teachers after some years of experience teach ME - ME teachers sometimes do not have full pedagogical load in ME and have to teach General English 	8, 0.5	7, 0.5
3.14	Does your institution expect all General English teachers to acquire/ update their pedagogical/ methodological linguistic qualifications?	18	2
3.15	Does your institution expect all Maritime English teachers to acquire/ update their pedagogical/ methodological linguistic qualifications?	17	2
3.16	<p>Does your institution provide suitable opportunities and incentives (e.g. promotion, increased salary) for 3.7/ 3.8 to take place.</p> <p>Specify:</p> <ul style="list-style-type: none"> - All teachers are obliged to conduct scientific/research work for promotion and salary increase - But faculty ranking has yet to be formalised/approved - Part of funds granted by educational authorities - Special projects - The salary is the same for all the categories, only a degree matters 	11	8
3.17	<p>Which kind of Maritime English teachers would your institution prefer to employ? (tick ✓)</p> <p><input type="checkbox"/> ex Ship Officers with a sufficient command of general English but no academic qualifications as English teachers 4</p> <p><input type="checkbox"/> qualified general English teachers with little or no idea of maritime matters but prepared and offered to acquire a basic maritime background knowledge within a specified period of time 17</p>		
<p>NOTE</p> <p>Managers come from:</p> <ul style="list-style-type: none"> - Maritime administration - MET institutions (vice-president, lecturers, fmr ME teachers) 			

Questionnaire incorporating raw data

SOME IMPORTANT COMMENTS

- English is very important in the curriculum of every MET institution (even in cases where teaching of subject content is delivered in English)
- Follow-up lessons (presentation)
- IMO support of the PROFS suggest strongly suggested
- Need for a safety culture in training all teachers (PR China)
- The main issues are the lack of human resources in ME teaching and lack of safety culture in China MET
- Twinning could be very effective
- WMU has a very good (sent by God!!!) English training programme (ESSP) – a good model to train ME teachers (Kalmar, Sweden), good that English is a part of MSc degree

Questionnaire incorporating raw data

PART 4: Opinion

To be completed by all respondents

Please rank (between **6 and 1**) the statements below.

6 _____ 5 _____ 4 _____ 3 _____ 2 _____ 1
strong yes *strong no*

4.1	At your institution Maritime English study is recognised by the students as being important for future employment.		6:50, 5:27, 4:18, 3:5, 2:3, 1:0
4.2	At your institution the English department is treated as less important than other departments.		6:9, 5:12, 4:20, 3:16, 2:20, 1:32
4.3	At your institution incentives are in place for teachers of English to improve their qualifications and become qualified ME teachers.		6:8, 5:11, 4:28, 3:11, 2:12, 1:28
4.4	At your institution different categories of English teachers are recruited to do different jobs.		6:14, 5:15, 4:11, 3:11, 2:7, 1:40
4.5	At your institution there is a high turnover of Maritime English teachers.		6:3, 5:8, 4:11, 3:12, 2:21, 1:44
4.6	At your institution subject lecturers are encouraged to conduct classes together with Maritime English teachers (“twinning”)		6:8, 5:17, 4:17, 3:16, 2:17, 1:32
4.7	At your institution Maritime English teachers are encouraged to attend conferences and workshops.		6:17, 5:21, 4:15, 3:18, 2:16, 1:9
4.8	Maritime English teachers, from your institution, are encouraged to attend general English further qualification courses.		6:23, 5:14, 4:15, 3:14, 2:14, 1:18
4.9	Maritime English teachers, from your institution, are encouraged to attend Maritime English further qualification courses.		6:21, 5:12, 4:18, 3:14, 2:17, 1:14
4.10	At your institution most of the teaching efforts are directed at passing examinations.		6:23, 5:21, 4:18, 3:16, 2:13, 1:10
4.11	At your institution new and updated materials are regularly purchased for student use.		6:10, 5:25, 4:32, 3:14, 2:14, 1:6
4.12	At your institution student proficiency in listening and speaking is required to pass examinations.		6:30, 5:26, 4:24, 3:7, 2:8, 1:4
4.13	At your institution the curriculum is strictly controlled and followed by all teachers.		6:33, 5:32, 4:15, 3:15, 2:6, 1:4
4.14	At your institution teachers are encouraged to suggest changes to the curriculum.		6:27, 5:26, 4:21, 3:14, 2:5, 1:8
4.15	At your institution the language teaching methods to be employed are made very clear.		6:19, 5:24, 4:23, 3:21, 2:8, 1:9
4.16	At your institution Maritime English study is the responsibility of the whole teaching staff, not just the English Department.		6:9, 5:13, 4:15, 3:9, 2:25, 1:29
4.17	At your institution no distinction is made between ME and general English teachers when assigning them to teach nautical classes.		6:16, 5:14, 4:14, 3:13, 2:16, 1:19
4.18	At your institution emphasis is placed on:	4.18.1 General English	6:22, 5:15, 4:27, 3:11, 2:10, 1:4
		4.18.2 Maritime English	6:46, 5:24, 4:11, 3:12, 2:3, 1:1
		4.18.3 SMCP	6:33, 5:16, 4:11, 3:13, 2:7, 1:4
		4.18.4 Fulfilling the requirements of the STCW	6:31, 5:29, 4:9, 3:5, 2:4, 1:12
4.19	At your institution Maritime English teachers are given the opportunity to sail abroad on training or regular vessels.		6:8, 5:10, 4:8, 3:13, 2:14, 1:46
4.20	Maritime English teaching is a good career step.		6:31, 5:21, 4:17, 3:8, 2:12, 1:8

Questionnaire incorporating raw data

PART 4: Opinion

To be completed by all respondents

Please rank (between **6 and 1**) the statements below.

6 _____ 5 _____ 4 _____ 3 _____ 2 _____ 1
strong yes *strong no*

		Nr of respondents/ Average score	
4.1	At your institution Maritime English study is recognised by the students as being important for future employment.	103	5.1
4.2	At your institution the English department is treated as less important than other departments.	109	2.7
4.3	At your institution incentives are in place for teachers of English to improve their qualifications and become qualified ME teachers.	98	3.1
4.4	At your institution different categories of English teachers are recruited to do different jobs.	98	2.9
4.5	At your institution there is a high turnover of Maritime English teachers.	99	2.3
4.6	At your institution subject lecturers are encouraged to conduct classes together with Maritime English teachers (“twinning”)	107	2.9
4.7	At your institution Maritime English teachers are encouraged to attend conferences and workshops.	96	3.8
4.8	Maritime English teachers, from your institution, are encouraged to attend general English further qualification courses.	98	3.6
4.9	Maritime English teachers, from your institution, are encouraged to attend Maritime English further qualification courses.	96	3.6
4.10	At your institution most of the teaching efforts are directed at passing examinations.	101	4.0
4.11	At your institution new and updated materials are regularly purchased for student use.	101	3.5
4.12	At your institution student proficiency in listening and speaking is required to pass examinations.	99	4.5
4.13	At your institution the curriculum is strictly controlled and followed by all teachers.	105	4.6
4.14	At your institution teachers are encouraged to suggest changes to the curriculum.	101	4.3
4.15	At your institution the language teaching methods to be employed are made very clear.	104	4.0
4.16	At your institution Maritime English study is the responsibility of the whole teaching staff, not just the English Department.	100	2.9
4.17	At your institution no distinction is made between ME and general English teachers when assigning them to teach nautical classes.	92	3.4
4.18	At your institution emphasis is placed on:	4.18.1 General English	89 4.2
		4.18.2 Maritime English	97 4.9
		4.18.3 SMCP	84 4.5
		4.18.4 Fulfilling the requirements of the STCW	90 4.5
4.19	At your institution Maritime English teachers are given the opportunity to sail abroad on training or regular vessels.	99	2.5
4.20	Maritime English teaching is a good career step.	97	4.0

Questionnaire incorporating raw data

Final Comments:

- A qualification for Maritime English is necessary x2
- All ME instructors should be given the opportunity to improve their qualifications
- Any opportunity to acquire more background knowledge in Maritime English is important
- Assist navigation teachers in translating documents
- Attending workshops should receive consistent institutional support
- Closer cooperation with navigation instructors would be useful
- Cooperation with other maritime institutions highly desirable x3
- Courses in advanced English of great importance to upgrading and acquiring fluency
- Exchanging experiences with teachers from abroad (especially native speakers)
- I don't want to hear about the 'direct method' or 'communicative approach'. What these people need is "maritime/navigational knowledge and vocabulary"
- I managed to convince the dean about the importance of understanding the language of the field (SOLAS training in the Phil.) so that I would be able to deliver better
- IMO should appoint an institution responsible for the promotion of ME teaching
- IMO to provide ME seminars
- In most countries there are no institutions or legal provisions for English language/literature graduates to get qualified as ME teachers
- In-service training (interactive websites) as many ME lecturers teach ME by chance not by choice
- Interested in gaining practical seafaring experience that helps teaching ME a lot, workshops on that topic would be useful
- Mariners who teach ME need more training in the English language 'per se' and to learn proper vocabulary to talk about their business
- ME so important to the cadets; should be given more attention and more hours x2
- ME teachers often have more than one job
- ME teaching is not treated well because the administration allows seafarers to teach the subject – as a result ME is taught as a content subject (thus lacking the macro language skills)
- Permanent updating of teaching aids
- Plans are under way to help (provide funds for) 'marinating' ME teachers (i.e. training on board the NIST training ships) through AMETIAP
- Send teachers to sea at regular intervals and at the earliest convenience
- Specialised workshops in ME desirable x5
- Take part in research
- Teachers should be able to apply modern teaching technologies and provide students with the latest data – can be achieved by sharing experiences, ideas, knowledge
- The PROFS project is of high academic importance. The results will, I believe, contribute to the effectiveness of teaching ME, provided that the MET institutions follow important recommendations of the study.
- This project is laudable in acquiring a database to give us insights for planning and future training
- To be honest, teachers are seldom sent to seminars and conferences