

CONTENT-BASED BLENDED LEARNING APPROACH FOR MARITIME ENGLISH

Monastyrskaya O., PhD, associated professor (NU «OMA»)

In maritime business, in general, English has become the most dominant and leading means of communication, crucial device for survival in dangerous situations, a vital and sufficient tool for successful teamwork, for gaining and maintaining situational awareness of every seafarer and on-board safety culture by the shipping company, for solving problems and taking decisions.

Blended learning is an integration of a Computer-based Training (CBT) and other teaching Curriculum) media, such as teacher-led class, group study and practical training. Since each teaching approach has both advantages and disadvantages, they can compensate with each other by blending different teaching approaches within a single curriculum. Some aspect of Maritime English skill requirements, such as vocabulary acquisition, listening practice, and grammar study, will lend themselves to learning by CBT. On the other hand, speaking skill acquisition requires the interaction of learners in the classroom setting. [1]

Maritime English program at NU OMA follows a content-based blended approach where the practical “onboard training through professional English” is integrated with face-to-face classroom sessions and e-learning.

CLIL (Content and Language Integrated Learning) is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language **and** the content. “Achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught **IN** a foreign language but **WITH** and **THROUGH** a foreign language” [2].

This abstract offers a conceptual framework based on 4 Cs: **C**ontent, **C**ommunication, **C**ognition, and **C**ulture.

Content in CLIL setting should be thematic, cross-curricular and have a focus on ways of preventing accidents at sea through expert analysis and investigation of every case.

These 4 major components will help senior nautical students to develop their professional skills through understanding, analyzing, evaluating authentic real-life case histories from official resources such as the Marine Accident and Investigation Branch (MAIB), Videotel, authentic audio and videoprogrammes and the Mariners’ Alerting and Reporting Scheme (MARS).

The objective of a specific-domain vocational CLIL is to develop English competence so that they are able to carry out specific task-based functions which might range from giving orders to subordinates/ following orders from their supervisors of different nationalities to monitoring, accessing and processing information, analyzing near misses, incidents and accidents causes orally (with agents, stevedores, surveyors etc.) and in writing (in accident/incident reports, sea protests, routine correspondence, etc).

Where applicable, this is carried out by content and language teachers working in tandem. It marks a shift away from existing practice such as teaching language for specific purposes (ESP) towards practice which seeks to achieve the same objectives through a closer link to content teaching and learning. In many marine institutions English language teachers are the only source for the students to acquire both content and language skills. So, it is common that senior cadets learn through the CLIL language and the first language, so that they can carry out specific tasks in diverse contexts.

The 4Cs do not exist as separate elements connecting the 4Cs into an integrated whole. It is fundamental to planning a curriculum.

This table illustrates the competences which can be acquired by a seafarer as a result of amalgamation of 4 Cs in one system. [3]

Language skills	Task descriptions and focus
<i>Reading</i>	1. Reading for gist 2. Reading for details or global understanding
<i>Listening</i>	1. Understanding for gist 2. Speech recording 3. Note-taking
<i>Speaking</i>	1. Social interaction 2. Discussion 3. Solving professional tasks 4. Role-play
<i>Writing</i>	1. Filling in a chart 2. Making up reports 3. Business correspondence

To sum up, exploring how cognitive elements interconnect with content will determine the type of tasks which will be planned. Relating cognition to communication will demand careful consideration of classroom activities to ensure that students not only have access to the content language but are able to carry out the tasks and solve the professional problems on operational and management levels.

REFERENCES

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2. Monastyrska O., Chesnokova M. *Content and Language Integrated Learning (CLIL) as a Teaching Approach for Developing Managerial Skills (for Masters of Navigation Curriculum)*. IMEC-30. Philippines, 2018