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Postgraduate Dissertation

A Needs Analysis of Maritime English language speaking skill:

A survey among professional Deck Officers.

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Patras, Greece, June 2022

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Abstract

Since the International Maritime Organization (IMO) has officially approved English as the language of the seas, Maritime English has become a requirement for all officers in Merchant Marine vessels. However, Merchant Marine vessels are recruited by multilingual crew of different nationalities and the importance of acquiring a common language is apparent. The main purpose of Maritime English is to bridge the communication gap between multilingual crew and in that way ensuring that passengers and crew are safe onboard vessels. Under this spectrum, there is a need to identify the importance of Maritime English in the specific working field so as to enhance seafarers speaking skills focusing on the challenges they face in their working environment. Moreover, in order to adopt and establish teaching practices to further improve seafarers training, the needs of the particular audience in their workplace should be uncovered. In order to uncover these needs, a needs analysis should be conducted.

The present dissertation aims to examine the attitudes of Marine Deck Officers (Masters, Chief Officers, Staff Officers, Second and Third Officers) towards Maritime English, their needs and the challenges they face. Moreover, it aims to identify the skills related to speaking that the particular audience feel they are more important to complete the specific job. This research is conducted with the use of a questionnaire as a research tool to collect data for the aforementioned reasons. The results uncovered that there is a consensus in Marine Deck Officers' attitudes concerning the importance of Maritime English irrespective of their rank. In addition, the results uncovered significant differences in the responses given concerning the challenges and the needs among people of different rank. Lastly, the reasons why speaking is important in the participants' working field were uncovered and the most essential speaking skills used were discovered.

Keywords ESP, Needs Analysis, Maritime English, Speaking, Deck Officers

Περίληψη

Δεδομένου ότι ο Διεθνής Ναυτιλιακός Οργανισμός ενέκρινε την Αγγλική ως την επίσημη γλώσσα των θαλασσών, τα Ναυτικά Αγγλικά έχουν καταστεί απαραίτητα για όλους τους αξιωματικούς που επανδρώνουν πλοία Εμπορικού Ναυτικού. Ωστόσο, ο Εμπορικός στόλος στελεχώνεται από πολύγλωσσο πλήρωμα διαφόρων εθνικοτήτων και η σημασία μιας κοινής γλώσσας επικοινωνίας είναι προφανής. Ο κύριος σκοπός των Ναυτικών Αγγλικών είναι να γεφυρώσει το χάσμα επικοινωνίας που δημιουργείται μεταξύ πολύγλωσσων πληρωμάτων και με αυτό τον τρόπο να διασφαλίσει ότι επιβάτες και πλήρωμα είναι ασφαλείς. Κάτω από αυτές τις συνθήκες, κρίνεται απαραίτητο να αναγνωριστεί η σημασία της γνώσης των Ναυτικών Αγγλικών στο συγκεκριμένο εργασιακό περιβάλλον, οι επικοινωνιακές προκλήσεις που διέπουν το επάγγελμα καθώς και να ανακαλυφθούν τρόποι ώστε να ενισχυθούν η προφορικές δεξιότητες των ναυτικών. Επιπλέον, προκειμένου να υιοθετηθούν και να καθιερωθούν διδακτικές πρακτικές για περαιτέρω βελτίωση της εκπαίδευσης των ναυτικών, θα πρέπει να αναδειχθούν οι ανάγκες του συγκεκριμένου κοινού στο χώρο εργασίας τους.

Η παρούσα διπλωματική εργασία στοχεύει να εξετάσει τις απόψεις των Αξιωματικών Καταστρώματος Εμπορικού Ναυτικού, (Πλοίαρχων, Υποπλοίαρχων, Ανθυποπλοίαρχων, Ύπαρχων και Τρίτων Αξιωματικών) τις επικοινωνιακές τους ανάγκες καθώς και τις γλωσσικές προκλήσεις που αντιμετωπίζουν. Επιπρόσθετα, η παρούσα έρευνα στοχεύει στον εντοπισμό των γλωσσικών δεξιοτήτων που το συγκεκριμένο κοινό θεωρεί σημαντικές στο συγκεκριμένο εργασιακό περιβάλλον. Η έρευνα αυτή πραγματοποιήθηκε με την χρήση ερωτηματολογίου ως ερευνητικού εργαλείου για την συλλογή δεδομένων. Τα αποτελέσματα αποκάλυψαν ότι υπάρχει συνοχή στις απόψεις των Αξιωματικών καταστρώματος που συμμετείχαν στην έρευνα σχετικά με την σημασία των Ναυτικών Αγγλικών, ανεξάρτητα από την βαθμίδα στην οποία βρίσκονται. Τέλος, τα αποτελέσματα ανέδειξαν τους λόγους για τους οποίους η ομιλία είναι σημαντική στο εργασιακό πλαίσιο των συμμετεχόντων, καθώς και τους τομείς των επικοινωνιακών δεξιοτήτων στους οποίους αυτή είναι απαραίτητη.

Λέξεις – Κλειδιά Αγγλικά Ειδικού Σκοπού, Ανάλυση Αναγκών, Ναυτικά Αγγλικά, Προφορική Ομιλία

Table of Contents

Abstract	1
Περίληψη	2
Table of Contents	3
Introduction	5
Chapter 1: Literature Review	7
1.1 Introduction	7
1.2 ESP	7
1.2.1 ESP definition and classification.....	7
1.2.2 Maritime English	10
1.3 Needs Analysis in ESP	12
1.3.1 Types of Needs Analysis	13
1.3.2 Needs Analysis Procedure.....	14
1.4 The speaking skill in ESP.....	15
1.4.1 Speaking in the context of Maritime English.....	16
1.5 Research on the field	17
1.6 Conclusion.....	17
Chapter 2: Research Design	18
2.1 Introduction	18
2.2 Research strategy and methodology.....	18
2.3 Research tool	19
2.3.1 The Questionnaire	20
2.3.2 Validity and reliability.....	22
2.3.3 Pilot testing.....	22
2.4 Participants and distribution.....	22
2.5 Data analysis.....	24
2.6 Conclusion.....	24
Chapter 3: Presentation and discussion of results	25
3.1 Introduction	25
3.2 Part 1. Attitudes.....	25
3.3 Part 2. Challenges.....	28
3.4 Part 3. Needs.....	30

3.5 Part 4. Skills	32
3.6 Reflection on the research questions	33
3.6.1 Research question 1: What are the attitudes of professional Merchant Marine Deck Officers towards Maritime English?	34
3.6.2 Research question 2: What are the English language speaking communicative challenges of the Merchant Marine Deck Officers in the workplace?	34
3.6.3 Research question 3: What are the English language speaking communicative needs of the Merchant Marine Deck Officers in the workplace in relation to their rank?	35
3.6.4 Research question 4: What are the oral communicative language skills that need to be emphasized in the specific working field?	35
3.7 Discussion	36
3.8 Implications for learning and teaching.....	37
3.9 Limitation of the research.....	38
3.10 Conclusion.....	38
Concluded remarks	40
References.....	41
Appendix I – Literature Review tables	45
Appendix II – The questionnaire	46
Appendix III – The analytical SPSS statistical tables.....	49

Introduction

Different fields and various domains consider the English language as a working tool since the prevalent use of the latter is in continuous expansion. Various institutions around the world, including Greece, introduced English courses that are available in all the levels of the educational system in an attempt to reach the particular objectives required by certain working fields. The teaching methodology that is used to meet the learners' specific needs related to these working fields is ESP (Dudley-Evans & St John, 1998). This term describes "language programs designed for groups who are learning with an identifiable purpose and clearly special needs" (Johnson and Johnson, 1988).

The current research focuses on one of the various aspects of ESP which is Maritime English and its use in the working field. Personally, having worked in a Merchant Marine Academy for several years, it is evident that there is a great demand to understand the implementation of Maritime English in the working environment so as to assist learners in life-long learning based on their needs. The aforementioned is, however, not possible for an untrained teacher who is unaware of the demands of the job as well as for the target learners who have not been yet involved in the business field thus, they are ignorant towards the content of the vocation they are about to follow. The same applies in other institutions that offer Maritime English worldwide. Since English is a requisite in multilingual working environments related to Maritime industry (EU Commission, 2001), there is an undeniable need to train the target population not only concerning the Maritime English use on board but also to uncover the skills used in the specific working field especially concerning speaking.

Consequently, the present research has been conducted in an attempt to identify the attitudes of professional maritime audience towards Maritime English as well as the communication needs of the latter in terms of speaking. Thus, the overall objectives of the current study are to explore the Maritime English- speaking challenges of the Merchant marine profession of Deck Officers and to discover the Maritime English language speaking communication needs required by Merchant Marine Deck Officers in the workplace. It also aims at raising awareness of the importance of speaking in the specific

field of research by exploring the language communication skills that are emphasized in this working field.

Therefore, the following research questions were composed:

1. What are the attitudes of professional Merchant Marine Deck Officers towards Maritime English?
2. What are the English language speaking communicative challenges of the Merchant Marine Deck Officers in the workplace?
3. What are the English language speaking communicative needs of the Merchant Marine Deck Officers in the workplace in relation to their rank?
4. What are the oral communicative language skills that need to be emphasized in the specific working field?

In order to shed light upon these issues, a questionnaire was designed and distributed to the targeted population. The expected outcomes of this research project are to show the importance of maritime English speaking in the particular working field, and the communicative needs of the professionals in relation to their rank and experience. The results of this study may also develop already established teaching practices concerning Maritime English and they will assist in deepening knowledge of the specific field allowing further research both in local and international context of maritime industry.

This dissertation includes three chapters. Chapter one focuses on the literature background that is related to the research, discussing main concepts including ESP, Maritime English, and Needs Analysis. The second chapter presents the research methodology used in order to conduct the survey, the research tool analysis and the steps taken by the researcher in order to create the questionnaire used. It also explains the concepts of validity and reliability as well as the ethics considerations related to the specific research and gives a full profile of the participants and the way that the research tool was distributed. Finally, the third chapter aims at presenting the research findings and the data interpretation. It also presents the conclusions based on the aforementioned analysis, the limitations of the study as well as suggestions for further possible research.

Chapter 1

Literature Review

1.1 Introduction

The first chapter of this dissertation focuses on shedding light on the theoretical background related to this study. Key terms and main concepts are going to be described and definitions are going to be given. The literacy basis on this chapter includes ESP definition and classification, as well as an analysis of the field of Maritime English and its importance in the specific working environment. Furthermore, it provides a rich description of the term Needs Analysis, the different types related to this study and details of the procedure followed in order to conduct a Needs Analysis. Lastly, it provides information on the speaking skill and its role in the ESP but also in the context of Maritime English. The chapter finishes with a reference to further research related on the specific field.

1.2 ESP

The globalization of education, trade and industry, as well as the corresponding needs on behalf of the learners, have resulted in the development of English for Specific Purposes (ESP). More specifically, the end of Second World War in 1945 is said to be the herald of an era where technical, scientific and economic activity was present (Hutchinson and Waters, 1987). Various definitions have appeared since then. Considering that ESP is interrelated with the learners' needs, Garcia Mayo (2000), reported that defining the term is not an easy task.

1.2.1 ESP definition and classification

Hutchinson and Waters (1987) viewed ESP as “an approach which all decisions as to content and method are based on the learner’s reason for learning” (p.16). In their attempt to define the term ESP, they preferred to present what ESP is not, by illustrating the relationship between English for General Purposes which can be seen in the figure (1.1.

appendix I). According to Figure 1.1, ESP can be classified into three different categories: English for science and technology, English for business and economics, and English for social science. Each of these categories is further sub-categorized into English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). Since Hutchinson and Waters (1987), do not refer to any apparent distinction between these two terms, Cummins (2008) provided a clearer differentiation between EAP and EOP. He described that the aim of EAP is to contribute to academic proficiency, while, EOP generates interpersonal skills. Moreover, the goal of the EOP learners is to enhance communication in everyday life, with both friends and colleagues.

Another definition of ESP is regarding the absolute characteristics and variable characteristics according to Strevens (1988). Concerning the absolute characteristics, Strevens referred to ESP as being in contrast to General English as the former is designed to meet specific needs on behalf of the learners, related in content to a specific discipline and focused on language suitable to syntax, lexis, discourse and semantics. As regards the variable characteristics, ESP can be limited concerning the skills to be learnt (for example speaking or writing only) and it might not be taught in agreement with any pre-established methodology. The above definition confirms that in terms of course content, ESP is inevitably related to the subject content at all times. The definition of Strevens (1988) is reinforced by that of Robinson (1991) who reckons with the constraint of teaching ESP for a limited period of time and in homogenous groups related to the learners' work or studies.

Dudley- Evans (1998), gave an extended definition of ESP in terms of 'absolute' and 'variable' characteristics. He excluded the absolute characteristic given by Strevens (1988), that ESP is "in contrast with General English" (Johns et al, 1991: 298) and he has modified and increased the number of variable characteristics. His definition concerning ESP is given a list of absolute and variable characteristics (appendix 1, figure1.2). According to the particular list, the absolute characteristics and variable characteristics of ESP include information on the specific needs of the learners, the methodology and the activities designed based on the aforementioned needs as well as the English level of the targeted learners. (Dudley-Evans, 1998). Regarding the definition above, the distinction between what ESP is and what it is not is clear. Dudley- Evans (1998) presented ESP simple as "an

approach” to teaching and he described it as an “attitude of mind” which is not aimed at a specific age group or ability range.

ESP researchers in 21st century are prone to defining ESP founded on the learners’ needs concerning their subject- specific work and personal experiences. Basturkmen (2003), unfolds the definition of ESP as having a direct relevance to the language needs those learners will come across in their particular work or study related field. Master’s view (2005) on the matter is similar, arguing that ESP’s focal point is the significance of various fundamentals that learners will encounter in real -life language situations. Johns and Salmani (2015), being proponents of Dudley- Evans and St. John’s (1988) definition, supported that ESP is more efficient when it is directly related to academic and professional contexts of the targeted adults. Basturkmen (2010) further supported that the themes found in ESP courses are more limited and narrower than those found in English language teaching courses, as they emphasize on learners’ needs for vocational and study purposes. She focused on the fact that ESP has variable and absolute characteristics as well, but she referred to these notions as ESP variability and ESP constants. In addition to the above definitions, Alfehaid (2011) supported that ESP courses should also concentrate on the learners’ language skills development to assist them in learning according to their discipline.

All the above definitions on ESP seem to relate to three basic ideas: the specific language needed, the reason for learning on behalf of the learners, as well as the specific context or contexts in which the language is taught and used. All the above, are based on either academic or professional fields. In this study, the definition of ESP adopts some parts of the definitions from the above ESP researchers and perceives ESP as an approach that aims to comply with the learners’ needs and the use of the English language within academic and professional contexts. Consequently, it meets the requirements of Hutchinson and Waters’ definition (1987), that the content and method used in ESP fulfil the targeted professionals’ reason for constant learning. In this case, the learners’ reason to study in different ESP programs and seminars, is the consistent familiarization with Maritime English, the facilitation of their understanding of important notions of Maritime Industry, and their preparation for future further working voyages. The present study also adopts

Streven's (1988) definition on the absolute characteristic that ESP is connected to the content, and aims at the language of the specific area of the learners. It also relates to some aspects of the ESP variable characteristics of Basturkmen (2010) and Dudley -Evans and St. John (1988) in the sense that ESP aims at students (in this case professionals with constant need of improvement) that have job-related experience.

Dudley- Evans and St. John (1998) have classified EAP into two separate sections: English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). EGAP is associated with the teaching of language skills that are mutual in different disciplines whereas ESAP is related to the teaching of language traits that are specific in diverse disciplines. Research has shown that EGAP and ESAP have a common relationship as language functions taught in EGAP could be transferred to ESAP programs. Most of the researchers have discussed the different types of ESP, mentioned in the previous section 1.2, mainly divided ESP into EOP and EAP (Hutchinson and Waters, 1987; Robinson, 1991). However, Carter (1983) divided three types of ESP:

1. English as a restricted language
2. English for Academic and Occupational Purposes (EAOP)
3. English with specific topics

According to Mackay and Mountford (1978), restricted language can be identified as the language that cannot be used outside a vocational context. To illustrate their definition, they mentioned that "the language of international air-traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air-hostess (Mackay and Mountford, 1978). However, such restricted repertoires are not languages, just as a tourist phrasebook is not grammar. Knowing a restricted 'language' would not allow the speaker to communicate effectively in a novel situation, or in contexts outside the vocational environment" (pp. 4-5). Consequently, ESP can be clearly understandable within the limits of a vocational context and the objectives of this use should be distinct in order to establish proper communication among users.

1.2.2 Maritime English

Maritime English is an example of a restricted language that relates to the example that Mackay and Mountford (1978) gave. More specifically, the broader field of Nautical studies includes the IMO Standard Maritime Communication Phrases (SMCP) which is an example of the restricted language they suggested. SMCP is the standard language seafarers use either for external communication between ship to ship and ship to shore or for internal safety-related issues. Maritime English is, however, a more extensive term that can be linked to specific topics such as Legal English or to occupational purposes like “The language of the sea” spoken by seafarers in the Maritime Industry.

In 1973, the Maritime Safety Committee acknowledged that a common language should be used for safe navigation purposes. English has decided to be that language and the Standard Navigational Vocabulary (SMNV) was created and adopted. In 1992, taking into consideration the changing conditions in the modern Maritime Industry, a more standardized safety vocabulary was developed (Cole & Trenkner, 2012), the Standard Maritime Communication Phrases (SMCP). The International Maritime Organization (IMO) has worked for about eight years to develop the Standard Maritime Communication Phrases (SMCP), as “*this standardized safety language enacted in 2001-IMO 2002*” (Trenkner, 2005). The proper use of SMCP is required by the STCW Convention (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers) and all ships officers should be familiar with this kind of intercommunication. In addition, advanced navigation and engineering technology are based on the knowledge of Maritime English and this is the reason why marine higher educational institutions and Maritime English teachers have adopted cross-curricular approaches and materials development following content-based teaching (Chirea-Ungureanu, 2016). The terminology and phraseology included in Maritime English pose a great challenge to both learners and teachers in the specific field. Although Maritime English may be considered as a “minor”, less popular ESP variety if compared with Business or Legal English for example, international concern about the educational role of Maritime English has resulted in developing effective teaching and learning tools after a wide range of research.

Maritime English, as a broader term, has become the common language among multilingual seafarers around the world. It is an umbrella term which refers to the English

language spoken by individuals working in the shipping industry, both at sea and in port. The increasing number of accidents and incidents at sea being caused by the poor level of Maritime English or being related to it have raised awareness of the issue in shipping companies and maritime institutions around the world (Rashed, 2010). In order to establish proper ship to ship and ship to shore communication and to facilitate English language competence, the learners' needs both in the classroom and in the workplace have to be investigated and analyzed. It is clear that in an ESP course, these needs have to be prioritized by Maritime English teachers so to establish an effective course. ESP is still part of the ELT (English Language Teaching) and from this point of view, it should be seen not just as a language product but as an approach to English language teaching based on the learners' needs.

1.3 Needs Analysis in ESP

The term needs analysis (NA), initially appeared in India in the 1920s, according to West (1994). He introduced the term including two essential factors to be considered when a foreign language program is designed: what is needed on behalf of the learners to do with the foreign language in the specific target situation, and how they would be proficient at the target language during the training period. Since West, however, the notion of needs analysis did not reappear for almost half a century. In the 1970s, with the advent of the ESP movement, needs analysis was highlighted again becoming a central tool in course design. Munby (1987), in his *Communicative Syllabus Design*, came to the result that needs assessment is a crucial part of any ESP course design process (Hutchinson & Waters, 1987) and through this procedure, it is possible to construct a needs analysis model by considering not only target needs but also the present levels of competence (Tarone & Yule, 1989).

The starting point for any ESP course is the conduct of a needs analysis (Richards & Rogers 2001). In connection to this, needs analysis is seen as a tool in order to assess matters, problems and causes that form learners' needs so as to establish improvements in the EAP (English for Academic Purposes) course. Numan (1988) defines needs analysis as a group of procedures in order to gather information about learners and communication tasks to be used in syllabus design. Hyland (2006), refers to needs analysis as "an umbrella term that embraces many aspects, incorporating learners' goals and backgrounds, their language

proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in. Needs can involve what learners know, don't know or want to know, and can be collected and analyzed in a variety of ways" (p. 73-74).

On these grounds, Needs Analysis in ESP is of vital importance not only in designing teaching materials (Saragih, 2014), but also into adjusting the already existing ones to the needs of the targeted learners. Therefore, in order to gather data concerning the needs and wants of ESP learners, various types of Needs Analysis have been conducted.

1.3.1 Types of Needs Analysis

Brindley (1989) classifies needs as subjective and objective. On the one hand, objective needs can be determined after the observation of the targeted situation, the learners and the use of language, whereas subjective needs are a more complex matter to distinguish as they include what learners wish and expect of the situation. Brindley (1989) refers to objective needs as the ones that can be gathered after acknowledging different kinds of information. This information includes the reason they need to use the language in real-life situations, as well as their current level of proficiency. The subjective needs refer to students' personality, confidence, wants, expectations, attitudes and learning styles.

Brown (1989) further classifies the types of needs as situation needs and language needs. The term situation needs describes the language program from a human aspect: it includes the physical, social, and psychological context in which learning occurs such as teaching materials and students' social backgrounds. By the term language needs, he refers to information on the situations in which language will be used, learners' reason for learning etc.

Hutchinson and Waters (1987) identify two types of needs: Target Needs and Learning Needs. According to Hutchinson and Waters(ibid) target needs relate to how the learners are required to act in the target situation and include the necessities, the lacks and the wants on behalf of the learner. Necessities consist of the objective needs, the academic or occupational requirements of the target situation so that the learner can function effectively. Lacks include what the learners' deficiencies are; what they ignore or cannot perform and

they already know. The above statement shows that lacks are gaps that may exist between the initial and actual situation of the learners concerning their language proficiency or aptitudes, and the situation they are required to be after the accomplishment of the course. Wants include what learners expect and hope to acquire from the language course.

The other type recognized by Hutchinson and Waters (1987), Learning Needs, can be defined as “the factors that affect the learning like attitude, motivation awareness, personality, learning styles and strategies, together with the social background” (Xiao, 2007). In other words, learning needs have to do with what the learners need to do in order to learn. When analyzing learning needs, the focus is to gather information about who the learners are, why they are taking the course, how do they learn, what resources and teaching materials are available, what are the constraints present and which are the learners’ motives.

1.3.2 Needs Analysis Procedure

The overall purpose of Needs Analysis is to identify and understand learners’ needs so as to conduct successful course planning. Through needs analysis, teachers collect information about particular problems that learners are experiencing, determine which skills require more training and among others, it helps uncover whether the existing course addresses the needs of the particular students. In different disciplines, Needs Analysis can detect diverse situations and settings that will result in the design of tasks and activities for learners in particular areas.

In order to conduct a needs analysis in ESP, there is a variety of sources and methods to contribute to the collection of information. According to Jordan (1977), pre-course placement/diagnostic tests, entry tests on arrival, observation of classes, surveys based on questionnaires and interviews can be ways to gather the appropriate information. Needs Analysis for the present study is based on the two types of needs by Hutchinson and Waters (1987) and will be done concerning TSA (target situation analysis) and PSA (present situation analysis). TSA and PSA attempt to investigate the present and future needs of the learners in relation to the situation in which the learners will use the language. PSA is associated with TSA since the former is about students’ level of language and use and what they want to develop from the latter. Multiple methods of data collection are also stressed by Hutchinson and Waters (1987) in order to deal with the complexity of the target needs.

In order to collect data in the specific situation a survey based on a questionnaire is going to be conducted. Based on the steps followed by Gravatt, Richards and Lewis (1997, as cited in Richards, 2001), a literature survey on the subject is mandatory prior to the conduct of the questionnaire. After analyzing different surveys and questionnaires on the matter, pilot testing and determining the goals of the participants, the new data is gathered.

A Needs Analysis can be a useful tool in a number of different purposes. In the specific survey the aim is to collect information concerning a particular situation the participants are experiencing and to identify the gap between what they are able to do and what they need to be able to do (Richards, 2001).

1.4 The speaking skill in ESP

Speaking plays a significant role in the establishment of communication in any foreign language. As learners have to produce their own utterances using their existing knowledge in grammar, vocabulary, syntax and usage, speaking is considered to be one of the active or productive skills. Teaching speaking is a challenging task to both second language teachers and ESP teachers as it is determined by many factors. According to Brown and Yule (1983), speaking is the skill that learners will be judged upon in real-life situations. Chaney (1998) stated that speaking is the “process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”.

In ESP courses, significance has been given to writing over speaking, as writing was considered to be of great importance to professional success in the past. However, speaking skills should be given their due importance in ESP curriculum. The ability to communicate in English is necessary for the academic and professional success, according to Hyland and Wong (2019). Basturkmen (2016) states that a critical skill for academic success is believed to be the ability to communicate and follow academic discussion and spoken interchanges. Regardless of ESP or EAP, learners should be aware of the functions of spoken language – Talk as interaction, Talk as transaction (Brown & Yule, 1983) and Talk as performance (Richards, 2008) and practice through activities based on that. In that way, they would overcome their anxiety levels and use their own variety in English. As the English language

is an international language, many varieties spoken by speakers of other languages have been accepted (Sun, 2016).

Speaking in ESP is employed in real-life communication situations, including one-on-one and multi-person conversations. Students must be able to ingest and produce discourse for a wide range of language functions and contexts linked to their field. Various surveys have investigated the difficulties of students related to speaking in various contexts. For instance, Gan (2012) stressed the communicative challenges students face because of the lack of vocabulary. More specifically, he pointed out that during active employment following graduation students' main obstacle to spoken communication was the lack of adequate vocabulary (Gan, 2012). In ESP contexts, speaking English is related to a variety of skills such as presentations, work-related discussions, meetings and in general activities that require external correspondence and instructions or explaining and demonstrating to colleagues.

1.4.1 Speaking in the context of Maritime English

Investigations have revealed that one third of the accidents and incidents occurred in the shipping industry worldwide are related to communication problems and language barriers. Failures in radio communications, routine conversations or even face to face communication deficiencies are factors that contribute to disasters at sea (IMO, 1995). The most important point concerning verbal communications is that approximately 90% of all SOLAS (Safety of Life at Sea) vessels are recruited with multilingual personnel thus, the ability to render the Maritime skills requires is of crucial importance. Speaking in the Maritime context is related to every aspect mentioned above and SMCP (Standard Maritime Communication Phrases) is an example of an attempt to avoid misunderstandings that occur because of language barriers or differences in pronunciation among crew members. SMCP phrases involve various situations that Deck Officers will encounter such as deck operations, bunkering, emergency drills/ situations, cargo loading and unloading, maneuvering etc. During such situations, Officers must lead and take charge of the events thus, they should be proficient in the language and confident to proceed with such operations. In each of these cases, the Officers should be able to communicate orally and

the precise and correct information is of paramount importance between deck crew, ship master, port authorities, ship pilot and other vessels.

1.5 Research on the field

To my knowledge, there is a limited number of researchers who have been dealing with Maritime English and its importance in the training of deck cadets or professional Deck Officers of the field. Ageorgousi (2018) studied the importance of communication among deck cadets while in their educational voyage. According to her findings only 39% of the cadets have been adequately trained in the language related to the profession and more than half of them consider themselves good at speaking. Another study by Dirgeyasa, (2018) dealt with a Needs Analysis on educational materials for Nautical students of the Maritime Academy in Indonesia. More specifically, the researcher in the former case, applied their research not only in cadets of the academy, but also to seafarers, port authorities and shipping business employees to expand the study in the workplace as well.

In both the previous studies, research was conducted to identify the needs of the students both in class and in the workplace. However, the speaking skill has been essential in terms of communication among crew of different nationalities. It could be stated that further research has to be conducted concerning the Maritime English-speaking needs, lacks and wants that can be present among professionals in the actual field of work.

1.6 Conclusion

The first chapter of this study analyzed the theoretical concepts related to the field of research. The terms ESP, Needs Analysis, Maritime English and Speaking were described and thoroughly examined so as to uncover the literature review associated with the current dissertation. The following chapter deals with the analysis of the research design of this study.

Chapter 2

Research Design

2.1 Introduction

The second chapter analyzes the research context into which this research is taking place and the research strategy followed. This chapter provides details of the methodological procedure that was adopted for this study, the research paradigm that underpins the study is presented and the research tool that was used is described. Furthermore, the participants that took part in the present study are introduced as well as the data analysis and the ethical considerations involved in this process.

2.2 Research strategy and methodology

Elements of the post-positivist approach are present in this study as it aims to gather information from a broad audience with specific techniques, defying the traditional concept of the absolute truth of knowledge (Phillips & Burbules, 2000). According to Phillips & Burbules (2000), a post-positivistic view of the research relates to the fact that the ideas, assumptions and beliefs but also the way they affect the research are taken into consideration. In other words, a main aspect of this approach is to understand how people perceive ideas of the world. Through this kind of approach in research, the ability to see the whole picture is required, where the researcher adopts a learning role rather than a testing one. Consequently, the research is conducted so that not only the researcher but also the participants learn together. In order to collect data for the specific research, a quantitative paradigm is suggested as it is considered more appropriate in order to gather information from the targeted population since it enables the researcher to reveal insights about broader groups. Through the quantitative paradigm in the specific research, objective data concerning demographic information, career tasks, speaking challenges and preferences will be collected, analyzed and compared according to gender and rank. Data concerning the lacks and wants of the particular population will be also gathered so that to complete the targeted needs analysis. The quantitative paradigm will be useful under this approach as it will help the researcher to gather data of broad familiarity and examine

different patterns while collecting readily available information. It will also provide the researcher with numerically significant data that could be used in possible further qualitative studies, since interviews on the specific participants can be scheduled in the future to gather more detailed information on the matter. Furthermore, the research matter is pre-specified and the samples needed will be selected from a known population. To that end, in order to conduct the particular research, the method used was a survey. A survey is determined as a method of collecting information from a sample of individuals and it can be classified by the method the researcher uses to collect their data (Leedy & Ormrod, 2001). Surveys are generally used to examine particular groups either nationally or locally and they aim to evaluate a large number of issues. In the specific case the survey conducted is a quantitative one.

A quantitative research method concerns quantifying and analysis variables so as to obtain results. It entails the utilization and analysis of numerical data with the use of particular statistical techniques. This method offers a variety of advantages such as the possibility of dealing with working on a large scale and the convenient and swift way of data collection. The quantitative method used in the current research is a correlational one, that is the quantitative methodology used to decide whether and to what extent, a relationship occurs between two or more variables among a population or a sample (Leedy & Ormrod 2010). More specifically, the current research attempts to identify whether the needs of the particular audience as well as the skills that they wish to be emphasized change according to their rank and experience.

2.3 Research tool

Since the objectives of the study have been decided, another important step into the process of conducting research is to decide and form the appropriate research tool so as to collect the desired data. In the specific case, there is a need to gather data from a large number of participants, answering the same questions. These data will be categorized, ranked and measured so to provide and uncover the answers to the aforementioned research questions through a questionnaire.

As a method of data collection, a questionnaire offers many advantages. According to Dornyei (2003), questionnaires are efficient concerning effort, time and financial resources. Furthermore, questionnaires are versatile and a considerable number of responses can be collected (Dornyei, 2007) from people in different places and in convenient time when there is online distribution involved. Dillman and Bowker (2001) support that online distribution contributes to the elimination of errors from hand entry. The immediate access to data for analysis is another major advantage of online distribution.

2.3.1 The Questionnaire

The questionnaire used in the context of this study is based on Hutchison and Waters (1987) framework that focuses on investigating the subjective and objective needs of the participants. In that way, the audience's attitudes towards Maritime English, their goals, hopes and challenges in learning will be evaluated. In order to construct the research tool for the demands of this study the guidelines suggested by Dornyei (2003) were followed. According to these guidelines, the steps for conducting an effective questionnaire as a tool for collecting data include choosing its general characteristics (format, length, parts), compose effective questions, sequencing the questions, composing clear instructions and pilot testing.

To begin with, a cover letter to inform the participants about the research, its aim and topic as well as the importance of the audience participation was embodied in the questionnaire (appendix II). Also, a participants information form as well as a consent form followed as a conditional question was included prior to the questions, aiming at sharing information concerning parameters of the procedure such as estimated time needed, voluntary participation of the subjects and confidentiality. The above information is an essential part of the research, as it responds to ethical considerations of not behaving towards questionnaire subjects as data providers, but to the contrary, showing consideration of their time and effort to assist in the research. Bell and Bryman (2007) stressed the importance of avoiding false impressions or exaggerations concerning the aim of the survey. This is the reason why the form includes the principle of honesty without involvement of misleading information. The aforementioned information was followed by the main body of questions.

In reference to Hutchison and Water's (1987) way of categorizing, the questions focus on detecting the target needs of the participants (necessities, lacks and wants) as well as their learning needs. The questionnaire included four sections. In terms of content, it includes factual and attitudinal questions (Dornyei, 2003). Factual, non-threatening questions (Cohen et al, 2007) are conducted and asked first so as to gather demographic characteristics of the targeted group. These data include their gender, their level of English language, their rank and the place they learnt Maritime English in the first section of the questionnaire. Subsequently, attitudinal questions that focus on their interests, aims, challenges and preferences are included in an attempt to gather data related to their attitudes towards learning Maritime English. Consequently, the questionnaire is divided into three more sections, attitudes, wants and needs and learning styles. The second part that relates to attitudes contains thirteen items to be answered and it addresses the first research question. The third part consists of eighteen questions that relate to the participants' wants, needs and challenges they face, and it addresses the second and third research question. Finally, the fourth part examines the subjects' preferences related to the Maritime English-speaking skill and contains two items to be answered. The total number of questions formed for the questionnaire was thirty-seven. The questions formed are clear and short so as avoid the subjects feeling fatigued and risk of dropping before completing the process.

All the questions formed for the needs of the present questionnaire are closed-ended. Although the response format is limited through closed-ended questions, it establishes the accuracy of the answers collected. The Likert Scale method (McLeod, 2019) was chosen in order for the participants to select the appropriate level of agreement or disagreement with the statement given by the researcher. This type of design will provide valid data and will decrease the possibility of subjective matters that may not belong to the survey. In that sense, the researcher will follow clear guidelines and objectives, rather than a hypothesis (Lichtman, 2013), and intelligence guesswork will be avoided. Finally, two questions on the fourth part of the questionnaire do not follow the Likert scale. On the contrary, the responders are given the choice to select 3 skills among the most important ones relevant to their workplace. The purpose of the existence of these questions was to gather more complete data by keeping the questionnaire short while discovering their attitudes towards these job-related skills.

2.3.2 Validity and reliability

Since there is a need to ensure validity and reliability of this research, closed-ended questions are included in the questionnaire. Through closed-ended questions, the findings gathered are analyzed numerically (Brown, 2001). Furthermore, the participants were informed concerning the aims and objectives of the research, prior to their participation, a fact that according to Bell (2010) justifies the validity of the process. Finally, the responses that were collected for the present study concern professional Deck Officers that are occupied in a variety of vessels around the globe in the shipping industry, without bias concerning their sex, nationality and rank.

2.3.3 Pilot testing

The present questionnaire was pilot tested on ten English teachers in order to ensure that any changes will be done before the final distribution. The feedback collection after the pilot testing is of great importance as it can result in the correction of minor spelling mistakes and layout issues (Hassan et al., 2006). In the current pilot testing, the feedback received was essential as it resulted in insignificant mistakes in the structure of the questionnaire and layout of the platform used for the distribution. Any mishap detected was corrected before the final distribution to the subjects who participated in the research.

2.4 Participants and distribution

So as to collect the intended responses, the researcher contacted friends and former colleagues who work in the shipping industry as Deck Officers and asked them to participate in the study and share the research tool with other acquaintances to recruit more participants. Due to the fact that the study refers to a specific target group of professionals, it was easy and convenient to find more subjects to take part in the process. These techniques used in the study are called convenient sampling and snowball sampling. Convenient sampling is a type of nonrandom sampling that refers to subjects easily accessible to the researcher, however meet certain practical criteria for participation (Dornyei,2007). Snowball sampling is a sampling method used by a researcher to create a pool of participants through personal referrals made by individuals who share the same criteria (Dornyei,2007).

The next step in generating the pool of participants was to share the questionnaire with shipping companies in Greece that employ Deck crew both in local and international contexts. The questionnaire was distributed via e-mail to cruise and coastlines, container ships, bulk carriers, oil and gas tankers, Ro-Ro ferries and general-purpose cargo ships. Furthermore, e-mails with the questionnaire were sent to N.A.T (Seamen's Pension Fund), Π.N.O (Greek Seamen Federation) and Π.Ε.Π.Ε.Ν (Greek Union of Deck Officers) in order to be forwarded to their members.

The responses were immediate and the participants show interest in participating in the study. The number of responses collected was one hundred and seventeen and it is thought to be a considerable number since it emerges reliable results for quantitative research. The questionnaire was distributed via the computer-based survey program Google Forms and as a result, it offered readily accessible results in combination with a friendly design and convenient use. To that end, the responses were collected automatically online, enhancing the fast-processing job and survey management (Dillman and Bowker 2001).

Table 1: Participants characteristics, N = 117

	n (%)
Gender	
Male	86 (73,5)
Female	31 (26,5)
Rank	
Master	26 (22,2)
Staff Officer	8 (6,8)
Chief Officer	24 (20,5)
Second Officer	42 (35,8)
Third Officer	17 (14,5)
Level of English	
High (C1/C2)	48 (41,0)
Moderate (B1/B2)	64 (54,7)
Low (A1/A2)	5 (4,2)
They learnt Maritime English	
In seminars	7 (5,9)
In Merchant Marine Academy	72 (61,5)
In a private institution	27 (23,0)
Through self-study	11 (9,4)

More specifically, as it is evident from the table above, from the total number of participants, 86 were male and 31 were female. Regarding their rank, 26 of them were Masters, 8 staff officers, 24 Chief Officers, 42 Second Officers and 17 Third Officers. Their level of English varies from high to low with the majority of them selecting moderate to describe their level. The levels presented in the questionnaire are according to the Common European Framework of Reference for Languages (CEFR, 2001). In the last section of the table, the participants responses regarding where they learnt Maritime English is described. The majority of them selected a Merchant Marine Academy, where a private institution, self-study and seminars follow with considerably less responses.

2.5 Data analysis

The present study used the SPSS statistics 27 software to interpret the data collected from the questionnaire. More specifically descriptive statistical methods were used to analyze the answers related to the research questions of this study. Frequencies and percentages of all items included in the questionnaire were obtained. In order to discover the relationship between the answers given and the rank the responders have, Pearson correlation analysis was used. Through Pearson Chi-Square test, the relationship between the variables of the rank and the needs of the responders was measured in order to discover the strength of this relationship and if statistical significance exists.

Although the questionnaire was constructed in the Likert scale, with an opinion range of agree, partially agree, partially disagree and disagree, it was found necessary and convenient to present the results on an agreement/ disagreement group basis. The aforementioned decision was taken in order to facilitate the presentation and analysis of the tables.

2.6 Conclusion

This chapter introduced the presentation and justification of the research method used for this study, the research tool and the parameters related to its distribution, design and theoretical background it was based on. The questionnaire was analyzed and the validity and reliability matters were presented. The following chapter deals with the presentation of the result collected.

Chapter 3

Presentation and discussion of results

3.1 Introduction

While the previous chapter dealt with the methodology tools and the research processes used to conduct the present study, this one focuses on the responses collected and the results gathered to answer the research questions. In order to provide a clear image of the answers given by the audience, tables that contain the statistics gathered from the results are presented. Each table includes the responses collected for the three main parts of the questionnaire: attitudes, wants and needs, challenges and skills. This chapters, also, incorporates the four basic sections, each one devoted to a research question. The last part of the chapter includes the discussion of the results, the assumptions that could be made based on the findings, the implications for learning and teaching as well as the limitations of the present research.

3.2 Part 1. Attitudes

The first part of the questionnaire was devoted to the attitudes of the Marine Deck Officers concerning Maritime English. The following table contains the questions related to the attitudes of the particular audience related to their rank.

Table 2: Attitudes, N = 117

	RANK										p-value	
	Chief Officer		Master		Second Officer		Staff Captain		Third Officer			Total
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
Do you think that Maritime English is helpful in some aspect of your life?	0,762											
Agreement	24	(100,0)	26	(96,3)	41	(97,6)	8	(100,0)	15	(93,8)	114	(97,4)
Disagreement	0	(0,0)	1	(3,7)	1	(2,4)	0	(0,0)	1	(6,3)	3	(2,6)
Do you think that improving Maritime English will help you communicate with foreign crew?	0,076											

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

Agreement	22	(91,7)	27	(100,0)	42	(100,0)	8	(100,0)	14	(87,5)	113	(96,6)	
Disagreement	2	(8,3)	0	(0,0)	0	(0,0)	0	(0,0)	2	(12,5)	4	(3,4)	
Do you think that improving Maritime English will increase job opportunities for you?													0,519
Agreement	24	(100,0)	27	(100,0)	40	(95,2)	8	(100,0)	15	(93,8)	114	(97,4)	
Disagreement	0	(0,0)	0	(0,0)	2	(4,8)	0	(0,0)	1	(6,3)	3	(2,6)	
Do you think that Maritime English will help you in further postgraduate studies?													0,698
Agreement	22	(91,7)	26	(96,3)	39	(92,9)	7	(87,5)	16	(100,0)	110	(94,0)	
Disagreement	2	(8,3)	1	(3,7)	3	(7,1)	1	(12,5)	0	(0,0)	7	(6,0)	
Do you think that improving Maritime English will help you in promoting your business?													0,579
Agreement	20	(83,3)	25	(92,6)	39	(92,9)	8	(100,0)	14	(87,5)	106	(90,6)	
Disagreement	4	(16,7)	2	(7,4)	3	(7,1)	0	(0,0)	2	(12,5)	11	(9,4)	
Do you think that improving Maritime English will help you understand orders?													0,374
Agreement	24	(100,0)	27	(100,0)	39	(92,9)	8	(100,0)	15	(93,8)	113	(96,6)	
Disagreement	0	(0,0)	0	(0,0)	3	(7,1)	0	(0,0)	1	(6,3)	4	(3,4)	
Were you always interested in learning Maritime English?													0,245
Agreement	21	(87,5)	25	(92,6)	32	(76,2)	6	(75,0)	11	(68,8)	95	(81,2)	
Disagreement	3	(12,5)	2	(7,4)	10	(23,8)	2	(25,0)	5	(31,3)	22	(18,8)	
Is Maritime English an asset for the shipping industry worldwide?													0,384
Agreement	23	(95,8)	27	(100,0)	42	(100,0)	8	(100,0)	15	(93,8)	115	(98,3)	
Disagreement	1	(4,2)	0	(0,0)	0	(0,0)	0	(0,0)	1	(6,3)	2	(1,7)	
Do you consider speaking English an asset for your working field?													0,676
Agreement	23	(95,8)	25	(92,6)	41	(97,6)	8	(100,0)	16	(100,0)	113	(96,6)	
Disagreement	1	(4,2)	2	(7,4)	1	(2,4)	0	(0,0)	0	(0,0)	4	(3,4)	

Is Maritime English something that will contribute to get a postgraduate scholarship?													0,680
Agreement	21	(87,5)	25	(92,6)	36	(85,7)	8	(100,0)	15	(93,8)	105	(89,7)	
Disagreement	3	(12,5)	2	(7,4)	6	(14,3)	0	(0,0)	1	(6,3)	12	(10,3)	
Will other people among the crew respect you more if you improve Maritime English?													0,423
Agreement	19	(79,2)	25	(92,6)	31	(73,8)	6	(75,0)	13	(81,3)	94	(80,3)	
Disagreement	5	(20,8)	2	(7,4)	11	(26,2)	2	(25,0)	3	(18,8)	23	(19,7)	
Maritime English was always one of your interests.													0,252
Agreement	21	(87,5)	18	(66,7)	26	(61,9)	5	(62,5)	12	(75,0)	82	(70,1)	
Disagreement	3	(12,5)	9	(33,3)	16	(38,1)	3	(37,5)	4	(25,0)	35	(29,9)	
Learning Maritime English was a stressful experience to you.													0,179
Agreement	7	(29,2)	12	(44,4)	18	(42,9)	3	(37,5)	11	(68,8)	51	(43,6)	
Disagreement	17	(70,8)	15	(55,6)	24	(57,1)	5	(62,5)	5	(31,3)	66	(56,4)	

The data collected showed that there were no significant differences among ranks thus the total percentages of agreement disagreement will be presented. To begin with, 97.4% of the participants agreed that Maritime English is helpful in some aspect of their lives whereas only 2.6% of them disagreed. Similar level of agreement was apparent for the following two questions. In particular, the majority (96.6 %), agreed that Maritime English will help them communicate with foreign crew and 97.4% agreed that Maritime English would increase their job opportunities. With regards to whether Maritime English will help them in further postgraduate studies 94.0% were positive towards the statement. A great percentage of responders, agreed that Maritime English will help them promote their business, in a total of 90.6% and 96.6%, supported that Maritime English will help them understand orders. Concerning their interest towards learning Maritime English, 81.2% responded positively, while 18.8% negatively. The majority of the study participants (98.3%) agreed that Maritime English is an asset to the shipping industry worldwide and 96.6% said that speaking English is an asset for their working field. Similar was their

attitude towards admitting that Maritime English will contribute to getting a postgraduate scholarship with 89.7% agreeing with this statement. Similarly, 80.3% of participants showed agreement towards the fact that other people among the crew will respect them more if they improve their Maritime English and 70.1% of the Officers agreed that Maritime English was always one of their interests and 29.9% did not find it interesting. Finally, the statistical analysis showed that 43.6% of the responders, learning Maritime English was a stressful experience, whereas more than half (56.4%) did not admit it being a stressful process.

3.3 Part 2. Challenges

The second part of the questionnaire relates to the challenges that Marine Deck Officers face in their working field concerning Maritime English. The table below includes the questions associated with these challenges, giving statistical data concerning the total number of responses and separate figures according to their rank.

Table 3: Challenges, N = 117

	RANK												p-value
	Chief Officer		Master		Second Officer		Staff Captain		Third Officer		Total		
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
I find it difficult to participate in a discussion in English.													0,376
Agreement	8	(33,3)	10	(37,0)	16	(38,1)	4	(50,0)	10	(62,5)	48	(41,0)	
Disagreement	16	(66,7)	17	(63,0)	26	(61,9)	4	(50,0)	6	(37,5)	69	(59,0)	
I can understand a manual that uses the terminology but I find it difficult to use it orally.													0,306
Agreement	10	(41,7)	13	(48,1)	24	(57,1)	6	(75,0)	11	(68,8)	64	(54,7)	
Disagreement	14	(58,3)	14	(51,9)	18	(42,9)	2	(25,0)	5	(31,3)	53	(45,3)	
I find it difficult to communicate in English during my voyage.													0,015
Agreement	6	(25,0)	4	(14,8)	12	(28,6)	5	(62,5)	9	(56,3)	36	(30,8)	
Disagreement	18	(75,0)	23	(85,2)	30	(71,4)	3	(37,5)	7	(43,8)	81	(69,2)	

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

I find it difficult to understand various accents spoken by crew members.												0,035
Agreement	15	(62,5)	9	(33,3)	24	(57,1)	7	(87,5)	11	(68,8)	66	(56,4)
Disagreement	9	(37,5)	18	(66,7)	18	(42,9)	1	(12,5)	5	(31,3)	51	(43,6)
I find it difficult to understand orders during my voyage.												0,084
Agreement	6	(25,0)	7	(25,9)	13	(31,0)	5	(62,5)	9	(56,3)	40	(34,2)
Disagreement	18	(75,0)	20	(74,1)	29	(69,0)	3	(37,5)	7	(43,8)	77	(65,8)
I would like to practice more in speaking.												0,866
Agreement	22	(91,7)	24	(88,9)	40	(95,2)	7	(87,5)	15	(93,8)	108	(92,3)
Disagreement	2	(8,3)	3	(11,1)	2	(4,8)	1	(12,5)	1	(6,3)	9	(7,7)
I would like to practice more in pronunciation.												0,587
Agreement	22	(91,7)	22	(81,5)	38	(90,5)	8	(100,0)	14	(87,5)	104	(88,9)
Disagreement	2	(8,3)	5	(18,5)	4	(9,5)	0	(0,0)	2	(12,5)	13	(11,1)
I would like to practice more SMCP dialogues.												0,666
Agreement	22	(91,7)	26	(96,3)	37	(88,1)	8	(100,0)	15	(93,8)	108	(92,3)
Disagreement	2	(8,3)	1	(3,7)	5	(11,9)	0	(0,0)	1	(6,3)	9	(7,7)
I would like to improve speaking Maritime English through seminars.												0,785
Agreement	22	(91,7)	23	(85,2)	38	(90,5)	8	(100,0)	14	(87,5)	105	(89,7)
Disagreement	2	(8,3)	4	(14,8)	4	(9,5)	0	(0,0)	2	(12,5)	12	(10,3)

The data gathered in this section of the questionnaire showed consensus in the majority of the responses among ranks. This part of the questionnaire begins with whether the responders find their participation in a discussion in English difficult. It is evident from the total results that 41.0% of them agreed with the statement while 59.0% disagreed. Despite the reported difficulty in participating in a discussion from the majority of the respondents, more than half (54.7%) said that they can understand a manual that contains terminology, but they find it difficult to use it orally. Regarding whether the respondents find it difficult to communicate in English during their voyage a statistically significant difference was found among the different ranks of the officers. In particular, only a third of the Masters (33,3%) had difficulty in understanding the different accents spoken by crew members while officers of other ranks reported significantly higher proportion (Chief Officers

62.5%, Second Officers 25%, Third Officers 68.8% and Staff Captains 87.5%, p-value= 0.035. Furthermore, the table shows that 34.2% of the respondents agreed with the difficulty to understand orders while 65.8% disagreed.

Concerning the ways the responders would like to overcome the difficulties asked in the questionnaire, 92.3% agreed that they would like to practice speaking more, 88.9% agreed that they would like to practice more in pronunciation and the overwhelming majority of 92.3% of the responders agreed to practice more in SMCP dialogues. Lastly, 89.7% answered positively towards improving speaking Maritime English through seminars, while 10.3% did not agree with this modality of improving their English.

3.4 Part 3. Needs

This part of the questionnaire focuses on the needs of Merchant Marine Deck officers in the workplace in relation to their rank. In this section, the analysis of contingency tables will be described, so as to present the data gathered concerning each of the ranks. The table below includes the questions related to the needs of the particular audience and the results (p-values) of the statistical analysis derived from the Pearson Chi-square test.

Table 4: Needs, N = 117

	RANK												p-value
	Chief Officer		Master		Second Officer		Staff Captain		Third Officer		Total		
	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	n	(%)	
How do you prefer to practice Maritime English speaking?													
Through audiovisual Martime material.													0,524
Agreement	21	(87,5)	26	(96,3)	39	(92,9)	7	(87,5)	16	(100,0)	109	(93,2)	
Disagreement	3	(12,5)	1	(3,7)	3	(7,1)	1	(12,5)	0	(0,0)	8	(6,8)	
By practicing orally alone.													0,769
Agreement	13	(54,2)	15	(55,6)	21	(50,0)	6	(75,0)	8	(50,0)	63	(53,8)	
Disagreement	11	(45,8)	12	(44,4)	21	(50,0)	2	(25,0)	8	(50,0)	54	(46,2)	

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

By engaging in discussions that do not relate to Maritime English.												0,360
Agreement	18	(75,0)	24	(88,9)	28	(66,7)	6	(75,0)	12	(75,0)	88	(75,2)
Disagreement	6	(25,0)	3	(11,1)	14	(33,3)	2	(25,0)	4	(25,0)	29	(24,8)
By doing pair work practicing SMCP dialogues.												0,731
Agreement	23	(95,8)	24	(88,9)	40	(95,2)	8	(100,0)	15	(93,8)	110	(94,0)
Disagreement	1	(4,2)	3	(11,1)	2	(4,8)	0	(0,0)	1	(6,3)	7	(6,0)
By role play.												0,018
Agreement	17	(70,8)	15	(55,6)	37	(88,1)	7	(87,5)	14	(87,5)	90	(76,9)
Disagreement	7	(29,2)	12	(44,4)	5	(11,9)	1	(12,5)	2	(12,5)	27	(23,1)
By ship simulator (Ship to ship & ship to coast communication).												0,278
Agreement	21	(87,5)	23	(85,2)	41	(97,6)	8	(100,0)	15	(93,8)	108	(92,3)
Disagreement	3	(12,5)	4	(14,8)	1	(2,4)	0	(0,0)	1	(6,3)	9	(7,7)
By participating in seminars courses regularly.												0,455
Agreement	24	(100,0)	26	(96,3)	40	(95,2)	7	(87,5)	16	(100,0)	113	(96,6)
Disagreement	0	(0,0)	1	(3,7)	2	(4,8)	1	(12,5)	0	(0,0)	4	(3,4)

Across all ranks there was a high agreement (93.2%) for the need to practice Maritime English speaking through audiovisual material and therefore not statistically significant differences were obtained, $p=0.524$. In particular all (100%) Third Officers, 96.3% of the Masters, 92.9% of the Second Officers and 87.5% of the Chief Officers and Staff Captains agreed that audiovisual Maritime material is needed for practicing Maritime English speaking. As regarding practicing orally alone, a significant difference in the opinions is only evident among Staff Captains who agreed by 75% that they would prefer to practice Maritime English speaking alone, and 25.0% who disagreed with this practice. The rest of the ranks showed similar results with an agreement of 54.2% of the Chief Officers, 55.6% of Masters, 50.0% of Second Officers and 53.8% of Third Officers. In addition, all of the ranks agreed that they would prefer to practice speaking by engaging in discussions that do not relate to Maritime English. More specifically, 88.9% of the Masters and 66,7% of the Second officers agreed with this statement. The vast majority of every rank, 94.0% also agreed that doing pair work practicing SMCP dialogues would be an interesting practice.

A statistically significant difference among ranks was found in the preference for role-play as a speaking practice. Particularly, a total of 76.6% of the Officers found this practice interesting. While there is an explicit percentage of agreement among the rest of the ranks, Masters reported a higher percentage of disagreement of 44.4%, p value= 0.018. In addition, a consensus among the Officers is shown in the last two questions. In particular, a total of 92.3% of the respondents agreed with the ship simulator practice, with a total of 100% of the Staff Captains supporting this statement. Lastly, a total percentage of 96.6% of the participants agreed to practice speaking regularly through seminars. The Chief Officers and Third officers showed apparent support for this idea by 100%, while 12.5% of the Staff Captains did not agree with this statement.

3.5 Part 4. Skills

The third part of the questionnaire uncovers the skills that the participants find most important concerning the use of speaking in the marine working environment. The table that follows presents the data gathered for the questions related to this section.

Table 5- Skills, N= 117

	n (%)
Speaking Maritime English is important because I can use it in... (choose 3 skills)	
Radio communication	53 (44.9)
Routine operation	38 (32.2)
Distress, Urgency and Safety Messages (GMDSS & VHF)	65 (55.1)
Bridge Operations (Navigation, Watchkeeping, Wheels Command etc.)	78 (66.1)
Ship Operations (Pilot Service, Cargo Loading & Unloading etc.)	77 (65.3)
Emergency Situations (Mechanical Failures, MOB etc.)	71 (60.2)

Practicing English speaking is important because I can use it ... (choose 3 skills)

in a presentation	37 (31.4)
in a negotiation	31 (26.3)
in a report	52 (44.1)
in a VHF communication	74 (62.7)
in a bunkering operation	29 (24.6)
in a dialogue with the pilot	69 (58.5)
in a meeting with the crew	61 (51.7)
in an interview	36 (30.5)

According to the data above, the majority of the responses gathered by the participants showed that Bridge operations and Ship operations are the most popular reason why Speaking English is important in the specific workplace with 66.1% and 65.3% respectively. Emergency situations (Mechanical Failures, MOB etc.) follows with 60.1% of the responses while Distress, Urgency and Safety Messages (GMDSS & VHF) gathered 55.1%. Lastly, apparent less responses concerned Radio communications with a 44.9% of the responses and 32.2% for Routine operations.

Regarding the next question related to the English-speaking skills that the Officers find essential in their field; the majority of the participants (62.7%) supported that VHF communication is the most useful skill. A slight decrease in responses (58.5%) was found in a dialogue with the pilot and in a meeting with the crew (51.7%). 44,1% and 31.4% agreed to in a report and in a presentation respectively and 26.3% supported a negotiation. In the last place of the participants' preferences is the bunkering operation since it gathered 24.6% of the responses.

3.6 Reflection on the research questions

This section of the chapter deals with the attempt to answer the research questions that have been presented at the beginning of this dissertation by using the relevant data gathered and interpreting the research findings. It also contains the discussion of results and the overall assumptions that could be made.

3.6.1 Research question 1: What are the attitudes of professional Merchant Marine Deck Officers towards Maritime English?

Based on the responders' answers, the majority of the Merchant Marine Deck Officer feel that Maritime English is important in their working environment. More specifically, a vast majority of the participants (98.3%) supported that Maritime English is an asset for the shipping industry and that improving Maritime English will increase job opportunities for them (97.4%). Furthermore, the results found that the responders thought that Maritime English is helpful in some aspect of their life (97.4%) and that it is considered an asset in their working field (96.6%). The high percentages gathered in these questions could lead to the conclusion that the overall attitudes of the responders towards Maritime English are positive regardless of their rank and their working experience onboard so far. However, a discrepancy was found in the responses related to whether learning Maritime English was a stressful experience. While most of the participants disagreed with the statement (56.4%) a great amount of people agreed (43.6%). This would possibly lead to the assumption that learning Maritime English and the existing level of General English of the participants are interrelated. Moreover, the already existing experience on board vessels could also justify this result. Particularly, a great percentage of 68.8% of the Third Officers found learning Maritime English stressful, in comparison with the rest of the ranks.

3.6.2 Research question 2: What are the English language speaking communicative challenges of the Merchant Marine Deck Officers in the workplace?

It could be said that the conclusion drawn from the participants responses show that although the majority of Officers do not face remarkable difficulties in tasks concerning the language, they agreed to practice more in different speaking skills. In particular, most of the responders supported that they find it difficult to use terminology orally (54.7%) and to understand various accents spoken by crew members (56.4%). Masters, however, supported by 66.7% of the responses that they do not agree to that difficulty, which was a significant finding in this section. This finding could lead to the assumption that working experience on board helps in practicing listening of various accents. The socio-economic background as well as numerous educational reasons could also play a role in that. For example, the different level of income in the Officers' family or the cultural capital could

affect the level of education in earlier years, thus the level of understanding regarding spoken language. Moreover, a vast majority of the responders agreed to practice more in speaking and SMCP dialogues by 92.3% respectively, regardless of their rank and working experience.

3.6.3 Research question 3: What are the English language speaking communicative needs of the Merchant Marine Deck Officers in the workplace in relation to their rank?

According to the results, the majority of the participants (96.6%) supported that they feel they need to participate in seminars regularly in order to further practice Maritime English speaking. More specifically, 100% of the Chief Officers and Third Officers agreed with this statement. The second place in the responders' preferences leans towards practicing Maritime English by doing pair work on SMCP dialogues. 100% of the Third Officers and 95.8% of the Chief Officers felt strongly concerning this need. Maritime audiovisual Maritime Material was chosen by 93.2% of the participants with a total of 100% of the Third Officers supporting this statement. The conclusions drawn from the collected data showed that there is a consensus in the opinions of Marine Deck Officers' needs. However, a significant finding showed that despite the fact that there is a distinctive total agreement to practice by role-play, Masters do not support this idea so strongly. Just 55.6% of them preferred to practice role-play, while 44.4% disagreed with this practice.

3.6.4 Research question 4: What are the oral communicative language skills that need to be emphasized in the specific working field?

Based on the data collected, the Officers who participate in the survey outlined the three most important tasks that relate to Maritime English Speaking in their working environment. More specifically, 66.1% of the participants responded that Bridge Operations (Navigation, Watchkeeping, Wheels Command etc.) are the tasks that are mostly connected to the speaking skill onboard a vessel. Furthermore, Ship Operations (Pilot Service, Cargo Loading & Unloading etc.) holds the second place of preference with a similar percentage of 65.3%. The third in the list of most important tasks is the Emergency Situations (Mechanical Failures, MOB etc.) with 60.2% of the answers.

The responders, also, defined the three most important skills related to their work that require practicing speaking. An apparent majority of the Officers (62.7%) supported that practicing speaking is important because they use it in VHF communication. The next place in their preference holds the dialogue with the pilot with 58.5% of the answers. Similar results were shown for a meeting with the crew, as it seems the third reason why practicing English speaking is important with a preference of 51.7%.

3.7 Discussion

Overall, the research data obtained by the survey provided a better knowledge of the Marine English prerequisites for working on-board vessels. More specifically, the survey indicated that the vast majority of Deck Officers felt positive about the importance of Maritime English in the workplace. The questionnaire in that part added more insights into the participants' attitudes. Furthermore, in terms of challenges, most professionals did not seem to support that they experience difficulty in participating in tasks that involve speaking although the vast majority of them agreed that they need to practice speaking more. The percentage of participants who agreed is surprisingly impressive. In particular, the Masters experience significantly higher difficulty compared to officers of lower rank concerning understanding various accents of crew members on board. Consequently, it could be assumed that possible generational issues and several years without retraining can lead to the enhancement of such difficulty. For example, the use of information and communication technologies (ICTs) in education can easily affect people of older age to keep up with the use and understanding of language as well as technology used in learning. Numerous studies have supported that the use of digital technology is enhanced and younger people are inclined to use it more than older people (Jones & Fox, 2009). However, in general, the data collected showed that Merchant Marine Deck Officers agree on the significance of the speaking skill involved in various tasks in their working environment. The aforementioned importance is also prevalent in that a great number of participants stated that they would participate in seminars in order to further improve Maritime English. Regarding needs, the overall conclusion based on the data gathered is that the professionals feel strongly into further practicing Maritime English speaking in various ways, more prevalent among others, by pair work and audiovisual material. The significant difference

found in Masters' disagreement concerning role-play can possibly lead to the conclusion that their extensive use of VHF communications during their years of duty, diminish this need. The above fact can lead to the assumption that Deck Officers need to practice speaking by enabling themselves in real-life situations onboard vessels (ship to ship, ship to shore communications through the use of SMCP). The importance of speaking in the Maritime environment through the use of VHF with VTS was also prevalent in the studies of (Dirgeyasa, 2018, Ahmmed, 2020, and Mercado, 2018). The aforementioned fact is also verified by their preferences on the tasks onboard that relate to speaking and the skills they use, on the last part of the questionnaire. Consequently, the Officers again supported that VHF communication and VHF related tasks (Bridge Operations and Ship Operations) gathered the most answers. Ahmmed R. et al (2020) in his needs analysis of maritime English language skills for Bangladesh seafarers to work on board ships, among others, identified the speaking activities that the cadets needed on board. In his results communicating through VHF was, as well, the most needed task. Watchkeeping duties (Bridge Operations) follow with significant less percentage. Comparatively, it could be argued that cadets and professional Officers agree on the most important skills and tasks related to speaking.

3.8 Implications for learning and teaching

The overall findings related to this research could be assumed to be of great importance as they can lead to the improvement of already teaching practices concerning this field of ESP, and can also lead agencies and institutions to focus on the development of particular activities so as to enhance certain needs of seafarers. More specifically, the findings of this research can modify the syllabus of Maritime courses irrespective of the institution, academy, or agency that offers them, according to the Professional Deck Officers' needs. The same could be applied to Merchant Marine Academies that train deck cadets who do not yet have job- related experience. Moreover, this research can guide towards the kind of English to be taught, the most important skill areas that should be covered and the maritime topics to be introduced. Since the literature review of this research, uncovered that Maritime English is an example of restricted language in the ESP domain, it is characterized by specific jargon, maritime terms. Attention should also be paid to the

General English and Maritime English communication skills of the seafarers to establish the proper communication not only in job related tasks but among crew members as well. The findings of this research also support lifelong learning on behalf of the professional Deck Officers. Moreover, the teaching practices to be offered in various institutions and seminars should enable student centered teaching methods that allow the participants to practice more in speaking in order to constantly improve their communication skills. Authentic communication samples of VHF communication can be also integrated in the seminars to simulate activities on board based on the skills that are more used during service time. Additionally, the present findings can also increase the prospects of seafarers as they would encounter less obstacles related to English inefficiencies in order to get into the international shipping industries. Lastly, the significance of Needs Analysis as a tool was emphasized through the current research, since it uncovered important information for the learning and teaching of professionals concerning ESP.

3.9 Limitations of the research

The great number of merchant marine companies around the world and the massive number of Greek Deck officers in shipping industries can lead to the assumption that the total number of participants of 117 Professional Deck Officers, can be a limited number of participants. The snowball sampling that was used in the particular case could not indicate that the findings are representative in a national scale. Furthermore, the present research was conducted exclusively through the quantitative paradigm and it could be suggested that follow up interviews of the participants could shed more light on certain information and attitudes related to the matter.

3.10 Conclusion

This chapter dealt with the presentation of results for each part of the questionnaire separately. The researcher used analytical statistical tables to present the data gathered. It also contained the attempt to answer the research questions based on these data, as well as an analytical discussion about the findings and the overall assumptions that could be made.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

The implications for learning and teaching were discussed and the limitations of the specific research were mentioned.

Concluding remarks

The present dissertation attempted to investigate the attitudes, needs and preferences of Merchant Marine Deck Officers concerning Maritime English and the skill of speaking in the workplace. Throughout the research, the importance of English language in the Maritime business world was uncovered and more specifically the significance of speaking skill in various tasks performed when on duty. The survey's results that were obtained and analyzed could be a valuable source of information concerning mariners' teaching and training of Maritime English. It is therefore reckoned that Maritime English language competence is an issue under further discussion and requires extensive investigation in order to discover the best practices and methods to ensure effective crew training.

Maritime English, as every domain of English for Specific Purposes, is a subject that should be further practiced in regular intervals so as for the trainees to keep up concerning the innovations of this business field. Based on the survey's results, Maritime English speaking is considered to be prevalent to many tasks related to the specific workplace and the safety of the crew and passengers is depended on it. The Maritime industry does not determine linguistic standards in relation to the International Regulations but, instead it developed the simplest form of English (SMCP) to establish seafarers' communication. Although this is proven to be necessary on board a vessel with emphasis to the technical and work-related vocabulary, seafarers, irrespectively of rank, support their need to further practice and develop their speaking skill to be effective not only in work-related matters but to improve their communication and socialization on board in general.

What is more, concluded by the research is that the courses of Maritime English should be focused on the speaking skill more so as to enable seafarers to more effective communication and cooperation. The present findings are significant, leading teachers of Maritime English to further develop their teaching practices based on the needs analysis of professional Deck Officers so as to prepare cadets efficiently to participate in the specific business. The same applies to various seminars offered by institutions and organizations.

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APPENDIX I

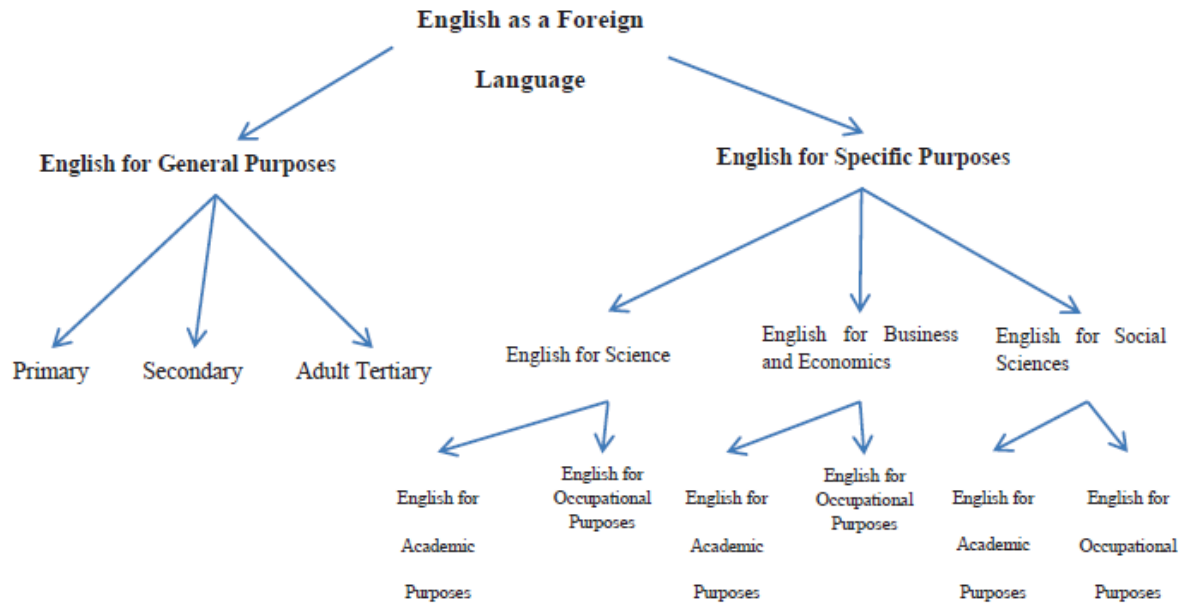


Figure 1.1. The tree model of English for specific purposes ('The Tree of English Language Teaching' by Hutchinson and Waters, 1987, p.17)

Definition of ESP (Dudley- Evans, 1998)

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners.
2. ESP makes use of underlying methodology and activities of the discipline it serves.
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines.
2. ESP may use, in specific teaching situations, a different methodology from that of General English.
3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
4. ESP is generally designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems.

Figure 1.2. Definition of ESP – Dudley-Evans, 1998.

APPENDIX II

Needs Analysis Questionnaire

Dear all,

My name is Mitritsaki Argiro and I am a postgraduate student in the Hellenic Open University program "Teaching English as a Foreign / National language". I would like you to complete the present questionnaire for the completion of my survey, in need to identify your attitudes towards the Maritime English language, your needs and wants, as well as your preferences regarding the speaking skill in your working field. The aim of the present survey is to uncover the importance of Maritime English in your working field and to explore the challenges you face regarding the specific topic. It will take no more than 10 minutes. The questionnaire is anonymous. The researcher is obliged to protect the information gathered in the context of this survey and that may lead to your identification. For any further questions do not hesitate to contact me: iro_mitritsaki@hotmail.com

THIS QUESTIONNAIRE REQUIRES YOUR CONSENT. THE DATA RECEIVED ARE ANONYMOUS AND THEY ARE GOING TO BE USED EXCLUSIVELY FOR THE PRESENT STUDY. BEFORE YOU CONSENT, PLEASE BE SURE THAT YOU HAVE UNDERSTOOD THE ABOVE INFORMATION.

- ΣΥΝΑΙΝΕΣΗ/ CONSENT

General Information		
1. What is your gender?	Male	
	Female	
2. What is your rank?	Master	
	Staff Captain	
	Chief Officer	
	Second Officer	
	Third Officer	
3. How would you describe your level of English?	Low (A1/A2)	
	Moderate (B1/B2)	
	High (C1/C2)	
4. Where did you learn Maritime English?	In seminars	
	In Merchant Marine Academies	
	In a private institution	
	Through self-study	

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

ATTITUDES

	Do you think that ...	AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE
5	Maritime English is helpful in some aspect of your life?				
6	improving Maritime English will help you communicate with foreign crew?				
7	improving Maritime English will increase job opportunities for you?				
8	Maritime English will help you in further postgraduate studies?				
9	improving Maritime English will help you in promoting your business?				
10	improving Maritime English will help you understand orders?				
11	Were you always interested in learning Maritime English?				
12	Is Maritime English an asset for the shipping industry worldwide?				
13	Do you consider speaking English an asset for your working field?				
14	Is Maritime English something that will contribute to get a postgraduate scholarship?				
15	Will other people among the crew respect you more if you improve Maritime English?				
16	Maritime English was always one of your interests.				
17	Learning Maritime English was a stressful experience to you.				

WANTS AND NEEDS

		AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE
18	I find it difficult to participate in a discussion in English.				
19	I can understand a manual that uses the terminology but I find it difficult to use it orally.				
20	I find it difficult to communicate in English during my voyage.				
		AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

21	I find it difficult to understand various accents spoken by crew members.				
22	I find it difficult to understand orders during my voyage.				
23	I would like to practice more in speaking				
24	I would like to practice more in pronunciation.				
25	I would like to practice more SMCP dialogues.				
26	I would like to improve speaking Maritime English through seminars.				

LEARNING STYLES					
	How do you prefer to practice Maritime English speaking?	AGREE	PARTIALLY AGREE	PARTIALLY DISAGREE	DISAGREE

27	Through discussions.				
28	By memorizing dialogues.				
29	Through audiovisual Maritime material.				
30	By practicing orally alone.				
31	By engaging in discussions that do not relate to Maritime English.				
32	By doing pair work practicing SMCP dialogues.				
33	By role play.				
34	By ship simulator (Ship to ship & ship to coast communication).				
35	By participating in seminars/ courses regularly.				

APPENDIX III

Attitudes

**Do you think that ...
Maritime English is helpful in some aspect of your life?**

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	21	20	30	3	11	85
	% within	87.5%	74.1%	71.4%	37.5%	68.8%	72.6%
	/RANK/						
Disagree	Count	0	1	0	0	0	1
	% within	0.0%	3.7%	0.0%	0.0%	0.0%	0.9%
	/RANK/						
Partially Agree	Count	3	6	11	5	4	29
	% within	12.5%	22.2%	26.2%	62.5%	25.0%	24.8%
	/RANK/						
Partially Disagree	Count	0	0	1	0	1	2
	% within	0.0%	0.0%	2.4%	0.0%	6.3%	1.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.679 ^a	12	.259
Likelihood Ratio	13.690	12	.321
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

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Improving Maritime English will help you communicate with foreign crew?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	20	21	34	5	13	93
	% within	83.3%	77.8%	81.0%	62.5%	81.3%	79.5%
	/RANK/						
Disagree	Count	0	0	0	0	1	1
	% within	0.0%	0.0%	0.0%	0.0%	6.3%	0.9%
	/RANK/						
Partially Agree	Count	2	6	8	3	1	20
	% within	8.3%	22.2%	19.0%	37.5%	6.3%	17.1%
	/RANK/						
Partially Disagree	Count	2	0	0	0	1	3
	% within	8.3%	0.0%	0.0%	0.0%	6.3%	2.6%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.249 ^a	12	.140
Likelihood Ratio	15.568	12	.212
N of Valid Cases	117		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .07.

Improving Maritime English will increase job opportunities for you?

Crosstab

		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	18	21	31	6	11	87
	% within	75.0%	77.8%	73.8%	75.0%	68.8%	74.4%
	/RANK/						
Disagree	Count	0	0	1	0	0	1
	% within	0.0%	0.0%	2.4%	0.0%	0.0%	0.9%
	/RANK/						
Partially Agree	Count	6	6	9	2	4	27
	% within	25.0%	22.2%	21.4%	25.0%	25.0%	23.1%
	/RANK/						
Partially Disagree	Count	0	0	1	0	1	2
	% within	0.0%	0.0%	2.4%	0.0%	6.3%	1.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.083 ^a	12	.955
Likelihood Ratio	5.554	12	.937
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

Maritime English will help you in further postgraduate studies?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	17	21	33	5	11	87
	% within	70.8%	77.8%	78.6%	62.5%	68.8%	74.4%
	/RANK/						
Disagree	Count	0	1	2	0	0	3
	% within	0.0%	3.7%	4.8%	0.0%	0.0%	2.6%
	/RANK/						
Partially Agree	Count	5	5	6	2	5	23
	% within	20.8%	18.5%	14.3%	25.0%	31.3%	19.7%
	/RANK/						
Partially Disagree	Count	2	0	1	1	0	4
	% within	8.3%	0.0%	2.4%	12.5%	0.0%	3.4%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.649 ^a	12	.647
Likelihood Ratio	10.805	12	.546
N of Valid Cases	117		

a. 13 cells (65.0%) have expected count less than 5. The minimum expected count is .21.

Improving Maritime English will help you in promoting your business?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	18	19	29	4	11	81
	% within	75.0%	70.4%	69.0%	50.0%	68.8%	69.2%
	/RANK/						
Disagree	Count	3	1	2	0	0	6
	% within	12.5%	3.7%	4.8%	0.0%	0.0%	5.1%
	/RANK/						
Partially Agree	Count	2	6	10	4	3	25
	% within	8.3%	22.2%	23.8%	50.0%	18.8%	21.4%
	/RANK/						
Partially Disagree	Count	1	1	1	0	2	5
	% within	4.2%	3.7%	2.4%	0.0%	12.5%	4.3%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.845 ^a	12	.380
Likelihood Ratio	12.662	12	.394
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .34.

Improving Maritime English will help you understand orders?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	17	22	31	4	12	86
	% within	70.8%	81.5%	73.8%	50.0%	75.0%	73.5%
	/RANK/						
Disagree	Count	0	0	1	0	0	1
	% within	0.0%	0.0%	2.4%	0.0%	0.0%	0.9%
	/RANK/						
Partially Agree	Count	7	5	8	4	3	27
	% within	29.2%	18.5%	19.0%	50.0%	18.8%	23.1%
	/RANK/						
Partially Disagree	Count	0	0	2	0	1	3
	% within	0.0%	0.0%	4.8%	0.0%	6.3%	2.6%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.368 ^a	12	.671
Likelihood Ratio	10.187	12	.600
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

Were you always interested in learning Maritime English?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	12	17	16	3	6	54
	% within	50.0%	63.0%	38.1%	37.5%	37.5%	46.2%
	/RANK/						
Disagree	Count	2	1	6	0	4	13
	% within	8.3%	3.7%	14.3%	0.0%	25.0%	11.1%
	/RANK/						
Partially Agree	Count	9	8	16	3	5	41
	% within	37.5%	29.6%	38.1%	37.5%	31.3%	35.0%
	/RANK/						
Partially Disagree	Count	1	1	4	2	1	9
	% within	4.2%	3.7%	9.5%	25.0%	6.3%	7.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.004 ^a	12	.369
Likelihood Ratio	12.547	12	.403
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .62.

Is Maritime English an asset for the shipping industry worldwide?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	19	24	37	6	12	98
	% within	79.2%	88.9%	88.1%	75.0%	75.0%	83.8%
	/RANK/						
Partially Agree	Count	4	3	5	2	3	17
	% within	16.7%	11.1%	11.9%	25.0%	18.8%	14.5%
	/RANK/						
Partially Disagree	Count	1	0	0	0	1	2
	% within	4.2%	0.0%	0.0%	0.0%	6.3%	1.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.845 ^a	8	.665
Likelihood Ratio	6.036	8	.643
N of Valid Cases	117		

a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .14.

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A survey among professional Deck Officers*

Do you consider speaking English an asset for your working field?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	17	20	34	7	15	93
	% within	70.8%	74.1%	81.0%	87.5%	93.8%	79.5%
	/RANK/						
Disagree	Count	0	2	0	0	0	2
	% within	0.0%	7.4%	0.0%	0.0%	0.0%	1.7%
	/RANK/						
Partially Agree	Count	6	5	7	1	1	20
	% within	25.0%	18.5%	16.7%	12.5%	6.3%	17.1%
	/RANK/						
Partially Disagree	Count	1	0	1	0	0	2
	% within	4.2%	0.0%	2.4%	0.0%	0.0%	1.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.422 ^a	12	.493
Likelihood Ratio	11.477	12	.489
N of Valid Cases	117		

a. 14 cells (70.0%) have expected count less than 5. The minimum expected count is .14.

Is Maritime English something that will contribute to get a postgraduate scholarship?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	10	20	27	4	13	74
	% within	41.7%	74.1%	64.3%	50.0%	81.3%	63.2%
	/RANK/						
Disagree	Count	0	1	3	0	0	4
	% within	0.0%	3.7%	7.1%	0.0%	0.0%	3.4%
	/RANK/						
Partially Agree	Count	11	5	9	4	2	31
	% within	45.8%	18.5%	21.4%	50.0%	12.5%	26.5%
	/RANK/						
Partially Disagree	Count	3	1	3	0	1	8
	% within	12.5%	3.7%	7.1%	0.0%	6.3%	6.8%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.035 ^a	12	.190
Likelihood Ratio	17.270	12	.140
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .27.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

Will other people among the crew respect you more if you improve Maritime English?

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	7	17	16	4	6	50
	% within	29.2%	63.0%	38.1%	50.0%	37.5%	42.7%
	/RANK/						
Disagree	Count	3	1	7	0	2	13
	% within	12.5%	3.7%	16.7%	0.0%	12.5%	11.1%
	/RANK/						
Partially Agree	Count	12	8	15	2	7	44
	% within	50.0%	29.6%	35.7%	25.0%	43.8%	37.6%
	/RANK/						
Partially Disagree	Count	2	1	4	2	1	10
	% within	8.3%	3.7%	9.5%	25.0%	6.3%	8.5%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.888 ^a	12	.377
Likelihood Ratio	13.212	12	.354
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .68.

Maritime English was always one of your interests.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	3	13	6	3	3	28
	% within	12.5%	48.1%	14.3%	37.5%	18.8%	23.9%
	/RANK/						
Disagree	Count	2	2	7	0	2	13
	% within	8.3%	7.4%	16.7%	0.0%	12.5%	11.1%
	/RANK/						
Partially Agree	Count	18	5	20	2	9	54
	% within	75.0%	18.5%	47.6%	25.0%	56.3%	46.2%
	/RANK/						
Partially Disagree	Count	1	7	9	3	2	22
	% within	4.2%	25.9%	21.4%	37.5%	12.5%	18.8%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.323 ^a	12	.005
Likelihood Ratio	29.743	12	.003
N of Valid Cases	117		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .89.

Learning Maritime English was a stressful experience to you.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	3	6	7	2	6	24
	% within /RANK/	12.5%	22.2%	16.7%	25.0%	37.5%	20.5%
	<hr/>						
Disagree	Count	10	10	17	1	2	40
	% within /RANK/	41.7%	37.0%	40.5%	12.5%	12.5%	34.2%
	<hr/>						
Partially Agree	Count	4	6	11	1	5	27
	% within /RANK/	16.7%	22.2%	26.2%	12.5%	31.3%	23.1%
	<hr/>						
Partially Disagree	Count	7	5	7	4	3	26
	% within /RANK/	29.2%	18.5%	16.7%	50.0%	18.8%	22.2%
	<hr/>						
Total	Count	24	27	42	8	16	117
	% within /RANK/	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	<hr/>						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.265 ^a	12	.350
Likelihood Ratio	13.332	12	.345
N of Valid Cases	117		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is 1.64.

Challenges

I find it difficult to participate in a discussion in English.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	4	4	4	1	5	18
	% within	16.7%	14.8%	9.5%	12.5%	31.3%	15.4%
	/RANK/						
Disagree	Count	11	11	19	1	4	46
	% within	45.8%	40.7%	45.2%	12.5%	25.0%	39.3%
	/RANK/						
Partially Agree	Count	4	6	12	3	5	30
	% within	16.7%	22.2%	28.6%	37.5%	31.3%	25.6%
	/RANK/						
Partially Disagree	Count	5	6	7	3	2	23
	% within	20.8%	22.2%	16.7%	37.5%	12.5%	19.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.239 ^a	12	.595
Likelihood Ratio	10.245	12	.594
N of Valid Cases	117		

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is 1.23.

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I can understand a manual that uses the terminology but I find it difficult to use it orally.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	5	7	9	3	4	28
	% within	20.8%	25.9%	21.4%	37.5%	25.0%	23.9%
	/RANK/						
Disagree	Count	5	12	8	0	2	27
	% within	20.8%	44.4%	19.0%	0.0%	12.5%	23.1%
	/RANK/						
Partially Agree	Count	5	6	15	3	7	36
	% within	20.8%	22.2%	35.7%	37.5%	43.8%	30.8%
	/RANK/						
Partially Disagree	Count	9	2	10	2	3	26
	% within	37.5%	7.4%	23.8%	25.0%	18.8%	22.2%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.274 ^a	12	.140
Likelihood Ratio	18.611	12	.098
N of Valid Cases	117		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is 1.78.

I find it difficult to communicate in English during my voyage.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	2	3	3	2	3	13
	% within	8.3%	11.1%	7.1%	25.0%	18.8%	11.1%
	/RANK/						
Disagree	Count	12	15	20	1	5	53
	% within	50.0%	55.6%	47.6%	12.5%	31.3%	45.3%
	/RANK/						
Partially Agree	Count	4	1	9	3	6	23
	% within	16.7%	3.7%	21.4%	37.5%	37.5%	19.7%
	/RANK/						
Partially Disagree	Count	6	8	10	2	2	28
	% within	25.0%	29.6%	23.8%	25.0%	12.5%	23.9%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.196 ^a	12	.231
Likelihood Ratio	16.718	12	.161
N of Valid Cases	117		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .89.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

I find it difficult to understand various accents spoken by crew members.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	5	7	8	3	4	27
	% within	20.8%	25.9%	19.0%	37.5%	25.0%	23.1%
	/RANK/						
Disagree	Count	3	8	7	0	2	20
	% within	12.5%	29.6%	16.7%	0.0%	12.5%	17.1%
	/RANK/						
Partially Agree	Count	10	2	16	4	7	39
	% within	41.7%	7.4%	38.1%	50.0%	43.8%	33.3%
	/RANK/						
Partially Disagree	Count	6	10	11	1	3	31
	% within	25.0%	37.0%	26.2%	12.5%	18.8%	26.5%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.063 ^a	12	.238
Likelihood Ratio	18.346	12	.106
N of Valid Cases	117		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is 1.37.

I find it difficult to understand orders during my voyage.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	4	3	2	3	4	16
	% within	16.7%	11.1%	4.8%	37.5%	25.0%	13.7%
	/RANK/						
Disagree	Count	9	15	17	0	4	45
	% within	37.5%	55.6%	40.5%	0.0%	25.0%	38.5%
	/RANK/						
Partially Agree	Count	2	4	11	2	5	24
	% within	8.3%	14.8%	26.2%	25.0%	31.3%	20.5%
	/RANK/						
Partially Disagree	Count	9	5	12	3	3	32
	% within	37.5%	18.5%	28.6%	37.5%	18.8%	27.4%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.712 ^a	12	.073
Likelihood Ratio	22.490	12	.032
N of Valid Cases	117		

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is 1.09.

Needs

I would like to practice more in speaking.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	15	12	24	4	12	67
	% within	62.5%	44.4%	57.1%	50.0%	75.0%	57.3%
	/RANK/						
Disagree	Count	2	3	2	0	1	8
	% within	8.3%	11.1%	4.8%	0.0%	6.3%	6.8%
	/RANK/						
Partially Agree	Count	7	12	16	3	3	41
	% within	29.2%	44.4%	38.1%	37.5%	18.8%	35.0%
	/RANK/						
Partially Disagree	Count	0	0	0	1	0	1
	% within	0.0%	0.0%	0.0%	12.5%	0.0%	0.9%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.342 ^a	12	.081
Likelihood Ratio	11.733	12	.467
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

I would like to practice more in pronunciation.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	10	12	18	3	13	56
	% within	41.7%	44.4%	42.9%	37.5%	81.3%	47.9%
	/RANK/						
Disagree	Count	0	1	1	0	1	3
	% within	0.0%	3.7%	2.4%	0.0%	6.3%	2.6%
	/RANK/						
Partially Agree	Count	12	10	20	5	1	48
	% within	50.0%	37.0%	47.6%	62.5%	6.3%	41.0%
	/RANK/						
Partially Disagree	Count	2	4	3	0	1	10
	% within	8.3%	14.8%	7.1%	0.0%	6.3%	8.5%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.953 ^a	12	.244
Likelihood Ratio	17.842	12	.121
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .21.

I would like to practice more SMCP dialogues.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	9	10	24	4	11	58
	% within	37.5%	37.0%	57.1%	50.0%	68.8%	49.6%
	/RANK/						
Disagree	Count	0	0	1	0	0	1
	% within	0.0%	0.0%	2.4%	0.0%	0.0%	0.9%
	/RANK/						
Partially Agree	Count	13	16	13	4	4	50
	% within	54.2%	59.3%	31.0%	50.0%	25.0%	42.7%
	/RANK/						
Partially Disagree	Count	2	1	4	0	1	8
	% within	8.3%	3.7%	9.5%	0.0%	6.3%	6.8%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.585 ^a	12	.480
Likelihood Ratio	12.520	12	.405
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .07.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

I would like to improve speaking Maritime English through seminars.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	13	14	27	2	12	68
	% within	54.2%	51.9%	64.3%	25.0%	75.0%	58.1%
	/RANK/						
Disagree	Count	0	2	0	0	0	2
	% within	0.0%	7.4%	0.0%	0.0%	0.0%	1.7%
	/RANK/						
Partially Agree	Count	9	9	11	6	2	37
	% within	37.5%	33.3%	26.2%	75.0%	12.5%	31.6%
	/RANK/						
Partially Disagree	Count	2	2	4	0	2	10
	% within	8.3%	7.4%	9.5%	0.0%	12.5%	8.5%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.837 ^a	12	.121
Likelihood Ratio	17.260	12	.140
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .14.

Through audiovisual Maritime material.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	13	13	29	2	11	68
	% within	54.2%	48.1%	69.0%	25.0%	68.8%	58.1%
	/RANK/						
Disagree	Count	0	1	1	0	0	2
	% within	0.0%	3.7%	2.4%	0.0%	0.0%	1.7%
	/RANK/						
Partially Agree	Count	8	13	10	5	5	41
	% within	33.3%	48.1%	23.8%	62.5%	31.3%	35.0%
	/RANK/						
Partially Disagree	Count	3	0	2	1	0	6
	% within	12.5%	0.0%	4.8%	12.5%	0.0%	5.1%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.020 ^a	12	.240
Likelihood Ratio	17.000	12	.150
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .14.

By practicing orally alone.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	7	9	14	1	3	34
	% within	29.2%	33.3%	33.3%	12.5%	18.8%	29.1%
	/RANK/						
Disagree	Count	4	7	13	1	5	30
	% within	16.7%	25.9%	31.0%	12.5%	31.3%	25.6%
	/RANK/						
Partially Agree	Count	6	6	7	5	5	29
	% within	25.0%	22.2%	16.7%	62.5%	31.3%	24.8%
	/RANK/						
Partially Disagree	Count	7	5	8	1	3	24
	% within	29.2%	18.5%	19.0%	12.5%	18.8%	20.5%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.022 ^a	12	.527
Likelihood Ratio	10.182	12	.600
N of Valid Cases	117		

a. 9 cells (45.0%) have expected count less than 5. The minimum expected count is 1.64.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

By engaging to discussions that do not relate to Maritime English.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	9	13	16	2	6	46
	% within	37.5%	48.1%	38.1%	25.0%	37.5%	39.3%
	/RANK/						
Disagree	Count	3	2	6	0	2	13
	% within	12.5%	7.4%	14.3%	0.0%	12.5%	11.1%
	/RANK/						
Partially Agree	Count	9	11	12	4	6	42
	% within	37.5%	40.7%	28.6%	50.0%	37.5%	35.9%
	/RANK/						
Partially Disagree	Count	3	1	8	2	2	16
	% within	12.5%	3.7%	19.0%	25.0%	12.5%	13.7%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.591 ^a	12	.816
Likelihood Ratio	9.072	12	.697
N of Valid Cases	117		

a. 11 cells (55.0%) have expected count less than 5. The minimum expected count is .89.

By doing pair work practicing SMCP dialogues.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	13	15	24	4	10	66
	% within	54.2%	55.6%	57.1%	50.0%	62.5%	56.4%
	/RANK/						
Disagree	Count	0	2	1	0	0	3
	% within	0.0%	7.4%	2.4%	0.0%	0.0%	2.6%
	/RANK/						
Partially Agree	Count	10	9	16	4	5	44
	% within	41.7%	33.3%	38.1%	50.0%	31.3%	37.6%
	/RANK/						
Partially Disagree	Count	1	1	1	0	1	4
	% within	4.2%	3.7%	2.4%	0.0%	6.3%	3.4%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.463 ^a	12	.941
Likelihood Ratio	6.044	12	.914
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .21.

By role play.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	8	13	27	3	11	62
	% within /RANK/	33.3%	48.1%	64.3%	37.5%	68.8%	53.0%
	<hr/>						
Disagree	Count	4	5	1	0	0	10
	% within /RANK/	16.7%	18.5%	2.4%	0.0%	0.0%	8.5%
	<hr/>						
Partially Agree	Count	9	2	10	4	3	28
	% within /RANK/	37.5%	7.4%	23.8%	50.0%	18.8%	23.9%
	<hr/>						
Partially Disagree	Count	3	7	4	1	2	17
	% within /RANK/	12.5%	25.9%	9.5%	12.5%	12.5%	14.5%
	<hr/>						
Total	Count	24	27	42	8	16	117
	% within /RANK/	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	<hr/>						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.557 ^a	12	.023
Likelihood Ratio	25.338	12	.013
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .68.

*A Needs Analysis of Maritime English language speaking skill:
A survey among professional Deck Officers*

By ship simulator (Ship to ship & ship to coast communication).

		Crosstab					
		Chief		/RANK/	Staff	Third	
		Officer	Master	Officer	Captain	Officer	Total
Agree	Count	11	17	32	4	13	77
	% within	45.8%	63.0%	76.2%	50.0%	81.3%	65.8%
	/RANK/						
Disagree	Count	1	1	1	0	0	3
	% within	4.2%	3.7%	2.4%	0.0%	0.0%	2.6%
	/RANK/						
Partially Agree	Count	10	6	9	4	2	31
	% within	41.7%	22.2%	21.4%	50.0%	12.5%	26.5%
	/RANK/						
Partially Disagree	Count	2	3	0	0	1	6
	% within	8.3%	11.1%	0.0%	0.0%	6.3%	5.1%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.555 ^a	12	.267
Likelihood Ratio	16.922	12	.153
N of Valid Cases	117		

a. 12 cells (60.0%) have expected count less than 5. The minimum expected count is .21.

By participating in seminars/ courses regularly.

Crosstab

		/RANK/					
		Chief Officer	Master	Second Officer	Staff Captain	Third Officer	Total
Agree	Count	16	18	34	4	14	86
	% within	66.7%	66.7%	81.0%	50.0%	87.5%	73.5%
	/RANK/						
Partially Agree	Count	8	8	6	3	2	27
	% within	33.3%	29.6%	14.3%	37.5%	12.5%	23.1%
	/RANK/						
Partially Disagree	Count	0	1	2	1	0	4
	% within	0.0%	3.7%	4.8%	12.5%	0.0%	3.4%
	/RANK/						
Total	Count	24	27	42	8	16	117
	% within	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	/RANK/						

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.694 ^a	8	.287
Likelihood Ratio	10.388	8	.239
N of Valid Cases	117		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .27.