

English for Specific Purposes as a Tool to Enhance the Maritime Terms for First Year Students

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Abstract

'English for Specific Purposes (ESP)' emerged in 1960s as a part of English Language Teaching. As a result, ESP had a marked effect on the domain of Nautical Science department too. The students of Nautical Science need a specific set of Marine oriented words for their achievements in their profession and work place as well. They are unable to use appropriate words and expressions for their specific tasks owing to lack of training and practice. The aim of the present study focuses on the enhancement of Maritime language skills of the less fortunate students of Nautical Science. The objectives of the paper are designed in order to correct the inaccuracies in the use of Marine Terminology. The main purpose of this paper is dealing with the development of a specific set of Maritime words through ESP Classroom which helps them to achieve their level of ability at expected levels.

Keywords: Marine vocabulary, Expressions and English for Specific Purposes

Introduction

Harding (2007) describes that the P in ESP stands for professional purpose. A set of skills that learners currently require in their working place or it requires in their professional careers. Robinson (1991) delineates that ESP as an enterprise, which involves education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy and the students' specialist areas of interest. Master (2005) current controversies in the field of "ESP

include the extent of subject knowledge the ESP practitioners need to have, the value of genre-based instruction, and accommodation in English for Academic Purpose (EAP)." The English language is the current lingua franca of international business, science and technology. It is spoken by billions of people in the world and the number is still increasing gradually. Marine students should master English language because countless number of Marine books, documents, video lectures and conference presentations are available in English only. Without English fluency, they may find it difficult to appreciate the ideas conveyed by the authors and lots of modules in Marine students require writing academic reports.

The purpose of this research is to enhance the basic Maritime language skills through a draft syllabus under the domain 'English for Specific Purposes (ESP)'. In 1960s, ESP developed into a popular field of EFL teaching. At this moment, its improvement is reflected in the rising number of universities proposing Master of Arts in ESP programs (e.g. University of Aston and the University of Birmingham in the UK) and in the number of ESP programs recommended to learners in various professional courses offered in institutions of higher education across nations. There is at present a well-established worldwide journal devoted to ESP discussion, "English for Specific Purposes: An International Journal", and also the ESP gatherings of the IATEFL and TESOL which are constantly dynamic at their national level seminars in the West. In the countries of the East like Japan, ESP progress has demonstrated a moderate however clear development in the course of recent days.

Review of Literature

Cutting (2012) came out with an article entitled "English for Airport Ground Staff" The study was based on a European Commission Leonardo assignment which intended to plan a multimedia course for English language learners, who looked for work as ground staff in European airports. The structural-functional study of the conversations written from the lessons explained that four kind's trade people such as security guards, ground handlers, catering staff and bus drivers had been investigated to participate in this course. This investigation of semi-authentic conversations reflecting daily-life situations affords a clear-cut tool for students who identify that their grammar was limited, but participants were only eager to recognize the basics. According to the findings of this research, the participants to improve their language skills the real life situations helped.

Al-Hasso and Abdul-Razak (1988) wrote an article entitled "English for Specific Purposes Techniques and Problems: with specific reference to the Teaching of English to Medical Students of Salahudden University-Iraq". The samples of this study were 100 students of medicine at Salahuddeen University. The Questionnaire method was used for this research. The findings of this research reveals that the interventions helped the medical students perform different tasks, which would eventually equip them with the language skills needed to understand

authentic medical texts. The programme had a positive impact on the learners learning procedure.

Ghalandari et al. (2013) wrote an article entitled “The Relevance of Medical ESP Text Book in terms of Content and Needs Achievement in Reading and Writing”. The major aim of the research was the incorporation of student’s needs as to be a vital part of the syllabus. The sample of the study consisted of 82 junior medical students and the most part of portion of the course book was dedicated to reading comprehension. Apart from this, there were various forms of writing exercises connected to their professional life. The physician students were also asked to listen to some English channels on TV or other media. According to the findings of the study, 77% of students could fulfill their special needs through this intervention. The researcher went through some articles and theses on ELT and ESP. With the help of these studies, a search gap was found out so as to frame the following hypothesis.

Hypothesis

The researcher conducted the experiment in AMET University, Chennai (TN). The formulated hypothesis of the research is as follows:

Hypothesis

1. H₁ -There is significant difference between the mean score performance of the Experimental Group and the Control Group in the Pre-test.
2. H₂-There is significant difference between the mean score performance of the Experimental Group and the Control Group in the Post-test.

Methodology

Sample of the Research

The sample of the research consisted of eighty students studying First year B.E. Marine Engineering students from AMET University, Chennai (TN). This sample size consisted of eighty students. They were classified into two groups as follows:

1. Experimental Group- 40 Students
2. Control Group - 40 Students.

Research Design

This research consists of two different parts in terms of methodology used. The first part is the quantitative study. In this quantitative study employs a paper-pencil test to gather the statistical data from the sample. The second part is qualitative part of the research. This part serves as an addition to the first part of research. It makes use of a questionnaire on the attitude, perception of the needs and abilities of the students.

Instruments

The paper-pencil test made use of a test paper containing 20 closed-ended questions which carried a maximum of 40 marks. The questionnaire used in the qualitative study contained 10 open-ended items.

Materials

The materials used in the study are write-ups and presentations on the topics framed by the researcher. They could help the sample group to acquire new Maritime words and terms and use them aptly.

Procedure

This research began with a pre-test and concluded with a post-test. Samples were tested independently. In the beginning, the samples were informed that the study would focus on Maritime words and terms.

Pre-Test

In the beginning, all the samples finished a pre-test, which was useful to consider their pre-knowledge in the target skills. In this session, the samples were given words tests to find out or choose the meanings of few words and phrases which related to Maritime terms. They were also asked to make use of them in suitable contexts. The test was administered in order to test the learners' knowledge and usage of Maritime words and terms.

Instructional Sequence

The researcher taught the subjects interconnected to words and foreign terminology to the experimental group in ten hours. The control group had their instruction on these aspects as stipulated in the approved based on the principles of EGP. The experimental group was taught in such a manner as to lay emphasis on the Maritime words and terminology based on the principles of ESP. So the samples gain knowledge of essential exact words and terms perfectly.

Post-Test

The post-test was conducted among the learners after teaching legal words, phrases and foreign terminology. Later a questionnaire based on Likert model was also administered to the learners. The collected data from both the pre-test and the post-test were then presented together and interpreted.

Finding Mean Value

Mean is the simplest measurement of the central tendency. It is also known as arithmetic average. During the data assessment of the research, mean values are found for the parameters of the knowledge and usage of Maritime vocabulary and terminology based on the performance of the learners in the pre-test and the post-test.

Results and Inference

Homogeneity

The sample taken for the research had two different groups of 40 students in both. All of them hailed from families each of which had a monthly earnings below Rs. 30,000/-. The purposive sampling saw to it that all of them came from rural background (village). The pre-test performance was used to analyse whether these two groups – control and experimental – were homogenous in nature as regards their knowledge and use of grammar items, Maritime words and terminology.

Hypothesis Testing

There is no significant difference between the mean score performance of the Experimental Group and the Control Group in the Pre-test.

Test Statistic

A Paired Samples t-test is carried out for learners' performance of the Experimental Group and the Control Group in the Pre-test.

Table 1
Performance of Experimental and Control Groups at the Pre-test

| | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>T</i> | <i>Sig.</i> |
|-------------|----------|-------------|-----------------------|----------|-------------|
| EG.Pre.Test | 40 | 20.87 | 5.530 | .768* | .308 |
| CG.Pre.Test | 40 | 21.93 | 8.421 | | |

Inference

From Table 1, it is evident that there is obviously slight difference between the performances of the control group and the experimental group at the Pre-test. The t – value is .768, which is significant at 0.608level. It illustrates the mean score of the experimental group 20.87 is slightly higher than the mean score of the controlgroup21.93 at Pre-test. Since there is not a wide variation, these two groups can be construed as homogenous in the aspects of the knowledge and usage of Maritime words and terms.

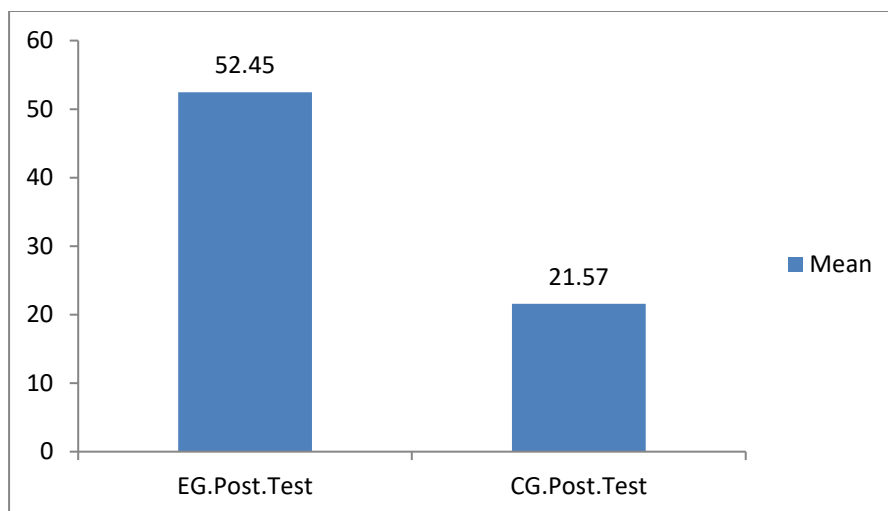


Fig 1.1: Bar Chart of the Control Group Pre-Test and Experimental Group Pre-Test

Hence, the null hypotheses 1- 'There is no significant difference between the mean score performance of students of the Experimental Group and the Control Group in the pre-test' is proved.

Hypothesis Testing

There is significant difference between the mean score performance of students of the Experimental Group and the Control Group in the Post-test.

Test Statistic

A Paired Samples t-test is carried out for learners' performance of the Experimental Group and the Control Group in the Post-test.

Table 2
Performance of Experimental Group and Control Group at the Post-test

| | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>T</i> | <i>Sig.</i> |
|--------------|----------|-------------|-----------------------|----------|-------------|
| EG.Post.Test | 40 | 52.45 | 5.740 | 15.312* | .000 |
| CG.Post.Test | 40 | 21.57 | 7.544 | | |

Inference

From Table 2, it is evident that the difference between the performances of the control group and the experimental group is highly significant the t – value is 15.312, which is significant at 0.00 level. It shows the mean score of the experimental group is 52.45 and control group is 21.57, difference between both the scores are 30.88. In the context, the hypothesis,'

There is significant difference between the mean score performance of the Experimental Group and the Control Group in the exit-test' is accepted.

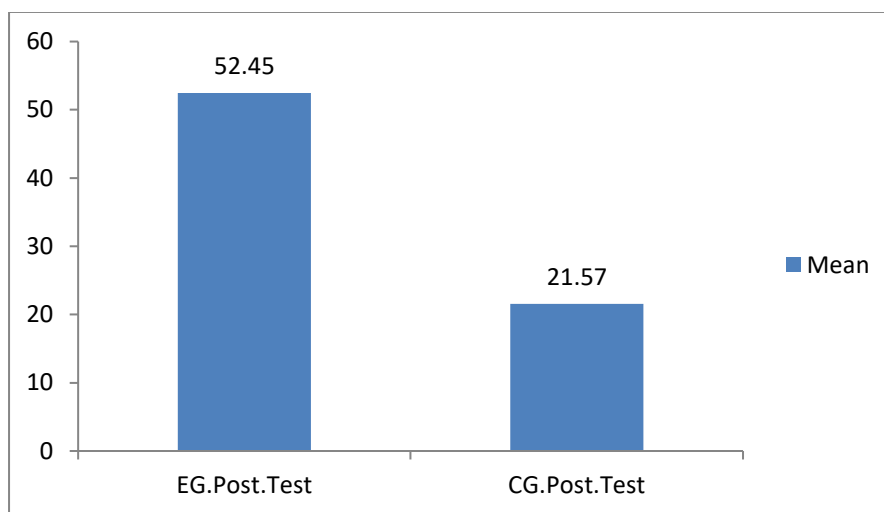


Fig 1.2: Bar Chart of the Control Group Exit-Test and Experimental Group Exit-Test

Hence, the hypotheses 2- 'There is significant difference between the mean score performance of economically deprived learners of the Experimental Group and the Control Group in the Post-test' is proved.

Conclusion

All the students can enhance their Maritime language skills and terms also. With the help of a words list based on the principles of ESP, the experimental group in this study performed well in enriching their knowledge and use of Maritime words and terms, having received profession oriented training and materials. The result of this quasi-experimental research method is positive. The special English syllabus gave them a novel and effective perspective. Though EGP and ESP focus on all the four skills (LSRW), the principles of ESP score better from the perspective of application. This phase gives the students confidence and scope in using the language actively. Through this study the participants learned a lot of things associated to their field. So this study helped a lot to enhance the performance in their field.

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ANNEXURE

Test Paper – Questionnaire

1X 10= 10

I. Choose the appropriate meaning of words given in the brackets below (gangway, funnel, bow, porthole, trawler, warship, diesel generator, hull, lifeboat, ferry-boat)

1. You embark or disembark a ship by the _____.
2. The _____ is for letting the smoke out of the engines.
3. The opposite end of the boat from the stem is the _____
4. You can see the sea through the _____
5. I crossed the channel on the _____
6. The boat that is used for travelling is called a _____
7. The 'Charles de Gaulle' is a _____
8. The _____ provides electricity on the ship
9. A _____ is the watertight today of a shop or boat
10. A _____ is a boat designed for sea rescue

1X 10= 10

II. Match the following Maritime words with their respective:

1. Alongside – to reeve and secure a line
2. Afloat – to bind with small rope
3. Bunk – another term for the first mate
4. Cast off – side to side
5. Chief mate – to let go
6. Eagle flies – to haul in
7. Heave in – built-in bed aboard ship
8. Kink – pay day

9. Pass a line – floating
10. Seize – a twist in a rope

2X 10= 10

III. Describe the following Maritime Terms

1. Volumetric efficiency
2. Scavenge Efficiency
3. Air Charge Ratio
4. Supercharging
5. American Bureau of Shipping
6. BWAD
7. IMDG
8. Cloud Point
9. Viscosity Index
10. Pour Point