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# Enhancing the Announcement Text Writing Skills of Nautical Science Students' by Employing Scaffolding Approach

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**Abstract:** *The aim of the study is to improve the announcement text writing skills of Nautical Science students by employing scaffolding technique. Participants of the study were Diploma Nautical Science (DNS), B.Sc. Nautical science students, and General Purpose rating students from Southern Academy of Maritime Studies (SAMS), Panapakkam. Essay writing was given to collect data for a sample size of fifty (50) Nautical Science students. The problem statement of the study is that the nautical students are weak in marine vocabularies and unable to understand the announcement text. Announcement text is very important in ship. They are unable to frame an announcement text with complete meaning. The hypothesis of the study is to enhance the announcement text writing skills of nautical science students by employing scaffolding approach. The objectives of the study are i) To improve the announcement text writing skills of maritime students ii) To learn the importance of standard marine navigational vocabulary iii) To bring awareness on marine English. The research questions are i) Can marine students develop their announcement text writing skills through scaffolding technique? ii) Can students learn standard marine navigational vocabulary? iii) Will students improve their language proficiency through learning announcement text? The co-operative theory is utilized in this study. The findings of the study are that students improved the announcement text writing skills of maritime students by employing scaffolding approach.*

**Keywords:** *Standard Marine Navigational Vocabulary, IMO Standard Marine Communication Phrases, Peer-Correction, Announcement Text, Scaffolding Approach.*

## 1. INTRODUCTION

An announcement is a piece of vital information that is delivered to a group of people, either



orally or in writing. They are commonly found in public places like supermarkets, petrol stations, and schools. An announcement is something that is written, printed, or uttered vocally to inform others of something that is happening or about to happen. The general structure of the announcement text is as follows:

**Title:** The name or major focus of the announced business or event is included in the title. **Date**

**and Time:** Date and Time contains information on the event or activity's day, date, and time.

**Location:** The location specifies where the event or activity will take place.

**Contact Person:** The name of the person or place that can be contacted is listed in the Contact Person section.

#### **a) Types of Announcement Text**

Generally, there are several things that can be used as main topic of announcement text:

- Events
- Missing persons / animals / items
- Winners of a competition
- Job vacancy
- Sad news
- Inauguration / marriage / birth
- New products

#### **b) How to Write an Announcement Text**

When it comes to writing an announcement text, there are a few things to keep in mind. The title, type of event, day or time, location, contact person, and address must all be taken into consideration. Some of these considerations are only relevant if we are making a written statement, but what if you're making an oral announcement?

When making an oral announcement, we must pay attention to clarity in our delivery, intonation, pauses, and volume, all of which must be adjusted so that listeners may readily grasp what we want to say. Maintain a courteous and professional demeanor. Use straightforward wording.

The text for the announcement must be written in a concise, clear, and understandable manner. Consider the main objective of making an announcement: it's not simply a statement; it may also boost people's trust in what you're saying, which is especially important if we are ready to announce a new product to potential buyers. Give facts in the body of the announcement as needed, but don't go overboard to avoid changing the announcement's objective. Short words should be used in announcements, and extraneous words should be avoided, as this would irritate individuals who listen to or read the content. When one have completed creating the announcement text, double-check it for misspellings, improper wording, and other errors. The reader will be able to swiftly comprehend the content and will be able to readily refer back to it. When we have good news to share, write a concise, courteous statement that is to the point. An announcement, if written in the correct tone, can indicate a desire to maintain a commercial or personal relationship. It can also boost good emotions like trust, loyalty, and helpfulness. In announcement, acknowledge what others have accomplished and encourage the reader to



pursue similar ambitions. Present the facts in a clear and comprehensive manner so that the reader understands in right away (and not ask questions later). If the news we are announcing is negative, tell it plainly.

Make certain to deliver a high-quality notice that the readers will understand and appreciate. This can be accomplished by employing the White Smoke writing solution to proofread successfully. One can get fast feedback from an English grammar check, punctuation check, spelling check, online dictionary, synonyms thesaurus, and unique enrichment tool that offers relevant adjectives and adverbs with just one click. All of these English writing tools will ensure that the announcement is the best it can be!

**c) Examples of Announcement text of Captain: When sailing at open sea:**

On ship various important announcements and briefing given by master of a merchant ship (Cargo ship/ Tanker ship/ Passenger ship). There are a variety of reasons why people write announcements.

**1. Before conducting the emergency drills at sea, as required per SOLAS 1978 as amended:**

a) Dear all, please be advised as per drill planner, an abandon ship and a fire drill (Galley fire) will be carried out at 1600 hours on Saturday where your knowledge and skill supplemented by good communications with command center with timely updates will be monitored.

b) Dear all, oil spill on deck drill and a fire in the engine room drill will be conducted on Sunday morning at 1000 hours to observe your quick and efficient responses at ships muster station on poop deck plus your timely communications with command team over ships walkie talkies' will be observed by the master.

**2. Safety committee/ security meetings chaired by master:**

a) Dear all, our ships SSO is Mr. X, the chief officer of this ship. A safety briefing will be conducted and all your positive feedbacks will be recorded during the meeting to be held on Saturday afternoon at 1600 hours to 1800 hours.

b) Dear all, please be informed our good ship is transiting the high risk area of the gulf of Aden on the 8<sup>th</sup> June and today being 6<sup>th</sup> June, off the coast of Srilanka, all anti-piracy barriers and prevention measures will be discussed and actions commenced.

**3. Upon receiving cargo loading and ship inspection instructions:**

Dear crew, all hands will muster in ship's officer's lounge at 1000 hours this morning to discuss regarding cargo fixtures instructions and ship inspectors expected upon arrival Port Sudan, 6 days from now. Cargo load is sugar in bulk, 20000 metric tonnes. Cargo hold no1 -6 have to be thoroughly water washed and bilges cleaned and prepared accordingly. Ship will undergo a thorough inspection upon arrival Port Sudan.

**4. Upon receiving security instructions from company security officer (CSO):**

Master calls for an urgent meeting of all senior officers (Chief Engineer, Chief Officer and Second Engineer and Boson) and announces that the ship has to prepare anti-piracy barricades (rigging of barbed wires along outside of ships main deck and fixed fire hoses with running



nozzle all along the quarter deck railings. 3 armed guards will embark at port of Aden inbound into red sea. Indian navy ship escort will be given when our ship joins the inbound convoy of is ships on X date and Y date.

**5. Upon receiving special tank cleaning instructions from charterers / shippers at load port Yanboo in Red sea.**

Master calls a special – muster/meeting of all crew and officers and briefs and instructs regarding cargo tank cleaning required for loading 30000 meters of aviation fuel oil at post of Yanboo (Saudi Arabia). All cargo tanks will be water washed under inert condition and subsequently gas freed for man entry for physical cleaning as tank inspection at the port will be very thorough and savior.

**6. When a ship's Crew gets severely injured with heavy bleeding and is in a state of shock: First aid given**

Master calls for an emergency meeting of senior officers (Chief Engineer, Chief Officer, Second officer and Boson):

Dear all, we have our AB Mr. X severely injured with his right arm badly cut and bleeding and is in a state of shock. First aid has been administered and radio medical advice is being sought. Presently Mr. X is in ships hospital. Second officer is nursing him under my guidance. All his vital signs are being monitored and recorded and shore medical doctor constantly informed and further advices taken and implemented.

**7. When ship is expected to encounter bad weather conditions due to the passing of a cyclone "Anasuya" in Arabian Sea:**

Master calls for ship's crew / officer's muster in wheel house on X date at Y time to brief on the precautions to be exercised during the bad weather period. Dear all, due to the passage of a severe cyclone, our ship will roll and pitch heavily. All loose gears on deck and engine room and in your respective cabins must be well second from rolling. Main engine will be on maneuvering speed (safe speed) and chief officer will further instruct his crew on other matter of crew and cargo safety during rough weather.

**8. Upon receiving special message from owners regarding crew charge at the forthcoming port of loading in Yanboo (Saudi Arabia).**

Master calls for a general meeting of all officers and crew (total 24 Crew and announces officers and 6 Crew members Second Officers, cadet, 3<sup>rd</sup> Engineer, TME and ETO plus 1AB,1OS, Steward (GS), 1 oilman and 2 ERR) will be relieved at Yanboo port upon arrival. All incoming crew must be properly familiarized with their work duties and emergency responses and the layout and use of ships LSA and FFA. All accounts will be prepared of signing off crew wages earned and paid off accordingly, all baggage hems must be declared to customs and all personal documents (like passport/ CSC / Crew account of wages / master's appraisal report etc. must be safely kept on self.

**9. When ship in port**

When instructions received from port Agents of: say Yanboo (Saudi Arabia) regarding special requirements of customs / immigration and PFSO:



Master calls for a special muster of all crew 2 day and arrival port. Dear all, please be advised that as per customs, no liquor / wine / beer is allowed in possession of any crew member signing off or onboard. Immigration officer will not permit shore leave to violating crew members. As per PFSO, duty gangway crew and officer must screen all shore persons boarding. And any suspicious items or any suspected movement of the persons onboard must be reported.

**10. Ship proceeding to dry docking in Dubai dry docks. Master calls for all officers and crew meeting to convey owner's instructions:**

Dear all, I am pleased to inform you that our good vessel after completion of discharge operations at the port of Yanbo, in Saudi Arabia (red sea port) will proceed to Dubai dry dock. Ship superintendent (technical) will be joining prior sailing from port. Chief engineer and chief officer will commence all necessary preparation for a safe and expedient docking. All plans (ships plans) to be checked. Deck / engine / electrical / navigational repair list and specification for spares list to be visiting technical company superintendent who is scheduled to sail with the ship to the dry dock in Dubai, will keep you all updated regularly with any further instructions when received from dry dock authorities, port agent and / or owners during the voyage.

**11. Sending distress alert by SAT 'C'**

1. Switch on SAT 'C' SYSTEM.
2. Press the distress (red color) button continuously for 6 seconds. Leave it now under signated (under tailed) message goes to all receiving ship of shore stations through SAT'C' satellite.

**This message contains:**

- a) Call sign of the ship in distress
- b) Position by latitude & longitude Call sign E.g. BSK5

Position: - 13 00 N – 084'00'E

For sending designated (detailed message)

- a) Switch on SAT 'C' System.
- b) Select correct satellite azimuth link.
- c) Open the text board & type the following message:-
  - a) Name & call sign of the ship: - DB4SK
  - b) Distress position by latitude & longitude.
  - c) Nature of the distress: fire in engine room & spreading
  - d) Persons on board :- 25 persons
  - e) Require immediate assistance.

**f) EPIRB & SART activated.**

Then select the distress priority & press the send button. This detailed message will go to all ship & shore receiving stations.

**12. Distress alert transmissions by DSC (Digital Selective Calling).**

- a) Switch on DSC UNIT (MF/HF) OR (VHF).
- b) For DSC VHF, select channel = 70



For DSC MF/HF select frequency: 2187.5 KH2

- c) Go to the distress priority & click
- d) Message details:
  - 1. Position of the ship in distress E.g. Latitude = 13 00'N' - 084'00'E
  - 2. GMT TIME: - 12 00
  - 3. Nature of distress: sinking (E.g.)
  - 4. Number of persons on board: - 25 (E.g.)
  - 5. Require immediate assistance
  - 6. EPIRB & SART – activated.
  - 7. Over.

**13. Sending a distress message (alert) by voice procedure.**

- 1.) Switch on VAF unit of MF/HF for VHF channel should be ch.16 For MF/HF radio. Channel should be 2182.0kh2
- 2.) Take the handset – press & speak

**MAY DAY MAY DAY MAY DAY** (3 times). This

**NONSUCH NONSUCH NONSUCH** (name of the ship 3 times)

**MAY DAY** 1 time & name of the ship 1 time.

Nature of distress position by Latitude/Longitude E.g. 13 00'N – 084 ' E' Nature of distress:  
E.g. - COLLISION

Persons on board: - E.g. - 27 persons EPIRB & SART - Activated.

- 3. **PAN PAN, PAN PAN' PAN PAN'** for urgent messages that aren't emergencies
- 4. **SOS** in Morse code (using marine radio or another signaling method).

**International Maritime Organization (IMO)**

Yakusheckina (2002:1) states —International Maritime Organization (IMO) requires every mariner to have adequate knowledge of English. The requirement emphasizes the importance of the English language proficiency in relation to safety at sea". (Arini 2010)

The International Maritime Organization (IMO for short) "is the United Nations specialized agency with responsibility for the safety and security of shipping and the prevention of marine pollution by ships." Quite a large task to manage, but fortunately almost every nation of the world has agreed to work towards a common goal for the shipping industry. The IMO is the tool to reach this goal for safety and security for crews, ships and the environment. (<https://www.marfag.no/k13/why-where-what>)

The primary function of maritime English is to represent Standard English and provide special expressions for internal ship communications as well as communication between ships and shores.

**Standard Marine Navigational Vocabulary**

Depending on the severity of the problem, different distress signals can be utilized. Mayday-Mayday-Mayday, Pan-Pan-Pan, and Securite-Securite-Securite are all words used to convey distress information. Each has a different level of severity, with mayday meaning a significant problem with a high chance of sinking. For beginners, using this type of language can be difficult. That is why it is critical to understand the subtleties of information delivery. It



is critical to verify that all data is transmitted while transmitting any message.

The bow or fore is the term used to describe the ship's front end. The aft or stern refers to the area in the back of the ship where the propellers are housed. The midship refers to the area between the aft and the bow.

The word "abandon ship" is used on ships to indicate that a tragedy has occurred and that the ship will sink. The captain issues an order instructing passengers and crew members to board rescue vessels or life rafts and follow emergency procedures. Another possible occurrence is when a ship runs aground. In such cases, the captain may issue a summons to abandon ship. When a ship capsizes, it rolls over so that the keel is above water and the decks are completely submerged. The vessel is said to be taking on water in such scenarios.

The term "access holes" is a unique way of referring to windows and doors on board a ship. Alleyways are also the name for the channels within a ship. A gangway is a structure that looks like a ladder that allows passengers to embark a ship. Portholes are small windows carved into the hull of a ship. A pennant is a flag that is flown by a ship. A flag of convenience or a flag under which a warship operates can both be used.

The word "WARNING" signifies that the authorities have given a warning to a vessel. The term "ADVICE" refers to advice made to a vessel's officers regarding heading and course. A "REQUEST" denotes that a spacecraft requires assistance or a facility. The QUESTION-ANSWER phrase, which is addressed in the next section, is another similar form of message marker.

### **Commonly Used Terms of Maritime English**

The term "Maritime English" refers to the English spoken by seafarers both at sea and in ports, as well as by people employed in the shipping and shipbuilding industries.

Pritchard (2011) defines Maritime English as a collective term that encompasses nautical English for seafarers, technical English for marine engineers, and maritime legal English for maritime law specialists and maritime business English for logistics and administration personnel. (Borucinsky, et al p.9)

Since the 18th century, English has been the de facto language for ship communication (Molt 2006), and it dominates the shipping sector. But the phrases "usage of English in the written and oral form" and "a good command of spoken and written English" are quite general and ambiguous, and they need to be clarified. Additionally, it appears that not enough time is spent helping marine engineering students and officer engineers enhance their writing and communication skills.

A seafarer is always at the bow or stern of a ship, never at the front or back. They are always on the port or starboard side rather than the left or right. They may be in their cabin or the galley, but they are never in their bedroom or kitchen. The speed of a ship is expressed in knots rather than miles or kilometres per hour. Of course, a ship is frequently referred to as "she" and not always as "it."

On what is likely a frantic, high pressure vessel, message markers are employed as prefixes to sentences to make things clearer for all crew members, not just beginners.

This can be an "INTENT," which indicates that the seafarer is about to recommend the next



course of action, or it might be a "REQUEST," which simply indicates that something is needed on board to do the next duty.

In order to make it apparent that a response is required to a query, people frequently use the word "QUESTION" before making a remark. This is typically followed by the word "ANSWER" as a direct answer to the query. These eliminate any hesitancy in obeying a directive.

The phrase "I demand assistance" is crucial for demonstrating to other crew members that a seafarer on board the ship actually needs some aid.

A calmer choice of words is utilized and is seen more acceptable because saying "I need help here!" or "I'm in trouble!" could potentially lead to an overreaction to the actual issue and create unneeded tension.

Maritime English is a talent that many aspiring seafarers lack while applying for jobs, which makes it difficult for them to enter the sector.

However, regulating bodies provide third-party certification, enabling seafarers to prepare for and finally take their Maritime Tests of English Language (MarTEI) tests. Three grades are offered through this privately financed programme, all of which adhere to the criteria.

### **Common Phrases and Examples of Maritime English**

The Standard Marine Communication Phrases (SMCP), which took the role of the Standard Marine Navigational Vocabulary (SMNV), which was established by the International Maritime Organization (IMO) in 1978, in 2001; When conversing with passengers or crew members, it's also a good idea to give them a heads-up on what to expect in a given situation. We'll look at some popular expressions and phrases used by seafarers in nautical English in this part.

"Ship has run aground. I require assistance. Kindly provide rescue vessels to location ... Passenger and crew count totaling one-five-zero." –

The phrase is succinct and direct. It denotes that the ship is in some kind of trouble and asks for help. The sort of rescue as well as the location has been specified. Furthermore, it informs the rescue crew that they will have to search for a total of 150 individuals during the search.

"Possible piracy attack. Location ... and heading ... I require immediate assistance. What is ETA of backup?"

In just three brief lines, the speaker has transmitted a substantial quantity of information by insinuating urgent danger and inquiring about the ETA.

A suspected piracy attack can be averted by sending troops or a warship to the affected zone using the direction and course.

Use of appropriate language, which includes avoiding ambiguous and complex terms, deceptive clues, lyrical words, etc., is referred to as appropriateness. Choosing the correct words at the right time can rescue the day in the maritime industry.

For example, phrases like Could you please advise the Master regarding the e-mail below?, Each operation listed below is specific for itself, so we would kindly appreciate if you can submit a separate Risk Assessment for each operation., Could you kindly provide a copy of





approval?, Would you please check..., ...we would appreciate if you could advise us..., Your help is greatly appreciated, while addressing a superior or a junior via e-mail for getting some work done, are more appropriate than blurting out an order. The meaning conveyed is the same, but the actual impact on the person is different, as they will make a difference of accepting a request or enquiry or not. Written communication itself requires the use of certain formulas and phrases, which convey respect and social distance. For example, Please find enclosed at the beginning of the e-mail, or looking forward to hearing from you at the end of the e-mail are common phrases. (Borucinsky, et al 2020)

### **Marine Communication**

Oral and written communications are very different in many ways. One of these is the absence of nonverbal cues in textual communication. In oral, both the verbal and nonverbal aspects of communication are dynamic, defining and modifying our modes of expression. We receive prompt input from the message's recipient during the communication process synchronous.

Since, we are not physically present when the recipient of the message receives it, we frequently have to anticipate their needs and their interpretation of the message and adjust our language accordingly. In writing, the choice of words and language structures assume the role of interpersonal interaction. Writing is a more static type of communication than face-to-face interaction, but it does provide us more time to organize and rewrite our message. Additionally, since written messages can be preserved and used as legal proof, they are the preferred method of communication in the corporate sector. As written communication is the only option available in maritime engineering, the job's very nature dictates how it must be done.

It takes some training and practice to meet the standards of such communication because it is fairly formal and adheres to specific norms of composition. Appropriateness, clarity, coherence, accuracy, efficiency, formality, objectivity, and succinctness are requirements for effective communication (Conciseness). The following section goes into greater depth about them.

Being clear and understandable is what is meant by clarity. The lack of clarity in maritime communication results in misunderstandings, errors, disgruntled workers, and information delays that have an impact on productivity and revenues. Engineers might not do their duties as expected if tasks are not clearly specified. It takes time to clarify things and fix blunders brought on by misunderstandings if imprecise instructions are given.

It is crucial in marine communications that the receivers understand what you are attempting to convey with little effort. Sentences should be concise, interesting, and grammatically sound to gain intelligibility. The arrangement is presented in ways that make it easier for viewers to understand and follow along. Each paragraph must to only include one thought, and the ideas ought to flow logically (e.g. from general to specific).

We aim to communicate our ideas as simply and accurately as we can while composing an email or other kind of written communication. Along with adhering to the rules, criteria, and grammatical structures discussed before, there is another component that connects ideas logically, making the writing fluid and legible, easy to follow, and understood. These characteristics speak to the writing's coherence and cohesiveness, or the connections between ideas and connections inside sentences, respectively. Written communication must be more explicit and straightforward than face-to-face communication, which necessitates the use of specialized coherence and cohesion mechanisms. Maritime communication needs to be objective in order to be successful. It delivers information, all of which must be accurate and reliable in order to advance the job. Personal feelings should not be included and subjective



descriptions should be avoided.

### **What Exactly is Maritime English?**

To put it simply, it's the level of English required to work in the maritime industry or closely connected fields. English proficiency is typically required to work at ports or on ships. It is the SMCP in terms of the IMO.

But it goes beyond that; Maritime English is a broad term that encompasses everything from the law to history to business and logistics to linguistic peculiarities (just why ships can't be men?)

Additionally, there are specific-purpose markers like MAYDAY MAYDAY MAYDAY and PAN-PAN. Three levels of urgency are provided by PAN-PAN PAN-PAN and SECURE SECURE SECURE for expressing hazards and emergencies. SECURE is the least serious, while MAYDAY is the most urgent.

Can I enter fairway? Is not a phrase an SMCP user would use? Additionally, they would not ask "may I? Should I? Could I?" so forth. They would instead say, "QUESTION. Is it okay for me to enter the fairway?"

The message marker "QUESTION" makes it immediately evident what is being communicated: the next sentence will be a question and will call for an answer, such as:

"ANSWER. You're welcome to step onto the fairway."

Instruction, advice, warning, information, a question and an answer, a request, and intention are among the markers that could be used.

### **Problem Statement**

The mariners have yet to master effective English abilities. Many accidents have occurred over the years as a result of communication breakdowns or miscommunications. Because seamen are trained before going to sea, English tutors can assist them in learning the language quickly. Maritime English teachers may generate fluent seafarers who can encode and decode messages effectively utilizing new innovative approaches and procedures. For maritime safety, security, secure navigation, and maritime business, effective communication is essential. On board ships, seafarers require communication, which is primarily conducted in English because maritime professionals hail from a variety of nations and speak a variety of languages. Because the mariners come from many backgrounds, they require a common language for communication, which is English. Because marine personnel must travel to all corners of the globe, they must have good communication abilities. Furthermore, seafarers must communicate between ships and between ships and shore. An endangered ship, for example, may request the assistance of a pilot to come to the ship and rescue the crew. The majority of the communication takes place in English. As a result, learning English is critical for seamen to ensure safe sailing. Furthermore, being an international maritime language, seamen can use English. In truth, employing a common language (English) gives sailors certain advantages. They can, for starters, strengthen their communication skills. Second, English has the potential to promote societal peace. Finally, English can be used to reinforce teamwork in the classroom. UK's Maritime Coastguard Agency (2006) identifies English language competency of seafarers as one of the major problems which has contributed to many accidents and incidents at sea. Another report on June 20, 2006 concerning mv Hawk Limassol described several communication confusions amongst which the inability of the ship's captain to speak English was a major problem. Communication failure on board is one of the major reasons



of incidents and accidents (Ziarati 2006, Ziarati et al 2009). Apprentice Deck officers find it difficult to learn from the experienced officers because these officers do not always speak the most correct English (Corina, 2009). Many ships are filled with some weird speaking Scotsmen that even a Scottish low lander can't understand and others have noted that some Singaporeans have created their own English which nobody can understand (Corina, 2009). (Raju A)

### **Hypothesis**

The hypothesis of the study is to enhance the announcement text writing skills of nautical science students by employing scaffolding technique.

### **Objectives of the Study**

The objectives of the study are

- i) To improve the Announcement Text Writing Skills of Maritime Students'
- ii) To learn the importance of Standard Marine Navigational Vocabulary
- iii) To bring awareness about marine English
- iv) To make the students to understand the necessity of marine expressions

### **Research Questions**

The research questions are

- i) Can marine students develop their announcement text writing skills through scaffolding technique?
- ii) Can students learn Standard Marine Navigational Vocabulary?
- iii) Will students improve their language proficiency through learning announcement text?

### **Literature Review**

Xuehua Wu, Lihui Liao, Teresa K. DeBacker (2016) carried out research on "Implementing Task-based Instruction in ESP Class — an Empirical Study in Marine Engineering English". This study focused on English instruction for marine engineering in a Chinese vocational college and studied teaching English for Specific Purposes (ESP) within the paradigm of task-based language teaching. From 2014 spring to 2014 autumn, two natural groups of students enrolled in respective ESP courses participated in the study as a control group (N=28) and an experimental group (N=33). The research was based on teacher-designed reading, hearing, and speaking pre- and post-tests (simulating official assessments administered by the China Maritime Safety Administration Bureau), as well as polls. Students in the experimental group and the control group received instruction using task-based learning and traditional methods, respectively. Students took a post-test to gauge whether the treatment had an impact on the experimental group at the conclusion of a one-year study. According to data analysis, there was no statistically significant difference in reading accomplishment between students in the task-based teaching group and those in the control group, but there was a difference in the students' speaking and listening abilities. The majority of students in the study expressed satisfaction with task-based training, and also offered some comments and recommendations for task-based instruction in ESP courses that will be helpful for future instruction.



Tan Chiew Sia, and Mohd Hafizi Said (2018), conducted research on “The Importance of Maritime English Proficiency in Others Marine Related Undergraduate Programs”. All maritime-based professionals are required to utilize the Maritime English proficiency standard, which has developed into a crucial tool for ensuring safety not only at sea but also on land, in ports, and in any maritime-related enterprise. In this study, the University Malaysia Terengganu's other marine-related undergraduate programmers were evaluated for their degree of Maritime English proficiency maritime-based. The University of Malaysia Terengganu's Nautical Science and Maritime Management Programs both require Maritime English as a core course, but other marine-related undergraduate programmes like Maritime Technology, Maritime Informatics Technology, Marine Biology, Science Marine, and Science Fisheries do not (UMT). It is crucial for students to acquire a decent command of maritime English because it helps them write journals and theses’ using appropriate maritime English vocabulary and it helps them practice speaking and pronouncing maritime English correctly. 90 students from the programmes in marine science, maritime technology, and maritime informatics technology participated in a series of interviews to gather the data. Data from the interview sessions were analyzed using thematic content analysis. The results showed that 46.1% of students studying Marine Technology had reached the level of expertise in using maritime English terms. These findings highlight the significance of including Maritime English in other marine-related programmes.

Restu Arini (2010) undertook a research study titled “Improving Nautical Students’ English mastery through need analysis-based materials development”. In the marine business, effective ship-to-ship and ship-to-shore communications are crucial for maintaining maritimesafety. The International Maritime Organization (IMO) then selected English as the sea language, elevating its status in this sector. Since Akademi Maritim Yogyakarta students are training to work in the maritime business, they need to be proficient in both spoken and written English. Based on a needs analysis, this study sought to provide English instructional resources for the Akademi Maritim Yogyakarta Nautical Department. This study's approach included a desk and survey study that included the IMO curriculum and 26 respondents (20 cadets for questionnaires and tests; 2 ex-seafarers and 4 English instructors for their evaluation of the set of English materials). The poll revealed that the cadets' lack of English proficiency was due to their aversion to learning the language. Because the resources were drawn from outdated books and magazines that only cover reading and tenses, they felt that marine English was dull and too challenging to master. According to the study's findings, a collection of English teaching materials that was created based on a need analysis helped boost cadets' desire and interest in learning marine English, which led to a noticeable improvement in their English proficiency.

## **2. METHODOLOGY**

### **1. Participants**

Participants of the study were Diploma Nautical Science (DNS), B.Sc. Nautical science students, and General Purpose rating students from Southern Academy of Maritime Studies (SAMS) Panapakkam.

### **2. Instrument**



Audio & video visuals, images etc

### **3. Sampling**

Simple Random sampling method is incorporated in this study

### **4. Sample Size**

Sample size is fifty (50) Nautical Science students from Southern Academy of Maritime Studies, Panapakkam.

### **5. Scaffolding Approach**

Scaffolding can be better understood by using the example of a kid learning to walk. A parent raises the child first. He pretends to walk, but his feet are barely on the ground. The infant is gradually given more and more freedom to bear his own weight. Then, while his parents are present, he might support himself by holding on to a piece of furniture like a coffee table. The child is now prepared to move, even if his parent's hand may still be mere centimeters away. The child soon learns to walk and run independently. Teachers who are introducing students to new duties initially have complete control and provide unwavering support, just like the parents in this illustration.

The term "scaffolding" describes a teaching strategy in which instructors provide students with a specific form of assistance while they acquire and master a brand-new idea or ability. A teacher could give fresh information or show students how to address an issue while using the instructional scaffolding methodology. The instructor then gradually backs off and allows students to practise independently. Additionally, it may involve teamwork. The phrase "I do. We do. You do" is also used to describe the instructional scaffolding concept. In other words, the teacher demonstrates something, the class practices, and then the students work alone. The teacher offers a lot of assistance at the start of the scaffolding process. Then, the support is gradually eliminated. The scaffolding process is defined by this steady reduction in the level of support. This method gradually instills confidence and comfort with the novel idea or technique. When learning a new skill, students with learning impairments frequently don't actively participate in the learning process. Instead, they are merely performing the duty as directed. This is true because learning-disabled pupils frequently lack comprehension of the fundamental ideas that underlie each phase. Because of this, educators should pay close attention to their pupils to make sure they comprehend the concepts being presented. Teachers can assess if their pupils are learning by seeing them perform the assignment independently.

### **6. Theory**

Co-operative learning theory - A branch of constructivism, which is the process of constructing new information on top of previously acquired knowledge, is cooperative learning theory. The best learning happens when students with a range of abilities actively participate in the learning process and collaborate with one another to achieve a common objective. Cooperative learning leverages both the student's own experience and the experiences of others to consolidate knowledge, whereas constructivism emphasizes using personal experience as the basis for learning new content. Both theories place a strong emphasis on the value of interaction in the development and execution of lesson plans.



Small-group education with a cooperative learning focus involves students working together to accomplish a learning objective. Around the world, this is used in almost every school and at every grade level. For reasons that we'll discuss in the section on supporting theory, but for the time being just know that this is a very popular and powerful instructional tool.

## **7. Technique**

Peer-correction technique is administered in this study.

According Suryani (2009: 26) discussion relating to peer-correction, basically this technique refers to the activities or activities of students in reading the writings of his friends then make a response in the form of correction in his position as a reader. By using this technique, it is possible to improve the writing ability of students and also the development of the students' sensitivity to become critical reader so as to encourage students to be able to communicate through written media properly and correctly. (Kusmiatni 2017, p.38)

Peer correction techniques

- (a) Will be able to increase student motivation in the language learning process
- (b) Will be able to involve students more actively in
- (c) Will help students to understand the corrections made
- (d) Will help students to play a more active role in learning as a result.

Students can find out what their peers are doing by employing peer-correction strategies. Students will have the chance to actively participate to try, find, and fix their friends' mistakes so that students can be more involved in the learning process and not be controlled by teachers.

## **12. Scaffolding Other Methods**

Learning can be effectively scaffolded by teaching pupils by example how to accomplish something. Try to engage children in problem-solving by talking or walking them through the steps. Some kids could potentially serve as role models for their peers.

At any grade level and in any subject, modeling can be employed. Using grouping as an example, a primary school teacher might demonstrate how to solve a division problem. To demonstrate how one number can be divided into another, the instructor could draw circles on the board and spoke to the kids as they placed checkmarks inside each one.

Students don't enter the classroom knowing nothing about anything; they have knowledge of and experience with a wide range of subjects. Students absorb material more quickly when teachers relate it to earlier life experiences. When new material can be related to something already known, students are more likely to understand and remember it.

For instance, when asking pupils to make connections between current events and historical events, high school history teachers employ prior knowledge as a form of instructional scaffolding.

Giving students the chance to process what they've just learned before having them apply it to their own work can be helpful since students need time to think on their learning. Students may be placed in pairs or small groups in order to foster this type of reflection.

A well-liked educational scaffolding method that may be applied in any classroom is think-pair-



share. According to what the name suggests, students first consider the subject, then they pair up with a classmate and talk about it, and finally the duo presents essential points of their discussion to the class.

Reading is one subject where children can require additional instructional scaffolding. A teacher might discuss certain vocabulary terms or expressions that can be difficult before reading a work that is particularly challenging.

Tiring vocabulary is a popular approach in vocabulary education. Tier-one words are fundamental terms that most pupils learn in daily life, such clock or infant. Usually, instruction does not need to include these words. Tier-three terms, such an isthmus or a parabola, are often taught in the context of a particular subject area and are frequently explained in texts.

The use of graphic organizers in instructional scaffolding can be crucial. These resources assist students in visualizing their thoughts about intricate or linked pieces of knowledge. Additionally, graphic organizers can turn abstract concepts into concrete methods of thinking and lead pupils through a new task or process.

Teachers can utilize graphic organizers to promote learning in all three stages—I do, we do, and you do—as a component of the instructional scaffolding process. Teachers should introduce the graphic organizer and describe how it will be used, what will put in each part, and how it might enhance learning when presenting material. The instructor then demonstrates how to complete the visual organizer.

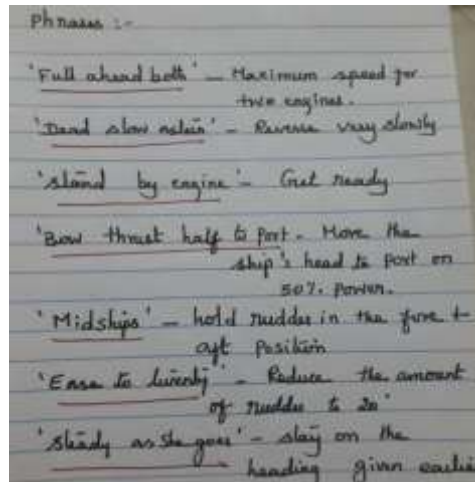
### **Procedure**

We give students a sneak preview of the topics they will learn in the future when we give them small bits of information prior to a full class. Before learning new knowledge, this allows students a chance to reflect on earlier lessons or experiential connections. All learners can benefit from this approach to front-loading, particularly ELL students and ESL who require extra support. Every Friday before students are dismissed for the weekend, it's beneficial to give them a sneak peek at the material they will learn the following week.

Technology can be a helpful tool for sharing knowledge before a class. We can offer a momentary audio or video media file. Some of these sources or links may contain condensed versions of longer pieces of content, such as stories or story summaries. On occasion, we might present a completed graphic organizer to the class for review. As an alternative, we might choose to give children a head start on key vocabulary words or topics so they can study them before the following week, or we might chose to provide information via visuals like a task or index card. With the help of technology, several applications, such Quizlet, Poll everywhere, and Padlet, to mention a few, can allow front-loading.

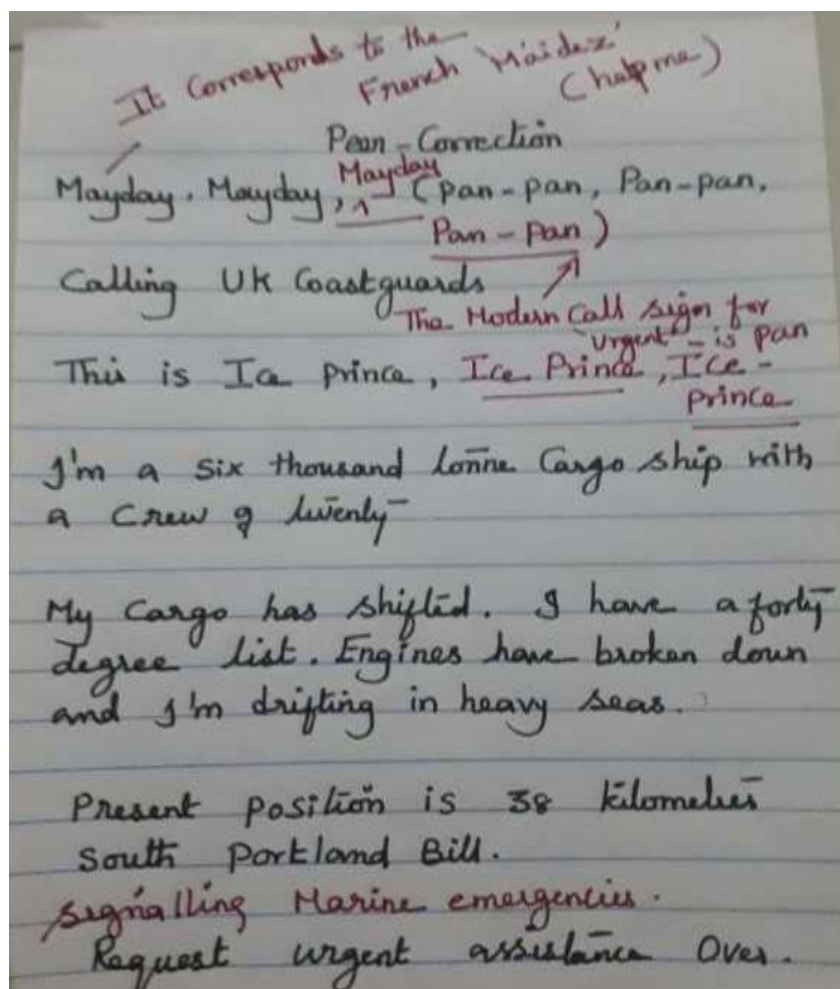
### **3. RESULTS**

The result of the findings said that cadets have difficulties in marine phrases, vocabularies, emergency expressions and Presentation in English. The findings of the study are that students improved the announcement text writing skills of maritime students by employing scaffolding approach.



Picture 1





Picture 2

#### 4. CONCLUSION

According to the study's findings, students of Southern Academy of Maritime Studies' (SAMS) Diploma Nautical Science (DNS), B.Sc. Nautical Science, and General Purpose rating programmes demonstrated improvement in their ability to write announcements. Peer correction helped the pupils improve their skills. Therefore, this study might suggest practicing cooperative and peer-correction in order to write clear and succinct announcements. For students to achieve coherence, precision, and development of ideas whether required to write formal reports, emails, assignments, or exam questions, strong writing skills were also seen as being crucial. The main goal of this study was to identify the



cadets' English language needs. There are a few justifications for marine English's importance. English proficiency is crucial for the academic sector in order to effectively write and communicate in the language. To attend lessons and write English-language announcement text, they also need to be able to speak English. They need to be proficient in academic English as well as for their job in the maritime industry.

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