

UNIVERSIDADE FEDERAL DE MINAS GERAIS
Faculdade de Letras
Programa de Pós-Graduação em Estudos Linguísticos

Valeria Silva de Oliveira

TEACHING MARITIME ENGLISH TO MERCHANT MARINERS

Belo Horizonte
2022

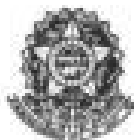
Valeria Silva de Oliveira

TEACHING MARITIME ENGLISH TO MERCHANT MARINERS

Monografia de especialização apresentada à Faculdade de Letras da Universidade Federal de Minas Gerais, como requisito parcial à obtenção do título de Especialista em Língua Inglesa.

Orientadora: Profa. Dra. Thaís Cristófaró Alves da Silva

Belo Horizonte
2022



Universidade Federal de Minas Gerais
Faculdade de Letras
Curso de Especialização em Língua Inglesa/EAD.

ATA DA DEFESA DE TRABALHO DE CONCLUSÃO DE CURSO.

Nome do(a) aluno(a): Valéria Silva de Oliveira - matrícula 2021659849.

Às 14:40 horas do dia 03 de dezembro de 2022, reuniu-se, na Faculdade de Letras da UFMG, a Comissão Examinadora indicada pela Coordenação do Curso de Especialização em Língua Inglesa/EAD, para julgar, em exame final, o trabalho intitulado **TEACHING MARITIME ENGLISH TO MERCHANT MARINERS**, como requisito final para obtenção do Grau de Especialista em Ensino de Língua Inglesa. Abrindo a sessão, a banca, após dar conhecimento aos presentes do teor das Normas Regulamentares do Trabalho Final, passou a palavra à(o) candidata(o) para apresentação de seu trabalho. Seguiu-se a arguição pelos examinadores com a respectiva defesa do(a) candidato(a). Em seguida, a Comissão se reuniu, sem a presença da(o) candidata(o) e do público, para julgamento e expedição do resultado final. Foram atribuídas as seguintes indicações:

Prof(a). Dr(a). Marisa Mendonça Carneiro, indicou a aprovação do(a) candidato(a);

Prof(a). Dr(a). Edelvais Brígida Caldeira, indicou a aprovação do(a) candidato(a).

Pelas indicações, o(a) candidato(a) foi aprovado(a).

Nota_100

O resultado final foi comunicado publicamente ao(à) candidato(a) pela banca. Nada mais havendo a tratar, a banca encerrou a sessão, da qual foi lavrada a presente ATA, que será assinada por todos os membros participantes da Comissão Examinadora.

Belo Horizonte, 03 de dezembro de 2022 .

Prof^a Marisa Mendonça Carneiro

Prof^a Edelvais Brígida Caldeira

O trabalho atende aos requisitos do CEI

Prof^a Dra. Marisa Mendonça Carneiro
Coordenadora do Curso de Especialização em Língua Inglesa
Faculdade de Letras/UFMG

AGRADECIMENTOS

Aos meus pais por nunca medirem esforços para me mostrar a importância dos estudos em minha vida.

A todas as pessoas que contribuíram diretamente e indiretamente para meu crescimento pessoal e profissional durante minha jornada acadêmica.

Aos meus *pets* felinos Lili (in memoriam), Juma e Salomão, companheiros de jornada que inspiram e trazem alegria todos os dias de minha vida.

RESUMO

A presente monografia tem como objetivo apresentar duas unidades destinadas ao ensino de alunos do ensino superior que necessitem aprender a utilizar o inglês para fins específicos no contexto da marinha mercante. Ambas as unidades oferecem oportunidades para desenvolver e melhorar as quatro habilidades da língua inglesa - ler, escrever, ouvir e falar - e sistemas - gramática, vocabulário, fonologia e discurso. Além disso, textos, vídeos, materiais de áudio e referências que não foram criados com o ensino de língua inglesa em mente - ou seja, materiais autênticos - foram usados como meios para ajudar os alunos a desenvolver o inglês comunicativo e real. Ambas as unidades são acompanhadas por um Guia do Professor que contém os objetivos de ensino e aprendizagem e as respostas de cada atividade, além de algumas orientações e sugestões para ajudar os alunos a aumentar as oportunidades de aprendizagem. Em seguida, uma breve discussão teórica é apresentada para mostrar quais princípios de aprendizagem e ensino de línguas estrangeiras/adicionais sustentaram e orientaram o processo de elaboração das unidades e do Guia do Professor. Por último, mas não menos importante, este trabalho termina fazendo algumas observações sobre as necessidades dos alunos-alvo e o número limitado de recursos didáticos para o ensino de inglês marítimo disponíveis no Brasil na atualidade. Destaca-se também a necessidade urgente de elaboração de mais materiais instrucionais com foco no ensino/aprendizagem de inglês para fins específicos para atender às necessidades dos oficiais da marinha mercante, de acordo com suas respectivas áreas de atuação: Ciências Náuticas (Área de Náutica) e Ciências Náuticas (Área de Máquinas).

Palavras-chave: Inglês marítimo. Inglês para fins específicos. Ensino da língua inglesa

ABSTRACT

The present monograph aims to present two units designed to teach higher education students who need to learn how to use English for specific purposes in the merchant marine context. Both units offer opportunities to develop and improve the four English language skills -reading, writing, listening, and speaking – and systems - grammar, vocabulary, phonology and discourse. Furthermore, texts, videos, audio materials and references that have not been created with English language teaching in mind - i.e., authentic materials - were used as means to help learners to develop communicative and real English. Both units are followed by a Teacher's Guide which contains not only the learning and teaching objectives and answer key of each activity, but also some guidelines to help learners to enhance learning opportunities. Then, a brief theoretical discussion is presented to show what principles of foreign/additional language learning and teaching underlined and guided the process of designing the units and the teacher's guide. Last but not least, this paper ends making some remarks about the target learners' needs and the limited number of didactic resources for maritime English language teaching currently available in Brazil. It also highlights the urgent need for the development of further instructional materials focusing on teaching/learning English for specific purposes to cater for the merchant marine officers' needs, according to their respective areas of expertise: Nautical Sciences (Nautical Area) and Nautical Sciences (Machinery Area).

Keywords: Maritime English. English for Specific Purposes. English language teaching.

TABLE OF CONTENT

Introduction	7
Unit 1: Marine Pollution and Protection	11
Unit 2: Safety Culture on Board	25
Teacher's guide	42
Rationale	87
References	102

INTRODUCTION

The present paper aims to present two Units designed to teach higher education students, taking into consideration my teaching and learning experiences and the theories of language learning and teaching discussed throughout the *Curso de Especialização em Língua Inglesa*¹ offered by *Faculdade de Letras* at the *Universidade Federal de Minas Gerais* (UFMG). During this course, I have also been provided with lots of opportunities to design different tasks with the guidance of lecturers, feedback from peers and self-directed learning on theories of language learning and teaching. Thus, I hope this paper might be able to show how much I have learned not only as a teacher of English for specific purposes but also as a student of the aforementioned course.

As it has already been mentioned, *Teaching Maritime English to Merchant Mariners* contains two units. Both units are followed by a chapter named ‘Teacher’s Guide’, aiming to guide teachers into consciously understanding the learning objectives of each Unit and exercises. Following the units and the Teacher’s Guide, a brief theoretical discussion is presented to show the reader some of the foundations that lie in the process of designing the units and the teacher’s guide. Last but not least, this paper ends with final considerations, including some remarks about the need to design more specific materials for merchant mariners mainly due to today’s limited didactic resources available. Before presenting the Units, I would like to comment briefly on Brazilian Merchant Marine and their needs as far as teaching English is concerned. Hopefully, this brief introduction of the target public might help the reader to better understand their specific needs and learning goals.

The Brazilian Merchant Navy (MMB²) is characterized by a set of ships registered under the flag of the Brazilian nation and is at the service of maritime commercial practices. In addition to the transport of goods (maritime trade) between national and international ports, the MMB also provides maritime technical support to oil exploration platforms (offshore industry). Currently, the Merchant Marine Training School (EFOMM³) is the Brazilian reference center for training Merchant Marine Officers and offers two course options: Nautical Science (Nautical Area) and Nautical Science (Machinery/Engineering Area)⁴. In both courses, students have to study at EFOMM on a boarding basis for three years and that means that from Monday

¹ Postgraduate Diploma in English Language

² MMB stands for “Marinha Mercante do Brasil”.

³ EFOMM stands for “Escola de Formação de Oficiais da Marinha Mercante”.

⁴ In Portuguese, these courses are officially named ‘Curso de formação de Oficial de Náutica da Marinha Mercante’ and ‘Curso de Formação de Oficial de Máquinas da Marinha Mercante’, respectively.

to Friday, students are not allowed to leave home. In addition, students are supposed to go through two semesters of supervised on-board internship carried out after the aforementioned three years. At the end of the internship, the Engineers and Nautical Officers will be able to work in the engine rooms and on the deck of a merchant ship, respectively, as well as on offshore platforms.

In Brazil there are two Merchant Marine Officer Training Schools (EFOMM). They are higher education institutions and one of them is located on the premises of the Centro de Instrução Almirante Graça Aranha (CIAGA), in the city of Rio de Janeiro (founded in 1956), and the other training center is at the Centro de Instrução Almirante Brás de Aguiar (CIABA), in the city of Belém do Pará (founded in 1892). This institution (EFOMM) is a reference center not only in Brazil. As the official website of the Brazilian Navy explains it,

The Merchant Marine Officer Training School - EFOMM is a University of the Sea, a reference center for the training of highly qualified Merchant Marine Officers, not only from Brazil, but also for young people whose country of origin does not have a Merchant Navy, or for young people whose country of origin has student exchanges, such as Peru, Panama, Ecuador, Dominican Republic, etc. Brazil serves as a reference for Central America, South America and Part of Africa. This attests to the level of professional training at which the Brazilian Officer launches himself in the market. (MARINHA DO BRASIL, 2022, minha tradução)⁵

As can be seen in the previous quote, multiculturalism is part of the merchant officer's life since the early years of his training and can become more complex and multifaceted depending on the vessel. Indeed, a crew might be made of members from different nationalities responsible for the most diverse duties on board the merchant vessel. Among the many challenges that can present themselves in a multicultural environment are failures in communication. In fact, in the article entitled *Multicultural crews: communication and operations of ships* (2003), the researchers Helen Sampson and Minghua Zhao state that, despite not being the focus of their research, the issue of communication on board multicultural ships emerged among the most important research data. Through this article, the reader can understand the challenges of multiculturalism on board and communication among crew members of different nationalities.

⁵ A Escola de Formação de Oficiais da Marinha Mercante - EFOMM é uma Universidade do Mar, um centro de referência para a formação de Oficiais da Marinha Mercante altamente qualificados, não só do Brasil, mas também para jovens cujo país de origem não tenha uma Escola de Marinha Mercante, ou para jovens cujo país de origem possua intercâmbio de alunos, como Peru, Panamá, Equador, República Dominicana, etc. O Brasil atende como referência para a América Central, América do Sul e Parte da África. Isso atesta o nível de capacitação profissional a que o Oficial brasileiro se lança no mercado.(MARINHA DO BRASIL, 2022).

To mitigate communication problems on board, the International Maritime Organization (IMO)⁶ has established English as the standard language at sea. In this sense, not only documents and manuals are first published in English, but it is also expected that seafarers have at least an intermediate level in the four skills of the English language: writing, reading, speaking and listening by the end of the course. In addition, the IMO also recommends the use of standardized phrases, particularly among those who need to communicate between ships and ship-to-port. These phrases can be found in an official publication called *Standard Marine Communication Phrases* (SMCP). Despite the standardization of communication and the determination of a standard language, the English language, failures in communication on board are frequent and continue to cause serious incidents and accidents on board (MARCOM, 1999; SAMPSON; ZHAO, 2003; SUSETYO, 2010; CAROL- DEKKER, 2018). Thus, teachers, professors and instructors must be aware of the need to design meaningful didactic resources so that it is possible to cater for learners' needs successfully.

Reading skills have been the focus of ESP lessons in different settings in Brazil for a very long time (CELANI; DEYES; HOLMES; SCOTT, 2005). However, as observed earlier, seafarers are trained according to the parameters and guidelines provided by official publications from the International Maritime Organization (IMO). According to the *Model Course 3.15*, for instance, practitioners should adopt “[...] the Communicative Approach to teaching, along with content-based instruction and task-based learning” (2015, p.3). Likewise, the *International Convention on Standards of Training, Certification and Watchkeeping for Seafarers* (STCW), highlights that both deck officers and marine engineers should “[...] use English in written and oral form” (2011, p.105; p.144). Thus, not only reading skills should be included in the syllabus, but also speaking, listening, and writing. Most importantly, specific content and meaningful tasks area also expected to be part of the lesson. Consequently, both units were designed based on authentic material. The importance of authentic material and the approach used to design the units will be better explained in the section named “Rationale”.

Lastly, it is important to mention that the educational material designed in this monograph is for non-commercial purposes and can only be reproduced with the author's written permission⁷. I sincerely hope that this material can be the starting point of my many

⁶ “As a specialized agency of the United Nations, IMO is the global standard-setting authority for the safety, security and environmental performance of international shipping. Its main role is to create a regulatory framework for the shipping industry that is fair and effective, universally adopted and universally implemented.” (IMO, 2022).

⁷ Author's contact: valeriaoliveirateacher@gmail.com

future attempts to create didactic resources suitable for seafarers, according to their specific needs.

UNIT 1: MARINE POLLUTION AND PROTECTION



Image 1

From: Freepik.com



Image 2

From: Freepik.com



LET'S TALK

Image 3

1) Work in pairs. Discuss these questions.

- a) There are different types of pollution. What are they? Give examples.
- b) What can you do to help to prevent pollution?
- c) Are companies more or less environmentally responsible now than they were in the past? Why do you think so?
- d) What do you know about marine pollution and protection?



READING

Image 4

2) Individually, look at the image below and answer the questions that follow it.

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marine insight

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Marine Pollution by Ships -Tips for Reducing & Recycling Waste at Sea

By Bikram Singh | In: [Marine Environment](#) | Last Updated on September 6, 2021

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It is a proven fact that the marine industry amasses millions of tons of garbage and waste products from day to day operations each year causing massive [marine pollution](#). ([Have you heard about the pacific ocean garbage patch?](#))

Shipping industry, which is wholly accountable for the marine and cargo transportation, is one of the potent sources for pollution at sea. With over 70% water covering our planet, marine industry is booming each passing day. With such rapid industrial growth the marine ecological system is bound to get

POPULAR NOW

[Watch: Man Swims A Few Meters Away From Getting Crushed By Huge Container Ship](#)

(Source: <https://www.marineinsight.com/environment/marine-pollution-by-ships-tips-for-reducing-recycling-waste-at-sea/>)

a) What type of text might it be?

- () Review [To critique or evaluate an art work or event for a public audience].
 () Narrative [To amuse/entertain the readers and to tell a story].
 () Procedure [To help readers how to do or make something completely].
 () Anecdote [To share with others an account of an unusual or amusing incident].

b) What are the social media icons available and what are they for?

c) What is the text possibly about?

d) Make a list of things you know about pollution by ships:

3) Read for **gist** the text available in the QRCode below and check your predictions about the **text type** and **what this is about**. Find information in the text to support your answers.



Gist is the overall meaning, the core idea, of a spoken or written discourse. When taking a quick look at a written text to establish its genre and the main message its writer means to get across, we're reading for gist. (From: British Council.org)

a) Read the article again. Tick the correct sentences. Correct the false ones.

1. () There is no alternative use for old grease or waste oil. They should be discharged immediately.
2. () Food waste can be reduced to minute particles or fragments and discharged at sea.
3. () IMO is responsible for the lack of conventions to regulate how to deal with waste on board.
4. () Crewmembers should undergo training sessions for reducing marine pollution and waste management manuals should explain how to dispose of waste in a safe and eco-friendly way.
5. () One can get rid of batteries by recycling them or by throwing them in the trash.

b) Work in pairs. Discuss these questions.

- ✓ What could you do to reduce marine pollution while working on board?

- ✓ Do you know any other specific technique or strategy that wasn't mentioned in the text that could help to protect the sea from the pollution by ships?



Image 5

WRITING

4) Read the text again. And follow the instructions below:

- a) Individually, underline and/or write down the main ideas of the text and show it to your study partner.
- b) In pairs, prepare a brief summary and share it with your classmates. (100-150 words). You might use or adapt the template available below:

NAME	DATE
TITLE OF THE READING	
MAIN IDEAS (KEY WORDS AND/OR SENTENCES)	
SUMMARY	
The article is about One key idea was This is important because Another key idea was This matters because Last but not least, All in all,	

Tips to write a great summary:

- Read the material that you are going to summarize;
- Underline the main ideas or make a list of the key points;
- Write the summary in your own words; and
- Edit and cut what's unnecessary .

(From: <https://www.grammarly.com/blog/how-to-write-a-summary/>)



If you want to know more about how to summarize, click here:

<https://owl.excelsior.edu/orc/what-to-do-after-reading/summarizing/>



VOCABULARY

Image 6

5) In pairs, read the text *Marine Pollution by Ships -Tips for Reducing & Recycling Waste at Sea* again and choose 8-10 words and draw a map like the one below for each word chosen:

Vocabulary concept map

People or things	Related words	Drawing
Synonyms	Word	Antonyms
Dictionary definition	Sentence from text	Your sentences

(Adapted from: <https://newlearningonline.com/learning-by-design/the-knowledge-processes/conceptualising><https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q2/p07/>)



Image 7

Use online dictionaries to help you. There are different types of dictionaries. **Thesaurus**, for example, is a book that lists words in groups of synonyms and related concepts. Check <https://visuwords.com/> for a more dynamic experience with a visual and interactive thesaurus.

After completing your maps, share them with your classmates.



RETRIEVAL PRACTICE

Image 8

6) Individually, match the two columns linking the words with the correct definition:

(a) hazard	() To do what you have to do or are asked to do.
(b) ballast water	() To put used objects or materials through a special process so that they can be used again.
(c) refuse (noun)	() Space available in a vehicle, especially a boat, for storing things.
(d) recycle	() It facilitates domestic and global manufacturing and trade via transportation of commodities and finished products, while also providing for the delivery of goods directly to consumers.
(e) dunnage	() A luxury passenger ship designed to provide holidays afloat. They are now basically designed as a hotel accommodation fitted inside a ship, where public spaces and leisure areas demand larger space.
(f) shipping industry	() Something that may be dangerous, or cause accidents or problems.
(g) discharge	() Waste material that has been thrown away.
(h) stowage	() It is the durable padding material used to protect goods during shipping. It can be anything from bubble wrap and packing peanuts, to industrial solid plastics that provide cushioning so items stay put.
(i) comply with	() To send out a substance, especially waste liquid or gas.
(j) cruise liners	() It is fresh or saltwater held in the ballast tanks and cargo holds of ships. It is used to provide stability and maneuverability during a voyage when ships are not carrying cargo, not carrying heavy enough cargo, or when more stability is required due to rough seas. It may also be used to add weight so that a ship sinks low enough in the water to pass under bridges and other structures.



Are you ready for a new challenge? Please, point your mobile to the QRcode on the left and have fun with a new online quiz and flashcards!



LISTENING

Image 9

7) Look at the picture below and describe what is happening. Talk to your conversation partner.



Image 10

From: Freepik.com

8) Watch the video *Plastic waste in the ocean*. What is the video about?

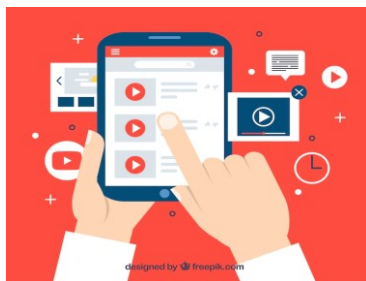
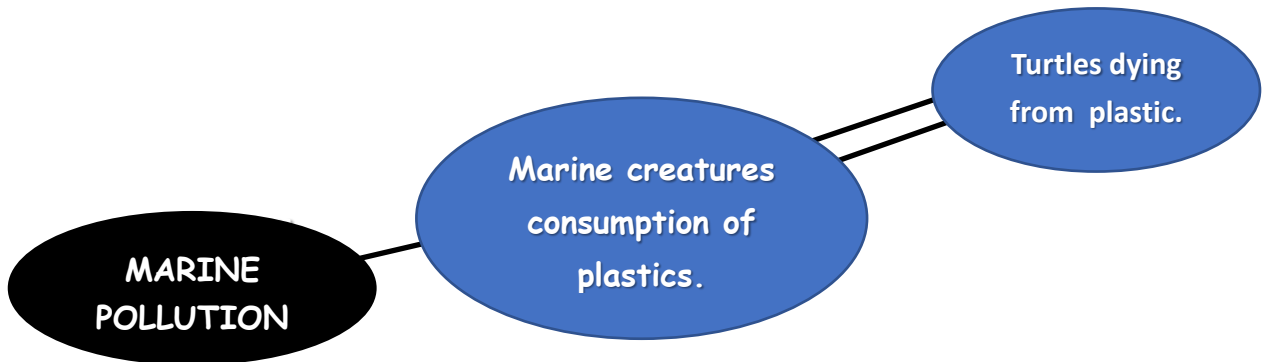


Image 11

From: Freepik.com



9) Work in pairs. Watch the video again and write a direct consequence of the situation presented in the black balloon below. Connect it to the center with a single line. The things resulted from the first consequences, join them by a double line. Follow the example:



10) Protecting the environment, saving the world!

a) How could you contribute to protect the environment from the hazardous effect of plastic?

b) What actions could also be taken while working on board?

c) Now, talk to your conversation partner about your previous answers. Use the phrases for expressing opinion below:

From: freepik.com

Image 3

- I would say that / Some people say that...
- It seems to me that...
- I have no doubt that...
- What I mean is ...
- I am sure / I am certain that ...
- Well, it is considered that...
- I would like to point out that...
- I am under the impression that...
- It goes without saying that...
- I presume that...
- I think / I believe / I reckon that...

HOW LANGUAGE WORKS: GRAMMAR ISSUES



Image 12

11) How to describe **causes and effects** / **effects and causes**:

a) In the video **Plastic in the ocean** the speaker says the following:

Plastic waste that is not recycled or incinerated, even those plastics that are still in the yellow container, can be washed into the sea or the ocean due to the wind or rain.

Leave the plastic in the right place to be properly processed so it doesn't end up in our oceans.

Both sentences are describing the **causes** and **effects** in the context of marine pollution. What is the **connective** used to organize these ideas (effect and cause/ cause and effect) in the previous sentences? What is the **effect** or **outcome**? What is the **cause**? Identify how these ideas are organized in the previous sentences and complete the next table:

Effect	Connective	Cause

Cause	Connective	Effect

b) Causes and effects can be described in a number of ways and with different connectives. Here are some other examples:

Effect / result	Connective	Cause /reason
Plastic waste that is not recycled or incinerated can be washed into the sea or the ocean	due to owing to because of as a result of	the wind or rain.
Plastic waste that is not recycled or incinerated can be washed into the sea or the ocean	because	the wind and the rain can carry it away.

Cause /reason	Connective	Effect / result
There was a storm yesterday	so with the result that	the plastic waste was washed into the sea.
There was a storm yesterday.	As a result, For this / that reason, Consequently, Because of this / that,	the plastic waste was washed into the sea.

c) Complete the blanks with the correct connective. Check the previous tables:

- I. Reports say that around one million seabirds and 100,000 marine mammals are killed every _____ plastic ingestion.
- II. A new industry was built near the coast. _____ there was heated debate among local residents.
- III. Unfortunately, several marine species are on the verge of extinction _____ such type of ocean pollution.
- IV. The International Convention for the Prevention of Pollution from Ships (MARPOL) was adopted in 1973 _____ seafarers have complied with regulations aimed at preventing and minimizing pollution from ships since then.

d) Write four sentences describing the **causes** and **effects** or the **effects** and **causes** of marine pollution. You can use the “consequence diagram” created by you in exercise 9) to support your ideas:

e) Now, post your sentences on the *Padlet* wall created by your teacher to publish and share your ideas.



From:freepik.com

Image 13



Image 14

PRONUNCIATION: Help with listening and speaking

12) Linking words together: consonant + vowel

In connected speech, words are usually linked together without a break between them. Thus, learners of English might have some problems while trying to understand spoken language. In this section, you are going to practice linking a word that ends with a consonant sound with a word that begins with a vowel sound. This might help you to improve not only your listening skills, but also speaking.

a) Match the words on the left with the words on the right:

(a) plastic	() water
(b) shipping	() of trash
(c) ballast	() waste
(d) because	() industry
(e) a bunch	() of

b) Now, pronounce them out loud trying to connect the consonant sounds ending the words on the left with the vowel sounds in the beginning of the words on the right.



Image 14

SPEAKING

Giving a public talk (Part I)



Image 15

Adapted from: <https://www.freepik.com/>

13) Thinking about your learning: Focus learner's attention on speaking

Talk to your conversation partners about the following questions:



Image 16

- ✓ What is your main reason for learning to speak English?
- ✓ What do you like most about learning to speak English? Is there anything you do not like?
- ✓ Do you feel nervous or anxious when you speak English in public?
- ✓ How often do seafarers need to speak in public? Give examples.
- ✓ How can you prepare yourself to give a public talk in English?

14) Although **giving a public talk** at work might be a huge challenge for some people, there are some strategies that can be used to help you to deal with it more successfully. While preparing to speak in public, you need to think about how to organize your ideas properly. Indeed, a staged presentation is an important strategy to guarantee that your audience is going to be able to follow your talk successfully. In this Unit, you are going to learn how to organize the introduction of your presentation more effectively. Put the phrases in **BOX A** in the correct place in **BOX B**:

BOX A: Useful phrases

- ✓ For those of you who don't know me, my name is and I work for ...
- ✓ If you have any questions, feel free to interrupt me at any time.
- ✓ I am glad so many of you could make it today. Thank you all for coming.
- ✓ In my presentation, I will focus on three main issues...
- ✓ Good morning / afternoon/ evening. It's good to see a few new faces.
- ✓ Today, I'd like to talk about ...
- ✓ By way of introduction, I am and I am in charge of
- ✓ There'll be time for questions after my presentation.
- ✓ I have divided my presentation into three main parts. First, Then, ... Finally,....
- ✓ In my presentation, I would like to report on ...

Adapted from: <https://canicollege.com/wp-content/uploads/2018/02/USEFUL-PHRASES-AND-STRATEGIES-FOR-PRESENTATIONS.pdf>

BOX B: Staged introduction

Greeting the audience

- 1.
- 2.

Other examples:

<p>Introducing yourself</p> <p>1.</p> <p>2.</p> <p>Other examples:</p>
<p>Introducing the main topic</p> <p>1.</p> <p>2.</p> <p>Other examples:</p>
<p>Describing the organization of information</p> <p>1.</p> <p>2.</p> <p>Other examples:</p>
<p>Managing questions</p> <p>1.</p> <p>2.</p> <p>Other examples:</p>

Useful Tips:

- ✓ **Useful phrases and strategies for presentations**

<https://canicollege.com/wp-content/uploads/2018/02/USEFUL-PHRASES-AND-STRATEGIES-FOR-PRESENTATIONS.pdf>

- ✓ **How to start a presentation**

<https://in.indeed.com/career-advice/career-development/how-to-start-presentation>

- ✓ **How to prepare for public speaking**

<https://www.indeed.com/career-advice/career-development/how-to-prepare-for-public-speaking>



Image 17

CREATIVE TIME!

15) Work in pairs or groups of three. The acronym MARPOL stands for *International Convention for the Prevention of Pollution from Ships* and it safeguards the marine environment against ship pollution. This marine environmental convention consists of six implemented annexes for controlling and eliminating marine

pollution and all seafarers must comply with MARPOL'S's regulations. Given the importance of MARPOL to all seafarers:

Tip: If you want to know more about MARPOL, check <https://www.imo.org/>

a) Research what all the six annexes and what they are about.

b) Taking into consideration everything we have been reading and watching in this Unit, create a mind map or slides in pairs, highlighting the key ideas about marine protection and pollution and the role of MARPOL. Show your work to a different pair.

Tip: In <https://www.canva.com/> you might find useful, effective and professional templates.

c) Now, based on your knowledge of marine pollution and protection, in pairs or group of three, prepare an outline of the introduction of your talk. Complete the table below with the useful phrases. Consider how you could include the material prepared in b) in your presentation.

Title: _____
Staged introduction
Greeting the audience
Introducing yourself
Introducing the main topic
Describing the organization of information
Managing questions

➤ Show your outline to a different group or pair and compare.

d) In pairs or groups of three, **prepare and deliver** a ten-minute talk using the mind map and/or slides created previously.



Image 18

From: Freepik.com

Situation: Imagine you are responsible for coordinating a training on your vessel. Based on the issues discussed in this Unit, decide which topic you want to focus on. Remember to use the useful phrases for a staged introduction.

16) After giving your presentation, please complete the form below and show it to your teacher:

Reflecting on My Speaking Performance	
1) In this week’s lessons, I learned to do the following in spoken English:	Your teacher’s / classmate’s response:
2) I also learned to use the following useful phrases that can help me give a public talk more effectively:	
3) This is how I feel about my learning this week: (Put a tick <input checked="" type="checkbox"/> next to the sentence that best describes how you feel right now.) a) I am confident that I can do this again. <input type="checkbox"/> b) I am not very confident that I can do this again. <input type="checkbox"/> c) I am still unsure about what I have to say and do in such a situation. <input type="checkbox"/>	

Adapted from: BURNS, 2012, p. 176

UNIT 2: SAFETY CULTURE ON BOARD



Image 1

From: Freepik.com



Image 2

From: Freepik.com



LET'S TALK

Image 3

1) Work in pairs. Discuss these questions:

- a) What is safety?
- b) Is safety important on board? Why do you think so?
- c) Look at **Image 1** above. Do you know how to say these pieces of equipment in English? Give examples of other pieces of personal protective equipment (PPE).



Image 4

READING

2) During shipboard operations it's important to take proper precautions and safety measures. Do you know any piece of personal safety equipment in English? In pairs, look at the picture and complete the crossword below accordingly:




Image 5 Freepik.com

ACROSS

2. Safety _____

4. _____

5. Safety _____

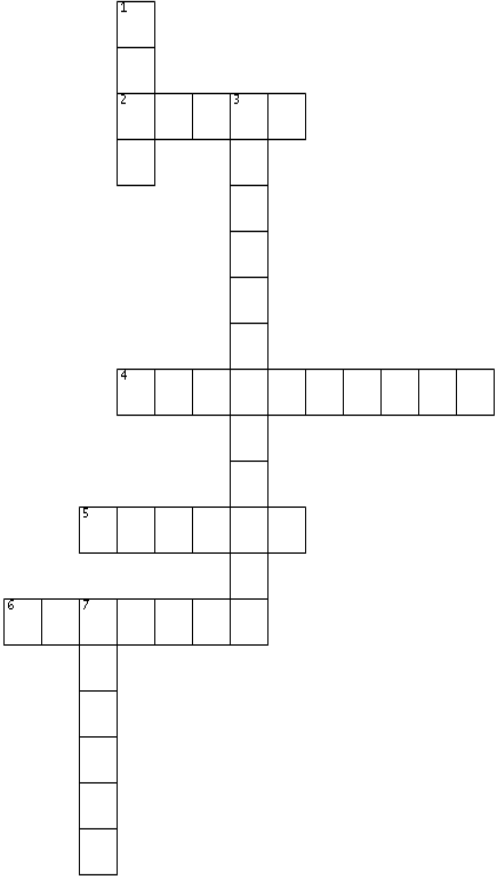
6. _____

DOWN

1. _____

3. _____

7. _____



Created in:
<https://puzzlemaker.discoveryeducation.com/criss-cross>

3) Read the text below and answer the questions:

a) What is the text about?

Measures Taken During Shipboard Operation for the Safety of Ship’s Crew, Cargo, and Marine Environment

By [Mohit](#) | In: [Marine Safety](#) | Last Updated on January 16, 2022



In every shipboard operation, the three prime factors that should be focused on by the onboard personnel are – safety of the crew, safety of the ship and cargo, and protection of marine environment.

The ship’s crew should always remember that whatever they do, the bottom line in all circumstances must be – ‘Safety First’.

During cargo operation in a container ship, following points are to be remembered to ensure safety of the crew, cargo, and marine environment:

- When it comes to the crew, personal protective equipment must be worn during cargo operation which includes the safety shoes, safety helmet, overall, gloves, etc.

- While handling the ongoing cargo operation, be careful not to come in the way or stand under any heavy load.
- Safety of the cargo involves the correct lashings & securing of the cargo.
- Safety of the personnel involves correct lashing procedure to avoid back injuries and sprains.
- Onboard refrigerated cargo is to be monitored and should be maintained at their required temperatures.
- Dangerous goods of different categories have to be packaged and segregated as per the IMDG code.
- No source of ignition should be allowed into or near to a place where dangerous goods containers or IMDG containers are stowed.
- The lashing bridge and catwalks must be in a safe condition to work.
- All the lashing bars and lashing pieces of equipment must be in place and not left lying on the lashing bridge floor.
- One must never stand or walk under a working spreader. The consequences could be fatal if an accident occurs.
- Mooring ropes of the ship should be kept tight all the time.
- Safety signs should be posted at appropriate places. (For example, ‘No Smoking’ signs).
- Security level to be displayed and ISPS duties to be performed properly.
- The deck and even the cargo holds should be free of oil or greasy material. If the deck is found in such a condition it must be cleaned up immediately.
- Cargo holds containing dangerous cargo or fumigated containers should be well ventilated. Entry into such a hold with inadequate ventilation must not be allowed.
- Dangerous cargoes must be stowed on deck or in the holds as per the Ship’s stowage plan for dangerous cargoes and should be well away from living quarters.
- Any kind of oil spill or leak must be prevented so as to avoid pollution of the seas.
- When an incident takes place involving the loss or likely loss overboard of packaged dangerous goods into the sea, the Master shall report the particulars of such an incident without delay to the nearest coastal State.
- The report shall be based on the Supplement to the IMDG-Code “Reporting Procedures”. When the ship is within or near an area for which a ship reporting system has been established, reports shall be transmitted to the designated shore station of that system.
- Emergency exits and escape routes must be clear of all obstructions at all time.
- All crew should be aware of the dangerous cargo spill contingency plan which is kept in the deck office
- First aid kit and defibrillator must always be present in the deck office.



From: <https://www.marineinsight.com/marine-safety/measures-taken-during-shipboard-operation-for-the-safety-of-ships-crew-cargo-and-marine-environment/>

b) Complete the table below according to the text:

Shipboard situations	Procedures (actions to be taken)
Dangerous cargoes operations	

Mooring operations	
Oil spill incident	
Emergency situation	
Onboard refrigerated cargo	

c) In your view what is the importance of following procedures on board? After answering the question, talk to your partner. Give examples to support your ideas.



VOCABULARY

Image 6

4) Learning about specific words related to your working environment might help you to improve specific knowledge and become better professionals. Write your own definitions and examples for the words below. Don't forget to mention the sources of the information:

WORDS	MY DEFINITION	EXAMPLES
Ensure		
Mooring		
Hazard		
Stowage		
Handle		
Sprain		
Lashing		
Cargo hold		
Duty		

Gadget		
Spreader		
Choose a word from the previous text:		

Adapted from: <https://newlearningonline.com/learning-by-design/the-knowledge-processes/conceptualising>

5) The sentences below are popularly used as a reminder of the importance of safety on board. Do you agree or disagree? Talk to your partner. Choose at least two words from the previous vocabulary box and use them to help you to support your ideas:



Image 7

HOW LANGUAGE WORKS: GRAMMAR ISSUES

6) Look at the examples below and do the exercises that follow:

- Mooring ropes of the ship **should be kept** tight all the time.
- The ship's crew **should always remember** that whatever they do, the bottom line in all circumstances **must be** – 'Safety First'.
- The deck and even the cargo holds **should be** free of oil or greasy material.
- Dangerous goods of different categories **have to be packaged** and **segregated** as per the IMDG code.
- If the deck is found in such a condition it **must be cleaned up** immediately.
- Entry into such a hold with inadequate ventilation **must not be allowed**.
- One **must never stand** or **walk** under a working spreader. The consequences could be fatal if an accident occurs.
- The report **shall be** based on the Supplement to the IMDG-Code "Reporting Procedures".
- When the ship is within or near an area for which a ship reporting system has been established, reports **shall be transmitted** to the designated shore station of that system.
- Emergency exits and escape routes **must be** clear of all obstructions at all time.
- All crew **should be** aware of the dangerous cargo spill contingency plan which is kept in the deck office.
- First aid kit and defibrillator **must always be** present in the deck office.

a) Complete the blanks below with the correct word according to the previous sentences.

- We use _____, **have to** and _____ to say something is necessary.
- We use _____ to give advice.
- We use _____ to say that something is prohibited / not allowed.

b) **Shall, must, should** and **must not** are always followed by:

- () to + infinitive
- () infinitive without 'to'
- () -ing forms

c) Words that describe frequency like '**always**' and '**never**' are used in the following position in the affirmative sentences:

- () before **must, shall** and **should**
- () between **must, shall** or **should** and the following verb

Quick review ...

(Retrieval
Practice)

Read the safety instructions and recommendations below. Match each one with an appropriate statement.



Image 8

- (1) It's advisable to do this.
- (2) It is a prohibition.
- (3) It's necessary to do this.

- () You mustn't smoke while working in the engine room.
- () Ships shall be provided with fire pumps, hydrants and hoses complying with requirements of this regulation. (SOLAS, p. 176)
- () Measures should be taken to ensure that adequate welfare facilities and services are provided for seafarers on board ship.
- () Seafarers have to wear and use the PPE.
- () If you are interested in spending your vacation at a Cruise ship's Casino, you must first make a reservation.

Teamwork is very important at sea. What other instructions or recommendations would you give to a new crewmate on board?



Image 17

From: Freepik.com

d) Now, look at the sentences below taken from the text again and do the exercises accordingly:

1. Mooring ropes of the ship **should be kept** tight all the time.
2. The ship's crew **should always remember** that whatever they do, the bottom line in all circumstances must be – 'Safety First'.
3. Dangerous goods of different categories **have to be packaged** and **segregated** as per the IMDG code.
4. Reports **shall be transmitted** to the designated shore station of that system.
5. One **must never stand** or **walk** under a working spreader.
6. All crew **should be** aware of the dangerous cargo spill contingency plan which is kept in the deck office.

- The subject of the sentence does the action in sentences number _____. The verbs highlighted in these sentences are in the () active () passive form.
- The subject of the sentence receives the action in sentences number _____. The verbs highlighted in these sentences are in the () active () passive form.
- So, we often use the () active () passive when we are more interested in describing what happens to someone or something than who or what does the actions.
- In sentences number _____ the one who is supposed to perform the action is not explicitly stated because _____, but it could be mentioned with the use of the particle _____ followed by the agent (person or thing that takes an active role) as in:

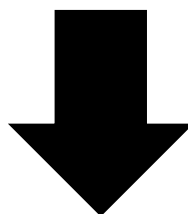
*'The maintenance should be carried out **by me**'.*

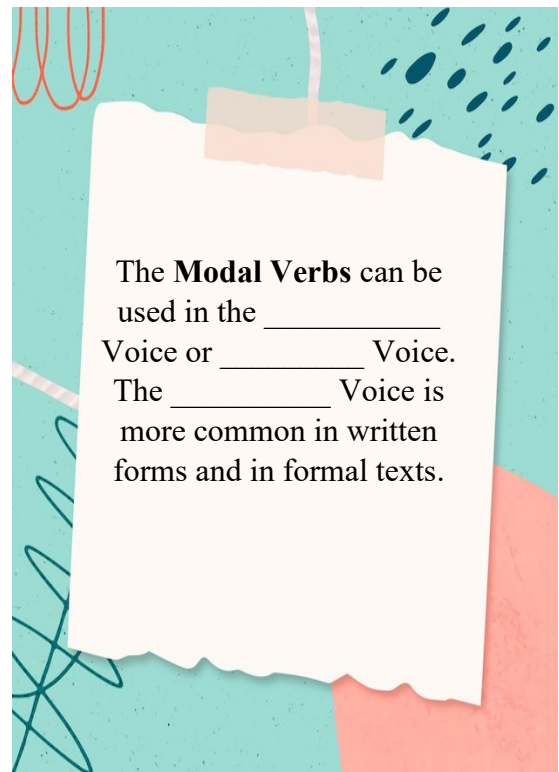
e) The sentences below illustrate two different patterns of language that are commonly used with **should**, **shall** and **must** in the previous text. What are they? Complete the blanks accordingly:

Pattern 1: _____ Form				
<i>The deck and even the cargo holds should be free of oil or greasy material.</i>				
The deck and even the cargo holds +	_____ +	_____ +	free of oil or greasy material.	
SUBJECT	Modal verb	Main verb (infinitive without 'to')	COMPLEMENT	
<i>The ship's crew should always remember that whatever they do [...].</i>				
The ship's crew +	_____ +	_____ +	_____ +	that whatever they do [...].
SUBJECT	Modal verb	Adverbs of frequency	Main verb (infinitive without 'to')	COMPLEMENT
Pattern 2: _____ Form				
<i>Mooring ropes of the ship should be kept tight all the time.</i>				
Mooring ropes of the ship +	_____ +	_____ +	_____ +	tight all the time.
SUBJECT	Modal verb	Verb to be	Past Participle of the main verb	COMPLEMENT
<i>[...] reports shall be transmitted to the designated shore station of that system.</i>				
[...] reports	+ _____ +	_____ +	_____ +	to the designated shore station of that system.
SUBJECT	Modal verb	Verb to be	Past Participle of the main verb	

f) Now, skim the previous text and identify what pattern was more frequently used by the writer: **Pattern 1** or **Pattern 2**? Why do you think this happened?

Remember this:





Let's practice!

7) A shipping company sent an email to a Chief engineer reminding her of good safety practices on board. However, as she opened the message in her computer, she noticed that some sentences were scrambled. In pairs, unscramble the words below and find out about the shipping company's advice, recommendations, and instructions. Decide if they are in the PASSIVE or ACTIVE form. Follow the example:

a) taken / proper / be / precautions / must.

Proper precautions must be taken. () ACTIVE VOICE (x) PASSIVE VOICE

b) boots / safety / on / be / the / proper / ship / all / worn / at / must / times

_____ () Active voice () Passive voice

c) drive / you / and / drink / must / not

_____ () Active voice () Passive voice

d) trained / must / crew / the / be / immediately

_____ () Active voice () Passive voice

e) should / professionals / welding / only / equipment / be / used / by

_____ () Active voice () Passive voice

f) mooring / the / be / cleared / entire / before / area / should
 _____ () Active voice () Passive voice

g) you / smoke / in / holds / must / not / cargo / the
 _____ () Active voice () Passive voice

h) gangway / hold / while / going / the / down / handrail / should / should / you / the
 _____ () Active voice () Passive voice

i) requirements / all / with / safety / ships / comply / shall
 _____ () Active voice () Passive voice

8) Now, change the focus/emphasis of the previous sentences in the passive form by rewriting them in the active form. Follow the model:

Proper precautions must be taken. (Passive)
 Somebody must take proper precautions. (Active)

9) What about **on the road**? How can safety be assured **while driving**? In pairs, talk to your partner and complete the table with your own ideas. Make sure your sentences provide different emphasis by using **active** and **passive** forms.

Things not allowed	
Things that are necessary	
Advice for new drivers	



LISTENING

10) Look at the picture below and discuss following questions. Talk to your conversation partner.

Image 9

Image 10

From: <https://discover.hubpages.com/autos/Inattentive-Driving>

- ✓ What is going on in the image on the left? Describe it in your own words.
- ✓ Does it describe a safe environment?
- ✓ How could the driver guarantee safety on the road?

11) Watch the video **Safe Working Practices** available in the QRcode. Complete the table below accordingly. Then, talk to your partner about your answers:



(From: https://www.youtube.com/watch?v=RtSid_huTK8&t=2s)

Advice	Necessity	Things not allowed

12) What else do you know about **safety culture on board**? Talk to your partner and complete the blanks below with your own ideas:

- a) While travelling, you shall _____.
- b) Before mooring, you must _____.
- c) When working in the engine room, you have to _____.
- d) You should _____
after working on board.

- e) When working on board you must not _____.
- f) All incidents that happen while being on watch shall _____.
- g) In case of climbing or descending a staircase, all portable tools and equipment should _____.

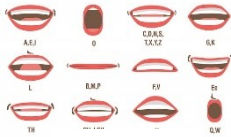


Image 11

PRONUNCIATION – Help with listening and speaking

13) Here are some past participles from the previous listening. Is the ending pronounced -d, -t, or -id? Say the words and write them in the appropriate category.

- | | | | | |
|-----------|---------------------|--------------|------------|------------|
| suspended | unguarded / guarded | refrigerated | obtained | planned |
| stored | carried | entered | authorized | executed |
| lashed | fenced | posted | checked | encouraged |
| secured | uncluttered | closed | raised | explained |
| caused | enclosed | occurred | lowered | |

Columns 1	Column 2	Column 3
-d	-t	-id

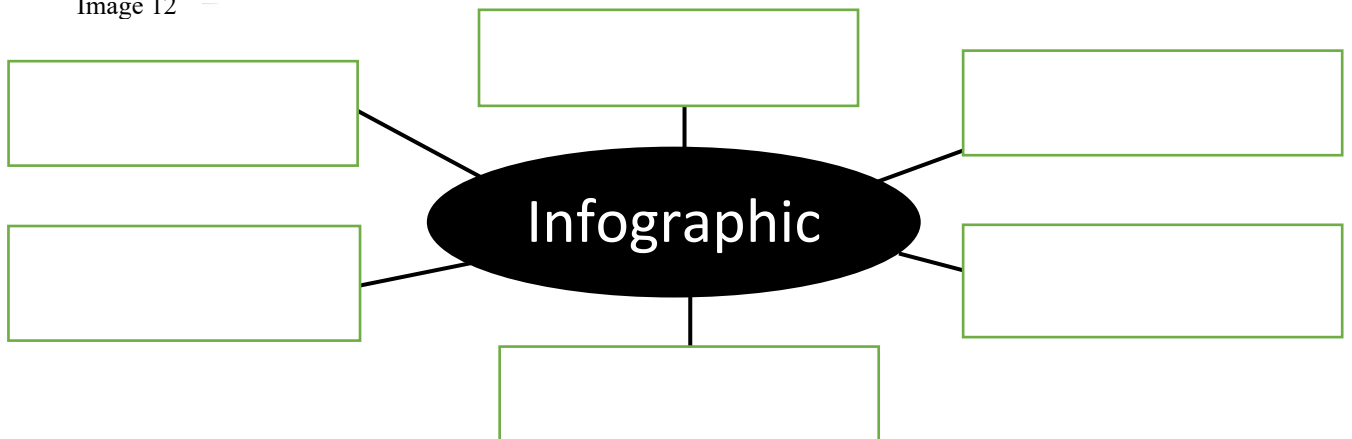
Now, watch the video again and check your answers.



Image 12

WRITING

14) What is an infographic? In pairs, research about this word and organize the information found in the mind map below. During your research, you might use printed or online dictionaries and/or other online research tools:



15) An **infographic** is not only “[...] a collection of imagery, data visualizations like pie charts and bar graphs, and minimal text that gives an easy-to-understand overview of a topic⁸” (VENNGAGE, 2022), but also, and most importantly, it might be an effective and valuable tool for visual communication. Look at the infographic available below and answer the following questions:



From:

<https://www.itf-global.org/sites/default/files/node/resources/files/ITF-Covid-Transport-Infographic->

a) What is it about?

b) Who is the text for?

c) Tick the elements observed in the previous infographic:

- | | | |
|--|--|--|
| <input type="checkbox"/> a collection of imagery | <input type="checkbox"/> minimal texts | <input type="checkbox"/> pie charts |
| <input type="checkbox"/> graphs | <input type="checkbox"/> final remarks / | <input type="checkbox"/> collection of imagery |
| <input type="checkbox"/> heading / title | comments | |
| <input type="checkbox"/> hashtag | <input type="checkbox"/> social media references | |

⁸ <https://venngage.com/blog/what-is-an-infographic/>

d) By the end of the infographic there is the following message:

“Public transport workers must be adequately protected to enable them to carry out their critical work. No worker should have to take excessive risk or die on the job. These demands must apply to public transport workers regardless of their job, employment status, gender, ethnicity and race or migration status.”

✚ In the previous message are there any sentences with the idea of **necessity**, **advice** or **prohibition**? If yes, underline the sentences with these meanings. Explain the meaning of each sentence and why you think so.

✚ What is more important in the sentences underlined: **what the subject does** or **what happens to the subject**? Why do you say so?

e) In pairs, prepare an infographic about safety culture on board. You might use the topics discussed in this Unit. Include some piece of **advice**, information about **things that are not allowed/prohibited** and **things that necessary** to guarantee safety on board.

Tip: In <https://www.canva.com/> you might find useful, effective and professional templates.

Post-writing (peer-correction)

16) Read the **infographic** created by a different pair and complete the feedback checklist below. You will also receive some feedback from your peers.

Feedback checklist

<input type="checkbox"/> graphs	<input type="checkbox"/> final remarks /	Other comments: _____ _____ _____ _____
<input type="checkbox"/> heading / title	comments	
<input type="checkbox"/> a collection of imagery	<input type="checkbox"/> social media references	
<input type="checkbox"/> minimal texts	<input type="checkbox"/> pie charts	
	<input type="checkbox"/> collection of imagery	



SPEAKING

Giving a public talk (Part II)

Image 13



Image 14

From: <https://www.freepik.com/>

17) Although **giving a public talk** at work might be a huge challenge for some people, there are some strategies that could be used to help you to deal with it more successfully. In the previous Unit, we saw the importance of preparation and you learned a few phrases to help you to organize the introduction more effectively. Now, you are going to learn a few phrases that can be used at each stage of your presentation. Read these phrases and match them with the stages accordingly:

Stages	Phrases
1) Greeting	() I'm here today to talk about... The purpose of today's meeting is ...
2) Introducing yourself	() I'd like to start by ...ing, then I'll go on to ... and finally I'll ... This presentation is structured as follows...
3) Introducing the subject of your talk	In my presentation, I'll focus on three major issues.
4) Outlining the structure of your talk	() It's nice to see so many of you here today. Thank you all for coming. Good morning / Good afternoon / Good evening
5) Highlighting the main point	() For those of you who don't know, I am ... My name is.... And I am ... (inform your profession/rank)
6) Going into detail	() I hope this has been informative and would like to thank you all for coming.
7) Giving reasons	That's it.
8) Giving extra information	() The main point I'd like to make is that ... I'd like to discuss in more depth the implications of... I'd like to make more detailed recommendations regarding....
9) Concluding / summarizing	() To sum up,

10) Closing	<p>This brings me to the end of my presentation. To summarize my main points, ...</p> <p>Well, that is all I have for today. Let me now summarize what I talked about...</p> <p>() I have now come to the end of my presentation. In summary, I spoke about...</p> <p>() Furthermore, ... / In addition, / Besides, ... / Moreover, ...</p> <p>() This is due to / because / because of / owing to ...</p> <p>() So, how do we solve this problem? Let me give you an example of this. For instance, ... / For example, ...</p>
-------------	--

Adapted from: <https://canicollege.com/wp-content/uploads/2018/02/USEFUL-PHRASES-AND-STRATEGIES-FOR-PRESENTATIONS.pdf>

USEFUL TIPS: A guide to good public speaking (Part II)

- ✓ Giving a public talk in a foreign language can be made easier by being well prepared.
 - ✓ A good talk should be divided into stages.
- ✓ A presentation carefully staged help people listening to follow your talk more successfully.
- ✓ If you memorize a phrase for each stage, you will have more time to think of what to say next.
 - ✓ Don't speak too fast. Pauses are meaningful and necessary.
- ✓ Long and complex sentences might be difficult for listeners to follow. Use short sentences and everyday words instead.



Image 15

CREATIVE TIME!

18) Imagine you are going to train new crew members on board. In pairs, create a **poster** or and **infographic** containing some **guidelines**, **instructions** and **reminders** to reinforce good safety practice onboard. Present it to your class. Don't forget to include useful phrases in your presentation.



Image 16

From: freepik.com

Public speaking peer review

19) Complete the following review sheet for your designated partner. Circle the appropriate numbers and provide two pieces of feedback at the bottom of the form.

Rubrics
5 – Well above grade level/standard; truly exemplary work going above and beyond expectations
4 – Above average grade level/standard output; a good effort has been given
3 – At grade level/standard; standards have been met at minimum capacity
2 – Slightly below grade level/standard expectations; a stronger effort or remedial efforts and instruction may be needed
1 – Well below grade level/standard expectations; low effort has been given, or remedial instruction is needed, as the content at this point is proving too difficult

Criteria	Numbers				
Posture Does the speaker stand upright and exude confidence?	5	4	3	2	1
Ideas Does the speaker share key ideas or elements relevant to his / her topic?	5	4	3	2	1
Clarity Does the speaker communicate in a clear and concise manner?	5	4	3	2	1
Eye contact Does the speaker make the audience feel as part of his/her presentation?	5	4	3	2	1
Visual aids Does the infographic / poster provide an easy-to-understand overview of the topic?	5	4	3	2	1
Peer reviewer comments					
One area I truly enjoyed about your presentation was...					
One possible area of improvement to consider is ...					

Adapted from: <https://templates.office.com/en-us/public-speaking-peer-review-tm12135923>

TEACHER'S GUIDE

Foreword

The didactic units *Marine Pollution and Protection* and *Safety Culture on Board* were developed to teach English for specific purposes in the maritime context. The design of these units was based on the framework developed by Mary Kalantzis and Bill Cope in *Literacies* (2012). According to the authors, there are four knowledge processes: *experiencing*, *conceptualizing*, *analysing* and *applying*. Most importantly, these four knowledge processes are “[...] four foundational types of thinking-in -action, four things you can do to know” (2012). In the table below there is a detailed description of each knowledge process:

Experiencing	<p><i>the known</i> – learners bring to the learning situation perspectives, objects, ideas, ways of communicating and information that are familiar to them, and reflect upon their own experiences and interests.</p> <p><i>the new</i> – learners are immersed in new situations or information, observing or taking part in something that is new or unfamiliar.</p>
Conceptualizing	<p><i>by naming</i> – learners group things into categories, apply classifying terms, and define these terms.</p> <p><i>with theory</i> – learners make generalizations by connecting concepts and developing theories.</p>
Analysing	<p><i>functionally</i> – learners analyse logical connection, cause and effect, structure and function.</p> <p><i>critically</i> – learners evaluate their own and other people’s perspectives, interest and motives.</p>
Applying	<p><i>appropriately</i> – learners try their knowledge out in real-world or simulated situations to see whether it works in a predictable way in a conventional context.</p> <p><i>creatively</i> – learners make an intervention in the world, which is innovative and creative, distinctively expressing their own voices or transferring their knowledge to a different context.</p>

(From: KALANTZIS; COPE, 2012).

Please, check the “**brief overview**” table available right before each unit’s *Answer key* section to understand how the afore mentioned categories underlies each activity designed in the Units.

It is also worth mentioning that you might have multilevel groups (from zero beginners to intermediate – all in the same classroom), which means that some adaptation of the activities during the delivery of your lessons might be necessary. Thus, don't forget to assess your target group needs before teaching this unit. Moreover, as ESP ends up being an inter(trans)disciplinary subject, students should be encouraged to participate and contribute with their own knowledge gained from other subjects taught in their respective courses (Navigational Science and Engineering). This will, in turn, contribute to trigger motivation and enhance learning. Multiple patterns of interactions are also welcome.

Last but not least, the activities were designed based on authentic material so that students are better able to develop various professional skills and guarantee successful performance in their day-to-day jobs.

Recommended book:

KALANTZIS, M.; COPE, B. **Literacies**. Cambridge: Cambridge University Press, 2012.

Unit 1: Marine Pollution and Protection
Brief overview

Let's talk (Experiencing the known – receptive activities, etc. - and brainstorming)	Conversation questions and pictures (multiliteracies).
Reading (Experiencing the new / before reading, during reading, after reading– b.d.a.)	Pre-reading – teaching the grammar of visual design, making predictions and brainstorming; while reading – reading for gist and for specific information; post-reading – developing a critical view of the issue (pair discussion).
Writing (Summarizing; Experiencing the new)	Writing integrated with reading. Summary writing. Genre teaching. A template and examples are available in the section.
Vocabulary (Conceptualizing by naming – vocabulary concept map / fryer model)	Building vocabulary and conceptual knowledge using a vocabulary concept map and collaborative work.
Retrieval Practice (Practice quiz)	Review on vocabulary learned during the previous activities, e.g. <i>hazard, ballast water, refuse</i> (noun), <i>recycle, dunnage, stowage, comply with, cruise liners</i> , etc.
Listening (Experiencing the new / b.d.a. + Conceptualizing by theorizing)	Before-listening, during listening and after-listening (b.d.a). Development of listening strategies and strategies to process new information. Designing a consequence/effect wheel. Developing critical listening.
Focus on Form / Grammar (Analyzing functionally – sentence data sets)	Analyzing functionally with sentence data sets and contextualized types of practices. Focus on form: cause and effect / effect and cause. Connectives: <i>due to, owing to, because of, as a result of, because, so, with the result that, as a result, for this reason, for that reason, consequently, because of this / that.</i>
Pronunciation (Applying appropriately – hypothesis testing)	Linking words together: consonant + vowel. Acting out in the 'correct way' by pronouncing the words after matching the columns.
Speaking (Conceptualizing by naming – genre teaching)	Learners group phrases that can be used in the introduction of a public talk into categories, classifying terms.
Creative time! (Applying appropriately and creatively)	Applying appropriately and creatively: multiliteracies applications and multiliteracies. Production of an infographic/mind map/ slides and delivery of a short presentation.
Post-speaking	Learners reflect on their own speaking performance.

The frameworks used to design the activities are available in
<https://newlearningonline.com/learning-by-design/the-knowledge-processes/activities>
 (Last accessed: 19 mar. 2022)

Unit 1: Marine Pollution and Protection

➤ Let's talk (Exercise 1)

Teacher: Draw students' attention to the opening pictures and ask them what these pictures are about, then ask students to talk to their conversation partners about the questions displayed in activity 1).

Main goal: This activity aims to activate students' previous knowledge. It is also an opportunity to **experience the known**. Teachers can also take this opportunity to assess students' overall lacks and needs.

Alternative treatment: Before the day of this lesson, ask students to research an image, audio/podcast / recording, text or video about pollution at sea and show the material researched to their conversation partner on the first day of this lesson. Students can be asked to **summarize** and/or **describe** the material chosen in their own words to their conversation partners. They could also be asked to **explain** why they chose the material brought.

Answer key: Open answers

➤ Reading (Exercises 2 & 3)

Teacher: Guide students into the reading stages: Pre-reading, while reading and post reading.

Main goal: This stage of the lesson aims to help students to practice specific reading skills such as making predictions, skimming etc. in the target language. It also aims to guide students into **experiencing the new**. In order to keep the reading experience closest to what we do in real life, the original text should be accessed via any electronic device. In case the text is not online anymore, the teacher can reproduce the text below and give it to the whole class after the pre-reading is done.

Pre-reading (Exercise 2):

Ask students to look at the screenshot of the beginning of an online article and individually answer the following questions. At this stage, teachers can contribute to building learners' discourse-structure awareness by guiding students into (1) examining text heading; and (2) hypothesizing what the text is about. Elicit students answers before asking them to read the text in full and check their predictions.

Alternative treatment: Alternatively, the teacher could use a **Reading ‘knowledge’ chart** as the one below in the pre-reading stage:

Things I / we know	Things I / we am/are not sure of	Things I/we would like to know

About the previous chart, Jeremy Harmer explains: “We can have our students look at the title of a text and then (individually or in pairs or groups) complete a chart before they read the text, to guide their reading. That way, they are reading the text for their own purposes, rather than to answer questions that someone else is asking.” (HARMER, 2015, p. 315).

While-reading (Exercise 3): Reading for gist and reading for detail

➤ **Reading for gist:**

Ask students to get their mobiles and point to the QRCode available, so that they can have access to the whole text and check their predictions. Teachers may guide students into achieving comprehension by asking for clarification with the following questions: *What do you think now? How accurate were your predictions? Can you find information in the text to support or challenge your predictions?*

P.S. If students are unable to use their mobiles to access the internet in the classroom, the teacher can use the school computer laboratory.

Answers

2) - a) Procedure

b) Facebook, Instagram, Youtube, etc. These icons show the reader other channels where Marine Insight can be found.

c) The text possibly provides guidance about what to do to avoid or reduce marine pollution by ships.

d) Open answers. It depends on students’ previous knowledge.

➤ **Reading for detail:**

In **3-a)**, ask students to read the text again for specific information. Teachers may be better able to ensure learners’ engagement with the text by getting them to say what they think the answers are and ask them to refer to the part of the text (phrase, sentence or paragraph) which helped them to decide which statements are right or wrong and why.

Answers

- 3-a) 1. (F) According to the text, “old grease, waste oil, and similar other oil based products could be used as alternative lubricants or be used up for cleaning rough stains /marks.
2. (V) According to the text, “Food waste can be comminuted and discharged at sea”. Comminutes means “reduced to minute particles or fragments”.
3. (F) There are conventions such as MARPOL. According to the text, “IMO conventions such as MARPOL Annex 5- Garbage from Ships and other related guidelines have to some extent been able to streamline the waste and garbage management onboard marine vessels by implementing methods such as Garbage Management Plan for Ships.”
4. (V) According to the text, “Procedures to dispose- off waste in safe and ecologically friendly environment should be included in the waste management manuals in order minimize marine pollution.” And “Finally, the fleet managers should engage in having interactive sessions with the crew members for reducing marine pollution, [...]”.
5. (partially F) According to the text, “Batteries are again an environmental hazard and should be disposed off ashore to approved shore reception facilities. Batteries could also be recycled onboard using special units / devices leading to separation of Lithium, Lead and Cadmium.”

Post-reading:

In **3-b)**, trigger learners’ critical thinking by asking them to exchange opinions about how pollution could be reduced.

Answers

Open answers.

 **Complete text:**

Marine Pollution by Ships -Tips for Reducing & Recycling Waste at Sea

By Bikram Singh May 6, 2021 Marine Environment

It is a proven fact that the marine industry amasses millions of tons of garbage and waste products from day to day operations each year causing massive marine pollution. (Have you heard about the Pacific Ocean garbage patch?)

Shipping industry, which is wholly accountable for the marine and cargo transportation, is one of the potent sources for pollution at sea. With over 70% water covering our planet, marine industry is booming each passing day. With such rapid industrial growth the marine ecological system is bound to get perturbed by unwanted issues such as those of the marine wastes and effects of marine pollution. Marine waste and the associated garbage have been proclaimed as being majorly responsible in polluting the world’s oceans.

To oversee that the shipping industry abides to the international laws and regulations, Marine Environmental Protection Committee (MEPC) and similar other groups have been formed. These Marine Environmental groups play an important role in controlling and downsizing the wastes produced due to the maritime operations. With the acceptance of Hong Kong International Convention for the Safe and Environmentally Sound Recycling of Ships in May 2009, a significant improvement in ship recycling and waste management has been observed.

IMO conventions such as MARPOL Annex 5- Garbage from Ships and other related guidelines have to some extent been able to streamline the waste and garbage management onboard marine vessels by implementing methods such as Garbage Management Plan for Ships . This also makes it vital for the vessels' waste management teams to work together in order to understand and comply with waste reduction, recycling and management.

Tips for Reducing Waste on Ships to Reduce Marine Pollution

Waste and Garbage generated onboard ships which contribute to marine pollution comprise of chiefly plastics, dunnage and packing material, cleaning material and rags, paper products, food waste, remains of paints, solvents and chemicals. Proper handling of these waste products is critical to prevent marine pollution. Maximum efforts should be put into waste reduction and management to permit a safe and healthy work environment onboard as well as preserving a pollution free marine ecosystem. In order to reduce the waste, seafarers should take an active part in efficient ship operations and in reducing garbage production on ships.

- All marine operators to put in place waste and garbage management system with proper stowage and segregation procedures for various categories of waste materials such as plastics, batteries, food wastes, dunnage, metallic wastes, chemicals, etc. Companies should imply strict adherence to the MARPOL regulations and maintain zero dumping policy onboard their fleet. Procedures to dispose- off waste in safe and ecologically friendly environment should be included in the waste management manuals in order minimize marine pollution.
- Wastes such as plastic, metals, glass, batteries, medical wastes, oily rags, sludge, waste oils, etc. those which cannot be disposed off at sea should be incinerated or given away to shore reception facilities.
- Compactors should be used effectively to reduce the volumes of mainly plastics and other waste material which can be compressed.
- Food waste can be comminuted and discharged at sea. Also to ensure vessels are complying with the 2013 MARPOL amendments to Annex V.
- Newer techniques which separate glass from mercury and metal should be allowed onboard.
- As far as possible, reduce the production of oily waste and sludge. Usage of clean and treated fuel will not only generate lesser sludge but also will be environmental friendly. In order to improve the performance of the OWS, it is a better idea to install emulsion breaking filters on the separators.
- The marine operator's Environmental Management System (EMS) should be maintained onboard which in turn would raise the waste management standards and also reciprocate to the zero discharge policy for solid wastes that can be incinerated onboard and ashore.

Tip for Recycling Waste on Ships

Recycling waste is a new concept to reduce marine pollution that is being implemented onboard marine vessels especially the cruise liners where waste generated is four folds as compared to that produced by conventional marine operations. Waste management programs should institute effective waste recycling for a better environment even on conventional marine

vessels and installations. Special steps should be taken to minimize marine pollution from cruise ships.

Things that could be included to prevent marine pollution by ships are, but not limited to –

- Ship Owners and marine operators to effectively prepare, constitute and implement a Waste Recycling and Management Plan for recycling techniques and procedures that could be carried out at sea.
- Paper could be reused in many ways for day-to-day operations. Dunnage such as cardboard can be used for additional coverings. Common recycle bins for reusable items could be a good bet.
- Compactors should be used for crushing voluminous materials such as plastics, paper, metal cans, etc. Such materials should be put in recycling bins or containers.
- Items such as computers, television set, music boxes, etc. that are no longer required or useable onboard should be given away to local shore organizations.
- Old grease, waste oil, and similar other oil-based products could be used as alternative lubricants or be used up for cleaning rough stains /marks.
- Plastic garbage bags should be replaced with marine ‘biodegradable’ refuse bags for disposing-off food waste. Such bags could also be used up for storage and / or compression of garbage accumulated onboard. Plastic has been termed as one of the main sources of marine pollution.
- It is also imperative to understand the effects associated by air emissions which are caused due to colossal amounts of energy usage. Replacing the conventional halogen and the incandescent light bulb with the new age LED bulbs or similar fluorescent lights which consume lesser energy should be given due consideration onboard marine vessels and installations.
- Recycling of glass bulbs can be done with the help of lamp crushers which segregate mercury, metal caps while allowing for the crushing of glass.
- Batteries are again an environmental hazard and should be disposed off ashore to approved shore reception facilities. Batteries could also be recycled onboard using special units / devices leading to separation of Lithium, Lead and Cadmium.

Finally, the fleet managers should engage in having interactive sessions with the crew members for reducing marine pollution, motivating them to protect the environment through proper stowage, segregation and handling of waste generated at sea. With the adoption and implementation of such waste reduction and recycling management programmes ship owners, marine managers and the personnel at sea would be able to display immaculate levels of concern for the marine ecosystem.

From: <https://www.marineinsight.com/environment/marine-pollution-by-ships-tips-for-reducing-recycling-waste-at-sea/>

➤ Writing (Integrated with reading) (Exercise 4)

Teacher: As a warmer, ask students: What is a *summary*? Do you ever have to write summaries in your own language? **If so:** What sort of topics do you have to write a summary about? How long are the summaries? What things do you find difficult about writing a summary? What do you learn from writing summaries? / **If not:** What sort of writing do you have to do in your own language? How is it different from a summary? What do you learn from doing a summary as part of your academic work?

Tell the students they are going to write a summary. Ask them to go back to the text and underline key words or phrases or write down the main points. Tell them to share the selected main words and/or ideas with their study partner and ask them to write a summary in pairs. Show the summary template available and guide students into understanding how it is structured.

Draw students' attention to the box entitled "Tips to write a great summary" and enhance students' autonomy by inviting them to check the extra resources available.

Main goal: As suggested by *Reading Rockets*⁹, "Teaching summarizing shows students how to discern the essential ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what they read and acts as a check for comprehension."

Alternative treatment: Divide the text into parts, e.g. Parts A & B: Part A (Introduction + Tips for Reducing Waste on Ships to Reduce Marine Pollution) and Part B (Introduction +Tip for Recycling Waste on Ships). Then, after dividing the class into A and B, ask students to summarize only the respective parts. After summarizing their parts 'students A' could join 'students B' and present their summaries to each other.

Answers:

- 4) - a) Students underline main parts.
b) Students write a summary.

Example of a summary:

According to the text, the maritime industry has been largely contributing to the increase of marine pollution every day, mainly because of its boom in recent years. However, there are laws, regulations, etc. and environmental groups responsible for guaranteeing that waste is managed accordingly. One of the IMO conventions is MARPOL which, among other things, highlights the importance of people's commitment to 'comply with waste reduction, recycling and management'. Furthermore, the article also provides tips for reducing waste on ships to reduce Maritime pollution and tips for recycling waste on ships. The tips given highlight, among other things, the importance of understanding what is considered waste and garbage generated on board ships, how each type of garbage is classified by law, how each one of them should be managed and the importance of everybody's [from ratings to ship owners and marine operators] commitment and engagement to protect the marine ecosystem. [150 words].

⁹ Available in: <<https://www.readingrockets.org/strategies/summarizing>>. Last accessed: 25 ago 2022.

Teacher tips: This summary can be used as a model/ example of what is expected and/or used to explain how cohesive devices such as lexical chains can be deployed in the writing process.

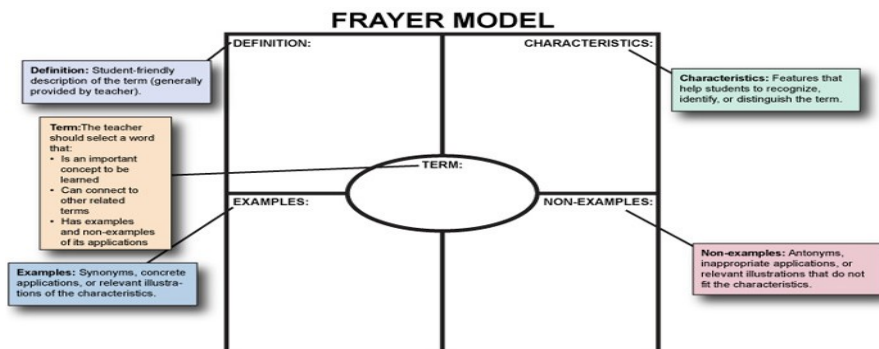
- ✓ For further information about how lexical chain works see: <https://www.writing.support/lexical-chains.htm>.
- ✓ For further information about how to write a summary check the link below: <https://www.scribbr.com/working-with-sources/how-to-summarize/>

➤ Vocabulary (Exercise 5)

Teacher: Ask students to draw 8-10 word maps – one for each word. After they finish the activity, ask them to share their work. Students can share them online on a webpage like <https://padlet.com/>, for example. The teacher can also present visual dictionaries such as *Visuwords* (<https://visuwords.com/>) as a useful tool that can help them to accomplish the task.

Main goal: This activity aims to help students to improve their vocabulary as they conceptualize the words chosen by them [**conceptualize by naming**].

Alternative treatment: Alternatively, teacher can use the Fryer model:



Another possibility is to ask students to use the tools available in https://www.canva.com/pt_br/ and invite them to use their creativeness to present the data related to the words chosen.

Answers:

Students might choose some of the following words: boom, garbage, abide, downsize, comply with, dunnage, handle, stowage, oily rags, sludge, discharge, policy, incinerate, cruise liners, cardboard, refuse, hazard, shipping industry, ballast water, recycle, carton.

➤ **Retrieval practice:**
(Exercise 6)

Teacher: Ask students to match the columns. The teacher can adapt this activity and turn it into a game (Quiz time!) to trigger motivation and promote lower affective filter. Invite students to do the follow-up activity available in the QRcode. The activity available in the QRcode is optional.

Main goal: This stage of the lesson aims to provide students opportunity to review and practice some words found in the text.

Alternative treatment: Alternatively, the teacher can create a personalized quiz in <https://quizlet.com/latest>, according to learners' needs and with the words selected by students during the vocabulary map activity.

Answers:

- | | |
|-----------------------|---|
| (a) hazard | (i) To do what you have to do or are asked to do. |
| (b) ballast water | (d) To put used objects or materials through a special process so that they can be used again. |
| (c) refuse (noun) | (h) Space available in a vehicle, especially a boat, for storing things. |
| (d) recycle | (f) It facilitates domestic and global manufacturing and trade via transportation of commodities and finished products, while also providing for the delivery of goods directly to consumers. |
| (e) dunnage | (j) A luxury passenger ship designed to provide holidays afloat. They are now basically designed as a hotel accommodation fitted inside a ship, where public spaces and leisure areas demand larger space. |
| (f) shipping industry | (a) Something that may be dangerous, or cause accidents or problems. |
| (g) discharge | (c) Waste material that has been thrown away. |
| (h) stowage | (e) It is the durable padding material used to protect goods during shipping. It can be anything from bubble wrap and packing peanuts, to industrial solid plastics that provide cushioning so items stay put. |
| (i) comply with | (g) To send out a substance, especially waste liquid or gas. |
| (j) cruise liners | (b) It is fresh or saltwater held in the ballast tanks and cargo holds of ships. It is used to provide stability and maneuverability during a voyage when ships are not carrying cargo, not carrying heavy enough cargo, or when more stability is required due to rough seas. It may also be used to add weight so that a ship sinks low enough in the water to pass under bridges and other structures. |

➤ Listening
(Exercises 7, 8, 9 & 10)

Teacher: Guide students into the listening stages: Pre-listening, while-listening and post-listening. As suggested by Nunan (2002, p. 241), “learners should know what they are listening for and why”, so make sure your lesson plan includes some guidance into helping learners to understand ‘what’ and ‘why’. It is also important to personalize as much as you can, so don’t hesitate to ask for students’ contribution whenever possible. Last, but not least, students might need to listen to a text several times to structure their listening. Decide the number of times according to your students’ needs and lesson time available.

Main goal: To develop specific strategies to listen in the target language more successfully.

Pre-listening (Exercise 7):

Teacher: Ask the students to describe in English what they see in the picture. Ask students

Main goal: To prepare students for the listening activity by activating schemata / previous knowledge. Warm up.

Answers:

Open answers. Some suggestions: Marine pollution by plastic. Ecosystem contaminated by pollution.

While-listening (Exercises 8 & 9):

8) **Teacher:** Ask students to watch the video and answer the question.

Main goal: To guide students into listening for gist.

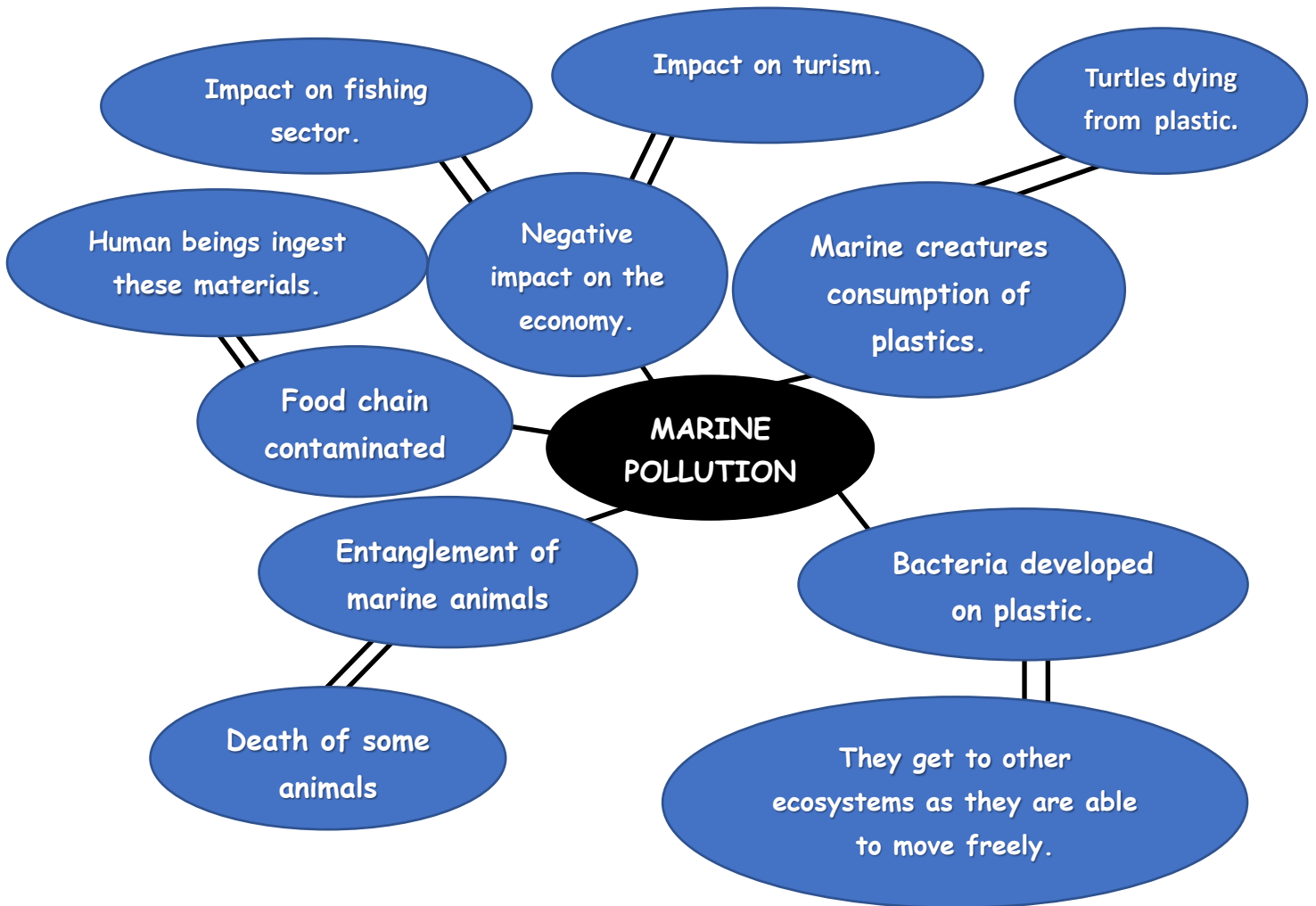
Answers:

The video talks about the cause of plastic in the oceans, the consequence and possible solutions to this problem.

9) **Teacher:** Ask students to watch the video again and listen to specific information. While listening they should write key information to build a consequence/effect wheel in pairs.

Main goals: To help students how to conceptualize by theorizing. To listen for specific information. To prepare students for the next stage of the lesson which will focus on form.

Possible answer:



Post-listening (Exercise 10):

Teacher: Ask students to answer to the open questions a) and b) individually. As soon as they finish ask them to talk to their conversation partner about their answers. Ask them to use some of the phrases for expressing opinions.

Main goal: To use the target language for communicative purposes. To trigger critical thinking about the topic in the maritime context.

Answers:

Open answers. Some examples for b): incineration, recycling, etc.

🚩 Listening transcript:

Plastic Waste & Ocean Pollution: Causes, consequences, and solutions

(Source: https://youtu.be/KN8yW_girs)

Ocean pollution is one of the most serious environmental issues we're currently facing as a species. If we continue with the current rate of plastic waste, we will have real seas of plastic around the year of 2050 killing our marine life. In this the daily eco video we're going to analyze the cause of plastic waste in our oceans as well as the consequences that this entails. In addition, we'll talk about the possible solutions to this problem. Are you ready? Let's dive right in.

[Music]

Causes of plastic waste in the ocean

When we dispose of plastics that we no longer use, they can follow several routes: They can be incinerated, recycled, end up in a landfill or anywhere else if we don't dispose of them properly. Those that are not recycled or incinerated, even those that are still in the yellow container, can be washed into the sea or the ocean **due to** the wind or the rain. In addition, we also find plastic in the sea that originate from deliberate dumping of garbage, accidental dumping from ships or **due to** sewage treatment plants. None of this would happen on such a large scale, if we didn't manufacture this amount of plastic that we do in the first place.

Types of plastic in the ocean

More than 80 percent of marine litter is plastic. Of this percentage we can confirm that 49% corresponds to single single-use plastic. A truly alarming amount. Another 27% corresponds to plastic used in fishing equipment and the remaining six percent is other plastic. The most common single-use plastics that have been found on the beaches and seabed are lids, bottles, cigarette butts, cotton buds, snack wrappers, hygiene items, plastic bags, Tupperware, straws, plates, glasses, balloons and food containers. These products represent 86 percent of single-use plastics or 43% of all marine litter. Some have even been found 10 000 meters in depth. However, some areas which are called plastic islands have been identified where they have a great concentration of plastic. Before we continue, let's put you to the test: how much plastic is already accumulated in our oceans? Is it a) 50 million tons; b) 100 million tons or c) 150 million tons. Think about it because, at the end of the video, you'll be able to find out if you were right.

Consequences of plastic in the ocean

On one hand, plastic waste causes entanglement in certain marine animals, hindering their development and even causing their death. Some of these animals mistake the pieces of plastic for their usual food. Something that can block their stomach and also lead to their death. Likewise, human beings also ingest these materials as a consequence of the food chain. In addition, in the long process of decomposition, micro plastics and nano plastics release chemicals that are harmful to life in ocean waters. On the other hand, there are some species of bacteria that develop on plastic which moves freely and take them to ecosystems that they're not adapted to. And, lastly, plastic waste in the ocean also has a negative impact on our economy especially the tourism and the fishing sectors.

Solutions for plastic waste

The solutions must involve producers, consumers and those who manage waste. But, of course, it has to be supported by the governments. The main solutions we propose are: reduce the consumption of plastic and avoid using single-use plastic. In fact, the European parliament has approved a ban on single-use plastics from 2021. Buy foods that are sold in bulk **so** you can avoid buying plasticized and packaged foods in excess. Avoid using cosmetics and microplastics and opt for biodegradable clothing. Reuse. If you already have plastic products try to reuse them as much as possible. Recycle. Leave the plastic in the right place to be properly processed, **so** it doesn't end up in our oceans. Demand that more efficient recycling methods be available, as there are still types of plastic that cannot be recycled. Lastly, another solution that can help is to create taxes for the most polluting plastic. This way companies will make an extra effort to opt for plastic that can be recycled or biodegradable options, which is even better. There are also solutions for the plastic that is already in the ocean, such as the ocean cleanup

project. This is a mechanism that collects the garbage from the sea with the help of structures designed properly, **so as to** not cause damage through the fauna and flora. Another project devised by Norwegian tycoon is the launch of a large research vessel that will pursue novel solutions for cleaning plastic from the oceans. Finally, recycling can be improved with the help of bacteria that ingest PET. And going back to the question we had asked you before, have you thought about it? The correct answer is C. In our seas and oceans there are 150 million tons of accumulated plastic. In fact, it's estimated that no less than 4.8 to 12.7 million tons of plastic end up in the oceans each year. So, tell us in the comments below: **What are you going to do to reduce plastic waste in the ocean?** We hope you've enjoyed this video and we'll see you in the next one.

➤ **Focus on form: grammar issues**
(Exercise 11)

11- a) Teacher: Ask students to identify the *cause* and the *effect* and the connective that link these ideas in the sentences quoted from the video shown in the previous activity.

Main goal: To activate previous knowledge on the idea of cause and consequence and how they are connected and relate to each other. To analyze functionally with sentence data sets.

Alternative treatment 1: Ask students to watch the video again and write down examples of cause and effect / effect and cause. After that, write the students' examples on the whiteboard and elicit what part of the sentence is the *cause*, what is the *effect* and the connective used to connect the two ideas.

Alternative treatment 2: The transcript of the video can also be used. Ask students to read the transcript and identify sentences containing the idea of cause and effect / effect and cause. Then, write some of the sentences highlighted by the students on the whiteboard and elicit what part of the sentence is the *cause*, what is the *effect* and the connective used to connect the two ideas.

Answers:

Effect	Connective	Cause
Plastic waste [...] can be washed into the sea or the ocean	due to	the wind or rain.

Cause	Connective	Effect
Leave the plastic in the right place to be properly processed	so	it doesn't end up in our oceans.

11- b) Teacher: draw students' attention to the connectives and how the ideas are organized accordingly.

Main goal: to give other examples of connectives. To analyze functionally with sentence data sets.

Alternative treatment: Ask student to browse the internet and, in pairs, find other examples of sentences with the structure of *cause and effect* and *effect and cause* in other texts about marine pollution. Remind them of the importance of researching these examples in texts written by native speakers to a real English-speaking audience (e.g. CNN, BBC, Marine insight, etc.). Write students' examples on the whiteboard and elicit what part of the sentence is the *cause*, what is the *effect* and the connective used to connect the two ideas. By asking students to carry out a research, autonomy and focused learning might be enhanced.

11-c) Teacher: Ask students complete the blanks individually

Main goal: to practice how to use the connectives.

Answers:

- I. due to / owing to / because of / as a result of
- II. As a result, / For this reason / For that reason / Consequently, / Because of this /
Because of that
- III. due to / owing to / because of / as a result of
- IV. so / with the result that

11-d) Teacher: Ask students to work in pairs or individually and create their own sentences based on everything that was discussed in the Unit about marine pollution and protection. Remind students of the Consequence/effect wheel created in exercise 8) and invite them to use it as a resource to help them to write their sentences.

Main goal: to produce their own sentences. To apply appropriately and creatively.

Open answers.

Some example:

- I. There have been deaths of some marine animals **due to** plastic waste entanglement.
- II. Bacteria developed on plastic waste can spread to other ecosystems **because** they can travel freely in the ocean.

- III. Marine animals consume plastic. **Consequently**, they end up dying from plastic consumption.
- IV. Human beings ingest plastic waste **because of** the contamination of the food chain.

11-e) Teacher: Ask students to post their sentences on the *Padlet* wall created by the teacher, so that students can publish and share their ideas about marine pollution and protection in the real world. Ask students to read their peers' posts and make comments or add suggestions to at least three posts. Teacher's feedback can also be provided on the wall to enhance learning.

Main goal: To support students to use the target language creatively and for communicative purposes and in the real world. To extend critical thinking on the target issue.

Recommended resources:

<https://padlet.com/>

https://edu.google.com/intl/ALL_br/jamboard/

➤ **Pronunciation**
(Exercise 12)

12-a) Teacher: Draw student's attention to how connected speech works and ask them to match the two columns in exercise 11-a).

Main goal: To raise awareness and practice how to link words together: consonant + vowel sounds.

Answers:

12-a)

(a) plastic	(c) water
(b) shipping	(e) of trash
(c) ballast	(a) waste
(d) because	(b) industry
(e) a bunch	(d) of

12- b) Teacher: Ask students to pronounce the phrases out loud. Modelling might be necessary. This activity can be done as a whole group practice.

Main goal: To raise awareness and practice how to link words together: consonant + vowel sounds. To build muscle memory to improve pronunciation. For further information about the importance of building muscle memory to improve pronunciation visit

- ✓ <https://learningenglish.voanews.com/a/build-muscle-memory-to-improve-your-pronunciation/3918000.html>.
- ✓ <https://ieltscanadatest.com/2018/06/pronunciation-workouts-to-improve-speaking-and-listening-scores/>

➤ Speaking (Exercises 13 & 14)

13) Teacher: Ask students to talk about the questions in pairs. Then, ask students to share their views in a teacher-whole group interaction.

Main goals: To prepare students for the next activity. To activate what they know about speaking in public in the target language. To give students an opportunity so they can share their previous knowledge and beliefs. To build motivation and enhance learning.

Alternative treatment: Instead of asking students to work with one conversation partner only, they can be asked to stand up and find new pairs to increase the amount of time they speak in English in the classroom.

Answers:

Open, personalized answers.

14) Teacher: Ask students to read the phrases in **Box A** and put them in the correct place in **Box B**. After checking their answers, invite students to browse around the links available in the “Useful Tips” box.

Main goals: To group phrases that can be used in the introduction of a public talk into categories, classifying terms.

Answers:

BOX B: Staged introduction

Greeting the audience

- ✓ I am glad so many of you could make it today. Thank you all for coming.
- ✓ Good morning / afternoon/ evening. It’s good to see a few new faces.

<p>Introducing yourself</p> <ul style="list-style-type: none"> ✓ By way of introduction, I am and I am in charge of ✓ For those of you who don't know me, my name is and I work for ...
<p>Introducing the main topic</p> <ul style="list-style-type: none"> ✓ Today, I'd like to talk about ... ✓ In my presentation, I would like to report on ...
<p>Describing the organization of information</p> <ul style="list-style-type: none"> ✓ I have divided my presentation into three main parts. First, Then, ... Finally,.... ✓ In my presentation, I will focus on three main issues...
<p>Managing questions</p> <ul style="list-style-type: none"> ✓ There'll be time for questions after my presentation. ✓ If you have any questions, feel free to interrupt me at any time.

➤ **Creative time!**
(Exercise 15)

15) Teacher: Gradually guide students in the process of preparing and delivering a formal talk in English.

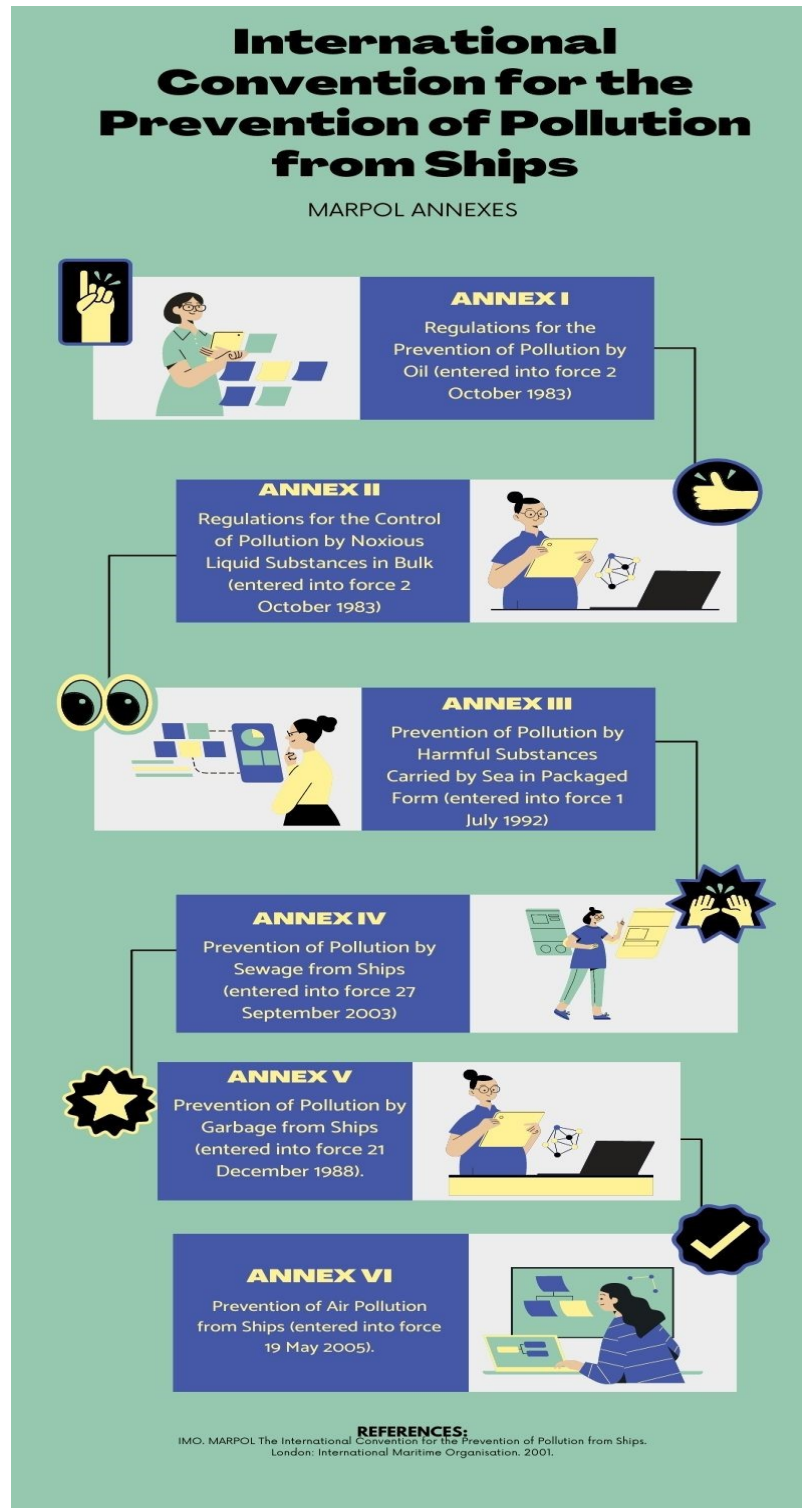
Main goal: To engage students in collaborative work and productive activities to apply their knowledge of the target language appropriately, creatively and in a specific context. It also aims to develop multiliteracy skills.

a) Ask students or groups to carry out research about MARPOL given its importance in the maritime context.

Answers:

Annex I – Regulations for the Prevention of Pollution by Oil (entered into force 2 October 1983); **Annex II** – Regulations for the Control of Pollution by Noxious Liquid Substances in Bulk (entered into force 2 October 1983); **Annex III** – Prevention of Pollution by Harmful Substances Carried by Sea in Packaged Form (entered into force 1 July 1992); **Annex IV** – Prevention of Pollution by Sewage from Ships (entered into force 27 September 2003); **Annex V** - Prevention of Pollution by Garbage from Ships (entered into force 21 December 1988); **Annex VI** – Prevention of Air Pollution from Ships (entered into force 19 May 2005).

b) Ask students to create a mind map or slides, etc. highlighting key points found in their research. *Sample:*



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- c) Ask pairs or groups to outline the introduction of their presentation, using the phrases from exercise 14) and considering the resource created in 15-b).
- d) Ask students to prepare and deliver a 10-minute talk in pairs or groups, taking into consideration their future professional environment.

➤ Post-speaking (Exercise 16)

Teacher: Ask students to fill out the form about their speaking performance by the end of the unit. Make sure teacher's or/and peers' feedback on students' final reflections on their own performance is also provided.

Main goal: To promote critical thinking and self-evaluation, enhancing learning opportunities.

Unit extra resources

- ✓ Text: **Marine Pollution by Ships -Tips for Reducing & Recycling Waste at Sea**
 - <https://www.marineinsight.com/environment/marine-pollution-by-ships-tips-for-reducing-recycling-waste-at-sea/>
- ✓ Types of texts:
 - <http://englishadmin.com/2015/11/english-text-types.html>
- ✓ Understanding **reading for gist**:
 - <https://www.britishcouncil.org/voices-magazine/how-help-english-learners-read-more-quickly>.
- ✓ Teaching students how to make a summary:
 - https://www.utm.utoronto.ca/asc/sites/files/asc/public/shared/pdf/tip_sheets_writing/Summary_6Tips_alt_v1.pdf
 - <https://www.5staressays.com/blog/general/how-to-write-a-summary>
- ✓ More on vocabulary concept map:
 - Fryer Model:
 - <https://iris.peabody.vanderbilt.edu/module/sec-rdng/cresource/q2/p07/>
 - Visual dictionary:
 - <https://visuwords.com/>
- ✓ Online quizzes and flashcards:
 - <https://quizlet.com/latest>
- ✓ Videos on marine pollution:
 - Plastic Waste & Ocean Pollution
 - https://www.youtube.com/watch?v=KN8yW_gisrs&t=20s
 - Plastic Ocean (United Nations video)
 - https://www.youtube.com/watch?v=ju_2NuK5O-E

- Plastic Disaster – An Ocean Pollution Documentary
 - <https://www.youtube.com/watch?v=1acjgraXMhs>
- How we can keep Plastics out of our Ocean – National Geographic
 - <https://www.youtube.com/watch?v=HQTUWK7CM-Y>
- MARPOL
 - <https://www.youtube.com/watch?v=HGY6EYjO4Y0>
 - [https://www.imo.org/en/About/Conventions/Pages/International-Convention-for-the-Prevention-of-Pollution-from-Ships-\(MARPOL\).aspx](https://www.imo.org/en/About/Conventions/Pages/International-Convention-for-the-Prevention-of-Pollution-from-Ships-(MARPOL).aspx)
- Discourse Markers (Core Speaking skills)
 - <https://speechling.com/blog/15-common-english-filler-words-you-should-know/>

Unit extra references

ALAMI, FARIDA. Plastic Disaster - An Ocean Pollution Documentary. **YouTube**. Available in: <<https://www.youtube.com/watch?v=1acjgraXMhs/>>. Last Accessed: 17 out. 2021.

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Credit section of the images (Unit 1)

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Image 18: [Environment infographic vector](https://www.freepik.com/vectors/environment-infographic) created by pch.vector - www.freepik.com

Unit 2: Safety Culture on Board
Brief overview

Let's talk (Experiencing the known – receptive activities, etc. - and brainstorming)	Conversation questions and pictures (multiliteracies) Or storytelling – see suggestions.
Reading (Experiencing the new / before reading, during reading, after reading– b.d.a.)	Pre-reading – making predictions, activating schemata and brainstorming; while reading – reading for specific information; post-reading – developing a critical view of the issue.
Vocabulary (Conceptualizing by naming – Interesting word chart)	Building vocabulary and conceptual knowledge using a dictionary.
Focus on Form / Grammar (Analyzing functionally – sentence data sets)	Analyzing functionally with sentence data sets. Focus on form: modal verbs such as <i>must</i> , <i>mustn't</i> , <i>shall</i> , <i>should</i> and their respective passive forms in the context of safety on board vessels (Maritime English). Controlled and less controlled practice available.
Listening (Experiencing the new / b.d.a. + Analyzing functionally – retrieval chart)	Before-listening, during listening and after-listening. Development of listening strategies and strategies to process new information. A retrieval chart is used to analyze the video and to explicitly focus on target structures. After identifying examples in context, students can then develop their own sentences and practice the target forms meaningfully. Developing critical listening.
Pronunciation (Conceptualizing by naming)	Learners group -ed sounds and divide them into categories, classifying in /d/, /id/ or /t/.
Writing (Analyzing functionally: structural analysis + conceptualizing by naming / literacy concepts: develop a metalanguage + applying appropriately: Literacy Applications: Productive Activities)	Genre structural analysis followed by the writing of a persuasive text in an infographic format. Use concepts that describe patterns in language, using keywords which describe the target genre features. For example: <i>heading</i> , <i>images</i> , <i>social media references</i> , <i>final comments</i> , etc.
Speaking (Conceptualizing by naming – genre teaching)	Learners classify phrases used while speaking in public accordingly. This time, learners can focus on how the whole presentation can be structured, not only the introduction.
Creative time! (Applying appropriately and creatively)	Applying appropriately and creatively: multiliteracies applications and multiliteracies. Production/creation of an infographic/mind map/ slides and delivery of a short presentation.
Post Speaking	Public speaking peer review. Critical thinking about how to speak in public in a foreign language.

The frameworks used to design the activities are available in
<https://newlearningonline.com/learning-by-design/the-knowledge-processes/activities>
(Last accessed: 19 mar. 2022)

Unit 2: Safety Culture on Board

➤ Let's talk (Exercise 1)

Teacher: Draw students' attention to the opening pictures and ask them what these pictures are about, then ask students to talk to their conversation partners about the questions displayed in activity 1). Teachers might draw a word/mind map in the whiteboard and organize students answers with the help of the whole group.

Main goal: This activity aims to activate students' schemata and give them the opportunity to share their previous knowledge and beliefs about safety in general and safety on board. It is an opportunity to **experience the known** and **brainstorm**. Teachers can also take this opportunity to assess students' overall lacks and needs.

Alternative treatment: Alternatively, the teacher can start the lesson with a **storytelling** followed by comprehension questions. Example of **storytelling**:

STUDY CASE

John was a new member of the crew of the merchant ship Soryian and was very excited about the new occupation. It was his first job and he was very concerned about carrying out his activities effectively and efficiently. After a few days on board, the Chief Engineer asked John to carry out maintenance on equipment that was constantly overheating. Eager to solve the problem, John forgets to put on his safety equipment. While going down the stairs towards the Engine Room, John carried several tools in his hands and did not bother to hold the handrail on the way down. Suddenly, the ship starts to rise and fall sharply (heave) and John loses his balance, falling down the stairs with the tools scattering all over the floor. Unfortunately, with the fall, John suffers some bruises and a small back injury and will have to rest to recover from the accident. (The authorship is mine).

Follow up question: What was John mistake? / What could John have done to avoid this accident from happening?

Answers:

- a) Possible answer: "Safety is the state of being "safe", the condition of being protected from harm or other non-desirable outcomes" (WARTSILA ENCYCLOPEDIA OF MARINE TECHNOLOGY, 2022).
- b) Open answers based on their previous knowledge.
- c) In **Image 1**: hard hat, gloves, goggles, ear defenders.
Other examples: safety boots, overalls, earmuffs, ear plugs, welding shield, life jacket, breathing apparatus, etc.

➤ Reading
(Exercises 2 & 3)

Teacher: Guide students into the reading stages: Pre-reading, while reading and post-reading (before reading, during reading, after reading).

Main goal: To practice specific reading skills such as making predictions, skimming, scanning etc. in the target language. It also aims to guide students into **experiencing the new**. To present new ideas about safety in the working environment and reflect critically on its importance. In order to keep the reading experience closest to what we do in real life, the text is authentic and can also be read in the digital address available.

Pre-reading (Exercise 2):

Teacher: Ask students to complete the crossword before reading.

Main goal: To prepare students to read about safety on board. To activate students' background knowledge and trigger motivation.

Alternative treatment I: The activity can be timed and turned into a game to make it more ludic and dynamic.

Alternative treatment II: Alternatively, the teacher could use a **Reading 'knowledge' chart** as the one below in the pre-reading stage:

Things I / we know	Things I / we am/are not sure of	Things I/we would like to know

About the previous chart, Jeremy Harmer explains: “We can have our students look at the title of a text and then (individually or in pairs or groups) complete a chart before they read the text, to guide their reading. That way, they are reading the text for their own purposes, rather than to answer questions that someone else is asking.” (HARMER, 2015, p. 315).

Answers:	
<p>ACROSS</p> <p>2. Safety shoes</p> <p>4. Life jacket</p> <p>5. Safety Helmet</p> <p>6. Goggles</p>	<p>DOWN</p> <p>1. mask</p> <p>3. Ear defenders</p> <p>7. Gloves</p>

While-reading (Exercises 3 a) & b)): Reading for the general idea and for specific information:

3-a) **Teacher:** ask students to read the text and answer question a). Before reading, explain that it is possible to understand the general meaning of the text without reading every word. Then, ask them to read the text without stopping at words they don't know. Tell students that this way of reading is called **skim reading**.

Main goal: To read a text quickly to get a general idea of meaning. Skim reading.

Answers:

Possible answer: The text is about measures that should be taken during onboard operations to assure safety.

3-b) **Teacher:** Ask students to read the text again to search for specific information.

Main goal: to focus on specific information while reading.

Answers:

Shipboard situations	Procedures (actions to be taken)
Dangerous cargoes operations	<ul style="list-style-type: none"> Dangerous goods of different categories have to be packaged and segregated as per the IMDG code. Dangerous cargoes must be stowed on deck or in the holds as per the Ship's stowage plan for dangerous cargoes and should be well away from living quarters. All crew should be aware of the dangerous cargo spill contingency plan which is kept in the deck office.
Mooring operations	<ul style="list-style-type: none"> Mooring ropes of the ship should be kept tight all the time.
Oil spill incident	<ul style="list-style-type: none"> Any kind of oil spill or leak must be prevented so as to avoid pollution of the seas.
Emergency situation	<ul style="list-style-type: none"> Emergency exits and escape routes must be clear of all obstructions at all times.
Onboard refrigerated cargo	<ul style="list-style-type: none"> Onboard refrigerated cargo is to be monitored and should be maintained at their required temperatures.

Post-reading:

In 3-c) **Teacher:** Ask students to answer the question individually and then discuss it with a conversation partner.

Main goal: Trigger learners' critical thinking by asking them to exchange opinions about how the importance of following safety procedures on board.

Alternative treatment: After students have finished reading, ask them to browse on the internet to find some piece of news related to something they found interesting from the reading and post the link on a digital wall. Then, they can report the information they found orally and/or write some comments about it next to the shared news/link.

Answers

Open answers.

➤ Vocabulary (Exercise 4 & 5)

4) **Teacher:** Ask students to write down their own definitions, examples and inform their references. Ask them to research about each word and tell them to write their definitions in their own words. Guide students into personalizing their examples. By personalizing their examples, learning and motivation might be enhanced. After finishing the activity, ask them to share their work. Students can share them online on a webpage like <https://padlet.com/> or https://edu.google.com/intl/ALL_br/jamboard/, for example.


Main goal: This activity aims to help students to improve their vocabulary as they conceptualize the words chosen by them [**conceptualize by naming**]. In this section, teachers might also raise the students' awareness of the importance of improving the knowledge on specific vocabulary (ESP) and use it for communicative purposes. Thus, the conceptualizing stage is followed by an opportunity to use the target language in a personalized way, as students are supposed to use some of these words to support their own ideas.

Alternative treatment: Guessing game. After researching about the words students might work in pairs. One of the students says his/her definition and the other student is supposed to guess the word described.

Alternative treatment II: T Chart – Naming. A T chart can be used to identify inferences and evidence to support those inferences. Thus, as suggested in the table below, in one column students writes his definition and in the other column he explains his inferences based on evidence from the text previously read.

I think (your inference)	Because (evidence from the text)

Alternative treatment III: Another possibility is to ask students to use the tools available in https://www.canva.com/pt_br/ and invite them to use their creativeness to present the data related to the words chosen.

Answers:		
WORDS	MY DEFINITION	EXAMPLES
Ensure	To make something certain to happen. From: https://dictionary.cambridge.org/	E.g. <i>The airline is taking steps to ensure safety on its aircraft.</i>
Mooring	A mooring is a place where a boat can be tied so that it cannot move away, or the object it is tied to. https://www.collinsdictionary.com/	
Hazard	1. countable noun A hazard is something which could be dangerous to you, your health or safety, or your plans or reputation. 2. verb If you hazard someone or something, you put them into a situation which might be dangerous for them. https://www.collinsdictionary.com/	1. countable noun <i>A new report suggests that chewing-gum may be a health hazard.</i> <i>Oil leaking from a barge in the Mississippi River poses a hazard to the drinking water of New Orleans.</i> 2. verb <i>He could not believe that, had the Englishman known how much he was at risk, he would have hazarded his grandson.</i>
Stowage	uncountable noun Stowage is the space that is available for stowing things on a ship or aeroplane https://www.collinsdictionary.com/	<i>Stowage is provided in lined lockers beneath the berths.</i>
Handle	1. countable noun A handle is a small round object or a lever that is attached to a door and is used for opening and closing it. 2. countable noun A handle is the part of an object such as a tool, bag, or cup that you	1. countable noun <i>I turned the handle and found the door was open.</i> 2. countable noun <i>The handle of a cricket bat protruded from under his arm.</i> <i>...a broom handle.</i>

	<p>hold in order to be able to pick up and use the object.</p> <p>3. verb If you say that someone can handle a problem or situation, you mean that they have the ability to deal with it successfully. https://www.collinsdictionary.com/</p>	<p>3. verb <i>To tell the truth, I don't know if I can handle the job.</i> <i>She cannot handle pressure.</i> <i>You must learn how to handle your feelings.</i> https://www.collinsdictionary.com/</p>
Sprain	<p>verb If you sprain a joint such as your ankle or wrist, you accidentally damage it by twisting it or bending it violently.</p> <p>sprained adjective [usually ADJECTIVE noun] <i>...a badly sprained ankle.</i> <i>His wrist was sprained.</i> https://www.collinsdictionary.com/</p>	<p><i>He fell and sprained his ankle.</i></p>
Lashing	<p>Ropes or cables that are used to tie one thing to another. https://www.collinsdictionary.com/</p>	<p>We made a tour of the yacht, checking lashings and emergency gear.</p>
Cargo hold	<p>The part of a ship or plane where goods are carried. From: https://dictionary.cambridge.org/</p>	<p>It was found that water was leaking into the main cargo hold.</p>
Duty	<p>Something that you have to do because it is part of your job, or something that you feel is the right thing to do. From: https://dictionary.cambridge.org/</p>	<p><i>The duty of the agency is to act in the best interests of the child.</i> <i>[+ to infinitive] I felt it was my duty to tell them the truth.</i> <i>You have a duty to yourself to take a break once in a while.</i> <i>He only went to see her out of duty (= because he thought he should).</i> <i>You should report for duty (= arrive at work) at 8 a.m. on Monday.</i> <i>What time are you off/on duty (= when do you finish/start work) tomorrow?</i></p>
Gadget	<p>A small device or machine with a particular purpose. From: https://dictionary.cambridge.org/</p>	<p>kitchen gadgets Have you seen this handy little gadget - it's for separating egg yolks from whites.</p>
Spreader	<p>A spreader is a device used for lifting containers and unitized cargo. The spreader is placed between the container and the lifting machine. The spreader used for containers has a locking</p>	<p>The spreader used for containers has a locking mechanism at each corner that attaches to the four corners of the container.</p>

	mechanism at each corner that attaches to the four corners of the container.	
Choose a word from the previous text: _____	Open answer	Open answer

5) **Teacher:** Ask students to exchange opinions about the statements. Recommend the use of at least two words from the previous exercise to support the use of the target language for communicative purposes.

Main goal: To provide an opportunity for extended and meaningful practice of the target language. To raise the students' awareness of the importance of improving the knowledge of specific vocabulary (ESP) and its use for communicative purposes.

➤ **Focus on form: grammar issues**
(Exercises 6, 7, 8, 9)

6- a), b), c), d), e), f) **Teacher:** Gradually guide students into noticing and learning the different meanings, forms and use of the modal verbs that appear in the text (e.g. *have to, shall, must, should* and *mustn't*). After correcting the retrieval practice, teacher elicits other examples from the whole group. The retrieval practice is followed by a less controlled practice in which answers are open and students will have the opportunity to create their own examples using the target forms meaningfully. Then, help students to notice meaning, form and use of the passive and active forms of the modals presented.

Main goal: to teach how language works in a specific context.


Answers

6)-a)

- We use **shall, have to** and **must** to say something is necessary.
- We use **should** to give advice.
- We use **must not** to say that something is prohibited / not allowed.

6-b) (X) infinitive without 'to'

6-c) (X) between **must, shall** or **should** and the following verb

Quick review ... (Retrieval Practice)	Read the safety instructions and recommendations below. Match each one with an appropriate statement.
 <p>Image 8</p>	<p>(1) It's advisable to do this</p> <p>(2) It is a prohibition</p> <p>(3) It's necessary to do this</p> <p>(2) You mustn't smoke while working in the engine room.</p> <p>(3) Ships shall be provided with fire pumps, hydrants and hoses complying with requirements of this regulation. (SOLAS, p. 176)</p> <p>(1) Measures <i>should</i> be taken to ensure that adequate welfare facilities and services are provided for <i>seafarers</i> on board ship.</p> <p>(3) <i>Seafarers have to</i> wear and use the PPE.</p> <p>(3) If you are interested in spending your vacation at a Cruise <i>ship's</i> Casino, you <i>must</i> first make a reservation.</p>

➤ Retrieval practice is followed by a brief less controlled activity. Open answers.

6-d)

- Sentences number 2, 5, 6 / (X) active.
- Sentences number 1, 3, 4 / (X) passive form.
- (X) passive
- In sentences number 1, 3, 4 / it is not important or is unknown / **BY**

6-e)

Pattern 1: ACTIVE Form				
SUBJECT		Modal verb	Main verb	COMPLEMENT
(infinitive without 'to')				
The deck and even the cargo holds + SHOULD + BE + free of oil or greasy material.				
SUBJECT		Modal verb	Adverbs of frequency	Main verb
(infinitive without 'to')				
The ship's crew + SHOULD + ALWAYS + REMEMBER + that whatever they do [...].				
Pattern 2: PASSIVE Form				
SUBJECT		Modal verb	Verb to be	Past Participle
of the main verb				
Mooring ropes of the ship + SHOULD + BE + KEPT tight all the time.				
SUBJECT		Modal verb	Verb to be	Past Participle
of the main verb				
[...] reports + SHALL + BE + TRANSMITTED to the designated shore station of that system.				

6-f) Pattern 2. Passive Voice is often used in formal texts.

Remember this:

- After reading the text we noticed that we can use ‘**should**’, ‘**must**’, ‘**shall**’, ‘**must not**’ to talk about safety procedures on board. **Shall** and **must** are used to express necessity; **should** can be used to give advice and **must not** is used to talk about things that are not allowed. These are called **Modal Verbs**.
- The **Modal Verbs** can be used in the **Passive** Voice or **Active** Voice. The **Passive** Voice is more common in written forms and in formal documents.

7-a) Done

- b) Proper safety boots must be worn at all times on the ship. PASSIVE VOICE
 c) You mustn’t drink and drive. ACTIVE VOICE
 d) The crew must be trained immediately. PASSIVE VOICE
 e) Welding equipment should be used only by professionals. PASSIVE VOICE
 f) The entire area should be cleared before mooring. PASSIVE VOICE
 g) You must not smoke in the cargo holds. ACTIVE VOICE
 h) You should hold the handrail while going down the gangway. ACTIVE VOICE
 i) All ships shall comply with safety requirements. ACTIVE VOICE

8- a) Someone must take precautions.

- b) People must wear proper safety boots must be worn at all times on the ship.
 d) Someone must train the crew immediately.
 e) Only professionals should use welding equipment.
 f) Someone should clear the area before mooring.

9) Teachers should help students to use passive and active forms with their own words. Modelling might be necessary. Possible answers:

<i>Things not allowed</i>	Traffic rules mustn’t be broken. You mustn’t drink and drive. / You mustn’t drive without your drivers’ license.
<i>Things that are necessary</i>	Drivers must pay attention. Traffic rules shall be respected.
<i>Advice for new drivers</i>	Drivers should be patient. Sudden movements should be avoided while driving.

➤ **Listening**
(Exercises 10, 11, 12)

The video *Safe Working Practices* used in this section can be found in https://www.youtube.com/watch?v=RtSid_huTK8&t=2s and aims to take a close look at ways of safeguarding and improving the personal safety of everyone on board.

Teacher: Guide students into the pre-, while- a post-listening (before, during and after listening) stages, so that they are better able to develop listening skills and use the target language for communicative purpose. As suggested by Nunan (2002, p. 241), “learners should know what they are listening for and why”, so make sure your lesson plan includes some guidance into helping learners to understand ‘what’ and ‘why’. It is also important to personalize as much as you can so don’t hesitate to ask for students’ contribution as much as possible during the lessons. Last but not least, students might need to listen to a text several times to structure their listening. Decide the number of times according to your students’ needs and lesson time available.

Main goal: To develop specific strategies to listen in the target language more successfully.

Pre-listening (Exercise 10):

Teacher: Ask students to look at the image on the left and talk to the conversation partner about the questions on the right. The questions aim to guide students to reflect critically about image which illustrates a reckless driver on the road. Here, students are going to reflect upon the issue of safety based on a topic that they might all be familiar with not only as a driver, but also as a pedestrian and/or somebody who needs different means of transport to commute from one place to another. After talking in pairs, elicit students’ answers during a whole group interaction and call their attention to the elements represented in the image that make the environment represented unsafe.

Main goal: To prepare students for the listening activity by activating schemata / previous knowledge about safety. Warm up.

While-listening (Exercise 11):

Teacher: Ask students to point their mobiles to the QR-code and watch the video. They might need to use headphones for a personalized listening. While listening, ask students to complete individually the table with sentences that exemplify **advice**, **necessity** and **things that are not allowed**. Alternatively, you might show the video to the whole class and play it as many times as necessary, according to students’ needs and lesson time available.

Main goal: To listen for specific information. To analyze functionally the target English structures with the support of a retrieval chart.

Alternative treatment: To divide the class into three groups and ask students of focus on collecting examples of only one of the categories (advice, necessity, or things not allowed).

Then, ask students of each category to form groups of three and show their examples to each other and explain why they think it could exemplify the respective category.

Possible Answers:

Advice	Necessity	Things not allowed
<p>The ship's crew should work in accordance with the code to ensure safety on board; Anything on board which is liable to shift or move should be securely stored and lashed; One hand should always be kept free to grasp the handrail; when climbing vertical ladders equipment to be carried on an equipment belt leaving hands free to climb; the decks should be kept clear; Enclosed space should never be entered without proper authorization; Objects should always be held close to the body.</p>	<p>Hatch openings must be secured; When lifting heavy objects, the strength of lifting must be taken by the leg muscle; Special permits must be provided when entering an enclosed space; Tools must be raised or lowered by rope in suitable containers; etc.</p>	<p>Doors never left open or free to swing; You mustn't neglect physical and mental health.</p>

Post-listening (Exercise 12):

Teacher: Ask students to complete the blanks in pairs with their own ideas. After finishing the exercises, elicit students answers so that they can share them with the whole group and compare them.

Main aim: To provide an opportunity of a semi-controlled practice of the target language. To critically think about the target issue.

Answers

Open answers

Extension idea: After checking how they completed the sentences, ask students if they have other ideas of how to guarantee safety on board to provide an opportunity for creating more open and personalized answers.

 **Listening transcript:**

Safe Working Practices

(Source: https://www.youtube.com/watch?v=RtSid_huTK8&t=2s)

Each individual is personally responsible for working safely and leaving behind a safe environment after completion of work. To ensure there is no ambiguity about this, the ship's crew should be familiar and work in accordance to the code of safe working practice for merchant seamen. An unsafe working area left behind by this engineer can become a hazard for someone else. Falling and moving objects are common causes of serious injury on board. The crew should keep well clear of swinging and suspended loads. Anything on board which is liable to shift or move should be securely stored and lashed. Hatch openings must be secured and doors never left open and free to swing. Many accidents on board ships are caused by slips, trips, or falls due to slippery patches, obstructions on decks, unguarded openings and inadequate lighting. On stairs and in companion ways one hand should always be kept free to grasp the handrail. When climbing vertical ladders equipment should be carried on an equipment belt, leaving hands-free to climb. Openings through which a person might fall, such as an open manhole, should be effectively fenced or guarded. The decks should be kept clear and uncluttered and all loose equipment properly secured and stored away. Enclosed machinery spaces or refrigerated compartments should never be entered without proper authorization. Notices should be posted at the controls to warn against operating the machinery under maintenance.

Lifting and carrying

Whilst lifting a load the back should be kept straight, the legs slightly apart and the strain of lifting must be taken by the leg muscles. The object should always be held close to the body. In order to complete the job of shifting an object quickly and in an easy way, the crew often misjudge the weight of the object and succumb to back injury. The correct way to complete this task would be to place and secure the load onto a trolley with the help from other crew members and just roll it away.

Enclosed space entry

Many casualties have occurred when crew members have entered spaces where the atmosphere could not support life. Before entering such a compartment, it is essential that an enclosed space entry permit be obtained from an authorized person, the atmosphere of the compartment checked and proper respiratory protective equipment worn.

Working aloft and outboard

Safety harnesses should always be worn when working at heights or out board. And tools and stores must be raised or lowered by rope in suitable containers.

Health and hygiene

Keeping fit and staying healthy is as important on a ship as elsewhere. Misuse of drugs and alcohol not only affect the general fitness, but also dull the sensors leading to unsafe situations. In hot or humid conditions, salt with plenty of water should be taken to avoid exhaustion and heatstroke. The cleaning of accommodation is to be planned and executed to ensure high standards of hygiene and cleanliness at all times. The personal cleanliness of all crew and specially of the catering staff is of paramount importance.

Safety meetings

The purpose of the meeting is to focus on safety related matters like accident reports, safety procedures and identifying potential safety hazards. In this meeting, crew members are encouraged to participate in discussions and make suggestions to improve safety. Accidents are discussed and analyzed and the importance of reporting them is explained, so that serious accidents may be avoided.

Accidents are caused by human negligence and disregard for safe practices. It is our responsibility to create a safe working environment for ourselves and others. Remember: If you are alert today you are alive tomorrow. We are waiting for you to come back for.

➤ **Pronunciation**
(Exercises 13)

Teacher: Ask students to write in each column the words from the list according to their respective -ed pronunciation. This exercise can be done in pairs or individually. Ask students to say the words aloud while doing the exercise so that they may be better able to notice how they have been pronouncing these words and make the necessary adjustments during the feedback section, if necessary. Ask students to watch the video ‘**Safe Working Practices**’ again to check their answers. During the feedback section, make sure students understand the pronunciation patterns. Guide students into noticing common patterns. For further information about these patterns see the video ‘*Pronouncing ‘-ed’ endings*’ produced by *BBC Learning English* and available in <https://youtu.be/I-nMqycHubU>.

Main goal: To improve learners’ knowledge of the sounds of English, so that they might be better able to understand the target language and to reduce their accent, if necessary. By working on accent reduction, the possibility of being better understood by others might be enhanced.

Alternative treatment: Create an interactive game in <https://wordwall.net/> for a more dynamic lesson. The tool ‘Find and match’, for instance, might be an interesting resource. All the activities in this online learning platform are timed and there is a ‘**Leaderboard**’ showing the rank, time and score by the end of the activity. Students might also receive instant feedback on their answers and the teacher might be better able to understand students’ lacks and needs based not only on the data provided by the ‘**Leaderboard**’, but also by the students during the feedback section.

Answers		
Columns 1	Column 2	Column 3
-d	-t	-id
stored secured caused carried uncluttered enclosed entered closed occurred obtained authorized raised	lashed fenced checked	suspended unguarded / guarded refrigerated posted executed

lowered planned encouraged explained		
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➤ **Writing**
(Exercise 14, 15 & 16)

In this section, learners will have to produce a multimodal type of text: an infographic. The infographic created will be used in the next section. Thus, the Writing and Speaking sections are integrated enhancing learners' opportunity to develop skills and the target language for communicative and specific purposes.

Teacher: Guide students into developing a critical knowledge of the form, meaning and use of an infographic.

Main goal: To create an infographic about safety culture on board which will be used in the Unit final task.

Exercise 14:

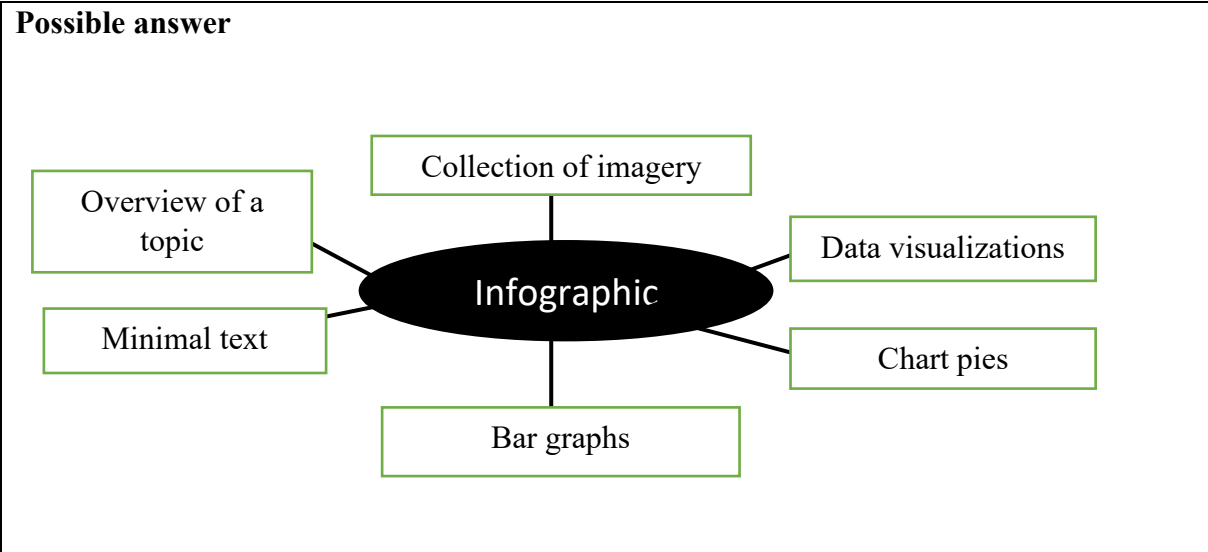
Teacher: Start by asking the following questions: *What is an infographic? How is it created? What is the purpose of infographic? Have you ever created an infographic? When and why did you do it?* After activating students' previous knowledge, ask students to work in pairs and research about the word 'infographic' and complete a mind map with key words or ideas that might contribute to a better understanding of its nature. Warm up.

Main aim: To activate students' schemata. Guide students to experience the known and prepare them to experience the new.

Alternative treatment: Instead of asking students to research and create a mind map, the teacher can invite students to develop a 'Knowledge Journey'. As suggested by *New Learning Online*¹⁰, in the 'Knowledge Journey', "Learners keep a record of their learning journey in an A-N-F-L chart. The important starting point is what they already know, asking students to use prior knowledge and connect this with new knowledge".

A	N	F	L
What do I Already know?	What do I Need to know?	How will I Find out?	What I have Learnt

¹⁰ Disponível em: <<https://newlearningonline.com/learning-by-design/the-knowledge-processes/activities/>>. Acesso em: 07 set. 2022.



Exercise 15:

Teacher: Present a formal definition of ‘infographic’ and ask students to answer the questions that follow based on the analysis of the infographic available. The infographic presented is an authentic text created to provide instructions on how to keep public transport workers safe during COVID-19 pandemic. After analyzing the infographic’s form, meaning and use, ask student to apply the new knowledge appropriately by creating a new infographic about Safety culture on board including some piece of advice, information about things that are not allowed/prohibited and things that are necessary to be done.

Main goals: To conceptualize by naming; to develop a metalanguage; to analyze form and function; and to apply appropriately (Literacies applications / production activity).

Extension idea: After analyzing the sample available in the Unit, teacher might ask students to research other examples of infographic and share them with their classmates. The examples found can be posted on a virtual wall like padlet.com along with students’ comments summarizing the infographic’s main topic and purpose. By doing this, students not only will be exposed to a variety of forms and design features but also have their creativity triggered.

Alternative treatment I: The procedure for teaching how to write an infographic could also be turned on its head. As suggested by Jeremy Harmer, “after [...] students have discussed the topic they are working with, they produce a piece of writing, either individually or in pairs or groups. They then compare what they have written with a model text and notice the differences between their writing and this model. This process may be extremely effective in helping them to understand what the genre requires but which, up to this point, they have not included. They

then rewrite what they have done (without reference to the model text)” (HARMER, 2015, p. 365) and receive peer feedback in the final version.

Answer

15-a) This infographic aims to provide instructions on how to keep public transport workers safe from Covid-19.

b) Mainly transport workers (e.g., seafarers). (See: <https://www.itfseafarers.org/en>)

c) Tick the elements observed in the previous infographic

(<input checked="" type="checkbox"/>) a collection of imagery	(<input checked="" type="checkbox"/>) minimal texts	(<input checked="" type="checkbox"/>) pie charts
(<input checked="" type="checkbox"/>) graphs	(<input checked="" type="checkbox"/>) final remarks / comments	(<input checked="" type="checkbox"/>) collection of imagery
(<input checked="" type="checkbox"/>) title	(<input checked="" type="checkbox"/>) social media	
(<input checked="" type="checkbox"/>) images	references	

d) (1) “Public transport workers must be adequately protected to enable them to carry out their critical work. (2) No worker should have to take excessive risk or die on the job. (3) These demands must apply to public transport workers regardless of their job, employment status, gender, ethnicity and race or migration status.”

- ✚ Sentence (1) necessity – modal verb ‘must’.
- Sentence (2) advice – modal verb ‘should’
- Sentence (3) necessity – modal verb ‘must’

- ✚ Sentence (1) – what happens to the subject – passive voice
- Sentence (2) – what the subject does – active voice
- Sentence (3) – what the subject does – active voice

e) Open answer. Applying creatively.

Exercise 16:

Teacher: Ask students to use the ‘feedback checklist form’ to provide peers with some feedback on their work.

Main goal: To review specific metalanguage, to develop autonomy and to raise students’ awareness of how to apply the target language creatively in an infographic.

Answers:

They might vary, depending on how the peers’ infographics were created.

**➤ Speaking
(Exercise 17)**

In this section named “Giving a public talk (Part II)” students will have an opportunity to develop further skills on how to prepare and give a lecture/ public talk. In the previous unit, in the section “Giving a public talk (Part I)”, students focused mainly on how to develop a structured introduction whereas in the present unit they are going to learn phrases to help them to structure a whole presentation more effectively. Thus, in this section, students will be able to review the phrases learned previously and expand their knowledge of how to speak in public more effectively.

17) **Teacher:** Tell students that “Giving a public talk (Part II)” aims to help them to expand their knowledge of how to speak in public. Remind students that in “Giving a public talk (Part I)” in the previous unit students learned phrases to help them to structure their introduction more effectively and that in the present unit they are going to learn other important phrases that can help them to organize the whole presentation more effectively. As a warm-up, elicit the phrases learned in the previous unit and write them on the whiteboard. After that, ask students to match the phrases with the correct stage in Exercise 17), so that students are better able to understand how the target genre can be effectively structured.

After checking their answers, draw students’ attention to the “Useful tips” table and ask students if they have any other suggestions to add.

Main goal: To activate students’ previous knowledge and learn new phrases while matching the two columns (conceptualizing by naming).

Answers	
Stages	Phrases
1) Greeting	(3) I’m here today to talk about...
2) Introducing yourself	(4) The purpose of today’s meeting is ... I’d like to start by ...ing, then I’ll go on to ... and finally I’ll ...
3) Introducing the subject of your talk	(1) This presentation is structured as follows...
4) Outlining the structure of your talk	(1) In my presentation I’ll focus on three major issues.
5) Highlighting the main point	(2) It’s nice to see so many of you here today. Thank you all for coming. Good morning / Good afternoon / Good evening
6) Going into detail	(10) For those of you who don’t know, I am ...
7) Giving reasons	My name is.... And I am ... (inform your profession/rank)
8) Giving extra information	(5) I hope this has been informative and would like to thank you all for coming.

<p>9) Concluding / summarizing 10) Closing</p>	<p>(9) That's it. The main point I'd like to make is that ... I'd like to discuss in more depth the implications of... I'd like to make more detailed recommendations regarding.... To sum up, This brings me to the end of my presentation. To summarize my main points, ...</p> <p>(8) Well, that is all I have for today. Let me now</p> <p>(7) summarize what I talked about...</p> <p>(6) I have now come to the end of my presentation. In summary, I spoke about... Furthermore, ... / In addition, / Besides, ... / Moreover, This is due to / because / because of / owing to ... So, how do we solve this problem? Let me give you an example of this. For instance, ... / For example, ...</p>
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➤ **Creative time!**
(Exercise 18)

In this section, apply creatively everything learned so far about how to give a public talk effectively. It is also a great opportunity to use the target language learned for communicative purposes.

18) **Teacher:** Ask students to work in pairs and to prepare and deliver a formal talk in English aiming to train new crew members on board about safety issues. Remind them about the need to use the phrases learned and the infographic prepared previously so that they are better able to get their ideas across.

Main goal: To engage students in collaborative work and productive activities to apply their knowledge of the target language appropriately, creatively and in a specific context. It also aims to develop multiliteracy skills.

➤ **Public speaking peer review**
(Exercise 19)

Teacher: Decide what pair presentations each student is going to be in charge of reviewing. Ask students to complete the review sheet available while watching the talk to provide feedback to the pairs appointed by the teacher.

Main goal: Students should use the rubrics and the form available to help them to provide peer feedback. The form available might contribute to the development of students' awareness of the use of the target language in a specific context, besides contributing to trigger students' autonomy in the L2 learning context.

Unit extra resources

- ✓ Reading activities that can be used to replace the unit's reading activities:
 - Pre-reading:
 - https://englishpost.org/examples-of-pre-reading-activities/#Why_are_Pre-Reading_Activities_Important
 - While-reading:
 - <https://englishpost.org/examples-of-while-reading-activities/>
 - Post reading:
 - <https://englishpost.org/examples-of-post-reading-activities/>
- ✓ Skim reading:
 - <https://www.teachingenglish.org.uk/article/skimming>
- ✓ Text: **Marine Pollution by Ships -Tips for Reducing & Recycling Waste at Sea**
 - <https://www.marineinsight.com/environment/marine-pollution-by-ships-tips-for-reducing-recycling-waste-at-sea/>
- ✓ Focus on Form: Modal Verbs
 - The Grammar Gameshow – Modal Verbs: Have to and Must
 - <https://www.youtube.com/watch?v=O-jJPd5ZYo4>
 - 'May', 'might' and 'could' – 6 Minute Grammar
 - <https://www.youtube.com/watch?v=ZXN3wROCpfs&t=9s>
 - Modal Verbs – How to Use Must, Have to and Should – English Grammar Lesson
 - <https://www.youtube.com/watch?v=POFfLs0Uaio&t=77s>
 - Should: The Grammar Game Show
 - <https://www.youtube.com/watch?v=P6R1V2uQM4M&t=36s>
- ✓ Pronunciation
 - Pronouncing '-ed' endings – Learners' Questions
 - <https://youtu.be/I-nMqycHubU>

- Introduction to the sounds of English
 - <https://www.bbc.co.uk/learningenglish/features/pronunciation/introduction>
- ✓ Check the extra resources below in case you need or want to show more examples of infographic as a model for the students:
 - <https://www.mbia.org/news/556976/BOATING-SAFETY-LAWS-INFOGRAPHIC.htm>
 - <https://www.marineinsight.com/infographics-2/infographics-safety-at-sea/>
- ✓ Preparing a public talk: Discourse Markers (Core Speaking skills)
 - <https://speechling.com/blog/15-common-english-filler-words-you-should-know/>

Unit extra references

ARIS13CHRYOSOS. Safety On Board (Part 1 of 2). **Youtube**. Available in: <<https://youtu.be/GRVokOjMpoQ>>. Last accessed: 07 set. 2022.

ARIS13CHRYOSOS. Safety On Board (Part 2 of 2). **Youtube**. Available in: <https://youtu.be/RtSid_huTK8>. Last accessed: 07 set. 2022.

HEALTH AND SAFETY MATTERS. Safety is not a gadget but a state of mind. 22 May 2018. Available in: <https://www.hsmsearch.com/page_973093.asp>. Last accessed: 07 set. 2022.

WARTSILA ENCYCLOPEDIA OF MARINE TECHNOLOGY. Available in: <<https://www.wartsila.com/encyclopedia/term/safety>>. Last accessed 20 mar. 2022.

Credit section of the images (Unit 2)

Image 1: Image by <https://www.freepik.com/free-photo/front-view-protective-glasses-with-hard-hat-headphones_11403385.htm#query=safety%20equipment&position=0&from_view=search>Freepik

Image 2: <https://www.freepik.com/free-photo/container-operation-port-series_4291542.htm#query=cargo%20ship&position=14&from_view=search>Image by jcomp on Freepik

Image 3: <https://www.freepik.com/free-vector/conversation-concept-illustration_7118856.htm#query=speaking&position=2&from_view=search>Image by storyset on Freepik

Image 4: <https://www.freepik.com/free-vector/book-lover-concept-illustration_7117789.htm#query=reading&position=12&from_view=search>Image by storyset on Freepik

Image 5: [on Freepik](https://www.freepik.com/free-vector/worker-health-safety-illustration-accessories-protection_13031399.htm#query=personal%20protective%20equipment&position=0&from_view=searchconcept_11669244.htm#query=work%20on%20risks&position=0&from_view=)

Image 6: [on Freepik](https://www.freepik.com/free-vector/dictionary-concept-illustration_19949140.htm#query=vocabulary&position=47&from_view=search)

Image 7:

Image 8: [on Freepik](https://www.freepik.com/free-vector/boy-student-sitting-stack-books-with-laptop-flat-icon-illustration_17543960.htm#query=studying&position=10&from_view=search)

Image 9: [on Freepik](https://www.freepik.com/free-vector/set-people-listening-music-illustrated_5524727.htm#page=3&query=listening&position=9&from_view=search)

Image 10: <https://discover.hubpages.com/autos/Inattentive-Driving>

Image 11: [on Freepik](https://www.freepik.com/free-vector/english-alphabet-letters-pronunciation-set-vector-illustrations-human-mouth-with-teeth-talking-vowels-consonants-cartoon-movement-mouth-making-sounds-isolated-white-education-concept_23548006.htm#query=pronunciation&position=45&from_view=search)

Image 12: [on Freepik](https://www.freepik.com/free-vector/notebook-concept-illustration_5421751.htm#query=writing&position=8&from_view=search)

Image 13: [on Freepik](https://www.freepik.com/free-vector/opinion-concept-illustration_12219840.htm#page=2&query=speaking&position=3&from_view=search)

Image 14: [on Freepik](https://www.freepik.com/free-photo/corporate-businessman-giving-presentation-large-audience_15440962.htm#query=public%20talk&position=4&from_view=search)

Image 15: [on Freepik](https://www.freepik.com/free-vector/creative-team-concept-illustration_15110184.htm#query=creativity&position=32&from_view=search)

Image 16: [on Freepik](https://www.freepik.com/free-vector/ecologist-giving-presentation-conference-man-stage-tribune-talking-audience-press-asking-questions-flat-illustration_16375079.htm#query=lecture&position=31&from_view=search)

Image 17: [on Freepik](https://www.freepik.com/free-photo/tourists-go-up-hill-sunrise_6172108.htm#page=3&query=teamwork&position=7&from_view=search)

RATIONALE

As determined by the official guidelines¹¹ on how to write the final paper, this section aims to describe the activities created in the Unit 1 and Unit 2 in the light of sound theory covered during the *Curso de Especialização em Ensino e Aprendizagem de Inglês*. Thus, this section attempts to show what principles of language learning and teaching for communicative purposes underly the activities designed. Both units were designed also taking into consideration the development of the four skills (reading, writing, listening and speaking) and systems (grammar, vocabulary, pronunciation/phonology and discourse). These systems and skills will be exemplified and discussed accordingly as required.

First and foremost, it is important to reflect briefly on what has been studied in the field of Second Language Acquisition (SLA) and what its major research strands are, given its foundational nature. According to Florence Myles (2013) and Rod Ellis' lecture in ABRALIN¹² (2021), SLA has become transdisciplinary and fragmented. In Ellis' (2021) view, SLA's "...object of enquiry is L2 learning, not just L2 use, which is the business of sociology and anthropology". Although second SLA is a "complex and multifaceted phenomenon" (MYLES, 2013, p. 46) and even conflicting at times, it is possible to consider three major fields - or main theoretical families - in SLA research: Linguistic approaches, Cognitive approaches, and Social and Interactional approaches (interactionist, sociolinguistic and sociocultural theories). All of these approaches have been contributing significantly not only to SLA research, but also to guide our day-to-day teaching practice in our classrooms in different ways.

Myles (2013) also highlights that each theoretical approach previously mentioned has specific views of the nature of language, of the language learning process and of the language learner and his/her role in the acquisition process. As a thorough discussion of their respective views and domains of inquiry might be beyond the scope of this paper, the following table will provide only a brief overview of each approach in the light of Myles (2013):

Theoretical Families	Definitions
Linguistic approaches	"[...] refers to theoretical approaches that focus on the formal properties of language and how these shape the development of an L2, in the context both of universal properties of human language and of specific L1-L2 pairings." (p.53).
Cognitive approaches	"[...] see the acquisition of a second language as the acquisition of a complex skill, and here researchers believe that we can better understand the second language acquisition process by investigating how human brain processes and

¹¹ <https://sites.lettras.ufmg.br/especializacao/wp-content/uploads/2021/08/Orienta%C3%A7%C3%B5es-para-o-TCCCEI-reformuladas.pdf>

¹² Brazilian Linguistics Association (Associação Brasileira de Linguística)

	learns new information, as well as how learner's individual makeup impacts on this process. The focus is very much on the learning dimension of second language acquisition, rather than on the formal properties of learners' second languages." (p. 59).
Interactionists, sociolinguistic and sociocultural approaches	"Sociolinguists, social theorists, conversation analysis and interactionists, in contrast with the two previous families, focus on the social context in which language learning takes place, and the role that this context plays in the co-construction of both linguistic knowledge and identity [...]. This work ranges from macro-analyses of the role of social factors and contexts in the (co-) construction of identity [...], to micro-analyses of interactions aiming to investigate the role of scaffolding and microgenesis in L2 learning." (p. 64-68)

(Adapted from Florence Myles, 2013).

The previous table contributes to show how each approach might have contributed both implicitly and explicitly with valuable information necessary to make important decisions while preparing the units. Indeed, while the specific working contexts of merchant marine officers were considered for thematic and contextualizing purposes, both units were designed taking into consideration not only the formal properties of the target second language, but also, and most importantly, the learning dimensions of second language acquisition and the importance of learning an additional language for interactive and communicative purposes.

Aiming to apply SLA theories while designing the units, I made a conscious effort to keep the following puzzle question in mind: "if we want the learner to end up with a certain type of knowledge, what does that imply for how learning should happen, and in turn for how instruction should proceed?" (DEKEYSER, 2017, p. 15). After all, "knowledge THAT" - i.e. knowledge of facts and events also known as "declarative knowledge" - , is not the same as "learning a behavior" or "knowledge HOW" - i.e. "procedural knowledge" - , although they might be considered two sides of the same coin (DEKEYSER, 2017, p.17). Indeed, as suggested by Dekeyser (2017), declarative knowledge can contribute to the development of procedural knowledge and specific L2 skills as "there needs to be knowledge to be practiced" (DEKEYSER, 2010b, p. 161 apud DEKEYSER, 2017, p. 25). Thus, understanding the difference between knowledge and skill in instructed second language learning was also of utmost importance while planning the units. After all,

When a learner knows that an English verb takes a final -s in the third person singular, one could say this learner knows how to conjugate a verb, or when to use that final -s, but this knowledge is not procedural unless the learner has executed the mental act of selecting that morpheme under the right conditions many times, and has therefore learned a behavior instead of knowledge about a desirable behavior. (DEKEYSER, 2017, p. 16).

Therefore, while designing the units, there has been an attempt to develop learners' knowledge about the additional language and give them varied opportunities to use target forms and content for specific and communicative purposes. Most importantly, the subject matter chosen for each unit is highly relevant for the target group and hopefully leads to useful and interesting follow-up work.

To start with, both units begin with a title and pictures which relate directly to seafarers' work environment. The titles are "Unit 1 - Marine Pollution and Protection" and "Unit 2 - Safety Culture on board". These elements are followed by general questions related to the main topic. All the elements previously described can be used in creative ways as a 'warm-up'. In this initial stage, it is important to activate students' schemata by providing opportunities for sharing their own previous knowledge of the topic in issue. Indeed, as suggested by Douglas Brown (2015),

Adults also bring *life experiences* to the classroom, which gives them background schemata as a backdrop for the situations introduced in a curriculum. It means they can bring a rich array of skills, strategies, and convictions to bear on the tasks that the language course asks them to carry out. (BROWN, 2015. p. 117)

Therefore, as young adults who are also part of the society, the target students might have some valuable thoughts and ideas about the issues of pollution in the environment and safety in general. Furthermore, they might also share some valuable information based on the specific academic contents learned, making connections across subjects which are taught by other professors and instructors in the merchant marine academy. Thus, this initial stage is of paramount importance not only because it relies on students' participation, but also, and most importantly, because it triggers motivation.

In both Units, the warm-up section is followed by a reading stage. This stage focusses mainly on giving learners the opportunity to develop their ability to read in the target language for different purposes, such as making predictions, reading for gist – sometimes called *skimming* -, reading for specific details – sometimes called *scanning*, guessing the meaning of words in context [*inferences*], etc. After all, as suggested by Jeremy Harmer (2015), the importance of designing reading activities "[...] is not so much because they need to acquire such reading skills (they may, after all, have them in their own language), but because they need to have these experiences in English" (HARMER, 2015, p. 314). Thus, in Unit 1, during the pre-reading stage, for instance, learners are supposed to make predictions about the type of text they are about to read and guess its main content by analyzing a screenshot taken from the beginning of the webpage where the text is originally located. In this step, students' analysis

of the screenshot and the development of other pre-reading skills are guided by specific questions, which are initially recommended to be answered individually, but can also be discussed in pairs, according to students' needs.

Most importantly, the reading section in Unit 1 was created based on what William Grabe and Fredricka L. Stoller (2014) defines as “directed reading-thinking activity (DR-TA)”. Taking into consideration that multiple strategies are always used by good readers to achieve their reading comprehension goals, DR-TA guides learners to think like good readers: “anticipating, predicting, confirming, or modifying their ideas as they read and then summarizing [...]”. For further details about how the reading activities were designed so that each afore-mentioned strategy could be applied to support learners to achieve comprehension, please check the reading section of Unit 1.

Furthermore, authentic materials were carefully chosen for the reading section of both units and their respective reading activities were created taking into consideration the pre-, while, and post-reading framework that “[...] prepares students for reading, helps them while reading, and then guides them in reconsidering texts [...] for a variety of purposes” (GRABE; STOLLER, 2014, p. 191). Thus, in Unit 2, for instance, the crossword prepares learners for reading by tapping on their prior knowledge of specific vocabulary, which might in turn stimulate interest and set up expectations. Next, students are asked to complete a table, which is aimed to support and facilitate comprehension. Last but not least, students are first asked to answer an open question, which gives them an opportunity to connect what is read with what they know so they can evaluate what is being read and check comprehension. This last stage is also integrated with an activity designed with words from the text aiming to assist learners in building knowledge on specific vocabulary, while also contributing to the mastery of reading skills¹³ in the maritime context.

According to Grabe and Stoller (2014), the objectives of each stage of the pre-, while- and post- reading framework are the following:

Reading lesson stage	Objectives
Pre-reading	<ul style="list-style-type: none"> ✓ Establish a purpose for reading. ✓ Tap prior knowledge. ✓ Provide information needed for comprehension (e.g., key vocabulary, important concepts). ✓ Set up expectations.

¹³ Indeed, as suggested by Toshihiko Shiotsu (2010 apud GRABE; STOLLER, 2014, p. 189), “the development of a very large vocabulary and a reasonably good command of grammar resources” can contribute to the mastery of academic reading skills.

	<ul style="list-style-type: none"> ✓ Stimulate interest. ✓ Build confidence and motivation. ✓ Explore text organization. ✓ Model and practice common pre-reading strategies (e.g., identifying reading goals, previewing the text, predicting main ideas).
During reading [or while-reading]	<ul style="list-style-type: none"> ✓ Guide reading to facilitate comprehension (e.g., by asking students to fill a graphic organizer – that is, a visual display of information, such as in a table, chart, graph, or timeline – that reflects relationships among ideas in the text). ✓ Help students construct meaning and monitor comprehension. ✓ Give students opportunities to connect what is read with what they know so they can evaluate what is being read. ✓ Support ongoing summarization. ✓ Model and practice common strategies used at this stage (e.g., monitoring comprehension, identifying difficulties, repairing faulty comprehension). ✓ Promote discussions that support comprehension and strategy development.
Post-reading	<ul style="list-style-type: none"> ✓ Check comprehension. ✓ Explore how text organization supports comprehension. ✓ Provide opportunities for reading fluency development (e.g., rereading activities). ✓ Ask students to summarize, synthesize, evaluate, integrate, extend and apply text information. ✓ Ask students to critique the author and aspects of the text (e.g., writing content). ✓ Establish and recognize comprehension successes (e.g., completing written summaries, lining up a set of main-idea statements in the correct order, distinguishing between main ideas and details). ✓ Model and practice common post-reading strategies (e.g., reflecting on what has been learned through reading, making connections across texts).

(From: William Grabe and Fredricka L. Stoller, 2014, p. 192).

The previously mentioned framework is a valuable tool that can contribute to help teachers not only while designing materials such as the present units, but also during lesson planning when adaptations of didactic material might be necessary, according to students' needs.

Moreover, in the reading section of Unit one, for instance, there is also a concern about teaching how to use their electronic devices for learning purposes in a world invaded by huge number of technological resources every single day. Thus, students are required to access the e-text by pointing their mobiles to the QR-Code¹⁴, so that the reading activity approximates to a real-life experience. During the COVID-19 pandemic, many professionals in the educational field noticed that even though students are connected to the internet 24/7, it doesn't mean they know how to use technological resources in an effective way. Thus, students might probably benefit from some systematic guidance on how to use these resources for learning purposes.

¹⁴ Although the activity designed originally asks students to use their mobiles to access the e-text, the text is also fully available in the teacher's guide, so that the practitioner may plan and adapt his/her lessons according to the teaching resources available and to the students' needs.

Indeed, besides developing a skill for a specific objective, learners might also become better able to develop autonomy in their additional language learning process.

Like reading, listening is a receptive skill that is not passive and involves highly complex thinking processes. Indeed, as suggested by John Field, “in real life, listening to a foreign language is a *strategic activity*” (FIELD, 2002, p. 244). Therefore, there has been an attempt to teach listening systematically in both units so that learners are better able to develop specific strategies and the ability to listen in the target language more effectively. Thus, the listening activities were designed based on the following framework: pre-listening, listening and post-listening (FIELD, 2002, 245). As the units aim to teach English for specific and communicative purposes the listening materials used are authentic, which means they were produced for real and communicative purposes, and a context for listening was carefully provided.

According to John Field (2002, p. 245), in the pre-listening stage we should “set the context” and “create motivation”. In both units this is done with the use of images/pictures and questions which might contribute to activate learners’ previous knowledge and motivation. As a result, a learner-centered dimension is lent to the listening lesson since the very beginning because, as suggested by David Nunan, learners are given the opportunity to “[...] bring their own background knowledge and experience into the classroom” (NUNAN, 2002, p. 240).

In the listening stage, Field recommends the following: “extensive listening (followed by questions on context, attitude); preset task/preset questions; intensive listening, checking answers” (FIELD, 2002, p. 245). Likewise, besides answering a preset question (Unit 1), students are supposed to complete a table (Unit 1) and design a consequence/effect wheel (Unit 2), which will help them to focus on meaning and understand key ideas of the target listening. About the “present task/preset questions” it is important to highlight that “by presenting comprehension questions [and the task before the listening], we can ensure that learners listen with a clear purpose, and that their answers are not dependent on memory” (FIELD, 2002, p. 243). Most importantly, filling the table and drawing a consequence/effect wheel involves learners in “doing” something with the specific information extracted from the listening, enhancing understanding. Everything done in this stage is followed by answer checking.

Finally, in the post-listening stage, Field suggests the examination of functional language and the inference of vocabulary meaning (FIELD, 2002, p. 245). Likewise, an examination of functional language takes place in Unit 1 with an integrated grammar section which focus on how to describe “cause and effect/effect and cause” based on extracts taken

from the listening. Furthermore, because key vocabulary had been explicitly taught previously integrated with the reading in Unit 1 and 2, at this stage of both units (post-listening) there was also an attempt to guide and support learners to think critically and professionally and to speak out about the issues discussed in the videos, personalizing the use of the target language. In the post-listening stage of Unit 2, for instance, students are given the opportunity to infer, consolidate and expand target vocabulary according to their own needs as they are supposed to complete sentences with their own ideas. This stage can be followed by a whole-group discussion during the feedback section.

As far as writing is concerned, David Nunan affirms that “like reading, writing is not only a tool for communication but also an instrument for intellectual growth and development” (NUNAN, 2015, p. 77). Therefore, there has been an attempt to design meaningful and contextualized activities, which provides an opportunity of not only practicing the target language for specific and communicative purposes, but also getting more and more knowledge about issues related to maritime context. As a visual mode of communication (NUNAN, 2015, p. 78), it is important to call students’ attention to the variety of text types and how they can be produced effectively. Thus, the writing sections are designed in different ways in each unit, as it will be explained next.

In Unit 1, writing is integrated with the reading section and students are asked to write a summary of the text read. The writing task is proposed as a collaborative activity¹⁵ as it is supposed to be done in pairs. Furthermore, a writing frame and tips on how to write a summary are available to scaffold learners in the writing process. The writing frame aims to provide a skeleton outline and points at the importance of text organization. According to Harmer, text construction includes not only understanding about how cohesion works, but also “[...] understanding about coherence, which means understanding how to put a text together in a comprehensible way – that is, in an order that makes sense” (HARMER, 2015, p. 363). Thus, the writing frame might contribute to help learners to write in an order that makes sense. In the teachers’ guide there is also an example of a summary which can be used as a model text of what is expected and/or to explain how cohesive devices such as lexical chains¹⁶ can be deployed in the summary writing process.

In Unit 2, writing is integrated with speaking. As a result, learners are supposed to prepare an infographic which will be used during the speaking stage. According to Harmer,

¹⁵ For further information about the benefits of making writing a collaborative activity, see Jeremy Harmer (2015, p. 367).

¹⁶ For further information about how lexical chain works see: <https://www.writing.support/lexical-chains.htm>.

“genre represents the norms of different kinds of writing” (HARMER, 2015, p. 365). Thus, before preparing the infographic, learners are asked to analyze an authentic one to help them understand the audience it was written for, how the norms of the target genre work and how they can prepare an effective infographic for communicative purposes. Most importantly, after preparing their infographic and before presenting it in the real world, a systematized and focused peer feedback is provided. Indeed, as suggested by Icy Lee, “[...] focused written corrective feedback (FWCF) – i.e. responding to errors in a selective, focused manner – should be the way to go” (LEE, 2015, p. 1)¹⁷. Thus, peers are supposed to go through a checklist available in the post-writing step so as to provide guided FWCF and contribute to enhance writing skill development. After receiving the peers’ FWCF, learners might be better able to make the proper adjustments and use the infographic created in the following speaking stage more successfully.

As for speaking skill development, both units contain a final speaking task in the end in which learners are expected to give a public talk. In *A Holistic Approach to Teaching Speaking in the Language Classroom*, Anne Burns explains the importance of teaching speaking explicitly instead of just a “doing” speaking in the language classroom due to its highly complex and dynamic nature¹⁸: “[...] simply “doing” speaking activities is not the same as learning the knowledge, skills, and strategies of speaking” (BURNS, 2012, 166). Therefore, in ‘Giving a public talk (Part I)’ in the Unit 1, there is a concern of teaching how to develop a proper introduction in a contextualized way, whereas in ‘Giving a public talk (Part II)’ in the Unit 2, the focus is on the structure of the whole presentation including the introduction. In both units, meaningful useful phrases are presented to guide students into carrying out the final task successfully. Diane Millar says that “genre awareness is the ability to select and use an appropriate genre based on a number of factors, including the purpose of communication, the context and the people involved” (MILLER, 2011, p. 2). Thus, there has been a gradual and focused attempt to promote contextualized genre awareness in both units so that target learners can be better prepared for their future jobs.

Moreover, it is important to note how carefully the whole units scaffold the target language learning for communicative purposes and enhance students’ opportunities to perform the speaking final task more successfully. Indeed, prior to the speaking final task, learners have

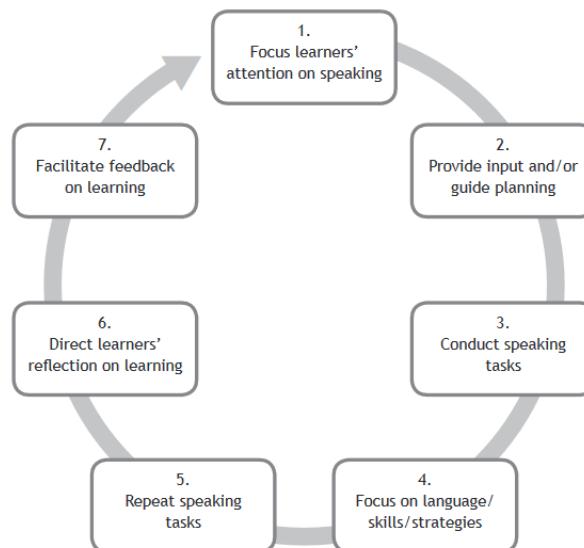
¹⁷ For further reading on the benefits of focused written corrective feedback (FWCF) check Icy Lee’s article “*Teacher written corrective feedback: Less is more*”.

¹⁸ According to Anne Burns, “Speaking is highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time” (BURNS, 2012, p. 166).

taken part in a listening, writing and a reading lesson as well as received instruction on a key grammar point, specific vocabulary, and pronunciation. Furthermore, there are lots of opportunities of speaking practice throughout the units due to the possibility of engaging in different patterns of interactions – such as individual, pair work, group work and teacher-whole group interactions. Because learners are provided with key content, grammar, and vocabulary as well as an input on the suitable useful phrases that they are expected to produce, it is possible to conclude that they might be better prepared to complete the task by the end of the units.

As far as speaking skill development is concerned, it is also worth mentioning that, as suggested by Burns (2012), a teacher should be aware that speaking competence involves: “knowledge of language and discourse”, “core speaking skills” and “communication strategies” (GOH, C.C.M.; BURNS, A., 2012 apud BURNS, 2012, p. 167). Although describing each competence in detail is beyond the scope of the present section¹⁹, it is important to highlight that the development of these elements should always be taken into consideration while preparing a speaking lesson. Another element which can be very insightful, contribute to guide teachers while planning a speaking lesson and that can involve learners in actually ‘learning how’ instead of just ‘doing’ is Burn’s “Teaching-Speaking Cycle”:

Figure 1: The Teaching-Speaking Cycle



From: BURNS, 2012, p.172

As it is possible to observe in the previous figure, the cycle is explicitly staged and encourages learners’ systematic and thorough engagement with the target task. This might in

¹⁹ For further information about each element see Anne Burns’ article available in: https://www.andrasprak.su.se/polopoly_fs/1.204517.1411636356!/menu/standard/file/Anne_Burns.pdf

turn not only boost learning but also develop learner's autonomy in the classroom context and beyond. It is also important to highlight that, as suggested by Burns, this cycle might be "extended over several lessons" (BURNS, 2012, p. 176). By way of illustration, the task of "speaking in public" was divided into two parts between the Units 1 and 2, so that learners are better able to reflect gradually on their learning, rehearse, improve knowledge of the target language, receive thorough feedback and have all the support needed to perform the part 2 effectively.

According to Michael Swan (2002) grammar points should be chosen according to students' needs and they should be taught mainly because of comprehensibility and acceptability. Indeed, second language learners should not only know "[...] how to build and use certain structures" to communicate effectively and meaningfully (SWAN, 2002, p. 151), they should also be accepted in the target community, especially by authorities such as their future employers and co-workers. Thus, there has been an attempt to guide students into understanding how specific forms of language work for specific communicative purposes, taking into considerations maritime context and related issues. In Unit 1, students are taught how to connect causes and effects/effects and causes to help them to describe situations and events more effectively. In Unit 2, modal verbs and their respective meanings and passive forms are systematically taught.

Most importantly, all forms taught in the units are driven from authentic materials²⁰ and are context embedded. Besides, there has been an attempt to teach these target forms and design the grammar activities mostly in the light of "principles of explicit inductive grammar teaching" (AZEVEDO; CARNEIRO, 2017), as recommended by the professor in charge of the subject *English Grammar Teaching*, which is part of the curriculum of the current Diploma course. That means that activities were designed so that learners could be gradually guided into noticing, analyzing meaningful input and discovering the rules for themselves (AZEVEDO; CARNEIRO, 2017). After doing the exercises, students' answers should be elicited by the teacher so that he/she is better able to understand students' "target needs", i.e. "necessities", "lacks" and "wants" (HUTCHINSON; WATERS, 2010, p. 55-63).

Furthermore, it is important to highlight that the development of both units was done taking into consideration recent developments in grammar pedagogy including an instructional option known as "focus on form" (henceforth FonF). According to Hossein Nassaji and Sandra

²⁰ The target language forms were drawn from a video (Unit 1) and an article (Unit 2) available on the internet. Both texts were originally developed/created for real purposes, not for teaching EFL/ESL.

Fotos, FonF “[...] calls for an integration of grammar and communication in second language (L2) teaching” (NASSAJI; FOTOS, 2011, p. 1), it “[...] is a kind of instruction that draws the learner’s attention to linguistic forms in the context of meaningful communication²¹” (NASSAJI; FOTOS, 2011, p. 10). Thus, the grammar is taught systematically, gradually, and meaningfully in both units, so that learners are better able to communicate and perform the final speaking task more successfully. Besides being preplanned - as learners’ attention is drawn to pre-selected forms -, there is also room for incidental²² teaching as suggested by a more expanded concept of FonF (NASSAJI; FOTOS, 2011, p. 11).

By way of explanation and exemplification, at the FonF stage specifically, students will have the chance to learn how to use the target forms meaningfully in both units in different ways: understanding the function of target forms used in authentic texts (spoken and written), posting their ideas based on specific issues on digital walls such as <https://www.mural.co/use-case/sticky-notes>, padlet.com or https://edu.google.com/intl/ALL_br/jamboard/, talking about these issues in their own words during pair and whole group interactions, sharing and exchanging contextualized points of view, and having the opportunity to receive different types of peer and teacher feedback, according to their needs, during these interactions.

Aiming to explain the importance of using a communicative approach while teaching the grammar, Nassaji and Fotos also highlights that, “Hymes [...] argued that knowing a language does not simply mean knowing how to produce grammatical sentences accurately **but also** how to produce them appropriately” (NASSAJI; FOTOS, 2011, p. 6, emphasis is mine). Indeed, as suggested by Marianne Celce-Murcia and Diane Larsen-Freeman (1999) the dimensions of form, meaning and use are interrelated and students need to “[...] learn how to use grammar structures *accurately, meaningfully and appropriately*” (CELCE-MURCIA; LARSEN-FREEMAN, 1999, p. 5). By the same token, there has been an attempt at grammar section to provide learners an opportunity to develop not only accuracy but also the ability to use of the target structures meaningfully, taking into consideration the context. Indeed, as suggested by Ana Larissa A. M. Oliveira *et al.* (2016), grammar teaching should be based on its usage (OLIVEIRA; CARNEIRO; AZEVEDO, 2016). Most importantly, as it has already been mentioned elsewhere, every stage/section of the units was designed as building blocks to

²¹ This definition of FonF presented by Nassaji and Fotos (2011) is based on Michael Long (1991) studies.

²² Based on Rod Ellis (2001), Nassaji and Fotos explain that “[...] in incidental FonF, attention to form can occur either reactively, in response to errors during communicative activities, or preemptively, by taking time out from communicative activities to address language forms anticipated to be problematic.” (NASSAJI; FOTOS, 2011, p. 11).

scaffold learners and help them to be better able to perform the units' final communicative task more effectively.

As far as teaching vocabulary is concerned, in both units there has been an attempt to promote its development in a systematic, engaging and contextualized way. The techniques used to contribute to learners' vocabulary building aims to avoid the rote memorization of words and get learners motivated to keep learning by themselves after the lessons, boosting autonomy. According to Grabe and Stoller, EAP teachers²³, material designers and curriculum developers should be guided by the following active vocabulary framework:

(1) systematic procedures for selecting target words; (2) techniques for introducing new words and encouraging students to use words meaningfully; (3) activities to practice word-meaning connections and work with large set of words; (4) tasks for building students' word-learning strategies; (5) approaches for creating a vocabulary-rich classroom environment; (6) tasks that guide students in becoming independent collectors; (7) ways to build student motivation for word learning; (8) the recycling of texts and vocabulary. (GRABE; STOLLER, 2014, p.194)

Analyzing Units 1 and 2 in the light of Grabe and Stoller's framework, it is possible to observe examples of almost all resources listed previously. In both Units different techniques for introducing new words were used. In Unit one, for instance, learners are asked to choose 8-10 words from the text and draw a vocabulary concept map for each word chosen. Thus, besides introducing vocabulary, this activity contributes to guide learners into becoming more independent collectors. Aiming at creating a vocabulary-rich classroom environment, learners are then invited to share their vocabulary concept maps with the whole class. This activity is followed by a retrieval practice, which aims to practice word-meaning connections. In Unit 2, another task for building student's word-learning strategies is introduced. Students are asked to research and write their own definition of the target words selected from the text and provide examples, conceptualizing by naming²⁴ and creating an interesting word chart. This activity is followed by freer practice which encourages learners to use some of these words meaningfully, while exchanging opinions. Most importantly, the contents and vocabulary introduced by the texts of both units are constantly recycled in different ways and can be creatively put into practice mainly in the speaking and writing sections, which are the productive skills.

Last but not least, there is also a pronunciation section in each Unit. In Unit 1 the focus is on connected speech, whereas in Unit 2 students can learn about the three possible pronunciations of -ed at the end of regular past participles. The benefits of pronunciation

²³ Although Grabe and Stoller seems to focus on EAP teachers, I believe any practitioner could benefit from the suggested active vocabulary framework (GRABE; STOLLER, 2014, p.194).

²⁴ <https://newlearningonline.com/learning-by-design/the-knowledge-processes/conceptualising>

teaching of English are undeniable. First and foremost, it might help learners to improve both speaking and listening skills. As far as the former is concerned the following elements can be improved: pronunciation of specific sounds, stress patterns, rhythm, pace, intonation, aspects of connected speech etc. Moreover, the negative effects of L1 interference might also be minimized, enhancing comprehension. According to Ronaldo Manguera Lima Jr. “[...] pronunciation should be taught for it helps with the ultimate goal for learning an L2: Communication” (op. cit., 2021, p. 115). Thus, pronunciation teaching of English is unquestionably important. However, while critically reflecting on the importance of pronunciation teaching of English the question that remains is: ‘What is the best accent to teach/learn?’

According to Cristófar-Silva (2007), “[...] when we learn a foreign language, we will be exposed to a great linguistic variety²⁵” (CRISTÓFARO-SILVA, 2007, p. 74, translation is mine). The aforementioned statement is followed by an important critical reflection: “How then can we learn such a language 'correctly' and with a coherent profile?”²⁶ (CRISTÓFARO-SILVA, 2007, p. 74, translation is mine). While reflecting on this question in the light of phonology and phonetics studies, Cristófar-Silva shows that the “golden dream of speaking like a native”, i.e., without accent and with flawless grammatical structures is impossible. The researcher also explains that one of the reasons why it is impossible to speak like a native is due to the natives’ and nonnatives’ different cultural backgrounds, which might, in turn, impact on the second/foreign language speaker’s knowledge of world, which is mediated by the target language. Thus, as mentioned several times by Cristófar-Silva during the synchronous lessons at CEI, “We can’t talk like an American person, we can only talk like ourselves” (CEI, 2021).

Another important issue is that it is important to consider the effects of the advancements in technology and globalization on the day-to-day of our target public: Brazilian learners. I think every teacher has already met a learner who has never studied English at a language school, but she/he is able to communicate intelligibly regardless. Interestingly, when asked about how she/he learned how to speak in English, she/he might come up with a fascinating answer: “I have learned English playing online videogames”. In this context, considering that the number of native speakers of English around the world is smaller (CRYSTAL, [1997] 2003, p. 59-60), most of the online players are nonnative speakers of

²⁵ “[...] ao aprendermos uma língua estrangeira estaremos expostos a uma grande variedade linguística.” (CRISTÓFARO-SILVA, 2007, p. 74).

²⁶ “Como podemos então aprender tal língua de maneira ‘correta’ e com um perfil coerente?” (CRISTÓFARO-SILVA, 2007, p. 74).

English that are highly motivated to use the target language for communicative purposes. Moreover, all these players are speaking the target language with a low affective filter and, as suggested by Cristófar-Silva (2021), they are “speaking like themselves”, not like natives. The most successful players are the ones who are able to exchange valuable information, and thus **intelligibility** is of utmost importance. Furthermore, I believe that ‘accent’ is the least of the players’ concerns in the context of online games.

The aforementioned example reveals that our learners’ learning experiences can speak volumes about their needs and what our focus and/or aims in our own classroom should be. Most importantly, recent academic research has been pointing at the same directions. Indeed, after conducting and reviewing a large number of studies on pronunciation teaching in Brazil, Lima Jr. has recently highlighted the need for “[...] shifting from nativelikeness as a goal for pronunciation teaching / learning to a goal towards intelligibility and comprehensibility. (LIMA JUNIOR, 2021, p. 116). Besides, in the light of Jeniffer I. Albuquerque and Ubiratã K. Alves’ (2021a; 2021b) studies on intelligibility and comprehensibility constructs, Lima Jr. also calls our attention to the role of dynamic interaction of speaker and listener in order to achieve communication and the limitations of native speaker standards in the EFL/ESL context.

All in all, I believe that we should, first and foremost, consider our target public “needs, lacks and wants” (HUTCHINSON; WATERS, 2010) in the context of L2 teaching/learning. Then, the next step should be to develop teaching techniques that can boost students’ comprehensibility and intelligibility for communicative purposes. By the same token, Cristófar-Silva argues that “[...] the best accent is one that is effective for the purposes of effective communication and is consistent in itself. An accent that is YOURS and that is consistent, in the way that all native speakers' accents are consistent.²⁷” (CRISTÓFARO-SILVA, 2007, p. 75, translation is mine). Having said that, as suggested by phonetics and phonology studies, students might gain a lot from learning how specific sounds work in the target language, such as -ed sounds and connected speech. Thus, since the very beginning of the L2 teaching/learning process, there should be a contrastive analysis comparing Portuguese and English pronunciations, the presentation of minimal pairs and other specific sounds – especially the ones that don’t exist in the L1-, the most frequent sounds in the L2, among other important issues. If presented and practiced in a meaningful and contextualized manner, the

²⁷ “[...] o melhor sotaque é aquele que é eficiente para os propósitos de uma comunicação eficaz e que tenha coerência em si mesmo. Um sotaque que seja SEU e que seja consistente, da maneira que são consistentes os sotaques de todos os falantes nativos” (CRISTÓFARO-SILVA, 2007, p. 75)

afore-mentioned phonological traits might work as successful teaching strategies and contribute to significant/purposeful learning, besides enhancing students' OWN accent.

All in all, there has been an attempt to design the units and a teacher's guide taking into consideration not only my teaching experience, theories of language learning and teaching, target context, but also students' possible needs in the light of their future working environment and the official guidelines set out by the International Maritime Organization through its thorough and abundant official publications. Further research focusing on Brazilian students' needs, lacks and wants might be necessary. It is also of paramount importance to highlight the limited number of didactic resources currently available for teaching maritime English in Brazil and the urgent need for the development of further instructional materials focusing on teaching/learning English for specific purposes to cater for the merchant marine officers' needs, according to their respective areas of expertise: Nautical Sciences (Nautical Area) and Nautical Sciences (Machinery/Engineering Area).

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