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The impact of maritime English communication training for non-native English language speakers concerning the competency of seafarers : Iraqi maritime sector case study

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WORLD MARITIME UNIVERSITY

Malmö, Sweden

Dissertation

The Impact of Maritime English Communication Training for
Non-Native English Language Speakers concerning the
Competency of Seafarers

-Iraqi Maritime Sector case study-

By

HARTH JAMAL AHMED

Iraq

A dissertation submitted to the World Maritime University in partial
fulfillment of the requirements for the award of the degree of

MASTER OF SCIENCE

In

MARITIME AFFAIRS

MARITIME EDUCATION AND TRAINING

2013

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DECLARATION

I certify that all the material in this dissertation that is not my own work has been identified, and that no material is included for which a degree has previously been conferred on me.

The contents of this dissertation reflect my own personal views, and are not necessarily endorsed by the University.

(Signature): 

(Date): 7-10-2013

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Institution/organisation:

Co-assessor: *
Institution/organisation:

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I would like to express my sincere appreciation to my family in Iraq and the USA for their continued encouragement and blessings to me and my work. I would also like to extend my heartfelt gratitude to the International Maritime Organization (IMO) for providing this priceless opportunity to study at World Maritime University (WMU), which has been the foundation for this research.

It is with the deepest sense of gratitude that I express my sincere thanks to all professors and staff members, especially my supervisor and the library staff of World Maritime University for their untiring support during my research. My sincere gratitude also to all the lecturing Professors and visiting experts of the World Maritime University whose vision and encouragement is the major source of motivation for the students to work harder and better.

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ABSTRACT

Title of Dissertation : **The Impact of Maritime English Communication
Training for non-native speakers of English
Language concerning the competency of seafarers**

Degree : **MSc**

This dissertation is a study to achieve a better understanding of the all the process parts of qualifying and training non-native English language speaker crew members with different backgrounds and cultural elements to ensure that they communicate effectively with international vessels, and, in addition, look deeply at how the results of such training.

The objectives of the research are, to improve the maritime communication that depends on Maritime English through training with various appropriate methods (such as, ME learning programs, CBT, simulator), and to examine the impacts of this process on the maritime communication competency in a case study involving Iraqi maritime state companies. This research has been done using a mixed method approach where the researcher has used a questionnaire to collect data from employees attached to three key state organizations in the Iraqi maritime industry.

The importance of the dissertation topic is to develop a model or approach of maritime communication training for the non-native speakers of English, enabling the Iraqi Maritime Administration to qualify Iraqi seafarers. In addition, there is the possibility to take advantage of the Maritime English communication training to create:

- 1- an enhanced learning environment
- 2- collaborative tools to support the distribution of knowledge through the maritime training community
- 3- new modes of training in the Iraqi maritime sector.

The dissertation presents real world data collected from employees who are currently engaged in the Iraqi maritime industry where the qualitative data is analyzed by using a grounded theory approach. The analysis of the responses confirm that maritime communication in Iraq has been significantly improved in the last decade. However, it shows some areas where the administrators have to focus in order to further develop maritime communication that depends on Maritime English in the Iraqi maritime sector.

The concluding chapters examine the results of the assessment questionnaires, and discuss the potential use of Maritime English Communication training as a means of determining the competence of seafarers. A number of recommendations are made concerning the need for further investigation into the subject.

Key words: Maritime English, Communication Training, Competency, Seafarers,

- “...Training for Non-native English language speakers...”
- “...New modes of training in the Iraqi maritime sector...”
- “...The results were collated and analyzed for questionnaires ...”
- “... The concluding chapters examine the results ...”

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LIST OF ABBREVIATIONS

AGAMS	Arab Gulf Academy for Maritime Studies
AIS	Automatic Identification System
ARPA	Automatic Radar Plotting Aid
CAORF	Computer Aided Operations Research Facility
CBT	Computer Based Training
CTSB	Canadian Transportation & Safety Board
EPP	English for Professional Purposes
ESP	English for Specific Purposes
FOV	Field of View
FS	Field Study
GCPI	General Company for Ports of Iraq
GMDSS	Global Maritime Distress and Safety System
ICERS	International Conference on Engine Room Simulators
ILO	International Labour Organization
IMCC	Iraqi Media and Communication Commission
IMEC	International Maritime English Conference
IMO	International Maritime Organization
IMOO	Iraqi Ministry of Oil
IMT	Iraqi Ministry of Transportation
INSLC	International Navigation Simulator Lecturers Conference
IOTC	Iraqi Oil Tanker Company
ISC	Integrated Simulation Centre
ISCM	Iraqi State Company for Maritime Transport
ISM	International Safety Management Code
KUP	Knowledge, Understanding and Proficiencies

MARPOL	International Convention for Prevention of Pollution from Ships
MARSIM	International Conference on Marine Simulators
MC	Maritime Communication
MCA	Maritime and Coastguard Agency (U.K)
ME	Maritime English
MEC	Maritime English Communication
MECT	Maritime English Communication Training
METIC	Maritime Educational Training Institutes and Centers
MSTC	Maritime Simulator Training Centre
MLC	Maritime Labour Convention
NTSB	National Transport Safety Board
OOW	Officer of the Watch
PMS	Ports Maritime School (Iraq)
QSS	Quality Standard System
RMF	Rijeka Maritime Faculty
SAR	Search and Rescue, Convention
SHS	Ship Handling Simulator
SMCP	IMO Standard Marine Communication Phrases
SMNV	Standard Marine Navigational Vocabulary
SMS	Safety Management System
SOLAS	International Convention for the Safety of Life at Sea
STCW	Standards of Training, Certification and Watch-Keeping Convention
USCG	United States Coast Guard
VTS	Vessel Traffic System
WMU	World Maritime University

1. INTRODUCTION

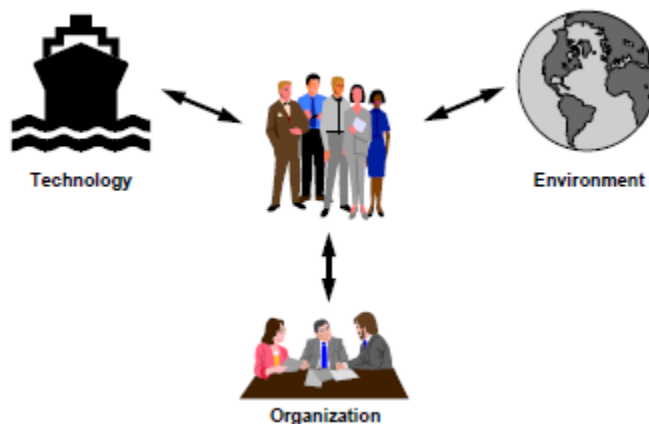
This dissertation is a study that attempts to achieve a better understanding of all the parts that make up the qualifying and training of non-native English language speaking crew members with different cultural backgrounds to ensure that they communicate effectively with international vessels. It also looks deeply at the impact of the results of such training.

The world has been changing in big way since the industrial revolution. One of the major changes concerns communication which started with the telegram (Morse code) to Inmarsat (via satellites) technology all in 100 years! The maritime shipping industry has had the advantage of using such communication since that time through radio wave technology.

One of the essential parts of communicating is the common language between the sender and receiver; for merchant marine ships the common used language is the English language, Ziarati (2006). The transmitting / receiving was the mission of the “radio officer” on board (the ship) and on shore (the port/VTS). In the early days maritime communications depended on written English (because of the Morse code use) until the post Second World War when the oral communication by VHF came into use in 1961.

The qualified radio officer had the knowledge of written and spoken English language among other qualifications. After the Second World War, there was expansion in the maritime industry where many non-native English language speakers worked as seafarers on ships. So the need increased for Maritime English language training for these new seafarers who were from many different nations and speaking different languages.

At the present time, the maritime industry has extended faster than in the 1920s and 1930s with a higher technology and multinational human power through different environments in the world. As Rothblum (2002) demonstrates, “The maritime system is a *people* system (Fig. 1). People interact with technology, the environment, and organizational factors. Sometimes the weak link is with the people themselves; but more often the weak link is the way that technological, environmental, or organizational factors influence the way people perform.”.



The maritime system is a People system (Rothblum.2002)

Figure-1

Further, according to Rothblum from the U.S. Coast Guard research and development center; the human error (HE) number conspicuously contributes to the number of maritime casualties (MC). Almost 75-96% of marine casualties are caused by human error. This can indicate the importance of the human error part in maritime casualties due that Rothblum suggest; the maritime system is a people system which this study agrees with. USCG studies have displayed that human error contributes to: • 84-88% of tanker accidents • 79% of towing vessel groundings • 89-96% of collisions • 75% of allisions • 75% of fires and explosions. At the same time, the types of HE labeled to be one of these are: an incorrect decision, an improperly performed action, or an improper lack of action (inaction).

However, HE is related to the Human Factor (HF), USCG studies have been done in the USA to examine the most common HE in the maritime industry; the U.S. Coast Guard study found many fields in which the industry can improve safety and performance by human factor principle applications. The three largest problems are; fatigue, inadequate communication and coordination between the pilot and bridge crew, and inadequate technical knowledge. (USCG et al., 1995, pp. 3/5) .

1.1 Background

The part of the mentioned USCG's study is to examine one of the three largest problems mentioned above; Inadequate Communication which is described as; "*Inadequate Communications*". One improvement field is communications between shipmates, between masters and pilots, ship-to-ship, and ship-to-VTS. An NTSB report listed that 70% of major maritime collisions and allisions happened when a State or federal pilot was guiding one or both ships. For better procedures training can be planned to endorse better communications and coordination on and between ships. Bridge Resource Management (BRM) is a first step in the direction of improvement. (USGC et al., 1995, pp. 12) .

At the same time the other side of this is Maritime English (ME). According to (Ziarati, Ziarati, Bigland & Acar.2010) ;“English has been set as the language of the sea at an international level and it is used in all situations such as ship-to-ship, ship-to-shore and between maritime personnel” . This is what this study agrees with; not only the English language but the Maritime English that should be used on board. In addition, “A careful study identified that 80% of maritime accidents are down to human factors (Verbek, 2011), of which failure of communication represents one third (Ziarati, 2006, Trekner, 2007)”. On the other hand, “The IMO has also underlined the importance of effective communication in an International Seminar as a crucial issue for Marine Safety (Winbow, 2002). This study agrees with teaching Maritime English or survival phraseology like SMCP for seafarers to create effective maritime communication so as to reduce the number of maritime accidents caused by the human factor due to communication failures which have become a problem in the maritime industry.

This study deals with Maritime English Communication Training for the non-native English speaking seafarer. Since there are many seafarers from many nationalities with many languages across the world who need to have Maritime English training, the research focuses on a case study of one country that could be an example for other countries in the region; the Iraqi maritime sector.

After 2003, the Iraqi maritime sector started to practise its activities (just like in peaceful times before the wars of the time that started in 1980) and starting from that time there was a weak performance (lack of competency) in maritime communications, especially involving Maritime English communications.

According to the (Iraqi Communications and Media Commission,2009); maritime communication has a high level of interference and distortion, according to Iraqi technical standards, with unorganized oral communication, especially concerning English language communication related to operators performance assessment.

In 2011 the technical office and training department in the Iraqi Ministry of Transportation produced a report about the maritime communication performance of the main three state maritime companies. It was stated that “there is a big gap in the performance of maritime communication between Iraq and other countries in the region, that can jeopardise safety in the Iraqi maritime sector” and although there is no training center for the Maritime English communications of merchant ship crews now in Iraq, in addition to neither of Iraqi High Education Ministry nor its Universities have any practical knowledge in this field, it is still the obligation of the Iraqi Ministry of Transportation (since it is the maritime authority) to accomplish this task and establish that kind of training and assessment for the merchant ship crews to bridge this gap with the region and the international maritime community.(IMT et al.,2011,pp. 7). Since this author agrees about what is being said, this problem will be the main focus of the case study that this dissertation deals with.

1.2 Case of study maritime organizations

This study deals with Maritime English Communication Training for the non-native speaker of English language seafarers from the Middle East countries with Arabic native language speaker seafarers who need to have Maritime English communication training. The research focuses on a case study in Iraq that could be an example for other countries in the region.

The case study concerns the Iraqi Maritime Sector. Iraq is a country of non-native English language speakers and in addition is one country that can be an example for others in the Middle East whose seafarers need Maritime English communication training because of the common language, culture and social background of these countries.

According to historical sources, an organized shipping industry started in Iraq in 1869. Around the same time formal English language learning in Iraqi schools started at in the latter part of the 19th century too, (Ahmed, 2011). In addition, the UK maritime training organizations have been the main sources for qualifying Iraqi seafarers since that time. The next part of this chapter examines the three key maritime companies in Iraq that make up the main organizations of the Iraqi maritime sector, and will be the subject of the questionnaires in this research.

1.2.1 General company for ports of Iraq

The General Company for Ports of Iraq or (GCPI) is one of the oldest maritime companies in Iraq and the region too. Table-1 gives the basic data;



Figure-2 (GCPI.2012)

GCPI.	
<i>Type</i>	<i>State Company</i>
<i>Mother Organization</i>	<i>Iraqi Ministry of Transportation</i>
<i>Established Year</i>	<i>1919</i>
<i>Employees</i>	<i>17000</i>
<i>Specialization</i>	<i>Ports management Coastal navigation Channel dredging and maintenance</i>
<i>Headquarters</i>	<i>Basra city</i>
<i>Branch offices</i>	<i>Basra ports</i>
<i>(GCPI.2012)</i>	

Table-1

According to the Iraqi Ministry of Transportation, the general company for ports of Iraq is a state company and the owners' are the Iraqi government represented by the Iraqi Ministry of Transportation in Baghdad. The Iraqi Ministry of Transportation has authorized the general company for ports of Iraq to do the main tasks below:

- 1-Ports management for all Iraqi state ports; (with common responsibility for the oil ports and platforms with oil ministry) in Iraqi waters;
 - 2-Management and organizing of Coastal navigation in Iraqi waters;
 - 3-The Iraqi Channels dredging and maintenance with navigation aids in Iraqi waters;.
- (IMT et al., 2011, pp. 11) .

1.2.2 Iraqi state company for maritime transport

The Iraqi State Company for Maritime Transport or (ISCMT) is the oldest maritime national state agency in Iraq, maritime shipping national company in Iraq. Table-2 gives the basic data;



Figure-3 (ISCMT.2012)

ISCMT.	
<i>Type</i>	<i>State Company</i>
<i>Mother Organization</i>	<i>Iraqi Ministry of Transportation</i>
<i>Established Year</i>	<i>1952</i>
<i>Employees</i>	<i>2500</i>
<i>Specialization</i>	<i>Maritime shipping Maritime agency National maritime shipper</i>
<i>Headquarters</i>	<i>Baghdad</i>
<i>Branch offices</i>	<i>Basra</i>
<i>(ISMT.2012)</i>	

Table-2

According to the Iraqi Ministry of Transportation; the Iraqi state company for maritime transport is a governmental company owned by the Iraqi government represented by the Iraqi Ministry of Transportation in Baghdad. The Iraqi Ministry of Transportation has authorized the Iraqi state company for maritime transport to do the main tasks below:

- 1-The national maritime shipper with branch offices in/out Iraq;
 - 2-The national maritime agency with agents' offices in/out Iraq;
 - 3-To ship from/to Iraq all types of goods and cargo;
 - 4-To buy, sell and charter all used and new types of ships and maritime equipment;
- (IMT et al., 2011,pp. 12) .

1.2.3 Iraqi oil tanker company

The Iraqi Oil Tanker Company or (IOTC) is the first national oil shipping company in Iraq. Table-3 gives the basic data;



Figure-4 (IOTC.2012)

IOTC.	
<i>Type</i>	<i>State Company</i>
<i>Mother Organization</i>	<i>Iraqi Ministry of Oil</i>
<i>Established Year</i>	<i>1972</i>
<i>Employees</i>	<i>3000</i>
<i>Specialization</i>	<i>Crude oil shipping Petroleum products shipping</i>
<i>Headquarters</i>	<i>Basra city</i>
<i>Branch offices</i>	<i>Basra oil ports</i>
<i>(IOTC.2012)</i>	

Table-3

According to the Iraqi Ministry of Oil; the Iraqi oil tanker company is a state company owned by the Iraqi government represented by the Iraqi Ministry of Oil in Baghdad. The Iraqi Ministry of Oil has authorized the Iraqi oil tanker company to do the main tasks below:

- 1-Ship Iraqi crude oil from Iraqi ports;
- 2-Ship all types of petroleum products from/to Iraq;
- 3-To buy, sell and charter all used and new types of ships and maritime equipment;

(IMoO et al., 2011,pp. 13) .

1.3 Research questions and objectives of the study

Taking into consideration the issues mentioned of the case study problems, the author puts forward the following three key research questions of this study:

I-What are the driving forces behind the evolution of Maritime English communication training in the Iraqi maritime sector?

II-Would it be possible to apply modern maritime education and training technology methods to Maritime English communication training in the Iraqi maritime sector?

III-What are the barriers to creating Maritime English communication training within the Iraqi maritime sector?

Objectives of the study

The objectives of this study are three fold, namely:

I-To examine the underlying factors which contribute to improving the Maritime English communication training in the Iraqi maritime sector;

II-To determine how the maritime education and training technology can contribute as an add-on, collaboration and distance learning tool to the educational activities of Maritime English communication training in the Iraqi maritime sector;

III-To understand the barriers and lapses to creating Maritime English communication training within the Iraqi maritime sector;

2. LITERATURE REVIEW OF THE TOPIC

As noted above; chapter one discusses the background of this study as well as its objectives. The aim of this second chapter is to make a review of the existing literature which could help to achieve the above stated objectives.

The study topic can be represented by the case study problem, (Iraqi maritime sector companies). It could be summarized as; after 2003, the Iraqi maritime sector started to practise its activities, just like the years before 1980 when the Iraqi regime started its first war, and starting from that time there was weak competency in maritime communication performance, especially Maritime English communications; the oral communication from ship to ship and from ship to port. According to the Iraqi Communications and Media Commission, there is a high level of interference and distortion in Iraqi maritime communication according to Iraqi technical standards, and disorganized oral communication mainly regarding English language communication, connected to operators' performance assessment.(IMCC et al., 2009,pp. 22).

In 2011, the technical office and training department in the Iraqi Ministry of Transportation produced a report on the maritime communication performance for the main three state maritime companies, where it mentioned the big gap between Iraq and neighboring countries in the Arab Gulf area concerning maritime communication

performance, that can jeopardise the maritime safety Iraqi maritime sector .(IMT et al.,2011,pp.7).

These main facts about the maritime communication problems and the need for qualifying seafarers for the Iraqi maritime industry in this field, which this study agrees with and it is the problems this study deals with as a case study. At the same time, and according to all that has been mentioned above, the literature review will be classified under two titles which are; Maritime English and Communication.

2.1 Maritime English

There are different definitions for Maritime English; in fact, there is no specific definition in particular of Maritime English or the ME term, but there are different definitions given by different researchers and academics who are specialized within ME, such as:

1-Peter Trenkner, defines Maritime English “as an entirety of all these methods of the English language in which, being used as a method for communication within the international maritime industry, contribute to the safety of navigation and the facilitation of the seaborne trade”.

2- Boris Pritchard who defines Maritime English as linguistically, “not an independent language but just a unoriginal marker for a subgroup or recognition of English language applicable, in our case, to a specific maritime situation (e.g. in the act of navigation, in a close-quarters situation, a cargo handling operation, an act of reading operational or maintenance manual for the auxiliary engine, etc.), used in a specific context or situation

(i.e. in maritime speech community, in speech events influenced by a number of factors sending / receiving the message or spoken contact with in maritime communication)”. (Denydenko et al., 2012,pp. 252/253).

According to Denydenko (2012) in her analysis for these definitions, Trenkner’s idea is to deliver a handy linguistic and pedagogical marker for language teachers, allowing for a narrow and wider logic of the term “Maritime English” that is enormously fruitful. It encourages the ME community to understand in detail all aspects of the phenomenon called “Maritime English”. (Denydenko et al., 2012,pp. 254). The author thinks that there is a linguistic limitation for the Maritime English since it is limited within the maritime community and maritime idioms too.

The next question asks whether Maritime English can be regarded as belonging to English for Specific Purposes (ESP)? According to Dudley-Evans (2001) ESP;

- Is designed to meet the specific needs of the learners.
- Makes use of the underlying methodology and activities of the specialism it serves.
- Is centered not only on the language (grammar, lexis, register), but also the skills, discourses and genres appropriate to those activities.

In fact Maritime English could be classified as English for Professional Purposes or EPP according to Dudley-Evans’ classification. At the same time, according to Trenkner (2002);“Maritime English (ME) is a restricted language and it is restricted to the activities of men (and women) tied to a specific purpose i.e. shipping industry”. And according to Ülkuatam and Sernikli (2010) “Therefore we classify it as an ESP (English for Special/Specified Purposes) but we also face the consequences.”

In addition, “Although the major part of ME is general English words and only a seven percent (7%) belongs to purely maritime or nautical terminology with their isolated meanings and distribution”. (Pritchard 2002) . This is what the author thinks that Maritime English has usages in only maritime community.

However, Denydenko (2012) concludes “that according to the point of view of socio-functional linguistics, Maritime English is a professional subsystem of the English language, developed through time on the basis of different language resources to meet the society’s needs in the domain of maritime industry. ME is the set of specialized (mainly, technical) sublanguages intermingling among themselves to define the most appropriate manner all material and non-material entities known in maritime affairs”. (Denydenko et al., 2012, pp. 254) .

Maritime English has been the significant item in many codes and conventions. According to Velikova (2009), “IMO has obviously set out the English Language competence requirements as a working language both in SOLAS, Chapter 5 and the STCW convention and code. Under the latter document *Officers of the navigational watch* necessitate satisfactory knowledge of written and spoken English to understand charts, nautical publications, meteorological information and messages concerning the vessel’s safety and operation and the requirement to communicate with other vessels, VTS stations and multinational seafarers crew, and to use the IMO Standard Marine Communication Phrases (SMCP)” .
(Velikova et al.,2009, pp.1) .

According to IMO (2000), “ the IMO Standard Marine Communication Phrases (SMCP), has passed through many developments until it reach its current form in 2001.”
The SMCP’s historical background can be summarized as;

In 1973 the IMO the Maritime Safety Committee agreed at its twenty-seventh session that the English language should be used as a common language for navigational purposes. The Standard Marine Navigational Vocabulary (SMNV) was developed, adopted in 1977 and amended in 1985. At its sixty-eighth session in 1997 the IMO Maritime Safety Committee adopted the Draft Standard Marine Communication Phrases (SMCP) developed by the IMO Sub-Committee on Safety of Navigation. The SMCP was adopted by the IMO Assembly in November 2001 as resolution A.918(22). Under the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978 and it amended the ability of understanding and using the SMCP is essential for the certification of the navigational watch officers who are in charge of vessels of 500 gross tonnages or more.

(IMO et al.,2001, pp4/5/11) .

In the same context, the IMO Standards of Training, Certification and Watch-Keeping Convention 1978 amended in 1995 described the language competencies, according to Short (2006) as “For Maritime English, the STCW 95 Code states at Table A – III/11”. Later at the last amended in 2010 “Competence: Use the IMO Standard Marine Communication Phrases and use English in written and oral form.”. In fact the Table A-II/1, Table-4 (Page 17) shows the specification of minimum standard of competence for officers in charge of navigational watch on ships of 500 gross tonnage or more for navigation function at operational level.(IMO et al., 2010, pp.104).

Column 1	Column 2	Column 3	Column 4
Competence	Knowledge, understanding and proficiency	Methods for demonstrating competence	Criteria for evaluating competence
Use the IMO Standard Marine Communication Phrases and use English in written and oral form	<i>English language</i> Adequate knowledge of the English language to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship's safety and operation, to communicate with other ships, coast stations and VTS centres and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP)	Examination and assessment of evidence obtained from practical instruction	English language nautical publications and messages relevant to the safety of the ship are correctly interpreted or drafted Communications are clear and understood

Table-4; (IMO. 2010)

2.2 Communication

So far, this chapter has dealt with the Maritime English part. This section will now deal with *communication*. The first question is, what is the communication? According to Squire (2007), who suggests a dictionary definition, “The transmission of information through a common system of symbols, signs, behavior, speech, writing, or signals, by physical, mechanical or electronic means.” .

At the same time, Squire adds; “Clearly, the ability to properly convey information by word of mouth and/or by written communication is important to the safety of ships’ crews, visitors and passengers.” and this is in the introduction to identify the importance of the communication in the maritime field. According to Squire (2007), “ it is not only onboard communication that is a problem, because it would appear that the standard of English of some seafarers is so weak that they have obscurity communicating not only among the same crew members but also with agencies outside the ship”. (Squire et al.,2007, pp.11/12) .

According to Winbow (2002), “communication is a fundamental part of human interaction; the advantages of effective communication are numerous and recognizable as they develop qualities of our lives. Ineffective communications in our personal lives could rise to problems or embarrassment but in our professional lives the results of misunderstandings could cause much more life-threatening consequences. In the world of international shipping, including many countries seafarers sailing on ships trading with all the world, effective communication among them on board and between ship and shore has enormously importance.” (Winbow, et al. , 2002, pp.1) . The author agrees that effective maritime communication is vitally important, but this knowledge and skill should be integrated with the moderm of that communication, which is Maritime English.

Winbow also adds; what is communication? How to be ensured that the talking of one person to another person will be listenable and understandable? How to know if the message (or sign) has not only been heard (or read) but also understood? How to limit the mistakes and to enhance the effectiveness of communications? Winbow suggests

“when the sender communicates with the intended recipient, there has to be a correlation between what the sender is thinking about and what the receiver is thinking about, this is for effective communication.” He also suggests that “text or words should be used in a consistent way, and the first requirement for effective communication.” (Winbow et al., 2002, pp. 1/2) . The author believes that one method for effective maritime communication is the training on both sides; sender and receiver with using Maritime English and SMCP in different situations; including ship to ship, ship to shore, and VTS to ships.

A review of the STCW’s codes and their recent amendments in which came into force in January 2012 in addition to the SOLAS convention according to IMO (2010) shows some of the International Maritime Organization (IMO) language competence requirements for *Effective Communication Written and Oral* according to; Chapter V, Regulation 14, paragraphs 3 and 4 of the SOLAS convention. This means that every administration or company shall ensure that on vessels effective written and oral communication takes place at all times.

At the same time the International Maritime Organization (IMO) language competence requirements for *Effective Speaking Communication* are the standards in the tables; Table A-II/1, Tables II/2, II/5, III/1, III/2, III/5 and III/6 in addition to the using of SMCP and English language in clear and understood oral communication from ship to ship, ship to VTS and shore. While the International Maritime Organization (IMO) language competence requirements for *Effective Written Communication* are all the above in addition to the standards of Table A-II/1 in addition to the using of SMCP and English language in written form where the officers should have the knowledge to use English publications and use them during their duties on board. (IMO et al., 2010, pp.24/104/107/151/246) .

The maritime communication training example shows in Croatia, according to Pritchard (2003) the Ministry of Maritime Affairs has established several maritime certificates to bring the Croatian certificate in line with changes in the international requirements, which are;

1. Restricted Operator's Certificate.
2. General Operator's Certificate.
3. Radio communications General Maritime Certificate.
4. GMDSS Certificates with 1st and 2nd class.

In addition, the main methods of maritime communication are; written message, Radio, VHF, SSB, Satellite communication, Geosynchronous satellites and Inmarsat system. At the same time, the Croatian Ministry of Maritime Affairs has established a Board of Examiners to examine the candidate officers who would like to be granted these certificates by showing they have the required knowledge in;

1. The operating of VHF radiotelephone equipment, operating procedures, international regulations to communicate from ship to ship, ship to shore.
2. Oral communications between stations, as well as those specific regulations relating to safety of life.
3. Operating of GMDSS equipment for ships engaged on voyages within the range of VHF coast stations.
4. Relevant parts of IMO Standard Marine Communication Phrases.

(Pritchard et al., 2003, pp. 2/4/5) .

The author gives an example of Croatian maritime communication training to show how the Croatian maritime administration responded to the international requirements while the case study organization did not do so.

However, there are other codes which are related to the maritime communication as shown in Figures 5, 6 and 7.

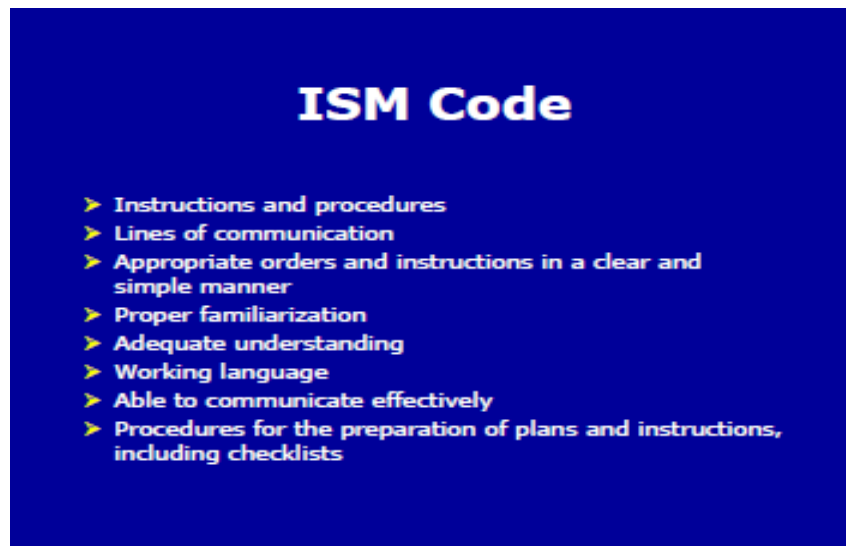


Figure-5(Squire.2007)



Figure-6(Squire.2007)



Figure-7(Squire.2007)

In all these conventions and codes there are two main sources for training; the IMO Standard Marine Communication Phrases and the IMO model course: 3.17 Maritime English. However, that the ILO's Maritime Labour Convention 2006 has adopted some rules that are related to maritime communication and the English language (Figure-7).

The author notes that the case study organizations did not use these model courses as a guideline in their maritime communication training and Iraq did not join the ILO's Maritime Labour Convention 2006 yet.

According to Ziarati, Ziarati, Bigland and Acar (2012) the English language has been set as the language of the maritime industry at an international level in all situations; ship-to-ship, ship-to-shore and among seafarers. Linguistic, paralinguistic and cultural and discourse formation issues are barriers to the vessels safety at sea. USCG study categorized that 80% of maritime accidents are due to human factors, of which failure of communication represents one third. The International Maritime Organization has emphasized the importance of effective communication in an International Seminar as a vital issue for maritime safety. Consequently, it is essential to remedy these accidents caused by the failure of the human element when communicating. This problem has become an obstruction at the international level. (Ziarati, Ziarati, Bigland & Acar et al., 2012, pp. 1/2). This can be shown in Figure-8; an organizing framework for the human factor which contributes to organizational accidents in shipping adapted from Stanton (1996), Jørgensen (2002), and HSE (1997).

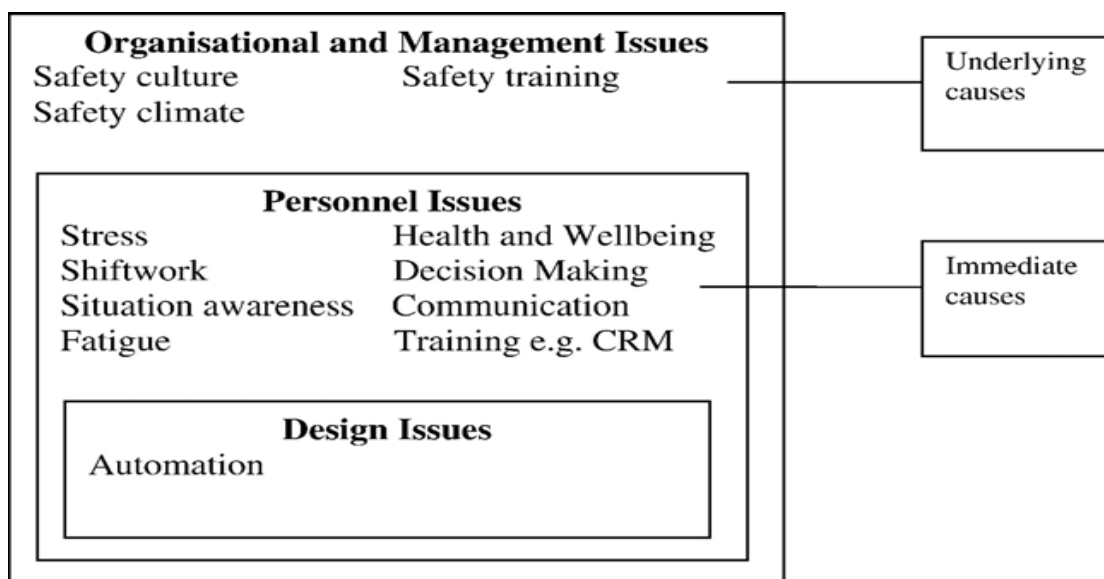


Figure-8 (Stanton.1996),(Jørgensen.2002) & (HSE.1997) ; An organizing framework for human factors which contribute to organizational accidents in shipping adapted from Stanton (1996), Jørgensen (2002), and HSE (1997).

In Figure-8 *communication* has been classified under *Personnel Issues*, and according to the organizing framework for the human factor, that category has been indicated as “Immediate Causes”. In their paper “Safety in shipping: The human element” Hetherington, Flin and Mearns (2006) examine the role of communication, as one of the main skills that effective on safety performance in all high-risk industries , and influences on team working and effective decision-making. One of the examples is The Canadian Transportation and Safety Board (CTSB) which studied 273 incidents from 1987–1992 with ships in Canadian pilotage waters. There exists an important teamwork relationship among the officer of the watch, master, and pilot.

The pilot boards the ship where it exits or when it enters a port and gives commands to the captain on what activities are to be performed. However, the captain is responsible for giving the commands to the ship’s crew on what the pilot has directed. Of the incidents experimented by the CTSB, 42% involved misunderstandings between pilot and master or the officer of watch or lack of communication. Though these are essentially communication issues, this number could also reflect deficits in other skills. The term “misunderstanding” theoretically reflects a lack of situation awareness, poor team work and inadequate communication.

The CTSB organized interviews and developed a questionnaire to measure teamwork, communication, and to evaluate the master, pilot, and OOW relationship. Nearly 80% of each group responded that communications are “often” or “always” effective. When asked if a pilot makes sure his/her instructions are understood and acknowledged by the OOW, 84% of pilots responded that this was the case, while only 50% of masters

and 50% of OOWs agreed with this declaration. When asked whether OOW asks for clarification if he/she is unsure of the pilot's intentions, 90% of OOW, 76% of masters, and only 39% of pilots respond that the OOW “always” or “often” asks for clarification. That gives the impression to be inconsistency here between an individual's self-perception of effective communication and other’s interpretations of these interactions. These communication issues can often result in errors or accidents. (Hetherington, Flin & Mearns et al. , 2006, pp. 403/406) .

The author notes that both Iraqi pilots with foreign vessel crews or Iraqi vessel crews with foreign pilots, are facing the same problems due to the lack of maritime English communication training for Iraqi pilots and seafarers.

2.3 Socio – Technical Network

The International Maritime Organization (IMO) has been addressing what it terms as the Human Element since 1991 resulting in the adoption of specific strategies and policies at each jurisdictional level in countries ratifying its conventions. According to the UK Maritime and Coastguard Agency (MCA) ‘Human Element Strategy’, the Human Element can be considered as: “Ship personnel/human resources; Ship design and automation; Port operations e.g. cargo loading/unloading; Navigation and traffic management; and Organizational factors.” While the United States Coastguard defines the Human Element as: “Human and organizational influences on marine safety and maritime system performance.”

According to (Pyne & Koester.2005), the Human Factor can be defined as; “Aspects of human capabilities (physical, cognitive, psychological) and performance as applicable to the design of organizations, systems, and devices of all kinds”. In addition, Human and

Organizational Error can be defined as; “Unacceptable or undesirable performance on the part of an individual (Human Error) or group (Organizational Error) that can result in unanticipated or undesirable effects.” (Pyne & Koester.2005). The author thinks that the United States Coastguard definition is a general definition while the Pyne and Koester definition is more academic, but the UK Maritime and Coastguard Agency definition is a more accurate definition than the others.

In addition to above definition, Pyne and Koester (2006) suggest that in maritime industry the accidents are usually happened due to the break down in the socio-technical system. The ingredients in this system are humans (e.g. crew members), groups (e.g. the crew), technology (ship, instruments, equipment, tools etc.), work practice (procedures, conventions and traditions), organization (management, company culture, pressures etc.) and work environment (light, noise, vibration etc.). They also add for (human – technology), contradiction between work practice and written procedures (work practice – organization), crew stress caused by company pressures (human – organization), poor communication between crewmembers (human – group) . This Socio-Technical network is illustrated in figure 9 below. (Pyne & Koester et al., 2005, pp.401/403) .

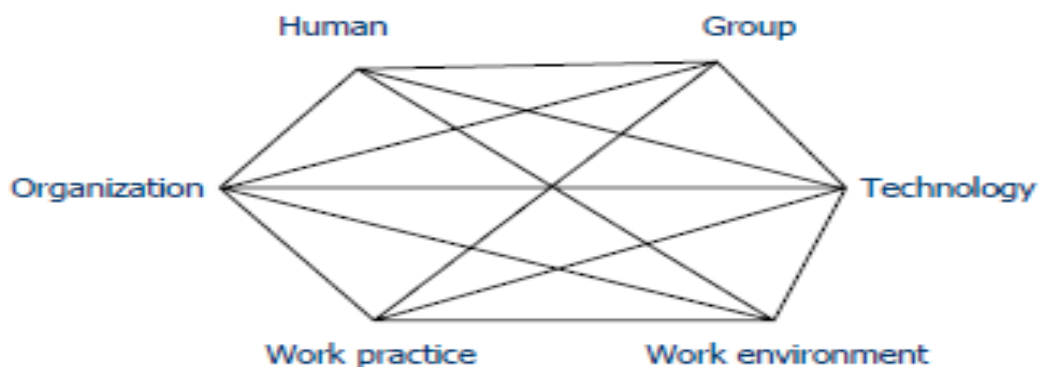


Figure-9 the Socio – Technical network (Pyne & Koester.2005)

In the same context, Pyne & Koester (2005) add that the apparent studies of maritime accident reports apparent the causation chain, 'human error' has been identified as a significant factor, which it is potential to break down this category and to categorize that crew communication failure (human – group) has played a main role in the accidents. Poor communication among seafarers from the same culture who are speaking the same language can, through misunderstandings and mistakes, be a threat to the overall safety of a ship. If one adds the additional variables of seafarers using English as a second language and the cultural differences which may be knowledgeable, then the odds of miscommunication may be enlarged.

At the same time, it is recognizable that maritime safety can be upgraded by the improvement of crew communication, facilitated by the training of using the Standard Marine Communication Phrases (SMCP). Ship navigation is carried out by a team of seafarers that working together and the need for effective communication, in one common language, are vital needs. In addition, navigators work in a bridge team when required to do so to ensure the ship safety operations. At such times e.g. when maneuverability is restricted, miscommunication can cost lives, loss of cargo, and pollution. (Pyne & Koester et al., 2005, pp. 406/407/408).

The author agrees with above suggestions and believes that there is an essential relation between the socio-technical issues and the Maritime English communication training which is discussed in more detail in chapter four.

3. METHODOLOGY

The aim of this chapter is to discuss how the study was carried out from the point of selection of samples to data analysis. It also provides justifications for selecting the questionnaire and mixed method approach for this study.

The study was carried out based on the three major maritime state companies in Iraq. These three key maritime companies belonging to two ministries; the Iraqi Ministry of Transportation (IMT) and the Iraqi Ministry of Oil (IMoO). The companies are, the General Company for Ports of Iraq (GCPI) which was founded in 1919 and has its headquarters in Basra city (page 6), the Iraqi State Company for Maritime Transport (ISCMT) which was founded in 1952 and has its headquarters in Baghdad city (see page 8). These two companies belong to the Iraqi Ministry of Transportation in Baghdad city and come under the Maritime Authority in Iraq. While the third company is the Iraqi Oil Tanker Company (IOTC) which was founded in 1972 and has its headquarters in Basra city (page 9) and belongs to the Iraqi Ministry of Oil in Baghdad city.

For this study the researcher has used a mixed methodology, which is a combination of both the qualitative approach and literature review; this is an area where no previous research has been done in the Iraq context. Therefore, the underlying factors are not clear and hard to predict. A questionnaire has been administered to collect data.

3.1 Why is a questionnaire appropriate for this study?

The fact is that in most cases employees are reluctant to give their true comments in public meetings and in face-to-face interviews, but very few of them in individual interviews give their comments because they do not trust to talk about their working conditions with persons outside of the company. Especially Iraqis are not outspoken by nature. However, they criticize their superiors among trusted friends or family members. Therefore, the possibility of getting exact ideas via face-to-face interviews is very remote. This is one of the reasons for administering a questionnaire to collect data for this study instead of employing the interview method.

Secondly, most of the time, these organizations (the three Iraqi maritime companies) have many hierarchical levels in two positions; shore hierarchy level (from 11th to 2nd rank) and that in the company headquarters. In addition, the maritime hierarchy level (management, operation and support) and that is for seafarers on vessels. Therefore, seafarers as lower level people may not be able to perceive the top management's involvement and attitudes at once. Asking questions or interviewing will make this perceptual error more significant than providing questionnaires with sufficient time to think deeply and freely before answering.

The third reason for using the questionnaire is that in most Iraqi organizations, a blame culture still exists. Therefore, employees are reluctant to express their real experience due to the fact that accepting or disclosing their own mistakes could affect them adversely. This is quite evident when going through the previous accident cases, where top management always tries to trace the one who was responsible for the last level of defense or the one who triggered the active failure, instead of latent failures of the system as a whole.

The above was the practical issue for selecting the questionnaire option for this research. From the theoretical view point, many scholars accept questionnaires as a valid tool for research work. Gillham (2008) gives a list of nine advantages of administrating a questionnaire for research work, which includes some of the points mentioned above. The nine advantages are:

1. Low cost in time and money.
2. Easy to get information from a lot of people very quickly.
3. Respondents can complete the questionnaire when it suits them.
4. Analysis of answers to close questions is straightforward.
5. Less pressure for the immediate response.
6. Respondents anonymity.
7. Lack of interviewer bias.
8. Standardization of questions.
9. Can provide suggestive data for testing a hypothesis. (Gillham et al., 2008, pp.6) .

The researcher faced limited resources challenge with remote places among companies' headquarters (over 700km) to do this research. The time factor is another challenge for this study. The researcher had to complete this study in a relatively short period of time. In such situations, using a questionnaire with rating scales is a good option. According to Carlsmith (1976) it is nevertheless uncommon for social psychologists to use behavioral or even behavioroid data. Instead, they rely very heavily on the rating or scale. Occasionally, it may be impossible to get anything more, but we feel that it is seldom the case. All too often, it appears that the questionnaire is chosen because it is simpler to concoct and easier to administer. (Carlsmith, et al., 1976, pp. 204) .

Moreover, there are many previous researchers who have used questionnaires for their studies, Therefore, considering all the above facts it was decided to use a questionnaire as the tool to collect data for this research work.

Finally, some of the employees had difficulties as they were not competent enough to answer some of the questions in written format, especially in the maritime communication domain, which they do not deal with in their everyday work. Therefore, the researcher maintained close contact with the respondents to make sure that they understood the questions properly and answered all the questions to their best knowledge. With the understanding of the lack of competency in the English language of support level employees, the researcher used questionnaires in both English and Arabic (the formal language in Iraq) to improve feedback accuracy (Appendices B and C). However, there are some drawbacks to this questionnaire option as well that are discussed under the Limitations of the Study.

3.2 Justifications for using a mixed method approach

The aim of this subheading is to justify the appropriateness of selecting a mixed method approach for this research. Since this research deals with a broader scope, the researcher used this approach for this study. Literature review and qualitative methods were considered appropriate to achieve the highest possible success of the study. This decision was influenced by some of the previous studies and literature.

Johnson and Onwuegbuzie (2004) discuss the mixed methods approach deeply. While explaining the fundamental principle of mixed research and how to apply it, they have pointed out 17 strengths of this method and 7 weaknesses. The following are the strengths they highlighted that are chosen to support this research.

- Words, pictures, and narrative can be used to add meaning to numbers.
- Can provide quantitative and qualitative research strengths.
- Researcher can generate and test a grounded theory.
- Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach.
- A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.
- Can provide stronger evidence for a conclusion through convergence and corroboration of findings.
- Can add insights and understanding that might be missed when only a single method is used. (Johnson et al., 2004, pp.20).

For the literature review part, Hofstede's studies focused on the influence of national culture on the sub-cultures of the worldwide organization, which he also executed by questioning and observing employees in the case study organization. His conclusions have shed valuable light on key cultural differences between nations in the way in which they conduct themselves in the workplace. According to Hofstede (2002) there are four key dimensions to distinguish between the differing values and attitudes of those within the bell curve which represents the mainstream of a culture. Hofstede's dimensions are generalizations about the members of a society or cultural group. A summary of each relevant dimension and its contextualization into a team setting, such as that found on the bridge of a ship, follows;

Power distance – Low power distance helps the creation and maintenance of self-directed teams, since empowerment is easier to achieve in this culture. Countries with high power distance are ones where employees are seen as frequently afraid of disagreeing with their bosses.

Individualism – Low individualism or a collectivist society is more adaptable to the creating of self-directed teams since the team spirit must overcome the individual needs. Individualist cultures are expected to act according to their own interest, and work should be organized in such a way that this self-interest and the employer's interest coincide.

Uncertainty avoidance – For teams to reach self-direction or a high level of participation, the society must have low uncertainty avoidance otherwise the team members will be afraid to take necessary decisions.

Both *Masculinity* and *Long-term Orientation* are considered as irrelevant for this study. Finally, the unstable political situation and the wars that the Iraqi regime had launched between 1980-2003 were the main causes for the destruction of the Iraqi maritime sector's data base. Therefore, this research is strengthened by using the positives of both qualitative methods and literature review.

3.3 Outline of the questionnaire

After discussing the background to select the questionnaire option and mixed method for this study, this part looks to the outline of the questionnaire that was used to collect data for this study. The questionnaire development was done mainly based on the questionnaires which had been used by previous researchers. The main focus was given to the studies discussed under the literature

review of this study. However, some of the questions were included to capture the unique characteristics of Iraqi society. Furthermore, the researcher gave special attention to capture the unique organizational and culture- related implications to the Maritime English communication of these organizations.

The questionnaire was developed under 6 main topics namely;

- 1-Maritime communication evolution.
- 2-Socio-technical dimensions.
- 3-Top management commitment.
- 4-Employee empowerment.
- 5-Maritime education and training evolution.
- 6-Employees attitudes and behaviors.

Each topic starts with yes/no questions and then the questions move to a 5-point Likert-type response scale to capture the level of agreement of respondents in certain areas. Finally, it moves to open-ended questions with a space at the end of each section for respondents to give their own views.

According to Lindlof and Taylor (2002) qualitative researchers interview people to understand their viewpoints on a scene, to repossess their knowledge from the past, to have expert insight, to acquire descriptions of actions which typically are inaccessible for observation, to stand-in trust, to understand complex relationships, and to create a record of dissertation that can subsequently be analyzed. In addition to “We signal here our root assumption that qualitative research in communication involves *the performances and practices of human communication.*”. At the same time

“Qualitative researchers seek to preserve and analyze the situated form, content, and experience of social action, rather than subject it to mathematical or other formal transformations. Actual talks, gesture, and so on are the raw materials of analysis.”

(Lindlof & Taylor et al., 2002, pp. 4/5/6).

3.4 Administering the questionnaire

This part is a quick overview on how the questionnaire was administrated in view of collecting data for this study. The first step of data gathering was distributing the questionnaire to the group of respondents and explaining the content. These briefing sessions took about 20 to 25 minutes (plus 5 minutes for the general review) and included the background of the researcher, background and motive of the study and a brief explanation of each and every question in the questionnaire.

The fact is that Iraqi employees at different levels of the organizational hierarchy have different perceptions of Maritime English communication. The way they perceive the commitment of other parties towards communication is also different. At first place there are two organizational hierarchy, on shore hierarchy which uses Arabic language only and on board hierarchy which uses both Arabic and English languages. At the same time these different maritime companies are practicing different maritime specialization activities, ISMTC works in general cargo shipping, IOTC works in oil tankers and GCPI works in ports management. In addition, for seafarers' hierarchy; support level seafarers are not familiar with maritime English communication. All these factors made the influence that the employees can have to be different from the organizational position, with consideration that these employees have qualified from different maritime education and training institutions (international, regional and local MET organizations).

Taking the above findings into consideration the respondents were selected in such a way that they represent the highest (as much as practicable) number of organizational levels and different work groups. For example, senior managers or Master to- support employees or A.B. from both vessel and organization are represented. The researcher closely coordinated with the respondents to make sure that they were sufficiently clear about each question and provided feedback for all the questions. Feedback was collected from 34 employees from the GCPI, 33 employees from the ISCMT and another 33 from the IOTC.

3.5 Presenting the literature review and qualitative data

The data analysis was done under two categories; the literature review and the qualitative methods. However, that is questions provided with a Likert scale and Yes/No answers were summarized and calculated for their mean values. The summary of the questions with Yes/No answers were presented as percentages.

The researcher considered the main areas of the study as below;

- 1- One will focus on identifying the evolution of the communicative competency of seafarers within the maritime industry.
- 2- One will focus on identifying the evolution of Maritime English communication in the maritime industry.
- 3- One will focus on the evolution of the Maritime Education and Training (MET) background for the seafarers involved in the questionnaires.
- 4- And one will focus on the key skills (parameters) used by previous researchers to measure Maritime English knowledge.

To achieve the dissertation's objectives, it was stated that a field study of Iraqi seafarers will be performed and analyzed (as mentioned above) to collect data which will be

obtained through, interviews and questionnaires. The results and information that are generated after this research will be presented to the Iraqi Maritime Administration so as to achieve the long-term goals of this dissertation.

The researcher used the Grounded Theory (GT) approach to analyze the qualitative data of this study, which was developed by Glaser and Strauss to describe a new qualitative research method in 1967. According to Pole and Lampard (2002) there are two main reasons to select this method:

I. it is “unencumbered by explicit expectations about what the research might find, or by personal beliefs and philosophies”.

II. it is “an approach that leaves itself open to charges of relativism”.

As mentioned above, this is an area where previous studies had not been carried out in Iraq. On the other hand, there is no universally acceptable framework to measure the Maritime English communication training in maritime organizations. Therefore, the researcher believes that the GT is the most appropriate approach to analyze this data, because according to (Glaser & Holton.2004) ; “following the full suite of GT procedures based on the constant comparative method, results in a smooth uninterrupted emergent analysis and the generation of a substantive or formal theory”. According to Creswell (2009) grounded theory is “Alternatively, in a qualitative study, the inquirer may generate a theory during a study and place it at the end of a project, such as in Grounded Theory”. Therefore, qualitative answers given by the respondents were analyzed separately using the Grounded Theory (GT) approach. The aim of this

approach is to understand the concept behind the actual situation through the collected data by techniques called open coding, axial coding and selective coding. The three techniques are briefly discussed below.

Open coding: Open coding is the process of identifying the key points of the data/statements instead of considering each individual word and its meaning. In this step the data were selected and placed into categories based on their main idea. However, special attention has been given to relate the statements given by respondents with key maritime English communication related issues and dimensions used by previous researchers in order to find the relative influential power of each maritime English communication parameters.

Axial Coding: To develop core codes, in this step it is necessary to find relationships between the above open codes. In order to understand the phenomenon behind the data, the researcher tried to find casual relationships between categories and subcategories.

Selective coding: This is the process of selecting the central or core category and systematically relating it to other categories either directly or indirectly (Allan, 2003). The tables and figures in the next chapter represent how the key points are concluded Table-8 (page 59), how axial coding was done from the open code Table-7 (page 50) and finally the selective coding is shown in Figure-19 (page 73).

So far, the author has discussed the underlying factors to select the questionnaire and mixed method approach for this study, as well as discussing the process of data collection and how these data are going to be analyzed. The next chapter discusses the outcome of the data analysis.

4. DATA ANALYSIS

This chapter deals with data analysis, the data of which have been collected by the combined method mentioned in the third chapter, Methodology; the literature review and qualitative method too. This was a combined and fixable process done at the same time and gives the researcher the room to do the questionnaire and data survey within the three key maritime companies of Iraqi maritime sector.

4.1 Survey data analysis

Throughout the literature review process, there was a tendency to focus on the idea of communication problems among others, according to Pyne and Koester (2005), “ there are problems of communication contribute to a lack of mutual confidences, suspicions and misunderstandings, at that point the human errors chances leading to dangers to the ship for the people on board and the environment.” However, there are relating differences to appear, according to Chirea-Ungureanu and Vişan (2011) “In the workplace all these may be the cause of culture clashes, but you can then add differences in working practices and communication styles between departments, with colleagues, and between senior management and other people in the workforce.”. These differences are:

- _ Language
- _ Ethnical background
- _ Racial background
- _ Religious beliefs
- _ Gender
- _ Age
- _ Class
- _ Education

(Chirea-Ungureanu & Vişan. 2011).

However, that the international maritime shipping industry has its own conventions and codes for Maritime English and communication competency that is carried out by international merchant fleet seafarers around the world every day. The International Maritime Organization (IMO) has two conventions, the Standards of Training, Certification and Watch-Keeping (STCW) Convention, and the International Convention for the Safety of Life at Sea SOLAS which form the legal and technical frame-work for the maritime shipping activities.

According to Cole and Trenkner (2009), “is that a practicable and internationally accepted assessment measuring tool, namely a *Yardstick* that determines the Maritime English communication performance as set out in the STCW Convention Operational and Management Levels and in the SOLAS Convention”. As mentioned the IMO has adopted the Standard Marine Communication Phrases (SMCP) and provided the Maritime English model course 3.17 to act as a guide for MET institutes. This Yardstick, as presented in Table-5, which the author thinks is the most accurate and practical tool to measure the Maritime English communication performance according to the STCW and SOLAS Conventions’ requirements for the operational and management levels’ seafarers .

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
<i>Band</i>	<i>Definition</i>	<i>Descriptor</i>
9	Expert User (Senior Navigation Officers/ Senior Engineer Officers/Masters)	Has a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meets fully all the Maritime English requirements as laid down in the STCW Convention. Communicates fluently on radio complying with the Radio Regulations, is fully conversant with the IMO-SMCP and uses them flexibly when the addressee gives reason to apply them. Expert in the use of glossaries/dictionaries, and seldom needs aids when reading IMO and other documents or handling professional correspondence. Unhindered when leading meetings, even controversial ones, with other officers, crew, authorities, services and outsiders. Able to develop personal skills to include the instructions of others in the use of the English language on board.
8	Very Good User (Senior Navigation Officers/ Senior Engineer Officers/Masters)	A command of Maritime English approaching that of the expert user in safe navigation, technical ship operation, emergency management, cargo handling and some administrative tasks; meets fully the Maritime English requirements as laid down in the STCW Convention. Copes well even with demanding and complex language situations, whether in oral or printed/written form, with only rare uncertainties and minor lapses in accuracy, fluency, appropriateness and discourse which do not affect communication. Communicates fluently on radio complying with the Radio Regulations. Fully conversant with the IMO-SMCP. Gives clear and sufficient orders in all situations connected with job and rank. Able to develop personal skills to include the instruction of others in the use of the English language on board up to band 6.
7	Good User (Junior Navigation Officers/ Junior Engineer Officers) Minimum required for certification as Chief Officer	Uses Maritime English effectively but may need to take special care in complex and difficult situations; meets the Maritime English requirements as laid down in the STCW Convention. Communicates well enough on radio complying with the Radio Regulations. A few lapses in accuracy, fluency, appropriateness and discourse and in conveying or comprehending the content of a message, but communication is effective, consistent and unmistakable. Conversant with the IMO-SMCP. Can give clear and succinct orders to ratings. Understands written and spoken instructions in how to use, maintain and repair equipment. Any lack in Maritime English skills does not hinder safe ship operations. Able to draft the messages, reports and letters required for ship business occasionally using dictionaries, glossaries and/or correspondence guidelines.
6	Competent User (Junior Navigation Officers/ Junior Engineer Officers) Minimum required for certification as	Uses Maritime English with confidence in moderately difficult situations; meets basically the Maritime English requirements as laid down in the STCW Convention. Noticeable lapses in accuracy, fluency, appropriateness and discourse that may lead to difficulties in complex situations. Communication is effective on most occasions. Can communicate on radio under the supervision of senior officers applying selected standard phrases and occasionally using manuals in order to comply with the Radio Regulations. Speaks, reads and writes

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
Band	Definition	Descriptor
	OOW/EOW	Maritime English sufficiently well for ship operations. Is familiar with the IMO-SMCP. Competent use of language in giving and executing orders. Able to respond competently in emergencies. Able to comprehend nautical/engineering publications. Able to write up logbook without causing misunderstandings.
5	Effective User (Assistant Navigation Officers/Assistant Engineer Officers)	Uses the language independently and effectively in all familiar and moderately difficult situations. Can read and pronounce the IMO-SMCP applicable to the working sphere. Frequent lapses in accuracy, fluency, appropriateness and discourse, but usually succeeds in communicating. Basically abilities as at band 6 but permitted to act only under constant supervision. Effective use of Maritime English in giving and carrying out orders.
4	Modest User	Uses basic range of Maritime English, sufficient for familiar and non-pressure situations. Many lapses in accuracy, fluency, appropriateness and discourse that restrict continual communication so that frequent efforts and guidance are needed to ensure that the communicative intention is achieved. Renders the minimum level required to follow specialist instruction in Maritime English using the IMO-SMCP. Able to ask and answer basic questions referring to the vessel, its cargo, equipment and machinery. Can pass on distress/urgency and safety messages and ask for assistance in cases of emergency using the relevant IMO-SMCP.
3	Limited User	Can communicate using sentences and questions. Problems in accuracy, fluency, appropriateness and discourse so that communication frequently breaks down or is difficult to maintain. Understands and executes orders from the IMO-SMCP for basic shipboard needs such as general emergency drills, person over board, and standard wheel/engine orders. Can speak about basic duties on board.
2	Intermittent User	Uses a very limited range of Maritime English. Adequate for basic needs and simple situations. Able to verbalize and understand such items as names and ranks, ship's name and certain specifications of the vessel and/or its machinery. Can look up basic phrases from the IMO-SMCP but uses them inflexibly. Can ask for help and assist officers directing passengers in different situations, particularly in cases of drills or emergencies.
1	Non User	Uses a few words or phrases such as common greetings. Capacity limited to elementary listening and reading skills. Recognizes notices and signs within the working sphere but has difficulty in interpreting the information into action. At the lowest level, recognizes which language is being used. Should not be admitted as Navigation Officer Cadet/Engineer Officer Cadet without prior pre-sea Maritime English training.

Table-5 (Cole & Trenkner.2009)

According to the literature review process at the start of this chapter; the researcher handed to the three state maritime company employees a survey questionnaire that contains 15 questions in three main categories (general information, education qualifications and communication qualifications-Appendix B). The total number of the employees who participated in this survey was 100 from the Iraqi state maritime companies. The results were analysed according to the literature review findings; namely the differences indicated by (Chirea-Ungureanu & Vişan. 2011).

The survey (1-5) questions were about the age, working company, MET organizations, sea time period and working position. The answers were for age (figure-10). The working company employees number was; 34 from GCPI, 33 from ISCMT and 33 from IOTC. The MET organizations that qualified the seafarers are shown in figure-11(page 44). All 100 employees have had sea time but with different time periods (5-25) years. Finally, 60% of them were working on board and 40% were working on land.

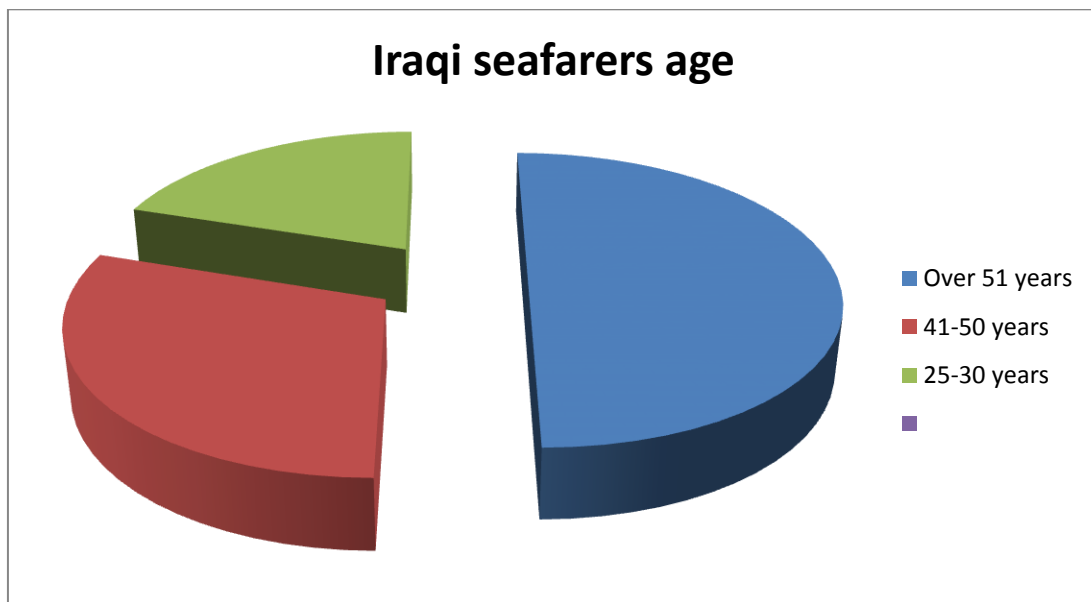


Figure-10

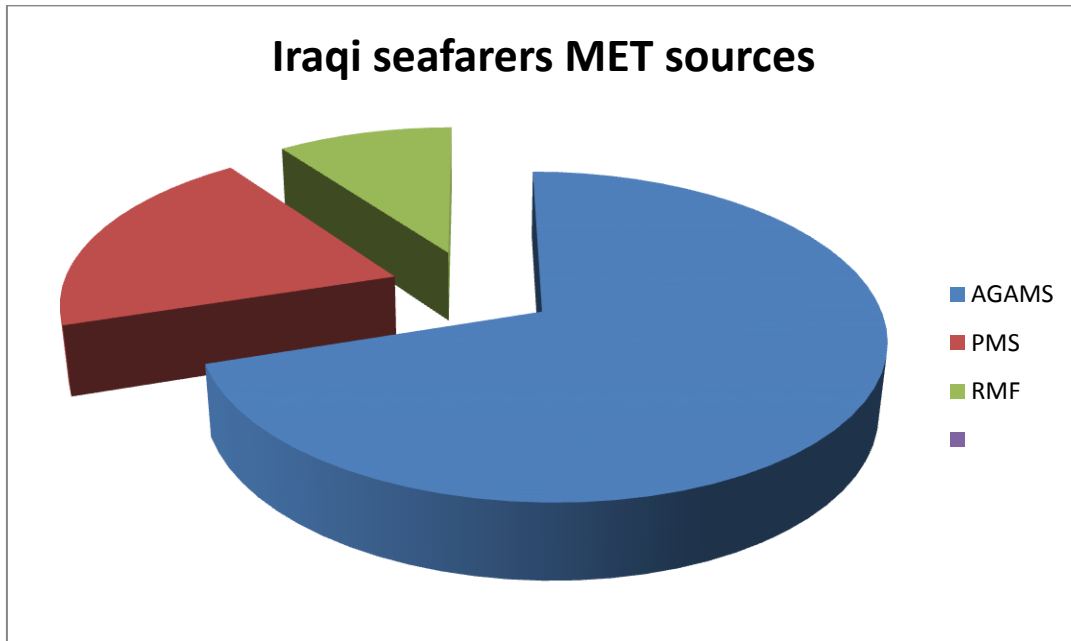


Figure-11

In figure-10, the *age* of Iraqi seafarers was 50% are over 51 years old, 30% are 41-50 years old and 20% are 25-30 years old. In fact that indicates the need of the Iraqi maritime sector to have young seafarers because 50% of the current seafarers are going to be retired soon. In figure-11, the *education* or MET sources for the present Iraqi seafarers were; 70% have graduated from Arab Gulf Academy for Maritime Studies or AGAMS, 20% have graduated from ex. Ports Maritime School or PMS (for support level to work at Iraqi ports only) and 10% have graduated from Rijeka Maritime Faculty or RMF in Croatia in the late 1970s. However, there are other Iraqi seafarers who graduated from other countries like the U.K, France, Germany and ex.USSR but they are working now for private maritime companies in Iraq and the Arab Gulf countries.

The second part of the survey questions (6-10) concerns maritime certificates' types and number, studying language or languages at MET institutes, years number of studying English language before and within the MET institutes and finally, if any one of the employees has studied Maritime English. The answers were: for the maritime certificates, all the 100 seafarers have certificates starting from the able seaman (A.B with 4 certificates-support level) to the Master (Captain with 12 certificates-management level). For the language of studying in MET (figure-12), all the seafarers have studied general English language before joining MET institutes. However, in MET institutes they were studying what is close to English language for maritime purposes, but not the contemporary Maritime English and these are representing 20% of the seafarers who participated in this survey.

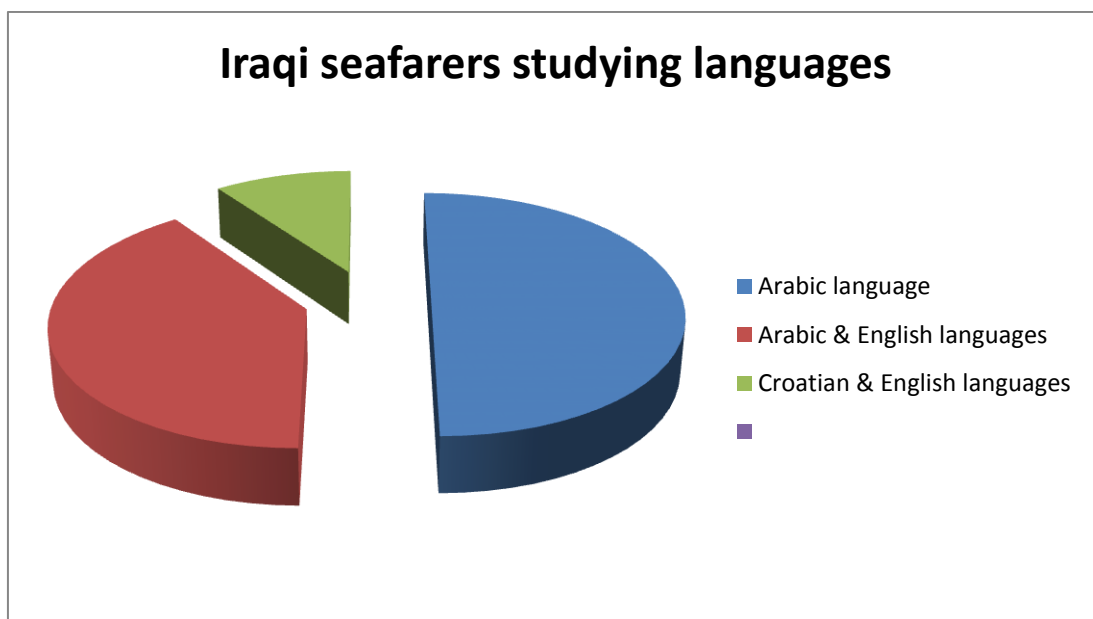


Figure-12

In figure-12, the *language (s)* studied by Iraqi seafarers at the MET institutes were regarded to be the formal language of the state that they were studying in, such as RMF in Croatia; 10% of Iraqi seafarers were studying there in the Croatian language with one year studying English language for maritime purposes. In the AGAMS of Iraq, 40% of Iraqi seafarers were studying in Arabic language with one year studying for English language for maritime purposes. Finally, 50% of Iraqi seafarers (support level) were studying in Arabic only because it is the formal language of Iraqi ports and the official language of Iraq.

The last part of survey questions (11-15) was about the seafarers who have certificates in maritime communication, or receive SMCP training, the English language writing skills, do they know or use the computer based training or CBT and have they received Maritime English communication training by simulators. The answers were for: maritime communication certificates and SMCP using (figure-13), however, 0% has received formal training in the IMO SMCP. However, 20% of the seafarers have English language writing skills in which half of them, or 10%, are using these skills for maritime communication on board. While the answers were NO or 0% is the percentage of seafarers who received CBT and Simulator training in the Maritime English communication training field.

The author believes these numbers are representing the actual reasons for the contemporary communication problems that mentioned in the Iraqi maritime sector.

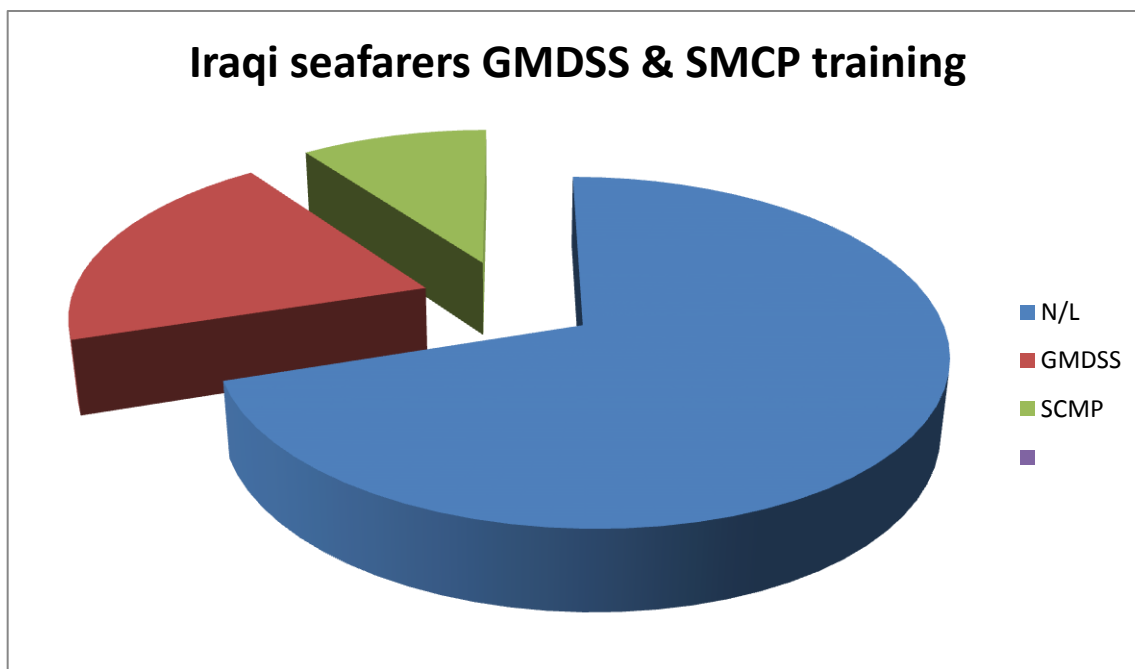


Figure-13

In figure-13, the *class* or specific group of Iraqi seafarers (OOW) who received training in one or more maritime communication training fields which qualified them to hold a GMDSS certificate 20% are represented. However, the other group of Iraqi officers who are using the SMCP in their maritime communication on board represent 10%. However, the last group which has none of the above capability and skills of GMDSS and SMCP 70% are represented. The researcher notes that the only current maritime communication training that is currently available in Iraq is the GMDSS training without using Maritime English or SMCP which is a big lack in MECT for Iraqi seafarers.

With the end of this part which has covered four items out of eight differences mentioned by (Chirea-Ungureanu & Vişan. 2011), which are; *age, education, language* and *class*, while the other four differences, will be covered through the qualitative data analysis below.

Finally, there are the cultural dimensions which can be summarized by two concepts; Hofstede's cultural dimensions, which concerns this study (the three dimensions) as mentioned; *Power distance, Individualism* and *Uncertainty avoidance*. In addition, Metze and Nystrup (1984) defined four dimensions of verbal communication in the professional context. These are;

1. *Cognitive* (knowledge and sense, exchange of exact information) – *affective* (feelings and intuition).
2. *Expanding* (long conversation or dialogue, questions which lead to comprehensive answers) – *limiting* (closing the conversation as quickly as possible, short answers, yes/no).
3. *Confronting* (focus on problems and conflicts) – *concealing* (hiding problems and conflicts).
4. *Listening* (paying attention to what is said and showing that by gestures or answers) – *not listening* (not paying attention, indifferent, no eye contact).

So far this chapter analyzed and discussed the literature review and survey data and in the next section inquires about qualitative data.

4.2 Qualitative data analysis

As mentioned in chapter three, the Methodology, the qualitative data collected through the questionnaire were analyzed using the Grounded Theory (GT) approach and are presented in this section.

Extremely poor	Poor	Moderate	Good	Excellent
1	2	3	4	5

Table-6: Likert scale given in questionnaire

Table-6 shows the Likert scale given in the questionnaire where five levels are given from (extremely poor) 1 to 5 (excellent). The Likert scale is implemented to measure the answers to the questions. According to Krosnick and Fabrigar (1997), “it is believed that the Likert scale is a more precise way of measuring the respondents answer as it is a visual scale that has numbers and labels to define what each means. This has been proven to be more precise as the labels explain the number.” Therefore the researcher thinks that the respondents should be able to more precisely label their feelings towards the question.

Further, the researcher believes that the qualitative data that has been collected through the questionnaire is worth introducing in this chapter since it has interesting information that appears through the respondents’ answers. Table-7 (page 50) shows the summary of the key points coding. The axial coding is summarized in Table-8 (page 59). Finally the summary of the selective coding is presented in Table-9 (page 66) and Figure-19 (page 73).

Table-7: Key points and codes from the data in questionnaire

Part-A

(Company X)

ID	Key points	Code
X1	Improvement of social status makes employees stressful	Social status
X2	Lack of updated legal infrastructure in the country for Maritime English communication standards	Legal framework
X3	Interdepartmental communication is poor	Lack of communication
X4	Money is the key motivational factor of the people	Money oriented
X5	Communication department should be independent and empowered	Lack of empowerment
X6	High turnover of support level employees due to job insecurity & poor working conditions	Crews' issues
X7	Poor educational status of support level employees	Crews' issues
X8	Not taking prudent decisions instead passing the ball	Decision making
X9	Not providing sufficient funds, facilities and authority to relevant officers	Allocation of resources
X10	Higher number of support level employees with lower educational background	Crews' issues
X11	Lack of qualified instructors	MET issues
X12	No unify maritime education and training administration	MET issues
X13	Not enough instructions which are giving to the employees	MET issues
X14	Level of education	Education system
X15	MEC accidents should be reported with victims' and vessels' names	Communication mechanism

(Company X)

ID	Key points	Code
X16	Taking shortcuts	Wrong practice
X17	Not punctual, therefore always everyone has to rush	Wrong practice
X18	Have to be an example	Setting bad example
X19	General education and intelligence	Education system
X20	Lack of support from the employees due to poor knowledge of maritime communication	MET issues
X21	Society is not aware about MECT	Education system
X22	Education system does not match with the developments of technology	Education system
X23	Lapses in formal education in communication	Education system
X24	Social pressure for high living standards	Social status
X25	The way of thinking and analytical skills	Education system
X26	No proper pre planning for communication	Setting bad example
X27	Poor social background	Social status
X28	Poor MEC accident reporting by in-charge officers	Communication mechanism
X29	Not enough social pressure for higher Maritime English communication standards	Social pressure
X30	No punishments to victims	Decision making

(Company X)

ID	Key points	Code
X31	Slow response system	Bureaucracy management
X32	No CBT and Simulators training	MET issues
X33	Limited number of ME teachers	MET issues
X34	Lack of external pressure from responsible organizations	Legal framework
X35	Commitment to bureaucracy methods	Bureaucracy management
X36	Not sufficiently educated employees to make attractive presentations	Lack of resources
X37	Lapses in modern maritime communication equipment on board	Allocation of resources
X38	Poor communication in/among Iraqi maritime companies	Lack of communication
X39	Bad examples of top management deteriorate employees commitment to communication	Setting bad example
X40	No proper pre training on land	MET issues
X41	Not considering qualified instructors in the communication training activities	MET issues
X42	Lack of CBT for maritime English communication training	MET issues
X43	Need competent persons for maritime communication inductions	Allocation of resources
X44	Report MEC accidents with victims and vessel's names	Communication mechanism
X45	Employees reluctant to be accountable/take responsibility	Social issue

(Company X)

ID	Key points	Code
X46	Poor communication background of support level heads (Deck and Engine Bosses)	MET issues
X47	Communication department should be empowered and free from interferences	Lack of empowerment
X48	No consideration about MET quality	MET issues
X49	One should concentrate on his own communication skills	MET issues
X50	Other ministries interference in disciplinary matters	Misuse of power
X51	People do not care about them maritime communication performance	MET issues
X52	Poor maintenance of common VHF sets affect emergency communication	Lack of resources
X53	Level of technical education and training	Education system
X54	Maritime English should be a subject in school syllabuses	Education system
X55	No toolbox meetings before starting work	Lack of communication
X56	Trainees are trained under employees who are not communicating in correct ways	Education system
X57	Maritime communications must be improved	Lack of communication
X58	Performance errors of employees regarding Maritime English communication on board	MET issues

Part-B

(Company Y)

ID	Key points	Code
Y1	No continuous updating	Lack of communication
Y2	Lack of consideration for work place tidiness/discipline	Cultural background
Y3	Not self-disciplined, need more pressure to enforce communication rules and eliminate wrong practice	Wrong practice
Y4	Methodical ME communication mechanism	Communication mechanism
Y5	Need frequent meetings for instructions with employees	Close communication/monitoring
Y6	Outside resource persons should conduct lectures on Maritime English communication	Lack of resources
Y7	No proper response and too much paper work	Bureaucracy Management
Y8	Not having sufficient organizational legal framework	Management commitment
Y9	At least once every 3 months the top management of the organization should talk to employees regarding maritime communication issues	Close communication/monitoring
Y10	Over confidence of themselves	Cultural background
Y11	Circulars are ineffective, lectures are better	Communication mechanism
Y12	Lack of CBT and Simulator training	MET issues
Y13	Never update employees about international Maritime English communication rules and regulations	Lack of communication
Y14	Maritime English communication included in formal education	Education system
Y15	No job related MECT and awareness/tool box meetings	Communication mechanism

(Company Y)

ID	Key points	Code
Y16	Maritime authority cannot maintain the maritime communication codes	Misuse of power
Y17	Lack of qualified persons in ME	MET issues
Y18	Frequent audits by recognized organizations	Legal framework
Y19	Different attitudes due to different education/training levels	Education system
Y20	Lack of monitoring	Close communication/monitoring
Y21	Lack of implementation of SMCP	Education system
Y22	Frequent MECT updating from top management is required	Communication mechanism
Y23	Lack of patience of employees	Cultural background
Y24	Maritime communication training policies and procedures have to be implemented	Management commitment
Y25	Proper and in-depth maritime communication accident investigation	Management commitment
Y26	Not obeying communication organizational rules	MET issues
Y27	No proper maintenance of maritime communication signs and instructions	MET issues
Y28	No communication management approach	Management commitment
Y29	Lack of modern tools for maritime communication	Lack of resources
Y30	Influence of high family commitments	Social issue

(Company Y)

ID	Key points	Code
Y31	Influence of behavior at school	Social issue
Y32	Inconsistency of disciplinary actions	Decision making
Y33	Behavioral influence of family	Social issue
Y34	Managements are not encouraging members to achieve a higher level of Maritime English performance	Misuse of power
Y35	Lethargic approach of empowered employees	Improper empowerment
Y36	Not ready to accept instructions	Cultural background
Y37	Need more government pressure to improve Maritime English communication in Iraq	Legal framework
Y38	Willingness to stay with relaxed clothing due to high temperature and humidity on board	Cultural background
Y39	Although it says empowered, in reality employees do not have the power to execute	Lack of empowerment
Y40	People are not patient	Cultural background
Y41	It is easier to communicate with native language speakers on board	Social issue
Y42	Lack of punishments for mistakes in MECT	MET issues

Part-C

(Company Z)

ID	Key points	Code
Z1	Inherent risks in the maritime industry	Industry issues
Z2	Should set an example	Setting bad example
Z3	No one appointed to work full time on Maritime English communication related issues	Management commitment
Z4	Lack of practical knowledge	Education system
Z5	Empowerment and appreciation of employees who are not maritime English concerned	Improper empowerment
Z6	No continuous effort, Continuous updating	Communication mechanism
Z7	Not patient	Cultural background
Z8	Ineffectiveness of maritime communication committees	Decision making
Z9	Being a hot weather country, people prefer comfortable atmosphere instead standing for long time on hot places (on board)	Geographical influence
Z10	Money is the key factor in MET decision making	MET issues
Z11	Commitment limited to words	Setting bad example
Z12	Lack of CBT and Simulator training	MET issues
Z13	Resistance to employ non-seafarers instructors for Maritime English teaching	MET issues
Z14	Priority given to profit making, not to Maritime English communication	Allocation of resources
Z15	Empowering the wrong people owing to Transportation Ministry pressure	Improper empowerment

(Company Z)

ID	Key points	Code
Z16	Lack of awareness through printed and electronic media for MECT	Lack of resources
Z17	Lack of care about other people	Social issue
Z18	Incorrect communicating habits of employees, they are reluctant to change	Cultural background
Z19	Enforce maritime communication rules within the organizational premises	Decision making
Z20	Resistance to change	Cultural background
Z21	No methodical MECT assessment criteria	Education system
Z22	Lack of encouragement for MECT through mass media	Social issue
Z23	Over self-confidence	Cultural background
Z24	Maritime English communicating attitudes have not been promoted	Social issue
Z25	Lack of good communicating skills in English with other foreign vessels	MET issues

Table-8: Categories of concepts coding from questionnaire

Problems related to Socio-Technical issues		
Category	Explanation	ID
Cultural background	Employees are over self-confident and not patient enough to listen to others' instructions because they are reluctant to change their behavior. In fact they are showing resistance to correct the incorrect communication habits. They prefer free communication. Being a nation which has been attached to agriculture for many thousands of years, maritime communication related to the technical environment is not much appreciated. Workshop discipline is not up to high standards.	Y2, Y10, Y23, Y36, Y38, Y40, Z7, Z18, Z20 and Z23.
Education system	Due to lapses in the MECT has not been properly integrated into both school and technical education. MET level and attitudes are different due to different MET institutes especially when it's related with MECT. In addition to the trainees are trained under employees who are suffering from lack of practical knowledge in MEC. Therefore, general concern of the society towards Maritime English communication in everyday life is poor.	X14, X19, X21, X22, X23, X25, X53, X54, X56, Y14, Y19 and Z4.
Social status	Historically, ME had not been able to draw much attention of the society and family influence on communication is also minimal. Therefore, media attention to MEC is also low. Due to these factors people are not very worried about MEC in their own environment (in school, home). However, due to high family commitments and social pressure for high living standards, people are highly money oriented. Due to the reason that incomes of employees in the maritime industry are quite high, employees are reluctant to be responsible for factors like maritime accidents caused by communication due to the fear of losing their jobs in case of negligence. Finally, most Iraqi people feel shame when they make mistakes in foreign languages, so	X1, X4, X24, X27, X29, X45, Y30, Y31, Y33, Z17, Z22 and Z24.

	most seafarers avoid communicating in English.	
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Problems related to Socio-Technical issues		
Category	Explanation	ID
Crews' issues	Due to the fluctuation in the maritime industry, there are many seafarers (support level) who are working in these companies. Most of these employees are from rural areas of the country with low educational background and attached to an agriculture based background. In addition to the poor working conditions for these employees.	X6, X7 and X10.
Wrong practice	Due to lack of self-discipline, employees are not punctual. Therefore they have to rush through their duties and tend to take short cuts. Thus the need is for more pressure to enforce maritime communication rules and eliminate wrong practice.	X16, X17 and Y3.

Problems related to Management commitment issues		
Category	Explanation	ID
Allocation of resources	Due to higher commitment to profit maximization, resources are not sufficiently allocated for Maritime English communication activities. So the MECT is not a priority for company management.	X9, X37, X43 and Z14.
Close communication/ monitoring	Top management should have close contact with support level seafarers/employees with frequent discussions on Maritime English communication and close monitoring regarding issues with frequent instructions to all levels of employees about MECT.	Y5, Y9 and Y20.
Decision making	Top management has to take prudent and unbiased decisions with respect to MECT related issues with enforcing maritime communication rules within organizational premises.	X8, X30, Y32, Z8 and Z19.
Bureaucracy management limitations	The Iraqi maritime companies' managements are not comprehensive and effective enough in managing MECT activities by responding slowly and through bureaucratic practices, too much paper work without having sufficient organizational legal framework and no maritime communication management approach to achieve higher MECT standards through the proper implementation of policies and procedures.	X31, X35, Y7, Y8, Y24, Y25, Y28 and Z3.
Setting bad example	Top management should set a good example to others to encourage their commitment to Maritime English communication activities without getting restricted to talking and decision making.	X18, X26, X39, Z2 and Z11.

Problems related to Maritime Education and Training issues		
Category	Explanation	ID
Maritime education and training administration	There is no unifying MET administration among the Iraqi state maritime company, no consideration for MET quality in general and for MECT in specific. MET decision making is highly dependent on financial benefits for the company in the first place. Managements do not care about the MECT infrastructure and performance in addition to the performance errors of the Iraqi employees regarding maritime English communication on board and finally no proper maintenance for maritime communication training equipment and instructions.	X12, X42, X48, Z10 and Z25.
Qualified maritime instructors	Iraqi maritime sector is suffering from the lack of qualified instructors (may be this is of the main reasons not to join the whit list till now!) in addition to the limited number of ME teachers. Iraqi Maritime companies' managements are not considering qualified instructors in MECT field in addition to the resistance to employ non-seafarers instructors for MECT.	X11, X13, X20, X33, X41, X46, X49, X51, X58, Y17, Y26, Y27 and Z13.
Computer based training and simulator training	Due to the lack of attention and funding by the managements to the MECT, there is a big need for modern CBT programs and integrated simulators to uplift the MEC performance for Iraqi seafarers since, there is no proper pre training on land for seafarers in addition, the fact that only one company has its own training center but without such MECT facility, and most of the officers concentrate on them own MEC skills without them companies support.	X32, X40, Y12, Y42 and Z12.

Problems related to Communication issues		
Category	Explanation	ID
Communication mechanism	Due to the unavailability of streamlined and established communication mechanism, maritime communication accident information is not reported precisely. Employees prefer to have frequent Maritime English communication training updates especially via verbal communication rather than circulars.	X15, X28, X44, Y4, Y11, Y15, Y22 and Z6.
Lack of communication	Lack of communication, both intra-companies and inter-companies for all Iraqi maritime companies, make barriers to the flow of important Maritime English communication related information and also poor job planning which could also lead to accidents. In addition, there is no employee updating about international Maritime English communication rules and regulations, and one of these maritime companies is committed to using the formal language (Arabic) for its maritime communication.	X3, X38, X55, X57, Y1 and Y13.
Lack of resources	The prevailing communication mechanism of MECT is not attractive enough due to lack of resources, both technical and human. In addition, there is a lack of modern MECT requirements in hardware and software. Moreover, there is a lack of awareness of printed and electronic media for MECT.	X36, X52, Y6, Y29 and Z16.

Problems related to Employee empowerment issues		
Category	Explanation	ID
Lack of empowerment	The maritime communication departments in the Iraqi maritime companies (the ones which have such departments) have to be empowered to make decisions without interference from others and the empowerment has to be clear and precise. In fact, only one maritime company has a communications department in Iraq.	X5, X47 and Y39.
Misuse of power	Maritime companies' movements are not encouraging their members to achieve Maritime English communication to higher levels and also they use their power to protect employees against punishment for maritime communication violations. In addition to this, the maritime authority cannot maintain the maritime communication codes.	X50, Y16, and Y34.
Improper empowerment	Due to improper empowerment and improper appreciation of employees, the effectiveness of empowered people is low in Maritime English communication.	Y35, Z5 and Z15.

Problems related to External factors issues		
Category	Explanation	ID
Legal framework	The legal framework related to maritime communication standards of Iraq has not been updated and is not strong enough to address the current Maritime English communication issues. At the same time the communication authority in Iraq is the communication ministry, in addition, the media and communication commission is the supervising authority on the all broadcasting activities in Iraq according to the Iraqi laws.	X2, X34, Y18 and Y37.
Industry related issues	Inherent risks in the maritime industry (e.g.: Confined spaces, chemicals/paints, man over board...etc.)	Z1
Geographical influence	Iraq is a hot weather country and its main ports are located closely to the equator where the temperature is relatively high throughout the year. Therefore, many Iraqi seafarers prefer to stay in comfortable atmosphere instead of standing in bridge for making communication.	Z9

Table-9: Code frequency and percentage;

Challenges to developing Maritime English communication in the Iraqi maritime industry

Description	Number	Percentage
Problems related to Socio-Technical issues.	40	32%
Problems related to Management Commitment.	27	22%
Problems related to Maritime Education and Training (MET).	23	18%
Problems related to Communications.	21	17%
Problems related to Employee-empowerment.	8	6%
Problems related to External factors	6	5%

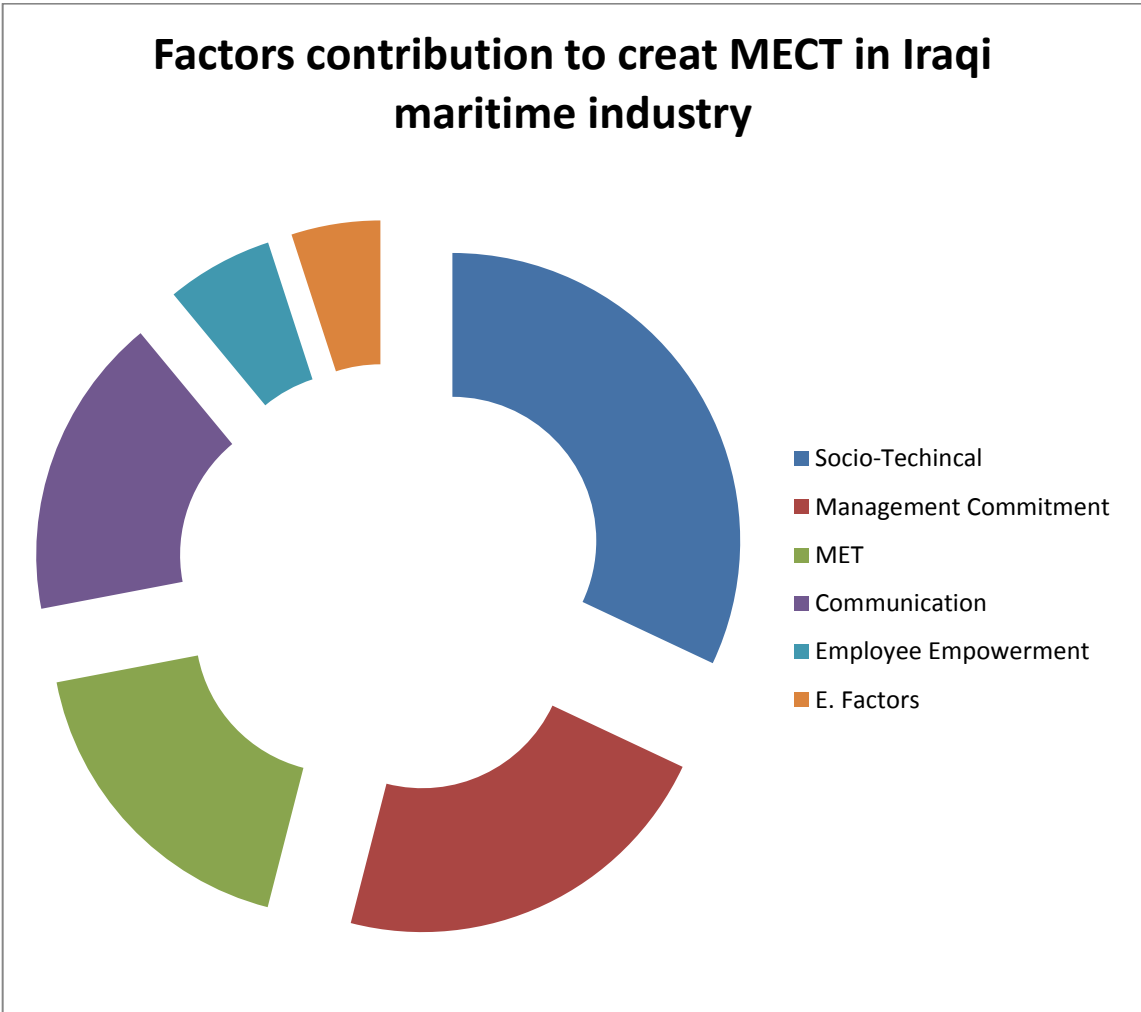


Figure-14

Relative contribution of each factor to create Maritime English communication Training in the Iraqi maritime industry (based on code frequency)

As discussed previously, Table-7 (page 50) of this data analysis consists of names and labels created by the researcher depending on his own interpretations of the collected data. Following Glaser's key point coding technique, the table was developed considering the key words and ideas, rather than considering each individual word. The keyword identifiers are given in the first column of the table 7 (under ID) in which X, Y and Z are indicated as the three different governmental maritime companies, which were selected for this study. For an example X8 denotes the 8th key point of company X which is explained in the next column. The last column of Table 7 is the code.

After the above open coding, the data are further analyzed and regrouped in such a way that common areas of concern are grouped together in order to develop the core codes. Table-8 (page 59) represents the above process. Then selective coding was done using the core codes, which presented most frequently in the data collection, to identify the direct or indirect relationship between those codes as shown in Figure-19 (page 73).

As presented in Table-9 (page 66) six areas were identified as the focus of concentration to improve the Maritime English communication training in the Iraqi maritime industry and their relative influence were also recognized. Among the above six factors the highest code frequency of 40 (32%) was reported in problems related to Socio-Technical issues.

Problems related to Socio-Technical issues

The research has identified and discussed 5 factors within the Socio-technical domain which negatively influence the MECT in this industry. According to the analysis, the education system, social status and cultural background are the three key factors which contribute heavily to this situation (Figure-15).

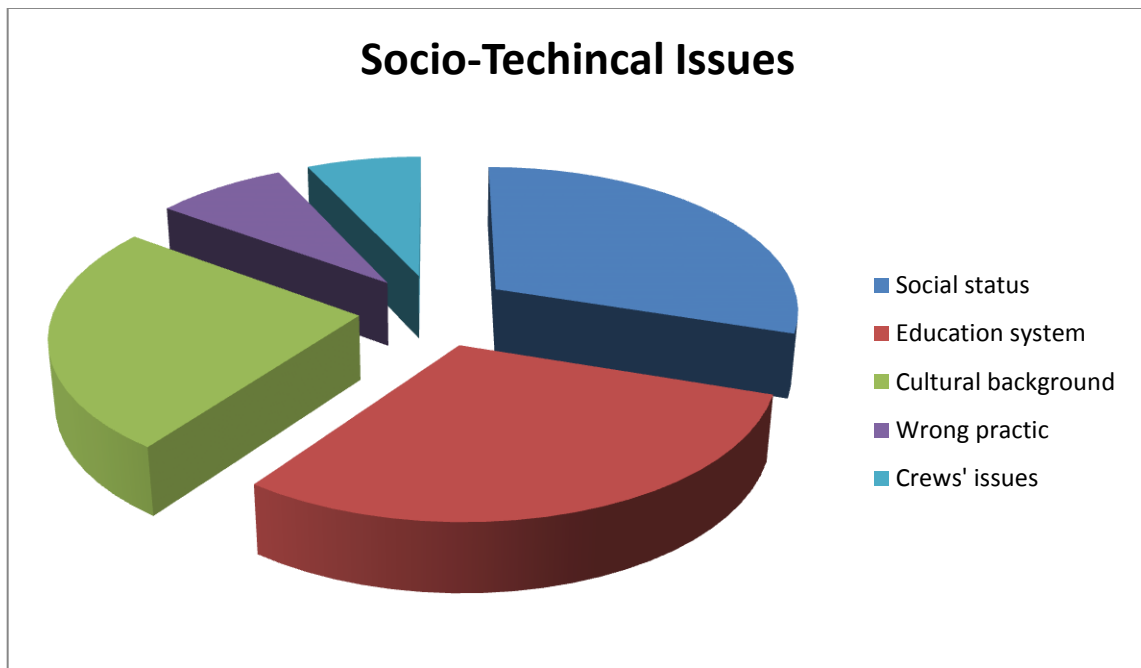


Figure-15

Relative contribution of each factor within socio-technical issues

Problems related to Management Commitment issues

Problems related to Management Commitment issues were recorded at the second highest code frequency of 27 (22%). The relative influential power of each factor within the management commitment domain is presented in (Figure-16). It is interesting to note that lapses in bureaucracy management limitations are responsible for 37% of lapses in management commitment. The allocation of resources by top management is not crucial compared to other factors.

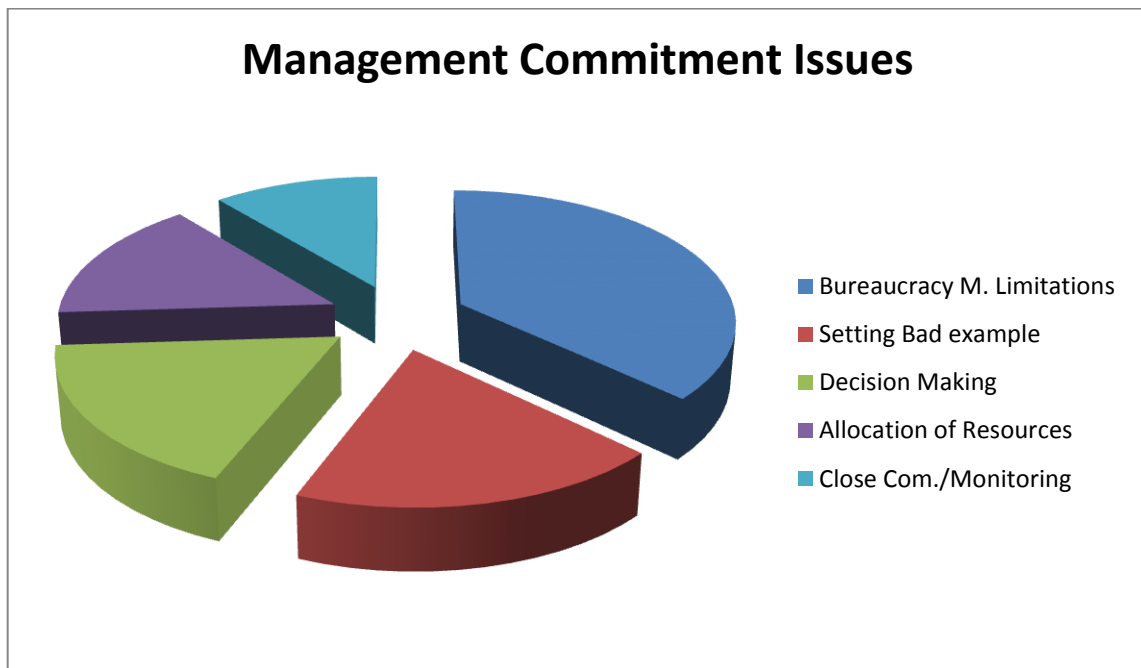


Figure-16

Relative contribution of each factor within management commitment issues

Problems related to Maritime Education and Training issues

Problems related to maritime education and training (MET) have the 3rd highest code frequency in the list. The lack of qualified instructors regarding the Maritime English communication for the training of employees is the key factor behind this issue, which represents 56% of the total (Figure-17). As was highlighted in Table-8 (page 59) Iraqi maritime companies' managers do not recognize that Maritime English communication training is their own responsibility and that they themselves have to commit to improve the companies' seafarers performance in this field.

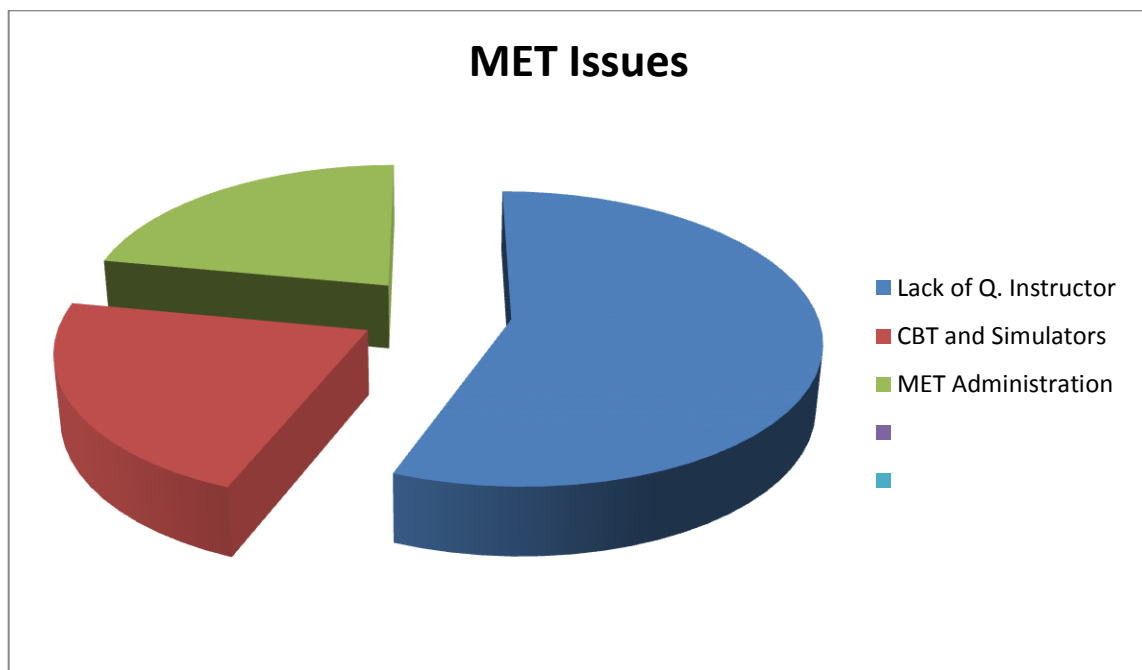


Figure-17

Relative contribution factors under maritime education and training issues

Problems related to Communications issues

Communication related issues recorded the fourth highest code frequency of 21, which is responsible for 17% of total barriers. Out of three categories of issues, lapses in communication mechanism are more prominent than the other two due to its relative contribution of 42% (Figure-18). Figure-14 (page 67) suggests that the influence of employee empowerment and external factors are not as significant as the other four factors. Therefore those two are not separately discussed under this chapter.

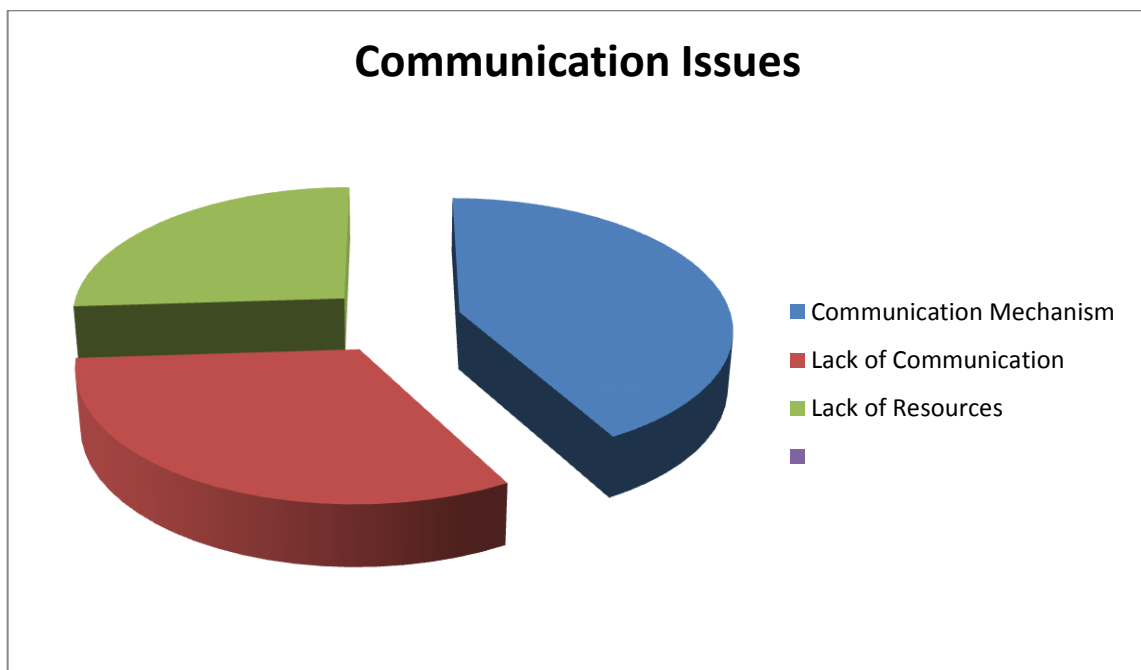


Figure-18

Relative contribution factors under communication issues

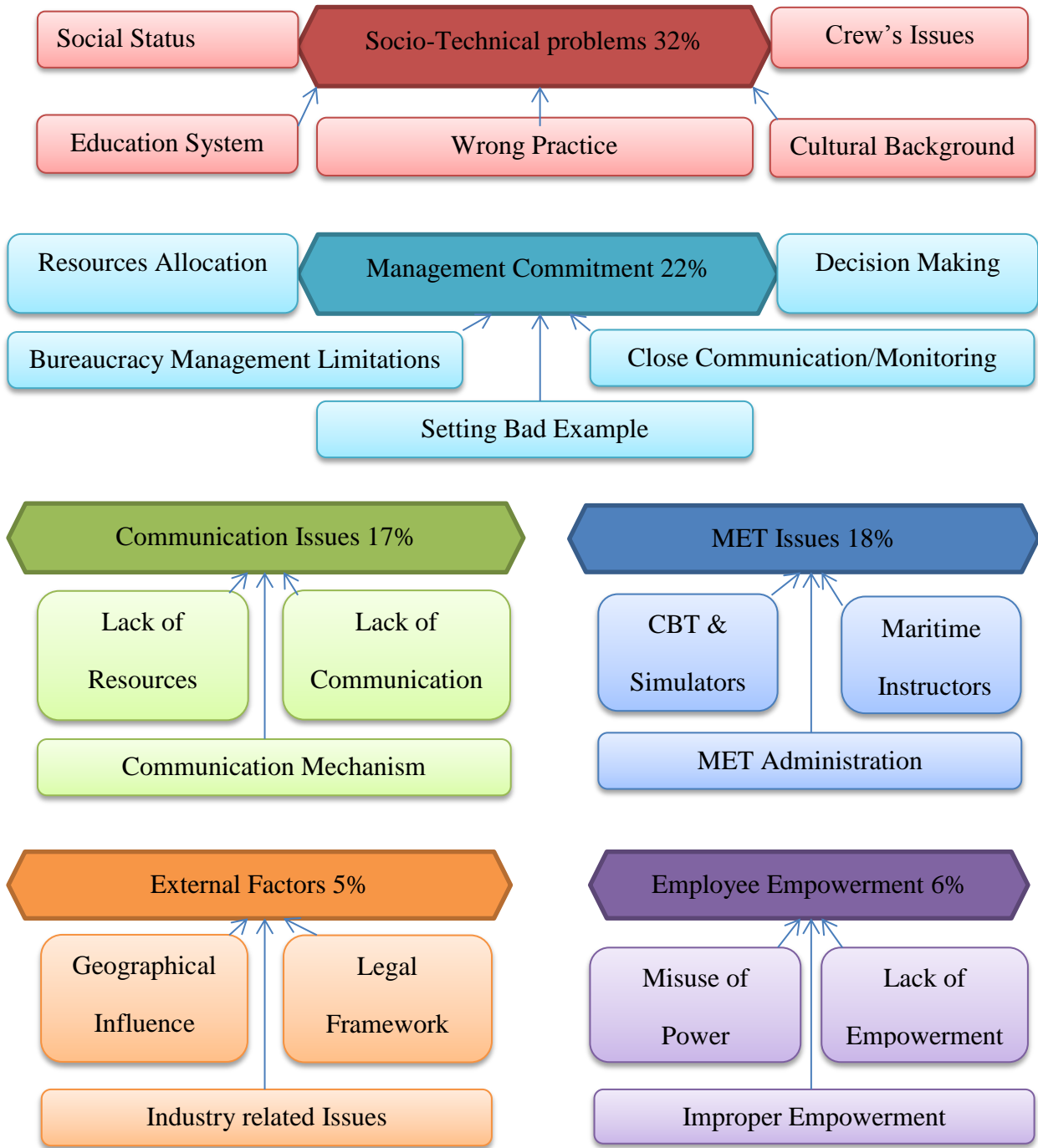


Figure-19
 Problems related to MECT in the Iraqi maritime industry

This chapter has discussed the data collected through the questionnaire in more generic terms under the literature review survey questionnaire and qualitative topics. Figure-19 shows the problems related to Maritime English communication training in the Iraqi maritime industry. Apart from the findings have been highlighted within the data while the other findings are discussed in the next chapter.

5. DISCUSSION

The aim of this chapter is to discuss the findings highlighted under the previous topic of Data Analysis in a broader perspective, beginning with the literature review and survey data part and then with the qualitative part.

5.1 Literature review and Survey data Consideration

Based on the survey data that was collected through the first survey questionnaire (Appendix C), the survey questions were given in three categories: general information, educational qualifications and communication (with ME) qualifications.

In figure-13, it is significant to know that 50% of Iraqi seafarers are aged over 51 years. This can indicate that their capability for learning new skills such as Maritime English communication training will fall under the Adult Learning category. In this case, and according to (Knowles.1996), the Iraqi maritime companies' managements need to adopt the main considerations of teaching adults to these older seafarers. In the respect of Maritime English Communication they must let them know why they should learn SMCP, and to be self-directing and to remember that adults become ready to learn when they experience in their life situations a need to know or to be able to do things in order to perform more effectively and satisfyingly. Practically this suggests that adults entering into a learning experience should engage in task-centered (or problem-centered or life-centered) orientation to learning.

In figure-12 (page 45), the language (s) of study for Iraqi seafarers at MET institutes are regarded as being the formal language of the state that they were studying in. Since that is about 90% of the current Iraqi seafarers graduating from Iraqi MET organizations where the formal language is Arabic they are all non-native English language speakers. For native English speakers, the language for a specified purpose like ME is a natural part of their maritime study or work. However, to those who study / work in maritime fields in another language, it is an additional study to be undertaken (in the Iraqi seafarers' case with MECT), and an extra effort to comprehend and express their learning in a foreign language.

According to Ulkuatam & Sernikli (2010) even the Iraqi seafarers follow their main courses of maritime study (MECT) in English, and so there is still a barrier of a "foreign language" with its lexis, grammar and style, sometimes bent and twisted or simply changed through the needs of maritime use. This will require the lecturer to give extra time and effort in order to make the cadet understand or, better, comprehend the mechanics of the English language in order to learn the topic being delivered. Thus, this need has to be met by the Iraqi MET administration or Iraqi maritime authority.

In the same context, figure-13 (page 47), which represents the Iraqi seafarers who have SMCP and GMDSS training, indicates that no one has received formal ME training and no one has received formal SMCP training either. In fact zero is the percentage of seafarers who have CBT and simulator training in Maritime English communication. According to one of the X company answers, "X49: one should concentrate on his own communication skills or his own MECT" but this is a big malfunction in the MET performance of that maritime company.

In fact, the term malfunction in communication in the maritime industry means communication breakdown. According to Fni (2004), in the maritime industry there are different kinds or ways of communication breakdown such as members of the same crew or working team on board cannot understand each another because of the background differences or different accents in spite of coming from the same country but from different parts of it. The other kind of communication breakdown could happen when there is a pilot on the bridge of the ship and he is from a different cultural background. Finally, the last kind of communication breakdown is when two persons are using the radio maritime communication where one is at a ship-to- shore communication station and another on a ship. This is what all maritime managements in Iraq should aim to avoid by ensuring that Maritime English communication training is given to all its seafarers.

In his Bridge Team Management (BTM) under *Simulator training*, Fni (2004) suggests using simulated exercise advantages: “Communication skills can be enhanced through VHF exercises with VTS pilot stations and ships’ agents, as well as discussions within the group.” Such training methods can be a model to be followed by the Iraqi maritime companies’ managers in Maritime English Communication Training.

5.2 Qualitative data Considerations

The outcome of the qualitative data analysis is discussed in this section. In addition, this part of the analysis also provides some insight into the results of the literature review and survey analysis part and the comments of the respondents confirm the previous results.

It is important to note that the greatest challenge in developing maritime communication in the Iraqi maritime industry concerns the Socio-Technical issue. The social status of people and their cultural backgrounds are the two key socio-technical barriers, amongst others, and these two barriers are negatively influenced by both the education system and crew-related issues, Figures 15 and 19 (pages 69 and 73). The education system and its negative impacts in developing Maritime English communication training have already been discussed in the previous part of this chapter.

Problems related to Management Commitment, the factor with the second highest code frequency, also highlighted one key obstacle to Maritime English communication training (MECT), namely bureaucracy management limitations. None of these three companies; General Company for Ports of Iraq or (GCPI), Iraqi State Company for Maritime Transport or (ISCMT) and The Iraqi Oil Tanker Company or (IOTC) have a certified Total Quality Management (TQM), neither does the training center at General Company for Ports of Iraq (e.g. ISO 9001, ISO 14001). This issue was noted when analyzing the survey data since it was highlighted that the top management commitment has not penetrated through to the next level of administration and reached the support level for seafarers.

Problems related to Maritime Education and Training (MET) have the 3rd highest code frequency in the list. The lack of qualified instructors regarding Maritime English communication for the training of employees is the key factor behind this issue, which represents 56% of the total, Figure-17 (page 71). The fact is that the main MET organization in Iraq is the Arab Gulf Academy for Maritime Studies which belongs to the Iraqi Navy since its foundation in 1975. However, this Academy has also not certified the Total Quality Management (TQM) such as ISO 9001 and ISO 14001.

The impact of employee empowerment related issues on Maritime English Communication Training development is not as prominent as the factors discussed so far. However, the lack of a strong health and safety legal framework is highlighted under the external factors, which is important to encourage both the employers and employees aims towards higher Maritime English communication performances.

The legal framework for maritime communication in Iraq is not determined from one side, in fact, the Iraqi Ministry of Transportation is the owner of the state maritime companies and the maritime authority in Iraq, and in addition, it represents Iraq at the International Maritime Organization (IMO). On the communication level, the Iraqi Ministry of Communication is the communication authority in Iraq and it represents Iraq at the International Mobile Stellates Organization (IMSO - formerly INMARSAT), and at the International Telecommunications Union (ITU) while the Iraqi Media and Communication Commission (IMCC) is the broadcasting authority in Iraq that represents Iraq at ITU-R meetings. So, basically the legal framework for Maritime English Communication (at both the operational and training levels) should be joint work among these three specialized Iraqi organizations.

Another issue is the Iraqi Maritime Authority's attitude from the IMO's STCW Convention and the "White List". However, the Iraqi government adopted Law No. 44 in 1999 which acknowledges the accession of Iraq to the IMO-STCW Convention and its amendments. In this respect, IMO has issued STCW/circ.134 in 2002 Figure-20 (page 80), but Iraq has until today not yet joined the "white list". The fact that Iraqi political situations have dominated the Iraqi government's policy making since 2003, the Iraqi government priority is for security and defines requirements.

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Ref. A1/V/2.03

STCW/Circ.134
2 April 2002

**INTERNATIONAL CONVENTION ON STANDARDS OF TRAINING,
CERTIFICATION AND WATCHKEEPING FOR SEAFARERS, 1978**

Accession by Cambodia, Syrian Arab Republic and Iraq

The Secretary-General of the International Maritime Organization has the honour to refer to the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, and to state that, in accordance with article XIII, accession by the following Contracting States was effected by deposit of instruments on the dates indicated:

	Date of deposit of instrument	Date of entry into force
Kingdom of Cambodia	8 June 2001	8 September 2001
Syrian Arab Republic	20 July 2001	20 October 2001
Republic of Iraq	10 December 2001	10 March 2002

There are at present one hundred and thirty-nine Contracting States to the Convention.

Figure-20 (IMO.2002)

6. CONCLUSION

The aim of this chapter is to conclude the findings conferred under the topics of Data Analysis and Discussion, with special reference to the three-fold objectives of this study put forward at the beginning.

One of the objectives of the study was “To examine the underlying factors which contribute to improving the Maritime English communication training in the Iraqi maritime sector”. It is quite clear that most of the Maritime English communication performance indicators in the Iraqi maritime industry have been improved significantly in the last 10 years (after 2003). However, it is understood that maritime companies’ support and employee commitment has not developed compared to other areas such as the top management’s commitment towards the usage of the SMCP. It was found that the improvement of employee knowledge, changes in top-management, International maritime requirements and increasing external pressures on organizations for Maritime English communication training are the key underlying factors for the above mentioned developments. Here also the non-government organizations’ role is not as significant as others.

The second objective of the study was “To determine how the maritime education and training technology can contribute as an add-on, collaboration and distance learning tool to the educational activities of the Maritime English communication training in the Iraqi maritime sector”. Throughout the literature review and the empirical work, it is

apparent that the implementation of Maritime English communication training within Iraqi MET is still very limited. However, the MET community has shown its willingness to embrace the concept of using modern technology for MET (e.g. CBT, Simulators and E-Learning) in the Maritime English communication training for Iraqi seafarers. At the same time, the Iraqi MET institutions are now facing a shortage in experienced maritime instructors. This highlights the needs for information and expertise exchange within the Iraqi MET community. When these issues are aligned with the Maritime English communication training application components, then theoretically, these tools (CBT and Simulators) can help MET institutions to tackle these problems in numerous ways and at the same time there is the possibility to take advantage of the Maritime English communication training to create:

1. An enhancing learning environment; by using CBT, Simulators and E-Learning in Iraqi MET as an add-in tool in a traditional classroom. This is where the recreation capability of new MET technology lies; powered by a simulation component. With this, educators can create an enhanced learning environment by designing simulation scenarios, 3D animations, illustrations, or open-ended training scenarios, which can help to foster the learning process on both levels; Maritime English and Communication.

2. Collaboration tools to support the distribution knowledge community, by using CBT, Simulators and E-Learning in Iraqi MET as collaboration tools. In this respect, most characteristics of the technological tools have not been used before in the current Iraqi MET and their extensive availability and accessibility make it a widespread tool for

collaboration work today. Meetings, conferences, group discussion, talk shows, and seminars can be conducted under Iraqi MET institutions, which could facilitate situated learning, information and expertise exchange in the Maritime English communication training in Iraq.

3. New modes of training in the Iraqi maritime sector, by using CBT, Simulators and E-Learning in Iraqi MET as a distance learning tool. This is where the rich interactions, the native social-technical networks, the sense of presence, and the persistent characteristics of the maritime training world, in combination with extensive modes of Maritime English communication (verbal & nonverbal), show their usefulness. There are several benefits that this tool can bring to Maritime English communication training. It adds a certain level of interaction into the learning experience, which is normally quite absent in traditional English language learning settings. Educators and the learners are able to access and reuse all the MET software assets such as simulation scenarios, 3D animation and open-ended English communication scenarios on board that are created and used in face-to-face activities. However, the high cost of such systems is a main disadvantage.

In the same context the reference for taking these three advantages of using CBT, Simulators and E-Learning in MECT can be shown in the paper of Det Norske Veritas (DNV.2007) – Standard for Certification No.2.14 “Marine simulator: A creation of certain condition by means of a model, to simulate situations within maritime operation” in addition to Linden Research, Inc. (2003) “Rich feature 3D tools were built into the client software to create in-world objects. In addition, full scripting language is made available to support intelligent behavior and animation, multimedia, video, and audio.” An example of such a tool is the Foreign language learning in Second Life from Cambridge University Press, UK by Hundsberger (2009).

Finally, The CBT, Simulators and E-Learning can be used for Maritime English communication training either as standalone tools or in combination with other tools that are available to extend their flexibility and effectiveness in the Iraqi MET institutes.

The third objective of the study was “To understand the barriers and lapses when creating Maritime English communication training within the Iraqi maritime sector”. The unavailability of sound and updated regulatory infrastructure for Maritime English communication training standards is identified as one key barrier to the development of a Maritime English communication in Iraqi maritime organizations. It is also noted that Maritime English communication is not included in the formal education system and maritime education has not been promoted in the past. External pressure to uplift the Maritime English communication performances, such as from international organizations and maritime officers, is basically directed to the top management. However, the impact of that pressure does not pass to the support level of employees and, hence, their commitment to improve the Maritime English communication of their on-board communication performance is minimal.

At the same time there is enough evidence to prove that the top-management’s high degree of commitment to creating Maritime English communication training exists, but that effort is not reflected in the middle level management of these companies as efforts such as maritime communication committees are not properly functioning.(IMT et al.,2011) (page 5) . It is also found that the management systems of these companies are not certified (page 78). Therefore the top management should have a holistic approach to overcome this hurdle, which is a significant barrier to developing Maritime English

communication training performance. It was also noted that non-governmental organizations, such as the Iraqi Seafarers Association – Basra, are not exerting a positive influence on the development of Maritime English communication activities.

It is also noted that the bottom-up communications of these three maritime companies are significantly poor due to the existence of a “blame culture” (page 29). This is a big barrier to improving Maritime English communication because most of the important information does not reach the top-level decision makers. The high-level of risk acceptance of employees also results in negative impacts on Maritime English communication.

However, the researcher has used five main maritime communication parameters which have been used by several researchers for many years to measure communication in maritime organizations; for example the papers of Chira-Ungureanu & Visan (2011), Pyne & Koester (2005) and Ziarati, Ziarati, Bigland & Acar (2012) have all been pointed out in the Literature Review (pages 23,26 & 39). These parameters are: Socio-Technical Dimensions, Top-Management Commitment, Employee Involvement and Empowerment, Maritime Education and Training, and Employees Attitudes and Behaviors.

Finally, considering the overall result, the researcher would like to conclude this discussion by stating that the Maritime English communication training of the maritime industry in Iraq has significantly improved in the recent past (since 2003) and at the moment it is well established. Nevertheless, there are a significant number of areas to concentrate on and improve with a view to make the MECT stronger, with special attention to the socio-technical aspects, maritime education and training in addition to the behaviors and attitudes of the Iraqi society.

6.1 Limitations of the study

The researcher has justified his criteria of this research providing various examples. However, it is obvious that there are still limitations to this study which could influence the final result. The aim of this chapter is to discuss some of these limitations which have been identified by the researcher.

There are a significant number of support level seafarers with minimum literacy levels who are handling support level jobs in the maritime industry. This type of questionnaire may not be able to capture their ideas for analysis. Due to the fact that this questionnaire was structured around six key factors to measure Maritime English communication, it has been noted that employees tend to relate most of the widespread issues to one of the above six factors, which could restrict them from coming up with their own views and ideas.

Questionnaires always tend to restrict respondents to a given framework, even when the questionnaire carries open-ended questions. The depth of answers that the respondent can then provide tends to be more-limited than in other methods such as interviewing. It is also practically difficult to set the questionnaire in a way that employees at all levels of the organizational hierarchy can provide their views with the same effectiveness. On the other hand, there is no way to measure how truthful a respondent is being.

When it comes to the Grounded Theory approach, it is said that due to the difficulties and weaknesses encountered when applying grounded theory, this methodology is still not widely used or understood by researchers in many disciplines (Allan, 2003). On the

other hand it was noted that most of the respondents tried to relate their comments to one of the 6 key topics of the questionnaire and they restricted themselves to that framework. The other important factor is people who are not strongly literate were not able to express their ideas, so their experience and perceptions are not reflected in this outcome.

Finally, this is a study that was completed in a reasonably short period of time. Therefore, the sample population is restricted to 100. If the sample size were larger, the researcher would have reached a better conclusion with much clearer trends.

6.2 Recommendations for further studies

This research has focused on a wide range of variables or parameters which possibly affect Maritime English communication training in the Iraqi maritime industry. From this study it was found that there is a major barrier regarding socio-technical factors and employees' attitudes towards maritime communication when creating Maritime English communication training in the Iraqi maritime industry. Therefore, further studies on the above two factors could help to give a clearer idea about the underlying factors behind these issues and possible countermeasures that could be made to improve the situation. It is also important to develop a reliable assessment tool to measure the above two factors that pays much closer attention to the national culture.

Finally, there were a number of opinions and criticisms concerning the lack of updated regulatory framework and lapses in formal Maritime English communication education. Therefore, it would be interesting to research whether there is an influence of these two factors on Maritime English communication development in Iraq.

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Appendix A

Definitions for Maritime English Competence

(Cole & Trenkner, 2009)

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
Band	Definition	Descriptor
9	Expert User (Senior Navigation Officers/ Senior Engineer Officers/Masters)	Has a full command of Maritime English as to safe navigation, technical ship operation, emergency management, cargo handling and administration; meets fully all the Maritime English requirements as laid down in the STCW Convention. Communicates fluently on radio complying with the Radio Regulations, is fully conversant with the IMO-SMCP and uses them flexibly when the addressee gives reason to apply them. Expert in the use of glossaries/dictionaries, and seldom needs aids when reading IMO and other documents or handling professional correspondence. Unhindered when leading meetings, even controversial ones, with other officers, crew, authorities, services and outsiders. Able to develop personal skills to include the instructions of others in the use of the English language on board.
8	Very Good User (Senior Navigation Officers/ Senior Engineer Officers/Masters)	A command of Maritime English approaching that of the expert user in safe navigation, technical ship operation, emergency management, cargo handling and some administrative tasks; meets fully the Maritime English requirements as laid down in the STCW Convention. Copes well even with demanding and complex language situations, whether in oral or printed/written form, with only rare uncertainties and minor lapses in accuracy, fluency, appropriateness and discourse which do not affect communication. Communicates fluently on radio complying with the Radio Regulations. Fully conversant with the IMO-SMCP. Gives clear and sufficient orders in all situations connected with job and rank. Able to develop personal skills to include the instruction of others in the use of the English language on board up to band 6.
7	Good User (Junior Navigation Officers/ Junior Engineer Officers) Minimum required for certification as Chief Officer	Uses Maritime English effectively but may need to take special care in complex and difficult situations; meets the Maritime English requirements as laid down in the STCW Convention. Communicates well enough on radio complying with the Radio Regulations. A few lapses in accuracy, fluency, appropriateness and discourse and in conveying or comprehending the content of a message, but communication is effective, consistent and unmistakable. Conversant with the IMO-SMCP. Can give clear and succinct orders to ratings. Understands written and spoken instructions in how to use, maintain and repair equipment. Any lack in Maritime English skills does not hinder safe ship operations. Able to draft the messages, reports and letters required for ship business occasionally using dictionaries, glossaries and/or correspondence guidelines.
6	Competent User (Junior Navigation Officers/ Junior Engineer Officers) Minimum required for certification as	Uses Maritime English with confidence in moderately difficult situations; meets basically the Maritime English requirements as laid down in the STCW Convention. Noticeable lapses in accuracy, fluency, appropriateness and discourse that may lead to difficulties in complex situations. Communication is effective on most occasions. Can communicate on radio under the supervision of senior officers applying selected standard phrases and occasionally using manuals in order to comply with the Radio Regulations. Speaks, reads and writes

YARDSTICK OF MARITIME ENGLISH COMPETENCE FOR SHIPS OFFICERS		
Band	Definition	Descriptor
	OOW/EOW	Maritime English sufficiently well for ship operations. Is familiar with the IMO-SMCP. Competent use of language in giving and executing orders. Able to respond competently in emergencies. Able to comprehend nautical/engineering publications. Able to write up logbook without causing misunderstandings.
5	Effective User (Assistant Navigation Officers/Assistant Engineer Officers)	Uses the language independently and effectively in all familiar and moderately difficult situations. Can read and pronounce the IMO-SMCP applicable to the working sphere. Frequent lapses in accuracy, fluency, appropriateness and discourse, but usually succeeds in communicating. Basically abilities as at band 6 but permitted to act only under constant supervision. Effective use of Maritime English in giving and carrying out orders.
4	Modest User	Uses basic range of Maritime English, sufficient for familiar and non-pressure situations. Many lapses in accuracy, fluency, appropriateness and discourse that restrict continual communication so that frequent efforts and guidance are needed to ensure that the communicative intention is achieved. Renders the minimum level required to follow specialist instruction in Maritime English using the IMO-SMCP. Able to ask and answer basic questions referring to the vessel, its cargo, equipment and machinery. Can pass on distress/urgency and safety messages and ask for assistance in cases of emergency using the relevant IMO-SMCP.
3	Limited User	Can communicate using sentences and questions. Problems in accuracy, fluency, appropriateness and discourse so that communication frequently breaks down or is difficult to maintain. Understands and executes orders from the IMO-SMCP for basic shipboard needs such as general emergency drills, person over board, and standard wheel/engine orders. Can speak about basic duties on board.
2	Intermittent User	Uses a very limited range of Maritime English. Adequate for basic needs and simple situations. Able to verbalize and understand such items as names and ranks, ship's name and certain specifications of the vessel and/or its machinery. Can look up basic phrases from the IMO-SMCP but uses them inflexibly. Can ask for help and assist officers directing passengers in different situations, particularly in cases of drills or emergencies.
1	Non User	Uses a few words or phrases such as common greetings. Capacity limited to elementary listening and reading skills. Recognizes notices and signs within the working sphere but has difficulty in interpreting the information into action. At the lowest level, recognizes which language is being used. Should not be admitted as Navigation Officer Cadet/Engineer Officer Cadet without prior pre-sea Maritime English training.

Appendix B

Survey questionnaire-(English language)

General Information

1. How old are you? 25-30 31-40 41-50
 above 50
2. Mother company? GCPI ISCMT IOTC
3. Mother institute? Its home country?
4. Do you have sea time? How long it is?
5. Your seafarer title? Working position? shore board
-

Education qualifications

6. Your maritime academic degree? Your maritime certificates no.?
7. Language(s) of your studying?
8. Numbers of studying years before joining the maritime studying?
9. Time of English language studying at maritime institute(s)?
10. Have you studied Maritime English? If (Yes) how long?
-

Communication qualifications

11. Do you have maritime communication certificate? If (Yes) what it is?
12. Do you have SMCP training certificate? If (Yes) are you communicating with SCMP?
13. Do you have English language writing skills? If (Yes) are you using it with GMDSS?
14. Do you know CBT of maritime communication? If (Yes) do you use it?

15. Did you have any communication simulator training? If (Yes) where?
When?

(B-1E)

Thank you for your time & help to our research...

Survey & Questioner on Maritime English Communication in Iraqi Maritime Organizations

Research topic: The Impact of Maritime English Communication Training
for Non-Native English Language Speakers concerning the Competency of
Seafarers

-Iraqi Maritime Sector case study-

1. Evolution of maritime English communication at maritime industry in Iraq

1.1	Do you think that the maritime English communication has been improved in last 10 years?	Yes	No
	If Yes; which of the below area(s) has been improved? (Please mark it with X)		
	Using of maritime communication equipment.		
	Procedures, policies and other communication related documentation.		
	Employee's work pattern.		
	Employee's knowledge on maritime English and communication.		
	Top management commitment.		
	Employees' commitment.		
	International support.		
	If any other reason, please specify?		

1.2	If Yes; according to your understanding, what are the factors that influenced these changes? (Please mark it with X)	
	Changing in top management.	
	Increasing external pressure (national, public & institutional).	
	International demands (maritime conventions & codes).	
	Changing in national laws.	
	Employees' knowledge.	
	Demand of shipping trade.	
	If any other reason, please specify?	
	If No; could you give any reasons?	

Scale

Scale	1	2	3	4	5
	Extremely poor	Poor	Moderate	Good	Excellent

1.3	How would you rate the employees' competency at present with past; in relation to commit their communication in clear Maritime English?	1	2	3	4	5
1.4	How would you rate the evolution of employees' attitude towards maritime English communication over a period of time?	1	2	3	4	5
1.5	How would you rate the evolution of management's attitude towards maritime English communication over a period of time?	1	2	3	4	5
1.6	In your understanding, what are the major social and/or cultural factors that influenced the changes in maritime English communication? if any examples, please name it?					

(B-2E)

2. Socio-technical dimensions:

2.1	How would you rate your attitudes towards communication in your daily life?	1	2	3	4	5
2.2	How many times have you been charged / fined for breaking traffic rules?					
2.3	How would you rate the level of occupational communication by English language knowledge you gained through formal education or training programmes before joining maritime studying?	1	2	3	4	5
2.4	According to your perception, how is the academic background of your parents?	1	2	3	4	5
2.5	How would you rate your family income level before you joined your maritime company?	1	2	3	4	5
2.6	What were your academic and technical qualifications at the time of recruitment?	Secondary school	High school T.H. school	HND / BSc Degree		
2.7	How would you rate your commitment to improve your job related skills and knowledge?	1	2	3	4	5
2.8	According to your understanding, what is the most important socio-technical factor (s) which could influence one's social communicating behavior?					

(B-3E)

3. Top management commitment:

3.1	Do you think that the present top management is committed enough to create maritime English communication in the company?			Yes	No	
3.2	How do you rate the allocation of money / resources by the top management for the maritime English communication improvement?	1	2	3	4	5
3.3	How would you rate the workplace tidiness and housekeeping?	1	2	3	4	5
3.4	How would you rate the status and credibility of maritime communication officer / manager?	1	2	3	4	5
3.5	How would you rate the effectiveness of maritime English communication in your company?	1	2	3	4	5
3.6	According to your understanding, what is the most important role of the top management to create maritime English communication training at your company?					

(B-4E)

4. Employee involvement and Empowerment:

4.1	Do you think that the employees are adequately involved in solving maritime English communication related issues?				Yes	No
4.2	How would you rate the employee's empowerment in maritime communication related decision making?	1	2	3	4	5
4.3	How would you rate the pre-planning and communication related instructions you received before you attend to your work on board?	1	2	3	4	5
4.4	How would you estimate your knowledge and skill levels to commit maritime English communication?	1	2	3	4	5
4.5	Do you know your responsibility assigned by the company with regard to maritime communication on board?				Yes	No
4.5.a	If Yes; How best are you fulfilling those assigned responsibilities?	1	2	3	4	5
4.5.b	If No; what are the strategies that the company should adopt to get more support and involvement of the employees in company and on board?					
4.6	According to your understanding, do you think that the Iraqi maritime associations exerting positive influence in creating maritime English communication knowledge in the Iraqi maritime companies?				Yes	No
4.6.a	If Yes; please, rate that influence:	1	2	3	4	5
4.6.b	If No; how does it make negative influence?					

(B-5E)

5. Maritime Education and Training:

5.1	Do you think all seafarers must have good education and training in maritime English communication?	Yes	No			
5.2	Do you think that you have good knowledge in maritime English communication?	Yes	No			
5.3	How do you rate your background knowledge in maritime English communication?	1	2	3	4	5
5.4	How/where did you acquire your maritime English communication background knowledge? (please mark it with X)					
	Studying at maritime education and training institutes.					
	Consulting maritime technical teachers (navigation, engineering...etc.)					
	Utilizing maritime literature (IMO documents, internet...etc.)					
	Attending maritime English communication training courses					
	By Computer Based Training CBT and Simulator training					
5.5	Does your company have its own maritime training center?	Yes	No			
5.5.a	If Yes; what type of maritime education and training resources that used for maritime English communication training? (please mark it with X)					
	Integrate simulator and modern CBT programmes					
	Maritime English communication training courses					
	Specialized teachers in maritime English teaching					
	SMCP training courses					
	GMDSS training courses					
	Familiarization programmes					

5.6	According to your understanding, what are the main requirements for maritime English communication training in your company?
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(B-6E)

6. Attitudes and Behaviors:

6.1	Do you think you are taking risks while communicating on board (e.g. without using IMO SMCP)?	Yes	No			
6.1.a	What are the reasons for taking such risks? (please mark it with X)					
	Work pressure from the officer /engineer whom in charge.					
	To finish the job early and enjoy the remaining time.					
	To satisfy the company by meeting time target (without pressure from superior)					
	As a practice, this is the way I have been doing for many years.					
	For convenience/pride.					
	Lack of knowledge about the possible negative consequences.					
6.1.b	If due to other reasons please specify?					
6.2	Do you think that you are doing your best to communicate in better way with others on same vessel and other vessels?	Yes	No			
6.2.a	If Yes; please give an example: If No; please give reasons:					
6.3	How would you rate the flexibility of organizational and practices when dealing with maritime English communication relating issues?	1	2	3	4	5
6.4	How do you rate your attitude towards losing maritime communication on board?	1	2	3	4	5
6.5	How would you rate the influence of peer pressure to prevent unsafe maritime	1	2	3	4	5

	communication practices?					
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(B-7E)

Thank you for your time & help to our research...

Appendix C

Survey questionnaire-(Arabic language)

معلومات عامة:

- 1.العمر: 30-25* سنة 40-31* سنة 50-41* سنة أكبر من 51 سنة
- 2.الشركة التي تعمل فيها: *الموانئ *النقل البحري *ناقلات النفط
- 3.جهة الدراسة البحرية: موقعها وبلد الدراسة:
- 4.هل لديك خدمة بحرية؟ مدة الخدمة البحرية على البواخر:
- 5.درجتك البحرية: مكان العمل: *اليابسة *البواخر

المؤهلات الدراسية:

- 6.شهادتك البحرية: عدد الشهادات الحتمية والأهلية التي تحملها
- 7.لغة أو لغات الدراسة البحرية:
- 8.عدد سنوات الدراسة التي سبقت دراستك البحرية:
- 9.مدة دراسة اللغة الأنكليزية خلال دراستك البحرية:
- 10.هل درست الأنكليزية البحرية؟ إذا كانت الأجابة (نعم) كم كانت فترة الدراسة؟

مؤهلات الاتصالات البحرية:

- 11.هل لديك شهادات في الاتصالات البحرية؟ إذا كانت الأجابة (نعم) ماهي؟
- 12.هل لديك شهادة تدريب على العبارات البحرية القياسية للاتصالات؟ هل تخدم هذه العبارات للاتصال؟
- 13.هل لديك مهارات الكتابة باللغة الأنكليزية؟ إذا (نعم) هل تستخدمها حين تتصل بنظام الأستغاثة العالمي؟
- 14.هل تعرف أنظمة التدريب بالحاسوب؟ إذا (نعم) هل تستخدمها لتحسين مهاراتك البحرية؟
- 15.هل تدربت على الاتصالات بواسطة المشبهات التدريبية؟ إذا (نعم) أين؟ ومتى؟

أستبيانات لمسح وتقييم الاتصالات بواسطة اللغة الأنكليزية البحرية في المؤسسات البحرية العراقية

عنوان البحث: تأثيرات التدريب على الاتصالات باللغة الأنكليزية البحرية لغير الناطقين باللغة
الأنكليزية على الكفاءة الوظيفية للطواقم البحرية

-دراسة واقع القطاع البحري العراقي-

1.تقييم الاتصالات بالأنكليزية البحرية في الشركات البحرية العراقية

لا	نعم	1.1 هل تعتقد أن الاتصالات بالأنكليزية البحرية قد تطورت خلال العشرة سنوات الأخيرة؟
		إذا نعم ، في أي من المجالات أدناه قد حصل التطور؟ (ضع إشارة × أمام الأختيارات المطلوبة)
		أستخدام معدات الاتصالات البحرية .
		الأجراءات، السياسات وأساليب التوثيق المتعلقة بالاتصالات .
		أنماط عمل الموظفين .
		معرفة الموظفين بالاتصالات والأنكليزية البحرية .
		التزامات الإدارة العليا
		التزامات الموظفين
		الدعم الدولي
		إذا كان اي سبب آخر، الرجاء ذكره أدناه؟

	<p>2.1 إذا نعم ، أسناداً الى تفهمك للموضوع، ماهي العوامل المؤثرة عل هذه التغييرات؟ (ضع إشارة × أمام الأختيارات المطلوبة)</p>	
	<p>تغير في الإدارة العليا.</p>	
	<p>زيادة الضغوطات الخارجية (الوطنية، الشعبية والمؤسسية).</p>	
	<p>الاستحقاقات الدولية (الاتفاقيات واللوائح البحرية).</p>	
	<p>تغيرات في القوانين الوطنية.</p>	
	<p>خبرات الموظفين.</p>	
	<p>المتطلبات التجارية للشحن البحري.</p>	
	<p>إذا كان سبب آخر، الرجاء تحديده؟</p>	
	<p>إذا لا ، هل لك أن تعطي الأسباب لذلك؟</p>	

ضعيف للغاية	ضعيف	متوسط	جيد	ممتاز
1	2	3	4	5

1	2	3	4	5	3.1	كم ستعطي درجة لتقييم كفاءة الطواقم الحالية مقارنة بالطواقم السابقة فيما يتعلق بأجراء الاتصالات بلغة إنكليزية بحرية واضحة؟
1	2	3	4	5	4.1	كم ستعطي درجة لتقييم التطور الذي حققته الطواقم في مجال الاتصالات بالإنكليزية البحرية خلال هذه الفترة من الزمن؟
1	2	3	4	5	5.1	كم ستعطي درجة لتقييم التطور الذي أحرزته الإدارة في مجال الاتصالات بالإنكليزية البحرية خلال هذه الفترة من الزمن؟
6.1						من خلال أطلاعك على الموضوع، ماهي أهم العوامل الاجتماعية والثقافية المؤثرة على التغيرات الحاصلة في الاتصالات الإنكليزية البحرية؟ إذا كانت هناك أمثلة، الرجاء ذكرها أدناه؟

(B-2A)

2. الأبعاد الاجتماعية – التقنية

1	2	3	4	5	هل لك أن تقيم أهمية ماتمثلة الاتصالات لك في حياتك اليومية؟	1.2
كم مرة حصلت على غرامة لمخالفتك أشارات المرور؟						2.2
1	2	3	4	5	هل لك أن تقيم المعرفة التي أحرزتها بالتواصل عبر اللغة الأنكليزية من خلال تعليمك الرسمي والبرامج التدريبية قبل أنضمامك للدراسة البحرية؟	2.3
1	2	3	4	5	أستناداً لتوقعك، هل لك أن تقيم الخلفية الأكاديمية لوالديك؟	2.4
1	2	3	4	5	هل لك أن تقيم دخل عائلتك قبل أنضمامك للعمل في شركتك البحرية؟	2.5
الجامعية البكالوريوس او الدبلوم		الدراسة الأعدادية بفروعها		الدراسة المتوسطة	ماهي مؤهلاتك (الدراسية) الأكاديمية والفنية (المهارية) التي سبقت أضمامك للعمل البحري؟	2.6
1	2	3	4	5	كيف تقيم التزامك بتطوير عملك من تحسين مهاراتك ومعرفتك؟	2.7
من خلال تفهمك، ما هي العوامل الاجتماعية-التقنية الأكثر أهمية التي تؤثر على سلوك التواصل الاجتماعي للشخص؟						2.8

(B-3A)

3.التزامات الإدارة العليا

لا	نعم	هل تعقد أن الإدارة الحالية ملتزمة بما يكفي لإنشاء اتصالات بالبحرية الأنكليزية في شركتك؟			1.3	
1	2	3	4	5	كيف تقييم تخصيص الأموال والموارد من قبل الإدارة العليا لتطوير الاتصالات البحرية باللغة الأنكليزية؟	2.3
1	2	3	4	5	كيف تقييم الميول للقيام بأعمال الترتيب والتنظيف في مكان عملك؟	3.3
1	2	3	4	5	كيف تقييم حالة الاعتمادية (الوثقية لإنجاز العمل) المتوفرة في الضابط أو المدير المسؤول عن الاتصالات البحرية في باخرتك أو شركتك؟	4.3
1	2	3	4	5	كيف تقييم مستوى الفعالية للاتصالات البحرية بالأنكليزية في شركتك؟	5.3
أستناداً لتفهمك، ما هو الدور الأكثر أهمية والذي يمكن للإدارة العليا القيام به لإنشاء التدريب الخاص بالاتصالات باللغة الأنكليزية البحرية في شركتك؟					6.3	

(B-4A)

4. دور وصلاحيات الموظفين

لا	نعم	هل تعتقد بأن الموظفين منخرطين فعلاً في حل القضايا المتعلقة بالاتصالات البحرية باللغة الأنكليزية؟			1.4	
1	2	3	4	5	كيف تقييم صلاحيات الموظفين الخاصة بصنع القرار المتعلق بالاتصالات البحرية؟	2.4
1	2	3	4	5	كيف تقييم نشاطات التخطيط المسبق والاتصالات الخاصة بالتوجهيات التي تتلاقها قبل التحاقك للعمل على سطح الباخرة؟	3.4
1	2	3	4	5	كيف تقييم مستوى مهارتك ومعرفتك للقيام بالاتصالات البحرية باللغة الأنكليزية؟	4.4
لا	نعم	هل تعرف المسؤولية المعينة لك من قبل شركتك فيما يخص الاتصالات البحرية على سطح الباخرة؟			5.4	
1	2	3	4	5	إذا نعم ، ما هو تقييمك لأدائك لهذه الواجبات (المسؤوليات)؟	أ.5.4
أذا لا ، ماهي الاستراتيجيات التي على الشركة تبنيها للحصول دور وأسناد أكبر من قبل الموظفين في الشركة وعلى البواخر؟					ب.5.4	
لا	نعم	أستناداً لتفهمك، هل تعتقد بأن المنظمات والجمعيات البحرية العراقية (غير الحكومية) تقوم بدور إيجابي في أستحداث المعرفة بالاتصالات البحرية بالأنكليزية في الشركات البحرية العراقية؟			6.4	
1	2	3	4	5	إذا نعم ، قويم هذا الدور (التأثير)؟	أ.6.4
أذا لا ، ما هو السبب الذي يجعل هذا الدور (التأثير) سلبياً؟					ب.6.4	

(B-5A)

5. التعليم والتدريب البحري

لا	نعم	هل تعتقد أنه يجب أن تحصل جميع الطواقم البحرية على مستوى جيد من التعليم والتدريب في مجال الاتصالات باللغة الأنكليزية البحرية؟			1.5	
لا	نعم	هل تعتقد بأنك تتمتع بمعرفة واسعة في مجال الاتصالات باللغة الأنكليزية البحرية؟			2.5	
1	2	3	4	5	كيف تقيم خلفيتك المعرفية بالاتصالات البحرية باللغة الأنكليزية؟	3.5
كيف وأين حزت على خلفيتك المعرفية بالاتصالات باللغة الأنكليزية البحرية؟ (ضع إشارة × أمام الأختيارات المطلوبة)					4.5	
الدراسة في المعاهد والمؤسسات الخاصة بالتعليم والتدريب البحري.						
استشارة التدريسين الفنيين البحريين (بأختصاصات الملاحة والهندسة البحرية).						
الأطلاع والتصفح للكتابات البحرية (وثائق المنظمة الدولية البحرية، الأنترنت... الخ).						
الأشتراك في الدورات التدريبية الخاصة بالاتصالات البحرية باللغة الأنكليزية.						
التدريب بواسطة برامج الحاسوب التخصصية وأنظمة المدرجات التشبيئية.						
لا	نعم	هل تمتلك شركتك مركز تدريبي خاص بها؟			5.5	
إذا نعم ، ماهي أنواع وسائل التعليم والتدريب البحري المستخدمة في التدريب على الاتصالات باللغة الأنكليزية البحرية؟ (ضع إشارة × أمام الأختيارات المطلوبة)					1.5.5	
منظومة تدريب تشبيهي متكاملة وبرامج تدريب حديثة بواسطة الحاسوب.						
دورات تدريبية في مجال الاتصالات البحرية باللغة الأنكليزية.						
أساتذة مختصين في تدريس اللغة الأنكليزية البحرية.						
دورات تدريبية في العبارات القياسية المستخدمة في الاتصالات البحرية.						
دورات تدريبية في نظام الأستغاثة العالمي.						
برامج التآلف التدريبية على سطح البواخر.						
أستناداً لتفهمك، ماهي المتطلبات الرئيسية للتدريب على الاتصالات البحرية باللغة الأنكليزية في شركتك؟					6.5	

6. المواقف والسلوكيات

لا	نعم	هل تعتقد أنك تقوم بمخاطر حينما تقوم بالاتصال وانت على سطح الباخرة (مثلاً بدون استخدام العبارات البحرية القياسية للاتصالات)؟	1.6			
		ما هي الأسباب التي تدفعك للقيام بهذه المخاطرة؟ (ضع إشارة × أمام الاختيارات المطلوبة)	1.6 أ			
		ضغط العمل الذي يسببه الضابط / المهندس المسؤول عن الخفارة على الباخرة.				
		لأنهاء العمل مبكراً والتمتع بالوقت المتبقي.				
		لأرضاء الشركة عبر الالتزام بالتوقيات المطلوبة (دون التعرض للضغط من المشرفين أو الإدارة).				
		كأجراء متبع، إذ هذه هي الطريقة التي أقوم بها بإنجاز ذلك منذ عدة سنوات.				
		للشعور بالرضا / التفاخر.				
		لقلة المعرفة (الأدراك) بالنتائج السلبية المترتبة على ذلك.				
		إذا كانت هنالك أسباب أخرى، أذكرها؟	1.6 ب			
لا	نعم	هل تعتقد بأنك تبذل أفضل ما لديك للتواصل بصورة أفضل مع الآخرين سواء على نفس الباخرة أو البواخر الأخرى؟	2.6			
		إذا نعم ، أعطي مثلاً على ذلك:	2.6 أ			
		إذا لا ، أعطي مثلاً على ذلك:				
1	2	3	4	5	كيف تقييم مرونة التنظيم والإجراءات التي تتعلق بالاتصالات البحرية بالإنكليزية؟	3.6
1	2	3	4	5	كيف تقييم حالة فقدان (انقطاع) الاتصالات البحرية على سطح الباخرة؟	4.6
1	2	3	4	5	كيف تقييم حالة الضغط الناجم عن تجنب ممارسة الاتصالات البحرية غير السليمة؟	5.6

(B-7A)

نشكركم لوقتكم ولمساهمتم في هذا البحث...