

**TO THE PROBLEMS OF CREATING POSITIVE LEARNING ENVIRONMENT IN DE TEACHING MARITIME ENGLISH OF NON-NATIVE SPEAKERS ON UNIFIED COMMUNICATIVE PLATFORM**

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**INTRODUCTION**

The goals of our teaching in distant learning mode (synchronous and asynchronous) are the following:

- the process of implementing the latest modern IT in English language (EL) teaching process;
- the process of adapting the cadets or present seafarers to the creative approach in learning process, responsible attitude to their self-studies;
- affording possibility of choosing the individual cadets' curriculum of studies, etc.

Our aim in distant mode of teaching – learning progression – from experimental to expository.

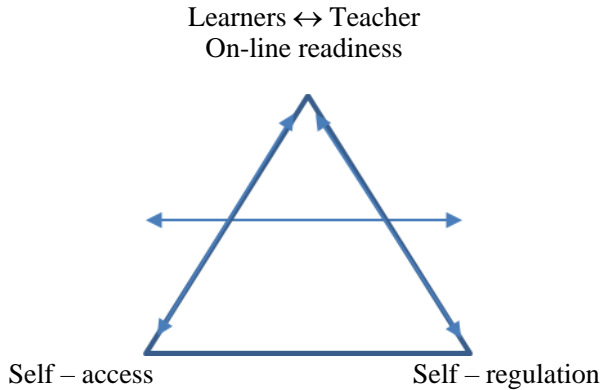
In our scientific investigation, we keep to the idea of creating integrated information environment of virtual simulation/training complex.

The research of the article is aimed at substantiating common methodological aspects of on-line balanced with off-line teaching Maritime English (ME) to seafarers all over the world. These aspects concern linguistic, neurolinguistics and psychological characteristics of the trainees – non-native speakers who may study ME through IT ME Unifies Communication Platform (UCP) for seafarers or in the classroom with virtual or real present trainer which overlapping. The article contains working hypothesis as for linguistic modelling of ME teaching process to the students, non-native speakers.

**1. Distinctive features of DE mode of teaching process through mechanism of teachers' – learners' online readiness, self-access and self-regulation.**

In the previous publication we approached the positions connected with the formations of collective thinking through the connectivism strategy in distant learning education. In particular, it concerns linguistic education for special purposes.

In conditions of Covid and post Covid situation in the world and war actions against our country, taking into account all difficulties of connectivity among group of learners and their teacher or instructor we can come to three elements of the triangle which can make possible the standardization of the Distance education (DE) teaching – learning process. To my mind, it can be presented as follows:



**Fig. 1**

Let's come to the contents of these elements. Coming from the principles of applied linguistics, we can interpret the online readiness of learners ↔ teacher as multidimensional one consisting of:

1. contextual and language integrated learning – teaching readiness;
2. discourse learning-teaching readiness;
3. learners' autonomy;
4. multilingualism at the workplace;
5. standardization of language education;
6. tasks complexity and learners' abilities for their solving. <sup>1</sup>

Self-access supposes, in our mind, and coming from the research<sup>2</sup> focus on addressing issues and convenience, additional flexibility of learners-teacher. One of the general categories of blends, as defined, transforming blends imply natural pedagogical transformations when

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<sup>1</sup> Davies A. An Introduction to applied linguistics. Edinburgh University Press, 2007, P.78.

<sup>2</sup> Graham C.B. Blended learning systems: Definition, current trends and future directions.in Bonk C. J. and Graham C. R. The Handbook of blended learning: Global perspectives. 2006, P.6.

«learners – receivers» of information have all conditions to integrate into «learners’ activity construing» their knowledge through dynamic interactions within the conditions of collective learning: aspects of access<sup>3</sup> are mental, material, skills and usage ones. In our previous publication we have agreed with the author of E-learning methodologies<sup>4</sup> that e-learning will be efficient in developing learners’ cognitive/procedural skills, interpersonal and psychomotor skills of learners.

Self-regulation refers to the degree to which learners can regulate aspects of their thinking, motivation, and behavior during learning. We agree with D. J. Nicol<sup>5</sup> in the affirmation that intelligent self-regulation requires the students to have in their minds some learning goals to be achieved against which their learning performance can be compared and assessed. When outlining elements of the proposed triangle there arise the core questions to be answered to interlink the justifiable connections of learner – teacher’ on-line readiness, on-line access, and their self-regulation. In our research, we follow the scientific assumptions of the scientists<sup>6</sup> in answering the following questions:

1. Under what pedagogical circumstances and with what mix of media is the transformation of courses and programs to DE justified?

2. Is interactive standardized DE effective in terms of students’ achievements, attitudes and their knowledge retention as counterparty classroom based one?

3. What is the nature and extent of variability of findings in DE, in particular linguistic education for special purposes?

4. How do conditions of synchronicity and a synchronicity moderate the overall results?

5. What conditions contribute to more effective DE as compared to classroom instructions?

6. To what extent do media features and pedagogical features moderate the influences of DE on student learning?

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<sup>3</sup> Dray B.J., Lowenthal M.J., Miszkiewicz, Marczyński. Developing an instrument to assess student readiness for on-line learning: validation study. *Distance Education*. Vol.32, 2011, Issue 1, P. 29-30. URL: <http://doi.org/10.1080/01587919>.

<sup>4</sup> E-learning methodologies. A guide for designing and developing e-learning courses. Rome, 2011, P. 8.

<sup>5</sup> Nicol D. Laying a foundation for life-long learning: Case-studies of e-assessment in large 1<sup>st</sup>-year classes, 2007, P. 2. URL: <https://doi.org/10.1111/j.1467-8535.2006.00657.x>

<sup>6</sup> Bernard R.M., Abrami P.C., Lou Y, Borokhovskiy E. How does distance education compare for classroom instruction? A Meta-Analysis of the Empirical Literature in Review of educational research 74(3), 2004, P. 379– 439. DOI: 10.3102/00346543074003379.

Trying to answer these questions we should have covered a comprehensive list of segments of pedagogical conceptual theory that is not possible in one publication. Coming from our practical experience we would like to approach the possible solutions to these questions choosing the most demanding and sustainable sub-questions for the actual moment. And we'd like to combine and unite the strategy of DE teaching not only for native students but for foreign, for example Chinese also. It seems really almost impossible as we come across different phonological order, phonetic peculiarities of learners of different nationalities, different compositional structure of native languages, stylistic organization of speech – native and English language (EL) as secondary language, formal and informal cultural peculiarities of addressing issues, different organizations of social and learning communities and so on.

The first question concerns the proportion reasonable for on-line and off-line teaching not so from technical but from pedagogical point of view and what mix of media will be possible to involve in the DE mode of teaching-learning process, in our case higher linguistic education for special purposes, effectively. The strongest arguments here, as for my opinion are given in the theory of applied linguistics.<sup>7</sup> The teaching consortium of each educational establishment coming from the educational profile of the specialists, they are preparing, shall first clearly outline:

1. the status and the concept of future specialists proficiency to be achieved;
2. the structure of their graduates' language abilities;
3. the most possible natural order of language acquisition by their students.

For example, we teach future seafarers, navigators in Maritime Academy, the operational chart of future navigators' activity and operational code of their actions implies highlighted status and concept of their language proficiency as at advanced and upper intermediate levels.

The structure of language ability ,or better to say abilities of the graduates of this profile educational establishment correlates and will be based on the extent of these graduates' consciousness in metalinguistics reflecting abilities upon sublanguage they have been taught. These learners' abilities are vividly implemented and activated through and in their cognitive skills in four types of languages activities – reading, writing, speaking and listening processed in the order of their validity for these very specialty of the graduates. And here another part of the question concerning when and with what mix of the media, the transformation of

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<sup>7</sup> Davies A. An introduction to Applied Linguistics. Edinburgh University Press, 2007, P. 85.

courses and programs to DE is justified. I think, no definite answer will complete this question. The main purpose is creating the positive learning environment as for many participants as possible. And this process will never be balanced up to the perfection. We, as teachers, deal with «fragile» human material and very «fragile» human connectivity through many reasons. We cannot always achieve homogeneity of participants. That happens because different levels of language acquisition, different national articulation peculiarities – phonological, phonetic, semantic and stylistic, different characteristics of national style of cultural behavior and adequately different kinds of neuro-systems of learners. Again, refer to the topic of formation of collective learning coming through the theory of connectivism.<sup>8</sup> There, I've kept to the ideas that organizing DE is first of all creating understanding of the targets of the teaching process through learners' deep thinking initiated by the teacher/tutor's ability to distribute connections across a network. Networks are neither comprised fully of digitally enabled communication media, nor are exclusively based on neurological brain-based mechanisms. The networks to which<sup>9</sup>referring are the relationship between «internal and external» physical environments. In order to justify «switching» the existing program or course from classroom teaching-learning to DE one, the academic staff/every academician in particular should take part in modelling this part of blended teaching process for this very media, participants of DE.

For example, I'd like to organize DE of ME teaching for the Ukrainian cadets of our Maritime Academy and Chinese cadets of Maritime college of Shanghai University in the midterm period, 3<sup>rd</sup> – 4<sup>th</sup> years of their studies. We do not need to unify our syllabus for Ukrainian and Chinese maritime cadets, for example, navigation, as International Maritime Organization (IMO) has adopted and strongly recommended to all international maritime establishments in the world IMO model course 3.17 for navigators, 2<sup>nd</sup>, 3<sup>rd</sup> and chief mates to implement in their linguistic education. It is based on their future professional operational chart and operational code of their activities. But it is only the top of the «iceberg» – modelling of their teaching-learning process, especially if it concerns blended teaching, DE teaching – learning of students/cadets of different nationalities, with almost different mentality and phonological process in their metalanguage learning process. Covering its contextualized basis effectively with students/cadets from different parts of the world and

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<sup>8</sup> Downes S. Learning networks and connective knowledge: Instructional technology forum, Paper 92. P.130 URL: [http://it.coe.uga.edu/it\\_forum/paper\\_92.html](http://it.coe.uga.edu/it_forum/paper_92.html)

<sup>9</sup> Downes S. An introduction to connective knowledge. P. 11 URL: <https://www.downes.ca/cgi-bin/page.cgi?post=33034>

creating positive learning environment for as many of them as possible becomes as we consider, real after the deep analytical review of the updated «learning field», including:

1. number of interlocutors;
2. their immediate readiness to be code-switched from sub-language of speciality to another;
3. their average cumulative language and sub-language levels at the moment;
4. possible social-emotional climate in the virtual classroom;
5. their possible linguistic behavioral mode of linguistic activities.
6. coming from this, their activity of in-depth reflection of the chain of predicted ideas presented by the teacher/tutor in the form of combination of sounds, words; collocations, sentences-modified utterances, contoured lexically, semantically, stylistically within the framework of the studied sub-language at the very definite stage of its teaching-learning. This review if partially based on the research<sup>10</sup> should include:

1. Extensive data analysis which implies possibility to access learners' demonstration of linguistics units, volume, speed rate, (real time language events per second, per minute), their variety, variability/changing meaning and velocity satisfactory/, high quality and accuracy.

2. Content analysis should be carried by the teacher before or at first «signal meetings» with his learning media. It can be done by quantifying and analyzing spontaneous or steady occurrence of meanings and relationships of words, phrases and concepts, manually or using computer-assisted techniques to achieve vivid inferences and contextualized interpretations of the possibility of effective lexicological, semantic, phonological and grammatical coverage of the speciality oriented blocked or segmented teaching– learning massif programmed to be studied at this very time period of the teaching process.

3. Conversation analysis concerns an approach used for analysing both logical verbal and non-verbal professional activities interactions of so-called linguistically oriented future specialists.

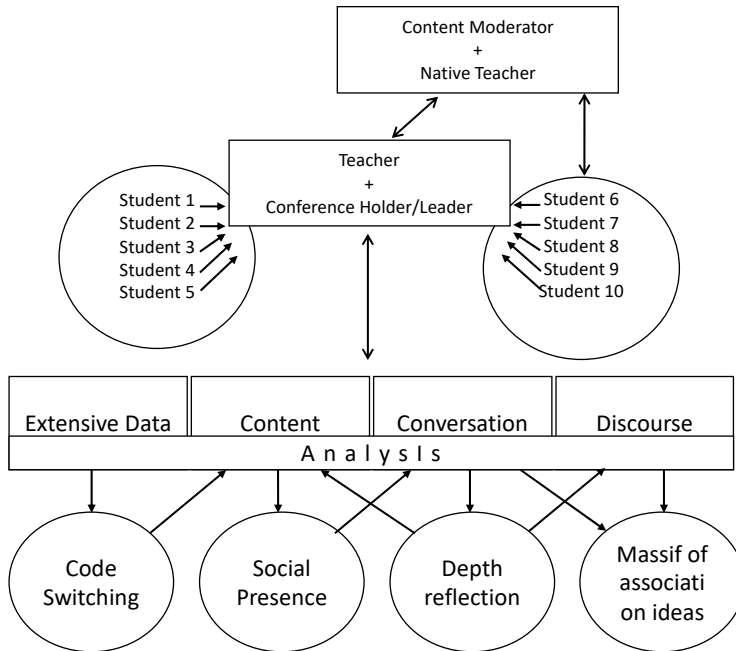
In this context we should consider out also teacher– learner interaction. It will give us an effective diagnostic tool for analysing social emotional climate in the virtual classroom.

4. Discourse analysis relates to studies of the possibility through the DE interaction with learners to initiate from the natural occurrence of sub–language use beyond the sentence boundary.

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<sup>10</sup> Nimehchisalem V. Exploring research methods in language learning-teaching studies. In *Advances in language and literary studies*. 2003, P.3 URL: [www.all.s.aiac.org.au](http://www.all.s.aiac.org.au)

So having accomplished with collecting the data from the above mentioned kinds of analysis, we are one more step approaching creation of positive learning environment for students of different nationalities on one communicative platform. In order to construct the teaching model of DE interaction with them I have tried to interlink this data into the following scheme.



**Fig. 2**

**2. Assimilation of different language matrix systems through code switching to the image system of the language being taught.**

All elements of the proposed scheme, as we assume, are closely connected. They should be thoroughly substantiated as coming from one another. This will allow us to explain the understanding of transition successfully from evaluating pedagogical circumstances of justifiable courses and programs transformation into DE learning to effectiveness of interactive DE education as counterpartying classroom-based one. This question specified at the beginning of the article should be considered out in the terms of students/cadets’ achievements, attitudes, and knowledge retention. We stress on the issues position in the above given scheme that different kinds of

analyses as underground of the Conference and basis for generating the mechanism of learners' code switching, their social presence, their depth of reflection of the studied material and possibly constructed or accumulated chain of associated ideas on the basis of these material.

We would like to connect and combine learners with absolutely different systems of base or matrix languages. That is why code switching mechanism to another matrix language and sub-language is, to our mind, one of the crucial in supporting for learners' language independent memory and their social presence in our learning environment.

According to different researches<sup>11</sup> code switching is frequently defined as «unmarked choice» for multilingual speakers, constitutes a «communicative norm» and the speaker's multiple linguistic (and often also cultural) identities. We will rely on our scientific investigation on the proposed criteria:

1. Adaptation to the matrix of new language;
2. Degree of bilingualism or in our case «trilingualism» in the speech community involved.

In our teaching process especially if we involve Content Moderator – Native Chinese teacher, from four types of language mixing which obviously can't be fully avoided we refer to the overlapping spheres of bilingual borrowing, code switching, mixed languages. Potential diagnostic features for different types of language mixing as investigated are time depth, adaptation to the matrix, bilingualism, variability.<sup>12</sup> We have outlined for ourselves that such overlapping spheres for code switching, bilingual borrowing and mixed languages are adaptation to the matrix of the new/ language being taught, bilingualism; and for code switching and bilingual borrowing – variability.

The process of smooth transfer to the «image system» of the new for learners meta/sub-language may be positive, in our opinion, if adaptation to its matrix, bilingualism and variability be balanced and symmetrical as much as possible.

**How to reach the task?** Maybe by being fully aware of differences in verbal systems of first/native and secondary/being taught languages, phonetic barriers, semantic and syntax priming technique.

The question of possibility of combining collective efforts and collective thinking of different non-native speakers in DE process of new language standardization will be positively solved by the Teacher-

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<sup>11</sup> Myers-Scotton, C. Social Motivation for Codeswitching: Evidence from Africa in Cambridge Handbook of Sociolinguistics, in Cambridge University Press, 2011, P. 285.

<sup>12</sup> Gumperz, John and Levinson, Stephen C. Rethinking Linguistic Relativity, in Cambridge Handbook of Sociolinguistics. Cambridge University Press. 2011, P. 125.



Conference Holder supported by the Content Moderator – native teacher who got the above-mentioned techniques awareness. Before presenting some of our findings in DE linguistic education of future seafarers with reference to this issue we still wonder about the terms of our students' achievements, attitudes and their knowledge retention as counterparty classroom-based adequate education. Here psychological aspect of any activity, especially DE educational one, should be enforced to make educational connectivity distance shorter between teacher and learners.

**How to achieve it – virtually and realistically?** I would like to apply to some ideas of Dr. G Murphy<sup>13</sup> who considered out the Decree Method in forming the matrix of learners' conscious and subconscious mind activities in new language / language being taught by them as success and achievements. Dr. J. Murphy research is dedicated to control motivation and combining the efforts of subconscious and conscious mind of a person in any kind of his activities. And we would attempt to transfer his research ideas to modelling DE teaching– learning process of our possible media, not homogenous, what is the difference degree of learners' subconscious and conscious minds domination. We are absolutely sure that the force of so-called heterosuggestion («mind persuasion»), these terms meant teaching activities, depends on tuning the habitual thinking of learners which very sensitive to the conscious thoughts, to the effective response patterns of learners' mind (subconscious and conscious) based on the law of belief in progressing knowledge. Depending on the type of each learner as for domination of creativity or pragmatism in his mind Conference Holder twinning with Content Moderator – native teacher will need more or less time and effort to immobilize learners' attention, to intensify their mental absorption of teachers' ideas to assist learners in gathering all the necessary teaching– learning information and transferring it to their conscious minds. And the main task here for Conference Holder supported by Content Moderator is the formation of learners' ability to imagine and to enter the reality of secondary language matrix.

Balancing between assimilation and smooth transfer from native language and language being taught, as we have mentioned before requires overcoming the phonetic barriers. In our case we mean overcoming phonetic barriers of Chinese and Ukrainian learners when adapting to EL pronunciation. What to pay attention to, learning EL are considered out by Ronald Wardhaugh.<sup>14</sup> He has accentuated the attention on linguistic variables like nasal consonants or their clusters, i.e 'ng' and 'n' in the

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<sup>13</sup> Murphy J. The power of your subconscious mind. London. 2018, P. 5-9.

<sup>14</sup> Wardhaugh R. An introduction to sociolinguistics. Blackwell Publishing, 2006, P. 135 URL: [www.blackwellpublishing.com](http://www.blackwellpublishing.com)

‘digging’, ‘clinging’, ‘towing’; back alveolic ‘r’ or fricative in ‘farm’, ‘ram’ and ‘far’, variations in pronouncing vowels in tender and deck [ə], [e], ‘accept’ and ‘cargo’ – [ə], [ɑ:]. Also, attention is concentrated on occurrence and non-occurrence of various inflected forms. (i.e. The anchor’s paid out), various aspects of the phenomenon of multiple negation, pronunciation of final consonant clusters, e. d. combination of final consonants in words test, defect and felt. Or for example, allophonic differences, as in pronunciation of ‘p’ in pin where it is aspirated and that ‘p’ in spin – not; the linguistic events when single phonological entity becomes two which is called structural split as in words meet and sea, hose and hawser, etc. So, speaking about all these discreet and non-discrete phonetic parameters of the EL, we mean those segments which form EL matrix.

The authors of the article have analysed some of the differences in articulation sounds in EL, Chinese and Ukrainian ones. Comparing sounds in EL and Chinese we have come to the following findings.

This is a list of the Mandarin 37 sounds. The sounds are given in pinyin, so you need to be aware that each letter pronunciation may vary depending on the following or preceding sound.

**B** – similar to ‘b’ in the English ‘boat’, but slightly softened to approach ‘p’ sound

**P** – similar to ‘p’ in the English ‘top’ – with more aspiration. Chinese aspirated sounds ‘p’, ‘t’, ‘k’ can be practiced using a piece of paper hanging in front of the mouth while pronouncing. This way, if the paper is slightly moved by the air flow, this means that pronunciation is correct and you have achieved aspiration.

**T** – similar to ‘t’ in the English ‘top’ – with more aspiration

**K** – similar to ‘k’ in the English ‘kiss’ – with more aspiration

**M** – same as ‘m’ in the English ‘mat’.

**F** – similar to ‘f’ in the English ‘flat’.

**D** – similar to ‘d’ in the English ‘down’ – softened to approach a ‘t’ sound.

**N** – similar to ‘n’ in the English ‘name’.

**K** – similar to ‘k’ in the English ‘kiss’ – with more aspiration.

**L** – similar to ‘l’ in the English ‘look’.

**G** – similar to ‘g’ in the English ‘go’ – softened to approach ‘k’ sound.

**H** – similar to ‘h’ in the English ‘hope’ – with a slight rasp as in ‘loch’.

The following three sounds can bring some special difficulties to non-native speakers as there no direct equivalents to these sounds in English. You can master these sounds by listening to natives’ pronunciation and practicing a lot.

**J** – similar to ‘j’ in the English ‘jeep’ – tongue is positioned below lower teeth.

**Q** – similar to ‘ch’ in the English ‘cheap’ – tongue is positioned below lower teeth – There should be also an air flow while pronouncing.

**X** – some linguistic sources state that the sound is similar to ‘sh’ in the English ‘sheep’ as tongue is positioned below lower teeth. However, ‘sh’ sound is produced by the excessive air flow while pronouncing. So, the sound is basically the ‘s’ in the ‘sea’ but with more aspiration.

**R** – similar to ‘z’ in the English ‘azure’, so it is more like ‘zhr’.

**Z** – same as ‘ds’ in the English ‘woods’.

**C** – similar to ‘ts’ in the English ‘bits’.

**S** – similar to ‘s’ in the English ‘see’, but a little bit harder.

**Zh** – similar to ‘j’ in the English ‘jam’.

**Ch** – similar to ‘ch’ in the English ‘chair’.

**Sh** – similar to ‘sh’ in the English ‘show’.

### Single finals in Chinese.

**a** [a:] a as in ‘father’

**o** [ɔ:] o as in ‘got’

**e** [ɤə] e a backward, unrounded vowel: first place the tongue between [ŋ] and [ə] to produce [ɤ], and then lower the tongue to slide to [ə] a bit like English ‘duh’, but not as ‘open’

**(ê)** [e] ê as in ‘get’

**i** [i:] yi as in ‘he’

**(-i)** [ɿ], [ɨ] i is a buzzed continuation of the consonant when it appears after these initials: z-, c-, s-, zh-, ch-, sh- and r-

**u** [u:] wu as in ‘who’

**ü** [y:] yu as in German ‘üben’ or French ‘lune’ (to get this sound, say ‘ee’ with rounded lips)

### Plural finals

**ai** [ai] ai like ‘eye’, but a bit lighter

**ui** [uei] wei like ‘way’, but a bit lighter

**ao** [au] ao like ‘cow’, the a is much more audible than o

**ou** [ou] ou as in ‘so’, ‘dough’

**iu** [iəu] you as in ‘Leo’

**ie** [ie] ye like ‘yet’

**üe** [ye] yue as pinyin ü + ê

As we also have Ukrainian cadets on the same platform, we have paid our attention to differences in articulation apparatus of Ukrainian and English languages. It should be done in order to provide smooth transfer from native to the second language/being taught. For Ukraine cadets, also to balance this process in general.

Labialization in EL occurs only with the consonant [w], but like in Ukrainian language it takes place under the affect of the labialised vowel [u], e.d winner [winə] wagon [wægən], full [ful], pull [pul].

Let's compare the systems of consonants in confronting voiced and voiceless ones.

The following consonants of Ukrainian language (UL) refer to noisy ones; they are divided into voiced and voiceless consonants. The noisy voiced consonants in Ukrainian language: [б], [д], [з], [ж], [дз], [дж], [г], [г']; the noisy voiceless consonants: [п], [ф], [т], [ц], [ш], [ц], [ч], [к], [х].

The consonants in EL are also divided into voiced – [b], [d], [g], [m], [n], [ŋ], [v], [z], [ʒ], [dʒ], [ð], [r], [j], [w], [l]; and voiceless – [p], [t], [k], [f], [θ], [s], [ʃ], [h], [tʃ].

The consonants in EL and Ukrainian language are characterised by the sound duration. In Ukrainian fricatives [дз], [дж], [ц], [ч], are the longest in sound duration i.e.

дзвін, ходжу, цікавий, чому.

In EL the longest are fricatives [tʃ], [d] i.e. choice, edge. Next the longest as for their sounding are Ukrainian consonants-noisy [ш], [ж] and in EL – [ʃ], [ʒ]. As we see the common feature for EL and Ukrainian are fricatives.

And the common fricative for both languages is [dʒ] and [дж] – (joy – бджола)

The common fricative is the voiceless [tʃ], [tʃʰ] – [ч] – (champion – чоловік).

In UL and EL vowels are characterized as labialised and non-labialised.

In UL labialised vowels are [o] and [y] and non-labialised are [i], [u], [e], [a].

From the part of views of functioning application of organs of speech, for example front-lingual consonants are classified as tooth sounds, in UL – [T], [Д], [H] and EL as alveolar ones: [t], [n] and [d].

In dependence of the height of tongue rising vowels form 3 groups:

1. vowels of high rise – in EL [i] and in UL [i], [y];
2. vowels of medium rise in EL [a], [e] and in UL – [e], [o];
3. vowels of low rise – in EL – [i]

What is different to pronouncing vowels in EL from UL vowels – they are classified as long and short.

Diphthongs which consist of two different quantitative elements as EL [ai], [au], [ei]. In UL there are no diphthongs.

The code switching will be effective for the learners in close interaction with the Conference Holder and Moderator when adapting to the matrix of EL/language being taught and creating its image system used in their

minds. It should be done taking into account the variability – semantic and stylistic – in native and language being taught.

Especially it comes from the Conference Holder twinning with the Moderator. Being conscious of semantic and stylistic differences of two or more languages functioning in this very learning environment they can facilitate the transfer process from the bilingualism in communication of teacher  $\Rightarrow$  learners  $\Rightarrow$  teacher to monolingualism as mastering language being taught. Besides surface analysing to some extent phonetic differences, in this case – Ukrainian, Chinese and English languages, we with my co-authors, have paid our attention to some semantic and stylistic variations in the mentioned languages. And here we should pay our attention to the categorization of performative utterances as contextualized propositions, how they provide interpretative framework of interlocutors' contact and relevance of the utterances to the targets of the teaching block of material.

Just looking into the semantic and stylistic differences of English, Chinese and Ukrainian languages, we have made short surface analysis of them to better understand the mechanism of switching from native to the secondary/language being taught. It follows.

Methods and techniques of communication which are used in Chinese formal communication are different from English ones. First of all, it is connected with the cultural and social peculiarities of Chinese people. There is a strict social and business hierarchy that requires paying special attention to use some distinct figures of speech. These figures are used to express respect and politeness for the person who has a higher social rank.

Moreover, Chinese communication is often filled with a great amount of euphemisms and chengyu. A person using them is usually considered as erudite and intelligent due to the large amount of chengyu and their complexity. Chengyu are also used to emphasize and underline the main point of the speech.

For the professional terms of engineering technology, not only the interpretation should be smooth, but also appropriate, and as much as possible to achieve equal rhythm translation speed, as Chinese itself is more laconic and shorter sentences usually express the same thing that longer ones in English.

Maritime English learners (navigational and engineering students) suffered a lot by the maritime vocabularies. As it is classified as ESP, many Noun+Noun structures among the ME technologies (donkey machine, monkey first, etc.) The students will have to repeat and memorize them without the etymological explanation. The semantic relations and metaphors can be considered for the ME instructors, which

will facilitate the learners to form their own cognitive learning process instead of segmented learning for a short time.

The most common structures in Chinese technical writing are single-part sentences with introductory words or introductory sentences. They are neither members of a sentence, nor conjunctions, but only used as introductory components and are used in order to give the statement better semantic clarity.

For example:

– 来 – lái – first

– 除此……以外 – chúcǐ……yǐwài – except..., excluding..., not taking into consideration

Often, phraseological stems are used as introductory words:

- 严格地说 – yánggēdeshuō – strictly speaking

- 换句话说 – huànjùhuàshuō – in other words

Verb-noun phrases – 加以分析 – jiāyǐfēnxī – to analyse – 进行分析 – jìnxìngfēnxī – to analyse

- 做比较 – zuòbǐjiào – compare.

Engineering interpretation, for example, requires strict accuracy and strives to be accurate, which is the lifeblood of engineering interpretation. No matter what the occasion, interpretation must be accurate and smooth.

Should be good at communicating as well as adjusting to the mood and atmosphere of the conversation between the two parties. This may be standard inherent in interpreting.

In Chinese scientific and technical engineering texts there are used limited number of grammatical structures, non-complicated like Subject-Verb. Though in case of the necessity there may be used complex sentences of two-, three- and more predication levels. What is remarkable for both languages – Chinese and English – especially in technical literature there is required clear and accurate description and the sentences must be construed in compliance with the standard word order for the most popular types of sentences. That's why the inversion and word re-arranging are met in both languages very rare.

You must remember that in Chinese when analysing the sentence, it is required to specify subject, predicate, object groups and define the key elements in each group; then define the type of syntactic and grammatical links in each group. That will substantiate the adequate way of its grammatical transformation.

When encountering a sudden problem, you must be calm and comfortable, clarify the key point of the problem, fully express the essence, and avoid the passive state of speaking and translating a sentence.

It is necessary to fully express the perspectives, ideas and attitudes of both parties considering the issue.

Different from the communicative ME, many Chinese learners of ME will have to study the international maritime conventions, which is law language. The law language is more formal with unique stylistic features. Learners will have obstructions to comprehend these formal expressions with many long sentences and passive voice. These expressions need to be analysed and fragmented into simple sentences before fully interpreted.

In Chinese, a request can also be made using an auxiliary particle 吧, which is placed at the end of the sentence and smooths the tone of the request. Often, after expressing a request, the Chinese can ask additional clarifying questions or paraphrase of the interlocutor's words. These techniques are used in order to make sure of successful agreement.

The use of negative constructions also helps to reduce the level of persistence of the request. So, for example, the use of phrases:

«您能不能帮我一下?» – nín néngbùnéng bang wǒ yíxià? ->«Could you help me?»

in speech, can help to achieve the desired result.

Considering the structures of English and Ukrainian synthetics of sentences, we can find that EL unlike Ukrainian has a direct word order in a sentence. It is arranged according to the following pattern: Subject+Predicate+Object. The other parts of a sentence are usually placed in front of the subject or after the object.

Changing standard word order which is called «inversion» is also typical for EL like Ukrainian with the aim of emphasis. Still it is not so common as in UL. In contrast, synthetic languages like EL, show case by inflecting words(i.e.changing the phase form in pre-established patterns).

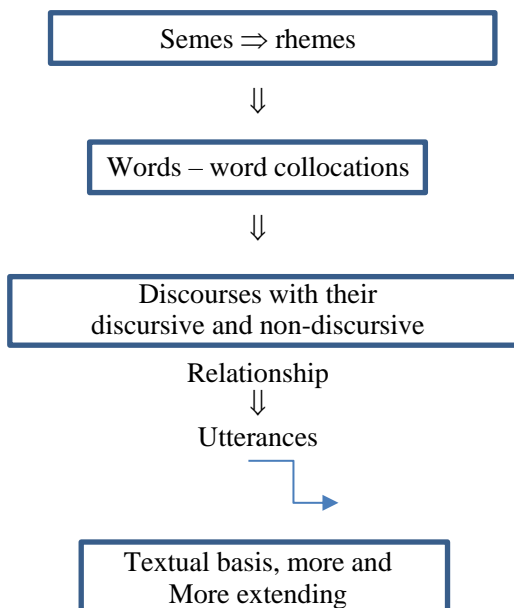
As for the phonetic and grammatical features of EL and UL, in alternative question in EL there is a direct order of words (i.e. Cargo Manifest gives a comprehensive description of all the cargo on board, doesn't it?). And in UL there is a loose word order (i.e. Повний опис всього вантажу на борту судна дає Вантажний Маніфест, чи не так?). In Relative clauses in EL and UL the situation is the same (i.e. The point is that the cargo in question has no marks. – Справа в тому, що вантаж, про який йдеться, немаркований). As for the verbal systems, there are also some differences. In EL the verbs are divided into modal verbs, verbs, denoting senses of perception, phrasal verbs and irregular verbs. In UL the verb has five forms which are recognized by their characteristic endings. Active Participle is uncommon in UL. Referring to the Imperative Mood in modern EL, there is only one form for the second person singular and

plural. The Ukrainian translation of imperative meaning depends on the person the action is addressed to.

### **3. Transfer process of learners' availability to the practical DE teaching process of future navigators in the worldwide scale**

Now we can come to taking them into account as some analysed findings in implementation of their symmetrical and asymmetrical usage in DE so-called transfer period from the matrix of students'/ learners' native language to the language being taught/secondary one. And here we can look into the conditions to make DE more or as effective as classroom teaching – learning and pedagogical, media features which will moderate the influences of DE on students' learning.

First of all, as we think, Conference Holder twinning with Moderator/Native Teacher or independently should imagine, create and present the specific context of the definite linguistic situation. At this stage of the analytical review of the proficiency EL level of the participants of the DE teaching process, as we mentioned above, Moderator should be sure of learners' abilities to perceive the following presented teaching material. The specific context of linguistic professionally oriented situation will consist of the:



Scheme 3



In architecting this scheme as corporate linguistic body Conference Holder can come from the decontextualization to the recontextualization process. We can start this process from the fragmentation of the situational/topical material to creating the linear chains. The idea is to construct multiple identifiers, their distribution in the linear chains, their symmetrical and asymmetrical usage in sensitive manner in order to strengthen learners' memory connections.

The Moderator should provide the performance of individuals through verbal and non-verbal component parts of their behavior. Their interactional positioning can be supported, enforced by the topical verbal contextualization cues. It is very important in DE teaching-learning process to create on-line temporary community satisfying the present interlocutors' positive expectations which can be reflected by their preferred responses in newly-created adjacent pairs of partners. It will make possible implementation/creation of so-called conversational overlap in learners' interaction with each other, Conference Holder and Moderator, whose duties are the following, as we consider. They have to maintain particular surrounding teaching – learning distance, signal to the learners the effective transition to the language being taught, in our case EL for seafarers, navigators, label learners' conversational topical overlap, check clusters of responses and at the same time, level of learners' certainty of correct linguistic actions and their sense of completeness in these actions.

And the methodics of creating the particular professional situational surrounding was elaborated by me in framework of the future navigators' operational chart covering the whole, as we hope, duties and verbal behavior while their professional actions. We came the following way:

1. construing the complete as possible thematic field of the definite professional topic as one corporate linguistic body;
2. creating the so-called «image system» of the definite topic;
3. then, the next step – decontextualizing this «image system» into identifiers of the topic, better to say multiple identifiers, which in further teaching – learning activity will serve as conversational cues to the topic;
4. segmenting the defined multiple identifiers into minimum linguistic units to facilitate learners' perceiving the new material, coming from semes  $\Rightarrow$  rhemes  $\Rightarrow$  to word;
5. pairing them into word collocations the most significant for creating «linear chains» remarkable for interactional positioning them in learners' verbal behavior within the framework of the particular topic;

6. strengthening learner's memory, especially associated memory, signalling transition to core topical «labels» to provide in future learning activity of students' conversational overlaps. And these core topical «labels» will reflect the essence of the topic introduced;

7. strengthening learners' level of certainty by teacher's multiple checking learners' ability to make connections from single linguistic events to construing already mentioned as purely linear chains as clusters of these events – core topical labels;

8. coming from fragmentation of the topical material to reconstructing these linear chains and clusters, which must be then sentenced, overlapping into paragraphs, textual material;

9. tuning in the sense of solidarity of all the participants when inspiring effective contact of interlocutors immersed into the address and response dialogical procedure. And the relevance of learner's utterances should be double checked by the Conference Holder under the support of the Content Moderator to properly categorize the performative learners' behavior.

To confirm our scientific investigations, we would like to support our theoretical ideas by adding the reflected methodics in the topic «Shipping documents» prepared by our colleague Melentyeva O.M. It is presented in three blocks following principles elaborated by us and described above.

These are the extracts from the slides of the first block still keeping to the following: ⇒ segmenting ⇒ labelling ⇒ outlining the thematic field of the topic ⇒ creating the image system by fixing the core identifier in multiple identifiers ⇒ building up the linear chains and clusters – checking the learners' level of certainty and correctness of perceiving the material studied – coming from decomposition to composition textual ⇒ strengthening learners' memory in some kind of the textual exercising and role-playing – extending the topical image system by accumulating the textual material in a way of spinning and complicating it.



Slide 1

Slide 2

2. Read the key expressions to the topic, listen to their translation, try to remember them.

To be ready	In all respects
To pay	Demurrage or dispatch
To draw up	Should be drawn up
To issue the receipt	Should be issued
Dispute	To arise
To agree	With the C/P conditions
To acknowledge	The receipt
To contain	Remarks
To stow	On board
To avoid	"Classed" Bill of Lading"

3. Study the definition.

- Shipping n.**  
1. The act or business of sending or transporting goods  
2. Ships collectively, as of a nation, port etc. especially with reference to tonnage.
- Ship n.**  
1. Large seagoing vessel; collog. spacecraft, US aircraft.  
2. A ship's officers and crew.
- Ship vt. (shipped, shipping)**  
1. To put or take on board a ship  
2. To send or transport by any carrier  
e.g. to ship cattle by rail  
3. Deliver goods to agent for forwarding  
4. To take in water over the gunwale or side, as in a heavy sea.  
e.g. the vessel shipped water fore and aft.

Slide 3  
Slide 4

5. To put or fix (an object) in its proper place on a ship or boat.  
e.g. to ship the oars.

6. To engage a person or persons for work on a ship.  
7. [ colloq.] to send (away, out, etc.); get rid of  
*Phrase when one's ship comes home (or in)*  
when one's fortune is made (when one becomes rich)

**Derivatives**

**Shipboard n.**

1. A ship; chiefly on shipboard, aboard a ship.  
Shipboard adj.  
Done, happening, used etc. on a ship.  
e.g. a shipboard romance

**Shiphandler** - a person who deals in ship supplies.

**Shipment n.** a full load of a ship

**Shipment n.1.** the shipping or transporting of goods

2. Goods shipped or consigned

**Shipowner n.** an owner of a ship or ships

**Shippable adj.** that can be shipped

**Shipper n.** one who ships goods, esp. in import or export.

**Ship's papers** all the documents that a merchant ship must carry to meet the requirements of port authorities, international law, etc.

Slide 5  
Slide 6

4. Study the expressions with the key words, guess their meanings. Listen to their translation into the native language.

- Receipt for goods.
- Evidence of a contract of carriage
- Document of title
- Negotiable document
- To endorse the Bill of Lading
- To compare the ship's tally with the shore tally
- To provide for each batch
- To transfer from shipper's care
- In apparent good order and condition
- Actual condition of the consignment
- To accept the Bill of lading
- "Inland" or "classical" Bill of Lading
- Unavoidable defects

5. Rearrange the following words into sentences, check your answers with the key below

- Is, company, the, that, cargo, be, the, transported, will, supplies, who, owns, or, shipper, person, or, the, .
- Consignee, whom, person, the, company, to, cargo, the, delivered, will, be, or, is, the.
- Charterer, is, the, company, who, or, to, wishes, the, charter, vessel, person, the.
- Refer, to, laydays, a, range, between, for, days, loading, present, owners, the, which, vessel, if.
- The, cancelling, beyond, date, which, is, date, if, the, vessel, been, presented, has, not, loading, the, for, may, charterers, her, reject, the.
- Laycan, within, the, period, is, the, vessel, be, presented, at, must, port, the, agreed, which.
- The, demise (harbour), means, that, charter, is, at, disposal, charterer, the, vessel, crew, any, without, put, the, of, the.
- A, non-demise, that, the, charter, shipowner, means, her, both, crew, and, provides, vessel, the.
- Delays, the, "detention", cargo, is, or, called, loading, discharging, in.
- Demurrage, of, damages, occur, due, to, compensation, that, detention, is.
- Dispatch, money, before, loading, discharging, a, by, bonus, shipowner, paid, for, ship, expired, the, have, laydays, is, to, the, charterer, or, his, the.

Slide 7  
Slide 8

**Keys:**

- The shipper is the person or company who supplies or owns the cargo that will be transported.
- The consignee is the person or company to whom the cargo will be delivered.
- The charterer is the person or company who wishes to charter the vessel.
- Laydays refer to a range of days between which owners present the vessel for loading.
- The cancelling date is the date beyond which if the vessel has not been presented for loading, the charterers may reject her.
- Laycan is the period within which the vessel be presented at the agreed port.
- The demise (harbour) charter means that the vessel is put at the disposal of the charterer without any crew.
- A non-demise charter means that the shipowner provides both the vessel and her crew.
- Delay in loading and discharging the cargo is called "detention".
- Demurrage is compensation of damages that occur due to detention.
- Dispatch money is a bonus paid by the shipowner to the charterer for loading or discharging his ship before the laydays have expired

6. Study the extended version of key words and word combination in two Dozes: Doze 1 and Doze 2

Doze 1	Doze 2
Stipulated laytime	Shipping note
Contract of carriage	To load a consignment
Parties concerned	To consign to the agreed part
To load over the ship's rails	To show the legal right to the goods
Agreement to certain clauses	Deadfreight is incurred
To reckon laydays	Running consecutive days
To make before a Notary Public	To extend a protest
Average adjustment	Legal document
To suffer losses	To render rail liable to legal procedures
Claims may arise	To avoid liability
The entries from the Log Book can substantiate it	To break bulk
To hand over a receipt	To draw up a stowage plan

Slide 9  
Slide 10

### 7. Work through the word families (clusters) with the topical words:

**Protest:**

- I **lodge** my protest against any claims that may arise.
- I **sign** the protest at time and place convenient.
- I **declare** this protest in order to protect the ship's interests.
- I **file** my protest against any claims by all persons whom it may concern.
- The protest is **presented** to all parties.
- The protest is made before a **Notary Public**.
- The protest is **substantiated** by entries from the log book.
- The protest is **signed** by the Master.

**Sea protest**

- To substantiate
- To sign
- To declare
- To make
- To lodge
- To extend
- To note
- To present

**Notice of Readiness (NOR)**

- must be given before laytime can commence.
- must be included during office hours
- should be addressed to charterers or their agent
- should be sent in duplicate with a request that the second copy should be returned for the Master's retention.
- If the receipt of NOR is not acknowledged on the first day when a confirmed duty attempt to leave is accepted should be made.

**Bill of Lading (B/L)**

- a clean B/L can be issued when the Master has no reason to doubt the apparent good order and condition of the cargo when shipped.
- "**clean**" B/L is issued when the Master has reason to doubt the condition of the shipped goods.
- "**dirty**" B/L may not be acceptable to the buyer.
- "**dirty**" B/L is essentially the shipper's problem.
- when the cargo is in some way damaged the B/L is described as "unclean B/L".

**Unclean B/L**

- Clean
- Unclean
- Claused
- Foul
- Dirty
- B/L

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Slide 12

### 8. Match the term (verb, noun) with the right definition.

demurrage n.	the state of being liable; anything to which a person is liable.
consign v.	to include specifically in the terms of an agreement, contract, etc.
liability n.	a particular article, stipulation or provision in a formal legal document.
property n.	the compensation payable to a carrier of freight whose vessel is delayed, as by failure to load or unload the freight within the time allowed.
clause n.	to admit to be true; to recognize the authority or claims.
stipulate v.	to hand over; to put in the care of another; to send or deliver.
acknowledge v.	to make invalid; annul.
cancel v.	the right to possess, use and dispose of something.

### Check your answers with the key below.

demurrage n.	the compensation payable to a carrier of freight whose vessel is delayed, as by failure to load or unload the freight within the time allowed.
consign v.	to hand over; to put in the care of another; to send or deliver.
liability n.	the state of being liable; anything to which a person is liable.
property n.	the right to possess, use and dispose of something.
clause n.	a particular article, stipulation or provision in a formal legal document.
stipulate v.	to include specifically in the terms of an agreement, contract, etc.
acknowledge v.	to admit to be true; to recognize the authority or claims.
cancel v.	to make invalid; annul.

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Slide 14

### 9. Check-questions

Translate the following words and expressions from the English language into the native one and vice versa.

dispatch days, detention, laycan, upon the expiration of laydays, to reject the vessel, negotiable document, running days, deadfreight, document of title, consignment, letter of indemnity.

10. Read the following words and expressions to Text 1. Try to guess their meanings, listen to their translation.

- Notification
- To be drawn up
- By ship's staff
- To be issued
- To give a comprehensive description
- To agree with times and dates
- To be due

### Text 1

**Notice of Readiness** is the notification by the Master to the Charterers that the ship is in all respects ready to receive or discharge cargo.

**Cargo or Stowage Plan** should be drawn up by the ship's staff to show how the cargo is to be stowed on board.

**Cargo Manifest** gives a comprehensive description of all the cargo on board.

The times and dates used in **Time Sheet** should agree with the times and dates in the ship's log book. It will contain times and dates from which **laytime** is calculated and will state whether **demurrage** or **dispatch** is due.

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### 11. Answer the questions to the text.

- What purpose does Notice of Readiness serve?
- What does the Cargo Plan show?
- Why is Cargo Manifest an important document?
- What information does Time Sheet contain?

### 12. Complete the sentences.

- The ship is...
- Cargo Plan should...
- Cargo Manifest...

### 13. Give the beginning of the sentences.

- ... is to be stowed on board.
- ... is the notification by the Master to the Charterers.
- ... from which laytime is calculated.

### 14. Guess the term or give the definition of the term

To issue, v.	bring on oneself (danger, blame, loss, etc.)
To investigate, v.	make certain or secure; make safe (against risks)
To incur, v.	inquire into; examine; make systematic inquiry
To emit, v.	give out; supply for official use; go or come out; send forth; publish; put into circulation; be derived or result from; end or result in; emerge from a condition
To ensure, v.	give (person) just claim (to); give title to

**Keys**

To issue, v.	give out; supply for official use; go or come out; send forth; publish; put into circulation; be derived or result from; end or result in; emerge from a condition
To investigate, v.	inquire into; examine; make systematic inquiry
To incur, v.	bring on oneself (danger, blame, loss, etc.)
To emit, v.	give (person) just claim (to); give title to
To ensure, v.	make certain or secure; make safe (against risks)

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15. Read Text 2 on the topic. Answer the questions to the text.

1. When should the Master's Receipt be issued and what should it include?
2. When should disputes be investigated and why?
3. When do we speak of dead freight?
4. How many Tally Books should be provided on board?
5. What should be done to avoid disputes when counting the cargo?

Study Text 2

**Master's Receipt** is a receipt given by the ship for cargo received on board. It should include the **marks and numbers** on the goods, which should be taken only from tally books.

The receipt should be issued only when the cargo has been **stowed on board**. Disputes, if any, should be investigated immediately while a receipt may still be possible. The number in dispute should **clearly be stated** in words on the receipt. When the amount of cargo received by the vessel does not agree with the amount that is stated in the Charter Party we speak of "**dead freight**".

Deadfreight Statement is prepared at the completion of loading. Deadfreight is **incurred** only if the charterer supplies less cargo than the ship is entitled to load.

**Tally books** (Cargo Tallies) should be provided for each hatch when it is necessary to count cargo being loaded or discharged. To ensure that disputes do not arise the ship's tally should be **compared** with the shore tally at regular intervals during the day. The tally should contain details of the marks and numbers and of any **noticeable defects** of package or contents.

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Slide 20

16. Make as many sentences as possible using the following verbs or give as exact example from the text as possible with the following words and expressions.

- to stow the cargo on board
- to take from tally books
- to investigate immediately
- to incur
- to be entitled to do smth
- to ensure smth
- to provide smth
- to compare with
- to issue smth
- noticeable defects

17. Read Text 3 attentively.

The Bill of Lading performs three important functions. As a receipt it **acknowledges** that cargo loaded on board has been **transferred** from the **shipper's care** to the ship's care and also may serve as a **delivery order**. It is also evidence of a contract of carriage between the shipping company and shippers. It is a document of title because the legal owner of the **Bill of Lading** is the owner of the goods. For this reason the property in the cargo may be passed from one owner to another.

When the exporters complete it, they can write the buyer's name in the space **consignee**. This means the consignee is the legal owner of the goods.

The agent in the importing country can endorse the Bill to the buyer. In this way the importers can transfer the **consignment** to their customers. A Bill of Lading is a **negotiable document**, which means that it can be sold.

The Bill of Lading is filled in by the shippers as soon as they have all details of the goods. Then it is sent to the ship where an officer of the shipping company checks that the goods are "in apparent good order and condition" and signs the Bill after the goods are loaded over the ship's **tally**.

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In the 2nd variant of the text choose the correct grammar form (tense and voice) for the verbs in the brackets.

The Bill of Lading (to perform) three important functions. As a receipt it (to acknowledge) that cargo loaded on board has been (to transfer) from the shipper's care to the ship's care and also may (to serve) as a delivery order. It is also evidence of a contract of carriage between the shipping company and shippers. It (to be) a document of title because the legal owner of the Bill of Lading is the owner of the goods. For this reason the property in the cargo may (to pass) from one owner to another.

When the exporters (to complete) it, they can (to write) the buyer's name in the space "consignee". (This means) the consignee is the legal owner of the goods. The agent in the importing country can (to endorse) the Bill to the buyer. In this way the importers can (to transfer) the consignment to their customers.

A Bill of Lading is (to fill) in by the shippers as soon as they (to have) all details of the goods. Then it (to send) to the ship where an officer of the shipping company (to check) that the goods (to be) "in apparent good order and condition" and (to sign) the Bill after the goods (to load) over the ship's tally.

One copy of the Bill (to keep) for the ship. The others (to send) to the exporters. These negotiable Bills of Lading (to use) for payment.

When the ship (to arrive) at the port, the shipping company (to compare) the negotiable Bill of Lading with those copies on the ship. In this way the legal title to goods (to show) and fees (to deliver) from the ship.

18. Transform the following affirmative sentences from the text into negative ones.

1. The Bill of Lading performs only one function.
  2. The Bill of Lading may serve as a Master's Receipt.
  3. The Master of the ship can endorse the Bill.
  4. The shipping company is the legal owner of the goods.
  5. The Bill of Lading is filled in by the Master.
  6. The document of title means that the Bill of Lading can be sold.
19. Show the condition of the provisions from the Bill of Lading or describe the modality of the actions.
- e.g.
- 1) If the Bill of Lading is not presented to the Master for signature, it may be presented to his agent or to the charterer's agent (negotiable).
  - 2) If the goods aren't in "apparent good order and condition, the Master shall not sign the Bill of Lading (modal).
  - 3) If the Bill of Lading doesn't contain words "Weight, quantity, quality and condition unknown", the Master should endorse over to include this phrase in the Bill of Lading (modal).
  - 4) If the agent endorses the Bill of Lading, the consignment will be transferred to the customers (conditional).
  - 5) If the Bill of Lading was presented to the shipping company on arrival of the ship at the port, it would be compared with the negotiable bills (conditional).

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20. Play the dialogues:

Dialogue 1:

**Cargo officer:** I can't give you a clean receipt for this lot of bales of cotton since some bales are torn.  
**Storeholder:** According to the terms of the Bill of Lading you can make an appropriate remark in your Master's Receipt.  
**Cargo officer:** I'll do it immediately.

Dialogue 2:

**Receiver:** Good morning. I've come on the occasion of aluminium wire under Cargo Manifest No. 11.  
**Cargo officer:** Good morning. Any problems? Receiver: The point is that the cargo in question has no marks. Let's look through the Bill of Lading covering this lot.  
**Cargo officer:** Oh, here you are. This Bill of Lading contains a remark "No marks". There is no similar cargo on board, this consignment is separated by plank boards in the hold.  
**Receiver:** Could I look through the whole Manifest and Tally Sheets? Cargo officer: Of course.  
**Receiver:** Thank you. It's quite all right. You may continue discharging.

Dialogue 3:

**Master:** We completed loading 900 tonnes of cotton two hours ago but in spite of the objection of the Chief Tallyman we haven't yet got copies of the Tally Receipts and the Mate's Receipt for signature.

**Agent:** I'm also not over-enthusiastic about this fact as I can't issue the Bill of Lading without these papers.

**Master:** As far as you know we're going to mention the defective condition of packing in the Mate's Receipt.  
**Agent:** Would you care to listen that the shipper insists on getting a clean Bill of Lading?

**Master:** I anticipated such course of events and enlisted the shipowner's consent to sign a clean Bill of Lading in exchange for the Shipper's Letter of Indemnity.

**Agent:** Dead right. I've got from the shipper a duly written Letter and I'll hand it over to you upon signing the Bill of Lading.

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So, as we come to the practical methodics of synchronous developing the teaching material of the professional topic with all the active participants of the conference in the immediate contact with the Conference Holder and its asynchronous application with passive participants, for example in contact with the Content Moderator or vice versa can contribute, to our mind, to the effectiveness of DE not less or even more than classroom activities. It may happen as asynchronicity can give a pause for passive speakers to be guided by Content Moderator and linguistic model of behavior of the active speakers at the very moment of teaching – learning process. The final question we have tried to investigate in this article concerns pedagogical features moderating the influences of DE on student learning. Partially, we have devoted our attention to this aspect of DE problems above in the article, but now we would like to outline some definite issues to obviously contribute to it.

Teaching techniques of comparing effects<sup>15</sup> obtained by Conference Holder and Content Moderator or, generally speaking, by teachers in twinning can and must be balanced between standard pronunciation instructions with delayed ones. There should be elaborated teachers' mechanism of triggering to another sound registered in case of learners' failure of their voice switch to respond to the subject responses. The functions of teachers, in our case, Conference Holder and Content Moderator, must be characterized as supportive, not obstructive, preventing domination in communication with students but initiating participation. That is, of course, should be enforced not by power but in the paradoxically related dimension like solidarity and teachers' positioning as possessing language and culture specific information. That can give them opportunity to create definite students' categorization. It will make easier for teachers to trace difficulties in comprehension of the teaching material and reasons for stimulating learners' behavior rooted from their identified personalities. The level of learners' certainty in their progress will be signified by their feedback in developing the topic studied and the teachers must remember that students' participation, its nature and extent are closely bound up.

The incorporated contextual information must be structured in such a way that the classroom setting will provide a cumulative repetition and extension of topical studied material which will be considered as a codified form of emphasis on the linguistic peculiarities of the teaching ⇒ studied material, but not distorted by linguistic pressure tactics.

## **CONCLUSIONS**

In the article we've tried to investigate the problems of increasing the effectiveness of DE teaching-learning process, especially teaching-

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<sup>15</sup> A.M.B. de Groot. Determinants of Word Translation. Journal of Educational Psychology: Learning, Memory and Cognition, 1992, Vol. 18. No. 5, P. 1008-1009.

learning Maritime English for future seafarers, navigators, non-native speakers; balancing on-line and off-line modes in teaching activities, Collective thinking while learners' participation will depend on their readiness to switch over from the matrix of the native language to the language being taught. To our mind, it will be connected with thorough preliminary analysing of learners' abilities and readiness to transfer their thinking activities from native to secondary language, especially absolutely different in phonological, semantic, stylistic features from their own one. We'd like to give practical recommendations as for modelling linguistic behavior of learners in on-line mode of teaching.

We are absolutely sure that organizing DE is first of all creating understanding of the targets of the teaching process through learners' deep thinking initiated by the teacher's

ability to distribute connections across a network. We must remember that networks

are neither comprised fully of digitally enabled communication media, nor are exclusively based on neurological brain-based mechanisms. These networks are to reflect the relationship between «internal and external» learners' physical environments.

In our investigation we tried to connect and combine learners with absolutely different systems of base or matrix languages. Code switching mechanism to another matrix language and sub-language, as we concluded, one of the crucial in supporting for learners' language independent memory and their social presence in the teaching-learning environment. In our teaching process we've referred to the overlapping spheres of bilingual borrowing, code switching, mixed languages. Potential diagnostic features for different types of language mixing as investigated by researchers, are time depth, adaptation to the matrix, bilingualism, variability.

The process of smooth transfer to the «image system» of the new for the learners meta/sublanguage may be positive, in our opinion, if adaptation to its matrix, bilingualism and variability be balanced and symmetrical as much as possible. It can come from the awareness in verbal systems of native language and language being taught, phonetic barriers, semantic and syntax priming technique.

## **SUMMARY**

The main idea of creating favourite pedagogical features for moderating DE influences on student learning is connected with the balanced relationship between the linguistic form and pragmatic interpretation of the studied teaching massif. The task of the DE teachers, generally speaking, to provoke the students/learners to respond to every linguistic issue as the very test of its «texture». Such a response will constitute, to our mind, subjective aspect of style which the linguistics surface of each textual material, being the stimulus

of any linguistic response, represents the objective side of language phenomenon being taught.

For us such a subjective aspect of style will flow from the methodics of creating the particular professional situational surrounding which is based on the complete as possible thematic field of the definite syllabic professional topic as closed linguistic body. In such a way we can approach the so-called image system of this topic. This system then will be decontextualized into multiple identifiers, as conversational cues to the topic, segmented into minimum linguistic units, paired into word collocations, with further creating «linear chains», with interactional positioning them into learners' verbal behavior within the framework of the particular topic. Teacher or teachers should make efforts to strengthen learners' memory, signalling transition to core topical «labels», check learners' ability to make connections from single linguistic events to constructing linear chains as clusters of the linguistic events, reconstructing them into the textual material. The relevance of learners' utterances, their immersion into the address and response dialogical procedure should be double checked by the Conference Holder under the support of the Content Moderator to properly categorize the performative learners' behavior.

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