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TEACHING COLREGS AT MARITIME ENGLISH LESSONS

The article substantiates the necessity of teaching the Collision regulations at the Maritime English lessons in higher maritime educational institutions in order to increase nautical students' knowledge and ability to apply Colregs in required circumstances and as the final result it could help to decrease the number of collisions at sea.

The paper demonstrates the sequence of activities for thorough study of the Colregs at the Maritime English lessons. It is recommended that each lesson devoted to Colregs study is organized in accordance with communicative and content-based approaches and the requirements of IMO Model Course 3.17. The structural parts of the lesson are starter, presentation, practice and production, each of which includes different types of activities for practicing Colregs. The interactive tasks are aimed to engage students emotionally in the material, to activate their knowledge, to practice using the new language accurately, to integrate the new language items in communication activities. The activities are based on authentic documents, real-life scenarios and official maritime accident reports. Internet resources and information technologies should also be implemented in classroom and independent Colregs study in order to increase students' interest and motivation, and give them opportunity to improve their Colregs knowledge and English skills even while on the voyage.

The essential competency which students will be able to demonstrate is to summarise the necessary and appropriate actions of the bridge team members in manoeuvres and collision avoidance situations according to Colregs.

The findings of this paper can be used by Maritime English teachers in lessons planning and will aid students in learning and understanding Colregs through language learning in compliance with the STCW requirements and the Model course Maritime English.

Key words: *the Collision Regulations, Maritime English, higher maritime educational institutions, nautical students, communicative approach, content-based approach, IMO Model Course 3.17.*

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ВИКЛАДАННЯ МІЖНАРОДНИХ ПРАВИЛ ЗАПОБІГАННЯ ЗІТКНЕННЮ СУДЕН У МОРІ (МПЗЗС) НА ЗАНЯТТЯХ З МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

У статті обґрунтовується необхідність викладання Міжнародних правил запобігання зіткненню суден у морі (МПЗЗС) на заняттях з морської англійської мови у вищих морських навчальних закладах з метою підвищення рівня знань і вмінь майбутніх судноводіїв застосовувати МПЗЗС при різних умовах з урахуванням різноманітних ситуацій і, як кінцевий результат, сприяти зменшенню кількості зіткнень суден у морі.

У роботі продемонстровано послідовність завдань для ретельного вивчення МПЗЗС на заняттях з морської англійської мови. Рекомендується, щоб кожне заняття, присвячене вивченню МПЗЗС, було організовано відповідно до комунікативного і змістового підходів, і вимог Модельного курсу ІМО 3.17. Структурними частинами заняття є початок, презентація, практика та продукція, кожна з яких включає різні види інтерактивної діяльності для практики МПЗЗС. Інтерактивні завдання мають на меті емоційно залучити студентів до теми, активізувати їх знання, відпрацювати правильне використання нової лексики, інтегрувати нові лексичні еле-

менти у комунікативну діяльність. Всі завдання базуються на автентичних документах, реальних професійних сценаріях та офіційних звітах про морські аварії. Інтернет-ресурси та інформаційні технології також повинні бути впроваджені в аудиторне та самостійне вивчення МПЗЗС, щоб підвищити зацікавленість і мотивацію студентів, а також дати їм можливість покращувати свої знання МПЗЗС та навички англійської мови навіть під час перебування у рейсі.

Головна компетенція, якою студенти зможуть оволодіти, полягає в тому, щоб описувати необхідні та відповідні дії членів навігаційного містку під час маневрів та ситуацій уникнення зіткнень суден відповідно до МПЗЗС.

Результати цієї статті можуть бути використані викладачами морської англійської мови під час планування занять і допоможуть студентам в опануванні та розумінні МПЗЗС через вивчення мови відповідно до вимог ПДМНВ та Модельного курсу морської англійської мови.

Ключові слова: Міжнародні правила запобігання зіткненню суден у морі, морська англійська мова, вищі морські навчальні заклади, студенти-мореплавці, комунікативний підхід, змістовий підхід, модельний курс ІМО 3.17.

Problem statement. Convention on the International Regulations for Preventing Collisions at Sea, 1972 (Colregs) is one of the internationally agreed conventions of the sea. Colregs are quite simply, the ‘rules of the road’ for ships and other vessels at sea; they set out the navigation of vessels in any condition of visibility, in sight of each other and in restricted visibility.

Colregs currently have thirty eight rules and four annexes. It applies to all vessels on the high seas and in all waters navigable by seagoing vessels, except where the local rules are not in effect. However, the local rules, in any case, should be in line with the international rules where possible as stated in Rule 1 (Application) of Colregs (Ismail, 2018).

Over the last half-century despite the rules have been amended several times since, improvements in navigational aids and attempts to raise the standards of training through various STCW conventions, collisions still occur. Many studies and accident reports indicate that the accidents are caused by either human error or are associated with human error as a result of inappropriate human responses. Collisions commonly represent the majority of these accidents (Ziarati, Acar, 2012).

Research analysis. The question of the ways and methods of teaching and learning Colregs have been discussed by D. Mohovic, M. Baric, R. Ziarati, U. Acar, M. Ismail and many others.

D. Mohovic, R. Mohovic and M. Baric identify skill gaps in knowledge and teaching of Colregs for nautical Bachelor of Science (BSc) students and experienced deck officers. These authors claim that it is possible to improve the professional competence of navigating officers by applying proper learning methods using real-life scenarios and e-learning.

Some researchers focus on the issues that affect the learning and understanding of Colregs and rec-

ommend the ways of learning and understanding Colregs in more efficient ways (Ismail, Fuad, Said, 2018).

U. Acar, R. Ziarati, M. Ziarati touch on the deficiencies in the maritime education and training (MET) navigational officers’ programme that is related to Colregs teaching and suggest the development of a course with a set of standards and study units for testing the understanding of seafarers in applying the Colregs rules.

Further research showed that human error and misinterpretation of the Rules are the most frequent reasons for vessel collisions.

All these articles mostly present the negative impacts experienced during the application of the Colregs and some solutions for more effective Colregs trainings. But the researchers have not examined enough the possibility of teaching Colregs at the Maritime English lessons in higher maritime educational institutions in order to increase nautical students’ knowledge of the content, application and intent of the International Regulations for Preventing Collisions at Sea 1972 as amended (STCW Convention, 2017).

The purpose of the article is to analyze the methodological potential and propose activities for Colregs training at Maritime English lessons and provide methodological recommendations for their use.

Presentation of the main material. It is essential to ensure that all officers responsible for the navigational watches have a full understanding and good interpretation of the rules to apply them at sea to avoid collisions. That means OOW should be trained perfectly on the “application of the COLREGs” to be able to give quick, correct and on-time response to developing collision risks.

All maritime colleges and universities provide a separate discipline or course in educational pro-

gram where students study Colreg rules in native language. But we consider it is also very useful to implement studying Colregs in English at Maritime English lessons because being also a legal document, the language of the Colregs is not so apparent for the end users (navigators) and this causes some misunderstandings and ambiguity (Demirel, Bayer, 2015).

For this reason Colregs learning at Maritime English lessons can provide an opportunity for students to learn necessary vocabulary for clear understanding and effective interpretation of the rules and applying them in real-life professional situations. The process of Colregs learning can simulate the actual work of the ship and the students can use them in their future onboard work. In order to achieve good results, the Maritime English teachers should adjust the syllabus of Colregs learning, use the authentic materials and select the training content with clear logical steps ensuring clarity and predictability.

So we recommend devoting a whole lesson to learning one Colreg rule with a sequence of stages according to IMO Model Course 3.17. The process of teaching Colregs at Maritime English lesson should consist of four stages: starter (motivation activities), presentation (new vocabulary), practice (reading, viewing, practicing understanding the Colregs) and production (free application of Colregs in real-life scenarios).

Activities at each stage shall be logical and effective to succeed in Colregs training. Teaching each rule starts with a Starter. Its purpose is to grab the students' attention at the very start of the lesson, to engage them emotionally in the material, to activate their knowledge and logical thinking, as it often contains tasks in which cadets have to bring their own point of view to a particular situation

or event. Making connections with prior learning and sharing objectives and outcomes are parts of a good starter (Smelikova V., 2020).

Examples of activities:

Tick the pictures which show vessels. Justify your choice.

Discuss the questions.

1. How do the speed limit and the number of road kills correlate?

2. What should be taken into account when determining a speed limit?

3. Are there any speed limits set at sea?

Tick the correct variant. Justify your choice.

___1. A safe speed is necessarily lower than 35 knots.

___2. A safe speed is necessarily lower than 20 knots.

___3. A safe speed is necessarily lower than 10 knots.

___4. A safe speed is one which enables a collision to be avoided.

Then the teacher is recommended to present new and active vocabulary of the rule. The presentation of new vocabulary should be followed up immediately with controlled practice. Controlled practice should let the students use the new words for communicative purposes within clear contexts. It is important to monitor the students' ability to use the target language correctly during the presentation and controlled practice stages before proceeding to the production stage. This allows the teacher to check the students' understanding of the new items and helps the learner consolidate the meaning of the new word (IMO Model Course 3.17., 2015). Then the teacher may continue with semi-controlled activities to give extra practice for students.

Examples of activities:

Match the words with the definitions

1	proper	a	an examination of the value, condition, qualities, etc. of something
2	sight	b	existing in a particular place or at a particular time
3	hearing	c	a method or way of doing something
4	available	d	able to be obtained, used, or reached
5	means	e	the ability to hear
6	prevailing	f	the ability to see
7	appraisal	g	suitable or appropriate

a) Read the text and write down how you understand the word combinations in the table.

RULE 5: LOOK-OUT

Every vessel shall at all times maintain a proper look-out by sight and hearing as well as by all available means appropriate

in the prevailing circumstances and conditions so as to make a full appraisal of the situation and of the risk of collision (COLREG, 2003).

	A	B
1	at all times	
2	proper lookout	
3	by sight and hearing	
4	all available means	
5	prevailing circumstances and conditions	
6	full appraisal of the situation	

b) Explain how you understand COLREGs Rule 5 using the word combinations in column A (Seven Seas Ahead, 2021).

At the practice stage, direct work with the rule begins and a teacher should pay considerable attention to the work with text of the Collision Regulations (skim reading to get the general idea; scan reading to look for a specific aspect within the text; intensive reading for detailed understanding; extensive reading to practice dealing with long texts, understanding, comparative analysis, looking for particular pieces of information within the text).

Examples of activities:

Mark the statements as T (True) or F (False). Correct the false ones.

___1. Rule 17 has two stages and navigators must identify and assess each of them.

___2. When you are the 'stand-on vessel', you must not do anything unexpected.

___3. If the give-way vessel is not taking appropriate action for ten minutes, then you may take your own action to avoid a collision.

___4. When a collision cannot be avoided by the give-way vessel alone, only then may the stand-on vessel take the best action she can to avoid colliding.

___5. Both vessels are warned against going to port.

Match the comments to the paragraphs of Rule 17. Justify your choice.

#	Sentences which provide amplification of the rule	Paragraph
1	If the vessels get so close that the risk of collision exists, both of them can be held accountable. Both neglected to take appropriate and timely action.	
2	This part of the Rule states the obligation of the vessel not required to give way (the stand-on vessel) to maintain her present course and speed.	
3	At this point there are no restrictions on the actions that must be taken to avoid collision.	
4	If the stand-on vessel finds that the give-way vessel is not taking appropriate action to avoid collision she is allowed to act herself.	
5	In this situation you should avoid altering the course to port.	

Tick the statements you disagree with. Give your reasons.

___1. Rule 17 is one of the harder rules to understand and to follow.

___2. If you are the 'give-way vessel', you cannot relax.

___3. If you are the 'stand-on vessel', you can relax.

Here are other examples of useful activities for Colregs training:

Read the text and tick the correct option.

Discuss/ answer the questions.

Read the text and match its paragraphs to the sentences with similar meaning.

Match each sentence with one of the paragraphs of Rule 1.

Read the text and match the beginnings with the paragraphs.

Explain how you understand Rule 7 using all words from the box.

Read the text and cross out dummy sentences.

Complete the sentences to make true statements.

Cross the odd option out. Justify your choice.

Read the text and complete the table.

Label the picture. Justify your choice. (Seven Seas Ahead, 2021)

At the final production stage, the productive activities must be applied by the teacher (e.g. problem-solving simulations, role play, free role play etc.). The focus of this stage is using the language as fluently and naturally as possible, as cadets would do outside of the classroom. For this purpose productive communicative activities are used, these creative tasks improve cadets' communicative skills in professional situations.

Examples of activities:

Discuss if you agree with the statements. Give your reasons.

1. All means of determining risk of collision shall be used at all times.

2. If you have any doubts about the presence of the risk of collision, you should collect more information about the current situation before making a conclusion about its existence.

3. If there are objects at the distance of less than 0.5 nm from you observed on a radar, risk of collision exists.

4. Risk of collision shall be assumed to exist if the compass bearing of an approaching vessel does not observably change.

5. Risk of collision shall not be considered to exist if bearing change is easily observable.

Discuss which parameters are necessary for determining risk of collision when working with operational radar.

- a. bearing at the object
- b. distance to the object
- c. heading of the observed vessel
- d. speed of the observed vessel
- e. CPA (Closest Point of Approach)
- f. TCPA (Time to Closest Point of Approach)

Study the pictures and answer the questions.

1. Which vessels are contravening the rules?
2. Which rules are being breached? What do these rules prescribe?
3. What are the vessels doing wrong?
4. What shall be their actions?

Comment upon the situations in the pictures using the plan.

- applicable COLREGs rules (numbers and names)
- description of what is required by these rules in this case
- required actions

Role-play the situation.

Student A. You are Training Officer. Instruct Student B on:

- application of COLREGs
- exemptions from compliance with COLREGs

Student B. You are Deck Cadet. Ask Student A questions about the rules of the road for ships to ensure your understanding of the application of different rules.

Develop the guidelines for the bridge team members to follow to ensure a proper lookout.

Discuss which factors to be taken into account when determining safe speed are illustrated.

(Seven Seas Ahead, 2021)

Also, Colregs training will be more effective if Internet resources and information technologies are implemented in Maritime English classes, which will contribute to the formation of student motivation, deepening of professional content in training, differentiation of methods, forms and means of training taking into account the individual needs of students. Also, a great advantage of e-resources for nautical students is that they can improve their Colregs knowledge and English skills even while in the voyage. Educational websites that offer a wide range of activities for use in the classroom can serve as a resource base for such tasks. For example: online services LearningApps, Quizlet and Kahoot, which allow teacher to create interactive exercises, Quiz – ColRegs, Colregs In Depth on YouTube and many others.

Conclusions. Summarizing the material presented above, we can confidently note that teaching Colregs at practical lessons in Maritime English provides students with knowledge and understanding of Colregs and their application at sea to avoid collisions.

The sequence of activities suggested by the author in the process of Colregs training is aimed at linking real seafarer's life and classroom environment. The activities recommended above are organized in accordance with the requirements of IMO Model Course 3.17 and content-based approach that are aimed at developing students' critical thinking, decision-making skills and correct appraisal of the circumstances as well as language skills, which will enable the graduates to respond adequate for critical situations and effectively perform their professional duties.

The choice of tools and methods for inclusion in the learning process depends on the creativity and flexibility of the teacher, as well as the willingness of students to take responsibility for their own learning.

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