MASTEROPPGAVE

Students' Perceptions of Corrective Feedback in an ESP Setting

Utarbeidet av:

Jan Martin Pettersen

Fag:

Fremmedspråk i skolen, Engelsk

Avdeling:

Avd. for økonomi, språk og samfunnsfag

Acknowledgements

Table of Contents

Abstract

The survey presented in this thesis investigates Maritime English students' perceptions of corrective feedback related to written and oral activities, and how these students handle such feedback. The major value of the survey is that it is carried out in an educational setting (teaching English to Norwegian students of nautical science) where research into linguistic matters and pedagogical implementations is modest. One of the main findings of the study is the students' preference for extensive feedback and explicit error correction. These findings do not contradict what is generally known and discussed in previous studies on feedback in ESP (English for Specific Purposes).

Terms and Abbreviations Applied in the Thesis

CALL	Computer Assisted Language Learning
CF	Corrective Feedback
EAP	English for Academic Purposes
EBP	English for Business Purposes
EFL	English as a Foreign Language
EGP	English for General Purposes
EMP	English for Medical Purposes
EOP	English for Occupational Purposes
ESP	English for Specific Purposes
GE	General English
IMO	International Maritime Organisation
ISM	International Safety Management
L1	First language
L2	Second Language
ME	Maritime English/English for Maritime Purposes
NL	Native Language (or L1)
SMCP	Standard Marine Communication Phrases
SOLAS	The International Convention on Safety of Life at Sea
STCW	Standards of Training, Certification and Watchkeeping
TL	Target Language
WCF	Written Corrective Feedback

Preface

The present survey can of course be regarded as a replication of previous surveys and research; however, while the bulk of research on corrective feedback (CF) of students 'works is concentrated within the setting of second language/English as a foreign language (L2/EFL), I will focus on feedback in an English for Specific Purposes (ESP) setting, focusing on maritime English (ME) in particular. Since ME as such and ME teaching and learning in an educational setting affect the whole of the maritime industry in more than one sense (ME acquisition, safety, economy), it should be of major interest to those who operate within these spheres to look into the educational aspects of these matters. Consequently, I find it appropriate to include a section on the characteristics of ESP as such, pointing at the distinctiveness of ME. It is my hope that the findings of the present study will encourage further research on these important matters that unquestionably affect many learners of ME and others who operate in the context of the maritime industry every single day.

1 Introduction and Presentation of the Thesis

1.1 Background and aims of the study

1.1.1 Personal motivation

Working as a language teacher for many years, I have been concerned not only with language teaching methodology and strategies, but also with how corrective feedback to students takes effect. Studies within the field of learner language analysis have made me aware of how various theories and conceptions on the issue affect discussions concerning benefits from CF - and of students' own *perception* of the possible learning effects of such feedback.

Thus the topic of the present master's thesis is how corrective feedback in English for Specific Purposes (ESP) is perceived by two groups of students of nautical science, and how the individual student acts upon the reception of such feedback.

The objective of the study is to provide a general overview of ME students' opinion and perception of corrective feedback and how such feedback has taken effect in terms of further proceedings related to their ME studies.

The investigation will focus on the significance of corrective feedback (CF) on students' tasks, exercises and tests in ESP, and how (to which extent) the students' *perception* of CF affects their various ways of handling it.

The theoretical framework used in the analysis combines current theories on evaluation, assessment and feedback. In Norway, there is currently a strong focus on the concept of "assessment for learning" - a concept that renders the teacher accountable for the impact and influence of conditions concerning the students' learning situation. One speaks here about the importance of defining clear-cut learning goals (Udir, 2013) – in close cooperation with pupils and students – and stating whether the goals singled out are achieved during the specific teaching and learning period. In case the focused goals are not achieved, what can be done in order to achieve these goals?

There are many aspects of language teaching and learning which are relevant to focus on in this context. With reference to what is stated above, I have found the *feedback aspect* of language learning of particular interest. One of the problems I want to investigate is how students perceive *corrective feedback*.

Based on my background in teaching Maritime English to nautical college students, I want to find out - by means of questionnaires - how students act after receiving corrective feedback and the learning effect they think they are left with resulting from this feedback.

With theories in learner language analysis and L2/EFL/ESP learning in mind, I will relate aspects of L2/EFL/ESP learning to this study and have an eye to previous surveys and research activities to see to which extent my findings correlate. This can, in turn, be a contribution to the discussion of the topic of Maritime English teaching and learning, and the pedagogical implications for EFL/ESP learning within this field.

1.1.2 Previous research on feedback

The couple of decades have seen a growing interest among linguists and educators in finding out whether students' insight and awareness of their own learning situation have any impact on learning outcomes. According to Jodaie, Farrokhi and Zoghi (2011), research comparing L2 learners' (and teachers') *perceptions* of corrective feedback is scarce. This conception finds support in Lee's study (2008, p. 36):

> "Research on the student perspective on feedback only began to develop in the 1990s (e.g., Cohen, 1987; Diab, 2005; Eginarlar, 1993; Ferris, 1995; Hedgcock & Lefkowitz, 1994, 1996; Leki, 1991). Most of the research has focused on student preferences and expectations based on one-off questionnaire surveys (e.g. Cohen, 1987; Ferris 1995), and there have rarely been any attempts to link student reactions to actual teacher feedback in specific contexts".

In an article on students' perceptions of corrective feedback Kagimoto and Rodgers (2008, p. 869) state : "[…] few studies have sought to investigate student preferences toward different types of feedback, particularly in terms of error correction in the classroom".

Similarly, in her master's thesis Katariina Renko (2012, p. 21) observes that "studies that have focused on the language learners and their personal opinion on errors are rare, and in the Finnish context virtually non-existent".

In an oral contribution during the PAAL 2011 conference, Masson states, with reference to Hattie (2009), that "Research has already established the merits of feedback on learning". "However, research looking into students beliefs about feedback is still lacking in comparison to the amount of research available on teacher perspectives on feedback" (Rowe and Wood 2008).

To sum up the citations from studies and articles referred to above, only a limited amount of research and surveys concerning language learners' perceptions of feedback/corrective feedback are accomplished. Looking at students' (and teachers' for that sake) perceptions of corrective feedback is, in my opinion, important from several perspectives. Two questions in particular appear to be relevant (i) how does the teacher's (or teachers') perception of

corrective feedback correlate with that of students? And (ii) what is the teachers' impression of what his/her students think of the given feedback? The teacher's insight into how his/her students handle feedback in various ways is of a significant importance when it comes to the teacher's *choice* of administering various forms of feedback – which in turn may affect the choice of teaching methods.

Provision of corrective feedback on student writing is regarded as one of the teachers' most demanding and difficult tasks (Enginarlar (1993) in Jodaie, Farrokhi and Zoghi (2011, p. 36). With reference to Diab (2006), they state that […] if both teachers and students share common ideas about feedback strategies, corrective feedback will be more productive" (*ibid.*). This is an interesting observation concerning feedback as it regards and reflects the *efficiency* of language teaching/learning.

Gibbs and Simpson (2004-2005) outline disparate perceptions, based on various studies, of the effectiveness of feedback: a comprehensive meta-analysis performed by Hattie (1987) and a study performed by Black and Williams (1998) demonstrate the positive effect that feedback has on learning compared to other aspects of teaching.

Contrary, in a survey carried out by Maciellen (2001) (*ibid.*) among teachers and students on their perceptions concerning feedback, most students responded that feedback was helpful only sometimes. As many as 30% of the students responded that feedback never helped them to understand the material.

In an article on written corrective feedback, W. Arnold (Arnold, 2013) refers to Kepner (1991) who states that "[…] corrective feedback does not work". I will come back to this article later as it deals with defining different types of feedback.

In articles focusing on grammar correction in writing and oral grammar correction, Truscott (1996, 1999) has contended that error correction is often useless because learners may feel resistance towards being corrected. The present survey, however, demonstrates that this is not likely to be the case - at least not from the point of view of the Norwegian students of nautical science examined here.

Based on formal student conversations conducted over many years with students of nautical sciences, I have found major differences in the students' attitude to education in general, and especially their attitude towards language learning. The referred students are aged between the early twenties and up to fifty years. It goes without saying that such age range results in differences in the students' experience of success as learners. It turns out that several students previously have been reluctant to academic subjects; they have not succeeded in being capable pupils or students for various reasons. Even if some of the students initially do not

have a positive attitude toward language learning, they demonstrate *instrumental motivation* - that is, they may want to learn (English) language in order to prepare for future linguistic needs when meeting with professional challenges.

1.1.3 Research questions and hypothesis

My assumption is that students appreciate feedback and find it useful. The more complex the feedback is, i.e. feedback provided in various ways – the more appreciated it is by the students. Students handle feedback in fairly similar ways: most students correct the indicated errors in their written works. Students regard corrective feedback meaningful – at least as long it is related to specific areas of language usage.

The impetus behind my assumptions is that ESP/ME students perceive feedback as beneficial. Since nautical students taking part in the present study are eager to obtain good results, they appreciate feedback from marks in addition to comments, written and/or oral.

I will also argue that the students' motivation (in particular, whether they consider ME to be easy or difficult, see question 1 in the questionnaire, appendix 1) is crucial to how they respond to corrective feedback. That is - what do students actually do to learn elements of language, e.g. a grammatical form or expression in their lexicon – based on CF?

The survey responses reveal types of feedback which are considered to provide the best learning effect. As mentioned earlier, there is no clear consensus on the issue among scholars. The questions I want to answer by means of a questionnaire and from looking into previous research within the field of corrective feedback form the basis of my hypothesis. The following questions have been formulated:

(i) Which forms of feedback do students find useful in their process of learning ME?

(ii) How do ESP/ME students handle feedback? How do they actually use the feedback/corrections given to them on specific tests and tasks? To which extent does the students' perception of CF affect their various ways of handling it?

(iii) What about the students' perception of the importance of handling/correcting errors related to various communication situations and needs within the setting of maritime operations and management?

Hypothesis:

   A) ESP/ME students appreciate and perceive CF as beneficial, and certain types of CF are considered more beneficial than others.

   B) There is a relationship between motivation and how students handle their received feedback: the students' motivation is crucial to *whether* they respond to corrective

feedback and how they actually go about or handle such feedback: (Is ME is easy or difficult? Is the topic I work on important for me to learn anything about?).

Learning ME presupposes (in addition to learning GE and acquiring a set of ME terms and phrases, see chapter 2 sections 2.2.1-2.2.2 for a detailed description) the student's acquisition of knowledge and growing awareness of specific contexts of ME use where making errors is less acceptable than in other contexts. For example, making linguistic errors in contexts related to safety on board is considered to be more serious than making errors in simple daily communication, misunderstanding a newspaper article, etc. Hence my final part of the hypothesis is:

C) Students of ME distinguish between different contexts of ME use and will attribute more importance to errors in communicative situations involving e.g. safety compared to other situations (e.g. discussing a newspaper article). This means that they are also likely to pay more attention to feedback related to errors committed in the former type of communicative situations than in the latter type.

2 Discussion of Theory

Before discussing Maritime English (ME) as a subsection of English for Specific Purposes (ESP), (see chapter 2.2.2), a brief introduction into various aspects of language learning may be elucidative for the content of the present chapter.

2.1 Terms applied to language learning in the context of linguistics

2.1.1 Language learning vs. language acquisition

Language acquisition is a basic and complex mental activity that challenges the entire human intellectual capacity. Some linguists, in particular Stephen Krashen, distinguish between the terms *acquisition* and *learning*. Acquisition is supposed to be a subconscious process which leads to fluency. Learning, on the other hand, is a conscious process which shows itself in terms of learning rules and structures (Krashen S. , 1982, p. 10). Even if Gass and Selinker (2008 p. 242) criticise this hypothesis claiming that that there is no evidence for the distinction between acquisition and learning, my study focuses on language learning as a conscious activity using introspection as a method for determining the *conscious* choices of the learner. The learners in focus in the present paper are adults who, on the whole, seem to be able to make decisions concerning their own learning situation. In the present study no distinction is made between the two terms.

2.1.2 Terms applied to foreign language learning

In linguistics, there is a general acceptance that languages should be classified based on the geographical, social and educational context in which the individual language learner lives: the individual's mother tongue is normally denominated as the individual's *first language* (L1). In case the individual is learning or acquiring an additional language or additional languages, these are denoted as the individual's *second language*, *third language* (L2, L3), etc. There is, however, an implication linked to the use of the terms L2, L3, and so forth: the involved language or languages are learned or acquired in a target language setting or target language area, usually because the learner has moved there or is going to stay there for a longer period of time. In other words, the learning takes place in a natural language context (cf. Gass and Selinker, 2008, p.7)

While mother tongue acquisition of an individual occurs as a consequence of being born and wholly or partially bred in the country or region where the language is naturally spoken (almost as an "involuntary" process), the learning of L2, L3, etc. is often the result of a deliberate act or desire to learn the language of interest, either in connection with an

occupation, or a voluntary stay in a target language country purposed to learn this particular target language (TL). For example, a native English speaker learning Norwegian in Norway would be learning a second (or a third) language (Gass & Selinker, 2008, p. 8). For the learning of the English language in general (as an L2 or L3), the terms *General English* (GE) or *English for General Purposes* (EGP) are often used.

A different approach to the definition and conception of learning/acquiring additional languages to the mother tongue (native language, NL or L1) is assumed by Cook (2009). Cook uses the term L2 to include all learning of languages other than NL – with reference to UNESCO's definition of L2. "[…] in whatever situation or for whatever purpose: second simply means "other than first" (Cook, 2009). Cook does not, in harmony with Gass and Selinker (2008), make any distinction between language *learning* and *acquisition* like Krashen.

In many cases, however, there is a need to learn one or more foreign languages for one or another purpose, without the learner's opportunity of moving to the target language country. This is often the case for those who want to - or have to - learn one or more foreign languages while attending school in their home country, either as part of a general education, or as part of a vocational or a kind of specialised education. In such cases, terms such as *Foreign Language Learning and Foreign Language Learning for Specific Purposes* are applied to denote the distinctiveness of these varieties of language learning. In a setting where the target language is English, terms often used are *English as a Foreign Language* (EFL) and *English for Specific Purposes* (ESP). Similarly, *English as a Second Language* (ESL) is used to denote L2 English learning as discussed above (Gass & Selinker, 2008, p. 7).

Despite the external geographical conditions, the current use of information technology devices is to a large extent contributing to erase the boundaries between L2 and EFL. This may be particularly applicable to the Scandinavian countries with their close contact with both the UK and the USA. As a matter of fact, there are those who claim that English (taught) in Norway is to be regarded as a second language. According to The British Council, Norway is in a transition phase from considering English as a foreign language to using it as a second language (Graddol, 2013, p. 11).

2.2   Maritime English in the context of language learning and acquisition

2.2.1   ESP – English for specific purposes

The term ESP needs some comments as it includes Maritime English (ME), which is analysed in this thesis. Under the umbrella term of ESP, there is a wide range of sub-divisions, e.g.

English for Academic Purposes (EAP), English for Business Purposes (EBP), English for Occupational Purposes (EOP), English for Medical Purposes (EMP), and English for Maritime Purposes (ME).

Among several scholars who have engaged in defining and contextualising the term ESP, Strevens' suggestion (Strevens, 1988, pp. 1 - 2) offers a clear definition of the term:

The absolute characteristics of ESP can be said to comprise the following items:

- ESP is designed to meet specified needs of the learner;

- is related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities;

- is centred on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;

- is in contrast to General English.

The variable characteristics of ESP comprise the following items:

- ESP may or may not be restricted as to the language skills to be learned (e.g. reading only);

- It may or may not be taught according to any pre-ordained methodology

Later, the theorists Dudley-Evans and St John (1998, pp. 4 - 5) formed their definition of ESP by modifying Strevens' proposal of the characteristics of ESP:

- ESP is defined to meet specific needs of the learner;

- ESP makes use of the underlying methodology and activities of the discipline it serves;

- ESP is centred on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

According to Dudley-Evans and St. John (1998), the variable characteristics of ESP comprise the following items:

- ESP may be related to or designed for specific disciplines;

- ESP may use, in specific teaching situations, a different methodology from that of general English;

- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;

- ESP is generally designed for intermediate or advanced students;

- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners

Thus, Dudley-Evans and St. John have removed the definite characteristic that "ESP is in contrast with General English" and besides, they added more variable characteristics. They further suggest that ESP is not necessarily related to a specific discipline. Also, ESP is likely to be used with adult learners even if it could be used with young adults in a secondary school setting. This fits well with the concept of ME as ME is part of the syllabus within the education of ship officers, whose admission requirements include, among other qualifications, practical experience from work on board ships.

Hutchinson and Waters (1987) state that "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" (p.19). That is true in so far as the subject matter applied in a particular ESP setting is based on the specialist or occupational subject content of the study - in which the student is involved. Basically, any type of ESP shares grammar and phonology with General English. In terms of ME, proper use of tense, aspect, voice and modality is regarded as essential for successful on board communication. General English is used as a universal language within general communication; ESP however, is English used for a specific purpose or within a specific field of work, occupation, trade or science. What constitute the major differences between ESP and GE are the learners - and their purposes for learning English. ESP learners are usually adults, who are supposed to possess a minimum of English language knowledge. Normally, ESP has more focus on contextual language than on that of teaching grammar and language structures. The "specific" in ESP refers to the *specific purpose* for learning e.g. ME. Students enter into the learning of English within a field that is more or less familiar and relevant to them. This means that they should be able to use what they learn in the ESP classroom in other relevant subjects and aspects of their studies. The ESP approach increases the relevance of what the students are learning and enables them to use their already internalised English knowledge to learn even more English. This is the case since their interest in their field will normally

motivate them to interact with speakers and texts. Contrary, their motivation for learning other "kinds" or aspects of English is not that significant (cf. chapter 4.3.1, i. and 4.3.2 n.). The International Maritime Organisation's (IMO) English Model Course underlines the importance of establishing efficient language usage and proficiency, and suggests in detail teaching of language structure and phonology integrated into the subject matter area important to the students (IMO, 2009).

Referring to the definitions quoted above, the field of ME is to be associated with, hence classified as ESP. A further discussion ME in this context is beyond the scope of the present investigation.

2.2.2   Maritime English (ME)

To understand ME in an ESP context and thus the connection to this study, the following two questions may be of relevance: What is characteristic of Maritime English? Which linguistic features and development render ME - a subdivision of ESP - different from General English (GE)? These questions are of relevance to this study as ME students seem to rank errors in specific contexts of ME higher in terms of their seriousness compared to errors in other contexts (cf. the hypothesis statement part C).To answer these questions, several aspects should be taken into account. In addition, it may be appropriate to quote some definitions of the Maritime English concept suggested by scholars within the area of marine/maritime communications.

The International Maritime Organisation (IMO) has officially promoted English as the language of the sea in the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW - 78/95 Convention and Code), adopted the International Safety Management (ISM) Code to reduce and eliminate communication failures, and developed the Standard Marine Communication Phrases (SMCP) to ensure safety. In other words, ME is internationally recognized as a global language used at sea, a "Lingua Franca of the seas", so to speak. The British Council states that

> "Maritime English is a product of life on the ocean itself used for clear communication between ship and shore, between crewmembers, between crew and passengers where the cost of communication breakdown can be damage to property, to the environment or loss of life" (British Council , 2013, p. web page).

According to Demydenko (2012, pp. 249 - 254), ME represents a system of specialized sublanguages. With reference to Kittredge (1982), Demydenko states that "[…] the definition of a sublanguage could identify a very large number of linguistic subsets as sublanguages"

15

(*ibid*.). There is a wide range of operations and tasks which have to be catered for in the context of shipping, in the broadest sense of the term. Thus ME is a complex linguistic phenomenon of many components: general English, general ME, ME in shipbuilding, navigational ME, ME in semiotic systems etc.

Another attempt to define ME is suggested by Trenkner:

" Maritime English is an entirety of all those means of the English language which, being used as a device for communication within the international maritime community, contribute to the safety of navigation and the facilitation of the seaborne trade" (Trenkner, 2000, pp. 1 - 8).

Pritchard (2003) is responsible for a slightly more in-depth definition:

> Linguistically, maritime English is not any separate language but just a conventional label for a subset or realization of English language appropriate, in our case, to a specific maritime setting (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 determined context of situation (i.e. in a specific speech community, in speech events influenced by a number of factors creating and receiving the message or spoken interaction in communication), arising and being shaped under specific sociolinguistic circumstances (speaker-hearer relationships, developing under various degrees of stress) (Pritchard, 2003, pp. 149 - 166).

Both Trenkner and Pritchard manage to contextualise the term ME. Their definitions are contributions motivating the maritime community to understand in detail the aspects of the phenomenon ME.

Having established ME in an EFL/ESP perspective, an introduction to the lexical aspect of ME may simplify the perception of the basis for the present study. ME vocabulary is hardly unique *per se*, but takes on different meanings through polysemy, homonymy and compounding. Thus ME vocabulary is partly a result of "shifts" in meaning. The following examples may contribute to illustrate the phenomenon:

Examples of "Shifts" in meaning are given in (1):

(1a)   *Bank*: GE: a financial institution, the bank of a river. ME: a bank of fog, a bank of oars.

(1b)   *Port*: GE: an artificial harbour. ME: an opening in the hull (porthole), the left hand side of a ship.

Examples of compounding include the following types:

(2a)   noun plus noun: ballast water, radio officer.

(2b)   present participle plus noun: mooring ropes, navigating cadet, regulating valves.

(2c)   past participle plus noun: compressed air, I-shaped beam, fitted bolts, cast iron.

Compounds are common in technical contexts. Below some modes of compounding various nouns in a semantic relationship, are suggested (Blakey, 1987, pp. 146 - 147)

(3a) A of B	e.g. the cover of a cylinder	
	→ the cylinder cover	
(3b) A with/has B	e.g. water with salt in it	
	→ salt water	
(3c) A contains B	e.g. the house which contains the wheel	
	→ the wheelhouse	
(3d) A made of/from B	e.g. wire made of copper	
	→ copper wire	
(3e) A in/on/at B	e.g. the plate at the back	
	→ the back plate	
(3f) A operated by B	e.g. a pump operated by hand	
	→ a hand pump	
(3g) A shaped like B	e.g. a nut shaped like a butterfly	
	→ a butterfly nut	
(3h) A uses B	e.g. a turbine driven by steam	
	→ a steam turbine	
(3i) A invented by B	e.g. callipers invented by Vernier	
	→ Vernier callipers	

Other examples of compounding are presented in (4).

(4a) adjectives	deep tank, double bottom, forecastle, upper deck
(4b) adjectival compounds	oil tight, water tight
(4c) reverse combinations	depth moulded, length overall
(4d) ordinal numbers	first mate, second engineer
(4e) prepositions	`tween deck, overhaul
(4f) names of seasons	summer load line
(4g) proper nouns turned into common nouns	jacob's ladder, samson post
(4h) geographical names	north Atlantic load line

Other lexical aspects:

(5a) clippings	*bousun* for *boatswain*, *fou'c's'l* for *forecastle*
(5b) initialisation	A.B. for *able-bodied-seaman*, O.S. for *ordinary seaman*
(5c) acronyms	SOLAS: Safety Of Life At Sea, MARPOL: MARitime POLlution
(5d) metaphors/metaphorical use of e.g. animal names	dog watch, donkeyman, monkey island

Loanwords (Eckersley & Eckersley, 1960, pp. 417-432):

(6a) Captain, navy, officer (from French)

(6b) cargo, canoe, niña (from Spanish)

(6c) anchor (from Greek)

(6d) admiral (from Arabic)

(6e) yacht, dock, buoy, hull, cruise (from Dutch)

(6f) tornado, hurricane (from Caribbean)

(6g) tsunami (from Japanese)

"Shifts" in grammatical functions:

(7a) term	GE	ME
bow	noun: device for playing a musical instrument, a weapon verb: a body motion	noun: the foremost end of a ship
(7b) after	time relater (preposition/adverb)	adjective (the *after* end of the ship)

To sum up, ME may be regarded to constitute an obvious and distinct subdivision of ESP which involves comprehensive challenges both to students and teachers; to students since words and expressions generated in their lexicon takes on different meanings in a maritime context; to teachers since an English language teacher without experiences and knowledge of the maritime environment or industry, has to familiarize him- or herself with L1 words and expressions in the maritime contexts prior to the ESP/ME context.

2.3 The "error" in language learning

The expression *error* is for many learners – of whatever subject – historically a concept with somewhat negative connotations. This concept of the term is about to change. According to Taipale: "A learner error is inevitably the starting point for the study of corrective feedback" (Taipale, 2013, p. 6). This quotation may stand as typical of the current understanding of the term error.

The term is attempted defined by several scholars and linguists. According to Corder (1967) an error is "a deviation in learner language which results from lack of knowledge of the correct rule" (in Ellis 2008, p. 961). James (1998) writes "Let's provisionally define a language error as an unsuccessful bit of language" (p.1). This definition may apply very well in the ME context, as "unsuccessful bits of language" in the worst case may lead to a catastrophe.

Over the last couple of decades, however, committing errors has gradually come to be regarded as a part, and, gradually as an important part, of language learning and acquisition.

"[…] errors in Corder's view, are not just to be seen as something to be eradicated, but rather can be important in and of themselves" (cf. Gass and Selinker 2008, p. 102).

2.4   Corrective feedback

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be "dollops of feedback" (Hattie, 1992).

This section presents a brief outline of theories of corrective feedback in language acquisition and learning, followed by a short account of the role that linguists drawing on different theories of L2 acquisition ascribe to the use of feedback in language learning.

2.4.1   What is corrective feedback?

Corrective feedback is among the most applied practices in education generally and in language acquisition and learning specifically. Some of the most frequently used terms are *corrective feedback*, *negative evidence* and *negative* feedback (Karim & Nassaji, 2013). In this thesis term *corrective feedback* (CF) is used as this seems to be the prevailing term in research papers and specialist literature. Several attempts are made among scholars to define the terms *correction* and *corrective* as well as *error correction*.

James (1998) defines the term *correction* as "[…] a reactive second move of an adjacency pair to a first speaker's or writer's utterance by someone who has made the judgement that all or part of that utterance is linguistically or factually wrong" (pp. 235 – 236). He continues by stating that *correcting* is a metalinguistic act, as it is a comment on language (usage). Gass and Selinker (2008) offer a less wordy definition of the term *error correction*: "An intervention that provides information to a learner that a prior utterance is incorrect" (p. 516). Lightbown and Spada (2013) provide an even more accessible definition: "An indication to a learner that his or her use of the target language is incorrect" (p. 216). In Ellis (2008), the following definition is posited: "In language acquisition the term "feedback" refers to information given to learners which they can use to revise their interlanguage. The term "corrective feedback" is increasingly used in preference to "negative feedback" (p. 958). The foregoing citations imply that *corrective feedback* involves teachers' (or somebody else's) activities of various kinds to inform the learner that something is wrong in his/her production of a TL utterance, written or orally.

In order to understand feedback as phenomenon, it is important to see *instruction* and *feedback* as dependent parts intertwined in a developmental process which concludes in the establishment of e.g. a well-formed linguistic structure or a term in the learner's lexicon.

2.4.2 The role of corrective feedback in language acquisition and learning

Researchers differ in the role they ascribe to corrective feedback. According to the behaviourists' view, the environment is of crucial importance as their concept of learning refers to imitation and correction of whatever item to be learned. Language learning from a behaviourist point of view is based on the concepts of stimulus – response – reinforcement and the formation of linguistic habits. Errors in language production are to be avoided as they may become a permanent part of a learner's competence in FL. There are, however, few scholars – as far as I know – who support this view.

In the nativist view of language learning, environment is of minor importance; consequently corrective feedback is of less significance. Among those who claim that languages are learned without recourse to corrective feedback, Krashen (1985) promoted the view that classroom instruction only facilitates language acquisition when classroom activities constitute the primary source of comprehensible input and as such not available outside the classroom (p. 13). Truscott (1999), claim that there is no evidence to prove that corrective feedback has any significant influence on language learning (in Doughty 2004, p. 72).

Researchers supporting the cognivist/developmental view on language learning attribute greater importance to the environment than to innate dispositions bringing about language knowledge (Lightbown & Spada, 2013, s. 24). Cognitive/developmental researchers emphasise learners' cognitive efforts and their ability to learn. Some researchers call attention to the significance of encountering various linguistic constructs frequently. E.g. a learner may produce subject/verb agreement correctly, not because he or she knows the rule, but simply because the specific item has been encountered so frequently that the subject pronoun activates the correct form, a phenomenon known as *connectionism* (Lightbown and Spada, 2013, pp. 28 – 29). Provision of various forms of corrective feedback facilitates the individual learner to encounter linguistic challenges which, in turn, may cause the learner to move further along the interlanguage ladder towards the TL.

Despite the views of behaviourists and nativists, there is a considerable number of research reports available that claims to provide evidence for a positive role of instruction and feedback in SLA: Lightbown & Spada (1990), White (1991), Carrol & Swain (1992 and 1993), Lyster & Ranta (1997), Norris & Ortega (2000).

2.4.3 Feedback strategies

When it comes to usefulness of corrective feedback, this issue is closely related to how a foreign language is learned. Diving into this aspect of language learning, however, is not

within the scope of this thesis. On the other hand, looking into the question of how errors may be corrected should be relevant to the topic of the present study (see also section one of the Questionnaire, appendix 1).

There are obviously many ways of providing corrective feedback. While indirect corrective feedback only consists of an indication of an error, (e.g. underlining or provision of an error code), direct error correction identifies both the error itself and correct form. Thus, corrective feedback is often denoted to appear as *direct*: the teacher may be regarded as a copy-editor, proofreading the students' works, or as *indirect*: the teacher indicates the presence of an error (e.g. by underlining or circling the error) so as to prompt the students to make corrections themselves. Feedback related to oral activities may normally appear as direct since the mispronounced utterance often is indicated and corrected immediately.

Lyster & Ranta (1997, pp. 46 - 48) developed six types of corrective feedback used by teachers in response to learner errors:

1. Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct form, he or she clearly indicates that what the student said is incorrect (e.g., "Oh, you mean," "You should say").

2. Recasts involve the teacher's reformulation of all or part of a student's utterance, minus the error.

3. Clarification requests indicate to students either that their utterance has not been understood by the teacher or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. A clarification request includes phrases such as "Pardon me?"

4. Metalinguistic feedback contains comments, information, or questions related to the well-formedness of the student's utterance, without explicitly providing the correct form (e.g., "Can you find your error?").

5. Elicitation refers to a technique that teachers use to directly elicit the correct form from the student. Teachers elicit completion of their own utterance by strategically pausing to allow students to "fill in the blank."

6. Repetition refers to the teacher's repetition, in isolation, of the student's erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

2.4.4 Summary of feedback provided to the participants of this study

The students participating in this study have been given various forms of feedback. These forms of feedback are included in the questionnaire (cf. appendix 1). In short, they comprise the following: marks A – F, fail/pass, indication of errors by means of underlining/circling,

provision of correct form or forms, underlining of errors *without* written but *with* oral provision of correct form or forms, underlining/circling of errors *without* oral but *with* written provision of correct form or forms, underlining of errors with both written and oral comments/addition of correct form or forms. As for oral activities, feedback has been explicitly provided by the teacher, pronouncing correct form, elicitation, explanation of the error and the correct form using the board, and by means of a sum up session after the termination of the oral activity.

2.4.5 A brief introduction to relevant studies on students' perceptions of corrective feedback

In a comparative study on EFL teachers' and intermediate high school students' perceptions of written corrective feedback on grammatical errors, Jodaie, Farrokhi and Zoghi (2011, p. 40) found that direct feedback (underlining/circling and correcting errors) was the most preferred approach among the students (80%), while indirect, coded feedback and indirect uncoded feedback were the least preferred feedback (14% and 6% respectively). The assumption behind their study is summarised in the following quote: "[…] if both teachers and students share common ideas about feedback strategies, corrective feedback will be more productive" (ibid, p. 36).

With reference to Ferris (2003), Goldstein (2004), and Lee & Schallert (2008), Mahfoodh (2011) states that "Teachers and students agree that despite the time-consuming nature of providing written feedback, teacher written feedback is both helpful and desirable because it is considered to be the best way for communication with each student on a one-to-one basis" (p. 14).

In a research which focused upon students' affective reactions to and perceptions of feedback, Mahfoodh (2011) writes: "The student participants expressed that they thought carefully about their teachers' written feedback. They also indicated that they read their drafts after getting written feedback from their teachers which meant that they paid attention to the written feedback they received" (Mahfoodh, 2011, p. 17)

Another interesting aspect of the results in Mahfoodh's study are the students' reactions to and perceptions of their teachers' use of symbols or codes for correction, such as SP (spelling mistake), VF (verb form), WW (wrong word). Teacher comments and remarks provided by means of such codes were not regarded as useful among the students.

One of the conclusions in Mahfoodh's study is that students (in an Arab EFL context) appreciate their teachers' written comments and corrections. Students reject feedback that is

too vague and imprecise. In some cases, the students rejected their teachers' feedback without giving any reasons for this. This type of adverse reaction may be attributed student attitudes to their teachers or to the learning program as such. Other reasons for negative reactions were ascribed to lack of understanding their teachers' corrections, and that their papers were full of red marks in addition to their teachers' presumed inability to understand students' intentions with the texts. In some cases the students held that they did not understand their teachers' correction due to poor handwriting.

Lee (2008) states that much of the feedback research carried out so far has concentrated on teachers and teachers' stances and perspectives on student writing, Lee concludes that students are viewed more as recipients. With reference to Hyland & Hyland (2006a), Lee points out that each single student should play the active and proactive parts in the feedback process.

Lee based her study on student reactions related to feedback from two teachers (A and B). The feedback examination demonstrated that the teachers' corrections mainly focused on form errors (A: 75.8% and B: 98.3%). Other kinds of feedback were related to content, accuracy, organisation and others. The applied feedback strategies were: underlining/circling the errors (17.1 % and 30.8 % among the teachers respectively, underlining/circling of errors with provision of corrections (45.8% and 63.1%), underlining/circling of errors without the provision of errors (17.1% and 30.8%), underlining/circling and categorising (33.7% and 0%), underlining/circling, categorising and provision of corrections (3.4% and 6.1%%). None of the teachers applied hints of errors like e.g. margin marks or putting categorisations of errors in the margin. It should be noted that the student respondents were grouped in HP (high proficiency) and LP (low proficiency) categories. The findings of the students' reactions to their teachers' feedback are interesting in the view of the present questionnaire results (to be presented and discussed in chapter 4 and 5 below).

Furthermore, the majority among HP students (72.2%) preferred marks + error correction feedback + written comments, while less than half among the LP students preferred this kind of feedback. When it comes to marks + written comments, the figures shows: HP students: 16.7%, LP students: 4.5%. Marks + error feedback: HP students 5.5%, LP students: 18.3%. Feedback consisting of marks only and response to errors and written comments only, were ranked from 9.1 % to 0.0 %.

Lee also examined what the students would like their teacher to give *more* of concerning future feedback. The findings demonstrate that the majority of students would prefer written comments. When asked about the preferred *ways* of error feedback (strategies), the majority

23

of HP students (56%) preferred "underlining/circling errors, categorising and provision of corrections". In other words, the students want the teacher to work out the most for the students. It is interesting to note that Lee found this kind of feedback to be least frequently used by the teachers. Hints (marks in margin) is the feedback method least wanted in the future, and the same is the case with categorisations.

On the whole, Lee concludes that the HP students reacted more favourable to the teachers' feedback than the LP students did. It is in the nature of the case, however, that students obtaining good results normally express a positive attitude towards teaching plans and various forms of evaluation.

In a study carried out by Kagimoto and Rogers concerning students' perceptions of corrective feedback (2008, p.p. 873 – 874), the results showed preferences for explicit forms of correction, whereas clarification requests and repetition were the least preferred types of feedback.

In the Finnish study (Renko 2013), the respondents were asked to either agree or disagree with the statement "I believe I can benefit from the errors I make when speaking English" (p. 39) 98% of the respondents agreed with the statement.

Another interesting finding in Renko's survey is that pupils with lower marks want the teacher to give them corrective feedback less often than pupils with higher marks. The same tendency is reflected in the answers which demonstrate that corrective feedback *benefits* pupils with higher marks more often than pupils of other marks. It further appears that explicit correction is more popular than explicit identification. *Elicitation* of correct answer or form proved to be least popular. (See chapter 5 for a discussion on how these findings correlate with the findings of this study).

Furthermore, a study performed by Kavaliauskienė and Anusienė (2012) aimed to explore learner attitudes to feedback as a language learning tool in oral production and written work, also electronically, as well as peer correction of mistakes. What renders Kavaliauskienė's and Anusienė's study particularly interesting related to the present survey, is that their study participants were students specializing in either penitentiary law or psychology, thus their study for establishing English knowledge relevant to their profession implies *English for Specific Purposes*. The study rationale also claims the importance of finding out if learners specializing in different subjects need the same types of feedback.

The study design was based on presenting a number of statements to the students to which they were supposed to depict their perception. To sum up, the majority of students expressed that making mistakes while learning English is natural; students prefer the teacher's

immediate correction of errors; teachers should correct every mistake in the students' speaking; teachers should correct every mistake in the students' writing (relevant to part 3 in the questionnaire), the teacher's individual correction of the students' written mistakes is useful for learning ESP. (See chapter 5).

In his master of art thesis, Al-Naqbi (2009, p. 81) states that his collected data reveals positive attitudes to their teachers' corrective feedback. High level students demonstrated preference for implicit feedback, while average and low achieving students preferred prompts as a way to treat their errors. Al-Naqbi further claims that his findings go in line with studies reviewed in his thesis on the issue of oral error treatment and students' preferences (Yoshida 2008, Katamaya 2007, Katamaya 2006, Lasagabaster and Sierra 2005, Schulz 2001).

In the Katamaya' study (2007) the purpose was to […] "examine students' attitudes and preferences regarding error correction in Japanese classrooms" (p. 63). One of the research questions reads: "What are the students' general preferences for particular types of error correction methods?" (p. 64). The results of the survey demonstrated that more than 90% of the students want their errors in speech corrected during oral activities. Among the ten types of error correction the most preferred was the one in which the teacher explains why the student's utterance is incorrect (81.4 %). Almost as popular was the one where the teacher hints the student about the error enabling him or her to notice it, and then provide the correct form (81.4 %). A third relatively popular method was that in which the teacher indicates the error and provides the correct form (58.9 %) (*ibid* p. 73).

In a study performed by Amrhein and Nassaji (2010), the majority of students (93% of the participants) wanted their teachers to mark all errors in written works. The participants in this study thought their teachers to have the main responsibility for correcting errors (no self-correction). Furthermore, the majority of participants preferred having their errors marked and corrected in the form of error correction with a comment and overt correction by the teacher. (See chapter 5 for further discussion of these findings).

The results of this study also seem to correlate well with Lee's findings among the HP students of which 72, 2 % preferred marks along with error correction feedback and written comments. It is interesting to notice that less than half among the LP students in Lee's study preferred this kind of feedback. This may be explained by differences in the students' attitudes: HP students tend to hold a more positive attitude to making efforts working with corrected and commented tasks for the benefit of their learning process.

In Jodaie's, Farrokhi's and Zoghi's study the results indicate that direct feedback (underlining/circling and correcting errors) was preferred by a majority of students (and

teachers). This feedback applied mainly to correction of grammatical errors. As for indirect, uncoded feedback (underlining/circling errors without coding them), the majority of students provided a negative response. The same was the case for indirect prompting of error location by marks (e.g., a cross) and correction codes.

Furthermore, it is interesting to look at the results of Lee's survey where the students are questioned about their preferences of what they wanted their teachers to ask them to do *more* of after the reception of corrected works. In brief, the results for this question demonstrated that the HP students opted for the most labour-intensive actions to be taken after having received teacher feedback.

Amrhein and Nassaji's study (2010) showed that most participants wanted their teachers to mark all major errors in their works as indications of errors, and corrections with comments, however not the minor ones.

The studies referred above are summed up and commented on in chapter 5 (discussion of the results and findings).

3   Methods and Research Design

There is a vast amount of research carried out concerning various aspects of CF, specifically within L1/L2/EFL learning and acquisition. Basically, CF research carried out so far has revolved around teachers' points' of view, mainly on the effects of various forms of CF. Timing of CF has also been looked into as a field of interest. The notion that the student's or pupil's attitude and reactions to CF may be of importance for the learning outcome (learner uptake), is of growing interest.

Introspection is one source of data in *error analysis* (EA) pointed at by James (1988, p. 21). With reference to Færch and Kasper (1987), James claims that language learners are able to describe the mental processes governing their language activities using some sort of *metalanguage*. James points out that introspection, as a matter of fact, has a long history in language study: learner diaries and questionnaires have been used to examine FL learners' learning experiences. Another method of introspection listed by James is language judgment tests as described by Greenbaum and Quirk (1970, in James, 1988, p. 22) involving evaluation, preference (x better than y), and similarity (z is more like x than y). James mentions the *protocol*; protocols investigate FL learners learning strategies. It should be pointed out that James suggests *self-observation* as a sort of protocol eliciting reflections around learning behaviour. The role of introspection involves, in other words, learners' awareness of their own learning processes, constituting important prerequisites in EA, according to James. Consequently, looking into learners' perceptions of corrective feedback may be of importance when it comes to understanding the individual learner's learning strategies, how he/she handles feedback, and last but not least, which methods of feedback he/she finds more effective and uses more frequently compared to other methods. Learning strategies in this context are strategies through which the learner develops his/her aptitudes, abilities and talents both individually and in cooperation with others. Example of learning strategies may be e.g. reading strategies, such as skimming and scanning.

3.1   Research design

The design of the present study/project is quasi-experimental as the subjects are not randomly chosen, but are students in permanent groups within a maritime technical college (Trochim, 2013). The students, however, are randomly put together as they are in principle recruited from the whole country; they represent different age groups and different educational backgrounds. The study is carried out using the inductive approach: first, the information and the data are collected, then the material is systematized, and finally the conclusions related to previous research and proposed theories are drawn (cf. the proposed hypothesis, see chapter 1.1.3, p. 8).

3.2   Research context

As mentioned in section xx above, the survey was carried out among 26 students of nautical sciences at Lofoten Maritime College which implies that the students undergo a two-year vocational programme with an academic subpart. Twelve students were completing their second year of study and as such ready for their final exams, while the remaining fourteen

students were about to terminate their first year of study. The involved students are aged between twenty two and approximately fifty years of age and are recruited from various spheres within the maritime and the fishing industry.

Age groups first-year students			
20 - 29	30 - 39	40 - 49	50 - 59
7	4	4	1
Age groups second-year students			
20 - 29	30 - 39	40 - 49	50 - 59
1	6	5	0

Number of students appears as a row label for the data rows.

Table 1: questionnaire participants, age distribution

During the months prior to the study the students received feedback in various ways as listed in chapter 2.4.4 and in the questionnaire (see chapter 4 and appendix 1), but obviously with various emphasises on the various ways of feedback. The study was carried out in April 2013. The results were subsequently summed up, systematised and interpreted according to the hypothesis.

3.3   Instrument

In terms of research terminology as explained by Dörnyei & Csizér (2012, p. 79), the *population* in the present research is constituted by technical college students of nautical science in Norway, while the *sample* is constituted by two student groups described in chapter 3.2 table1 above. As a research instrument, a questionnaire was created to find out about the students' perceptions of error correction and feedback. The questionnaire consists of three sections: a) a quantitative study of the students' motivation for learning English and their perceptions of various forms of feedback based on the feedback students have received over some time (first grade students almost one academic year, second grade students almost two academic years), b) a qualitative open-ended questionnaire giving the students the opportunity to outline which actions they have taken or how they have reacted to feedback; finally (c) a section on how students evaluate the importance of correcting errors related to various professional communication settings. Response options were coded as 5-point Likert scales, with 1 representing "least beneficial" and 5 "most beneficial".

When it comes to the format of the questionnaire, the following aspects discussed by Dörnyei & Csizér (*ibid*, p. 78) were taken into consideration: length 4 – 6 pages, should not exceed 30 minutes to complete, pages should not look crowded, items from different scales need to be mixed up as much as possible to create a sense of variety and to prevent respondents from repeating previous answers, and placing possible factual questions at the end as such questions may have an off-putting effect if placed at the very beginning of the questionnaire. The same applies to the issue whether the questionnaire should be translated, or not: "[…] and the widespread – and we believe correct – belief that the quality of the obtained data improves if the questionnaire is presented in the respondents' own mother tongue […]" (*ibid*, p. 79). Consequently, the questionnaire is written in Norwegian.

As for the volume of the sample researchers are preoccupied with how large the sample should be. Dörnyei & Csizér recast this to "How small a sample can I get away with?" (*ibid* p. 82). With reference to Hatch and Lazaraton (1991), Dörnyei & Csizér state that the sample should have a normal distribution, and a rule of the thumb to achieve this is that the sample should include 30 or more participants; the suggestion however, should not be regarded as an absolute rule (*ibid* p. 82). As the population consists of approximately 320 – 350 students, the number of participants in the present survey, 26 altogether, should constitute a representative group.

Another important aspect according to Dörnyei & Csizér is whether there are any distinct subgroups within the sample which may be expected to act differently from the others (*ibid* p. 829). Potential subgroups in the present sample may be possible groups, consciously or unconsciously established, related to the significant differences in the respondents/students' ages which of course may cause dissimilar perceptions concerning feedback and feedback attitudes.

One important question raised by Dörnyei & Csizér concerning the questionnaire administration, is to which extent the respondents take the survey seriously when they usually have nothing to gain from participating in the research? (*ibid* p. 83). According to Dörnyei & Csizér (2012) people mostly do not mind expressing their opinions and answering questions as long as the study they are invited to participate in is a serious one, and that their opinion matters (*ibid* p. 83). I assume that the participants in this study handle the questionnaire seriously as the survey is related to their education and future profession.

3.4 The questionnaire design

The questionnaire is composed of three sections, each section dealing with the different aspects of the study. Section one consists of four parts; each part dealing with various aspects of (corrective) feedback. Section two investigates the students' post-activities, after the reception of corrective feedback given to them from various tasks and tests. Section three examines the students' perception of seriousness of errors committed in various communicative situations.

4   Summary and results of the questionnaire

This section presents the participants' responses and comments relevant to the responses. To aid interpretation, the explanations are categorised according to the questionnaire. The results are discussed in Chapter 5 (in relation to the research questions). The present survey bears witness to what the individual student finds and believes to be beneficial from the various forms of feedback provided.

4.1 Questionnaire section one

4.1.1 Part 1: Motivation

The responses to the question whether acquiring ME is easy or difficult (cf. Q1 of the questionnaire, part 1, appendices 2 and 5) demonstrate that the majority of the students (12 and 14 in the two groups respectively) do not find ME particularly difficult compared to learning GE. There are, however, no students who gave the question 5 points (easy).

4.1.2 Part 2: Ratio marks/comments

Part two of the questionnaire focuses on the ratio between marks and comments. Which kinds of feedback do the students find least or most beneficial: feedback with or without marks, marks A – F only, pass or fail, feedback as a combination of marks and corrected errors and comments (written and/or oral, or occasionally as a combination of both)?

Marks A – F (cf. Q2a of the questionnaire, part 2, appendices 2 and 5; also cf. table 2 point a.): 9 out of 14 (64,3 %) among the first year students, and 4 out of 12 (33,3 %) among the second year students found this feedback to be most beneficial. The rather significant divergence between the two student groups will be discussed in Chapter 5.

Pass – fail: (cf. Q2b, part 2, appendices 2 and 5; also cf. table 2, p. b.): The results demonstrate correlation between the two student groups: except from 5 students out of 26 in both groups who gave 4 and 5 points, this kind of feedback was ranked from average beneficial (3 points) to least beneficial (1 point).

Error correction with written and oral feedback, occasionally in combination, but without the provision of marks or pass/fail assessment (cf. Q2c, part 2, appendices 2 and 5, also cf. table 2, p. c.): The results demonstrate correlation between the student groups: except from 2 respondents among the first year students, the others (24 in all) ranked this kind of feedback from average beneficial (3 points) to most beneficial (5 points).

	Forms of feedback	Points LF1[1]					Points LF2[2]				
		1	2	3	4	5	1	2	3	4	5
a.	Marks A – F (cf. Q2a of the questionnaire, part 2)	0	0	4	1	9	0	0	6	2	4
b.	Pass – fail: (cf. Q2b, part 2)	3	4	5	2	0	2	4	3	2	1

[1] The group of first-year students
[2] The group of second-year students

c.	Error correction with written and oral feedback, occasionally in combination, but without provision of marks or pass/fail assessment (cf. Q2c, part 2)	0	2	1	8	3	0	0	1	5	6
d.	Error correction with additional mark (cf. Q2d, part 2)[3]	0	0	2	2	9	0	0	1	4	7

Error correction with additional mark (cf. Q2d, part 2, appendices 2 and 5, also cf. table 2, p. d.): The results demonstrate significant correlation between the student groups: this kind of feedback was ranked from average (3 points) to most beneficial (5 points).

Table 2 Forms of feedback - ratio marks/comments

4.1.3 Part 3: Ranking of correction alternatives in written works

In this part of the questionnaire, the participants were asked to rank which error corrections alternatives in written works they find to be least or most beneficial, "what have you learned most or least from?"

Underlining/indication of errors without written or oral comment(s) or the provision of correct form(s) (cf. Q3a, part 3 in the questionnaire, appendices 2 and 5, also cf. table 3, point a.): The results demonstrate significant correlation between the student groups: with the exceptions of two students in either classes giving 5 and 4 points respectively, this kind of feedback was ranked from average/below average to least beneficial.

Underlining of errors *without* the provision of written but *with* oral comments/indication of correct form (cf. Q3b, part 3, appendices 2 and 5, also cf. table 3, p. b.): no students gave this kind of feedback 5 points, but 7 respondents (50 %) among the first-year students and 3 (25 %) among the second-year students gave 4 points while the remaining respondents in both groups ranked such feedback from average to least beneficial.

Underlining of errors *with* the provision of written but *without* oral comments/indication of correct form (cf. Q3c, part 3, appendices 2 and 5, also cf. table 3, p. c.): with exception of 2 respondents among the first-year students who gave 5 points, the results demonstrate correlation between the student groups ranking such feedback from above average to least beneficial with a slight accentuation on average beneficial.

Underlining of errors with the provision of *both* written and oral comments/indication of correct form (cf. Q3d, part 3, appendices 2 and 5, also cf. table 3, p. d.): except from one student among the first-year students who gave 3 points, the results demonstrate significant correlation between the student groups ranking this kind of feedback to be above average to most beneficial.

---

[3] One LF1 respondent did not answer this question

Teacher pointing out *correct* form or forms (cf. Q3e, part 3, appendices 2 and 5, also cf. table 3, p. e.): more than 70 % among the first-year students and more than 80 % among the second-year students ranked this kind of feedback to be above average and most beneficial.

	Ranking of correction alternatives in written works	Points LF1[4]					Points LF2[5]				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
a.	Underlining/indication of errors without written or oral comment(s) or provision of correct form(s) (cf. Q3a, part 3in the questionnaire):[6]	5	4	3	0	1	5	6	0	1	0
b.	Underlining of errors *without* provision of written but *with* oral comments/indication of correct form (cf. Q3b, part 3):[7]	1	2	3	7	0	1	2	6	3	0
c.	Underlining of errors *with* provision of written but *without* oral comments/indication of correct form (cf. Q3c, part 3):[8]	1	4	4	2	2	2	2	5	3	0
d.	Underlining of errors with provision of *both* written and oral comments/indication of correct form (cf. Q3d, part 3):	0	0	1	4	9	0	0	0	3	9
e.	Teacher pointing out *correct* form or forms (cf. Q3e, part 3):[9]	0	1	2	5	5	1	1	0	6	4

Table 3 Ranking of correction alternatives in written work

4.1.4 Part 4: Ranking of correction alternatives relevant to oral activities

In this part of the questionnaire, the participants were asked to rank which error correction alternatives applied in oral activities they find to be least or most beneficial.

The teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then" (cf. Q4a, part 4, appendices 2 and 5, also cf. table 4, point a.): 4 respondents out of 14 among the first year students (28,5 %) ranked this kind of feedback to be average, below average and least beneficial, while 2 out of 12 respondents (25 %) among the second-year students ranked this kind of feedback to be average beneficial. The remaining respondents, 9 among the first year students (63,7 %) and 10 among the second-year students (88,3 %) find it above average and most beneficial.

The teacher has repeated incorrect pronunciation in order to "elicit" correct form (cf. Q4b, part 4, appendices 2 and 5, also cf. table 4, p. b.): among the first- year students 4 respondents gave 3 points (average beneficial), 8 respondents gave 4 points (above average beneficial) and 1 student gave 5 points (most beneficial). The figures representing the second-year students demonstrated that 1 respondent gave 1 point (least beneficial), 2 respondents gave 2 points

---

[4] First-year students
[5] Second-year students
[6] One LF1 respondent did not give an answer to this alternative
[7] One LF1 respondent did not give an answer to this alternative
[8] One LF1 respondent did not give an answer to this alternative
[9] One LF1 respondent did not give an answer to this alternative

(below average beneficial), 4 respondents gave 3 points (average beneficial), 2 respondents gave 4 points (above average beneficial) while 3 respondents gave 5 points (most beneficial). The teacher has explained incorrect pronunciation applying the board (e.g. displayed pronunciation rules) (cf. Q4c, part 4, appendices 2 and 5, also cf. table a, p. c.): No respondents ranked this kind of feedback as least beneficial. The distribution of points demonstrated following figures among the first-year students: 1 respondent (out of 14) gave 2 points (below average beneficial), 2 respondents gave 3 points (average beneficial), 6 respondents gave 4 points (above average beneficial) and 5 respondents gave 5 points (most beneficial). As for the second-year students following figures apply: 1 respondent (out of 12) gave 2 points, 3 respondents gave 3 points, 5 respondents gave 4 points, and 3 respondents gave 5 points. As one can see, there is a significant correlation between the two student groups concerning this statement (issue?).

The teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session (cf. Q4d, part 4, appendices 2 and 5also cf. table 4, p. d.): The distribution of points demonstrated following figures among the first-year students: no respondents gave 1 point (least beneficial), 1 respondent gave 2 points (below average beneficial), 2 respondents gave 3points (average beneficial), 8 respondents gave 4 points (above average beneficial) while 2 respondents gave 5 points (most beneficial). As for the second-year students, 1 respondent gave 1 point (least beneficial), 3 respondents gave 2 points (below average beneficial), 1 respondent gave 3 points (average beneficial), 6 respondents gave 4 points (above average beneficial) and 1 respondent gave 5 points (most beneficial). As one can see there is a significant correlation between the two student groups concerning this statement.

 The teacher points out the students' use of correct form (cf. Q4e, part 4, appendices 2 and 5, also cf. table 4, p. e.): no students in either group gave 1 point (least beneficial). The distribution of points demonstrated following figures among the first-year students: 3 respondents gave 2 points (below average beneficial), 3 respondents gave 3 points (average beneficial), 5 respondents gave 4 points (above average beneficial) while 2 respondents gave 5 points (most beneficial). When it comes to the second-year students the figures show: 3 respondents gave 2 points (below average beneficial), 0 students gave 3 points (average beneficial), 5 respondents gave 4 points (above average beneficial) and 4 respondents gave 5 points (most beneficial).

Table 4 Ranking of correction alternatives during oral activities

4.2 Questionnaire section two: the students' reactions to and post-feedback activities following various types of feedback

In this section I sum up and comment on the activities performed by the students after they have received various forms of feedback (corrections/adjustments), i.e. how the students have related to feedback in tasks and tests in their learning process. The middle column of the summary of responses in the questionnaire (section two of the questionnaire, appendices 3 and 6), indicate the number and percentage of those who claim to do nothing after feedback reception (no actions to be taken); also cf. table 5 below. The very left column of the questionnaire (appendices 3 and 6) summarizes the claimed activities performed by the students after they have received various forms of feedback.

	Ranking of correction alternatives relevant to oral activities	Points LF1[10]					Points LF2[11]				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
a.	Teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then" (cf. Q4a, part 4):[12]	1	2	1	6	3	0	0	2	4	6
b.	Teacher has repeated incorrect pronunciation in order to "elicit" correct form (cf. Q4b, part 4):[13]	0	0	4	8	1	1	2	4	2	3
c.	Teacher has explained incorrect pronunciation applying the board (e.g. displayed pronunciation rules) (cf. Q4c, part 4):	0	1	2	6	5	0	1	3	5	3
d.	Teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session (cf. Q4d, part 4):	0	1	2	8	2	1	3	1	6	1
e.	Teacher points out the students' use of correct form (cf. Q4e, part 4):[14]	0	3	3	5	2	0	3	0	5	4

Feedback as described in Q2c, part 2 of questionnaire (appendices 2 and 5, also cf. table 5, point 2c.): Error correction with written and oral feedback, occasionally in combination, but without provision of marks or pass/fail assessment:

3 out of 14 (21,4 %) among the first-year students while no (0 %) second-year students claimed to have taken actions. The others claimed to correct the errors, and attempted to remember the mistakes committed.

Feedback as described in Q2d, part 2 (appendices 2 and 5, also cf. table 5, p. 2d.): Error correction with additional mark:

---

[10] First-year students
[11] Second-year students
[12] One LF1 respondent did not give an answer to this alternative
[13] One LF1 respondent did not give an answer to this alternative
[14] One LF1 respondent did not give an answer to this alternative

4 out of 14 among first-year students and 1out of 12 among second-year students claimed to have taken no actions. The others claimed having corrected the errors, memorised the committed errors or read through the corrected parts to observe the errors.

Feedback as described in Q3a, part 3 (appendices 2 and 5, also cf. table 5, p. 3a.): Underlining errors without written or oral comments/addition of correct form:

6 out of 14 (42.3%) among the first-year students and 7 out of 12 (58.3%) among the second-year students claimed to have taken no actions. The others claimed to observe, correct and memorise committed errors.

Feedback, as described in Q3b, part 3 (appendices 2 and 5, also cf. table 5, p. 3b.): Underlining of errors without written but with oral comments addition of correct form.

4 out of 14 (28.6 %) among the first-year students and 4 out of 12 (33.3 %) among the second-year students claimed no actions to be taken. The others claimed to correct errors in their tasks, memorise the errors, and take notes and records of the errors committed.

Feedback as described in Q3c, part 3 (appendices 2 and 5, also cf. table 5, p. 3c.): Underlining of errors *with* the provision of written but *without* oral comments/indication of correct form.

5 out of 14 (35,7 %) among the first-year students and 4 out of 12 (33,3 %) of the second-year students claimed to have taken no actions. The remaining students claimed to have corrected errors in tasks; tried to memorise, corrected spelling errors and errors as commented on by teacher.

Feedback, as described in Q3d, part 3 (appendices 2 and 5also cf. table 5, p. 3d): Underlining of errors with the provision of *both* written and oral comments/indication of correct form.

2 respondents out of 14 (14.3%) among the first-year students and no respondents among the second-year students claimed to have taken no actions. The others gave that they corrected errors in tasks, tried to memorise and correct the committed errors.

Feedback, as described in Q4a, part 4, (appendices 2 and 5, also cf. table 5, p. 4a.): The teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then".

3 out of 14 (21.5 %) among the first-year students and 3 out of 12 (25 %) among the second-year students claimed no actions to be taken. The others claimed that they attempt to do as the teacher said, try to "figure out if it's true" (?), take notes; repeat corrected pronunciation items for themselves and to learn from corrected mispronounced items.

Feedback, as described in Q4b, part 4 (appendices 2 and 5, also cf. table 5, p. 4b.): The teacher has repeated incorrect pronunciation in order to "elicit" correct form:

3 respondents out of 14 (21.4%) among the first-year students and four of 12 (33.3%) among

the second-year students claimed to have taken no actions.

The remaining respondents claimed they try to "figure out if it is true", memorise errors, correct mistakes or listen to others reading or speaking, read and pronounce mispronounced words or expressions again, practice correct pronunciation and tried to do as the teacher said.

Feedback, as described in Q4c, part 4 (appendices 2 and 5, also cf. table 5, p. 4c): The teacher has explained incorrect pronunciation applying the board:

5 out of 14 respondents (35.7%) among first-year students and 2 out of 12 (16.7%) among second-year students claimed to have taken no actions.

The remaining respondents claim they take notes and check up against given answers, try to memorise, to be attentive and try to take up corrections.

Feedback, as described in Q4d, part 4 (appendices 2 and 5, also cf. table 5, p. 4d.): The teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session.

5 out of 14 respondents (35.7%) among the first-year students and 4 out of 12 (33.3%) among the second-year students claim to have taken no actions.

The remaining respondents claim that they correct errors and memorise; some students think that errors should be corrected immediately. They claim to rehearse various forms of pronunciation to prepare for next class.

Feedback, as described in Q4e, part 4 (appendices 2 and 5, also cf. table 5, p. 4e.): The teacher points out the students' use of correct form.

7 out of 14 respondents (50%) among first-year students and 6 out of 12 (50%) among the second-year students claim no reactions to be taken. The remaining respondents expressed that they feel proud, some claim that they "hear" (or listen to) what the teacher says, while some state that they become happy and try memorise.

For all of these referred in chapter 4.2, cf. table 5 below

	Feedback	LF1[15]		LF2[16]	
		Number	Percentage	Number	Percentage
2c.	Error correction *with* written and oral feedback, occasionally in combination, but *without* provision of marks or pass/fail assessment:	3	21,4	0	0
2d.	Error correction *with* additional mark:	4	28,6	1	8,3
3a.	Underlining errors *without* written or oral comments/addition of correct form:	6	42,3	7	58,3
3b.	Underlining of errors *without* written but				

---

[15] First-year students
[16] Second-year students

	with oral comments addition of correct form:	4	28,6	4	33,3
3c.	Underlining of errors *with* provision of written but *without* oral comments/indication of correct form:	5	35,7	4	33,3
3d.	Underlining of errors with provision of *both* written and oral comments/indication of correct form:	2	14,3	0	0
4a.	Teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then":	3	21,4	3	25
4b.	Teacher has repeated incorrect pronunciation in order to "elicit" correct form:	3	21,4	4	33,3
4c.	Teacher has explained incorrect pronunciation applying the board:	5	35,7	2	16,7
4d.	Teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session:	5	35,7	4	33,3
4e.	Teacher points out the students' use of correct form:	7	50	6	50

Table 5 Number of participants claiming to take no actions after reception of feedback

4.3   Questionnaire section three

The last part of the study aims at finding out about students' perceptions of and attitudes towards errors committed in in different communication settings, and which of these are regarded as important to work on and correct. A distinction is made between written and oral communications (cf. appendices 4 and 7). The questionnaire results are furthermore summed up in the tables 3 and 4 below, and further discussed in chapter 5.

4.3.1   Oral communication

The oral communication alternatives entered into the questionnaire are singled out according to entries in *Maritime Standarduttrykk (Standard Marine Communication Phrases)* (Sjøfartsdirektoratet, 1999), and expressions applied in *MarEng* (University of Turku, 2013) in addition to other publications relevant for maritime communication, e.g. The ITU[17] RR[18] and the Admiralty List of Radio Signals.

	Forms of communication in oral settings	Points LF1[19]					Points LF2[20]				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
a.	Distress, urgency and safety communications:	0	0	0	4	11	0	1	1	2	8
b.	Pilot on the bridge, communication with pilot:	0	2	3	5	4	0	0	2	6	4
c.	VTS[21] communications:	0	1	4	5	4	0	0	2	6	5
d.	Communication during changing the watch:	1	0	2	8	3	0	0	2	4	6

---

[17] International Telecommunication Union

[18] Radio Regulations

[19] First-year students

[20] Second-year students

[21] Vessel Traffic Service

	Forms of communication	1	2	3	4	5	1	2	3	4	5
e.	Communication related to cargo handling:[22]	0	0	5	4	5	0	0	2	5	4
f.	Communication related to handling of passengers in emergency situations:	0	0	0	7	7	0	0	1	5	6
g.	Communication concerning information to passengers:	0	0	5	5	4	0	0	2	7	3
h.	Communication in connection with evacuation- and life boat drills:	0	0	5	5	4	0	0	2	6	4
i.	Communication with passengers and crew members related to topics in general ("daily – life communication", "chatting up people")	0	5	1	4	4	0	2	7	2	1

Table 6 Forms of communication in oral settings

4.3.2 Written communication

When it comes to written communication, the alternatives entered into the questionnaire are singled out according to text books and publications like e.g. course books, MarEng, A Guide to Port Entry.

	Forms of communication	Points LF1[23]					Points LF2[24]				
		1	2	3	4	5	1	2	3	4	5
j.	Reports concerning mishaps, injuries, accidents and near-accidents:	0	0	0	5	9	0	0	1	2	9
k.	Reports concerning vessel operation and management:	0	0	2	7	5	0	0	2	3	7
l.	Business letters: orders, requests etc.:	0	1	3	5	5	0	0	3	4	5
m.	Reading and comprehension of manuals and instructions:	0	2	2	7	3	0	0	3	3	6
n.	Reading and understanding the content of newspapers and books of general interest:	2	6	5	1	0	1	3	7	1	0
o.	Reading (and comprehension) of nautical publications, weather information and particulars:	0	1	3	6	4	0	0	2	3	7

Table 7 Forms of written communication

To sum up, the student responses reveal a clear trend: errors committed in communication situations that normally are characterised as "critical" or situations that may lead to a critical situation, were ranked most important to work on or to correct. Errors in verbal communication in general and in reading of newspapers and fiction books were ranked as least important.

---

[22] One LF1 respondent did not give any points to this alternative
[23] First-year students
[24] Second-year students

5   Findings, Discussion and Conclusion

The aim of this chapter is to present, clarify and discuss the survey findings. Sections 5.1-5.3 examine the results from the three sections of the questionnaire, respectively. Firstly, the students' attitudes towards and motivation for learning ME are discussed (section 5.1.1). Next, the respondents' perceptions of *usefulness* in terms of what the students experience as least or most beneficial of the various forms of corrective feedback, will be presented (section 5.1.2). Furthermore, the respondents' perceptions related to various alternatives of corrections they have encountered in their study of ME, will be examined (sections 5.1.3 and 5.1.4). The respondents' reactions and actions to corrective feedback, i.e. what they actually *do* in order to utilise corrective feedback for the benefit of their language learning process, will be looked over (section 5.2). Findings related to the respondents' perceptions of and attitudes towards errors committed in different communication settings will be introduced and discussed in section 5.3. Implications of the study for ME teaching in general and for corrective feedback in ME teaching in particular are discussed in section 5.4; possible

limitations are listed in section 5.5, while final comments and conclusions are presented in section 5.6.

5.1 Clarification and discussion of the findings, questionnaire section one

For summary and figures which form the basis for this section, cf. section 4.1.1. The questionnaire design is presented in 3.4 above.

5.1.1 Questionnaire part 1

The first question in section 1 of the questionnaire is whether students find acquiring ME more difficult compared to GE (Q1, part 1, appendices 2 and 5). The purpose of this question was firstly, to mentally prepare the participants for the themes in the questionnaire, and secondly, and most importantly, to find out about the participants' motivation (read: interest) for learning ME. It is assumed that the perception of learning ME – whether it is perceived as easy or difficult - to a certain extent reflects the respondents' attitudes to the Maritime English subject as such. The attitude to the ME subject is believed to influence students' perception of language teaching and its implications - herein also feedback methods.

Although none of the respondents rate their experience of learning ME as *very* easy (5 points), the majority responds that learning and acquiring ME is not particularly difficult compared to that of learning GE. It may be noted, however, that many of the older students' previous school attendance is far back in time, for many of the students presumably thirty to forty years, thus they may have forgotten or mentally suppressed their experiences from English lessons and/or classes (cf. table1, chapter 3.2). Conversely, the younger students may have a better memory of their English lessons. This should be taken into account when drawing conclusions on the students' motivation for learning English.

Nevertheless, the part one questionnaire results may be interpreted in such a way that the participants of the study are relatively well motivated for learning ME, consequently they most likely have a positive attitude to assessing various aspects of ME language teaching and learning as well as their own attitude to corrective feedback – elements which are incorporated in their study of nautical science. This finding is in line with the hypothesis statement B (cf. section 1.1.3).

5.1.2 Questionnaire, section 1, part 2

For summary and figures which form the basis for this section, cf. chapt. 4.1.2 and questionnaire section 1, part 2, appendices 2 and 5. See also table 2 below.

When it comes to the ratio between marks and comments the question is: which kinds of feedback do the students find least or most beneficial? The results concerning the students perceptions of feedback given as marks only, demonstrate a significant divergence between the two student groups , as the first-year students seem to appreciate marks only to a much larger extent than do the second-year ones.

	Forms of feedback	Points LF1[25]					Points LF2[26]				
		1	2	3	4	5	1	2	3	4	5
a.	Marks A – F (cf. Q2a of the questionnaire, part 2)	0	0	4	1	9	0	0	6	2	4
b.	Pass – fail: (cf. Q2b, part 2)	3	4	5	2	0	2	4	3	2	1
c.	Error correction with written and oral feedback, occasionally in combination, but without provision of marks or pass/fail assessment (cf. Q2c, part 2)	0	2	1	8	3	0	0	1	5	6
d.	Error correction with additional mark (cf. Q2d, part 2)[27]	0	0	2	2	9	0	0	1	4	7

Table 2 Forms of feedback - ratio marks/comments

This situation may be ascribed to age as the age distribution within the two groups is somewhat different: the first-year student group consists of far more participants in the age group 20 – 29 than does the second-year student group (cf. table 1 above). One possible explanation of the divergence may be that the first-year students recall their previous schooling (where getting marks only was a frequently used method of feedback) better than those of second-year; the second year students have more than one and a half year of studies behind them. Consequently, their memory of previous schooling (hence, the system of marks) may have been suppressed and overshadowed by their present study. It should be mentioned, however, that it has proven difficult to trace studies examining whether different age groups prefer the same CF strategies or not.

As previously mentioned (cf. section 1.1.2), there is much more focus on feedback and evaluation of students' works these days than ever before. Consequently, there is reason to believe that teachers are now applying various feedback methods more extensively. Therefore, the second-year students *may* have experienced more forms of feedback than the first-year students. This may obviously apply to other subjects than ME.

In a Master of Art survey carried out by Park (2010), the students pointed out immediate error correction as effective. Elicitation, explicit feedback, and implicit feedback were the most favoured types of corrective feedback among the students.

When it comes to feedback in terms of pass or fail, the results demonstrate correlation between the two student groups: this kind of feedback is ranked from average to least

---

[25] The group of first-year students
[26] The group of second-year students
[27] One LF1 respondent did not answer this question

beneficial (cf. summary section. 4.1.2), i.e. the least appreciated kind of feedback suggested in the questionnaire.

 As for the student's perceptions of error correction with both written and oral feedback, but without the provision of additional marks or pass/fail assessment, the results from the two student groups correlate. As most respondents ranked this kind of feedback from average to most beneficial, such feedback seems to be appreciated.

The results for error correction *with* an additional mark demonstrate a significant correlation between the two student groups: from average to most beneficial, with the majority ranking this kind of feedback as above average and most beneficial.

To sum up, the results of the study demonstrate that a combination of marks and correction of errors (direct feedback) are ranked most beneficial, while feedback provided as pass/no pass is perceived least beneficial by both the student groups. Written/oral (indirect) indications of errors are ranked average beneficial. This finding constitutes an answer to research question (i), and supports the hypothesis statement, part A (cf. section 1.1.3).

5.1.3   Questionnaire, section 1, part 3: feedback on written works

For summary and figures which form the basis of this section, cf. chapt. 4.1.3, and questionnaire section 1, part 3, appendices 3 and 5. Also cf. table 3 below.

The questionnaire applied in the present survey distinguishes between written and oral feedback. The survey results concerning the students' evaluation of various forms of feedback in written works, e.g. reports, written exercises and tests are interesting, yet not surprising, particularly with regard to previous research within this field. (Examples of tests see appendices 8, 9, 10 and 11).

Feedback in its simplest form, underlining/circling or indicating errors *without* provision of the correct form or any written or oral comment, achieved the lowest ranking of all forms of feedback specified in the questionnaire. For feedback given as underlining of errors *without* written but *with* oral comments (provision of the correct form(s), half of the first-year students and one fourth of the second-year students find this feedback above average beneficial whereas the remaining students find it average to least beneficial. The reason for the slight divergence between the two groups is not easy to determine, but again, this may have to do with the students' present school experience. As for the underlining of errors *with* provision of written but *without* oral comments, the results are fairly similar.

Feedback given in terms of underlining of errors in *addition* to written *and* oral comments indicating correct form(s) is most appreciated by the students.

	Ranking of correction alternatives in written works	Points LF1[28]					Points LF2[29]				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
a.	Underlining/indication of errors without written or oral comment(s) or provision of correct form(s) (cf. Q3a, part 3in the questionnaire):[30]	5	4	3	0	1	5	6	0	1	0
b.	Underlining of errors *without* provision of written but *with* oral comments/indication of correct form (cf. Q3b, part 3):[31]	1	2	3	7	0	1	2	6	3	0
c.	Underlining of errors *with* provision of written but *without* oral comments/indication of correct form (cf. Q3c, part 3):[32]	1	4	4	2	2	2	2	5	3	0
d.	Underlining of errors with provision of *both* written and oral comments/indication of correct form (cf. Q3d, part 3):	0	0	1	4	9	0	0	0	3	9
e.	Teacher pointing out *correct* form or forms (cf. Q3e, part 3):[33]	0	1	2	5	5	1	1	0	6	4

Table 3 Ranking of correction alternatives in written works

5.1.4   Questionnaire, section 1, part 4: feedback related to oral activities

For summary and figures forming the basis of this section, cf. chapt. 4.1.4 and questionnaire section 1, part 4, appendices 2 and 5, also cf. table 4 below.

The results demonstrate that explicit error correction is the most valued form of feedback. When it comes to elicitation of correct form or forms, the results demonstrate, as an average for both student groups, more than average perception of usefulness. The survey also demonstrates that the students appreciate the teacher using the board when explaining committed errors in speech.

---

[28] First-year students
[29] Second-year students
[30] One LF1 respondent did not give answer to this alternative
[31] One LF1 respondent did not give answer to this alternative
[32] One LF1 respondent did not give answer to this alternative
[33] One LF1 respondent did not give answer to this alternative

Provision of error corrections after the completion of an oral/verbal session, seems to be appreciated among the students in both groups. Most of the participants also appreciate the

	Ranking of correction alternatives relevant to oral activities	Points LF1[34]					Points LF2[35]				
		1	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
a.	Teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then" (cf. Q4a, part 4):[36]	1	2	1	6	3	0	0	2	4	6
b.	Teacher has repeated incorrect pronunciation in order to "elicit" correct form (cf. Q4b, part 4):[37]	0	0	4	8	1	1	2	4	2	3
c.	Teacher has explained incorrect pronunciation applying the board (e.g. displayed pronunciation rules) (cf. Q4c, part 4):	0	1	2	6	5	0	1	3	5	3
d.	Teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session (cf. Q4d, part 4):	0	1	2	8	2	1	3	1	6	1
e.	Teacher points out the students' use of correct form (cf. Q4e, part 4):[38]	0	3	3	5	2	0	3	0	5	4

teacher pointing out that the student uses correct pronunciation or correct grammatical form.

 The differences between the first and the second year students could be explained in terms of the students' different levels of proficiency. Less proficient students may be more easily inhibited if they are constantly corrected, "there and then".

The findings concerning feedback on written and oral activities constitute answers to research question 1 and the hypothesis statement A (cf. chapter 1.1.3): certain types of CF are appreciated more than others and the more explicit feedback is clearly preferred by the students.

Table 4 Ranking of correction alternatives relevant to oral activities

5.1.5   Findings related to previous research

When it comes to forms of feedback, the results of the present study differ for the two student groups as for their perception of the use of marks. This is commented on in section 5.1.2 above. Pass/fail feedback is the least appreciated form of feedback whereas error correction with written/oral feedback in addition to provision of the correct form and mark seem to be most appreciated. This correlates well with most of the studies referred to and summarised in the previous sections of this thesis (Jodaie, Farrokhi and Zoghi 2001; Mahfoodh 2011; Lee 2008, Kagimoto & Rogers 2008; Renko 2013; Amrhein & Nassaji 2010) (cf. chapter 2).

---

[34] First-year students
[35] Second-year students
[36] One LF1 respondent did not give answer to this alternative
[37] One LF1 respondent did not give answer to this alternative
[38] One LF1 respondent did not give answer to this alternative

When it comes to the respondents' *ranking* of *forms* of correction or the correction alternatives listed in the present survey, as for written works, the results correlate well with the findings in the previous research. The most elaborate forms of feedback are the most appreciated ones among the students. This observation supports the findings in Jodaie, Farrokhi and Zoghi (2001), Mahfoodh (2011), Lee (2008), Mahfoodh (2011), and Katamaya (2007). Teacher comments and remarks provided by means of symbols or codes for correction are less appreciated by the students, the trend which was also attested in the study carried out by Mahfoodh (2011).

Also when it comes to feedback related to oral activities, explicit correction seems to prevail as the most appreciated kind of feedback among the students. As for the present study, immediate correction of pronunciation errors is appreciated; however, correction of pronunciation errors *after* the oral session is also found beneficial. Some of the surveys referred in this thesis show the same tendency (Kavaliauskienė and Anusienė 2012; Katamaya 2007). It should be mentioned that elicitation of correct form(s) during oral activities is found beneficial among the first-year students while the second year-students participating in this study are more ambivalent to this kind of feedback. Some of the referred studies in this thesis demonstrate that elicitation of correct answer is considered least popular (Renko 2013).

It is also interesting that indication of *correct form(s)* produced by the students during oral activities as well as in written works is found beneficial and highly valued among the majority of the students in this survey (cf. tables 3 and 4).

5.2   Questionnaire results, section 2: examination of the participants' reactions to feedback and their post-feedback activities

The aim of this section is to find answers to research question (ii) (cf. section 1.1.3), which includes the following questions: How do the participating ESP/ME students handle feedback? How do they actually use the feedback/corrections? The intention behind these questions is to find support for hypothesis statement B: the feedback provided is crucial for the amount of post-feedback activities carried out by the students. For summary and figures which form the basis of this section, cf. section. 4.2 and questionnaire section 2, appendices 2 and 5. Also cf. table 5 below.

The present study shows that the participating ESP students do not stand out as specifically creative when it comes to making use of corrective feedback. On the whole, the survey reveals that the general and usual reaction to handling and using written corrective feedback (WCF) is reformulating and correcting the corrected errors in their works.

Furthermore, the study shows that the extent of the students' own corrections, i.e. how they apply the received corrections, depends on what kind of feedback they actually receive and how this feedback is expressed.

The survey shows that explicit corrections are highly appreciated and actively utilised (100% of all the second-year students and approx. 80% of all the first-year students, (cf. table 5, point 2c, and appendices 2 and 5) in their educational activities; no distinction is made between oral and written activities. The divergence between the two student groups (first and second year students) can be accidental, depending on the individual participant's attitudes and experiences.

For feedback indicating errors or erroneous forms but with no correct forms provided (underlining without written or verbal comments), the picture is different: approx. 42% among the first-year students and 58% among the second-year students report that they do not do anything at all (cf. table 5, point 3a). This is an interesting finding which is in line with results found in other studies (see chapter 2.4.5 and 5.1): students appreciate comprehensive teacher support.

Concerning feedback provided as underlining of errors *without* written but *with* verbal comments, 28 % among the first year students and 33 % among the second-year students notify that they do not do anything at all (cf. table 5, point 3b). In comparison to feedback consisting of uncommented error indications (underlining/circling only), there are a few more students who claim to take actions after receiving this type of feedback. This does not contradict the general trend of reaction for this kind of feedback.

As for corrections given as underlining/circling of errors, *without* provision oral but *with* written comments, almost 36% among the first-year students and 33% among the second-year students claim that they do not do anything at all (cf. table 5, point 3c). When it comes to feedback provided as underlining of errors with *both* written and oral comments, 14% of first year students and 0% of second-year students report that they do not revise their tasks at all (cf. table 5, point 3d). This may indicate that the students feel they are dependent on precise and accurate feedback in order to take actions beneficial for their learning process.

According to Ortega (2006), studies carried out within the fields of student preferences for and employment of feedback, are scarce. Some of these studies are interesting but ostensibly superficial: e.g. Lagabaster & Sierra 2005, Loewen, Li, Fei, Thompson & al. 2009, Schultz 1996, Schultz 2001. Even if the present study to a certain degree may be regarded as superficial because of its limited number of respondents and lack of control groups, it still demonstrates trends which correlate with some of the previous studies. The strength of this

study, however, is that it is carried out within a student group barely looked into before in the context of CF.

5.2.1 Post-CF activities: oral vs. written communication/tasks

Efficient work on errors in the context of oral activities, is probably more difficult for students to organise and accomplish compared to working on errors in writing. Unless the reading spells, conversations or discussions are recorded, or there are interactive ways of obtaining available pronunciation corrections, drilling pronunciation on one's own constitutes a challenge for most students.

Immediate and explicit corrections of pronunciation errors and/or structural errors in speech, which often take place in classroom settings, e.g. when reading various texts, during conversations and discussions, contribute more effectively to acquiring and practicing the correct linguistic forms. The attentive peer will probably benefit from paying attention to what is being corrected. In any case, the survey results support the assumption that the majority of students endeavour to correct pronunciation errors.

As for oral activities, e.g. during reading aloud or during discussions where the teacher explicitly indicates mispronunciations and/or use of incorrect forms, about a quarter of all the students in both groups reported that they did not do anything at all to work on the corrections (cf. table 5, point 4a). The remaining students claimed to "do as the teacher says," take notes, and learn from corrections of the incorrectly pronounced words.

In cases where the teacher tries to elicit correct pronunciation by repeating the incorrect form, about a quarter of the students claimed to do nothing at all while the remaining students claimed that they try to remember, correct their mistakes or listen to other students when they read (cf. table 5, point 4b). They further claimed to reiterate reading and pronouncing the wrongly produced words and phrases, practice correct pronunciation, or try to do what the teacher says.

In cases where the teacher has explained the error by using the (black or white) board, nearly 36% among the first year students and nearly 17% among the second-year students claimed that they did not do anything at all to work on the errors committed (cf. table 5, point 4c). Thus the majority claimed that they would check their pronunciation against the correct answer, try to keep in mind, be attentive, and try to take up corrections.

In cases where the teacher has pointed out pronunciation errors after the session, around 35 % in both classes answered that they did nothing at all to work on their errors (cf. table 5, point 4d). The others did as described above. In cases where the teacher has pointed out the correct

pronunciation, 50% of the students in both classes claim that they felt proud, became excited and tried to remember the correct form (cf. table 2, point 4e).

To sum up, in general the students seem to appreciate explicit methods of feedback. When it comes to the students methods of processing the received corrections in their works (tasks, tests and the like), these seem to be simple an unbalanced (cf. appendices 3 and 6). Another finding which supports previous research (chapter 2.4.5) is related to the scope or dimension of the given feedback. If feedback on written work assignments is given in elaborate forms (underlining/circling of errors in addition to provision of correct form *and* written/oral comments), the students seem to handle such feedback more seriously. The students also seem to appreciate explicit error corrections during oral activities.

The findings accounted for above constitute answers to research question (ii), and support as such both the hypothesis statements A and B (cf. chapter 1.1.3).

	Feedback	LF1[39]		LF2[40]	
		Number	Percentage	Number	Percentage
2c.	Error correction *with* written and oral feedback, occasionally in combination, but *without* provision of marks or pass/fail assessment:	3	21,4	0	0
2d.	Error correction *with* additional mark:	4	28,6	1	8,3
3a.	Underlining errors *without* written or oral comments/addition of correct form:	6	42,3	7	58,3
3b.	Underlining of errors *without* written but *with* oral comments addition of correct form:	4	28,6	4	33,3
3c.	Underlining of errors *with* provision of written but *without* oral comments/indication of correct form:	5	35,7	4	33,3
3d.	Underlining of errors with provision of *both* written and oral comments/indication of correct form:	2	14,3	0	0
4a.	Teacher provides corrections to pronunciation errors during reading, conversations or discussions, immediately or "there and then":	3	21,4	3	25
4b.	Teacher has repeated incorrect pronunciation in order to "elicit" correct form:	3	21,4	4	33,3
4c.	Teacher has explained incorrect pronunciation using the board:	5	35,7	2	16,7
4d.	Teacher has corrected pronunciation errors after the completion of reading/discussion/conversation session:	5	35,7	4	33,3
4e.	Teacher points out the students' use of correct form:	7	50	6	50

Table 5: Number/Percentage of respondents claiming to take no actions after reception of feedback.

---

[39] First-year students
[40] Second-year students

5.3 Questionnaire results, section 3: findings related to the students' perceptions of and attitudes towards errors committed in different communication settings

The following question is central for the third section of the survey: In which contexts of ME use is it particularly important to avoid errors? The question is related to part C of the hypothesis (section 1.1.3) as it examines the students' attitude concerning the seriousness of committed errors in various kinds of communicative situations, and the importance for developing and establishing efficient lexical and grammatical knowledge, relevant for the students' future profession and communicational needs.

The general attitude among the language teaching professionals seems to be that even if teachers play a very important role in language teaching, the learner plays the main part in the learning process. According to the Personal Agenda hypothesis proposed by Schumann & Schumann (1977, p.p. 241 - 249), every student has his personal view on what he wants to learn and how he wants to do it. Why some learners acquire elements of language which other do not, may be due to the learners' ability to derive from a lesson only those elements of knowledge they want, and in the manner they want.

The participants' attitudes signalled in the questionnaire show that the students are mainly concerned with the development of language skills within the aspects of the English language which are directly linked to communications and language behaviour in the setting of their future maritime professional and academic career. This in itself is not surprising, given that all of their educational activities are aimed at one goal: pass their exams so that they eventually can receive the certificates enabling them to conduct ships. In the Norwegian maritime colleges there is a strong focus on student awareness rising towards the development of precise and effective communication skills in both Norwegian and English.

When it comes to the participants' perceptions concerning errors to correct in oral ME, a number of communication situations will be summed up and discussed. Errors in emergency-, urgency- and security communications, typical oral or verbal genres, are overtly ranked as the most important errors to correct (cf. table 6, point a.). It must be noted that standard procedures for the initial phrases of such communications are developed and apply as internationally acknowledged, stated in the International Radio Regulations (RR); it is mandatory that radio exam candidates virtually are able to memorize and reproduce such phrases in the various contexts of prioritised maritime radio communications.

The communication situations ranked least important to work on are those related to general communications. General communications were defined in the questionnaire as everyday communication, e.g. communication about daily-life items in general.

Furthermore, errors related to communication with the pilot are rated between 2 and 5 among the first-year students, and between 3 and 5 among the second-year students (see table 6, point b.). There are several accident reports concluding that the causes of the accidents were due to a breakdown in communication with the pilot as a result of language errors.

When it comes to communication with Vessel Traffic Service (VTS), most students rank the importance between 3 and 5, with a small divergence between the first and second year students (cf. table 6, point c). The exact reasons for the divergence between the student groups are difficult to determine. One possible explanation may be that the second-year students have spent a longer time in educational settings, thus they have experienced more simulated exercises in practical navigation and consequently have gained greater understanding of the significance of possessing relevant communication ability.

Error correction in communications during bridge watch relief is rated between 3 and 5 with emphasis on 4 and 5 (cf. table 6, point d.). This is acceptable as misconstruction of information as to speed, course, possible obstructions etc. may be fatal. When it comes to language errors associated with cargo handling operations, these are ranked approximately similarly to those of watch relieving (cf. table 6, point e).

Efficient communication with passengers in emergency situations is considered very important by the students (cf. table 6, point f), while committing errors in general communication e.g. in passing on general information to passengers is considered not so serious, ranked between 3 and 5 (cf. table 6, point g.). The students' attitude to possessing the ability of correct and efficient communication in emergency situations is acceptable and easy to understand because of the nature of such communication. When it comes to possessing the ability of communicating information in general to passengers, the figures revealing slightly less importance in such communication is not simply explained. One explanation might be that this kind of communication is regarded similar to that of GE communication, communication regarded less important among the present category of students (cf. table 6, point i).

When it comes to the ability of communicating with passengers during evacuation- and life boat drills, the figures are similar to those of table 6, point g (communication of information). The attitude revealed here is not acceptable in a professional context.

Avoiding errors in written communication e.g. written reports in conjunction with mishaps, injuries, accidents and near-accidents are regarded very important among the majority of students (mainly rated to 4 and 5, cf. table 7, point j.). Avoidance of errors in written reports regarding ship operations and management are also ranked as very important in this context (cf. table 6, p. k.). The same applies to errors in business letters such as orders, inquiries etc. (cf. table 7, p.t l.). These are rankings to expect from professionals concerning abilities within such important fields of communication.

When it comes to reading activities there are likewise some minor differences between the first-and the second-year students. The importance of reading and understanding manuals and instructions are rated between 3 and 5 with the prevalence of 5 points (50%) among the second-year students, compared to 2 to five points for the first-year students, with the prevalence of 4 points (50%) (cf. table 7, p. m). The same trend also applies to reading of important essentials such as nautical publications and maritime safety information (weather data). In any cases the attitude revealed from the figures (cf. table. 7, p. o.) cannot be regarded consistent with the requirements as set in SOLAS, consequently not acceptable.

As for content comprehension in reading literature of a more general nature such as fiction books and newspapers, the rankings are significantly lower than of the genres listed above: between 1 and 4 for both student groups (cf. table 7, p. n). This is in line with attitudes revealed the questionnaire (section three, appendices 4 and 7. Also cf. table 6, p. i.)

The findings explained above (also cf. chapter 4) give answer to research question (iii). The findings support the assumption related to hypothesis statement section C (cf. chapter 1.1.3): students perceive errors committed in communicative situations involving e.g. safety as more serious, i.e. such errors must be avoided, than making errors in daily or general communication.

5.4 Implications of this study for ME teaching in general and corrective feedback in ME teaching in particular

This section deals with comments and discussions on the implications of the study, for teaching ME as well as CF in ME.

Even if the questionnaire results display interesting and useful information, there are limits to what may be derived from such material. It should be noted that the questions on quantitative items are limited to the researcher's terms and ideas, and as such demand the participants to respond to existing problems instead of facilitating them to focus on possible issues meaningful to them. In the qualitative section the prompts and suggestions are intentionally

short. Nevertheless, the answers given seem to render important information; some participants elaborate their answers more than others.

Teaching ME successfully depends on the teachers' awareness of the individual students' learning style and individual circumstances affecting his or her acquisition and learning, in addition to possessing the ability of adapting to the individual student's needs. As discussed in chapter 2, mastering ME involves, *inter alia*, a large amount of the subject-specific core vocabulary which is used to communicate information related to the narrowed specialised field of the maritime industry. If maritime vocabulary is interpreted or used *literally*, the message may be misunderstood or misinterpreted, which, in turn, may cause a dangerous situation or a sequence of dangerous situations (e.g. breastline, backspring – ropes or lines, a gypsy– part of the windlass, monkey island– the top of the wheelhouse, etc.). The maritime professional lexis tends to establish an exact relationship between the terms and the concepts they correspond to (e.g. cradle, devil's claw, eye, quarter, bow, etc.). Furthermore, some words and phrases in the maritime vocabulary are hardly used in other contexts than the maritime industry (e.g. quarter deck, hull, forecastle, bollard, after guy, etc.). Moreover, it is claimed that "the typical length of a message, for both the sender and the receiver, is ultimately restricted by the amount of information that a person can handle at one time" (Winbow, 2013, p. 4).

There should be no need to say that the vocabulary necessary for mariners to use in maritime communication must be precise. The Maritime English teacher must be able to provide extensive help with appropriate explanation and precise translation of new vocabulary items, in addition to supplying the students with learning materials.ME texts which may stand as typical examples of ESP texts include a wide range of specialised lexis. A range of general English words (e.g. observe, provide, item, tool, device, release, etc.), which are infrequently used in GE, may be frequently used in specialised texts without a change in meaning. Therefore, insufficient command of GE can result in problems when students have to deal with such expressions in ESP contexts. Moreover, the core grammar of the English language (GE) is essential for the correct transfer of meanings in any type of ESP, including ME. Consequently, the notion that GE is less important to focus on, revealed in chapter 3, must be refuted by the teacher.

One of the many survey implications associated with corrective feedback, however, is the students' approval of feedback that requires less effort in their processing or handling of feedback. Their appreciation of comprehensive corrective feedback may contradict one of the general principles in language learning where student autonomy is emphasised, and even ruin

their strategies to improve accuracy in their development of language. To support this notion it may be claimed that when students begin to understand their own learning processes and which learning strategies and styles that are most beneficial in the long run, then they are on their way to take real responsibility for their own learning. If the learning processes are too teacher-ruled, then the student learning responsibility may be undermined.

 Contrary, students will most likely be better motivated to work on corrective feedback if they find the received feedback appropriate. In the same breath it should be noted that it might be a good idea for teachers to discuss aspects of corrective feedback with the students so as to adapt their corrective feedback practices aiming at promoting learner autonomy, and simultaneously become aware of students' preferences in order to motivate and inspire students to control their language learning. Ignoring students expectations may demotivate them (Leki, 1991). Having said that, even if students' preferences are important, they should not be idealised as Brown (1998) cautions, because they are […] not necessarily more effective for being preferred" (p. 253).

Furthermore, what should be emphasized is that exploring learners' perspective on any feature of their learning activity does not necessarily imply adapting/adaptation? of the teaching activity according to learners' preferences. Research supports the view that students' preferences and expectations in many cases are influenced by their previous language learning experiences, experiences that were not necessarily beneficial (Cohen & Cavalcanti, 1990, pp. 155 - 177). Consequently, teachers should introduce and explain effective utilisation of various kinds of feedback, also those kinds of feedback which initially turned out to be not preferred by the students. It is important for teachers to bear in mind the complexity of language learning and make decisions not only based on students' expectations.

Another implication to take into account is how students of nautical science/ME evaluate the importance of working on committed errors in various settings of communication. In accident investigations, losses are frequently attributed to *human error* which is a commonly used term on the causes of accidents and injuries that cannot be explained explicitly from technical or operational conditions and/or malfunctions. The term *human* error has been applied in the analysis of maritime accidents which have occurred as a result of failures or breakdowns in communication, either it be ship to ship, ship to shore or intra-ship. Consequently, the importance of focusing on accuracy and disambiguation of meanings/unambiguity in such communication should be self-evident.

An interesting implication in relation to Mahfoodh's study is that the students valued their teachers' positive reactions and comments as these were important for the students' self-

esteem and confidence. This coincides with one of the findings in the present study (cf. table 3 and 4). Lee (2008) further refers to Gee (1972), Ferris (1995) and Hyland (1998) stating that "Findings such as students welcome praise but like to receive both praise and constructive criticism are generalisations that need to be examined more closely with regard to who the teacher is and how the comments are given" (Lee *ibid* p.p. 146). Lee's statement is tangent to findings in the present study as the respondents expressed appreciation when their use of *correct* forms was highlighted (cf. table 3 and 4).

Another implication linked to the students' apparently simple and limited ways or methods of diversifying their handling of feedback, especially written feedback, demonstrates a necessity for teachers to introduce various approaches for efficient feedback handling. This should be taken into consideration and focused on as early as possible.

When it comes to feedback of which the students take no notice, or with which the students claim to do nothing (cf. table 2), this is a serious circumstance which the teacher – in cooperation with the students – should sincerely try to work out. The best idea here would be for the teacher to suggest and apply ways of feedback which are meaningful for the students as well as the teacher.

Nevertheless, the involved students' need or desire for error correction is not necessarily an indication of the effectiveness of such feedback. Some students may hold unrealistic beliefs about speaking and writing, usually based on limited knowledge or experience. With their composition in mind, this may be the case for the student groups in question. Such students may simply not have had their understanding of language learning challenged; therefore, teachers should try to modify some of the students' expectations about error correction (Leki, 1991). Consequently, teachers should assist their students in understanding the intention of feedback and show them how it should be used to improve their speaking and writing in various settings and contexts. Otherwise, students may be unable to decode the teacher's feedback, and thus act on and handle feedback in ways which were not intended by the teacher.

5.5   Limitations

There are certain limitations that should be taken into account when discussing the results of the present study. Firstly, the number of participants is relatively small; consequently the findings should not be over-generalised. When the sample group is small, there is a possibility that the results may produce biased findings as there might only be one or two participants representing current opinions and attitudes valid for relevant equivalent groups. If this should

turn out to be the case, the results cannot be said to represent those groups in general. One must keep in mind, however, that the results of present study do not claim to stand as typical of all Norwegian student groups of nautical science, with ME in their curriculum.

Secondly, the application of a questionnaire evaluation scale that measures quality (or rate of contentment) in this study may have affected the way in which the respondents have answered the questionnaire. On the one hand, 1 and 5 are definite values in this context. Therefore, as a consequence of not having too strong opinions on the issues, some respondents may have wanted to express their perception of the alternatives moderately so as not to judge the alternatives too definitely; hence they used 2 to 4 points only. On the other hand, some of the respondents *did* give 1 and 5 points as an answer to some of the questions, which proves that they have strong opinions on these issues.

Thirdly, the open questions in the second section of the questionnaire might have been defined and split up into more narrow questions so as to elicit more detailed answers. However, too structured and leading questions may have affected the answers in such ways that the respondents' own voice and opinion had been tied up or subdued.

Another point to take into consideration is the circumstance that a single questionnaire without any subsequent interviews does not offer the opportunity of following up the participants' responses or clarifying their opinions. It is quite obvious that more profoundly worded interviews and case studies would provide a more widespread and detailed portrait of the participants' perception on the topic. This, however, remains to be looked at/done in the future.

5.6   Conclusion

To conclude, the study presented here shows that the findings accounted for in chapters 4 and 5, give answers to the research questions (i)-(iii), answers which support the hypothesis assertions.

As previously underlined in this thesis, the number of participants in the present study is limited, and they are recruited from two student groups of different year levels. Consequently, the results cannot be easily generalised to a wide variety of contexts. Therefore, further research on ME students' perceptions of corrective feedback is recommended.

Learners' insights into the various aspects of classroom activities and interaction may contribute to a better sense of learning and teaching processes. The present thesis focuses on only a few aspects of the issue, however. Studies reveal that there are disparities between what is taught and what is learned or acquired: while the teacher is engaged in preparing and

teaching one aspect of language, the learner is often focusing on something else. Therefore, in order to explore the multiple mechanisms of CF systems, a wide range of perspectives is needed. Still many problematic and challenging questions remain to be answered in order to sort out optimal conditions for CF to bring about language acquisition.

The major value of the present survey is that on the one hand, the findings of this study do not contradict what is generally known and discussed in previous studies about the topic. On the other hand, the study is carried out in an educational setting where research and examination within linguistic matters and issues are modest. On the whole, the study demonstrates that students of ME do not differ much in their attitude towards and handling of feedback than other EFL/ESP students.

As already mentioned, ME students do not differ much in their attitude to language learning from those reported in the previous research. However, what they additionally and specifically are conscious and concerned about is their approach towards future professional communicational challenges. This notion finds support in the present study.

The interest of ME in the maritime educational circles has gradually increased over the last years, and thereby paved the way for developing new and hopefully better teaching aids and resources. Educational developing programs like e.g. the EU-based Leonardo da Vinci program have backed the development of the MarEng Learning tool which is a CALL-based language learning program. With the emergence of such programmes, there is more need for research on feedback relevant to such programmes.

It is clear that ME teachers should focus on providing adequate and specific feedback to their students. There are obviously many ways of doing this; and there are possibly more effective and successful methods than those included in this study. The important point, however, is that extensive feedback in various forms should be provided as an integrated part of the ESP instruction.

6   Literature

Al-Naqbi, S. S. (2009, September). *Investigating the Types and Effect of Oral Corrective Feedback Given to Students in Fujairah.* Retrieved from American University of Sarjah: http://hdl.handle.net/11073/70

Amrhein, H. R., & Hossein, N. (2013, June 9). *Written corrective feedback: What do students and teachers prefer and why?* Retrieved from Canadian Journal of Applied Linguistics Vol. 13, No 2 (2010): http://journals.hil.unb.ca/index.php/CJAL/article/view/19886/0

Arnold, W. E. (2013, May 14). *Written Corrective Feedback: The Parameters and the Opinions.* Hentet fra Humanising Language Teaching: http://www.hltmag.co.uk/feb13/mart03.rtf

Blakey, T. N. (1987). *English for Maritime Studies.* Hemel Hempstead: Prentice Hall.

British Council . (2013, February 10). *British Council Web site*. Retrieved from http://www.britishcouncil.org/professionals-specialisms-maritime-1.htm

Brown, C. (1998). *Errors in language learning and use: Exploring error analysis.* London: Longman.

Cohen, A. D., & Cavalcanti, M. C. (1990). Feedback on compositions: Teacher and student verbal reports. In B. Kroll, *Second language writing: Research insdights forthe classroom* (pp. 155 - 177). Cambridge UK: Cambridge University Press.

Cook, V. (2009). *Second Language Learning and Langu8age Teaching.* London: Hodder Education.

Corder, S. P. (1971). The Significance of Learner's Errors. In J. C. Richards, *Error Analysis:Perspectives on Second Language Acquisition* (pp. 19-27). London 1984: Longman.

Corder, S. P. (2013, February 12). *International Review of Applied Linguistics in Language Teaching.* Retrieved from http://www.degruyter.com/view/j/iral.1967.5.issue-1-4/iral.1967.5.1-4.161/iral.1967.5.1-4.161.xml

Demydenko, N. (2012). Teaching Maritime English: A linguistic Approach. *Journal of Shipping and Ocean Engineering 2*, pp. 249-254. Retrieved from Journal of Shipping and Ocean Engineering 2 (2012).

Dörnyei, Z., & Csizér, K. (2012). How to Design and Analyze Surveys in Second Language Aquisition Research. In A. Mackey, & S. M. Gass, *Research Methods in Second Language Acquisition: A Practical Guide, First Ed.* (pp. 74 - 93). Oxford UK: Blackwell Publishing Ltd.

Doughty, C. (2004). Effects of Instruction on Learning a Second Language: A Critique of Instructed SLA Research. I B. Van Patten, J. Williams, S. Rott, & M. Overstreet, *Form-Meaning Connections in SLA.* Mahwah, New Jersey: Lawrence Erlbaum Associates Inc.

Dudley-Evans, T., & St John, M. (1998). *Developments un ESP: A multi-diciplinary approach.* Cambridge: Cambridge University Press.

Eckersley, C. E., & Eckersley, J. M. (1960). *A Comprehensive English Grammar.* London: Longman.

Ellis, R. (2008). *The Study of Second Language Acquisition.* Oxford: Oxford University Press.

Ellis, R. (2009). Corrective Feedback and Teacher Development. *L2 Journal, Vol 1, iss. 1*, pp. 3-18.

Ellis, R. (2013, March 5). *Corrective Feedback and Teacher Development.* Retrieved from eScholarship University of California: http://www.escholarship.org/uc/item/2504d6w3

Fu, T. (2013, March 15). *Corrective feedback and learner uptake in a Chinese as a foreign language class: Do perceptions and the reality match?* Hentet fra Uvicspace: http://dspace.library.uvic.ca:8080/handle/1828/4253?show=full

Galina, K., & Anusienė, L. (2012 2(1)). Case Study: Learner attitudes Towards the Correction of Mistakes. *Social Technologies*, pp. 88 - 101.

Gass, S. M., & Selinker, G. (2008). *Second Language Acquisition, An Introductory Course, third ed.* New York and London: Routledge.

Gibbs, G., & Simpson, C. (2004-2005). Conditions Under Which Assessment Supports Students' Learning. *Learning and Teaching in Higher Education, Issue 1*, 3-31.

Graddol, D. (2013, March 15). *The Future of English? (1997).* Retrieved from The British Council: http://www.britishcouncil.org/learning-research-futureofenglish.htm

Hattie, J. (1992). Measuring the effects of schooling. *Australian Journal of Education, 36(1)*, ss. 5 - 13.

Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learner centered approach.* Cambridge: Cambridge University Press.

Hyland, K., & Hyland, F. (2006a). Interpersonal aspects of response: Constructing and interpreting teacher written feedback. In K. Hyland, & F. (. Hyland, *Feedback in second language writing: Contexts and issues* (pp. 206 - 224). Cambridge: Cambridge University Press.

IMO. (2009). *Model Course 3.17.* London: IMO Publication.

James, C. (1998). *Errors in Language Learning and Use:Exploring Error Analysis.* London: Longman.

Jodaie, M., Farrokhi, F., & Zoghi, M. (2011, December). A Comparative Study of ELF Teachers' and Intermediate High School Students' Perceptions of Written Corrective Feedback on Grammatical Errors. *English Language Teaching Vol. 4 (4)*, pp. 36-48.

Kagimoto, E., & Rodgers, M. P. (2008). Students' perceptions of corrective feedback. In K. Bradford Watts, T. Muller, & M. Swanson, *JALT 2007 Conference Proceedings* (pp. 868-878). Tokyo: JALT.

Karim, K., & Nassaji, H. (2013, May 5). *The Role of Corrective feedback in second language writing.* Retrieved from Thompson Rivers University: http://www.tru.ca/_shared/assets/Khaled_Karim_and_Hossein_Nassaji_-_The_Role_of_Corrective_feedback_in_second_language_writing27031.pdf

Katayama, A. (2007, April). Students' Perceptions of Oral Error Correction. *Japanese Language and Literature, Vol. 41, No 1,* , pp. 61 - 92.

Kavaliauskienė, G., & Anusienė, L. (2012, 2(1)). *Case Study: Learner Attitudes Toeards the Correction of Mistakes.* Retrieved from Mykolas Romeris University: http://www.mruni.eu/en/mokslo_darbai/st/apie_leidini/index.php

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition.* London: Pergamon.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications.* Englewood, NJ: Laredo Publishing Company Inc.

Lasagabaster, D., & Sierra, J. (2005). Error Correction: Students' versus teachers' perceptions. *Language Awareness 14 (2&3)*, ss. 112 - 127.

Lee, I. (2005). Error correction in the L2 classroom: What do students think? *TESL Canada Journal, 22*, pp. 1 - 16.

Lee, I. (2008, September). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing 17 (3)*, pp. 144-164.

Leki, I. (1991). The preferences of ESL students for error correction in college level. *Foreign Language Annals, 24*, pp. 203 - 218.

Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned 4th ed.* Oxford, UK: Oxford University Press.

Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K., Ahn, S., & Xiaoqing, C. (2009). Second Language Learners' Beliefs About Grammar Instruction and Error Correction. *Modern Language Journal, 93*, pp. 91 -104.

Lyster, R., & Ranta, L. (1997). Corrective Feedback and Learner Uptake. *Studies in Second Language Acquisition 19/1*, pp. 37 - 66.

Mahfoodh, O. H. (2011, September). A Qualitative Case Study of EFL Students' Affective Reactions to and Perceptions of Their Teachers' Written Feedback. *English Language Teaching Vol. 4, No 3*, pp. 14 - 25.

Masson, M.-E. (2001). Collecting student perceptions of feedback through interviews. *PAAL 2011 Conference Proceedings* (pp. 189-193). Hong Kong: Pan-Pacific Association of Applied Linguistics.

Ortega, L. (2006, February 18). "Journey to Ithaca": Best practices for Error Correction and Feedback in Foreign Language Writing. *Keynote adress delivered at the Hawaii TESOL conference*. Honolulu: University of Hawaii at Mânoa.

Park, H.-S. (2010). *Teachers' and Learners' Preferences for Error Correction.* Retrieved from Sacramento Stae Scholar Works: http://csus-dspace.calstate.edu/bitstream/handle/10211.9/302/thesis_pdf.pdf?sequence=1

Pritchard, B. (2003). Maritime English Syllabus for the Modern Seafarer: Safety-Related or Comprehensive Courses? *WMU Journal Of Maritime Affairs 2 (2)*, pp. 149-166 .

Reichelt, M. (2013, February 21). Book review: BITCHENER, JOHN, & DANA FERRIS. Written Corrective Feedback in Second Language Acquisition and Writing. *The Modern Language Journal*, pp. 287-288.

Renko, K. (2013, May 17). *Finnish EFL learners' perceptions on errors, corrective feedback and foreign language anxiety.* Retrieved from https://jyx.jyu.fi/dspace/bitstream/handle/123456789/39984/URN:NBN:fi:jyu-201210122672.pdf?sequence=1

Schulz, R. A. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA-Columbia. *Modern Language Journal, 85*, ss. 244 - 258.

Schumann, F. M., & Schumann, J. H. (1977). Diary of a Language Learner: An Introspective Study of Second Language Learning. In Y. Brown, & C. Brown, *TESOL 77 Teaching and Learning English as a Second Language: Trends in Research and Practice* (pp. 241 - 249). Washington D.C.: TESOL.

Scultz, R. A. (1996). Focus on Form in the Foreign Language Classroom: Students' and Teachers' Views on Error Correction and the Role of Grammar. *Foreign Language Annals, 29*, pp. 343-364.

Sjøfartsdirektoratet. (1999). *Maritime Standarduttrykk.* Oslo: Universitetsforlaget.

Strevens, P. (1988). ESP after twenty years: A re-appraisal. In M. (Ed.) Tickoo, *ESP: State of the art* (pp. 1-13). Singapore: SEAMEO Regional Language Centre.

Taipale, P. (2013, July 30). *Oral Errors, Corrective Feedback and Learner Uptake in an EFL Setting.* Retrieved from University of Jyväskylä: https://jyx.jyu.fi/dspace/bitstream/handle/123456789/37544/URN_NBN_fi_jyu-201203121409.pdf?sequence=4

Trenkner, P. (2000). Maritime English - An attempt of an imperfect definition. *Proceedings of 2nd IMLA Workshop on Maritime English in Asia (WOME 2A)* (pp. 1-8). Dalian,China: IMLA.

Trochim, W. M. (2013, June 2). *Quasi-Experimental Design*. Retrieved from Research Methods Knowledge Base: http://www.socialresearchmethods.net/kb/quasiexp.php

Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning 46*, pp. 327-369.

Truscott, J. (1999). What's Wrong with Oral Grammar Correction. *The Canadian Modern Language Review55 (4).*, pp. 437-456.

University of Turku. (2013, April 5). Retrieved from MarEng: http://mareng.utu.fi/oldmareng/index.html

Utdanningsdirektoratet. (2013, July 10). *Utdanningsdirektoratet*. Retrieved from Vurdering for læring: http://www.udir.no/Vurdering/Vurdering-for-laring/

Winbow, A. (2013, July 2). *The importance of effective communication: International Seminar on Maritime English, 2002 (online).* Retrieved from http://www.imo.org/blast/blastDataHelper.asp?data_id=18000&filename=International Seminar.pdf

7 Appendices

Appendix 1: Spørreskjemaet/the questionnaire

I dette spørreskjemaet ønsker man å stille noen spørsmål angående opplæringen i maritim engelsk og om dine tanker og reaksjoner på de tilbakemeldinger (les rettinger) du mottar/har mottatt angående språkfeil.

For hvert spørsmål nedenfor setter du en sirkel rundt tallet til høyre som samsvarer best med din formening om viktigheten av spørsmålet. Velg den viktighetsgraden over som samsvarer med din formening.

		Vanskelig				Lett
1.	Synes du at det å lære maritim engelsk er lett eller vanskelig sammenlignet med dine tidligere erfaringer fra det å lære «vanlig» eller «generell» engelsk?	1	2	3	4	5

		Du har i løpet av tida med undervisning i maritim engelsk opplevd ulike måter å få tilbakemeldinger/rettinger på. Ranger de ulike tilbakemeldingene etter hva du synes har vært minst/mest utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).				
		Minst utbytterikt				Mest utbytterikt
2.	a. Karakterer på skalaen A - F	1	2	3	4	5
	b. Godkjent/Ikke godkjent	1	2	3	4	5
	c. Retting av feil gjennom **skriftlige** og **muntlige** kommentarer, tidvis gjennom kombinasjon av disse, men uten karakter eller godkjenning.	1	2	3	4	5
	d. Retting av feil (bl.a. på prøver) i tillegg til karakter.	1	2	3	4	5

		Det har ved retting av feil i *skriftlige arbeider* vært benyttet flere rettingsalternativer. Ranger disse etter hva du synes har vært utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).				
		Minst utbytterikt				Mest utbytterikt
3.	a. Understreking **uten skriftlig** eller **muntlig** kommentar / tilføyelse av rett form.	1	2	3	4	5
	b. Understreking **uten skriftlig** men **med muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	c. Understreking av feil **med skriftlig** men **uten muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	d. Understreking av feil **med både skriftlig og muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	e. Lærer **poengterer** at studenten har benyttet en **riktig** form.	1	2	3	4	5

		Det har vært benyttet flere tilbakemeldingsmetoder også i *muntlige* aktiviteter. Ranger disse etter hva du synes har vært utbytterikt for deg.				
4.		Minst utbytterikt				Mest utbytterikt

a.	Lærer har korrigert uttalefeil ved lesing av tekst/under samtale eller diskusjon: umiddelbart, altså der og da.	1	2	3	4	5
b.	Lærer har gjentatt det som ble uttrykt på «feil» måte for å lokke frem den «riktige» formen fra eleven.	1	2	3	4	5
c.	Lærer har tatt for seg eksempler på feil uttrykksmåte og gjennomgått/forklart feilfenomenet ved bruk av tavle.	1	2	3	4	5
d.	Lærer har korrigert uttalefeil etter at leseøkt/diskusjon/samtaleøkt var avsluttet.	1	2	3	4	5
e.	Lærer poengterer at studenten har benyttet en **riktig** form.	1	2	3	4	5

I neste del av undersøkelsen ønsker man å kartlegge hvordan studentene har benyttet/bearbeidet ulike tilbakemeldinger (rettinger/korreksjoner), dvs. om hvordan studentene har gjort nytte av tilbakemeldingene i sin læringsprosess. Prøv å formulere/beskrive hvordan du har bearbeidet tilbakemeldingene/rettingene i de situasjoner som er nevnt i skjemaet nedenfor.

Etter å ha fått tilbakemelding som beskrevet i:	ikke gjort noe (sett kryss)	bearbeidet/reagert på tilbakemeldingene på følgende måte (beskriv hva du har gjort) - (dersom du ikke får nok plass til å skrive i feltene – bruk baksida av arket):
2c. har jeg		
2.d har jeg		
3a. har jeg		
3b. har jeg		
3c. har jeg		
3d. har jeg		
4a. har jeg		
4b. har jeg		
4c. har jeg		
4d. har jeg		

4e. har jeg		

I den siste delen av undersøkelsen ønsker man å finne ut av hva slags feiltyper/feilkategorier studentene betrakter som viktigst å bearbeide/rette opp:

Kommunikasjonssituasjoner	Skala				
	Mindre viktig		Relativt viktig		Svært viktig
Muntlig kommunikasjon:					
Nød-, haster- og tryggingskommunikasjon.	1	2	3	4	5
Los på broen, kommunikasjon med los.	1	2	3	4	5
Kommunikasjon med trafikksentraler (VTS).	1	2	3	4	5
Overdragelse av vaktansvar/vaktskifte.	1	2	3	4	5
Kommunikasjon ifb. lastehåndtering og behandling av last.	1	2	3	4	5
Behandling av passasjerer i nødstilfeller.	1	2	3	4	5
Orientering/instrukser til passasjerer.	1	2	3	4	5
Evakuering og livbåtøvelser.	1	2	3	4	5
Generell kommunikasjon m. passasjerer og mannskap («dagligdags» kommunikasjon, «chatting up people»).	1	2	3	4	5
Skriftlig kommunikasjon:					
Rapporter vedr. uhell, skader, nesten-ulykker og ulykker.	1	2	3	4	5
Rapporter vedr. skipets drift.	1	2	3	4	5
Forretningsbrev: bestillinger, forespørsler o.l.	1	2	3	4	5
Lesing av manualer og instruksjoner.	1	2	3	4	5
Lesing av aviser og bøker i sin alminnelighet.	1	2	3	4	5
Lesing av nautiske publikasjoner, værdata o.l.	1	2	3	4	5

Tusen takk for din velvillighet til å besvare dette spørreskjemaet!

Appendix 2

Answers from 1st year students.

		Vanskelig				Lett
1.	*Synes du at det å lære maritim engelsk er lett eller vanskelig sammenlignet med dine tidligere erfaringer fra*	*1*	*2*	*3*	*4*	*5*

	det å lære «vanlig» eller «generell» engelsk?					
	Antall	0	2	4	8	0
	Prosent	0	14,3	28,6	57,1	0

	Du har i løpet av tida med undervisning i maritim engelsk opplevd ulike måter å få tilbakemeldinger/rettinger på. Ranger de ulike tilbakemeldingene etter hva du synes har vært minst/mest utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).					
		Minst utbytterikt				*Mest utbytterikt*
a.	Karakterer på skalaen A - F	1	2	3	4	5
	Antall	0	0	4	1	9
	Prosent	0	0	28,6	7,1	64,3
b.	Godkjent/Ikke godkjent	1	2	3	4	5
	Antall	3	4	5	2	0
	Prosent	21,4	28,6	35,7	14,3	0
c.	Retting av feil gjennom **skriftlige** og **muntlige** kommentarer, tidvis gjennom kombinasjon av disse, men uten karakter eller godkjenning.	1	2	3	4	5
	Antall	0	2	1	8	3
	Prosent	0	14,3	7,1	57,1	21,4
d.	Retting av feil (bl.a. på prøver) i tillegg til karakter.	1	2	3	4	5
	Antall (1 ikke besv.)	0	0	2	2	9
	Prosent	0	0	14,3	14,3	64,3

2. applies to the block above.

	Det har ved retting av feil i skriftlige arbeider vært benyttet flere rettingsalternativer. Ranger disse etter hva du synes har vært utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).					
		Minst utbytterikt				*Mest utbytterikt*
a.	Understreking **uten skriftlig** eller **muntlig** kommentar / tilføyelse av rett form.	1	2	3	4	5
	Antall (1 ikke besv.)	5	4	3	0	1
	Prosent	35,7	28,6	21,4	0	7,1
b.	Understreking **uten skriftlig** men **med muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	Antall (1 ikke besv.)	1	2	3	7	0
	Prosent	7,1	14,3	21,4	50	0
c.	Understreking av feil **med skriftlig** men **uten muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	Antall (1 ikke besv.)	1	4	4	2	2
	Prosent	7,1	28,6	28,6	14,3	14,3
d.	Understreking av feil **med både skriftlig og muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5

3. applies to the block above.

		1	2	3	4	5
	Antall	*0*	*0*	*1*	*4*	*9*
	Prosent	*0*	*0*	*7,1*	*28,6*	*63,9*
e.	*Lærer **poengterer** at studenten har benyttet en **riktig** form.*	*1*	*2*	*3*	*4*	*5*
	Antall (1 ikke besv.)	*0*	*1*	*2*	*5*	*5*
	Prosent	*0*	*7,1*	*14,3*	*35,7*	*35,7*

		Det har vært benyttet flere tilbakemeldingsmetoder også i muntlige aktiviteter. Ranger disse etter hva du synes har vært utbytterikt for deg.				
		Minst utbytterikt				*Mest utbytterikt*
a.	*Lærer har korrigert uttalefeil ved lesing av tekst/under samtale eller diskusjon: umiddelbart, altså der og da.*	*1*	*2*	*3*	*4*	*5*
	Antall (1 ikke besv.)	*1*	*2*	*1*	*6*	*3*
	Prosent	*7,1*	*14,3*	*7,1*	*42,3*	*21,4*
b.	*Lærer har gjentatt det som ble uttrykt på «feil» måte for å lokke frem den «riktige» formen fra eleven.*	*1*	*2*	*3*	*4*	*5*
	Antall (1 ikke besv.)	*0*	*0*	*4*	*8*	*1*
4.	*Prosent*	*0*	*0*	*28,6*	*57,1*	*7,1*
c.	*Lærer har tatt for seg eksempler på feil uttrykksmåte og gjennomgått/forklart feilfenomenet ved bruk av tavle.*	*1*	*2*	*3*	*4*	*5*
	Antall	*0*	*1*	*2*	*6*	*5*
	Prosent	*0*	*7,1*	*14,3*	*42,3*	*35,7*
d.	*Lærer har korrigert uttalefeil etter at leseøkt/diskusjon/samtaleøkt var avsluttet.*	*1*	*2*	*3*	*4*	*5*
	Antall (1 ikke besv.)	*0*	*1*	*2*	*8*	*2*
	Prosent	*0*	*7,1*	*14,3*	*57,1*	*14,3*
e.	*Lærer poengterer at studenten har benyttet en **riktig** form.*	*1*	*2*	*3*	*4*	*5*
	Antall (1 ikke besv.)	*0*	*3*	*3*	*5*	*2*
	Prosent	*0*	*21,4*	*21,4*	*35,7*	*14,3*

Appendix 3

Etter å ha fått tilbakemelding som beskrevet i:	ikke gjort noe (sett kryss)	bearbeidet/reagert på tilbakemeldingene på følgende måte (beskriv hva du har gjort) - (dersom du ikke får nok plass til å skrive i feltene – bruk baksida av arket):
	Antall/prosent	
2c. har jeg	**3/21,4**	- Som regel når man får en muntlig korreksjon husker man det for ettertiden.

67

		- Jeg har gått gjennom evalueringen og rettet opp feil. Har forsøkt å sette meg selv objektiv slik at jeg kan prøve å forstå meg selv og det som læreren mente. - Rettet feilene. - Har rettet skrivefeil. - Har ikke rettet, men tatt til meg kommentarene. - Sett på oppgaven og prøvd å rette feilene. - Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Rettet evt. feil. - Positivt. - Rettet opp feil.
2.d har jeg	**4/28,6**	- Lest gjennom og rettet for meg selv. - Lest fort gjennom og sett litt på det. - Blir gjort lite med prøver som bare har skriftlig retting. - Prøver å se sammenhengen med de ordene som ble brukt og de rette ordene. Ser på setningsoppbygningen og lærer mer om de ved å prøve. - Rettet feilene. - Har rettet skrivefeil. - Rettet opp de feil som lærer har kommentert. - Tar til meg det som kan bli bedre. - Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Har kanskje følt at karakterene ikke har vært stort mer enn en bokstav på arket. - Har rettet de feil som er korrigert av lærer. - Prøvd å forstå feil som er rettet.
3a. har jeg	**6/42,3**	- Blir gjort lite med prøver som bare har skriftlig retting. - Prøver å lete meg frem til det riktige svaret. Dette er noe som hjelper meg til å huske ordene ved egen læring. Det som jeg bruker tid på å finne ut husker jeg. - Rettet feilene. - Har rettet skrivefeil. - Rettet opp de feil som lærer har kommentert. - Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Har i stor grad rettet opp de feil jeg er blitt gjort oppmerksom på.
3b. har jeg	**4/28,6**	- Sett på den. - All retting med muntlig tilbakemelding tar man mer til seg enn kun understrekinger. - Reflekterer over hva jeg har gjort og hvorfor. Ser på kommentarene og prøver å tenke annerledes. - Rettet feilene. - Har rettet skrivefeil. - Har ikke rettet, men tatt til meg kommentarene. - Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Rettet opp feil.
3c. har jeg	**5/35,7**	- Sett på den. - Lite etterarbeid. - Rettet feilene. - Har rettet skrivefeil. - Ser bare over det som er feil. - Rettet opp de feil som lærer har kommentert.

		- Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Rettet opp feil.
3d. har jeg	**2/14,3**	- Lest gjennom og rettet for meg selv. - Sett fort på hvilke feil det var. - Fin måte å lære noe på, men for meg er det ingen utfordring for å forstå når det er skrevet riktig. - Rettet feilene. Her husker jeg til senere pga. muntlig gjennomgang. - Har rettet skrivefeil. - Ser over feil og tar til meg kommentarene. - Rettet opp de feil som lærer har kommentert. - Har sett over feil og lest på nytt for å se om jeg skjønner hva jeg gjorde feil. - Har registrert og forsøkt å forstå de feil jeg er blitt oppmerksom på. - Gjort oppgaven på nytt.
4a. har jeg	**3/21,5**	- Prøvd å finne ut om det stemmer. - Beste måte å lære av uttalefeil er ved å ta det der og da. - Tatt i betraktning til senere bruk. - Lagt merke til uttaleform. - Flink til å rette muntlige feil. - Lest og uttalt ordet på nytt. - Ikke bra. Har eleven vanskelig med uttale av et ord og ikke kommer videre, da er det greit. - Bra at vi blir korrigert med en gang. - Rettet opp feil.
4b. har jeg	**3/21,4**	- Prøvd å finne ut om det stemmer. - Prøver å legge meg på minne, men bruker ikke energi på å huske det på andre måter. - Rettet feilene. Evt. hørt andre gjøre det. - Flink til å rette muntlige feil. - Lest og uttalt ordet på nytt. - Mye lettere for oss å «se» eller «høre» hva som er galt. - Det er også en fin måte å få studenten til å finne riktig ord. - Prøvd å forstå feilen.
4c. har jeg	**5/35,7**	- Skrevet det opp og sjekket min besvarelse. - Prøvd å huske det. - Muntlig retting bedre enn skriftlig. - Her husker jeg hvordan det skal være pga. gjennomgang. - Følger med og tar til meg korreksjonene. - Notert ned rettet feil.
4d. har jeg	**5/35,7**	- En grei måte å gjøre det på, men personlig liker jeg å bli rettet på med en gang. - Lagt merke til uttalen og husker det til senere. - Hørt hva lærer sier. - Lest (ord) på nytt.
4e. har jeg	**7/50**	- Husker ikke at dette har skjedd, men en grei måte å lære på. - Blitt stolt. - Hørt hva lærer sier. - Blitt glad. - Å få tilbakemelding på noe som er «rett» er viktig. - Jobbet videre.

Appendix 4

Kommunikasjonssituasjoner	Skala				
	Mindre viktig		Relativt viktig		Svært viktig
Muntlig kommunikasjon:					
a. Nød-, haster- og tryggingskommunikasjon.	1	2	3	4	5
Antall	0	0	0	3	11
Prosent	0	0	0	21,4	78,6
b. Los på broen, kommunikasjon med los.	1	2	3	4	5
Antall	0	2	3	5	4
Prosent	0	14,3	21,4	35,7	28,6
c. Kommunikasjon med trafikksentraler (VTS).	1	2	3	4	5
Antall	0	1	4	5	4
Prosent	0	7,1	28,6	35,7	28,6
d. Overdragelse av vaktansvar/vaktskifte.	1	2	3	4	5
Antall	1	0	2	8	3
Prosent	7,1	0	14,3	57,1	21,4
e. Kommunikasjon ifb. lastehåndtering og behandling av last.	1	2	3	4	5
Antall	0	0	5	4	5
Prosent	0	0	35,7	28,6	35,7
f. Behandling av passasjerer i nødstilfeller.	1	2	3	4	5
Antall	0	0	0	7	7
Prosent	0	0	0	50	50
g. Orientering/instrukser til passasjerer.	1	2	3	4	5
Antall	0	0	5	5	4
Prosent	0	0	35,7	35,7	28,6
h. Evakuering og livbåtøvelser.	1	2	3	4	5
Antall	0	0	1	8	5
Prosent	0	0	7,1	57,1	35,7
i. Generell kommunikasjon m. passasjerer og mannskap («dagligdags» kommunikasjon, «chatting up people»).					

	1	2	3	4	5
Antall	0	5	1	4	4
Prosent	0	35,7	7,1	28,6	28,6
Skriftlig kommunikasjon:					
j. Rapporter vedr. uhell, skader, nesten-ulykker og ulykker.	1	2	3	4	5
Antall	0	0	0	5	9
Prosent	0	0	0	35,7	64,3
k. Rapporter vedr. skipets drift.	1	2	3	4	5
Antall	0	0	2	7	5
Prosent	0	0	14,3	50	35,7
l. Forretningsbrev: bestillinger, forespørsler o.l.	1	2	3	4	5
Antall	0	1	3	5	5
Prosent	0	7,1	21,4	35,7	35,7
m. Lesing av manualer og instruksjoner.	1	2	3	4	5
Antall	0	2	2	7	3
Prosent	0	14,3	14,3	50	21,4
n. Lesing av aviser og bøker i sin alminnelighet.	1	2	3	4	5
Antall	2	6	5	1	0
Prosent	14,3	42,3	35,7	7,1	0
o. Lesing av nautiske publikasjoner, værdata o.l.	1	2	3	4	5
Antall	0	1	3	6	4
Prosent	0	7,1	21,4	42,3	28,6

Appendix 5

		Answers from 2nd year students.					
			Vanskelig				**Lett**
1.	Synes du at det å lære maritim engelsk er lett eller vanskelig sammenlignet med dine tidligere erfaringer fra det å lære «vanlig» eller «generell» engelsk?		**1**	**2**	**3**	**4**	**5**
		Antall	**0**	**3**	**4**	**4**	**1**
		Prosent	**0**	**25**	**33,3**	**33,3**	**8,3**
2.	Du har i løpet av tida med undervisning i maritim engelsk opplevd ulike måter å få tilbakemeldinger/rettinger på. Ranger de ulike tilbakemeldingene etter hva du synes har vært minst/mest utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).						

71

		Minst utbytterikt				Mest utbytterikt
a.	Karakterer på skalaen A - F	1	2	3	4	5
	Antall	0	0	6	2	4
	Prosent	0	0	50	16,7	33,3
b.	Godkjent/Ikke godkjent	1	2	3	4	5
	Antall	2	4	3	2	1
	Prosent	16,7	33,3	25	16,7	8,3
c.	Retting av feil gjennom **skriftlige** og **muntlige** kommentarer, tidvis gjennom kombinasjon av disse, men uten karakter eller godkjenning.	1	2	3	4	5
	Antall	0	0	1	5	6
	Prosent	0	0	8,3	41,7	50
d.	Retting av feil (bl.a. på prøver) i tillegg til karakter.	1	2	3	4	5
	Antall	0	0	1	4	7
	Prosent	0	0	8,3	33,3	58,3

Det har ved retting av feil i *skriftlige arbeider* vært benyttet flere rettingsalternativer. Ranger disse etter hva du synes har vært utbytterikt for deg (hva du mener at du har «lært» mest eller minst av).

		Minst utbytterikt				Mest utbytterikt
a.	Understreking **uten skriftlig** eller **muntlig** kommentar / tilføyelse av rett form.	1	2	3	4	5
	Antall	5	6	0	1	0
	Prosent	41,7	50	0	8,3	0
b.	Understreking **uten skriftlig** men **med muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	Antall	1	2	6	3	0
	Prosent	8,3	16,7	50	25	0
c.	Understreking av feil **med skriftlig** men **uten muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	Antall	2	2	5	3	0
	Prosent	16,7	16,7	41,7	25	0
d.	Understreking av feil **med både skriftlig og muntlig** kommentar/tilføyelse av rett form.	1	2	3	4	5
	Antall	0	0	0	3	9
	Prosent	0	0	0	25	75
e.	Lærer **poengterer** at studenten har benyttet en **riktig** form.	1	2	3	4	5
	Antall	1	1	0	6	4

3.

				Minst utbytterikt				Mest utbytterikt
		Prosent		**8,3**	**8,3**	**0**	**50**	**33,3**

		Det har vært benyttet flere tilbakemeldingsmetoder også i *muntlige* aktiviteter. Ranger disse etter hva du synes har vært utbytterikt for deg.						
				Minst utbytterikt				**Mest utbytterikt**
4.	a.	Lærer har korrigert uttalefeil ved lesing av tekst/under samtale eller diskusjon: umiddelbart, altså der og da.		**1**	**2**	**3**	**4**	**5**
		Antall		**0**	**0**	**2**	**4**	**6**
		Prosent		**0**	**0**	**16,7**	**33,3**	**50**
	b.	Lærer har gjentatt det som ble uttrykt på «feil» måte for å lokke frem den «riktige» formen fra eleven.		**1**	**2**	**3**	**4**	**5**
		Antall		**1**	**2**	**4**	**2**	**3**
		Prosent		**8,3**	**16,7**	**33,3**	**16,7**	**25**
	c.	Lærer har tatt for seg eksempler på feil uttrykksmåte og gjennomgått/forklart feilfenomenet ved bruk av tavle.		**1**	**2**	**3**	**4**	**5**
		Antall		**0**	**1**	**3**	**5**	**3**
		Prosent		**0**	**8,3**	**25**	**41,7**	**25**
	d.	Lærer har korrigert uttalefeil etter at leseøkt/diskusjon/samtaleøkt var avsluttet.		**1**	**2**	**3**	**4**	**5**
		Antall		**1**	**3**	**1**	**6**	**1**
		Prosent		**8,3**	**25**	**8,3**	**50**	**8,3**
	e.	Lærer poengterer at studenten har benyttet en **riktig** form.		**1**	**2**	**3**	**4**	**5**
		Antall		**0**	**3**	**0**	**5**	**4**
		Prosent		**0**	**25**	**0**	**41,7**	**33,3**

Appendix 6

Etter å ha fått tilbakemelding som beskrevet i:	ikke gjort noe (sett kryss)	bearbeidet/reagert på tilbakemeldingene på følgende måte (beskriv hva du har gjort) - (dersom du ikke får nok plass til å skrive i feltene – bruk baksida av arket):
	Antall/prosent	
2c. har jeg	0/0	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Sett over oppgaven, og prøvd å rette opp mangler. - Rettet skriftlig det som du (lærer) har skrevet på Worddokumentet. - Rettet feilene. - Har rettet opp mine feil i oppgavene.

		- Rettet opp feil og mangler. - Rettet min egen besvarelse. - Rettet opp i feilene. - Rettet opp feilene, prøvd å ha dem i bakhodet til en annen gang. - Rettet opp feil i oppgavene som er levert og mottatt (rettet?).
2.d har jeg	1/8,3	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Sett over oppgaven, og prøvd å rette opp mangler. - Rettet skriftlig det som du (lærer) har skrevet på Worddokumentet. - Lest gjennom for å se feilene. - Har rettet opp mine feil i oppgavene. - Rettet opp feil. - Rettet min egen besvarelse. - Rettet opp feilene, prøvd å ha dem i bakhodet til en annen gang. - Rettet alt i etterkant for min egen del.
3a. har jeg	7/58,3	- Rettet opp i oppgaven og lagt endringene på minnet. - Forhørt meg med medelever eller lærer om hvordan oppgaven kunne ha vært løst annerledes. - Lest gjennom og delvis rettet. - Har rettet opp mine feil i oppgavene.
3b. har jeg	4/33,3	- Rettet opp i oppgaven og lagt endringene på minnet. - Rettet opp alle feil. - Tatt notater om det. - Har rettet opp mine feil i oppgavene. - Rettet opp i feilene. - Jeg har tatt det til etterretning og gjort det annerledes etterpå. - Rettet opp etter beste evne.
3c. har jeg	4/33,3	- Rettet opp i oppgaven og lagt endringene på minnet. - Rettet opp alle feil. - Har jeg rettet skriftlig. - Delvis notert og delvis rettet. - Har rettet opp mine feil i oppgavene. - Rettet opp feilene og prøvd å huske dem. - Rettet etter hvert som jeg ser hvor feilen ligger.
3d. har jeg	0/0	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Rettet opp alle feil. - Har jeg rettet i Worddokumentet. - Rettet og notert. - Har rettet opp mine feil i oppgavene. - Rettet opp. - Lest gjennom og rettet opp i feilene. - Rettet opp feilene og tatt den til etterretning. - Rettet opp i ettertid da jeg har fått veiledning i hvor feilen er og hvordan jeg skulle rette den.
4a. har jeg	3/25	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Tatt dette til etterretning. - Jeg prøver å huske det som er riktig. - Repetert uttalen for meg selv.

		- Lært av feil uttale. - Gjentatt ordet/uttalen på korrekt måte. - På denne måten fikk jeg rettet opp feil uttaler og sagt det korrekte med en gang.
4b. har jeg	**4/33,3**	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Jeg synes dette er bra men tungvint. - Prøvd meg frem for å finne rett uttale. - Lært av feil uttale. - Øvet på disse uttalene. - Prøvd å finne den rette uttalen. - På denne måten har jeg fått veiledning til å rette på feil underveis.
4c. har jeg	**2/16,7**	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Tatt dette til etterretning. - Jeg har skrevet noen notiser for å huske bedre. - Lyttet – og prøvd å memorere. - ? - Rettet opp feilene. - Tatt det til etterretning. - Fulgt med og prøvd å forbedre meg til neste gang.
4d. har jeg	**4/33,3**	- Rettet opp i oppgaven og lagt endringene på minnet. - Prøvd å gjøre slik lærer sa. - Synes at dette må tas umiddelbart! - Jeg prøver å huske. - Lyttet – og prøvd å memorere. - Øvet på uttaleformer. - Husket på til neste gang.
4e. har jeg	**6/50**	- Blitt glad. - Ikke nødvendig så lenge man får beskjed hvis man har brukt feil form. - Lagt meg det på minnet. - Øvet på uttaler.

Én student har gitt følgende generell kommentar som gjelder samtlige punkter:
Jeg har latt feilene foreligge (ligge framme?) slik at jeg kan repetere/lese over mine feil slik at de memoreres på best mulig måte.
Muntlige kommentarer prøver jeg å memorere i den grad det er mulig (gjelder alle)

Appendix 7

Kommunikasjonssituasjoner	Skala		
	Mindre viktig	Relativt viktig	Svært viktig
Muntlig kommunikasjon:			
a. Nød-, haster- og tryggingskommunikasjon.	1	2 3 4	5

	0	1	1	2	8
Antall	0	1	1	2	8
Prosent	0	8,3	8,3	16,7	66,7
b. Los på broen, kommunikasjon med los.	1	2	3	4	5
Antall	0	0	2	6	4
Prosent	0	0	16,7	50	33,3
c. Kommunikasjon med trafikksentraler (VTS).	1	2	3	4	5
Antall	0	0	2	6	4
Prosent	0	0	16,7	50	33,3
d. Overdragelse av vaktansvar/vaktskifte.	1	2	3	4	5
Antall	0	0	2	4	6
Prosent	0	0	16,7	33,3	50
e. Kommunikasjon ifb. lastehåndtering og behandling av last.	1	2	3	4	5
Antall (Antall ikke besvart: 1)	0	0	2	5	4
Prosent	0	0	16,7	41,7	33,3
f. Behandling av passasjerer i nødstilfeller.	1	2	3	4	5
Antall	0	0	1	5	6
Prosent	0	0	8,3	41,7	50
g. Orientering/instrukser til passasjerer.	1	2	3	4	5
Antall	0	0	2	7	3
Prosent	0	0	16,7	58,3	25
h. Evakuering og livbåtøvelser.	1	2	3	4	5
Antall	0	0	2	6	4
Prosent	0	0	16,7	50	33,3
i. Generell kommunikasjon m. passasjerer og mannskap («dagligdags» kommunikasjon, «chatting up people»).	1	2	3	4	5
Antall	0	2	7	2	1
Prosent	0	16,7	58,3	16,7	8,3
Skriftlig kommunikasjon:					
j. Rapporter vedr. uhell, skader, nesten-ulykker og ulykker.	1	2	3	4	5
Antall	0	0	1	2	9
Prosent	0	0	8,3	16,7	75
k. Rapporter vedr. skipets drift.	1	2	3	4	5

Antall	0	0	2	3	7
Prosent	0	0	16,7	25	58,3
l. Forretningsbrev: bestillinger, forespørsler o.l.	1	2	3	4	5
Antall	0	0	3	4	5
Prosent	0	0	25	33,3	41,7
m. Lesing av manualer og instruksjoner.	1	2	3	4	5
Antall	0	0	3	3	6
Prosent	0	0	25	25	50
n. Lesing av aviser og bøker i sin alminnelighet.	1	2	3	4	5
Antall	1	3	7	1	0
Prosent	8,3	25	58,3	8,3	0
o. Lesing av nautiske publikasjoner, værdata o.l.	1	2	3	4	5
Antall	0	0	2	3	7
Prosent	0	0	16,7	25	58,3

Appendix 8

SECTION ONE

Oppgave 1

Handelsskip kan klassifiseres ut fra hvilken last de frakter. De fleste er designet til å frakte last, men noen få frakter enda passasjerer.

Lasteskip kan deles in i to hovedtyper. En type frakter tørr last, og den andre frakter flytende last; likevel, et OBO(olje/bulk/malm) skip er designet til å frakte begge typer. Et tradisjonelt tørr-lasteskip er et fartøy med flere dekk. Skipets lasterom er delt horisontalt av et eller flere mellomdekk, fordi disse dekkene gjør stuingen av individuelle forsendelser enklere. Tørr bulk last blir fraktet av bulkskip. Disse har ikke mellomdekk siden lasten blir fraktet løst. Den mest moderne typen tørr-lasteskip er kontainer-skip. Disse skipene frakter kontainere med standard dimensjoner, som følgelig gjør stuingen lettere. Frukt, kjøtt og meieriprodukter blir fraktet av kjøleskip.

Oppgave 2

a) Merchant ships are often classified according to what kind of goods they carry.

b) A dry cargo ships hold is divided with several horizontal tween decks. And can carry many different types of cargo. A bulk carrier doesn't have tween decks, because its cargo is carried as loose bulk cargo. But it is often divided into several cargo holds in order to separate different types of cargo.

c) Tankers carry liquid cargo like crude oil, but also other types of petroleum products. Other types of tankers can carry for example chemicals, petroleum and gases, such as LPG (liquefied petroleum gas) and LNG (liquefied natural gas).

d) Reefers carry refrigerated cargo like dairy, fruit and meat.

77

e) Bulk carriers carry dry cargo in bulk, like gravel, coal and different types of grain.

f) Tugs main task is to assist larger ships to and from berths. They can also assist when ships gets engine trouble and needs to be towed, i.e. if a ship is aground and need assistance.

g) LASH stand for "lighter aboard ship". A" lighter" is the same as a barge. LASH ships can take onboard whole barges and transport them in and out of shallow ports.

Oppgave 3
a) Hull
b) Fore end
c) Amidships
d) Quarter
e) Bow
f) Aft end

SECTION TWO.

1) Svolvaer is subordinated to North Atlantic Winter Seasonal Zone II. Winter from November 1. To March 31. And summer from April 1. To October 31.

2) Pre arrival information that should be given is an arrival notification made 24 hours before entering Norwegian territorial waters.

3) Documentation required: General Declaration, Crew List, Cargo Declaration, Crew Personal Effects Declaration, Ship's Stores Declaration and Maritime Declaration of Health.
    These documents is only required in the first port in Norway.

4) The health requirements that is stated is that there is no need to apply for pratique, and that Derat Certificates (Rat certificates) can be renewed

5) It says that all the customs allowance should be the same as in the in the personal effects declaration list. The goods are not to be taken ashore. Penalties for not complying with these rules could result in high fines. Immigration: The ship should enter the first port of call. They require a crew list and passenger list. Random checks will be conducted. Everybody should have their passports ready for inspection.

SECTION THREE
Part 1
A4 terrestrial radio communication facilities:
VHF telephony/DSC   40-50 nautical miles from a CRS

MF telephony/DSC	About 150 nautical miles, but even more during night-time.
HF telephony/DSC	Worldwide, depending on the Suns effect on the layers
Inmarsat (SAT-C, SAT B or Fleet 77)	From 70° South to 70° North
Telex	Area based.
Handheld VHF.	Line of sight.
EPIRB	Satellite based (search and rescue)
SART	Can be seen on x-band radars (search and rescue)

Part 2
1. Instruction
2. Instruction
3. Warning
4. Information
5. Information
6. Request
7. Information
8. Information
9. Question
10. Question
11. Intension
12. Information
13. Request
14. Request
15. Answer or Information
16. Instruction
17. Instruction

Part 3
1. Distress procedure
2. Distress procedure
3. Distress procedure(Short range to shore, ongoing wind and shallow waters in this area)
4. Urgency procedure
5. Urgency procedure
6. Safety procedure

7. Urgency procedure

8. None of the alternatives, this is routine communication

9. Safety procedure

10. Distress relay

11. Distress relay

12. Distress relay

SECTION FOUR

The last ship I worked at was the Norwegian coastguard-wessel Svalbard. There I worked as boatswain. I preformed the duty as fishery inspector, helicopter landing officer and fast rescue craft operator. I was in charge of the education of all the new military recruits that embarked KV Svalbard. I was also in charge of the maintenance of the deck machinery and deck equipment, i.e. Fast rescue crafts, towing winch, securing winch, cranes and davits.
The ship is stationed and has its home-port at the coastguard base in Sortland. But she operates in the enormous northern area of the Norwegian economic zone, who reaches 200 nautical miles from the shoreline.
Fully manned she has two separate crews, each consisting of approximately 60 persons, including one doctor and five crewmembers for the Lynx helicopter. The officers have a rotation of three weeks on board, and three weeks off the ship. While the military recruits has a rotation of six weeks on board, and three weeks off the ship.
KV Svalbard Is the only polar ice-breaker in Norway. She has a displacement of 6.600 tons. She is capable of breaking 1.5 meter thick ice doing 10 knots. Maximum ice-thickness she can operate in is approximately 3 meters. The construction of the ship is quite impressive. The steel-plates in the fore- and aft end have a thickness of 57 millimeters. The superstructure is covered with heating-cables to prevent icing. The total length of the heating-cables is 10 kilometers. The machinery consists of 4 Rolls Royce diesel-electric engines. In total they produce 13 Megawatt. That is the amount of power needed to supply a city with 25-30000 inhabitants.
I have many good memories from my time on board Svalbard.
We often could see polar bears hunting for seals on the ice during the missions. Also the nature around the Spitsbergen area is amazing. I have visited the islands Bjoernoeya and Hopen several times. On our visits to these islands we often carried fresh supplies and mail to the meteorological stations. The persons working at these stations really appreciated our visits and had a lot to talk about. They seemed a bit lonely and tired of each other after being isolated on these small islands for six months. I really admire their courage and go-ahead spirit

Appendix 9
English test
By:

15/12-2010

Section one

1) *Translate the text below to Norwegian language:*

**Så fort som et stormvarsel er mottatt eller observasjoner av skyer og et plutselig
fall i barometertrykket, indikerer dette at en storm er på vei. Offiseren som er på
vakt gir så beskjed til kapteinen, kokken og maskinsjefen. Overordnede i de
forskjellige departementene bestemmer seg så for hvilke forholdsregler som skal
bli satt i gang. Disse tiltakene avhenger av hvilken type skip det er.
Om bord en lastebåt lastet med last som trenger ventilasjon må ventilasjons
spjeld stenges eller forsegles på en annen måte. Og alt løst utstyr over dekk må
sikres forsvarlig.
I byssa må kokken legge slingrebrett på ovnen, og menyen må antagelig
forandres til retter som er mer egnet for å bli spist på et rullende skip. I messa til
mannskapet og offiserene må visse forhåndsregler tas. Som å legge slingrebrett
på bordene og erstatte dukene med slingre duker.**

2) *Fill in the Norwegian and English terms of wind force in the table below
respectively:*

Force	Speed (10 m above ground)		Description (English)	Beskrivelse (Norwegian)
	Miles per hour	Knots		
6	25-31	22-27	Strong Breeze	Liten kuling

7	32-38	28-33	Near Gale	Stiv kuling
8	39-46	34-40	Gale	Sterk kuling
9	47-54	41-47	Severe Gale	Liten storm
10	55-63	48-55	Strom	Full storm
11	64-72	56-63	Violent storm	Sterk storm
12	73-83	64-71	Hurricane	Orkan

3) **To access reception of MSI information you need different kinds of technical equipment. Give an outline of such equipment installed onboard SOLAS ships according to SOLAS/IMO and the GMDSSS regulations.**

To access MSI information you will need equipment that support:
- **The international NAVTEX service**
- **The International safety net service**

This equipment can be:
VHF,MF/HF,NAVTEX,IMARSAT C, INMARSAT B.

4) **Oversett neden forstående værvarsel til Norsk:**

Det er varsel om sterk kuling i VIKING NORD UTSIRA SØR UTSIRA FORTIES CROMARTY FORTH TRYNE DOGGER FISHER GERMAN BIGHT HUMBER THAMES DOVER LUNDY IRISH SEA SHANNON ROCKALL MALIN HEBRIDES BALEY FAIR ISLE og FAEROES.

Den generelle oversikt ved midnatt. Lav 970 flytter seg veldig kjapt nordøst. Forventet å nå sør Norge 971 ved midnatt i kveld. Flytter seg nordøst. Forventet 200 mil vest av Shannon 1005 ved samme tid.

I have decided to not translate the names in the start of this text; this is done because most of these places are called the same in Norwegian as in English.

Section two

5) *A description of my voyage with "Fjordlast" From Bodoe to Bergen, Norway.*

I have decided to answer this task as a report to my company.

This picture shows the old "Fjordlast" owned by Stavanger Steamboat Company.

Date   :   13/12 2010
To   :   Fjordlast shipping
From   :   Master Haakon Olufsen on "Fjordlast"
Case   :   **Voyage report from Bodoe to Bergen, Norway**

Before departure
After three weeks with Bomek Slipp AS that is the local ship yard, we now are finished. It has been a long stay and everybody onboard is ready to start working again. The ship looks new, and it is my pleasure as mater to take it to sea. The new auxiliary engine is running great and the vibration in the crew area is gone.

The first we did after living the yard was to refuel diesel oil, lube oil, and fresh water. After this we washed the whole ship inside and outside, it's great to finally let go of the dust. When this was done, it was time to moor with Tollpost Globe's dock.

Loading in Bodoe
In Bodoe harbor we loaded one 20 ft containers with car tires, one pleasure craft (28 ft), some construction materials for Trondheim, and some frozen fish for Maaloey. The loading was finished Monday morning.

Departure
On Monday 21/06-10 at 08:00 AM we left Bodoe harbor, the weather was good and I told the deck crew to start maintains on the crane. The work consist of removing rust and dirt, after this is done they painted it with new fresh paint. We also changed the window in the control cabin, so now the crane is in good condition to.
Voyage

The journey from Bodoe to Roervik went great. But after living Rorvik we were starting to get some difficulties with are main engine, the engineer told me to take of some RPM to reduce the pressure on the engine. We were getting to high temperature on cylinder nr. 4. This is not the first time this happens, so we returned to Roervik to get some professional help. After two days in Roervik harbor we were getting tired of testing out the local girls. Then the good message came, they had found and fixed the flaw on the engine. We all were lucky and just then minutes after the service crew had jumped ashore, we were back in business.

The distress call

At 11:00 PM the 24/06-10 we received a distress call from a pleasure craft, the position was only seventeen minutes away from our position. Bodoe radio were the leader of this operation so after receiving there assistance message, I contacted them and they told us to pick up the crewmembers because there sail boat was sinking. After some minutes we had visual contact with the boat and called them up on our VHF, the captain onboard told us they had some serious leakage around the propeller shaft. We moored the sailing vessel along our port side, and our engineer jump onboard to see if he was able to save the boat. His conclusion was clear, the leakage was too big and I then decided to lift this vessel onboard to provide it from sinking. The AB (able body seamen's) connected the boat to our crane and we simply lifted the whole vessel onboard. The captain of this vessel was from Trondheim, and since one of our ports of call was Trondheim, I decided to take the whole vessel with me.

Trondheim

At Wednesday 10:00 AM we were in Trondheim harbor. There we unloaded the construction material from Boedoe, and the sail boat that we saved outside Roervik. After two hours inside the harbor we turned our bow for Aalesund.

Aalesund

The journey from the last port went without any difficulties and in the morning on Tuesday we touch Aalesund harbor, here we unloaded the pleasure craft from Bodoe, we also loaded two trawls doors and one tractor for Bergen.

Maaloey

At 02:00 PM we arrived Maaloey harbor, here we unloaded the frozen fish and loaded some concrete for Bergen. After this we refueled freshwater. And again are bow was pointed at Bergen.

Bergen

At Saturday 01/07-10 we arrived Bergen harbor but because the harbor was so full of ships. We had to anchor up outside the harbor to wait for some free mooring place. After seven hours at anchor the port captain told us to moor with the cargo terminal. When the ship was secured we start unloading all the cargo. When this was done we washed down the whole ship.

We are now waiting for new cargo.

Best regards
Master Olufsen

Haakon Olufsen   *01/07-10*   *Bergen*
NAME: DATE: HARBOR:

Section three

a) **Give the names of the mooring lines**
   A – Head line
   B – Forward breast line
   C – Spring forward
   D – Aft spring
   E – Aft breast line
   F – Stern line
   G – Tug towing line

b) Standard marine vocabulary – maritime standarduttrykk
   1. I hear you with signal strength 3.
   2. My course at this moment is 2-8-0 degrees. Mistake! Correction : My course is 2-7-0 degrees.
   3. Racon on Roedholmen light is temporarily out of air.
   4. Please contact OSC.
   5. Vessel inbounds to bodoe harbor: Keep clear of outbound vessel!
   6. I am not under command.
   7. I'm making water.
   8. I'm about to sink
   9. The fire is under control.
   10. Is the smoke toxic?

Section four

2.   Why I chosen this education

I think the answer is simple, when I was little I used to be with my father at work. He worked at that time as an engineer on the ferry between Melbu and Fiskeoel. When I was onboard I used to try everything from loading/unloading to maneuver the vessel. This gave me the desire to become something in the profession. I remember how much better I liked to stay on the bridge then in the engine room. This in combination that I got the chance to operate this ship gave me the spirit of became master of a ferry like this. And this is the same spirit that has driven me for years.

Appendix 10

Section two

Oppgavene i Section two er relatert til lærestoffet i "Unit one"

1) Fyll ut med *am, is, are*:

   a) Liz is one of my good old friends.
   b) She is a stewardess.
   c) This year she is working on board M/S Estrella.
   d) Her two sons are living home at the moment.
   e) The two family cars are usually parked in the driveway.
   f) We are planning a big party together.
   g) You are lucky to be her boy friend.
   h) Liz and I am friends from Nordland College of Fisheries.

2) Fyll ut med *do,does*:
   a) I do my homework every day.
   b) Does you do your homework every day?
   c) Peter does not do his homework very often.
   d) They does not carry their bags very far.
   e) We do a lot of things together.

3) Personlige pronomen. Fyll ut.

   a) Have you been to school to day? Yes, I have.
   b) Did your sister go too? Yes, she did.
   c) Where is Peter? I haven't seen him.
   d) Are your friends waiting for you? Yes, they are.
   e) Maybe he'll run off. No, I told him to wait for us.
   f) What did you give your girlfriend for Christmas? I gave her a CD.
   g) What did you give your father? I gave him a GPS-receiver.
   h) Where does Ole live? He lives in Sortland.
   i) Why are you so angry? Peter called me a fool.
   j) Lunch is ready, students! We are not hungry.
   k) Where is today's newspaper? It is in the library.
   l) Has Raymond called you and Ken? Yes, he phoned us yesterday.

4) Eiendomspronomen. Fyll ut.

   a) Is that your father's car? No, it is not his. (hans)
   b) Has she got a Jaguar? No, I'm sure it is not hers. (hennes)
   c) Can you lend me your pen? Don't tell me you have lost yours again! (din)
   d) Do these laptops belong to your student mates? No, they're not theirs at all. (deres)
   e) They have a beautiful house. Yes, but it is nothing compared to ours. (vårt)

.

5) Exchange personal information
a) Fyll ut:

You: You are a captain.
Steinar: What's your name?
You: My name is Kenneth.
Steinar: What do you do?
You: I am a student.
Steinar: Where are you from?
You: I am from Tysfjord.
Steinar: How old are you?
You: I am 31 years old.

Hello! What do you
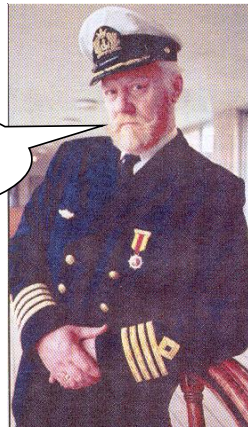
Steinar

5

Section three
Your own text

1. Write a brief text about a vessel you have been working on. If you not have had any employment on board a ship or vessel of any kind, tell about a previous occupation

When I was finished with the Fishery school in Gravdal at 1999, I started work on a combined fishing boat where we fished both with trawl and purse seine fishing.

The vessel with name Polarbas was 50 meters loa. (length over all), and 8 meters in breath. The drought with no cargo was about 4 meters. When the vessel was loaded with herring the drought was nearly 8 meters.

Polarbas was classed for fishing all over at the North sea and Barents sea. The vessel had quotas for mackerel, capelin, North sea herring, NVG herring (Norwegian spring spawning herring) and shrimp.

On ordinary purse seining for herring we were 8-9 crews on board. When we were trawling for shrimps or fishing capelin it was necessary with more crew, and then we was about 15-16 crews distributed on two shifts. The captains shift work from eight in morning until two a clock, at dinnertime. It is dinner on board from half past one to half past two. Two a clock the first officer shift starts and is running for 8 a clock.

It is a nice place to work on these big fishing vessels. The next day is not the same as the other days. There is always something new happenings and the food on board tastes good. When I`m finished with these two years on Gravdal it is possible I will start work on a purse seiner again.

2. Give some reasons why it is important that both mariners and people in general should learn English.

Merknad [JMP4]: had

Merknad [JMP5]: working – presens partisipp (ing- form) etter en perfektium partisippform

Merknad [JMP6]: slett ord - gjentakelse

Merknad [JMP7]: LOA (capitals)

Merknad [JMP8]: Check spelling

Merknad [JMP9]: Capital letter

Merknad [JMP10]: Same here

Merknad [JMP11]: And here

Merknad [JMP12]: there

Merknad [JMP13]: crew members

Merknad [JMP14]: there

Merknad [JMP15]: were

Merknad [JMP16]: o'clock

Merknad [JMP17]: samme her

It's very important to learn English today because we have to use English every day both at home, school and at work.

I have background from fishery, trawlers and purse seiners. Now I want to work on bigger ships as an officer and then it`s normal using English as working language. English is the international language of shipping.

Additionally we have to speak English when we are traveling around in the world on holidays or in other errands.

When I dove in my own diving company it happened we did some diving work on ships with English-speaking captains. Then I had to send diving report in English. Often I had to use Google translator for help.

This is a well-written section!

14

Totalt 55p

B

Appendix 11

Date: 26.08.1997
To: Jensen & Jensen
From: M/V Viking
Case: Provisions

SUMMARY
I acknowledge the receipt of your letter of 05.07.1997.
We did have nice weather on the trip from San Pedro. We arrived and anchored at 0900 this morning, but we won't continue through the channel before 0500 o'clock tomorrow morning.
PROVISIONS
Necessary provisions for approximately one month were taken onboard in San Pedro. The comments from the steward attached. The prices are generally high. It is interesting to note that poultry and fresh cod have the same price per pound. It is probably necessary to order the same amount of vegetables in our next port of call within San Pedro.
CONCLUSION
The first mate, Holvik arrived today but he was missing his luggage. It is now being tracked and will hopefully arrive before departure in Cristobal.
The first engineer, Hansen is going to sign off in Georgetown and will be sent directly to Houston.

> **Merknad [j18]:** By Capt. XXX XXX
>
> **Merknad [j19]:** Had (hva er forskjellen?)
>
> **Merknad [j20]:** Too informal for this genre. Avoid contracted forms in formal letters.
>
> **Merknad [j21]:** Rewrite (why?)
>
> **Merknad [j22]:** Incorrect use of the Progressive tense when the Simple tense should be used.
>
> **Merknad [j23]:** tracked down

Attachments: Report no. 51 B, Receipt of provisions, Crew list, Letter from the steward

Yours truly
Jørn Olsen, Captain

Underskrift: Erlend Johnsen   Dato: 06.03.2013