

Teaching the Language for Specific Purposes in the Context of Sailing and the Need to Create a Specialized Multilingual Dictionary

Nastava jezika struke u kontekstu jedrenja i potreba za izradom stručnog višejezičnog rječnika

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Summary

The paper will point to the significance and specifics of teaching a language for specific purposes and to the complex role of teacher involved in that process at the tertiary level. Based on the conducted survey, the opinions provided by students and teachers who study/teach sailing will be determined and analyzed in the matter of the importance and need for foreign language skills. Results will provide guidelines for the preparation of multilingual sailing dictionary compliant with the needs of a target group.

KEY WORDS

foreign language
language for specific purposes
higher education
dictionaries
sailing

Sažetak

U radu će se upozoriti na važnost i specifičnosti poučavanja stranog jezika struke te na složenu ulogu nastavnika u tom procesu na visokoškolskoj razini. Na temelju provedenog istraživanja utvrdit će se i analizirati mišljenje studenata i nastavnika koji se obrazuju u domeni jedrenja o važnosti i potrebi znanja stranih jezika u njihovoj struci. Na temelju rezultata dobit će se smjernice za izradu višejezičnog rječnika za jedrenje usklađenog s potrebama skupine kojoj je namijenjen.

KLJUČNE RIJEČI

strani jezik
jezik struke
visokoškolsko obrazovanje
rječnici
jedrenje

INTRODUCTION / Uvod

Multilingualism is becoming a standard in the modern society characterized by globalization and internationalisation. Qotb (2009) perceives globalization not only as an economic phenomenon, but she also emphasizes its cultural and technological dimension. "Ces échanges ont pour objectifs d'avoir une meilleure connaissance de l'autre dans le respect de ses propres valeurs (Qotb, 2009: 2)."¹ According to Qotb it is the communication between speakers of different languages at all social levels that has made foreign language learning a very important segment in the educational vertical as its mastery has become an asset. That is why great importance is given to the language for specific purposes (LSP), e.g. English for Specific Purposes (ESP), Geschäftsdeutsch (allemand des affaires) and le Français sur Objectifs Spécifiques (FOS).

At the European level multilingualism is a particularly recognized value considering the specificities of the EU member states. In her chronological review of the decisions

and measures of the European Union regarding the language learning Papa (2008: 69) noted the following: "European diversity is particularly evident in the abundance of languages. If citizens want to benefit from this diversity, they have to be able to communicate with each other. Language knowledge belongs to basic skills that Europe needs as a knowledge-based society; generally speaking, each citizen should know two languages." Accordingly, educational policies emphasize the importance of fostering multilingualism at all educational levels thus preparing students for the labour market and integration in global society.

Christ (1991) argues that relying only on English (today regarded as lingua franca) is not always convenient for persons who do not come from English-speaking countries as they communicate through an unknown medium. Likewise, Knežević and Kraljević (2012: 206) explain that in the European Union, where diversity is appreciated, one language is not sufficient for all communication needs. Furthermore, they emphasize that multilingualism promotes openness and tolerance,

¹ "The aim of these exchanges is to have a better knowledge of the other while respecting personal values." (Translated by the authors)

and it also opens the way to new markets and new business opportunities. Therefore, the knowledge of several languages plays an important role in the life and success of each person. It is being increasingly realized that success and excellence in any profession, especially at the academic level, involve proficiency in foreign languages. "That knowledge is needed for the reading of technical texts, for communication with foreign business partners, correspondence, and other forms of written expression" (Jelovčić, 2010: 44).

This paper will point to the specifics of LSP teaching at the tertiary level and the complex role the teacher has in that process will be brought to the fore. The survey encompasses the student and teacher attitude towards the importance of foreign language learning in the field of sailing.

The authors of this paper teach language for specific purposes at the University of Dubrovnik, so while working with students and cooperating with teachers who are experts in their specific field, they constantly reflect on their work and look for ways to make the teaching process efficient and help students cope well in their profession. The preparation of appropriate teaching materials is a very important segment of LSP teaching. Working materials focus on the profession, which proved positive and useful according to the feedback obtained from students. It was therefore decided to apply this cooperative teaching model on the research focusing on the need to compile a multilingual sailing dictionary. The target group were the students and teachers at the study of Yacht and Marina Technologies at the University of Dubrovnik. The research will determine the attitudes of students and teachers who study / teach in the field of sailing about the importance of foreign language knowledge in their profession. Their opinions will provide guidelines for the preparation of a sailing dictionary aligned with the actual needs and preferences of the target group.

LANGUAGE FOR SPECIFIC PURPOSES / *Jezik struke*

Ivir (1988: 144) states that "the language for specific purposes is defined by its extra-linguistic context, while its formal features represent a selection from the overall formal properties of the entire language. This selection is determined by the communication needs of speakers who communicate by using the potential of a selected language." Richer (2008: 17) defines language for specific purposes as "un technolecte autonome caractérisé par une sélection et un certain usage de moyens linguistiques, soit comme une variante de la langue générale se distinguant de cette dernière par une fréquence de certains termes, de certaines structures."² Gjuran-Cohan (2011) points out that the language for specific purposes emerged as a result of the communication needs within a particular profession; it is a code differing from general language which behaves in accordance with specific rules.

Therefore, the language for specific purposes (LSP) is used for communication within a particular field and is based on general language. The knowledge of the latter, along with the mastery of profession at a certain level, will facilitate the acquisition of the former. Thus, if terminology is first learned

² Either the autonomous technolect characterized by a selection and a certain usage of linguistic resources, or a variant of the general language differing from the latter by a frequency of certain terms, of certain structures." (Translated by the authors)

in mother tongue, then it will be easier to acquire it in the foreign language. Mangiante and Parpette (2004) point out that learning the language specific for a particular profession must not be confused with learning the profession itself. Language for specific purposes at tertiary level complements the content of vocational courses. Hence, while learning the language students also adopt new concepts related to their profession.

The following part will pertain to the important findings in the ESP teaching whose basic principles can be applicable to other languages for specific purposes. Dudley-Evans et al. (1998: 4) define the absolute characteristics of the ESP: "ESP is designed to meet specific needs of the student; ESP makes use of the underlying methodology and activities of the disciplines it serves; ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities". Hutchinson and Waters (1987) state that at the beginning of its development the focus of ESP was on WHAT is learned. This is a language-centred approach that gave an important insight into the concept of language needs. They claim that the emphasis must be placed on HOW people learn, i.e. on the learning-centered approach. LSP is an approach to language teaching focusing on the needs and interests of students. The teacher's role is to create an LSP course suitable for specific professions. The four facets of this process are the following: syllabus design, materials writing, classroom teaching, and evaluation. Hutchinson and Waters (1987: 22) identify the following factors affecting the design of ESP course:

- WHAT? (language descriptions) - syllabus
- HOW? (learning theories) - methodology
- WHO? WHY? WHERE? WHEN? - needs analysis.

These are some of the questions arising for teachers: what should a student learn, which topics should be covered, how will the content be acquired, etc.

THE ROLE OF THE LSP TEACHER / *Uloga nastavnika u poučavanju jezika struke*

It can be said that the LSP teaching is a complex process. According to Legendre (1993) there are three constituents within language learning: L'Enseignement (Agent), l'Apprenant (ujet) and le Savoir (Objet) accompanied by Milieu (institution/société). In this paper the focus is on the role of teacher. Richer (2008:22) explains that the LSP teacher is "écartelé entre l'enseignement de la langue, pour lequel il a été formé (il maîtrise une description de la langue, de sa littérature, de sa culture) et la méconnaissance du domaine de l'activité sociale dans lequel on lui demande d'intervenir."³ Most foreign language teachers in Croatia have a formation in literature and linguistics. However, in order to surpass the gap between the knowledge of language on one side and profession on the other, the LSP teacher should work together with the colleagues teaching vocational subjects. Besides, cooperation with students who already have some theoretical or practical knowledge should not be neglected. This is how LSP teachers gain knowledge useful for the course design. Dudley-Evans (1998: 13) explain that in this case teacher becomes a language consultant. "As practitioner he has five key roles: teacher, course designer and material provider, collaborator, surveyor, and evaluator." Hutchinson and

³ Torn between the teaching of a language the teacher studied (s/he mastered a description of a language, its literature and culture) and the lack of knowledge in the field of social activity where the teacher was asked to intervene." (Translated by the authors)

Waters (1987) underline the basic principle in the ESP teaching which implies that the content and methodology should meet student needs. In that regard Lehmann (1993: 116) says "se demander ce que des individus ont besoin d'apprendre, c'est poser implicitement qu'ils ne peuvent pas tout apprendre d'une langue, donc que des choix doivent être opérés."⁴ So, with their experience and knowledge teachers have a challenging task to make a selection of working materials. Hutchinson and Waters (1987: 106) point out that «Materials writing is one of the most characteristic features of ESP in practice. In marked contrast to General English Teaching, a large amount of the ESP teacher's time may well be taken up in writing materials. "Creation of working materials is an enterprise that requires finding a good measure in the adaptation of original texts. Namely, despite the fact that students are fluent in general language, technical texts written in a foreign language become an obstacle. This occurs due to the use of texts which were not originally intended for language teaching. These texts guarantee relevance and reflect real world use. Teachers hence become creators, which gives them autonomy and great responsibility. They constantly analyse their work and ask themselves if the classes were suitable for the target group. This is a never-ending work as LSP teachers keep up with new developments in a given profession and amend the existing materials. The outcome of such an extensive work is a corpus which can be structured in handbooks, textbooks, dictionaries, etc. Little (1995: 179) explains autonomy when he says "...successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis the highest possible degree of affective and cognitive control of the teaching process, and exploring the freedom that this confers". The role of students is equally important. They become partners in the teaching process as their independent and active participation is encouraged with a variety of strategies. Little (1995: 180) explains that in such a way they are not only "consumers of ready - made courses". They are motivated, their work is efficient, language acquisition made easier, and their autonomy hence developed.

LSP TEACHING AT THE STUDY OF YACHT AND MARINA TECHNOLOGIES AT THE UNIVERSITY OF DUBROVNIK / *Nastava jezika struke na smjeru pomorske tehnologije jahta i marina sveučilišta u dubrovniku*

The authors of this paper are teachers at the University of Dubrovnik, and in their daily work they are faced with the challenges of LSP teaching in different study programmes, among which the study of Yacht and Marina Technologies as well. This study provides knowledge in the field of commercial and technical management of marinas, yachts and small vessels. It is intended for students who will earn their living from the sea. They get prepared to work in the marina management, chartering, and skippering. (University of Dubrovnik, 2014). Students learn English for specific purposes in all three years of undergraduate study with 105 hours in the first year and 90 in the second and third. English is a compulsory course. German and Italian are elective courses and are taught in the first two years of undergraduate study with 60 hours per year.

⁴ "When reflecting on what individuals need to learn, it is implicit that they cannot learn everything, so the choices must be made." (Translated by the authors)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - command of one foreign language	20	60.6	60.6	60.6
	2 - command of two foreign languages	11	33.3	33.3	93.9
	3 - command of three foreign languages	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Table 1 Percentage analysis of foreign language knowledge
Tablica 1. Analiza postotaka o znanju stranog jezika

NEEDS ANALYSIS REGARDING THE COMPILATION OF MULTILINGUAL SAILING DICTIONARY / *Istraživanje potrebe za izradom višejezičnog rječnika iz područja jedrenja*

Communication in various languages makes an integral part of nautical tourism and sailing respectively. Although English is considered the lingua franca of today, nevertheless the use of other languages, whether when reading technical texts or in communication with foreign visitors requires the usage of other languages, especially if tourism and geographical position are taken into account.

Since dictionaries can be considered "a primary tool in the approach to foreign languages" (Kunzmann-Müller, 2001: 161), the idea to create a multilingual sailing dictionary has come into being so as to facilitate the learning and teaching process. The compilation of a dictionary entails a series of questions referring to its structure. So, the authors decided to seek opinion from those for whom it was mainly intended - teachers and students at the undergraduate study Yacht and Marina Technologies. The aim of the survey was to determine whether the target group considered proficiency in foreign languages relevant to their profession and if there was a need for a multilingual sailing dictionary. It also tackled the question of how such dictionary should be structured.

EMPIRICAL RESEARCH AND RESULTS / *Empirijsko istraživanje i rezultati*

In order to get relevant information about the needs in the field a survey was conducted at the University of Dubrovnik in the second semester of the academic year 2013/2014. Survey was conducted on a sample of 33 students and teachers at the undergraduate study Yacht and Marina Technologies. A questionnaire with a set of 10 questions was used to collect data during regular classes. Descriptive and inferential statistical methods were applied for data analysis.

The first part of survey contains general questions referring to the foreign language knowledge and opinion about its usefulness in the profession. It was important to determine the number of foreign languages respondents speak (Table 1) as further analysis will examine whether the number of languages they are proficient in affected their responses.

Figure 1 shows structure of respondents according to the languages they speak in order to get an insight into the covered languages.

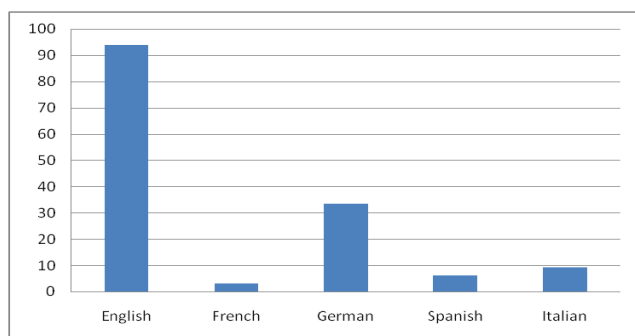


Figure 1 Structure of respondents according to the foreign languages they speak

Slika 1. Struktura ispitanika prema stranim jezicima koje govore

Survey results have shown that most respondents (93%) speak English, followed by German (33.3%). Less than 10% of respondents speak Italian, Spanish, and French. When asked about the usefulness of foreign language knowledge in their profession, all respondents but one said that it was very useful, one said that it was slightly useful. Thus, it can be concluded that there is a high awareness of the importance of foreign language proficiency.

When asked about the availability of appropriate multilingual sailing dictionaries that help in the process of working/studying 18.2% of respondents answered that there were such dictionaries in all languages, 69.7% responded that dictionaries in English were available but not in other languages, and 12.1% said there were no dictionaries in any foreign language. Hence, it can be concluded that a large proportion of respondents (81.8%) think there are no appropriate sailing dictionaries in foreign languages other than English and that there is a need for them. As much as 54.5% of respondents think that the best dictionary would be the one from Croatian into foreign language and vice versa. For 24.2% of respondents the most useful dictionary would be the one containing entries in Croatian and their counterparts in a foreign language, and 21.2% hold that the most helpful would be a dictionary containing entries in a foreign language first and providing their counterparts in Croatian. The opinion that a dictionary should display both standard and colloquial Croatian terminology is shared by 63.6% of respondents, while 30.3% of respondents think only standard terminology should be covered, and 6.1% believe that it should include only colloquialisms. As for the scope of a dictionary, 63.6% of respondents consider a comprehensive dictionary most useful, 21.2% opt for abridged, while 15.2% for pocket dictionary. More than half of respondents (54.5%) think that the most practical is paper dictionary and 45.5% hold that an electronic dictionary is more practical. A large number of respondents (57.6%) think that entries should be arranged in alphabetical order, 27.3% are for thematic arrangement, and 15.2% for arrangement according to the frequency of a term.

In addition to descriptive analysis the paper explores whether there are differences in attitudes between respondents who speak one language and those who speak several languages, and also whether there is a difference in opinion between students and teachers regarding the terminology covered in the dictionary. Chi-square test was used to compare the results in this respect.

Different opinions regarding the incidence of specialized

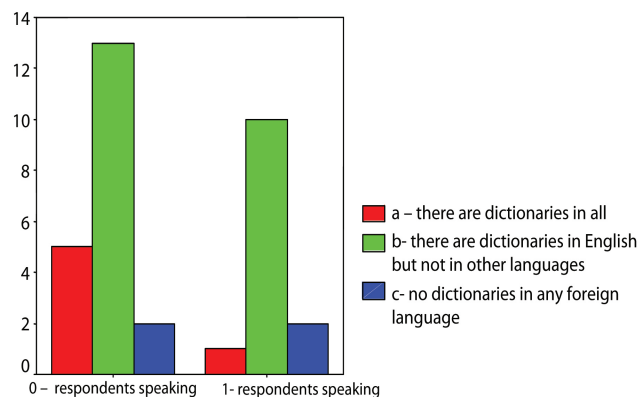


Figure 2 Attitudes of respondents regarding the incidence of specialized multilingual dictionaries according to groups of respondents

Slika 2. Mišljenja ispitanika o dostupnosti stručnih višejezičnih rječnika po skupinama

Table 2 Chi-square test results about the difference of opinions referring to incidence of specialized multilingual dictionaries

Tablica 2. Rezultati hi kvadrat testa o mišljenjima ispitanika o dostupnosti stručnih više jezičnih rječnika

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.647 ^a	2	.439
Likelihood Ratio	1.807	2	.405
N of Valid Cases	33		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 1.58.

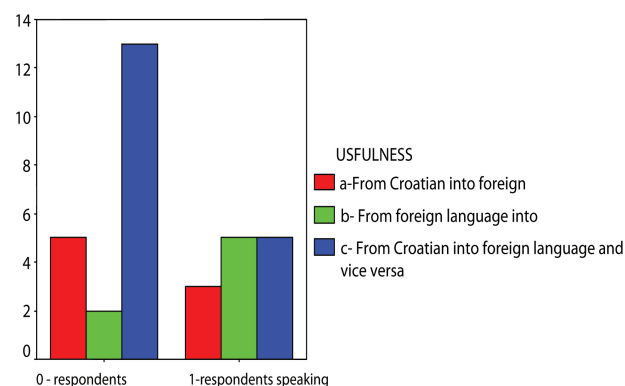


Figure 3 Attitudes of respondents in terms of dictionary usefulness according to group

Slika 3. Stavovi ispitanika vezani uz korisnost rječnika po skupinama

Table 3 Chi-square test results in terms of dictionary usefulness
Tablica 3. Rezultati hi kvadrat testa vezani uz korisnost rječnika

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.038 ^a	2	.133
Likelihood Ratio	4.020	2	.134
N of Valid Cases	33		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is 2.76.

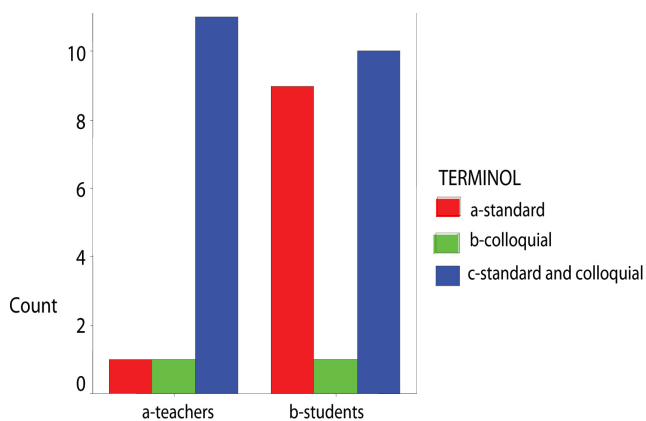


Figure 4 Responses provided by teachers and students regarding the selection of standard and/or colloquial terminology in Croatian

Slika 4. Odgovori nastavnika i studenata vezani uz odabir standardnih i/ili kolokvijalnih termina na hrvatskome jeziku

multilingual sailing dictionaries are shown in Figure 2, and the test results in Table 3. Possible answers were a – there are dictionaries in all languages, b – there are dictionaries in English but not in other languages, c – no dictionaries in any foreign language.

The graph in Figure 2 shows that in the group of respondents who speak several foreign languages (group 0) only one respondent thinks there are suitable specialized multilingual dictionaries in all languages. Most respondents (77%) believe there are dictionaries in English, but not in other languages. This opinion is shared by 65% of respondents in the group speaking one foreign language (group 1). Unlike group 1, 25% of respondents within group 0 think there are appropriate specialized multilingual sailing dictionaries. As much as 10% of respondents in group 0 and 15% in group 1 think there are no appropriate sailing dictionaries in any language.

After data analysis, chi-square test was used to determine if there were significant differences in opinion between two groups of respondents with regard to the incidence of specialized multilingual dictionaries.

Chi-square empirical value is 1.647, and is lower than the chi-square table value which is 5.99 with two degrees of freedom and significance level of $p=0.05$. Hence it can be concluded

Table 4 Chi-square test results regarding the selection of standard and/or colloquial terminology in Croatian
Tablica 4. Hi kvadrat test koji se odnosi na odabir standardnih i/ili kolokvijalnih termina na hrvatskome jeziku

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.197 ^a	2	.074
Likelihood Ratio	5.913	2	.052
N of Valid Cases	33		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .79.

there were no significant differences in the opinion regarding the incidence of specialized multilingual dictionaries between the two groups of respondents.

Possible answers to the question related to the most useful sailing dictionaries were the following: a – from Croatian into foreign language, b – from foreign language into Croatian, and c – from Croatian into foreign language and vice versa. Responses are shown in Figure 3.

It can be seen in Figure 3 that in group 0, i.e. the group comprised of respondents speaking two or three foreign languages, most respondents (65%) think that dictionary with entries from Croatian into foreign language and vice versa would be the most useful, whereas in group 1, i.e. the group of respondents speaking one foreign language, there is the same share of those who think that the most useful dictionary would be the one containing entries from Croatian into foreign language and vice versa. Chi-square test presented in Table 4 was used to test the differences between the two groups of respondents in this respect.

Table 4 shows that the chi-square empirical value is 4.038. It is lower than the chi-square table value which is 5.99 with $p=0.05$ and 2 degrees of freedom. This leads to conclusion that there are no significant differences were found to exist between the groups of respondents regarding the usefulness of dictionaries.

Furthermore, the comparison was made between answers given by students and teachers to the question regarding which Croatian terminology should be displayed in the dictionary. Possible answers were the following: a – standard, b – colloquial, c – standard and colloquial. Figure 4 shows data for the two groups, whereby the letter a stands for teachers and b for students.

The opinion of 85% of teachers is that the standard and colloquial terminology should be covered. The opinion of 45% of students is that only standard terminology should be represented in a dictionary, while 50% opt for both standard terminology and colloquialisms to be included in such a dictionary. The teachers and the students who participated in this study differed in their opinion regarding this issue. Table 4 shows chi-square test results.

Chi-square test results show no significant difference in opinion between students and teachers regarding the selection of either standard or colloquial terminology, or the combination of the two since chi-square empirical value is 5.197 and is lower than the already mentioned theoretical value.

CONCLUSION / *Zaključak*

The results indicate that foreign language knowledge is very important in nautical tourism, i.e. in sailing. Respondents pointed out that there was a satisfying number of specialized Croatian-English and English-Croatian dictionaries. But, the offer of specialized dictionaries with entries translated into Croatian and vice versa is insufficient. From the point of view of the respondents the most useful dictionary would be the one in which entries from a foreign language are translated by their Croatian counterparts and vice versa. The scope of such dictionary should be comprehensive and should include standard and colloquial terminology. Printed form would be appropriate with entries arranged in alphabetical order. The paper also explored whether the number of languages respondents spoke affected their attitude about usefulness and incidence of multilingual dictionaries, and whether there was a difference between students and teachers regarding the Croatian terminology in the dictionary. The study led to conclusion that the attitudes of respondents do not differ significantly. Further studies addressing this topic would involve respondents with experience in practice.

Foreign language knowledge facilitates the work in a profession and improves its quality. It is an indispensable tool for the application of knowledge in nautical tourism, i.e. in sailing. Proficiency in several languages contributes to greater competence and confidence in various situations. Thus, their learning should be fostered at the tertiary level. LSP teaching is a separate field within foreign language teaching. Through their work, LSP teachers constantly collect lexical materials from a wide range of sources and structure it into handbooks, textbooks, dictionaries, etc. The aim of the paper was to point to the complex

work done by the LSP teachers and to spur further research related to this aspect of foreign language teaching.

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