

Identifying Efficient Learning Strategies for Maritime Vocabulary

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Abstract. By analyzing weekly maritime English learning progress reports for university students, this paper and my presentation has three goals:

- 1) To identify the difference in learning contents between students with high TOEIC scores and students with low scores
- 2) To track changes in study contents during the progression of their studies
- 3) To identify the best learning strategies for increasing vocabulary of Maritime English

Key words: Keywords: Learning style; Learning strategy; Learning strategies; Motivation; Language learning

1. Introduction

Many learners seem not to understand the importance of practice when it comes to learning the skills required for study (Najeeb, 2012). Many learners do not master learning strategies on their own sufficiently to make impressive gains in their language learning. Therefore, an element of strategy training is necessary (Bruen, 2001).

This presentation introduces efficient learning strategies for maritime vocabulary. The results of this study can be implemented at maritime institutions throughout the world as a way for students of Maritime studies to effectively improve their Maritime English vocabulary. The benefits of the study results are twofold: students can adapt their learning styles to get more knowledge effectively, which in turn also increases their motivation. If these measures are implemented, Maritime students will become more effective learners, and improve their opportunities to actively participate in a prospering Maritime industry. The effects are beneficial not only for the Japanese Maritime Industry, but also for the Global Maritime Industry as a whole.

2.Methology

In this study, the data of Rooks' 2012 study is used. 137 Japanese University maritime students in four separate classes participated in the study. Of these participants, sixty two students had previously taken the TOEIC test, and thus were divided into high and low proficiency groups. The mean TOEIC score of the high proficiency group was 632, and the low proficiency group was 435. The analysis of all participants' recorded data is regarding their study contents and habits outside the classroom. The participants kept mandatory study journals over an eight-week period, and were checked for completion by the teacher each week. The data was collected during the Spring Term of 2012, from mid-April until mid-June. In this study, the students' study contents are classified into the following groupings:

External Factors

1. Other People (1. homework 2. Presentation practice/preparation)
2. Materials (1. Review class content/materials 2. reading/textbook/English content practice)
3. Tests (1. study for TOEIC 2. study for test or exam)

Internal Factors

1. Self-Motivating Strategies (1) (1. speaking practice 2.listening practice)
2. Self-Motivating Strategies (2) (1. improve/study vocabulary 2. grammar/translation study)
3. Self-Motivating Strategies (3) (1. writing/journal practice 2. watched video/movie content)
4. Demotivating influences (1. No study 2. Busy, part time job/social, other 3. busy, other school work)

Other (1. Improving study habits/study time 2.Communicating with foreigners/travel abroad)

Table 1 Major academic events during the data collection

1st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week
normal activities	presentation	short essay	mid-term report	listening test	normal activities	short essay/ midterms	major report

3.Results

In these graphs, “H” means students with high TOEIC scores and “L” means students with low scores.

Figure 1 differences in “Other People”

between higher and lower proficiency group

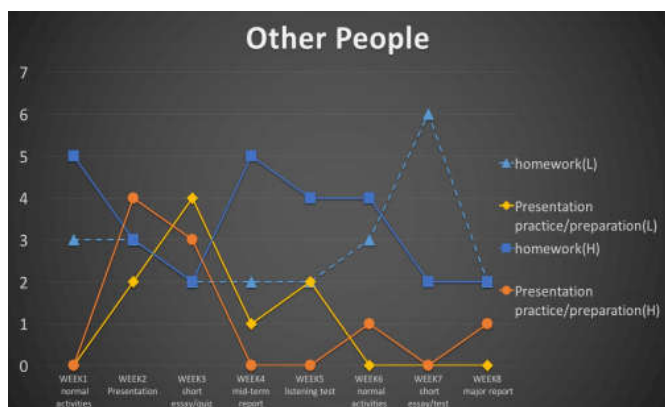


Figure 2 differences in “Material”

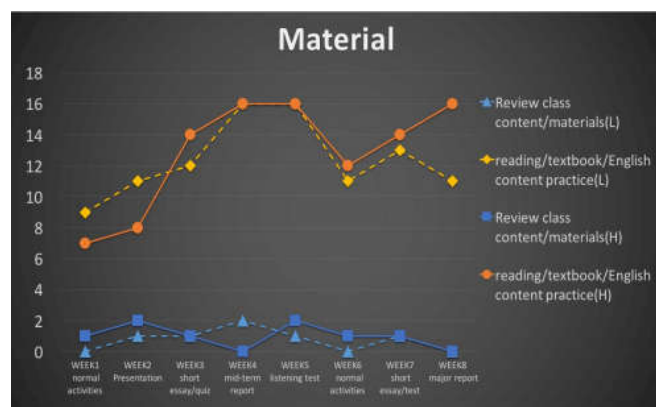


Figure 1 illustrates that H took more time to do their homework more than L through most of the week and all students took more time to do their homework than to do presentation practice/preparation.

Figure 2 illustrates that H took more time to review class content/materials and to do reading/textbook/English content practice more than L through most of the week and all students took much more time to do reading/textbook/English content practice than to review class content/materials. H took more time to do their homework and reviewed class content/materials than L through most of the week, so they seem to understand well what they learned in class and acquired new vocabulary. H took more time to do reading/textbook/English content practice than L through most of the week, so they seem to acquired more new vocabulary than L.

Figure 3 differences in “Tests”

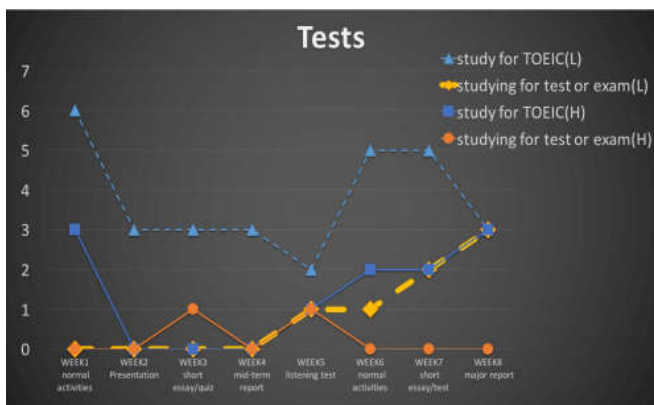


Figure 4 differences in “Self-Motivating Strategies (1)”



Figure 3 illustrates that L took more time to study for TOEIC and test or exam more than H and all students took more time to study for TOEIC than for test or exam. Test of English for International Communication (TOEIC) is commonly used by many companies for recruitment and promotion purposes (Butler, & Iino, 2005). Students can't acquire maritime English vocabulary when they study for TOEIC, but they need to study TOEIC because it is needed for recruitment, so tests or exams held in maritime English class is important for students to acquire maritime English vocabulary.

Figure 4 illustrates that H took more time to do speaking practice than L and all students took more time to do listening practice than to do speaking practice. This is a serious problem for students because lack of time to speaking practice means lack of using vocabulary what they learned. In Japan, there are few native English speaker and time to speak English for students is very limited, so they should find more ways to speak English with native English speaker, time to speak English and chance to use vocabulary what they learned.

Figure 5 differences in “Self-Motivating Strategies (2)”



Figure 6 differences in “Self-Motivating Strategies (3)”



Figure 5 illustrates that all students took much more time to improve/study vocabulary than to do grammar/translation study.

Figure 6 illustrates that H took more time to watch more video/movie content than L. It seems that it is important to watch more video/movie content to acquire more new vocabulary.

Figure 7 differences in “Demotivating influences”

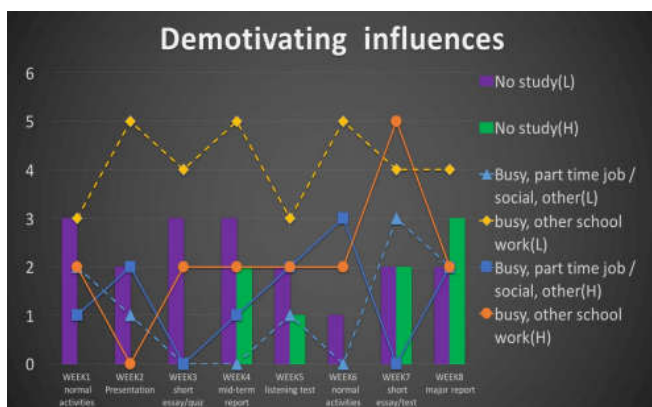


Figure 8 differences in “Other”

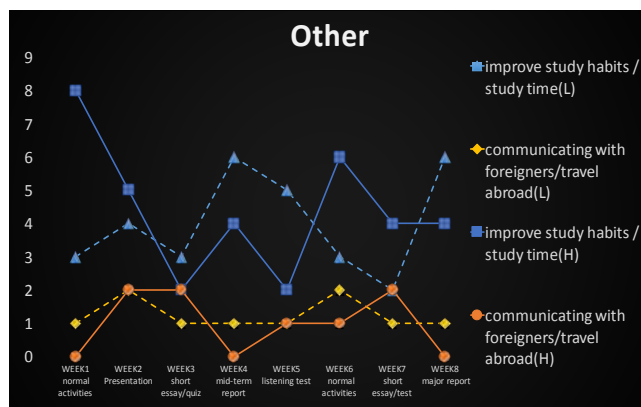


Figure 7 illustrates that H took more time to study English than L. It seems that time to study English is related to the TOEIC score directly. It seems that it is important to take as much time as possible to learn English to acquire more new vocabulary.

Figure 8 illustrates that H took more time to improve study habits/study time than L and all students took more time to improve study habits/study time than to communicate with foreigners/travel abroad. It seems that improving study habits/study time is related to English skill and in order to acquire more new vocabulary, it is important to improve study habits/study time. Less time to communicate with foreigners/travel abroad is related to less time of speaking practice illustrated in Figure 4. This is also a serious problem for students because lack of time to communicate with foreigners/travel abroad means lack of using vocabulary what they learned. They should find more ways to communicate with foreigners/travel abroad, time to speak English and chance to use vocabulary what they learned.

4. Conclusion

The main findings that can be taken from this study are:

- 1) In order to acquire new vocabulary, students should take as much time as possible to learn English.
- 2) Students should take time to do their homework and review class content/materials to understand well what they learned in class and acquired new vocabulary.
- 3) Students should take time to do reading/textbook/English content practice to acquire new vocabulary.
- 4) Students should find ways to communicate with foreigners/travel abroad, time to speak English and chance to use vocabulary what they learned.
- 5) In order to acquire new vocabulary, students should watch more video/movie content.
- 6) In order to acquire new vocabulary, students should improve study habits/study time.

These are efficient learning strategies identified in this study. Learning vocabulary, applying what they learn, reviewing what they learn and improving study habits/study time are important for efficient learning strategies.

Logbooks are also useful for acquiring vocabulary. Students see the value in the vocabulary logs and are motivated to focus on their lexical development (Rooks, 2013). Logbooks play a central role in three ways: they help learners to capture much of the content of learning, support the development of speaking, and provide a focus for assessment (Najeeb, 2012).

The optimal learning strategies are different from each other and students should find their own learning strategy that is best for them. Learners need to be given the skills to be able to seek out materials and resources outside the classroom to enable them to improve their recognition of what is relevant and what is not. They need to be able to recognize that these research skills are important and transferable and can be utilised when they go on to further study (Najeeb, 2012). The more positive their language learning beliefs, the more language learning strategies they reported on using (Ghavamnia, Kassaian, Dabaghi, 2011).

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