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How to Play with Maritime English: The Jeopardy Game

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How to Play with Maritime English: The Jeopardy Game

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Abstract. Engaging students with game-based activities increases involvement and leads to better language acquisition. Besides providing some variety to standard textbook tasks, playful activities are meant to revive the English classroom, to encourage learners to interact and cooperate in a competitive way, and to be more spontaneous and creative.[1] The present paper instructs on how to create and use the Jeopardy game in the ESP classroom, as a fun activity aimed at improving students' maritime vocabulary mastery by means of enhancing their vocabulary comprehension and production, and developing their professional communication skills.

1. Introduction

Inspired by a popular American TV game, Jeopardy is not new at all, but it is highly effective in class. So far, we have tried recreating several games to suit the needs of a particular target maritime vocabulary; however, none was as successful as the Jeopardy game was.

There are a great many ways of designing an ESP Jeopardy game. The teacher can either download a sample Jeopardy game or create his /her own template for creating a customized version. In the original game, participants need to come up with trivia questions to match a set of given answers. In addition, a Jeopardy game typically has 10 categories and 10 questions in each category from easy to difficult. When teaching ESP, one will most likely have to cut down on the number of categories and questions. Also, one can either stick to the classic structure of the game and practice question formation, or they can create their own trivia-like game to check the knowledge of ESP students. As well as question sets, one can also use pictures, such as those in Picture Taboo, or create a *What is it used for?* category, especially with onboard instruments, mechanisms and devices.

2. Creating a Jeopardy Classroom Game

In order to play, these steps need to be followed: First, students should be divided in two or three teams of different numbers, depending on the number of students in a class. Assign a color or symbol to each team. The teacher draws a Jeopardy grid on the board, as in the example below (Fig. 1) The layout can be copied on the board or can be projected on a screen or a whiteboard, using a PowerPoint template, in which case the activity works much better since the document can contain both the questions and the corresponding correct answers.

ANCHORING	MOORING	TOWING	PROPULSION SYSTEM	TAKING A PILOT
$100	$100	$100	$100	$100

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[1] For more on the advantages of using games in class, see H.Gaudart (1999), L.S Kim (1995) and Kumar & Lightner (2007).

$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500

Fig. 1 – Jeopardy Template

Similar to the classic game, teams take turns in choosing a type of question, based on the difficulty level aimed at, from $100 to $500. Following, the teacher reads out the corresponding question or, even better, projects the question in the PowerPoint template.[2] Once the question is answered correctly, the team gets one point, and the square is crossed out and marked with the team's colour, or symbol. If the question is answered incorrectly, there is no change; the space is left as it was, giving the other teams a chance to answer it. The following team should choose a square, either the same one or another one. The game continues with the next team and so on, until all questions have been answered or after a set amount of rounds, depending on the available time limit. The team with the most points wins. At the end of the game, the teacher should go through any questions that could not be answered.

As seen above, our game comprises five categories, each with five questions ranging from easy ($100) to difficult ($500). Of course, the categories should be based on topics that have been previously studied. They can belong to the maritime vocabulary of a semester or even a school year for a more complex variant of the game. Following, we illustrate question samples for the categories: *Anchoring, Mooring, Towing, Propulsion System* and *Taking a Pilot Aboard*. Some require the translation of terms or standard maritime communication phrases from Romanian into English (or vice-versa), others contain open questions. In the table below, we have included both the questions and their correct answers.

QUESTIONS	ANSWER KEY
Category 1: Anchoring	**Category 1: Anchoring**
$100 Give the English term for *dană*. $200 Who is to determine how much of chain should be paid out? $300 Translate into English: Pregătiți ambele ancore. $400 Translate into English: Sunt ancorele gata pentru fundarisire? $500 Translate into English: Cît este de virat lanțul de ancoră?	$100 berth $200 The Captain or the OOW. $300 Have both anchors ready. $400 Are the anchors ready for dropping? $500 How much weight is on the cable?

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[2] See here for more editable Jeopardy PowerPoint games:
http://www.eslgamesworld.com/members/games/templates/index.html

Category 2: Mooring

$100
    Give the English term for *a mola/a fundarisi (ancora)*.

$200
    When the ship has approached the berth, what line is passed ashore first?

$300
Translate into English:
    Daţi parîme prova.

$400
Translate into English:
    Ne vom lega la o geamandură în prova.

$500
Translate into English:
    Pregătiţi bandule la prova şi pupa

Category 2: Mooring

$100
    to let go

$200
    A heaving line

$300
    Send out head lines.

$400
    We will moor to a buoy ahead.

$500
    Have heaving lines ready forward and aft.

Category 3: Towing

$100
    Give an English equivalent for *remorcher*.

200$
Translate into English:
    Vom folosi două remorchere.

$300
Translate into English:
    Folosiţi nara centrala.

$400
Translate into English:
    Voltaţi remorcile în fiecare pupa.

$500
Translate into English:
    Remorcherul prova se va lega în bordul babord.

Category 3: Towing

$100
    tug (boat)

200$
    We will use two tugs.

$300
    Use the centre lead.

$400
    Make tugs fast on each quarter.

$500
    The forward tug will make fast alongside on the port side.

Category 4: Propulsion System

$100
    Give the English term for *propulsor pupa*

$200
Translate into Romanian:
    We have a bow thruster.

$300
Translate into English:
    Sala maşinilor este deservită de personal

$400
Translate into English:
    Care este puterea maximă de manevră înainte?

$500
Translate into English:
    In caz de urgenţă, există mijloace

Category 4: Propulsion System

$100
    stern thruster

$200
    Avem un propulsor prova.

$300
    The engine-room is manned.

$400
    What is the maximum manoeuvring power ahead?

$500
    Is extra power available in emergency?

suplimentare de alimentare cu energie electrică?	

Category 5: Embarking, Disembarking a Pilot
 	
$100
    Give the English term for *scara pilotului.*
$200
Answer the questions:
    From which side is the pilot usually taken aboard in bad weather?
$300
Answer the questions:
    Where may a pilot board the ship?
$400
Translate into English:
    Scara pilotului nu este sigură.
$500
Translate into English:
    Coborîți schela în combinație cu scara pilotului.
	Category 5: Embarking, Disembarking a Pilot
	
	$100
	    pilot ladder
	$200
	
	    the lee side.
	$300
	
	    near the pilot station or in the offing.
	$400
	
	    The pilot ladder is unsafe
	$500
	
	    Rig the accommodation ladder in combination with the pilot ladder.

3. Conclusions

The Jeopardy game can be used successfully in the ESP classroom to expand students' maritime vocabulary, and provide them with more communicative practice, or to just liven up the lesson. Jeopardy is highly suitable for review purposes since it can cover several topics a once. As with most English fun activities and games, Jeopardy may be customized and the topics changed or supplemented according to students' needs. There are many ways to play the Jeopardy game in an ESP classroom. The teacher may search the web to get more inspiration, including downloadable templates, or interactive online templates, which can be used in a computer-based classroom.

References
[1] Gaudart, H. *Games as Teaching Tools for Teaching English to Speakers of Other Languages in Simulation Gaming*, 1999, p. 283.
[2] Kim, L.S. *Creative Games for the Language Class in English teaching Forum*, 1995.
[3] Kumar, R. & Lightner, R. "Games as an Interactive Classroom Technique" in: *International Journal of Teaching and Learning in Higher Education*. Volume 19, no 1, 2007, pp. 53-63.

Web resources
[1] http://www.eslgamesworld.com/members/games/templates/index.html
[2] http://www.esolhelp.com/classroom-jeopady-games.html
[3] https://jeopardylabs.com/
[4] https://www.coolenglish.net/jeopardy