

ЯЗЫКИ НАРОДОВ ЗАРУБЕЖНЫХ СТРАН (С УКАЗАНИЕМ КОНКРЕТНОГО ЯЗЫКА ИЛИ ГРУППЫ ЯЗЫКОВ)/LANGUAGES OF PEOPLES OF FOREIGN COUNTRIES (INDICATING A SPECIFIC LANGUAGE OR GROUP OF LANGUAGES)

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ENGLISH MARITIME TERMINOLOGICAL VOCABULARY AND ANALYSIS OF METHODS OF ITS INTRODUCTION AND PRIMARY CONSOLIDATION

Research article

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Abstract

The importance of studying terminology in maritime higher educational institutions is beyond any doubt. Poor proficiency in professional English vocabulary may cause problems in communication between multinational crew and threaten the safety of life, ship and cargo at sea. Thus, mastering of the vocabulary is and will always be the main direction in teaching a foreign language for professional purposes. The paper analyzes the main types of lexical units that form the termbase of maritime English. Effective ways of mastering professional vocabulary are provided. At the same time, it is noted that teaching shall be provided and complied with the terms of a professionally oriented approach, where all decisions regarding the selection of the syllabus are coordinated with the professionally oriented communicative requirements of cadets. It means that the cadets study lexical units which are required for further application in specific areas and situations, taking into account the professional direction.

The special lexical units that are considered as a substantial component of a special lexical competence which acts as an integrative phenomenon and has level structure and includes knowledge about special lexical units, skills of using studied special lexical units in a given communicative context are discussed. Some aspects of marine terminology which are necessary for cadets' familiarization when studying the course "Foreign language (English)" have been considered.

It is noted that a combination of various tactics and teaching methods with the use of illustrative materials to the use of original professional documents such as ship's instructions, checklists and others is useful and productive when studying professional English terminology. The combination of all these methods will allow the cadets to have an integral "linguistic" pattern of their future profession, from individual words and word combinations to the functioning of lexical units in a real professional language.

Keywords: maritime English, lexical unit, maritime professional terminology, teaching methods, maritime specialties.

АНГЛИЙСКАЯ МОРСКАЯ ТЕРМИНОЛОГИЧЕСКАЯ ЛЕКСИКА И АНАЛИЗ МЕТОДОВ ЕЕ ВВЕДЕНИЯ И ПЕРВИЧНОГО ЗАКРЕПЛЕНИЯ

Научная статья

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Аннотация

Важность изучения терминологической лексики в морских вузах не вызывает никаких сомнений, поскольку плохое владение профессиональной английской лексикой приводит к проблемам в общении межнационального экипажа и может угрожать безопасности жизни, судна и груза в море. Поэтому усвоение лексики является и всегда будет одним из основных направлений обучения иностранному языку в профессиональных целях. В работе анализируются основные типы лексических единиц, составляющих терминологическую базу морского английского языка. Предлагаются эффективные пути овладения профессиональной лексикой. При этом отмечается, что обучение должно осуществляться и подчиняться позициям профессионально ориентированного подхода, при котором все решения по поводу отбора содержания обучения согласуются с профессионально ориентированными коммуникативными потребностями учащихся, то есть изучаются те лексические единицы, которые необходимы для дальнейшего применения в конкретных сферах и ситуациях с учетом профессионального направления.

Рассмотрена специальная лексика, являющаяся содержательным компонентом специальной лексической компетенции, которая выступает интегративным явлением и имеет уровневую структуру, включает знания о специальных лексических единицах; навыки употребления исследуемых специальных лексических единиц в заданном коммуникативном контексте. Рассмотрены некоторые аспекты морской терминологии, с которыми необходимо ознакомить курсантов при изучении дисциплины «Иностранный язык (английский)».

Указано, что при изучении профессиональной английской терминологии весьма полезной и продуктивной оказывается комбинация различных тактик и методов обучения (от использования иллюстративных материалов до применения оригинальных профессиональных материалов: судовые инструкции, проверочные листы и т.д.). В совокупности эти методы позволят курсантам сформировать в своем сознании целостную «лингвистическую» картину будущей профессии: от отдельных слов и словосочетаний до функционирования лексических единиц в реальном профессиональном языке.

Ключевые слова: морской английский язык, лексическая единица, морская профессиональная терминология, методы обучения, морские специальности.

Introduction

It is known that poor proficiency in professional English vocabulary may cause damage to the ship, her crew and cargo at sea. Thus, studying of terminological vocabulary by future seafarers is very important. The International Maritime Organization (IMO) has officially declared the English language as Maritime language in the International Convention on Standards of Training, Certification and Watchkeeping (STCW 78 Convention and Code).

In addition, the above – mentioned organization adopted the International Safety Management Code. One of the main tasks of this Code was to reduce and solve problems connected with communication at sea. IMO standard marine communication phrases have been developed to provide safety and avoid communication problems.

Today, the teachers of maritime English are faced with the task of carrying out the requirements established by the Convention. The effective implementation of the assigned task is possible due to the presence of corresponding educational programs, learning materials and educational approaches which could help the cadets to have skills in writing, reading, speaking and comprehension of professional English.

The mastering of lexical units is and has always been one of the principal directions in a foreign language teaching both for basic and professional purposes because communication is impossible without words. Due to professional activity, the seamen must master English in all areas of maritime communication such as routine communication on board and between ships, negotiations with foreign employers, ship's correspondence, marine literature, etc.

Recent research and publications analysis

At present, the problems of studying English by future seafarers have been widely investigated by scientists both in theoretical and methodological aspects. However, the study of terminological vocabulary, unfortunately, requires thorough and detailed studies. Among recent studies, we can emphasize the works of L. Bunkina [3], L. Aleksandrovskaya [1], Yu. Apresyan [2], V. Glumov [4] and some other scientists.

To define the difficulties arising while mastering English maritime vocabulary and offer the optimal ways of professional terminology studying in maritime English.

Discussion

At the origins of the national terminology science is admittedly A.A. Reformatskiy. His works on the general theory of the term come out at the turn of the 50s and 60s of the last century that is characterized by the surge of linguists' interest in such a problem area. The main work of A.A. Reformatskiy is "What is a term and terminology" [10]. After so many years this work did not lose its importance. It continues to be referred today since the bases of national terminology have been laid in it. That is why regardless of a great number of a term definitions and a terminology definitions it is wise to start with the definition of A.A. Reformatskiy: "Terms are words limited by their special applications; words the purpose of which is to be single-valued as an accurate meaning of notions and names of things. The terms do not exist simply in a language but in the composition of particular terminology. Terminology is an assembly terms of special industry, activity, knowledge, forming the specific sector of vocabulary which is the most accessible to conscious regulation and ordering" [10]. The last decades the problems of terminology are the subject of linguists' close attention. Anyway, repeated attempts of linguists to form the common definition of the notion "term" have been proved inefficient ones presumably due to the many-sidedness of this phenomenon.

When training specialists for work in the field of maritime transport, there is a need to study maritime terminology that includes a significant amount of lexical units, grammatical structure peculiarities, abbreviations etc.

Special vocabulary is a substantial component of special lexical competence that is integrated and has a level structure. It includes empirical knowledge about special lexical units; skills of using studied special lexical units in a given communicative context; knowledge about the lexical system of the language (form, structure and the meaning of a special lexical unit); the ability to use special lexical units to solve various communicative tasks. High level of special lexical competence proficiency provides easy and effective communication behavior of a future specialist as well as his ability to comprehend and process professional information.

Let us consider some aspects of maritime terminology which are necessary for cadets' familiarization when studying the course "Foreign language (English)".

"Maritime" terms include:

- terms and industry words which are used only by seamen (scoop net with metal bag, pillars, grounded ice hummocks);
- words the meaning of which is different in professional and common vocabulary (doll, station, balloon);
- words from common vocabulary that have special meaning for mariners and are used on a daily basis (wind, course, the tide);
- words that have come into common vocabulary from a professional maritime vocabulary (umbrella - from probes, ramming) [3].

Both in common vocabulary and maritime terminology the following is used:

- metonymy: Diesel was invented in 1897;
- paronyms: longline, longliner;
- homonyms: stud;
- synonyms: vessel, ship;
- homophones: buoy, boy;
- antonyms: harborwatch, underway watch.

To understand all these phenomena the cadets should learn maritime terminology.

When studying maritime terminology, it is necessary to take into account that a great number of abbreviations are used in maritime practice. They refer to marine industry, ship's construction and classification, ship's mechanisms, trade operations, admiralty law, etc. One more layer of maritime English that shall be mastered by cadets.

At the beginning of the maritime terminology study, the cadets are acquainted with the main ship's dimensions. For example:

- Principal Particulars – Marvel Pelican;
- Shipbuilder Kawasaki Heavy Industries;
- Length over all loa 299.9 m;
- Length bp 286.0 m;
- Breadth, moulded 48.9 m;
- Depth, moulded 27.0 m;
- Draught, summer 11.8 m;
- Deadweight 83.636 t;
- Gross tonnage 128,917 t;
- Cargo capacity 156,192 m cu;
- Propulsion system Dual fuel electric;
- Electric propulsion motors 2 x 11,980 kW;
- Number of generators 5;
- Total generator capacity 36,518 kW;
- Speed Approx. 19.5 kts;
- Class NK;
- Flag Panama.

As seen from this example, the form of standard document is small, but it includes 15 terms and 9 abbreviations. Cadets must read every term and understand it.

Both during shipboard training and at lessons the cadets are faced with numerous abbreviations. There are more than 80 abbreviations on the simulator. The cadets must read, translate and use them correctly. At the lessons when the cadets use simulator they see abbreviations that denote the name of mechanism, processes, fuel, etc.: FPP – Fixed Pitch Propeller, FF – Fire Fighting, MGO – Marine Gas Oil, etc.

There are several ways to read abbreviations:

- by spelling: EU – European Union;
- as a word: MARPOL – International Convention for the Prevention of Pollution of the Sea by Oil;
- there is a short form in writing, but it is pronounced in full: Mr- [miste];
- Latin abbreviation: etc. – [etsetre] (and so on);
- shortened words: fridge (refrigerator), ad (advertisement).

Maritime terminology is an integral part of teaching cadets professionally-oriented English, and it differs significantly from the commonly used English vocabulary. It is necessary to study it for carrying out duty performance by future specialists. There is a lot of learning material, and it is quite difficult for cadets to understand, especially due to the reduction of classroom academic hours.

The analysis of theoretical investigations, observations concerning maritime English teaching cadets, as well as questioning carried out among teachers and cadets, makes it possible to conclude that cadets have certain problems when studying maritime English terminology due to the following reasons:

- insufficient knowledge of the basic industrial terminology in the native language;
- a great number of lexical units that should be learnt and practiced for a short period of time;
- insufficient knowledge of the Basic English language.

It is usually expected that persons studying the maritime English language are already familiarized with the professional vocabulary in their native language. This is true regarding the experienced seafarers which are taught in advanced training courses. Though, while teaching cadets (especially the junior cadets) in higher educational establishments there is an opposite situation. It is supposed that cadets should study the basic maritime vocabulary in Russian and English in parallel. The professional vocational subjects at the undergraduate courses are taught without English language support, i.e. after the maritime English language has been taught to cadets. It means that not only maritime English is a completely unknown area of the language but also cadets do not obtain fundamental knowledge in maritime disciplines. That is why the maritime English teacher should be able to render any assistance in explication or in the closest translation of a new vocabulary as well as give an interpretation of the term and direct a cadet to the further finding of the material.

While mastering the maritime English language cadets have to grapple with a great deal of lexical units referred to specific major subjects used for transmitting of the information in limited specialized areas.

When the maritime vocabulary is understood word for word, the cadet interprets the information incorrectly. This can lead to misunderstanding and/or this can endanger the safety of the crew members and/or cargo (e.g. a breast line, back spring, gypsy, monkey island, etc.). As far as professional vocabulary is usually characterized by a lot of number of terms, it generally establishes the exact relationship between the terms and the concepts to which they respond (e.g. cradle, devil's claw, eye, quarter, bow, etc.).

Moreover, some maritime words and phrases will hardly be used in any other professional spheres apart from the maritime one (e.g. forecastle, hull, bollard, quarterdeck, etc.).

Depending on the complexity of adequate understanding of an English maritime term, the basis of maritime language methodical typology can be the coincidence degree between the maritime English term and the Russian one. The difficulty of such terminology training under this approach depends on semantic matching character between lexical terms in two languages

varying from complete conformity of form and content (absolute equivalence), e.g. ballast, keel, waterline, to absence of any matching (without equivalence), e.g. channel pilot – pilot for vessels pilotage through the English Channel; blueback – Admiralty English Maritime Chart on the other side. It gives possibility to distribute the professional terminological vocabulary into three levels according to the learning difficulty: low level, intermediate level, high level [9].

Among maritime terms in two languages, which have partial correspondence, there are some pairs of words which are similar in form but different or partially mismatched in content, e.g. evolution – in common language means evolution, in maritime English it means maneuver; garage – in maritime English means the extended part of the channel. The presented group of terms is very difficult to be learned.

The number of such words in the maritime English language is small (about 250 faked equivalents), but the mistake value is high due to one of these terms which cannot be found in the communication process. Incorrect command comprehension (e.g. Alter course to port!, Check the cable!, Moor to dolphin!) may be caused by misunderstanding of maritime terms (port, cable, dolphin).

And ultimately, let us study the most banal reason of poor learning of professional terminological vocabulary by cadets of maritime higher educational establishments. It is the low mastering level of the school English syllabus. Before entering the maritime university an applicant should command the basic vocabulary to a certain degree, which includes lexical units used in common language and studied at the secondary school. Some English words, e.g. tool, item, device, observe, provide, release, etc., which are not largely used in common language, are often used in special purpose texts without changing their meanings. That is why poor knowledge of the common English language creates troubles in such situations when cadets face with the corresponding vocabulary in technical speech.

Methods of introduction new lexical units differ from the methods of repeating lexical units from passive vocabulary. Presentation of newly introduced lexical units needs studying while revision may include some tests. If the purpose is that prepare cadets for reading or audition, the teacher should define the meaning of new words absolutely clearly and exercises for transformation, substitution or emphasizing words are not suitable because they require knowledge of such words.

Let us consider some more often used methods of new words presentation. The traditional one is the direct translation of newly introduced words, word combinations into the native language. Such methods are not very effective and productive because translation often doesn't have the direct parallel in other languages and for beginners it can cause additional difficulties. The constant translation limits the ability "think in English" and doesn't give cadets the opportunity to develop the understanding the English language.

The following methods can be recommended as alternative ones to the direct translation when introducing new lexical units. A combination of some, when entering the new lexical units, can provide the most productive and efficient method of learning new lexical units.

Some more effective methods of introduction and primary consolidation of terminological vocabulary are proposed:

1. Explanation of a new term meaning using the familiar examples for cadets.

Such method includes using a word in the sentence or in the group of sentences (the situation) of the commonly used character in the context of which the meaning of the word is clearly or brightly manifested.

E.g., I have put on my weight, my waist is too large. The dress does not fit me now. I really decide to go to the gym.

In this context, the English word "waist" means "the body beltline, or narrow space". One can discuss the endless desire of girls to keep form, have a thin waist, etc. with cadets. Then use the same word *waist* as a maritime term "waist deck" and propose to translate sentences with this word from English into Russian. And to revise the obtained knowledge the cadets are recommended to make own sentences applying marine terms and ask their groupmates to translate them into Russian.

2. Translation of technical (maritime) documentation with clarification (interpretation) of the word (term) from a professional point of view.

When using such method, the cadets have the task to translate and apply the term correctly as well as explain it. E.g., "Give the explanation of a process, subject and so on." - A four-cycle engine requires four piston strokes to complete a cycle. These strokes are: suction stroke, compression, power stroke and exhausting of spent gases.

Such method is successfully applied in senior training courses when cadets already know their specialty. This method is very helpful because it provides interdisciplinary relationships. This also promotes the increasing interest in foreign language learning and the formation of professional competencies.

3. Systematization of obtained academic knowledge.

When introducing the new vocabulary cadets can be proposed to create their own glossaries containing maritime terms within the having learned topics. Such glossary should include different information, e.g. short and clear definitions, translation, symbols, antonymous, synonymous, phrases and sentences as examples, etc. This allows cadets to learn easily the necessary words and create the topic image which is studied by natural, non linear way so that to keep the new vocabulary in a long-term memory.

To classify the obtained knowledge as well as to use them more effectively cadets are advised to have their own dictionary of abbreviations according to professional paragraphs. Moreover, it is necessary to use English - Russian dictionaries of maritime words and abbreviations regularly.

When forming the new vocabulary, it is important to have a clear context not only to explain its meaning but show how a word is used. Cadets should know new words in the context, hear them and see them in a written form before they can use them in speech.

4. One of ways of new professional lexical units introduction is the application of illustrative materials of various types. To attract all resources of cognitive abilities cadets should be given a series of images and visual aids, propose them to match different problems such as filling in gaps, searching for words, solving puzzles, etc.

Visual presentation is effective when forming the lexical resource regarding special topics (e.g. Ship's construction, Different ship's systems, Tackle, Instrumentation, etc.) as cadets can see for themselves what they refer to. Researches show

that a person keep more information through the visual perception channel than through the auditory one. Using of charts, drawings, slides, posters and repeating every new word several times before cadets tell it after the teacher is very productive because involuntary memorization is formed and the tie “subject – word” is established.

5. Illustrative teaching aids is a general concept for “real” subjects used while studying, e.g. for tools, protective clothing or equipment, navigational equipment, electrical equipment, etc. Such subjects are very useful for verbs, adjectives, adverbs and nouns connected to the specific procedures demonstration. The experience of trainings in specialized classrooms in marine disciplines gives perfect results because the visual principle inspires the visual perception and promotes associative links creating.

6. Regular repeating of same-type problems in real conditions in practice (training situations) and in conditions of professional activity situations creation. It is supposed that to master the lexical unit it should be repeated 7-12 times on average. That is why the teacher should develop the plan of actions aimed at active and deep study of the learned vocabulary. Such actions should be progressive, with consistent use of three types of exercises the performing of which relates to different levels of terminology studying: non-communicative lexical exercises correspond with the receptive mastering of a term; conditional communicative lexical exercises correspond with reproductive and productive levels of a term mastering; actually-communicative lexical exercises correspond with the creative stage of terms studying.

7. Gesticulation and pantomime are often fast and simple way to transmit the meaning optically. One can use this technique to explain such words as verbs of routine actions, adjectives of physical descriptions and so on. Cadets appreciate these explanations. This creates an informal atmosphere at lessons and help to overcome psychological and linguistic barriers of cadets that simplify the perception of new learning material by cadets [11].

8. Development of functional ties. Applying the lexical approach to studying the teacher prepares a series of functional phrases in the context and teaches how they should be spoken. This happens before the cadets see written vocabulary. Such phrases can be used at group work, i.e. while interrupting the conversation, offering propositions, returning to the conversation subject, etc. [6].

9. Formation of sequences in procedures and scenarios. The description of procedures and processes often includes a lot of word combinations “verb + noun”. Cadets are given the list of stages in any procedure with word combinations. One can use both routine procedures (for junior cadets) and Check Lists and instructions (for senior cadets). The example of email message sending is one of such procedures. This procedure starts with the computer switching on, then entering the address of a recipient and so on until the sending is completed (switch on the computer, enter the recipient’s address, send the message). They are presented in a wrong order. Working in group, cadets place them in the correct order understanding the meaning of unknown vocabulary [9].

To teach English professional terminology one can use constructive exercises in which one should compose a word putting letters in right order or compose a sentence putting words in the right order [12]. Such exercises are directed into mastering the term and its application in a given language structure in consideration with the right word order.

A comparative analysis of terms occurs when forming definitions and identifying of terms semantic areas. The study of particular terms also takes into account communication between different spheres (social and domestic sphere with professional one) because as already stated maritime English terms can have a completely different meaning.

The sentences which are made on the basis of the combination of new terms with the learned ones performing equivalent term substitutions, paraphrasing are effective [7].

Emphasizing of key terms in the text assists to make self-contained statements and combine them into a coherent discourse based on the terminology which was studied. The final stage of study is the use of terminology in personal monologues which simulate professional communication situations.

The analysis of the success of training lessons carried out the efficiency of learning material perception and cadets interviewing show that a combination of different methods gives the best results. The cadets with the initial low level of English knowledge feel more self-confidently and as long as their fundamental knowledge increases, their desire to practice new English terms increases too.

The research was carried out according to 3 stages: pre-experimental cadet assessment (testing), experimental training and post – experimental assessment.

The experiment was performed on the basis of Kerch State Maritime Technological University (KSMTU). The cadets navigators of the second course took part in this experiment during 12 weeks. There were 30 persons in 2 groups (control and experimental). The tasks for determining the proficiency level of maritime vocabulary were given. The primary results indicate the insufficient level of maritime terms. During the experimental training (educational experiment), maritime terms were introduced using the tasks in accordance with the methods recommended in the article.

The research was carried out according to 3 stages: pre-experimental cadet assessment (testing), experimental training and post – experimental assessment.

Conclusion

“Being the language for special purposes” the maritime English language is the area of the highest concentration of maritime terms. That is why one of the obligatory conditions for effective communication at sea is a fluency in the terminological vocabulary. Teaching of maritime English the mastering of which is a compulsory component of professional training of marine specializations cadets and the main means of professional communication development in multicultural environment of the marine industry is carried out with regard to a professionally oriented approach, i.e. all decisions as for the selection of the training content are in line with professionally oriented communication requirements of cadets. That means that only such vocabulary application of which is approved by their further use in specific spheres and situations regarding their professional direction is studied.

When studying professional English terminology, the combination of various tactics and training methods (using illustrative materials, application of original professional documents: ship instructions, checklists, etc.) is very useful and

operative. For a total, these methods help cadets to form a holistic "linguistic" picture of the future profession in their mind: from individual words and phrases to the functioning of lexical units in a real professional language.

Конфликт интересов

Не указан.

Рецензия

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Conflict of Interest

None declared.

Review

All articles are peer-reviewed. But the reviewer or the author of the article chose not to publish a review of this article in the public domain. The review can be provided to the competent authorities upon request.

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