

the relevant activities should be carried out best under the umbrella of IALA itself involving proven experts from the international Maritime English community.

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MARITIME ENGLISH FOR ENSURING SAFETY OF NAVIGATION

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In-depth analyses of maritime accidents offer a means of reaching the conclusion that more than eighty percent of emergencies arose because of so-called "human factor". There are numerous publications that address the causes of accidents and circumstances involved; analyze external factors that have made emergency happen; provide psychological characteristics and analysis of seafarers' state, etc. The main objective of the study is the importance of the maritime English training in order to ensure the safety of navigation. I must also comment on one more reason why accidents continue – it is a poor command or a lack of knowledge of English.

The command of English is a part of the qualification descriptions for seafarers and an important professional competence. The international instruments (International STCW Convention) specify ensuring a foreign professional competence of officers in charge of a navigational watch. National training programs for maritime institutions include such subjects as "Foreign Language (English)" and "Vocationally Oriented English".

A graduate of non-linguistic educational institution needs not actually to know foreign (English) language, but English for Specific Purposes (ESP).

In our case, the focus is on seafarers, for whom knowledge of ESP is professionally important quality and qualification requirement. Any higher educational establishment graduate specializing in navigation area must be a competent user of maritime English. Maritime English is his work environment. About ninety percent of global trade is conducted using the oceans. For shipping industry, which provides this activity, it is important that generally accepted working language (English) is applied competently to ensure the safety of a vessel, its crew, and environment. This fact requires from maritime institutions graduates to have a strong background in English for Specific Purposes (ESP), which is maritime English.

On the one hand, maritime English is characterized in the same way as other types of vocationally oriented English (especially, language for technical and medical purposes), in the sense of certainty and accuracy of its lexical composition, and, on the other hand, lexical blurring [2, p. 138].

In the opinion of specialists on matters of Maritime English [4, p. 125], from the linguistic viewpoint, Maritime English is a variety of vocationally oriented English. In fact, it is just another form of English, not a separate language, selected and approved by the maritime community and strongly recommended for use by seafarers to achieve effective daily communication on board the vessel, between vessels and with shore stations.

According to C. Cole, B. Pritchard, P. Trenkner [1, p. 45], Maritime English is a kind of a range of the implementation of English which:

a) belongs to a particular maritime environment or a background (in the navigation process, solving situations connected with a dangerous convergence of vessels, requests for setting at anchor or mooring, etc.) in conducting cargo operations, etc.;

b) is used in certain contexts or situations (on board the vessel or at the port; on the shore at the dock, etc.);

c) requires the direct involvement of representatives of the well-defined ship or onshore speaking communities;

d) is used in communication situations which are connected with different circumstances of work at sea; when the success of the communication is influenced by various factors (receiving and sending radiotelephone messages, interacting orally in the wheelhouse, etc.);

e) is used and formed under certain sociolinguistic circumstances (specific interaction between a listener and a speaker when conducting radiotelephone conversations, which are often implemented under stress or even panic).

Teaching maritime English, we need to take into account the linguistic characteristics of English inherent to the maritime discourse/text and communication. These mainly include typical or frequently used technical terminology and certain grammar constructions.

Furthermore, maritime English has a linguistic impact on English-speaking maritime communities what happens during the process of a permanent recording and linguistic replicating where English acts as a donor language. English is an important training and educational tool in the process of obtaining knowledge in the area of marine science and technology. Such fact is essential to maritime English teaching. In this role, maritime English requires providing group training when teachers of English and special subjects work together (C. Cole, B. Pritchard, P. Trenkner [1, p. 98]).

And finally, it should be noted that at sea, in addition to verbal, non-verbal and semiotic systems, sign language and paralinguistic elements are also used, for example, warning signs on deck, in the engine room and other sectors, when labeling buoys and onshore signs, sound signals, etc. Regardless of which form (oral or written) they are used in, these are the reliable medium of communication, which are used both on board the vessel and between vessels, between the vessel and on-shore facilities.

English is also the primary mode of communication of the participants of the verbal process who represent the multinational and multilingual audience consisting of different cultures both on the ship, and on shore. It could be argued that communication in English in ports, at the docks, in the fairways, in straits and international shipping lanes is carried out between the participants of the communication who are not native speakers. That is, by the people for whom English is a foreign language. Thus, maritime English is nothing less than a lingua franca of the maritime community. A fact that in no way affects safe and successful communication on the sea.

In retrospect, I believe that the subject for navigators' training at the university level is maritime English (ME) regardless of its formal title in the

curricula or programs of study. The latter is English for specific purposes for navigators (ESP), or English for occupational purposes for navigators (EOP), and represents all those means of English which are used as an instrument for ensuring communication of the international maritime community, provide safety of the navigation process and promote the full development of the maritime industry generally.

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