海事英语及其语料库研究

Maritime English
and its Corpus-Based Studies

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前 言

海事英语是与海上运输活动相关的英语，具有与其他英语不同的显著特征。海事英语对海上交通运输极其重要，海事英语与航运安全的关系一直是国际航运界关注的焦点之一，国际海事组织（IMO）《海员培训、发证和值班标准国际公约》（STCW 公约）中对船员英语语言能力有明确的要求。为正确恰当地应用海事英语作为顺利交流有关海事专门问题的工具，我国海事人员和组织机构急需掌握海事英语的显著特点和基本规律，并将其用于指导海事英语的教材编写、教学法以及围绕交流技巧的海事英语技能培训等实践活动。海事英语是《大连海事大学中长期发展规划（2006～2020）》所确定的"基础与人文社科类学科群"中的重点研究方向之一，也是大连海事大学外国语言学和应用语言学二级学科的学术方向之一。本学术方向依托外国语言学及应用语言学二级学科，以该学科为根本，重点从事应用语言学与海事英语教学的契合研究，在致力于原创性的基础理论研究的基础上，加强与航海类学科的交叉与融合，为外国语言学及应用语言学学科整体水平的提高提供支持与保障。从1996年起给英语研究生开设"海事英语研究"课程。现在该课程的主要内容分为两部分：一是海事英语的定义、范畴、基本常识；二是国际国内海事英语研究的现状与分析、应用语言学与海事英语教学研究的契合。本学术方向其他相关课程还有海事文献翻译和航运管理实务等。

在现实生活中，基于海事英语语言特征和语用功能的多样性和复杂性，根据海事英语所涉及的学科知识内容，所运用的语言载体，语言的语体特征，语言的使用对象和需求对象，语言的语用功能等，人们习惯采用不同的名称。我们所说的"海事英语"（可译为 Maritime English 或 English for Maritime Studies 或 English in Maritime Sector），有别于通常所谓的"船员英语"（可译为 Seaman's English，或 English for Mariners，或 Seafarer's English 等），"航海英语"（可译为 Nautical English、English for Nautical Studies 或 Seafaring in English），或"航运英语"（可译为 English for Shipping 或 Shipping in English: Language and Practice）。后几者更具行业和职业特点，一般不为非海运行业人员和英语为非母语的人员当作语言交流工具。这些形式的英语富含方言习语等，使用者多为英、美、澳大利亚等国家中英语为母语的从事航运有关的活动的人员。

必须指出的是，狭义地将海事英语语体特征限定在航海、轮机等领域或者广义地将与海事活动相关联的英语定义为海事英语都不尽然体现海事英语研究所具有的特征性、代表性和一般性。本书中所指"海事英语"（Maritime English、English for Maritime Studies 或 English in Maritime Sector），泛指从事海事和涉及海事的人员和组织机构，在相互之间使用英语语言作为交流工具时，以口头或书面的形式表达有关海事专门问题的特定意思所采用的特定的语言形式。其特点是大量使用专门用语、专业词汇、术语、缩略语和其他习惯用语。广义的海事英语包罗其广，可指一切与航运有关的活动中所使用的英语书面语和口语。海事英语的研究范畴与其语域范畴密不可分。海事英语范畴一般包括：普通海事英语、航海英语、轮机英语。其中普通海事英语主要体现在：国际海事组织出版物、国际公约、海事英语教材、海事英语国际会议论文、保险合同与业务、航运和国际贸易、海事海商等。航海英语主要指在以下方面可能出现的专业英语：船舶证书、航海图书资料、航海英文函电、船舶管理、国际航海技术规则、船舶操纵、船舶避碰、航海学、船舶货运技术、航海气象、船舶及其结构、航海仪器、海上通信、船舶修理与保养、海上搜救、海上消防、海上应急措施、沿海航海技术、海上应急用语等。轮机英语包括在以下方面可能出现的专业英语：船舶主机、船舶辅机、船舶电气系统、轮机自动化、船舶防污染、轮机工程技术等。

海事英语的使用对船舶航行安全和航运业的有效运行起着不可替代的作用。海事英语的基本语境是在海事环境下进行沟通交流的语言内容。

可以将海事英语的内容界定为:海事英语是特殊内容与基本内容的结合,其特殊内容是指与特定内容的海事领域或行业相关,其基本内容是指在海事环境下基本的和有效的沟通能力。所以,作为海事英语研究的对象——词汇、句法和结构模式,与普通英语的区别并非仅仅体现在教学上的语言内容,更强调专业知识和内涵的结合。语言内容随不同的专业学科知识而变化,海事语境下的知识习得本身进一步促进了海事英语词汇、常用句式和文体风格的掌握,学习者对海事专业知识的学习与其海事英语水平相辅相成。需要指出的是,中国海事主管机关习惯上将海事英语的适任考试和评估划分为航海英语和轮机英语(见中华人民共和国海事局颁布的《海船船员适任考试和评估大纲》),而各海事院校也相应地将海事英语的教学按航海英语和轮机英语严格区分进行。这与IMO颁布施行的《海事英语示范课程3.17》是不相吻合的。

海事英语的词汇、句法结构等是在通用英语(General English)的词汇、句法和结构模式规律的基础上添加一些具有行业特征的信息代码(参见本书第五章的海事英语相关选读文章)。海事英语的主要形式有:专门词汇、术语、缩略语、习惯用语、专门用语等。显而易见,海事英语从属于通用英语的语言体系,不具备独立于通用英语的语音、词汇、语法系统。

《标准航海通信用语》(SMCP)是经IMO官方认可的,STCW公约规定的海事英语口语。《标准航海通信用语》旨在提高航海和船舶操纵的安全性,使海上航行、进出港操纵、水道航行、港内作业及船上业务的通信语言标准化。在现代航海生产中,《标准航海通信用语》(SMCP)旨在当表达和翻译有异议时逐渐成为航运国家所有人员之间口语通信中可接受的有关安全的英语语言。为此,《标准航海通信用语》(SMCP)基于英语的基本知识,将语法、词汇和惯用法缩减到了可接受的最低水平,形成了标准结构,也就是说,在有关安全的口语通信中减少了有歧义的部分。尽管海事英语的复杂的语体特征难以直接界定,但是海事英语还是经历了不同的历史发展阶段,具有区别于一般英语的海事英语词汇和专有名词。就航海通信用语而言,早期的标准包括1859年出版的

The Commercial Code of Signals with the British Vocabulary 以及 1985 年 IMO 出版的 Standard Marine Navigational Vocabulary (SMNV) *incorporating* all amendments by the Maritime Safety Committee up to and including those adopted at its fifty-first session。语言交际在海事语境下的应用,以及语用功能和程序化词汇的强化在《标准航海通信用语》中得到了充分的体现。《标准航海通信用语》所代表的海事英语同时具有程序语言和普通语言的双重特征,其语流成分的组合规律既有程序化的组合规律,也有普通语体中的一般性交际原则。《标准航海通信用语》基本符合普通英语语法规则。礼貌原则等语用原则,语义的转换特征等言语规则也都有所反映。

一般而言,海事英语研究方法离不开语言学及应用语言学研究的方法。探索具有系统性、可操作性的海事英语研究方法,用客观、发展的观点对海事英语的演化过程进行归纳和演绎,对于提高海事英语理论研究水平,分析、评价和改进海事英语教学有着重要的意义。海事英语研究应以语言学理论为基础、吸收其他相关学科(航海、轮机等)的元素,进行综合性应用研究。海事英语研究的数据采集工具和分析方法的选择主要应与界定其作为专门用途英语的词汇、文体、语域等特征相结合。同时,在其他方面也可做些探索性的工作,如从需求分析、认知规律学习策略和方法等方面研究海事英语是否具有其特殊性等。另外,在研究语言学和海事英语范畴的基础上,海事英语研究还可提出和构建具有一定信度和效度的海事英语理论假设。

海事英语研究可以从不同的角度分类,宏观地从研究方法分类可以归结为定性研究与定量研究。海事英语的定性研究强调对海事英语本体的逻辑思辨和内部规律分析,其主要功能是对研究本体的经验性总结,规范性的解释"应该是什么"。海事英语的定量研究强调在理论思辨的基础上,对语言变量的内外部关系进行"量"的分析和考察,得出有量化意义和推断功能的结论;其主要功能是对所提出理论的实验检验和重复、再现,实证性地演绎"实际上是什么"。定量研究和定性研究从不同的角

度对海事英语的特性进行系统的分析，使结果更具科学性。海事英语定性研究主要包括对文献资料的整理和初步分析，资料的分类和深入分析，构建理论等步骤。在理论体系构建方面，定性研究抽离出语言学、教学法、海事英语知识结构、语言习得、认知规律等理论中的相关知识，结合海事英语需求建立主题提纲和理论分析框架。定量研究主要通过对语料的统计量化处理，对海事英语语言文本特征、海事英语学科内容等数据进行相关性分析和证明，或对样本特征进行统计和推断。研究海事英语的出发点可以从语言学原理出发；从海事交流的实际需要出发；从海事英语翻译中存在的问题出发。例如，比较分析国际海事类组织文件的英文文本和中译文本；比较分析国际海事类书籍和文章的英文版本和中译文本；比较分析我国海事类法规、双边条约及政府文件的中文文本和英译文本；比较分析国际海事类组织不同文件的英文文本在同一海事问题上的词语运用和表达方式；比较分析国际海事类不同英文书籍和文章在同一海事问题上的词语运用和表达方式等。

海事英语研究作为基于语言学的应用性研究，其研究过程往往由于采用不同的方法而呈现出不同的研究哲学、角度、特征和工具，因而不存在完全独立于其他学科的研究方法论。由于受到语言环境、语言使用者、语言使用的目的和动机等诸多因素的影响，统一的系统分析一般只能停留在较为宏观的研究参数上，精确的参数变量设定本身就无法适用于语域、语境变化的言语行为研究。很多学者都试图对语言学进行严密的科学研究方法构建，但在语言学领域往往无法归纳和演绎出不同时间、不同需要、不同使用者的变量特征和变化。由于研究变量的非严密性、非匀质性等不可控因素过多，解释性的海事英语定性、定量分析将成为今后研究的主要课题。

在定量分析方面，语料库可以作为海事英语研究和教学的有效手段。在语言研究中，语料库方法是一种经验方法，它能提供大量的自然语言材料，可以弥补靠人工观察总结出的有限的传统语法规则无法解决的许多新的问题。在词汇、语义、语用、词典编纂等领域，语料库更加显示

出人工无法替代的作用。海事英语教师和海事英语研究者根据海事英语语料库的数据，可以在较短时间内，对大量真实的语言材料进行分析，从中得出客观的、可以观测和可以验证的结论。海事英语语料库可以为海事英语教学与研究提供重要辅助手段。通过对海事语域中语料的比较、统计、筛选等方法，可以为海事英语教学大纲的词表提供可靠的量化依据；还可以利用该语料库编纂标定词频并提供真实例句的海事英语词典；另外，它还可以用于海事英语语法范畴的频率特征以及该语域词语搭配等项研究。例如：regulation、rule 和 code 在同一个英文文件中同时出现时，如何在中文翻译中加以区分。而同样地，在翻译"规则"一词时，对照语料库的数据，就可能搞清楚何时何处何种情况译为 regulation？何时何处何种情况译为 rule？何时何处何种情况译为 code。

基于语料库的海事英语研究靠人工观察总结出的有限的传统语法规则无法解决的许多新的语法问题。1993 年以来，大连海事大学外国语学院运用自主建立的 300 万字的航海/轮机英语语料库，进行了大量的前期研究工作，研究生完成了数十篇学位论文，内容涉及海事公约英语的文体特点，海事条约英语中的半助动词，航海英语阅读中词汇的定量分析，航海条约英语中的中位限定词，航海英语中的名词所有格，轮机英语中的让步状语从句，航海英语中不带 to 的不定式的量化分析，海事条约英语中引导条件从句的从属连词，海事条约英语中法律文书词汇研究，海事条约英语中的否定，海事条约英语中时态和体的特点，海事英语中的情态动词，海事条约英语中的拉丁语词，航海英语中的模糊词，航海英语中动词的名词化，言语动词在航海英语和普通英语中的量化分析，航海英语中形容词性现在分词的量化分析等等。这些研究为创立大型海事英语语料库积累了丰富的经验，同时也确立了本学科点在计量语言学方面在国内外的地位和影响。2005 年范凤祥教授作为中国基于语料库的海事英语研究的第一人应邀参加在奥地利举办的"计量语言学国际会议"，其论文 Intertextual Vocabulary Growth 也在国际顶级刊物《JOURNAL OF QUALITATIVE LINGUISTICS》（计量语言学学报）上发表。范凤祥

（2006）运用容量为 1 000 000 单词的轮机英语语料库（下称 MEEC），研究轮机英语词汇的量化特征，其中包括：轮机英语的词汇密度、零阶单词熵和复杂度、大学英语四级和六级词汇对轮机英语的单词覆盖率、HERDAN-HEAPS 等数学模型对轮机英语词汇增长曲线的拟合度。

英语词汇的量化描述对英语教学与研究、机器翻译、自然语言处理等领域有重要意义。计量语言学家对普通英语的语篇词汇量化特性有深入的研究，但在其他语域中则很少或没有相关研究。MEEC 由 959 个英语语篇组成，作者母语均为英语，选自近年出版的相关书刊、杂志、教材等，内容覆盖船舶主机、辅机、推进系统、船舶电气、轮机自动化、轮机修造、物料、轮机工程技术、船舶防污染、相关国际公约等，总单词数为 1 072 050。MEEC 的容量较大，因此具有轮机英语总体的统计特征。范凤祥（2006）认为，长度相近的轮机英语单语篇词汇量呈正态分布，词汇密度、零阶单词熵和复杂度小于综合科技英语和普通英语，长度相近的语篇词汇密度值分布离散度较小。大学英语四级和六级词汇对 MEEC 的单词覆盖率随语篇长度的增加略有增加，对 MEEC 总覆盖率为 0.86 和 0.882；在 400～2 000 单词长度范围内对长度为 800～1 200 单词语篇的覆盖率最大，在其余长度内覆盖率没有显著区别；只掌握四级或六级词汇不能顺利阅读轮机英语的文章。由于覆盖率对语篇长度的变化不敏感，因此在累计语篇长度 1 000 000 单词以内大学英语四级和六级词汇对 MEEC 的单词覆盖率可近似作为常数。轮机英语的词汇增长率小于普通英语和综合科技英语，BRUNET 模型与轮机英语的词汇增长曲线有很好的拟合。

总而言之，海事英语语料库对海事英语的教学和研究，海事英语的计算机语言处理、文件自动分类、检索和机助翻译有重要作用，对整体提高我国航海运输界人员的英语水平有重要意义。

本书从多个角度对海事英语进行了探索性的研究。第一章根据航运界和海事教育与培训领域对海事英语的理解，给出了海事英语的基本定义，并就其基本范畴进行了粗略的界定和分类。随后从专门用途英语

（ESP）的角度对海事英语进行了历史回顾，特别探讨了在全球化语境下海事英语的应用与发展。第二章论述了海事条约英语的一些特点并介绍了国内始于 1993 年的基于语料库的海事条约英语研究的一些成果。第三章是全书的重点。该章对如何运用语料库语言学的方法对海事条约英语开展研究进行论述。从海事条约英语中的情态动词入手，详细阐述了海事条约英语中的情态动词的分布规律及其使用特点。该研究因属首次尝试，尽管粗略，但是开创了这一领域研究的先河，目的在于抛砖引玉。第四章从航海英语口语教学，现代船员的多元文化素养的培养，全球化语境下的海事英语教育，以及在海事英语教学中进行交流技能的培训等方面出发，阐述了海事英语教学与研究中的一些重点问题。第五章对海事英语课程大纲的设计和基本教学材料的选用提出了一些想法。

由于时间仓促，谬误在所难免，敬请读者批评指正。

编著者

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LUO Weihua
Dalian, China
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List of Abbreviations

CECR	College English Curriculum Requirements
CET	College English Test
CLT	Communicative Language Teaching
CSD	Communication Skills Development
EAP	English for Academic Purpose
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
ESP	English for Specific Purposes
GMDSS	the Global Maritime Distress and Safety System
IMO	International Maritime Organization
MARPOL	International Convention for the Prevention of Pollution from Ships
MET	Maritime Education and Training
MTE	Maritime Treaty English
SMCP	Standard Marine Communication Phrases
SMS	Safety Management System
SOLAS	the International Convention for the Safety of Life at Sea
STCW	the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers

Chapter One   An Introduction to Maritime English

1.1   Introduction

As the only international working language at sea, English used in maritime industry is preferably referred to as Maritime English. More and more people have begun to realize the importance of the role language plays in the process of globalization of shipping industry, which actually is of international nature itself.

The development of world shipping industry makes it an urgent task for maritime colleges and universities to train graduates according to high-quality educational standards as required in STCW95 so as to meet the demanding and ever competitive requirement of a globalizing shipping.

The STCW Convention as revised in 1995 includes several references to English language requirements for seafarers:

* Officers of the navigational watch shall require knowledge of written and spoken English adequate to understand charts, nautical publications, meteorological information and messages concerning the ship's safety and operation, and adequate to communicate with other ships and coast stations and multilingual crew, and use IMO Standard Maritime Communication Phrases.

* Officers of the navigational watch are required to comply with standard of competence for GMDSS radio operators and obtain GOC certificates. Also they will be required a knowledge of English, both written and spoken, for the communication of information relevant to the safety of life at sea.

* Engine watchkeepers will be required to demonstrate an ability adequate to interpret maritime publications written in English and to speak clearly and comprehensively when making communications needed to perform maritime duties.

* Recommendatory guidance in Part B of the STCW Code concerning basic training for seafarers with designated safety or pollution prevention duties suggests that flag states should consider ensuring that seafarers have an ability to use at least an Elementary English vocabulary with an emphasis on nautical terms and situations.

Within this context, maritime English plays an ever increasing role. That explains the surge of research into Maritime English around the world. The European Commission (EC) has already taken the initiatives in this respect. As a result of its profound concern about the great number of maritime accidents in recent years and its awareness of the fact that most of the accidents are caused by communication deficiencies aboard, in 1997 EC launched a research program called MARCOM (maritime communication) to investigate into problems of communication within multilingual and multi-cultural crews with a view to developing ways to promote safety at sea via an improved training mechanism especially in the field of Maritime English.

Maritime English, from a linguistic point of view, would be more appropriate to be referred to as "English for Maritime Communication and Studies", which is unique to itself with its particular vocabulary, terminology, numerous

abbreviations and varieties of fields of application.

Maritime English, the language used in world maritime shipping, is a particular subset of a natural language named English whose lexical sets and phrases as well as its syntactic and discourse features fit into the requirements and restrictions of many specific communication situations in shipping. Its components meet the communicative requirements and linguistic capabilities of users in obtaining and giving information in various situations: from ship to ship, from ship to shore and vice verse, onboard ship itself, in ports as well as other business context.

1.2   Definition of Maritime English

Maritime English is actually represented by many other titles, for example, Nautical English, English for Mariners, Seafarer's English, English for Maritime Officers, English for Maritime Studies, English for Nautical Studies, Shipping in English: Language and Practice. Seafaring in English etc. Generally speaking, Maritime English can be defined as follows:

> *Maritime English is a general term for the typical English language, including terminologies, jargons and varieties used internationally as means of communication within the maritime community, which is almost indispensable for the navigation and operation of seaborne business.*

By the way, Maritime English is totally different from what is known as Seaman's English, an insider sociolect spoken among British, American, Australian and other native English speaking sailors within their closed occupational groups and which is abundant in idioms, allegories and

metaphors mostly inaccessible to outsiders and non-native English speaker.

Then it is the task of language workers to work out the principles and rules governing the using of Maritime English, in form of both spoken and written.

A representative trend in this area is the standardization of certain most essential fields of maritime English and some training and learning of standards. The Standard Marine Communication Phrases (SMCP) and the many IMO Model Courses of navigational training could be cases in point.

The SMCP is the IMO's official label for an extreme sub-division or variety of standard Maritime English specifically designed and expressly recommended for the application in oral maritime safety communication. It has a restricted code, i.e., a language consisting of a pre-set number of unambiguous terms, an extremely simplified syntax, which is expected to facilitate oral communication and reduce misunderstanding prevailingly in emergencies or to avoid situations of such a nature.

The SMCP attempts to take into account the situations so far as maritime communication is concerned, including the most essential safety-related communicative events of on-board communication, ranging from Standard Wheel Orders via Occupational Safety, Fire Protection and Fighting, Search and Rescue and others up to Cargo Handling and Passenger Care, 50 percent of which deal with on-board communication.

Similarly, it is highly necessary to have a standard Maritime English syllabus whose contents and methodological requirements cover the full range of Maritime English and are appropriate for both L1 and L2 language environments. Therefore, the creation of such a syllabus must be based on systematic investigation into the various maritime situations as well as the data

already available.

Maritime English may not be reduced to a purely terminology based concept (Trenkner, 2002). It is obviously, if we speak about the globalization of shipping industry, the time has come to accept English as the working language in MET institutions and to give it the status in similar conception for working languages as required by the revised Regulation 14 of Chapter V of SOLAS, 1974.

In this respect, Dalian Maritime University has made its initiatives in China and possibly in the world. A group of researhers headed by Professor Fan Fengxiang began to carry out systematic research into Maritime English. The program has been going on smoothly with the establishment of several corpora, namely MTE, NEC and MEE etc. It is expected that that might eventually lead to a Nautical English or even a comprehensive Maritime English syllabus, which could be of vital importance for setting a definite and practical national standard for maritime communication and maritime use of English in China. Academic papers dealing with different aspect of Maritime English have been written, with a number of valuable findings concerning style, vocabulary and other grammatical characteristics.

1.3   Maritime English versus General English

We have spoken about the peculiar jargon which is used on ships and which we have chosen to call "Maritime English". Here are some sentences in General English and the form they will take when expressed in standard phrases on board of a ship.

Imagine a situation in which the pilot has just come up on to the bridge of an

incoming ship and is now taking the "con" of the ship. The following are questions and orders which are likely to be passed to the helmsman:

General English	*Maritime English*
In which compass direction are you steering the ship?	What is your heading?
Turn the steering wheel so that the angle of the rudder is 10° to the right	Starboard 10
Turn the steering wheel so that the rudder is straight in the middle	Midships
Turn the steering wheel all the way to the left	Hard a-port
Turn the steering wheel so that the rudder angle comes back to only 10° to the left	Ease to 10
Turn the wheel to the right to stop the ship from turning. When the movement has stopped turn the steering wheel so that the ship keeps pointing in the direction she is going at that time	Meet her
Make any steering movements you think necessary to keep the ship's direction on 180°	Steer 180 (spoken as One Eight Zero)
Don't let the ship's direction change any further to the right	Nothing to starboard
Turn the steering wheel to the left so that the angle of the rudder is 20°	Port 20
Stop the ship from turning as fast as possible by turning (rudder in the opposite direction)	Steady
Keep the direction of the ship in the direction it is on now	Steady as she goes
Turn the wheel to the left and steer a course of 140°	Port, steer 140

It is important to remember that the order for the helmsman will always begin with the side the ship should turn to as in "port 15" or "starboard 10".

In this order the figure is spoken as "fifteen" or "ten". However, if a course to steer is given that course will be spoken in a three figure notation and each figure is spoken separately as in "steer one four zero" (140°) or " steer zero three five" (035°).

When the vessel is either brought in to the wharf or to anchor the last order to the helmsman is generally "finished with the wheel" or "finished with steering". This means that the rating can leave.

Orders for the man on the engine room telegraph are like the following (GE stands for General English and ME for Maritime English):

GE: Inform the officer in the engine room that the engines must be ready for maneuvering.

ME: Standby engine(s).

GE: Have both propellers go forward on full power.

ME: Full ahead both.

GE: Have both propellers go forward on half power.

ME: Half ahead both.

GE: Have the left propeller go forward on half power and half ahead port, slow.

ME: The right propeller go forward on low power ahead starboard.

GE: Have both propellers go forward at very low power.

ME: Dead slow ahead both.

GE: Have both propellers go backward on half power.

ME: Half astern both.

GE: This is an emergency. Have both propellers go backward on full power.

ME: Emergency full astern both.

GE: Stop both propellers from turning.

ME: Stop both.

GE: The engines are not required any more.

ME: Finished with engines.

Here is important to note that the setting of the engines is always spoken first as in "slow astern port" or "full ahead both". If the ship has only one engine the terms "both", "port" or "starboard" are of course omitted as in "dead slow ahead" or "half astern".

It should be further added here that during a pilotage situation every order given is repeated verbatim and that this repetition should then be acknowledged by the person having given the order originally. This ensures that both parties know they have understood each other.

For example: Pilot to the helmsman: " *Steer 175*".

Helmsman: "*Steer 175*".

Pilot: " *Very good*".

Or

Pilot to the person at the engine room telegraph: " *Stop port, half ahead starboard*".

Person at the telegraph: " *Stop port, half ahead starboard*".

Pilot: " *Very good*".

The Phonetic Alphabet

In some situations it may be necessary to spell a word because pronunciation is unclear or ambiguous, particularly in radio communication where the parties can not observe the lip movements. Letters like "P" and "B" or "S" and "F" or "N" and "M" are often confused. In that case the phonetic alphabet must be used.

A	Alfa	N	November
B	Bravo	O	Oscar
C	Charlie	P	Papa
D	Delta	Q	Quebec
E	Echo	R	Romeo
F	Foxtrot	S	Sierra
G	Golf	T	Tango
H	Hotel	U	Uniform
I	India	V	Victor
J	Juliet	W	Whiskey
K	Kilo	X	X-ray
L	Lima	Y	Yankee
M	Mike	Z	Zulu

There is also a slightly modified way of pronouncing numbers. This differs somewhat from the standard English pronunciation and should be spoken as follows:

Number	Spelling	Pronunciation
0	Zero	ZEERO
1	One	WUN
2	Two	TOO
3	Three	TREE
4	Four	FOWER
5	Fife	FIFE
6	Six	SIX
7	Seven	SEVEN
8	Eight	AIT
9	Nine	NINER
1000	Thousand	TOUSAND

Radio Communication

The standard form of calling another station is by calling the name of the station three times, ask if or how the station is receiving the call and then finish the call by saying "Over".

For instance:

"Singapore Radio, Singapore Radio, Singapore Radio. This is the "Aldebaran", "Aldebaran", "Aldebaran" VLHG (speak: Victor Lima Hotel Golf) calling Singapore Radio. How do you read me? Over."

If the station called is receiving the call loud and clear it may answer:

"Aldebaran, Aldebaran, Aldebaran VLHG, this is Singapore Radio, Singapore Radio, Singapore Radio. Reading you with signal strength 5. Go ahead please."

The clarity and strength of the radio signal received is expressed on a scale from 1 to 5 where 1 is a bad or poor reception and 5 an excellent one.

More information on radio procedure is given in publications by the International Communication Union (ITU) and in publications like the SMCP, the Radio Operator's Handbook and the GMDSS handbook.

There often exists doubt as to how a phrase is meant. This may be because of intonation or because ambiguous words are used. Communicating Parties are advised not to use conditional words such as "may", "might", "could" or "should" as they can cause confusion. The SMCP also suggests that message markers can be used to make it clear how a phrase is to be understood. For example, if a party is asking something the sentence can be preceded by a message marker as in:

"Question: Do you have dangerous goods on board?"

Or "Instruction: Do not enter the Fairway".

Or "Warning: You are approaching shallow water".

These message markers are: Request/ Advice/ Question / Warning / Instruction / Intention / Information/ Answer.

When a reply is made to any information received, especially by radio communication, it is best and clearest to answer in a complete phrase preceded where necessary by "affirmative" or "yes" or "Romeo" or "negative" or "no". For example:

"Question: Do you intend to drop your anchor?"

Reply: "Negative, I do not intend to drop my anchor".

Or: "Information: The pilot will board at 0830 hours".

Reply: "Romeo. Pilot will board at 0830 hours."

1.4　Scope of Maritime English

Maritime English can be divided into four main sections: General education in the English language; the English used by those dealing with the navigation, safety communications, cargo operations, everything used for work of the deck department; the English used by those concerned with the main and auxiliary engines, the electrics, electronics – their operation and maintenance – everything used for work of the maritime department; the English used by those concerned with the commercial business of the merchant marine, Maritime Law procedures, insurance etc. (Yakushechkina, 2002). Basic Maritime English usage maybe found in the following context:

Ships

1. Types (passenger, cargo, ro-ro, tugs dredgers, LNG, LPG, tanker..)
2. Design / Construction (keel, beam, girder, hull, bulkheads, tweendeck...)
3. Parts of a vessel (deck, bow, hatch, rudder...)
4. Tonnage measurement
5. Navigating bridge
6. Accommodations (galley, cabins...)
7. Marine machinery and Electrical Installation (principal parts and terminologies)
8. Bunkers and fuel and lub oil
9. Tools and hardware (wrench, pliers, vice, spanner..)
10. Ship organization (manning: crew and their responsibilities)
11. Shipboard equipment and maintenance

12. Sanitary and hygiene

13. Emergency procedures (muster list...)

14. Stability and trim

15. Ships and ship routine

16. Load lines and tonnage marks

17. ECDIS (electronic chart display & information system)

Ports

1. Port operations

2. Port facilities (off-shore cranes, warehouse, dry dock, floating crane, quay, jetty...)

3. Port regulations

4   Loading/unloading/berthing

5. Pilot on board

6. Tugs / Barge / Bunkering boat / Harbor ferry / Launch / Lighter

7. Customs (customs barrier...)

8. Cargo/cargo handling equipment

9. PSC (port state control)

10. Port charges

Marine Meteorology

1. Currents

2. Tides

3. Weather routeing

4. Tropical cyclones / pressure

5. Weather forecasting

6. Climatology

7. Weather instruments (weather facsimile)

8. Sea/wave scale (slight/moderate/rough/very rough/high/very high/phenomenal sea)

9. Swell scale (weak swell, moderate swell, high swell...)

10. Beaufort wind scale (calm, breeze, gale, storm, hurricane...)

11. Fog-visibility scale (dense / thick / moderate / thin fog, poor / moderate / good / exceptional visibility

Safety at Sea

1. Conventions (SOLAS, STCW, MARPOL, GMDSS, INMARSAT, COLREGS)

2. Firefighting (IMO model course 1.20)

3. Life-saving appliances

4. Oil spills (spreading, evaporation, dispersion, emulsion, booms, clean-up operation...)

5. First aid at sea

6. Survival at sea

7. Prevention of ship's casualty

8. Oil tanker safety with inert gas system/crude oil washings

9. Advanced oil tanker operations

10. Personal survival (IMO model course 1.19)

Communications at Sea

1. Radio/telex communications

2. VTS (vessel traffic service) & VHF Communication

3. Distress situations

4. Distress signals

5. GMDSS (Global Maritime Distress and Safety System)

6. EPIRP (Emergency position-indicating radio beacon)

7. Marine telecommunications

8. Radiotelephony

9.   INMARSAT

10.   Signals and communication

11.   Radar simulation

12.   ARPA (automatic radar positioning apparatus)

13.   SMCP (Standard Maritime Communication Phrases)

14.   Non-verbal communication (gestures, marks...)

IMO and Maritime Treaties

1.   History of IMO

2.   How IMO functions

3.   COLREGs / TSS (traffic separation schemes)

4.   SOLAS / STCW / MARPOL 73/78 / ISM Code / IMDG Code

5.   ILO documents for guidance 1985

6.   Maritime Labor Convention and Recommendations

7.   FAL 1965

Navigation

1.   Electronic aids to navigation

2.   Sea charts

3.   INS

4.   Ship-handling

5.   Buoys and light vessels

6.   Land and sea marks

7.   Course, speed and distance

8.   Steering and manoeuvring

9.   Dangers to navigation

10.   Tide and depth

11.   Prevention of collision

12.   Celestial navigation

13.   Electronic navigation

14.   Instrumentation and Automation

15.   Signals and Communication

16.   Sailing schedule and navigation planning

17.   Coasting and Ship's route

18.   Terrestrial navigation

19.   ENS (Electronic Navigation Systems): satellite navigator, Echo sounders, RDFs, Omega, Loran C, Decca, Docking sonar and GPS...

20.   Other navigational instruments

21.   GPS: Global Positioning System

22.   Deck Logbook

23.   E.R logbook

24.   Admiralty sailing directions

25.   Admiralty notices to mariners

26.   Guide to port entry

Search and Rescue (SAR)

1.   Salvage operations

2.   Prevention of ship's casualty

3.   Salvage agreement

4.   SART (search and rescue radar transponder)

Shipping and International Trade

1.   Liner conferences

2.   Freight rates

3. Tramp shipping

4. Flag discrimination

5. Flags of Convenience (FOC)

6. Bills of lading

7. Booking note

8. Freight cargo manifest

9. Passenger crew list

10. Chartering: Types of shipbrokers & chartering/ Charter party / Chartering procedure

Maritime Law and Marine Insurance

1. Admiralty law

2. Law of the Sea

3. Policies

4. P&I Clubs

5. Sanitary law

6. Maritime law

7. International law

8. Business law for operators

9. Bill of lading (function and items)

10. Insurance claims

11. Cargo damage and claims

12. Salvage claim

13. Sea protest

14. Report on casualty

15. Confirmation of collision occurrence

16. Oil spill compensations

Cargoes, Dangerous Cargoes and Wastes

1. Air pollution

2. Garbage

3. Ballast water

4. Oil pollution

5. Sulphur limits

6. Radioactive material

7. Safe cargo handling and storage

8. Bulk cargo / general cargo

9. Common remarks of goods

10. Cargo in bags / sacks / bales

11. Cargo in cases / boxes/ chests / cartons / crates

12. Cargo in drums / barrels / casks / tins

13. Cargo in cans / jars

14. Cargo in bundles

15. Deck cargoes

Maritime Business Operation

1. Documents for loading / unloading

2. Tallying work

3. Agent business

4. Shipping business letters

5. Shipping business telegram / fax / telex

6. Shipping business terms (delivery / repairs / derricks / loading & discharging...)

7. Incoterms (modes of payment, irrevocable letter of credit...)

One thing that should be pointed out here is that this scope is rather based on

subjective judgment of the author with a view to covering the important aspects so far as Maritime English use is concerned and it is by no means exclusive.

1.5 Maritime English as English for Specific Purposes

1.5.1 Historical Review

English for Specific Purposes (ESP) is now well established as an important and distinctive part of English Language Teaching (ELT) and has changed, since the late 1980's, significantly in two respects. Firstly, it is generally understood that, with the ever quickening process of economic globalization, ESP, typically English for Business Purposes, has become increasingly important in ELT. Secondly, a better understanding of how specific texts, both written and spoken, work to suit the needs of specific English learners has been made possible by the application of computer technology in linguistic field. Hutchinson and Waters (1987, p. 6) argued that the two dominant forces – technology and commerce – created the demand of an international language for the huge scientific, technical and economic expansion around the world and English took up the role thanks to the economic power of the United States in the post-war world. The increasing number of universities offering an MA in ESP (e.g. The University of Birmingham, and Aston University in the UK) and in the number of ESP courses provided is a reflection of these changes. What is more, an international journal dedicated to ESP discussion, "English for Specific Purposes: An international journal", and the ESP SIG groups of the IATEFL and TESOL are playing a more and more important role in the international academic community.

There has been some confusion and a very heated debate concerning the very nature of ESP and about whether or not English for Academic Purposes (EAP) could be considered part of ESP in general. Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise, describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. Being aware of the current confusion amongst the ESP community in Japan, Dudley-Evans (1998) gave an extended definition of ESP in terms of 'absolute' and 'variable' characteristics (see below).

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners.

2. ESP makes use of underlying methodology and activities of the discipline it serves.

3. ESP is centred on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable Characteristics

1. ESP may be related to or designed for specific disciplines.

2. ESP may use, in specific teaching situations, a different methodology from that of General English.

3. ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.

4. ESP is generally designed for intermediate or advanced students.