Linguists do not have a simple and clear definition of slang, but they agree in the following idea: this is a linguistic phenomenon, it is constantly changing, present in each subculture . Some argue that slang exists because there is a need to come up with ways to identify new experiences that have emerged over time, other researchers agree that an expression should be considered "real slang" if it meets at least two of the following criteria:

− deliberate misuse of the dictionary meaning of the word;
− use of slang in a specific social context;
− this word is a taboo in the usual discourse with people of higher social status;
− this lexical unit replaces a well-known synonymic word.

Slang is a lexical rather than a phonological or syntactic unit and undergoes the same morphological processes as general vocabulary does. The creation of slang is justified by the same processes as the formation of other lexical units. Such stylistic devices as metaphor, metonymy, synecdoche, comparison, irony and sarcasm make these words unique and differ them from the traditional vocabulary.

Key words: *slang, word, lexical unit, maritime sphere, communication, connotation, informal, vulgar.*

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CROSS-CURRICULUM APPROACH TO TEACHING MARITIME ENGLISH

Summary. *The article studies the concept of cross-curricular approach and the way it can be implemented in Maritime English teaching. The authors discuss the necessity of efficient combination of General English and Specific English content within Maritime English course. The comparative analysis of the curriculum designs and schedules of key technical disciplines with that of Maritime English course taught in the National University "Odessa Maritime Academy" enabled the authors to give practical recommendations aimed at better Maritime English acquisition by students in terms of cross-curriculum teaching and learning.*

Key words: *interdisciplinary connections, cross-curriculum approach, Maritime English teaching, maritime institutions, Language Integrated Learning.*

Today, the process of discipline convergence has affected all educational subjects. The more the knowledge volume increases, the more it fragments into subjects and specifications. However, the convergence of knowledge will helplearners understand the complexity of the world. Wheresubjects study a single dimension of reality, interdisciplinary connectionsensure understanding reality as a whole.

The concept of cross-curriculum/interdisciplinary approach to the educational process has been paid serious attention to by manyscholars and practitioners.The findings of various researches in this area prove that interdisciplinary connections contribute to the depth and strength of knowledge, itsapplication flexibility, and promote the development of learners' sustainable cognitive interests [2; 5].

In our article we support the definition of cross-curriculum approach as the connection between the subjects that a teacher or a student establishes in the process of cognitive activity with the aim of deepening awareness of a particular problem, as well as with the goal of applying knowledge in practice more effectively. This approach is referred to as "interdisciplinary" since it covers more than a single subject area; relation between the disciplines may occur through a topic, a problem, a process, or experience [2].

Making a flashback to the past, it can be mentioned that teachers and lecturers repeatedly came out with the idea of combining several subjects, motivating the feasibility of such approach by the fact that a learner acquires

knowledge in various fields of science, art and culture and their combining should facilitate the assimilation of diverse facts. However, the question remains open. A curriculum is sometimes structured in such a way that only "your" subject is taught;collaboration between lecturers teaching different subjects on issues at the interface of these subjects is still rare.

Cross-curriculum approach in education reflects integration processes taking place today in science and society. These relations play an important role in increasing practical and scientific-theoretical training of learners, a salient feature of which is their acquiring the generalized nature of cognitive activity. Generalization makes it possible to apply knowledge and skills in specific situations when considering particular issues, both in training and in production activities.

An increased interest in the implementation of cross-curricular approach to Maritime English teaching in terms of comprehensive globalization process has not left the maritime industry untouched. The International Maritime organisation (IMO) requires all seafarers to possess the level of Maritime English adequate for efficient ship-to-shore and ship-to-ship communications. Maritime English is considered to be the ultimate example of English for Specific Purposes (ESP) as "<…> its specific purposes are naturally and accurately embedding the concepts and contexts of the maritime industry and its discipline <…>" [6, p. 64].

According to Model Course 3.17 (IMO, 2015), Maritime English is seen as a combination of:
− General Maritime English where all-purpose language proficiency remains the focus, and
− Specific Maritime English where the language becomes a medium of instruction rather than the content of teaching [1].

Therefore, many important concepts, strategies, and skills taught in the Maritime English relate to other content areas too. Cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts. It is based on individual subjects and their connections with other disciplines at the level of curriculum content. The cross-curriculum approach requires meaningful collaboration between English teachers and content teachers, proficient in their spheres of knowledge and being capable of enhancing their competences beyond the issues of their curriculum.

The purposes of cross-curricular teaching and learning are as follows:
− to note similarities between individual subjects;
− to gain benefits and values of both curriculum and professional development from meaningful collaboration between teachers;
− to apply a broader range of teaching and learning opportunities within individual subject teaching and across subjects;
− to provide cognitive, personal and social development of students in an integrated way;
− to contribute to the formation of teachers' common vision through cooperation and collaboration at all levels of curriculum design [8].

Robin J. Fogarty introduced 10 levels of curricular integration:
1. Fragmented: separate and distinct disciplines.
2. Connected: topics within a discipline are connected.
3. Nested: social, thinking and content skills are targeted within a subject area.
4. Sequenced: similar ideas are taught in concert, although subjects are separate.
5. Shared: team planning and/or teaching that involves two disciplines focuses on shared concepts, skills or attitudes.
6. Webbed: thematic teaching using a theme as a base for instruction in many disciplines.
7. Threaded: thinking skills, social skills, multiple intelligences and study skills are threaded throughout the disciplines.
8. Integrated: priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes.
9. Immersed: learner integrates by viewing all learning through the perspective of one area of interest.
10. Networked: learner directs the integration process through selection of a network of experts and resources [7].

Though there is still some debate about the most appropriate level for the maritime domain, many scholars tend to consider the integrated level the best variant for the maritime educational field [5; 6].

Maritime English used in different domains of the maritime industry (on land, at sea, within national and international administrations, military service, port state control, etc.) is different. This can be explained by the international setting of the Maritime English that comprises regional needs, local skills, and unpredictable

requirements of its international users. The uses of the Maritime English occur mainly between foreign language speakers of English through intercultural exchange. So, it doesn't relate to one certain nationality or a specific maritime domain; it is linked to all maritime industry contexts and disciplines [9]. All this gave rise to introducing the requirements for the international users to satisfy international standards.

However, the issue of assessing internationally equivalent Maritime English skills required thorough consideration. The European Commission's Thematic Network on Maritime Education, Training and Mobility of Seafarers suggested the idea of combining the work of language teachers and technical content teachers to make assessment of students' Maritime English skills adequate and relevant. Such tandem work, or "twinning", ensures quality of cadets' both content and language skills [3].

The combination of general and professional education is the didactic basis of a cross-curriculum approach. Such connections provide excellent professional opportunities and ensure students' perfect mastering any profession.

Interdisciplinary connections of the English language, Maritime English in particular, with other subjects are clearly expressed in the following teaching concept called Content and Language Integrated Learning (CLIL).

The concept of CLIL includes:

− teaching *a subject* and acquiring knowledge of the subject in a certain field on the basis of interconnected implementation of two languages (native and non-native) as a means of educational activity;

− teaching *a foreign language* in the process of acquiring certain subject knowledge by the students through the interconnected use of two languages (native and non-native) and learning a foreign language as a means of an educational activity.

The content of training on a CLIL basis can be structured in the form of thematic blocks based on selected topics included in the programs of other subjects. Learning this content consists in acquiring both specialized knowledge in particular subjects, comprehending a certain set of concepts, memorizinga terminology along with other language material, and the sociocultural specific knowledge.

In terms of CLIL approach to teaching Maritime English, the latter is used as the medium of instruction, not the content of learning. CLIL is fundamentally based on methodological principles established by research on "language immersion" and "bilingual education". By taking advantage of both, it can provide effective opportunities for learners to use their target language skills immediately, rather than developing them now for later use. CLIL approach enables learners to get acquainted with the language without the necessity to allow extra time for it in the curriculum [10].

Integration of Maritime English with maritime content through the use of learning material in the target language is not a difficult task, bearing in mind that documents and materials in English are widely available and easily accessible. However, research has shown that this is not sufficient when the level of linguistic competency is unsatisfactory [4]. CLIL is not simply education in an additional language; it is education through an additional language with the use of contextual methodologies. It's of great importance to design Maritime English curriculum on CLIL basis in such a way that the cognitive load required to deal with the foreign language wouldn't exceed the capacity of the learner, or he/she will fail on both fronts. The cognitive load can be reduced by a simplification of the course lexical load and by the wide use of multimedia content (in the form of images and/or animations) [4].

The experiments on teaching two parallel, partly integrated continuation courses (one is a technical content course (in native language) and the other is a Technical Marine English (in English)) proved to be successful. The learning outcomes received notably positive feedback. The research showed that with regard to Maritime English, content-based instruction facilitated understanding of correlations between language and content, and accuracy in a professional context. Students managed to identify a direct relationship between Maritime English and its relevance for understanding and conveying technical content [6; 4].

However, the use of the target language for teaching the content may give rise to misleading impression on the part of students that language learning happens naturally when they are exposed to it as much as possible. Actually, language-learning goals are not always specifically and explicitly focused in CLIL, and it is quite common for this approach. Most teachers and students agree that CLIL and EFL or ESP complement each other: CLIL provides an opportunity to practice the language, and the latter two have a focus on more specific language issues (pronunciation, grammar, etc.) [5; 4]. Therefore, in terms of CLIL approach, "<…> success is not defined as being proven to be better at English, but to feel better about speaking English <…>" [10, p. 278–279].

The efficiency of CLIL should be assessed not only as measurable learning results, but also as students' pleasure (or at least no displeasure) in using the L2. The soft point here is that the effectiveness of this approach

is directly dependant on students' level of competency in L2: if the latter is too low, the cognitive load caused by understanding the material will prevent them from achieving any of the two objectives of a CLIL course. The positive effect is achieved with students at or above CEFRL B1 level as the optimal level for maximizing benefits in terms of language fluency [5].

Many scholars point that CLIL shall not replace ESL, and much less even ESP, in particular in the case of Specialized Maritime English (SME). A "twinning approach" is unanimously acknowledged to be the most effective variant, whereby Maritime English teachers collaborate with teachers of technical subjects to assist them in teaching in English, while technical specialists contribute to deeper learning of maritime issues on the part of Maritime English teachers [10].

Teachers can plan a curriculum design individually or collectively, though they still need to be experts in their topics in order to set up cross-curricular approaches. In opinion of many teachers and language experts, interdisciplinarity must be integrated in schedules. The combination of several types of pedagogical approaches will foster students' progress.

The analysis of the studies on cross-curriculum approach to teaching Maritime English along with the examples of interdisciplinary Maritime English curriculum design has reaffirmed the need for coordination of the Maritime English and technical subjects. This can be easily realized through recommending lecturers who teach different disciplines to give the topics and subtopics that are at the interface of both subjects at the same time in the academic year. Parallel design allows students to learn about a topic from the perspectives of multiple discipline fields at the same time but does not make those disciplines work together in a truly interdisciplinary manner. In this way each subject base preserves integrity all its own, while at the same time it reveals connections among the disciplines. Finding these connections encourages students to think at a higher cognitive level.

We have analyzed the curriculum designs and schedules for most technical subjects in the National University "Odessa Maritime Academy", and compared them to the Maritime English curriculum schedule. Referring to the findings of the above studies on implementation of the interdisciplinary approach into ME teaching that note decrease in efficacy in case of students' low competency level in English, we support the idea of reorganizing the Maritime English curriculum schedule to gain the best results from the interdisciplinary teaching and learning.

Teaching General English during the 1st term of the 1st year can ensure a good basis for further introduction of specific maritime context in parallel with technical disciplines. Starting with the 2nd term of the 1st year, the Maritime English curriculum goes quite parallel with the schedules of respective technical subjects. However, the "Ship's construction and seaworthiness" discipline is taught on the 2nd course as a content subject, and in the 1st term of the 1st year within the course of Maritime English. So, the technical notions about ship's construction are first given in the course of the Maritime English and about a year later explained deeper within the technical course. By coordinating the schedule of both disciplines on the part of the lecturers, the students could benefit from the parallel teaching of the maritime context both within the course of the technical content discipline and Maritime English. Besides, the General English block taught ahead of specialized maritime content will facilitate students' perception of professional maritime topics and English language practice within the maritime contexts.

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В. В. Молодцова, М. В. Цинова. Міждисциплінарний підхід до викладання морської англійської мови. – Стаття.

Анотація. У статті розглянуто концепцію міждисциплінарного підходу до навчання, а також шляхи його застосування у викладанні морської англійської мови. Автори обговорюють необхідність ефективно комбінувати навчальні матеріали з базової та спеціалізованої англійської мови в рамках курсу морської англійської мови. По-рівняльний аналіз змісту та структури курсів ключових технічних дисциплін із курсом морської англійської мови, які вивчаються в Національному університеті «Одеська морська академія», дозволив авторам надати практичні рекомендації з метою покращення вивчення курсантами морської англійської мови в умовах упровадження між-дисциплінарного підходу.

Ключові слова: міждисциплінарні зв'язки, міждисциплінарний підхід, викладання морської англійської мови, морські установи, інтегроване навчання мові.

В. В. Молодцова, М. В. Циновая. Междисциплинарный подход к преподаванию морского английского языка. – Статья.

Аннотация. В статье рассматривается концепция междисциплинарного подхода к обучению и способы его применения в преподавании морского английского языка. Авторы обсуждают необходимость эффективного сочетания учебных материалов общего и специализированного английского языка в рамках курса морского англий-ского языка. Сравнительный анализ содержания и структуры курсов ключевых технических дисциплин с курсом морского английского языка, которые преподаются в Национальном университете «Одесская морская академия», позволил авторам предоставить практические рекомендации, направленные на улучшение изучения морского ан-глийского языка курсантами в условиях внедрения междисциплинарного подхода.

Ключевые слова: междисциплинарные связи, междисциплинарный подход, преподавание морского английского, морские институты, языковое интегрированное обучение.

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ПОДВІЙНІ ЗАПОЗИЧЕННЯ, АБО СЛОВА-БУМЕРАНГИ, У ФРАНЦУЗЬКІЙ МОВІ

Анотація. Робота присвячена дослідженню англійських лексичних запозичень у французькій мові. На матеріалі подвійних запозичень, або слів-бумерангів, дібраних методом суцільної вибірки із лексикографічних робіт та інтернет-сайтів, досліджуються формальні й семантичні зміни, яких зазнають слова-бумеранги у процесі переходів із французької мови в англійську та зворотно.

Ключові слова: англійськомовні запозичення, подвійні запозичення, слова-бумеранги, англіцизми, словниковий склад.

У процесі розвитку людства паралельно відбувається розвиток мови, яка завжди була відкритою системою, що характеризується динамікою та мобільністю. Однією з актуальних проблем сучасної лінгвістики є взаємодія та взаємовплив. Яскравим прикладом мовних контактів можна вважати появу