Teaching the right things and teaching the things right: Professional development for mariners

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Abstract

Teaching the right things and teaching the things right is essential in English for specific purposes (ESP) language learning programs. ESP language teaching programs for non-English speaking mariners should provide quality in navigational communication. Insufficient communication and coordination are the most dangerous failings in marine safety. This study adopted communicative language teaching (CLT), which is a recent trend in applied linguistics literature that views language learning as a fundamentally social, cultural, and temporal activity. Furthermore, this study sought to explain the importance of ESP language development programs for international maritime safety. Two aspects are essential in training mariners: repetition and clear expression. Two distinct methods are suggested for use in language teaching for international mariners, namely CLT and audio-lingualism.

Key words: English for specific purposes (ESP), Standard Marine Navigational Vocabulary (SMNV). Professional Development, Communicative language teaching (CLT)

Introduction

In shipping, all navigational and safety communications must be precise, simple, and unambiguous to prevent confusion, error and misunderstanding. Thus standardizing the ESP language used by mariners is crucial. Because of the increasing number of internationally trading vessels with crews speaking numerous languages, this study sought to aid mariners speak correctly, because communication problems may cause misunderstandings potentially endangering vessels and crews. [1][2][3] In 1973, the International Maritime Organization (IMO) [4] Maritime Safety Committee agreed that English should be used for navigational purposes; the Standard Marine Navigational Vocabulary (SMNV) [5] was developed, adopted in 1977, and amended in 1985. Language is meaningful and a medium through which content is conveyed. Culture is addressed in teaching to the extent that it is present in the subject area being studied.

Position of the IMO Standard Marin Communication Phrases in Maritime Practice

The IMO Standard marine Communication Phrases (SMCP) [6][7] fulfill the following requirements:

(1) Assisting in the safety of navigation and the conduct of ships.
(2) Standardizing the language used in communication for navigation at sea, in port approaches, waterways and harbors, and on board vessels with multilingual crews.
(3) Assisting maritime training institutions to meet the aforementioned objectives.

In all cases, if the precision of any meanings or translations is uncertain, English should be used as a verbal interchange between them, to increase understanding of modern conditions at sea; therefore, the SMCP must be an acceptable safety language. Communicative Language Teaching (CLT) is widely used in language teaching worldwide. The approach [8] can entail excessive emphasis on speaking and listening.

Basic Letters and Codes

When spelling is necessary, only the following spelling table should be used. (Table 1)

Spelling of Digits and Numbers

Several digits and numbers have a modified pronunciation compared with general English. (Table 2)

Importance of Repetition for Mariners

(1) A repetition of one or several central sentences in a paragraph sounds powerful and refers to the main idea of a discourse.
(2) Repetition of a part of a sentence can occur in a complex sentence containing both a negation and an assertion of an idea. In this case, the predicative part of a sentence is repeated, which makes the audience accept the speaker's goals.
(3) Repetition frequently entails a contextual antithesis, and the repeated part occurs either at the beginning of a sentence or at the end of the first sentence and the beginning of the second one.
(4) Sometimes, the repetition of a word combination entails epithets and sustained metaphors.
(5) Repetition of transitions is used to emphasize the speech.

The use of the IMO SMCP should be prioritized: in relevant situations, users should use these phrases as often as possible as a minimal requirement. In all cases, if the precision of any meanings or translations in uncertain, English should be used as

a verbal interchange between them, to increase understanding of modern conditions at sea: therefore, the SMCP must be an acceptable safety language. Communicative Language Teaching (CLT) is widely used in language teaching worldwide. The approach can entail excessive emphasis on speaking and listening.

Theories of Language Learning in Communicative Language Teaching

Language is acquired through using it for communication, not through learning grammatical structures. The basic assumption in CLT is that students learn a language to be able to do something with it. Therefore, the functional perspective of language is discussed in relation to language for specific purposes (LSP). To develop a language curriculum, theories about CLT are necessary. Therefore, the relevant theories regarding CLT are reviewed in the following. (Table 3)

Mariner's Language Training for Enhanced Job Performance and Cabinetry Safety

Mariner training describes a learning experience that entails a long-term change in mariners by improving their linguistic ability, enabling them to perform satisfyingly. Thus the training involves chaining skills, knowledge, attitudes, and behavior. The IMO is responsible for deciding when mariners require training and what form the language training programs should take. The finding of this study suggest that Widdowson [12] is right in indicating the need for language education to develop generalized capacities in learners. Most training takes place on the job. The prevalence of on-the-job training can be attributed to its simplicity and commonly lower cost. However, on-the-job training can disrupt the workplace and result in increased errors while learning occurs. Enabling mariners to reach the performance levels that are required by the IMO is crucial for managers who adopt various methods for ensuring that mariners are performing satisfyingly.

Features of Communicative language Teaching

Several of those related to the development of communicative competence [13] are listed in the following:
(1) Language learning implies learning to communicate.
(2) Attempting to communicate may be encouraged from the beginning.
(3) Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively).
(4) Accuracy is judged not in the abstract but in context.
These principles aim to provide mariners with the opportunity to use language in natural and meaningful situations.

Conclusion

This study investigated the development of needs-based courses, which emerged from CLT, and the importance of learner roles, learner contributions and learner choices in the language learning process. According to the findings of this study, these elements are essential, even in contexts where decisions regarding methods and content are made by others and in situations where it is considered culturally inappropriate for learners to be given active roles in making decisions regarding methods and content. Community language learning is a language teaching method developed by Curran that is based on techniques from counseling. This is the critical part of the CLT, which is based on the proposition that teaching the right things and teaching the things right in ESP language learning programs is essential. Based on the findings of this study, teachers can help mariners speak the right things and speak the things right. Two factors are vital in training mariners and to ensure maritime safety, namely repetition and clear communication.

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Table 1
Basic Letters and Codes
(International Maritime Organization. 2001)

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

Table 2
Spelling of digits and numbers
(International Maritime Organization. 2001)

Number	Spelling	Pronunciaiton	Number	Spelling	Pronunciation
0	zero	ZEERO	6	six	SIX
1	one	WUN	7	seven	SEVE
2	two	TOO	8	eight	AIT
3	three	TREE	9	nine	NINER
4	four	FOWER	1000	thousand	TOUSAND
5	five	FIFE			

Table 3. Comparison of various teaching approaches and methods [9]

Teaching Approach and Method	Culture and Language	Language Learning Content and Practice	Language Teaching Activities
Communicative Language Teaching (CLT)	Competence of communicative skills	Communicate with others in the language teaching	Use communicative activities: games, information gaps, role-plays.
Task-based Language Learning	Language is useful-meaningful for accomplishing certain tasks in the world	Learning through practice	Participate in tasks with clear results.
Community Language Learning	Created by a community	Following developmental stages in non-defensively learning	Include the elements of aggression, attention, discrimination, reflection, retention, security.
Content-based Instruction [10]	ZPD and language is a medium[11]	Language learning by participating in meaningful content	Content and language teaching at the same time and allow students to make ongoing progress in both.(activities and objectives)
Technology for Language Learning and Teaching	Keep changing and dynamic	Language appears through use and reshapes by experience.	Provide enhanced learning experience for autonomous students.