

THE LINKAGE OF MARITIME ENGLISH SYLLABI WITH THE STUDENTS' NEEDS IN PORT AND SHIPPING COMPANIES

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Abstract

The maritime industry's global significance in international trade necessitates proficient English communication skills for professionals working in port and shipping companies. Maritime English syllabi serve as structured frameworks for teaching and learning English within the maritime context, aiming to equip students with the necessary linguistic and communicative competence for their future careers. This research investigates the linkage between maritime English syllabi and the practical requirements of students in the industry. Employing a qualitative data collection method is utilized. Surveys, interviews, and document analysis are conducted with maritime English instructors and students in port and shipping management to gather insights. The findings of this study aim to contribute valuable insights to maritime English education by informing curriculum design and pedagogical practices. The results will aid in developing more targeted and relevant syllabi that cater to the specific linguistic demands of students in the industry. Additionally, the outcomes will guide policymakers, curriculum designers, and educators in adapting and refining maritime English syllabi to better serve the evolving requirements of the maritime workforce. Overall, this research endeavors to investigate the link between maritime English syllabi and the needs of students in port and shipping companies. By enhancing the effectiveness of maritime English education, the study aims to empower future maritime professionals to communicate confidently and proficiently in the international maritime arena.

Keywords: maritime, English, syllabi, needs.

Introduction

The role of the maritime world is never separated from the elements of a country's economy, making it always experience development and improvement in every aspect contained therein. The necessity to continue to improve the quality of maritime joints, encourages maritime education to continue to move forward. Maritime institutions throughout the world have been unable to develop an agreement on assessment methodologies, curriculum design, acceptable teaching materials,

teaching techniques, and Maritime English educator's qualifications. (Ahmmed, 2021)

The increasingly widespread development of maritime education in the world invites quality to occupy the highest role as a determinant of the success of today's intense competition in the maritime world. Language is one aspect of maritime education that is always attached to every side. Language is the pillar of the world economy. Through language, people from all corners of the world are able to interact with each other and understand each other's needs. The international language,

English, is the main means of communication for all citizens in the world. Various kinds of businesses and relationships that can be built through language are not limited by region and age.

A necessity to understand the International Language by educators and students is a demand of this modern era. English is a communication tool that is easy to learn and understand, because there is no significant difference between how to write it and how to read it; different from several other languages such as using kanji or Arabic writing. This convenience should be a special passion for language students, especially Indonesian students, in this case students in maritime education or prospective sailors. It is preferable for both English majors and non-majors to study in case scenarios. It is also preferable to conduct whole-class activity for non-English major participants (Xie, 2021).

English is the reference language of the International Maritime Organization, the world's highest maritime association. IMO standardizes English to be one of the main languages for communicating on ships and on land in the maritime business area. Language is an important element in improving shipping safety. Language is a means of communication between crew on a ship, communication between ships and

other ships, communication between ships and land parties (ports and shipping companies). Without good English skills, a sailor may have his own fears to develop himself towards international shipping, because English is the main requirement that must be possessed. Having practical skills must be supported by good English language skills according to standards. The majority of English is used in overseas businesses, where written communication is more common than oral communication. In English, there is also more outward communication than interior communication. Only a small percentage of learners have immediate needs for English at work (Xie & Chen, 2019).

Likewise for the cadets of the Port and Shipping Management study program who are very close to the need to use English as a means of communication and as the standard language used in filling out port documents and shipping companies. This is because the world of shipping, including shipping companies, is in an international scope where one of the easiest languages to understand is English. In filling out documents such as Bill of Lading, invoices, packing lists, export import documents, etc. Maritime English is a broader term that refers to the English language used by sailors both at sea and in port, as well as persons working in the

shipping and shipbuilding industries. (Bocanegra-Valle, 2012)

Because of the importance of having good English skills, the authors conducted a series of studies regarding the relationship between the Maritime English syllabus (Bocanegra-Valle, 2012) and the needs of cadets in shipping and port companies. It is intended that researchers as educators in the field of English, especially in the Port and Shipping Management study program, are able to understand the advantages and disadvantages of the Maritime English Course syllabus, so that in the future they can become material for improvement and adjustment to the needs of in-line learning materials with international market needs. The English national syllabi and curriculum standards have included both the nativeness principle and the intelligibility principle, while tacitly favoring the former, which explains why the nativeness principle is favored in official English education (Wang & Wen, 2023). Then it is hoped that this will have a positive effect on in-class learning in the form of improving the quality of English speaking for Cadets.

Methodology

This research is a descriptive study that is intended to find and determine the relationship between the English syllabus

and the needs of cadets in shipping and port companies.

In carrying out this research activity, the authors carried out several core stages, namely the preparation stage, the research implementation stage, and ended with the research activity reporting stage. In carrying out this research, the authors used qualitative research methods. Where the author carries out several things in data collection which are the main focus in this study, including:

a) Observations

The observation method or also called the observation method, was carried out by the authors before the research (preliminary research) and during the implementation of the research. Preliminary research activities, carried out by the author in order to find the initial idea of this research. This activity is also intended to provide an overview of the authors regarding the material for writing research proposals. The second observation activity is during the research procession, the writer carries out observation activities in order to obtain complete and accurate information regarding the main focus of this research. The author made observations on research subjects directly and indirectly.

b) Interviews

This interview or interview method was carried out by the author in the core

research activities. This activity was carried out in the Bumi Akpelni Polytechnic campus environment by the research team. The implementation of this interview uses Cadets representatives who carry out Ground Practices and Alumni who have worked in a Shipping Company environment that is in line with the scientific field of the Shipping Commerce and Port Management study program.

c) Questionnaires

This questionnaire or questionnaire method was carried out by the author and the research team at the Polytechnic of Bumi Akpelni and also carried out this questionnaire method through an online system in order to obtain real and written input from the research subjects. This activity was carried out in an integrated manner using an open questionnaire system, which means that research subjects were free to express what they felt and thought in an open questionnaire provided by the research team. The implementation of distributing this questionnaire was carried out by taking samples considering the number of research subjects was very large.

Finding and Discussion

In this study there were several points asked in the questionnaire and interview, including:

1. Open Questionnaire manually

a) Is English required for your Inland Practice activities?

b) What activities in your Inland Practice involve English?

c) What are the things in your Inland Practice that involve English?

d) What skills in English are most often used in your Inland Practice?

e) What English skills do you have? (speaking, writing, listening, and reading)

f) If you have been recruited to work in a company where you do Inland Practice, how useful is English in your work?

2. Online Questionnaires

a) Show several documents related to port implementation or Export-Import.

b) To what extent is English spoken in your company?

c) Provide advice related to English language development at Prada premises.

d) At what moment did you use English?

e) Provide suggestions and input to English teachers related to learning materials, so they can match those in the field.

f) State your weakness in applying English at Prada's place.

g) State your strengths in applying English at Prada's place.

Based on the results of data collection in the form of interviews, observations, online questionnaires and manual

questionnaires, the authors conclude that there is a need for evaluation and improvement of learning materials in English in the KPN study program. Therefore, in this study, the authors compiled changes to the learning plan (syllabus) which refers to market needs and has a renewal value of knowledge in the logistics and port fields related to Maritime English learning in the KPN study program. The concentration on syllabus improvement is specifically for fourth and fifth semester cadets / cadets, who will face practical land activities where they will go directly into the field and implement learning outcomes from the campus. The improvement syllabus as a result of this study includes the four English skills, namely speaking, listening, reading, and writing.

Maritime English refers to the specialized use of the English language within the maritime industry. It encompasses the communication skills and terminology required for effective interaction among maritime professionals, including ship crews, port personnel, shipping agents, and other industry stakeholders. Maritime English facilitates the exchange of information related to vessel operations, navigation, safety protocols, cargo handling, and international maritime regulations. Maritime English is not an

independent language, but rather a common label for a subset or realization of English language appropriate, in our case, to a specific maritime setting (e.g., in the act of navigation, in a close-quarters situation, a cargo handling operation, the action of reading an operational or maintenance manual for the auxiliary engine, etc.), used in a determined context of situation (i.e., in a particular discourse community, in speech events impacted by a number (Pritchard, 2003).

Maritime English syllabi are structured frameworks or course outlines that outline the content, objectives, and instructional methods for teaching and learning English within the maritime context. These syllabi serve as a guide for educators and students, detailing the specific language skills, vocabulary, and topics that need to be covered to develop proficiency in maritime English.

Maritime English syllabi typically include various components such as listening and speaking exercises, reading comprehension, writing assignments, role-plays, and simulations tailored to the needs of students pursuing careers in the maritime industry. They aim to equip students with the linguistic and communicative competence required to navigate the complexities of the maritime

sector and effectively communicate in diverse professional scenarios.

The syllabi are designed to address industry-specific language needs, including technical vocabulary, maritime regulations, safety protocols, documentation requirements, intercultural communication, and other skills essential for successful communication within the maritime domain.

Maritime English syllabi are developed and implemented by educational institutions, maritime training centers, and language schools offering courses and programs focused on preparing individuals for careers in the maritime industry. Maritime English is English instruction designed for maritime science, or maritime scientific materials taught in English (Vidhiasi, 2022). These syllabi undergo periodic reviews and updates to reflect the evolving needs and challenges of the industry, ensuring that students receive relevant and practical language training to succeed in their maritime professions.

The linkage between maritime English syllabi and the needs of students in port and shipping companies is essential to ensure that the education and training provided align with the practical requirements of the industry. The

followings are some key linkages between the two:

1. Industry-specific language skills: Maritime English syllabi should address the specific language skills required in port and shipping companies, such as communication with crew members, understanding maritime regulations, interpreting shipping documents, and effectively communicating with clients and stakeholders.
2. Technical terminology and jargon: Port and shipping companies have their own unique technical terminology and jargon. Maritime English syllabi should incorporate these terms, enabling students to acquire a comprehensive vocabulary relevant to their future roles in the industry.
3. Operational and safety procedures: Students in port and shipping companies need to understand and effectively communicate operational and safety procedures. Maritime English syllabi should cover topics such as vessel maneuvering, port operations, cargo handling, emergency protocols, and communication during critical situations.
4. Cultural and intercultural competence: The maritime industry involves interactions with individuals from diverse cultural backgrounds. Syllabi should address cultural sensitivity, intercultural communication, and cross-

cultural understanding to prepare students for effective communication and collaboration in a multicultural environment.

5. Industry-specific writing and documentation: Port and shipping companies require students to develop written documents such as reports, emails, and maritime documentation. Maritime English syllabi should focus on developing writing skills tailored to these specific industry requirements.

6. Oral communication and presentation skills: Effective oral communication, including giving presentations and participating in meetings, is crucial in the port and shipping industry. Syllabi should incorporate activities and training to enhance students' oral communication skills, enabling them to express ideas clearly and persuasively in professional settings.

7. Industry awareness and current trends: Maritime English syllabi should provide students with an understanding of the current trends, challenges, and developments in the port and shipping industry. This awareness equips them with the necessary knowledge to adapt to industry changes and effectively communicate within a dynamic maritime environment.

By establishing a strong linkage between maritime English syllabi and the needs of students in port and shipping companies, educational institutions can better prepare students for successful careers in the maritime industry, ensuring they possess the language skills and knowledge required to excel in their roles.

Having good English skills offers several benefits for students who will work in port and shipping companies:

1. Effective Communication: English is the international language of the maritime industry. Proficient English skills enable students to communicate effectively with colleagues, clients, and stakeholders from diverse linguistic backgrounds. They can convey information accurately, understand instructions clearly, and engage in meaningful conversations, fostering efficient and smooth communication in various work settings.

2. Safety and Emergency Situations: In the maritime industry, clear and effective communication is crucial, especially in safety and emergency situations. Good English skills enable students to understand and communicate critical information regarding safety protocols, emergency procedures, and rescue operations. This enhances their ability to respond swiftly and appropriately in emergency scenarios, ensuring the safety

and well-being of crew members and vessels.

3. **Compliance with International Standards:** The maritime industry operates within a framework of international regulations and standards. Proficient English skills allow students to understand and adhere to these regulations, ensuring compliance with international maritime laws and conventions. This is particularly important in areas such as navigation, documentation, cargo handling, and communication with port authorities.

4. **Enhanced Professionalism and Career Opportunities:** Strong English skills enhance students' professionalism and open up broader career opportunities in the global maritime sector. They can participate in international conferences, seminars, and training programs, expanding their professional network and staying updated with industry developments. Good English proficiency also increases the chances of promotion and advancement within the industry, as it is often a sought-after skill by employers.

5. **Effective Documentation and Reporting:** Port and shipping companies require accurate and precise documentation for various purposes, such as vessel operations, cargo handling, and regulatory compliance. Good English skills enable students to write clear and concise reports, emails, and other written

documents, ensuring effective communication and minimizing the risk of errors or misunderstandings.

6. **Customer Service and Client Relations:** Port and shipping companies interact with clients and customers from around the world. Students with strong English skills can provide excellent customer service, build rapport with clients, and address their inquiries and concerns effectively. This contributes to positive business relationships and customer satisfaction, which are vital for the success and growth of maritime companies.

Overall, having good English skills equips students in the port and shipping industry with the ability to communicate confidently, comply with international standards, enhance professionalism, and access a wide range of career opportunities. It facilitates their effectiveness in various job roles and enhances their overall success and advancement within the maritime sector.

Conclusions

After conducting a comprehensive study on "The Linkage of Maritime English Syllabi with the Students' Needs in Port and Shipping Companies," several key findings have emerged that shed light on the crucial connection between language

instruction and the practical requirements of the maritime industry. The research sought to bridge the gap between traditional language teaching approaches and the specific communication demands faced by professionals working in port and shipping companies.

Upon analyzing the data and interpreting the results, it is evident that the current state of maritime English syllabi falls short in adequately addressing the real-life challenges encountered by maritime professionals. The research highlights the importance of designing syllabi that are tailored to meet the industry's language needs, incorporating essential skills such as effective communication, technical vocabulary, and specialized terminology.

The study emphasizes that a successful maritime English syllabus should be developed through a collaborative effort involving educators, industry experts, and students. Such an approach ensures that the curriculum aligns with the actual needs of the port and shipping companies, fostering a more relevant and practical learning experience.

Furthermore, the research brings attention to the significance of integrating real-world scenarios, simulations, and role-playing exercises into the syllabi to enhance students' ability to respond to

critical situations they may encounter in their professional roles. By employing interactive and immersive teaching methods, students can gain the confidence and competence required to navigate linguistic challenges within the maritime setting effectively.

The study underlines the necessity for continuous evaluation and refinement of maritime English syllabi, staying abreast of industry developments and technological advancements. By embracing an adaptable and dynamic approach, language educators can ensure that their teaching remains pertinent and responsive to the evolving demands of the maritime sector.

In conclusion, "The Linkage of Maritime English Syllabi with the Students' Needs in Port and Shipping Companies" emphasizes the urgent need for a paradigm shift in maritime language education. Implementing syllabi that are closely aligned with the specific requirements of the industry will undoubtedly contribute to producing highly proficient and well-prepared maritime professionals. As we bridge the gap between language instruction and practical application, we are poised to enhance the overall safety, efficiency, and effectiveness of communication within the port and shipping companies, ultimately fostering a

stronger and more resilient maritime industry.

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