Empowering lecturers' professionalism in improving the English language skills of maritime institute cadets: A socio-linguistic perspective

ID A. Chalid Pasyah[1], ID Laila Puspitasari Anggraini[2*]
[1,2]Sekolah Tinggi Ilmu Pelayaran Jakarta, Indonesia; lila.sujatmoko@gmail.com (L.P.A.).

Abstract: In the realm of maritime education, proficiency in English language skills holds paramount importance, especially for cadets undergoing training at maritime academies. In the globalized world, English proficiency is a basic need and plays a pivotal role in effective communication in various professional domains, particularly in the maritime industry where cadets are groomed for future leadership roles. This research investigates the role of English lecturers in enhancing the English language competencies of cadets at Sekolah Tinggi Ilmu Pelayaran Jakarta (STIP) from a socio-linguistic perspective. The effectiveness of English language instruction relies heavily on the professionalism, learning innovations, and pedagogical strategies employed by English lecturers. The study employs a qualitative approach, exploring classroom management systems, behavior, and environment to observe the efforts of English lecturers to cultivate effective communication skills among STIP cadets. It aims to identify the role of English lecturers' professionalism in improving cadets' English skills by examining aspects such as pedagogical considerations, teacher personality elements, social factors, and teacher careers. It is hoped that this study will provide insights into the professional development needs of English lecturers at STIP, offering recommendations for curriculum design, instructional methods, and teacher training programs tailored to the specific linguistic and cultural context of maritime education in Indonesia.

Keywords: A socio-linguistic, Maritime English, Professionalism.

1. Introduction

In the contemporary global landscape, proficiency in English has emerged as an indispensable skill, particularly in the realm of higher education and professional spheres. English language proficiency not only facilitates effective communication but also serves as a gateway to academic and career opportunities worldwide. In the context of maritime education, where students are groomed to become adept seafarers and navigate the complexities of the maritime industry, mastery of English is paramount. This research endeavors to explore the pivotal role of English lecturers in enhancing the English language skills of cadets at the Shipping and Transport Institute (STIP) from a socio-linguistic perspective. Maritime education demands a multifaceted skill set from cadets, encompassing technical knowledge, navigational expertise, and effective communication.

English, being the lingua franca of the maritime industry, assumes unparalleled significance. English proficiency in English enhances safety standards, facilitates effective communication with multicultural crews, and ensures compliance with international regulations governing maritime operations. Therefore, the imperative for STIP cadets to attain proficiency in English cannot be overstated. Despite the recognition of English proficiency as a critical competence for maritime professionals, STIP faces challenges in ensuring optimal language education for its cadets.

Maritime English (ME) has gained significant attention in the shipping industry due to its crucial role in ensuring effective communication and safety onboard [1]. Research in ME has primarily focused on education and communication, with European institutions leading the field [2]. To enhance

Maritime English proficiency among maritime cadets, various approaches have been explored, including computer-assisted training, modular approaches, and competency-based methods aligned with the Bologna Process [3]. Pedagogical strategies emphasize student-centered learning, cooperative techniques, and learner autonomy [1].

Within the socio-linguistic framework, language is viewed not merely as a system of symbols but as a dynamic social phenomenon shaped by cultural, historical, and contextual factors. English lecturers at STIP play a crucial role not only in imparting linguistic knowledge but also in fostering intercultural competence and communicative strategies tailored to the maritime context. Many studies have been conducted to help improve student performance in academics. Either tested practically or scientifically, both have been implemented. Until now, there has been no ultimate teaching style to ensure student performance in academics while maintaining their motivation to study. This research endeavors to delve into the dynamics of empowering English lecturers within the specific context of STIP to foster the linguistic competence of cadets. Drawing upon a socio-linguistic perspective, this study seeks to explore the intricate interplay between language, society, and education, elucidating how sociocultural factors influence language learning and teaching practices. By adopting a socio-linguistic lens, this research aims to provide insights into the contextual nuances shaping the professional development of English lecturers and its impact on the English language acquisition of STIP cadets.

In examining the empowerment of English lecturers, this research will investigate various dimensions, including but not limited to:

1. Pedagogical Strategies: Exploring innovative pedagogical approaches tailored to the needs and learning styles of STIP cadets, with an emphasis on communicative competence and maritime-specific language skills.
2. Professional Development: Assessing the efficacy of professional development programs aimed at enhancing the expertise of English lecturers in language instruction and curriculum development within the maritime education framework.
3. Linguistic Landscape: Investigating the linguistic landscape within STIP, examining the role of English in institutional discourse, classroom interactions, and extracurricular activities, and its implications for language learning outcomes.
4. Cultural Sensitivity: Recognizing the cultural diversity within STIP and its impact on language attitudes, perceptions, and proficiency levels, with a focus on fostering cultural sensitivity and inclusivity in language education.

By elucidating these facets through a socio-linguistic lens, this research aspires to offer actionable recommendations for empowering English lecturers and optimizing language learning experiences for STIP cadets. Ultimately, this endeavor seeks to contribute to the broader discourse on language education and professional development within specialized educational contexts, with implications extending beyond the maritime industry to encompass diverse professional domains.

This research seeks to achieve the following objectives:

1. Examine the current state of English language education at STIP, focusing on existing practices, challenges, and areas for improvement.
2. Explore the socio-linguistic dynamics inherent in maritime communication and their implications for English language instruction.
3. Investigate strategies for enhancing the professionalism of English lecturers at STIP, including professional development initiatives, pedagogical innovations, and curriculum enhancements.
4. Propose recommendations for optimizing the role of English lecturers in improving the English language skills of STIP cadets within the socio-linguistic framework.

This research holds significant implications for academia, industry stakeholders, and policymakers in the maritime education sector. By elucidating the socio-linguistic dimensions of English language education at STIP and delineating strategies for enhancing the professionalism of English lecturers, this study endeavors to contribute to the advancement of English language proficiency among cadets, thereby bolstering their preparedness for the challenges of the global maritime industry. In conclusion,

the endeavor to empower the professionalism of English lecturers in improving the English skills of STIP cadets represents a multifaceted endeavor situated at the intersection of language pedagogy, socio-linguistics, and maritime education. Through a nuanced exploration of these dimensions, this research aspires to offer insights and recommendations that resonate with the evolving needs and exigencies of the maritime education landscape.

Recent studies observe the importance of English language skills and various approaches to improve them. English textbooks for secondary schools in Jordan incorporate life skills, with effective communication being the most prevalent [4] . There is a strong connection between mastering speaking skills and digital literacy among students [5]. A comprehensive guide for teaching English to second language learners emphasizes the need for explicit teacher input, systematic language use opportunities, and metacognitive awareness training in skills-based teaching [6]. Social media platforms like Twitter and Telegram are also being utilized to enhance English skills, with users reporting positive experiences and responses [7]. These findings underscore the diverse methods available for improving English proficiency, ranging from traditional textbooks to digital platforms, and highlight the importance of integrating communication and life skills in language education.

Academic and Professional Success; English skills are crucial for students aiming to excel in their academic careers and for professionals seeking advancement in the job market. In academia, these skills are associated with the knowledge of literary works, genres, critical traditions, and the ability to conduct detailed and rigorous examinations of texts. In professional settings, English proficiency is often a determinant of effective communication and successful collaboration with colleagues from diverse cultural backgrounds. Cultural Understanding and Empathy: Through the exploration of literary traditions, individuals can develop a deeper understanding and empathy for other cultures and people. This aspect of English skills underscores the importance of language in fostering cross-cultural connections and global awareness. Research and Communication: A strong command of English enables individuals to conduct research using a variety of methods and to present findings accurately and appropriately. Communication skills, both written and oral, are emphasized for their role in defining an audience, constructing arguments, and persuasively presenting ideas. Evolving Perspectives on English Language Proficiency: Recent research suggests a dynamic and situated approach to language use and proficiency, recognizing the importance of academic literacies, flexible multilingualism, and translanguaging. This perspective acknowledges the complexity of language skills in real-world contexts and the need for adaptability in communication strategies. In summary, English language skills encompass a wide range of abilities that are essential for effective communication, academic achievement, and professional success. The interplay of speaking, listening, reading, and writing skills contributes to a well-rounded and proficient communicator. These skills are not only valuable in traditional settings but are also adaptable to the evolving demands of a globalized and interconnected world.

Furhermore, recent research highlights the importance of sociolinguistic competence in English language education. Speaking English as a foreign language requires both skillful and thoughtful competencies for effective communication [8]. While general language proficiency is important, socio-pragmatic competence – understanding sociocultural norms in workplace communication – is crucial for international students' success in professional settings [9]. English language skills are defined as the comprehensive ability to communicate effectively in English, which encompasses the four primary linguistic competencies: listening, speaking, reading, and writing. These skills are not isolated but are interconnected and often developed simultaneously to ensure a balanced proficiency in the language. Listening refers to the ability to accurately receive and interpret messages in the communication process, while speaking involves expressing thoughts, feelings, or information verbally in English. These skills are essential for real-time verbal interactions and are often the most visible indicators of language fluency. Reading is the process of decoding and understanding written texts, which can range from simple sentences to complex academic or literary works. Writing, on the other hand, is the skill of producing text to convey messages, ideas, or information effectively. Both reading and writing are

fundamental for academic success and are closely linked to cognitive development and knowledge acquisition. English skills are crucial across various domains, including education, business, science, technology, and academia. They enable individuals to engage with a global audience, access a vast array of information, and participate in cross-cultural communication. In the academic context, English literacy is a key tool for students to excel in their studies and to secure employment opportunities. Literacy, in the context of English language skills, is often associated with the ability to read and write, but it also includes the capacity to comprehend, discuss, create, listen, and respond. The level of literacy in English is a significant factor affecting academic achievement, as it enables students to process and synthesize information from various sources. Moreover, literacy skills are considered foundational for personal independence and cultural advancement. Evolving Perspectives on The understanding of English skills is evolving, with recent studies emphasizing the importance of academic literacies, flexible multilingualism, and translanguaging. This reflects a more dynamic and situated approach to language use, recognizing the need for adaptability in communication strategies in a globalized world. In conclusion, English skills according to international journals are defined as the integrated set of abilities to listen, speak, read, and write in English, which are essential for effective communication, academic success, and professional advancement. These skills are not only valuable for traditional settings but are also adaptable to the evolving demands of a globalized and interconnected world.

1.1. The Importance of English Language Skills in the Maritime Industry

International Maritime Organization emphasize safety regulations and international communication standards necessitate strong English language proficiency for maritime professionals. Maritime English proficiency is crucial for safety and effective communication in the shipping industry [1, 10]. It is essential for seafarers to communicate with crew members of different nationalities, prevent intercultural misunderstandings, and ensure safe operations on board ships [1, 10]. The ability to think in English within the maritime profession context is vital for non-native speakers [11]. Speaking skills are particularly emphasized, as most recruitment agencies in Bangladesh test spoken language skills during interviews [12]. Maritime English courses should focus on developing reading comprehension, writing, oral communication, and cultural competence [1]. Additionally, innovative technologies and humanistic language teaching principles can enhance Maritime English education [1, 10]. To improve teaching and assessment processes, it is recommended to involve both professional English teachers and experienced seafarers [11].

In construction, digital technologies like social networks for sharing, mobile emergency response systems, and mixed reality applications can enhance safety communication and outcomes [13]. Empathic communication is emphasized as a key factor in fostering a healthy organizational safety culture, impacting how safety is discussed throughout the organization [14]. Safety communication is crucial for enhancing organizational safety culture and preventing accidents in various settings. Effective communication mechanisms are essential for engaging staff, gaining cooperation, and maintaining a positive safety culture. Overall, clear and constructive safety communication can improve knowledge, prevent at-risk behaviors, and enhance safe work practices across various industries [15].

Meanwhile, sociolinguistics has evolved significantly since its inception, moving towards a socially constituted discipline that recognizes the inherent relationship between language and society. The field encompasses various perspectives, including addressing social issues with language components, basing linguistic research on real-world data, and affirming the mutual constitution of language and society [16]. Sociolinguistics emphasizes the social and cultural aspects of language use. This approach acknowledges that language proficiency is not just about grammar and vocabulary, but also about understanding how language functions within specific contexts. A socio-linguistic approach equips lecturers to go beyond generic English language instruction and tailor their teaching to the professional needs of maritime cadets. Sociolinguistics investigates the relationship between language and society, emphasizing the social factors influencing language use.

In the context of maritime education, sociolinguistics acknowledges the specific English language demands within the maritime industry. Cadets require not only general English proficiency but also specialized maritime English to navigate their professional roles effectively. Several studies advocate for empowering lecturers to improve their pedagogical approaches as well as emphasizes the importance of professional development programs that equip lecturers with the skills to integrate maritime specific language functions and communication styles into their teaching. Empowering English lecturers in non-English departments and Islamic tertiary education in Indonesia is crucial for improving teaching effectiveness and realizing national education objectives. Strategies for empowerment include involving lecturers in curriculum design, building connections with colleagues, and activating focus group discussions [17]. Professional development programs, such as pursuing doctorate degrees, publishing articles, and attending conferences, are essential for enhancing teaching competences [18]. Empowerment can lead to improved quality of learning, national education, and service delivery [19]. Institutional support varies across universities, with some providing ample opportunities for professional growth while others lag behind [18]. Overall, empowering English lecturers is vital for creating a work atmosphere conducive to potential development and protection.

By incorporating a sociolinguistic perspective, lecturers can create learning environments that reflect the professional contexts cadets will encounter at sea. This could involve Focus on maritime specific registers: Instruction can target vocabulary and communication styles used in areas like navigation, cargo handling, and emergency procedures. Developing intercultural communication skills. The maritime industry relies heavily on English as its lingua franca, with its proficiency being crucial for safety and effective communication among multinational crews [20, 21]. Despite its importance, challenges persist in English usage, particularly for non-native speakers, including difficulties with technical terminology and cultural differences [11, 21]. The Standard Maritime Communication Phrases (SMCP) are not fully utilized, and misunderstandings due to verbal and cultural barriers remain prevalent [20]. To address these issues, maritime education should incorporate tailored language training programs and cross-cultural initiatives [1, 21]. The design of Maritime English courses should focus on developing reading comprehension, writing, oral communication skills, and cultural competence [1]. Additionally, involving both professional English teachers and experienced seafarers in the teaching and assessment processes can enhance the effectiveness of Maritime English education [11].

1.2. Professional Development for Lecturers

International studies highlight the significance of continuous professional development for lecturers in improving their teaching effectiveness. Professional development for lecturers is crucial in higher education, particularly as institutions adopt new teaching methods like e-learning and English-medium instruction (EMI). Effective professional development models integrate knowledge enhancement, skill improvement, and practical application [22]. This includes developing expertise in the latest teaching methodologies, language assessment techniques, and incorporating maritime-specific language content into their curriculum. Empowering lecturers through professional development programs fosters a sense of ownership and accountability for cadet learning [23] found that the advance of technology is changing the way lecturer interacts and teaches their students. Conventional teaching methods are replaced by the modern and luxurious one where the students can easily access thousands of materials by their fingers tip.

Professional development for maritime lecturers is crucial for enhancing the quality of maritime education and aligning it with industry needs. Continuous Professional Development (CPD) models are being developed to improve lecturers' competencies and meet standardized educational goals [24]. Maritime institutions are implementing strategies to align the competencies of academic lecturers with those of practitioners, particularly seafarers [25]. Lecturer internship programs are being utilized to bridge the gap between university curricula and industry requirements, although challenges in implementation persist [26]. Recognizing the direct connection between the training level of officers

and that of their educators, some institutions are developing projects for both initial and continuous training of maritime lecturers. These initiatives aim to maintain and update knowledge, introduce new training procedures, and align with current industry needs [27]. Such efforts are essential for producing skilled graduates and ensuring safer seas and cleaner marine environments.

Recent research highlights the importance of enhancing lecturer professionalism in maritime education to meet industry needs. Studies emphasize the need for adaptive competency improvement strategies, particularly for lecturers from seafaring backgrounds [25]. The role of Maritime English lecturers is evolving, necessitating sustainable development approaches to adapt to changing industry demands and educational environments [28]. Language instruction strategies in maritime education should focus on technical terminology, communicative competence, and cross-cultural training, while aligning with international standards like the STCW convention. Professionalism attributes such as safety awareness, ethical conduct, and leadership skills are crucial components of maritime education. Continuous evaluation of instructional practices and integration of specialized resources are recommended to enhance cadets' readiness for maritime careers.

Lecturer professionalism is crucial for enhancing the quality of higher education and national competitiveness. [29, 30]. Professional lecturers demonstrate competence, commitment, and adherence to high standards and ethical codes [30]. However, lecturer professionalism is often sub-optimal due to various factors, including government policies and institutional conditions [29]. To improve professionalism, lecturers can engage in continuous learning, pursue higher education, and collaborate with colleagues [31]. Lecturer professionalism positively correlates with students' academic self-efficacy, although it accounts for only 7.3% of the variance, suggesting other factors may have greater influence [32]. Professional lecturers are characterized by qualities such as idealism, appropriate qualifications, required competencies, and a commitment to ongoing professional development [30]. Enhancing lecturer professionalism is essential for producing high-quality human resources and strengthening national competitiveness through the advancement of science and technology [29, 30].

Teachers' professionalism is also a key part of what makes an ideal teacher, as Anggraini, et al. [33] covered based on students' perception towards ideal maritime English teachers combines strong professional qualities with passion for the language and a talent for fostering a pleasant learning atmosphere by implementing creative learning methods, has a friendly and enthusiastic personality, and is fluent in English of maritime context. Professionalism encompasses the knowledge, skills, and behaviors expected of a member of a specific profession. It involves a blend of technical expertise, ethical conduct, and commitment to serving others. Institutions should establish mechanisms to foster lecturer development, encourage innovation, and facilitate talent exchange. Overall, professional development is essential for improving teaching-learning programs and supporting institutions' internationalization efforts [22, 34].

1.3. Sociolinguistic Perspective: Unveiling the Social in Language

A sociolinguistic perspective delves into the intricate relationship between language, society, and culture. It examines how social factors, including social class, ethnicity, gender, age, geographical location, and cultural norms. A sociolinguistic perspective examines language use through the lens of social factors. It delves into how society, culture, and social contexts influence the way we choose and use language. Sociolinguistics emphasizes the impact of social variables like ethnicity, gender, social class, education level, and age on language variation. This perspective acknowledges the dynamic interplay between language and society. Language shapes and is shaped by social structures, norms, and expectations. Sociolinguistics highlights the inherent variation within languages. It explores how language use adapts to different contexts, such as formal settings versus casual conversations with friends. In essence, a sociolinguistic perspective helps us understand that language is not a static entity. It is a dynamic tool constantly evolving and reflecting the ever-changing social landscape. A sociolinguistic perspective explores how language choices can reinforce or challenge existing power dynamics within a society. In essence, a sociolinguistic perspective goes beyond the technicalities of

grammar and vocabulary. It unveils the rich tapestry woven by language, society, and culture, providing a deeper understanding of how we communicate and navigate the social world. The socio-linguistic perspective, as defined by international journals, encompasses the study of the intricate relationship between language and society, focusing on how social factors influence language use, including grammar, accents, and lexical choices. This perspective challenges traditional notions of language authenticity, social categories, and group consensus, recognizing the dynamic nature of language and its connection to social identity and interaction.

Socio-linguistics examines how social factors such as geographical location, ethnicity, age, gender, socioeconomic status, and race/ethnicity influence language variation and usage. It recognizes that individuals use different language varieties, known as sociolects, based on their social context and the interlocutors they engage with. Language Contact and Specialized Language Situations: The field of socio-linguistics delves into language contact situations, particularly the origin and linguistic composition of pidgin and creole languages that emerge when speakers from mutually unintelligible language groups require a common language for communication. These specialized language situations are observed in various sociohistorical contexts globally, leading to the development of distinct language varieties and bilingual speech patterns.

Ethnography and Communicative Competence: Socio-linguistics draws from ethnography and communicative competence to analyze speech events within their cultural context. Ethnography plays a crucial role in developing intercultural communication competence (ICC) and understanding workplace discourse. Rui-ying [35] applied ethnography to enhance non-English majors' ICC using the PEER model and Byram's ICC components the speaking method, in the Dell Hymes and Language Education, provides a framework for examining various factors in a conversation, including setting, participants, act sequence, keys, instrumentalities, norms, and genres, contributing to a comprehensive understanding of language use in social settings as actual language use in speech communities [36]. Similarly, Utari Umar, et al. [37] employed Hymes' SPEAKING model to analyze workplace discourse, emphasizing the importance of communication ethnography in professional settings. Leung [38] argued for recontextualizing communicative competence in English Language Teaching (ELT) by incorporating real-world social, cultural, and linguistic developments, moving beyond idealized native-speaker norms. This aligns with the ethnographic approach advocated byRui-ying [35] and Utari Umar, et al. [37]. The studies collectively highlight the significance of ethnography in understanding and developing communicative competence across various contexts, from educational settings to multilingual workplaces, emphasizing the need for a more nuanced, context-sensitive approach to language teaching and communication analysis.

In conclusion, the socio-linguistic perspective, provides a comprehensive framework for understanding the intricate relationship between language and society, emphasizing the influence of social factors on language variation, contact situations, and communicative competence. A socio-linguistic perspective involves the study of language in its social and cultural context, focusing on the ways in which language use is influenced by and influences social structures, relationships, and identities. This perspective problematizes long-held notions of authenticity, social categories, or even group consensus or membership. It examines how language varies and changes based on social factors such as age, gender, ethnicity, social class, and geographical location, and how these variations reflect and shape social dynamics. Additionally, it explores the role of language in constructing and expressing social identity, as well as the impact of societal norms and power structures on language use. The socio-linguistic perspective encompasses various aspects, including the study of dialects, sociolects, idiolects, ethnolects, language contact, language variation, and language change within different social and cultural.

2. Materials and Methods

This research aims to investigate the effectiveness of empowering professionalism lecturers in enhancing the English language skills of maritime cadets from a sociolinguistic perspective. The

sociolinguistic perspective acknowledges the social and cultural factors influencing language acquisition and use within specific contexts, such as the maritime industry. Research methods in sociolinguistics have evolved significantly since the field's inception in the 1950s, encompassing various theoretical movements and interdisciplinary approaches [39]. A well-designed methodological framework is crucial for sociolinguistic investigations; guiding researchers through different phases and helping them delineate the scope of their studies [40]. This method was completed by observing learning process in English class to identify teaching strategies implemented by lecturers. There were several indicators to find how professional the lecturers are in carrying out their teaching. Critical sociolinguistic research methods focus on studying language issues that matter in real-world contexts [41]. The field of ethno-sociolinguistics emphasizes the importance of studying linguistic phenomena in their sociocultural contexts, acknowledging the complexity and diversity of language processes. Researchers are encouraged to consider ethical implications and societal impacts of their work. These methodological approaches have proven valuable not only for sociolinguists but also for researchers in other linguistic subfields and social sciences interested in language-related questions.

The indicators are found by Lao, et al. [42] and Wardoyo, et al. [43] through pedagogical consideration, personality element, social factors, and teachers' career. The questionnaire is also used in the collection of this research data as a quantitative analysis side. It is done to obtain data through students' perspective on the professionalism of their teachers. In addition, the results of this acquisition can also demonstrate the conformity of the observation data so that the validation can be held accountable. A total of 30 students from the three programs of studies namely nautical, marine engineering and port and shipping management were randomly asked for their readiness to fill in the questionnaire. Interviews are the final method used to confirm the results of the data obtained through observations and questionnaires while digging out more profound information related to the professionalism of the lecturer. The research methodology encompasses a multi-faceted approach, incorporating literature, e-learning, intercultural communication, sociocultural theory, data analysis, and expert recommendations to empower professionalism lecturers in improving the English skills of maritime institute cadets from a socio-linguistic perspective.

3. Results and Discussion

The development observation was the first step to collect the data which include categories and the result by the checklist. The researcher attended the class in the learning process and asked the lecturer directly regarding the categories on the observation sheet. The data from 5 classes with different lecturers of each showed that all categories get positive results such as classroom management system, behavior, and environment [44]. By this data, the English lecturers in the maritime institutes completes the components of Teaching classroom management categories consist of curriculum planning, making the lesson plan, scheduling, teaching strategies and assessment. They satisfy the classroom management behavior in the teaching rules implementation as a part of implementing disciplines and consequences, their various style of starting the lesson, and the action of building relationship with the students. In the classroom management of the environment, the lecturers were consistently organizing the class setting, checking the number of students, and ensuring the readiness of learning facilities.

A summary of the questionnaire that has been distributed to both teacher and students; 5 teachers from different classes participated in questionnaire and interview, 27 students filled out the questionnaire completely. The use of indicators related to lecturers' professionalism was outlined in questionnaires for both. The lecturers were asked for their self-assessment during their experience in teaching while the students share their perspective on their learning experiences in the classroom with their English teacher. The findings turned out to be appropriate and significant according to the categories described as follow.

Table 1.
Teacher and Student Perspective on Pedagogical Indicator.

Pedagogical Consideration	27 Students		5 Lecturers	
	Agree	Disagree	Agree	Disagree
The lecturer explains what students must achieve after the lecture process is complete	24	3	5	0
The lecturer explains the relationship between English lectures and students' daily lives	26	1	5	0
The lecturer explains in detail about English terms that sound uncommon (English for specific purposes)	26	1	5	0
The lecturer explains the subject matter in a way that is easy to understand	27	0	5	0
The lecturers provide opportunities for students to ask questions and re-explain lecture material to answer student questions	27	0	4	1

The described statements above indicate to pedagogical consideration in accordance with contention from Sukaesih, et al. [45] that teacher's special competency involves a combination of content and pedagogical knowledge that develops over time and experience. Almost all students agree their teacher fully provide information of their needs related to the subject, giving opportunities not only to communicate with each other and with the teacher about the learning, but also to practice and receive feedback about the learning. Likewise, teachers who assessed themselves based on the questionnaire statements above agreed that they always did this when teaching in the classroom. This means the pedagogical teaching process was strongly carried out well.

Table 2.
Teacher and Student Perspective on Personality Element.

Personality Element	27 Students		5 Lecturers	
	Agree	Disagree	Agree	Disagree
The lecturers not only use textbook sources, but sometimes other sources related to the subject matter	22	5	2	3
The lecturers use various methods in teaching in class (lectures, questions and answers, demonstrations, group discussions)	27	0	5	0
The lecturers immediately reprimand and punish the student who disrupts the teaching and learning activities in the classroom	23	4	2	3
The lecturers immediately change the method of delivering the lecture to be more interesting when students seem getting bored	18	19	3	2

Teachers' personality element including application of affection values, mastery of knowledge, self-motivation, leadership Ahmad, et al. [46] where the elements are explained in the questionnaire with poll results as in the table above. Data from the student's perspective shows that only a few of them witnessed the existence of lecturers who used sources other than textbooks when teaching, and this was added to the statement that they gave warnings or punishments to students who disrupted the teaching and learning process in class. This in line with the 3 teachers' self-assessment that state they only use textbook and module in teaching maritime English subject. It was confirmed in the interview section they believe the sources in the textbook and module of the maritime English have been compiled from some sources as has been proposed in the curriculum and lesson plan. Refuse to give a warning or punishment to students who disrupts the learning activities also confirmed as a part of students' responsibility. Teachers believe that each student has their own responsibility for what they do during their study period and when they disturb their other friends while studying, they will also receive a direct warning from the other students so that they can decide to continue attending lectures in an orderly manner or leave the class. There strongly fact of using various methods in teaching in class by both perspectives. Nevertheless, there is no attempt by the lecturer to improvise in a boring learning atmosphere. The two lecturers emphasized that they had arranged their teaching method very well and seemed a little hard to adjust the changes method in the classroom by suddenly.

Table 3.
Teacher and Student Perspective on Social Factors.

Social Factors	27 Students		5 Lecturers	
	Agree	Disagree	Agree	Disagree
When starting a lecture, the lecturer first arranges the classroom such as lighting arrangements, student seating positions, and whiteboard/LCD readiness.	26	1	4	1
The lecturer explains the learning topic in the correct order according to the meeting section	24	3	3	2
When the lecturer gives any type of question, the lecturer first explains the assessment indicators that students can achieve in answering the question	23	4	2	3
After the questions are collected, the lecturer discusses the correct answers to the questions	26	1	5	0

In the social factors elements summarizes the student-teacher ratio, the use of the teaching aids/tools, knowledge of subject, and preparation of teaching [47]. The statements of social factors shows that lecturers first prepare for checking the readiness of their classroom before teaching. Lecturer do the discussion with the students in the end of giving quiz or exercise so as the learning process conducted teaching preparation. However, it is necessary to pay close attention to the result shown in the data of giving lecture in the correct order according to meeting section and lecturers explained the indicator of assessment. The data on students' views did not show extreme numbers, but compared with their opinion on other statements in the questionnaire, it shows a slight difference in the data. Three to 4 students did not agree with lecturers shared and discuss the learning topic as per the meeting section. They also argued that the lecturers explained the indicator during assessment. In this case, the teachers conveyed the results of their self-evaluation, where two to three of them admitted that they tend not to do so because there is not enough time to provide a series of teaching topics for every meeting and to explain assessment indicators. The reason will be further discussed in the teachers' career.

Table 4.
Teacher and Student Perspective on Teacher Career.

Teachers' Career	27 Students		5 Lecturers	
	Agree	Disagree	Agree	Disagree
Lecturers are always punctual in discussing lecture topics at each meeting	22	5	2	3
The lecturers actively participate/involve in development activities such as seminars, workshop, research study, and community services.	26	1	5	0

Management policy play a big-roles in teachers' career development including time worked and reward and appreciation [48]. It refers to what happens when a teacher considers changing their role to advance their career. As explained in the social factors passage, the time portion of lectures at higher education, especially in the maritime institute, was not available. The result represented of actual conditions where the lecturers are actively participating in the self-development activities such as attending seminars, workshop, research study and community service. This typically involves searching for a new role with different responsibilities and an adjusted compensation package. Therefore, the data shows some disagreement from students and teachers regarding why lectures are held off-topic at each part of the meeting. The amount of time that a teacher stays in a role, before considering career progression opportunities, depends on a range of factors, including their experience and specific skills.

This section contains the research findings and discussion. Write the findings obtained from the result of the research and are supported with the adequate data. The research finding should answer the problems in the introduction. The discussion focuses to explain why and how the findings. It is highly recommended to discuss the comparison between the findings in this article with the other similar studies and how the findings can be applied in the relevant problem. Research findings must be clear and concise. The discussions should explore the significant of the result and not the repetition. Always

use the best quality of illustration or image. In this section, you can display sub section with the writing condition as in this template.

4. Conclusion

The professionalism of English lecturers in maritime colleges is multifaceted, encompassing linguistic competence, pedagogic and professional skills, and social responsiveness. These factors contribute to the effective teaching of Maritime English, which is essential for the safety and operational efficiency of maritime cadets. The English lecturers encompass a deep understanding and mastery of the English language, both in its general form and specifically within the maritime context. This was proven from the result of class observation when the lecturers were able to explain the learning material in accordance with the curriculum applicable in the Maritime Institute. The learning process ran smoothly to demonstrate the lecturers' readiness in developing teaching and assessment strategies. Pedagogic and professional skills are the backbone of effective teaching where the result shows that the teaching activities was strongly carried out well by the lectures in the Maritime Institute. This also reinforced by findings in the observation where the classroom management behaviors were consistently done including the sounding of teaching rules, building knowledge of the field when the lecturers started the lesson, bonding the relationship with the students, and leading the discipline and consequences. It relates to the finding of social factors that address various teaching style and represent a good classroom climate by arranges the lighting, student seating positions, and whiteboard/LCD readiness. The students also agree that their teachers first explained the assessment indicators to achieve in answering the question and discussed the correct answers to the questions when it served in the end of learning activities. Additionally, the teachers' career refers to professional skills that mentioned the lecturers kept learning to stay updated on the latest English language teaching methodologies and maritime industry trends. They regularly attend the conferences and workshops, engaging in research and scholarly activities, and collaborating with colleagues.

Despite the result of the data on the professionalism of lecturers in the Maritime Institute have been carried out in teaching, there is only small number indicated opposite view of it. This may not significantly affect the results of this study; it can be a recommendation instead on curriculum design that should be incorporated into maritime culture and intercultural communication. Instructional methods focus on completing authentic tasks that simulate real-world maritime situations also suggested for improving the lecturer's professionalism and supporting teacher training programs tailored to the specific language and cultural context of maritime education in Indonesia.

Transparency:

The authors confirm that the manuscript is an honest, accurate, and transparent account of the study; that no vital features of the study have been omitted; and that any discrepancies from the study as planned have been explained. This study followed all ethical practices during writing.

Copyright:

References

[1]   E. Saridaki, "The necessity of maritime English for the shipping industry," *International Academic Social Resources Journal,(e-ISSN: 2636-7637)*, vol. 8, no. 45, pp. 1908-1913, 2023. https://doi.org/10.29228/asrjournal.67256

[2]   T. Li, Q. Chen, Y. Xi, and Y.-Y. Lau, "A 40-year bibliometric analysis of Maritime English research: Insights and implications," *Sustainability*, vol. 15, no. 5, p. 4348, 2023. https://doi.org/10.3390/su15054348

[3]   L. Shverova, E. Zadorozhnaia, T. Avanesova, L. Gruzdeva, D. Y. Gruzdev, and A. Popova, "Maritime technical English in shaping the professional expertise of a cadet in accordance with national and international law," *Journal of Critical Reviews*, vol. 7, no. 12, pp. 1625-1634, 2020.

[4]   M. B. Amer and M. Al-Khataybeh, "Analyzing the content of 2nd Secondary school grade English language textbooks in light of life skills in Jordan," *Britain International of Linguistics Arts and Education (BIoLAE) Journal*, vol. 4, no. 1, pp. 28-41, 2022. https://doi.org/10.33258/biolae.v4i1.635

[5]   M. Muhammadiah, P. J. Pattiasina, K. Khasanah, and A. Pirdaus, "The relevance of speaking skills with improving digital literacy skills," *International Research Journal of Management, IT and Social Sciences*, vol. 8, no. 6, pp. 669-678, 2021. https://doi.org/10.21744/irjmis.v8n6.1975

[6]   J. M. Newton, D. R. Ferris, C. C. M. Goh, W. Grabe, F. L. Stoller, and L. Vandergrift, *Teaching English to second language learners in academic contexts. Title: Teaching English to second language learners in academic contexts: Reading, writing, listening, and speaking / Jonathan M. Newton, Dana R. Ferris, Christine C. M. Goh, [and two others]. Description.* New York Routledge, 2018.

[7]   R. S. Wulandari and T. Muliani, "Users' perspectives on improving English skills through Twitter and Telegram," *SALIENCE: English Language, Literature, and Education*, vol. 3, no. 2, 2023. https://doi.org/10.60155/salience.v3i2.364

[8]   S. Sudarmo, "The importance of speaking in English as a foreign language between skillful and thoughtful competencies: Studying sociolinguistics perspectives," *Linguistics and Culture Review*, vol. 5, no. 1, pp. 113-124, 2021. https://doi.org/10.21744/lingcure.v5nS1.1321

[9]   A. Grieve, B. Ta, and B. Ross, "Placement educators' perspectives of international social work students' sociopragmatic communication skills," *Advances in Health Sciences Education*, vol. 28, no. 2, pp. 347-368, 2023. https://doi.org/10.1007/s10459-022-10155-1

[10]   M. N. Tchkonia, M. E. Kalandadze, and M. N. Dolidze, "Teaching maritime English with innovative technologies," presented at the In Conference: International Conference on New Trends in Social Sciences, 2019.

[11]   V. A. Loginovsky, *Verbal communication failures and safety at sea," in 3rd annual general assembly*. Rockport USA: International Association of Maritime English, 2002.

[12]   R. Ahmmed, B. S. Sinha, R. Khan, and D. M. Islam, "A needs analysis of maritime English language skills for Bangladeshi seafarers to work on-board ships," *Marine Policy*, vol. 119, p. 104041, 2020. https://doi.org/10.1016/j.marpol.2020.104041

[13]   M. A. Musarat, M. Altaf, N. Hameed, W. S. Alaloul, A. O. Baarimah, and K. M. Alzubi, "Impact of communication on site accidents prevention: A review," presented at the International Conference on Decision Aid Sciences and Application (DASA), IEEE, Dec. 2021, pp. 562–566. https://doi.org/10.1109/DASA53625.2021.9682255, 2021.

[14]   N. Kurshubadze, T. Dolidze, and V. Natia, "The importance of ESP (Maritime English) in the maritime industry for safety maintenance on board and ashore," presented at the International Association of Maritime Universities Conference, Batumi, Georgia: International Association Maritime University, 2022.

[15]   A. M. Vecchio-Sadus, "Enhancing safety culture through effective communication," *Safety Science Monitor*, vol. 11, no. 3, pp. 1-10, 2007.

[16]   A. Bell, "18 Succeeding waves: Seeking sociolinguistic theory for the twenty-first century," *Sociolinguistics: Theoretical Debates*, pp. 391-416, 2016. https://doi.org/10.1017/CBO9781107449787.019

[17]   N. S. Akhiroh, "Teaching English in non-English departments: Empowering teacher towards improvement," *Indonesian Journal of English Education*, vol. 4, no. 1, pp. 49-62, 2017. https://doi.org/10.15408/ijee.v4i1.5341

[18]   T. Zulfikar, E. Emawati, S. Dahliana, S. Akmal, and D. N. Hidayat, "Prospects and challenges towards professional development of English lecturers in Islamic tertiary education in Indonesia," *World Journal of Education*, vol. 12, no. 4, pp. 21-34, 2022. https://doi.org/10.5430/wje.v12n4p21

[19]   M. R. Asmawi, "Lecturer quality empowerment strategy in realizing national education objectives," *Perpektif: Jurnal Ilmu Administrasi*, vol. 1, no. 2, pp. 122–133, 2019. https://doi.org/10.33592/perspektif.v1i2.540

[20]   U. Schriever, *Maritime communication in an international and intercultural discourse*. Tasmania: University of Tasmania, 2008.

[21]   I. R. G. Barus, R. Simanjuntak, R. Y. Siahaan, G. P. Toko, and I. Resmayasari, "Cultural and linguistic challenges in global maritime education (navigating english usage)," *Meteor STIP Marunda*, vol. 17, no. 1, pp. 120-129, 2024. https://doi.org/10.36101/msm.v17i1.358

[22]   A. Faizuddin, T. Jumahat, and M. S. Nordin, "A preliminary exploration of professional development instrument for lecturers in Malaysia," *UMRAN: International Journal of Islamic and Civilizational Studies*, vol. 7, no. 2, pp. 81-91, 2020. https://doi.org/10.11113/umran2020.7n2.298

[23]   N. Muchtar, "An overview of mobile-assisted language learning," in *Proceedings of the International Conference on English Language Teaching (ICONELT 2017), Paris, France: Atlantis Press, 2018. https://doi.org/10.2991/iconelt-17.2018.38*, 2018.

[24]   A. A. Priadi, R. S. Wulandari, and S. Suhartini, "Continuous professional development (cpd) model development for vocational lecturers," *Dinamika Bahari*, vol. 4, no. 1, pp. 22-34, 2023. https://doi.org/10.46484/db.v4i1.344

[25]   S. C. Lamatokan and M. V. Rahmadhani, "Lecturer professional enhancement in maritime institution: An urgent action," *MANAGER: Journal of Management and Administration Science*, vol. 1, no. 1, pp. 13-16, 2022. https://doi.org/10.58738/manager.v1i1.28

[26]   T. Ariwibowo, I. Fachruddin, J. D. Susanto, and D. Fitrial, "Aligning maritime education: Enhancing industry relevance through lecturer internship programs," *Dinamika Bahari*, vol. 5, no. 1, pp. 26-36, 2024. https://doi.org/10.46484/db.v5i1.656

[27]   P. Arsenie, R. Hanzu-Pazara, and L. Hanzu-Pazara, *Higher performance in maritime education through better trained Lecturers," in marine navigation and safety of sea transportation.* CRC Press. https://doi.org/10.1201/9780203869345.ch120, 2009.

[28]   A. Čulić-Viskota, "English-for-specific-purposes lecturer in english-medium-instruction environment–maritime English case study," *Transactions on Maritime Science*, vol. 13, no. 1, 2024. https://doi.org/10.7225/toms.v13.n01.w17

[29]   P. W. Novika, "Building a professionalism a lecturer strengthening the competitiveness of the nation," *ADI Journal on Recent Innovation*, vol. 2, no. 2, pp. 103-112, 2021. https://doi.org/10.34306/ajri.v2i2.54

[30]   S. F. Meilana, "The development of science and technology," *ADI Journal on Recent Innovation (AJRI) The 3rd Edition Vol 2. No 1. September 2020*, p. 66, 2020. https://doi.org/10.34306/ajri.v2i1.64

[31]   S. Purba, "Lecturer professionalism in the learning process," *International Journal of Economy, Education and Entrepreneurship*, vol. 1, no. 2, pp. 134-142, 2021. https://doi.org/10.53067/ije3.v1i2.20

[32]   F. Hidayati and S. Siswati, "Correlation between lecturer professionalism and self-efficacy in college students," *Int Res-Based Educ J*, vol. 1, no. 2, p. 115, 2018. https://doi.org/10.17977/um043v1i2p115-121

[33]   L. P. Anggraini, E. Ernis, and J. M. Jelenska, "Students' perceptions towards ideal maritime English teacher," *Biormatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, vol. 6, no. 02, pp. 29-35, 2020. https://doi.org/10.35569/biormatika.v6i02.796

[34]   S. Muttaqin, "Professional development for English-medium instruction lecturers: A critical review," in *Proceedings of the 1st International Conference on Language, Literature, Education and Culture, ICOLLEC 2021, 9-10 October 2021, Malang, Indonesia, EAI, 2022. https://doi.org/10.4108/eai.9-10-2021.2319689*, 2021.

[35]   W. Rui-ying, "A study on the application of the ethnography in developing intercultural communication competence (ICC)," *Journal of Literature and Art Studies*, vol. 8, no. 7, pp. 1090-1096, 2018. https://doi.org/10.17265/2159-5836/2018.07.014

[36]   L. Durbidge, *Dell hymes and language education," in oxford research encyclopedia of education.* Oxford University Press. https://doi.org/10.1093/acrefore/9780190264093.013.1735, 2022.

[37]   R. L. Utari Umar, Y. Budi Lestari, and L. Muhaimi, "A discourse analysis on workplace with hymes 'speaking model' between owner and staff in puri itoma corporate kuta lombok: A study on Ethnography of communication," *International Journal of Multicultural and Multireligious Understanding*, vol. 11, no. 3, p. 173, 2024. https://doi.org/10.18415/ijmmu.v11i3.5551

[38]   C. Leung, "Convivial communication: Recontextualizing communicative competence," *International Journal of Applied Linguistics*, vol. 15, no. 2, pp. 119-144, 2005. https://doi.org/10.1111/j.1473-4192.2005.00084.x

[39]   J. M. Hernández-Campoy, "Research methods in Sociolinguistics," *Aila Review*, vol. 27, no. 1, pp. 5-29, 2014. https://doi.org/10.1075/aila.27.01her

[40]   A. Abdelfettah, "Sociolinguistic research methodology: A framework design," *Revue Linguistique et Référentiels Interculturels*, vol. 1, no. 1, pp. 10-15, 2020.

[41]   J. A. Strandberg, "Critical sociolinguistic research methods: Studying language issues that matter," *International Journal of the Sociology of Language*, vol. 2019, no. 260, pp. 199-201, 2019. https://doi.org/10.1515/ijsl-2019-2055

[42]   H. A. Lao, G. J. Kaipatty, and A. da Costa Jeronimo, "A study on teachers' competency in teaching English at SMA Negeri 2," in *Prosiding Seminar Nasional & Internasional*, 2017, vol. 1, no. 2.

[43]   C. Wardoyo, Y. D. Satrio, and D. A. Ratnasari, "An analysis of teachers' pedagogical and professional competencies in the 2013 Curriculum with the 2017-2018 revision in Accounting subject," *REiD (Research and Evaluation in Education)*, vol. 6, no. 2, p. 6, 2020. https://doi.org/10.21831/reid.v6i2.35207

[44]   R. Diniatulhaq, A. A. Oktaria, and A. Abbas, "Classroom management strategies in English language teaching: A perspective of English teacher," *Eduvelop: Journal of English Education and Development*, vol. 3, no. 2, pp. 105-113, 2020. https://doi.org/10.31605/eduvelop.v3i2.604

[45]   S. Sukaesih, S. Ridlo, and S. Saptono, "Profil kemampuan pedagogical content knowledge (PCK) calon guru biologi," *Lembaran Ilmu Kependidikan*, vol. 46, no. 2, pp. 68-74, 2017.

[46]   N. Ahmad, M. K. Kamarudin, and K. A. Jasmi, "The concept of teachers' personality in shaping students' characters," *Journal of Educational Research*, vol. 57, no. 3, pp. 309-24, 2017.

[47]   I. Aydin, T. G. Demir, and O. Erdemli, "Teacher's views regarding the social status of the teaching profession," *The Anthropologist*, vol. 22, no. 2, pp. 146-156, 2015.

[48]   Y. Chaaban, H. Alkhateeb, A. Abu-Tineh, and M. Romanowski, "Exploring teachers' perspectives on career development: Q methodology research," *Teach Teach Educ*, vol. 122, p. 103987, 2023. https://doi.org/10.1016/j.tate.2022.103987