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Research Paper

# Semantic Study of Boat Maker Jargon: Basis for an Industrial Arts English Lesson Exemplar

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**Abstract**

*Panday*, the Filipino term for carpenter, has a unique language of its own, filled with specialized jargon that is integral to the craft. Despite the significance of *panday* jargons in the Filipino boat-making culture, very few know the semantic functions of these terminologies. This study aims to compile these boat-maker jargons and determine their semantics as to how they are used in the field of work. Because the study focuses on the use of language in different cultural groups, particularly boat makers, ethnolinguistic design was used. This study employed convenience sampling, with researchers selecting participants with at least 10 years of experience as boat makers. Responses were analyzed using thematic analysis and jargon-filtered before they were categorized using a matrix. Accordingly, the study determined the jargon used in materials, equipment, tools, wooden boat parts, and processes. The data also showed additional jargon that were not categorized yet are essential in the field of boat making, such as *inadlaw*, *pakyaw*, master, and helper. These jargons created concepts encompassing the boat-making culture. This included the apprenticeship that determined the master and the helper and labor agreements, such as *inadlaw* and *pakyaw*. This daily routine of labor exposes workers to tools, thus affecting their routine if not brought. The participants' statements proved that their job has had a meaningful impact on their lives since they started it. Further research exploring topics in similar fields is recommended to examine the distinctions between jargon in different geographical and cultural contexts.

**Keywords:** *Jargon; semantics; boat making; culture; industrial arts; English lesson exemplar*

## INTRODUCTION

In the Philippines, skilled artisans known as "Panday", the Filipino term for carpenters, have been crafting and building since the beginning of time. Panday is not limited to repairing and building houses; they also assemble bridges, ships, and, in this context, wooden boats. The recovery of 12th-century wooden boats in Butuan City highlights the Philippines' rich boat-making history (Lacsina, 2016). These "bangka" builders have mastered boat crafting to suit the archipelago's coastal communities, where fishing is a primary livelihood. This craft is a generations-old skill passed down to preserve their unique boat-making traditions.

As a community, Panday artisans possess a unique language that is filled with specialized terms and jargon that are integral to their craft. Jargon, as defined by Fayzulloyevna (2023), encompasses technical terms and occupational slang used within specific professions for efficient communication. These specialized lexicons facilitate logical communication between specialists who share common knowledge or backgrounds (Barbero & Amaro, 2024). Despite its importance, the semantic functions of this boat-making jargon are not well understood. Smith and Eisner (2020) argued that studying the meaning of words is crucial for understanding linguistic complexity and


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communication. The study explores how words and expressions convey meaning to further stimulate human discourse.

Consequently, understanding the boat-making terminology preserves cultural heritage and serves as a tool in technical vocational education, such as carpentry and shielded metal arc welding (SMAW). These courses, which include literacy subjects, benefit from knowledge of technical terms specific to their fields. The terminology employed in various fields varies because of the specialized nature of each subject area. Hence, the literacy practices acquired in carpentry as part of vocational training are highly technical, requiring a spoken language organic to a specific domain (Parkinson & Mackay, 2015). Including language education in technical training helps improve both basic reading and writing skills and the practical use of language, meeting the demands of modern workplaces where carpentry is important (Farrell et al., 2016).

Subsequently, the specialized terminology used by Panday carpenters facilitates effective communication and precision in their craft. The grammar of carpentry involves standard construction procedures and regional variations (Traugott & Trousdale, 2013), as well as covering tools, equipment, and wood crafting techniques. Each step is meticulously followed to guarantee the precision and durability of the final product.

Furthermore, recent studies have highlighted the physiological demands and traditional carpentry techniques. Kulkarni and Khakare (2021) found that hand tool use is physically taxing. Similarly, Kasemi (2014) identified key qualities and development strategies for the carpentry industry in West Bengal. Makki et al. (2020) examined how modern computational tools support traditional Japanese woodworking techniques. Additionally, Othman and Abdullah (2023) explored the preservation challenges of traditional Malay boat-making techniques. To enhance education quality, Coancă (2023) analyzed English carpentry terminology and highlighted carpentry skills and techniques by providing a list of action verbs and nouns in this field of work to boost education quality for English in carpentry and meet the individual needs of students.

However, TVL students' communication skills remain a concern (Ramamuruthy et al., 2020). While verbal skills are sometimes proficient (Jalaludin & Inkasan, 2014), nonverbal communication, listening, and feedback skills require improvement. Parkinson and Mackay (2015) found that technical-vocational students engage with diverse reading materials tailored to their courses. Innovative teaching models, such as Contextual Teaching Learning (CTL), have been suggested to enhance communication skills among TVL students (Akbar, 2019).

While the forenamed studies have emphasized the importance of technical vocabulary in various disciplines, including carpentry, there is limited understanding of the semantic functions and significance of boat-making terminology within this specific cultural and vocational context. Through an exploration of the specialized language used by boat makers, this study offers insights into an angle of linguistic complexity that is significant for cultural conservation and effective communication. Additionally, this study contributes to the improvement of technical vocational education by identifying the linguistic resources essential for proficiency in carpentry and related fields. These limitations have given path to comprehensive research. Therefore, considering the aforementioned studies, the researchers sought to explore the semantics of boat-making jargons and how they shape boat-makers' culture.

## LITERATURE REVIEW

### Semantic Functions

Semantics, as defined by Smith and Eisner (2020), studies meaning in language by linking linguistic forms with nonlinguistic concepts. Castro (2016) proposed a semantic framework for analyzing professional and educational competencies. The semantic functions of different professions vary by context, prompting Bekreyeva (2021) to explore the relationship between verb meanings and occupational stereotypes. Selvia (2017) added a sociolinguistic perspective,

examining word formation and definitions of furniture jargon, suggesting that linguistic choices in professional discourses influence societal perceptions of those fields. Shashkina et al. (2020) emphasized the role of construction machinery terminology in reflecting community character and activity. According to Coancă (2023), carpentry terminology often combines multiple nouns to create precise terms that describe a craft. Boat-making jargon, as a specialized language, serves as a communicative tool among boat makers. Analyzing their semantics facilitates effective communication among boat makers, workers, clients, and the surrounding community.

**Language Resources in Education**

Various studies have explored the role of jargon in the classroom. Heineke and Neugebauer (2018) noted that academic language varies by discipline, with different terminologies used in social studies, science, and mathematics. Teachers often use these terminology in the classroom, but Oguntimehin (2017) noted the difficulty of understanding such jargon without a shared contexts. Méndez et al. (2014) also mentioned that educators' jargon in their field of work is a challenge in their vocabulary; the complexity of systematic meanings and the context of words, phrases, and metaphors can be confusing and unclear for the persons involved in navigating education. Garton and Graves (2014) emphasized the need for clarity in language to aid comprehension. Tomlinson (2023) discussed the main challenges and recent improvements in educational materials, stressing the need for innovation. Lee and Lin (2024) identified challenges in Taiwanese vocational wood-furniture schools concerning the disparity in language educational resources for practical education, emphasizing the necessity for curriculum development to prepare students for the global construction industry. Blanka (2022) also highlighted the importance of focusing on the creation of educational resources for specific purposes, such as teaching German for building trades and carpentry, and introducing a text-based feature modeling language. Educational experts recommend contextualized and relevant instruction for vocational students to maintain their interest in learning related subject matter (Skarpaas & Rødnes, 2022). These studies highlight the importance of tailoring language resources to the specific needs and contexts of the target audience.

**Sustainable Development for Carpentry: A Case Study**

In 2015, the United Nations established 17 Sustainable Development Goals (SDGs) to achieve a better future by 2030. SDG No. 9, which focuses on Industry, Innovation, and Infrastructure, promotes sustainable industrialization to address economic deficiencies. Cherian (2020) noted the construction industry's role in economic development, including carpentry. This research can contribute to economic growth by enhancing carpentry and boat manufacturing opportunities. SDG No. 4, "Quality Education," aims to increase the number of qualified individuals with technical and vocational skills for employment and entrepreneurship. As stated by Rambla and Langthaler (2016), the SDG No. 4 focuses on lifelong quality education by addressing societal discrimination and addressing special needs. Thus, inclusive and impartial education is a key component in decreasing poverty and promoting economic growth and prosperity (Camilleri, 2019). As boat building and carpentry share principles and techniques from a shared sociolinguistic context, comprehensive studies on their communities would create a path to economic and educational sustainability. The contextualization of these lexical terms will enhance communication and relationships between non-degree and degree holders in this field and influence technical vocational courses, which are the foundation of undergraduate industrial degrees.

**RESEARCH METHOD**

**Research Design**

An ethnolinguistic design was used in this qualitative study to analyze boat-maker jargon and

terminology. Ethnolinguistic design is used to examine the usage of language in different educational situations and diverse ethnic and social groups (Davronov Dilshod & Nurova Yulduz, 2022).

The research "Ethnolinguistic Study of the Traditional Indonesian Parenting song Dindang Maayun Anak: Cultural Reflection in the Socio-cultural Life of the Banjar in South Kalimantan" by Noortyani et al., (2023) uses semantic and ethnolinguistic analysis to examine the Dindang song, highlighting its cultural functions and meanings in the Banjar community. The study by Widayat and Dwiadmojo, (2023) entitled "The Javanese philosophy behind the Panakawan characters: An ethnolinguistic analysis of the play Semar Mbangun Kahyangan" utilize the same design to provide rich material on how cultural values are expressed and contested through language in traditional Javanese storytelling. The study "Affixes Analysis of Selogudigan Dialect: An Ethnolinguistic Study" by Andayani et al., (2022) also uses ethnolinguistic design to analyze the prefixes and suffixes of the Javanese dialect in the Selogudigan society of the Probolinggo district.

This design was used to collect data and gain a deeper understanding of the lingos used by boat makers. This approach helped researchers explore the in-depth relationship between their culture and language.

**Research Instrument**

The researchers used an interview guide in gathering data (semi-structured). An interview is a qualitative research tool that occurs when the researcher asks one or more questions to the participants and records their answers (Quad, 2014). The questionnaire comprised questions about the participant's demographic profile and jargon used in their field of work, including the meaning of each terminology. A matrix was also used to organize the data.

**Participants of the Study**

The main source of data in this study were boat makers in selected coastal areas in the Philippines with at least 10 years of experience. Convenience sampling was used to select accessible participants who met the inclusion criteria. Convenience sampling is a type of nonprobability sampling in which research participants are chosen based on practical factors, such as accessibility, availability, proximity, and willingness, with consideration to the criteria and convenience of the researchers (Etikan et al., 2016). This allowed researchers to interview available boat makers in a convenient time and gather needed and detailed information that was helpful to the study.

To gather more efficient information, the researchers also used documentary videos, articles, blogs, and newspapers. This additional source provides various information regarding the jargon used by boat makers.

**Data Gathering Procedure**

The researchers conducted interviews in the selected coastal areas. Before the interviews, participants were briefed about their rights regarding data privacy and signed an Informed Consent form. Participation was voluntary, and participants were informed of the study's intent to help them understand how to respond to questions. During the interviews, the participants answered questions about their terminology and, optionally, their demographic profile. They were allowed to express themselves freely without being questioned, interrupted, or challenged by the researchers. Furthermore, data saturation was applied in this study, in which sufficient information was obtained at which no new information was discovered during data gathering (Fusch & Ness, 2015). The redundancy served as a signal to researchers that the data collection. In the completion of data collection, the participants' views, opinions, and responses were kept private and confidential, signifying that the researchers adhered to the ethical principles of data collection.

**Data Analysis**

Thematic analysis (TA) is a widely used method for identifying and analyzing patterns of meaning in qualitative data (Herzog et al., 2019; Morin et al., 2021). Braun and Clarke's approach to thematic analysis was used to analyze the data collected from the participants because it is one of the most thoroughly delineated methods of conducting thematic analysis.

**Rigors of the Study**

The degree of trustworthiness and consistency of qualitative research can be measured by ensuring the credibility, transferability, dependability, and conformability of research design, process, and action. Transferability refers to the potential applicability of findings, methods, or interventions from one context to another (Cousson-Gélie, 2022). To ensure transferability, researchers collected data from different geographical locations using the same data gathering procedures to guarantee the applicability of the information in different contexts. Václavík et al. (2016) and Sikder et al. (2014) both emphasize the importance of assessing the transferability of research and models across geographical locations. The data gathered from different locations were compared based on the morphological and phonological structures of the jargon, such as the difference in the syllabic structure in different locations. The dependability of a study refers to the stability and consistency of the research processes, including data collection, interpretation, and reporting (Bashir, 2018). To assure the dependability of the results, researchers meticulously discussed the processes made in each step of completing the study. This includes describing the aim of the study, the methods of choosing the participants, the procedures of collecting data and discussing interpretations and results to allow future researchers the opportunity to follow the decisions that have been made. Confirmability is the degree of neutrality of the research findings based on the participants' responses and not on the researchers' own biases and claims (Kyngäs et al., 2019). The researchers used the member checking method where participants had to confirm and validate the collected data organized by the researchers to ensure reliability. Member checking enables researchers to obtain an erroneous understanding of community practices under examination (Caretta, 2014).

**FINDINGS AND DISCUSSION**

**Semantics of Boat Maker Jargon and its English Equivalents**

The researchers collected 43 jargons from the combined responses of the participants and selected documentary videos available on the internet. These jargons are organized according to their application: materials, tools, equipment, processes, and parts of a wooden boat. The data revealed that some jargon was originally from the English language and were used by the participants in their everyday work. These languages are called loan words, a term that was borrowed and adopted from one language to another without translation (Zhou, 2016). Thus, English equivalents for each jargon were provided to distinguish which are loan words and which are not.

This table lists materials frequently used in building wooden boats, based on participants' familiarity with and regular use. Please note that the purposes and applications of these materials in boat building may vary in different geographical regions.

**Table 1.** Jargon of Materials, their Semantics, and the English Equivalents Used in Boat Making

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Epoxy* | a type of glue used as a sticking agent, typically combined with a hardener | Epoxy |
| *Kahoy* | Specific types of timber used to build a boat (*e.g., mahogany)* | Wood |
| *Tiner* | liquid used to make paint easier to be spread out | Thinner |
| *Plywood* | type of wood used to cover the boat skeleton | Plywood |
| *Ehi* | part of a boat that includes the propeller and tube, which is connected to the engine to help the boat move through water. | Dowel |
| *Tubo* | tube or shaft connected to the propeller, which helps transfer power from the engine to make the propeller to move the boat forward | Tube |
| *Pisi* | Used to tie and secure different parts of the boat | Rope |
| *Pintura* | primarily used for coating to ensure the wood will last a long time | Paint |
| *Nylon* | Synthetic material used to affix the outrigger and boom | Nylon |

The table below presents the terminology for the tools commonly used in boat-making. These tools, which are often found in carpentry, are important for efficient and easy boat building processes. Without these traditional tools, boat construction would be challenging and impossible.

As one participant noted, materials like the "*metrosan*" (roll meter) are important because they provide precise measurements needed for boat-making. He explained, "Without this tool, estimating the width and measurement would give you inaccurate dimensions." This traditional tool has been in use for a long time, and his statement emphasizes its importance in ensuring the quality and accuracy of boat construction.

**Table 2.** Jargon of Tools, their Semantics, and English Equivalents Used in Boat Making

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Martilyo* | A tool to drive nails into wood to make a skull and plank plywood. | Hammer |
| *Lansang* | tiny metal pins used to adhere pieces of wood together | Nails |
| *Lapis* | writing, drawing, or marking tools | Pencil |
| *Gabas/Lagari* | a tool with a sharp blade for cutting wood | Saw |
| *Wasay* | a tool with a sharp blade for chopping wood | Axe |
| *Eskwala/skwala* | an L-shaped ruler for measuring angles and shapes | L-square |
| *Pulgadera/Metrosan* | a tool used to measure long distances or lengths of materials such as wood | Roll meter |
| *Sapiyo* | a manual tool for polishing wood to improve its appearance | Hand wood planer |
| *Tigib* | used for shaping and smoothing wooden surfaces | Drawknife |
| *Clamps* | holding pieces of wood tightly together while they stick or dry | Clamps |
| *Liha* | A paper or cloth coated with an abrasive substance to smooth or sand surfaces | Sandpaper |

The table below lists the electric tools used in boat-making. These modern tools are essential for handling the more challenging parts of building processes. The use of modern equipment in boat building not only makes the job easier but also ensures the production of high-quality boats within the target timeframe.

**Table 3.** Jargon of equipment, their semantics, and English equivalents used in boat-making

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Barina* | An electrical tool to create holes, openings, or bore through the material | Drill |
| *Planer* | An electrical tool for polishing wood to make it look clean. | Planer |
| *Sander* | An electrical tool for smoothing or sanding surfaces | Sander |
| *Grinder* | Electrical tool used to shape, smooth, or cut materials | Grinder |
| *Sarahi* | Gasoline-powered equipment for cutting bulky and concrete wood | Chainsaw |

The table below presents the Parts of the Wooden Boat. The construction of wooden boats involves the use of specific types of wood for different parts, such as the lasko, task, pamawng, olin, hawak, takdulan, tarik, katig, sobre, plataporma, kuberta, and trangka

**Table 4:** Parts of a Wooden Boat, their Semantics, and English equivalents used in boat making.

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Kasko* | A piece of wood or timber that serves as the main base or backbone of a boat for it to float. | Keel |
| *Tasuk* | wooden planks are attached to form the structure of the boat. | Frame |
| *Pamawng* | refers to the curved wooden part at the bow or stern of the boat, which helps to shape the ends. | Prow |
| *Olin* | Forward part of the boat | Stern |
| *Hawak* | wooden piece placed on the inside of the boat, from one to the other, in order to provide added structural rigidity and seating for passengers. | Thwart |
| *Takdulan* | a horizontal wood piece placed on each side of the boat above the thwart to secure the foundation and add support | Gunwale |

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Dung/Duyong* | The rear part of the boat where the cable for the achor is tied | Bow |
| *Elisi* | device with rotating blades that help the boat move through water | Propeller |
| *Tarik* | used to connect the outrigger to the boat structure to balance it in the water | Outrigger Boom |
| *Katig* | Either bamboo or wooden planks were fastened on both sides of the boat, thereby maintaining stable while in the water. | Outrigger |
| *Makina* | Engine used to power the boat | Engine |
| *Sobre* | A flat surface on the side of the boat typically used for standing, working, and mounting the engine | Capping |
| *Plataporma* | Inner-center part of the boat where the engine is placed | Platform |
| *Kuberta* | A flat surface found at both ends of the boat for various purposes (standing, sitting, mounting, and maneuvering) | Deck |
| *Trangka* | Perpendicular timber inside the hull of the boat was placed at both ends to maintain its shape and balance. The rope is attached to the anchor | Knee |
| *Kamacite* | rectangular wood to cover the engine, which is found in the center of the boat. | Berth |

The following jargon in the table below are used to describe the boat-making process. These processes vary depending on the type of boat to be constructed. The traditional boat making, like the bumboat, is done in 11 (11) stages, including keel laying, hull planking, framing, fitting the gunwale, forming the bow and stern, planking, boat painting, engine installation, outrigger boom installation, fitting the outriggers, and finally launching. These stages are important to guarantee the durability of the boat being made.

The jargon used to describe the process employs a particular *Bisaya* prefix, "*pag-*," which functions similarly to the English verbals "-*ing*" when forming gerunds. Gerunds are formed by adding "-*ing*" into the root verb, which then functions as a noun in a sentence. Similarly, words formed with "pag-" act as nouns within sentences. For example, "*Ang pagpintura kay sayun*" translates to "*Painting is easy*" in English. Both *pagpintura* and painting function as nouns in the sentence. This activity involves applying the derivational morpheme "*pag-*" to produce another word to indicate a process in boat-making. In morphology, a derivational morpheme is an affix that is usually added at the beginning (prefix) or end (suffix) of a root word to construct a new word or

a new form of an existing word (Fitria, 2020). When "*pag-*" is added to the word *pintura* (paint), a material used for coating to make the boat last longer, it transforms the word into *pagpintura* (painting), which indicates an activity or process. The meaning shifts from the painting of itself to the painting of the boat. While both *pintura* and painting are nouns, the former indicates an object rather than a process.

This process of changing verbal nouns allows boat makers to refer to abstract subjects such as activities and processes instead of instantly referring to an action as a verb. This similarity makes "*pag-*" an important linguistic instrument for describing processes in *Bisaya*, the same as the gerund in English.

**Table 5.** Jargon of Processes, Semantics, and English Equivalents in Boat Making

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Pagkasko* | the process of building or carving the keel of the boat with the consumer in mind regarding the size, width, and height of the boat | Keel laying |
| *Pagbangag* | a process by which the sides of the spine are carved open to attach wooden planks to form the body of the boat. | Hull Planking |
| *Pagtasuk* | the process of putting wooden planks vertically on the keel to form a skull using a thinner mixture of epoxy and nails for good structure | Framing |
| *Pagtakdulan* | the process of forming and attaching the gunwale with epoxy above the frame using nails | Fitting the gunwale |
| *Pagpamawng* | The process of shaping and curving the bow and stern. The bow is where the tie is fastened and connected to the anchor | Forming of the bow and stern |
| *Pagdagpak* | The process of planking and placing the planks (*plywood*) using a hammer, nails, and epoxy to cover the skeleton. After planking, a sander or sandpaper is used to smoothen any rough surface to ensure the neatness of the wood during the preparation of painting the boat. | Planking |

| JARGON | WORD MEANING | ENGLISH EQUIVALENT |
|---|---|---|
| *Pagpinta/ Pagpintura* | The process of applying paint to the interior of the boat and its surfaces to protect it from corrosion and fouling, as well as to enhance its appearance. The procedure is finished with a protective topcoat, usually thinner. | Boat painting |
| *Pagbutang Makina kag Elisi* | The process of installing the engine and the propeller wiring systems. It includes making *kamarote,* a rectangular piece of wood, to cover the engine. | Engine installation |
| *Pagtarik* | the process of attaching curved bamboo called *tarik* or an outrigger boom with the use of nylon, which serves as a foundation for the outrigger | Outrigger boom installation |
| *Pagkatig* | the process of attaching the *katig* or outriggers to the tarik to stabilize the boat in the water | Fitting the outriggers |
| *Paglusad* | Afloat the finished product into the water to test the boat's durability | Launching |

This study on boat-maker jargon can contribute to sociolinguistics by documenting how specialized languages evolve in professional communities. Rymes and Smail (2020) emphasized the importance of understanding the social meaning of linguistic practices within specific communities, a concept that can be applied to the boat maker community.

The evolution of a specialized language in the boat-making community involves the development of communicative competence in a multicultural environment. This evolution is further explored by Borbenchuk and Koplik (2023), who examined how English shipbuilding terminology mirrors industry development and aids specialist communication. The findings from the study revealed various jargon terms used by boat makers, which were categorized into materials, tools, equipment, processes, and parts of a wooden boat. The inclusion of loan words, originally from English but adapted to local usage, underscores the dynamic nature of language evolution in specialized fields. This case supports Kaplinska and Balkan (2020) claim that uniform and standard terminology is necessary for international communication. Research into the cognitive aspects of boat makers' jargon usage reveals metaphorical influences, reflecting psychological and sociocultural factors (Massalina & Sorokina, 2023). This is further supported by the positive response of marine engineering students to data-driven learning methods, which expose them to authentic professional material (Đurović & Dževerdanović-Pejović, 2023).

The specific language devices and discourse used in yachting slogans also highlight the importance of understanding and using jargon in this field (Skračić & Kosović, 2016). Teaching

specialized English vocabulary to future navigators emphasizes the need for systematic approaches that develop both lexical and professional skills (Khrolenko, 2022). Research in the field of specialized English lessons for industrial arts students has highlighted the importance of technical vocabulary in educational contexts. Effective strategies for teaching and learning this vocabulary include making explicit connections between the lexical content and the occupational context and using data-driven learning methods, such as vocabulary files and electronic corpora (Đurović, 2021). These methods have been found to enhance retention, internalization, and generative use of specialized vocabulary, as well as promote learner autonomy and overcome differences in learning strategies.

Specifically, research on specialized English lessons for industrial arts students, particularly those in boat making, has stressed the critical role of technical vocabulary and the use of media in language learning. Đurović (2021) emphasized the necessity of technical word lists to improve comprehension. Hence, the study categorizes boat-maker jargon into several groups, providing English equivalents to distinguish loan words from native terms. This categorization aids in the development of tailored educational materials for vocational training programs, enhancing both the theoretical understanding and practical application of boat-making. The research findings lend the understanding of specialized language in professional settings and provide practical tools for enhancing vocational education and industry communication. For instance, the identified materials like "metrosan" (roll meter) highlight the importance of precise measurements in boat construction.

These findings not only advance the understanding of specialized languages in professional settings but also provide practical tools for enhancing vocational education and industry communication, thereby bridging the gap between linguistic theory and practical application.

**Boat-making Culture**

Boat manufacturing involves processes that require deep understanding to comprehend its complexity. In the East Coast of Malaysia, traditional Malay boat crafting is not only an art form but also a symbol of the community's beliefs and values (Rohaizat et al., 2018). *Panday*, or carpenters, are deeply influenced by their jobs, which they have been exposed to since their youth. Apprenticeship is evident in carpentry, with two personas: the *master* and the *helper*. *Masters* are experienced *panday* and experts in boat-building, who command *helpers* during construction. *Helpers* follow the master's instructions until they gain sufficient knowledge and experience to become masters, thus continuing the generational cycle.

In boat-building, agreements between clients and workers are important for determining the duration of the process. There are two types of labor agreements: *inadlaw* and *pakyaw*. *Inadlaw*, derived from the word *adlaw* which means *day*, involves daily wages and paid at the end of each working day, while pakyaw is a contract-based system in which workers are paid for completing specific tasks within an agreed timeframe. These labor terms are common in Visayan carpentry.

Being a *panday* means being associated with or exposed to tools essential to their work. According to the participants, their daily routines were almost influenced by their job as *panday*. They often bring tools inside their pants or pockets that they perceive are significant in their daily lives. Participants mentioned *metrosan, lapis, and martilyo* as tools they bring anywhere they go. Similarly, in the Caiçara culture of Brazil, canoe-making is a crucial aspect of preserving cultural heritage, with canoes serving as both practical tools and cultural symbols (Peterson et al., 2019). The statements of the participants prove that their job has had a meaningful impact on their lives since they started it. Skilled performance in wooden boat building is a powerful tool for making history and shaping personal, community, and political histories (Liubov et al., 2017).

## CONCLUSIONS

The study aims to compile boat-maker jargon and determine its semantics for use in the field of education, which will serve as a language material or resource in teaching industrial arts courses. According to the study findings, 43 jargons were collected. The researchers categorized these 43 jargons in terms of their functions and applications in the boat-making process. However, words were not categorized, such as inadlaw, pakyaw, helper, and master. The semantics of boat-making jargon in the chosen geographical regions of the Philippines were thoroughly explored in this study. The meanings of each jargon were provided according to the participants' responses.

While boat makers, for the most part, use their native language for communication, they incorporate several English loanwords into their jargon. This occurs because certain terms related to technology, processes, and tools either have no direct translation or are generally recognized in English. The use of these English loan words is common in many technical fields, where the original terms are adopted because of their extensive use and specificity. These categories include categories that mirror the unique linguistic merging of native language and English loan words.

These collected jargons open an avenue for contextualizing the English lesson exemplar of industrial art courses. Boat making has its own distinct culture that shapes and influences the lives of boat makers. In Jepara, Indonesia, the design and construction of traditional fishing boats represent not only a representation of the local fishing community's technology system but also a potential resource for art learning (Sugiarto et al., 2020). This study offered opportunities for carpenters in the field of boat making to be acknowledged and recognized for their contributions not only in the industrial sector but also in the field of education.

Consequently, the study not only enhances the educational resources for industrial arts courses and emphasizes the importance of preserving and documenting vernacular and local workmanship, such as boatmaking. Through the integration of these jargons into educational materials, this research closes the gap between formal education and traditional skills.

## LIMITATION AND FURTHER RESEARCH

The findings of this academic research may be restrained by the researchers' reliance on the sampling method and geographical location where the data were collected. Using convenience sampling as a basis for choosing participants may lead to personal biases depending on the factors considered by the researchers. Furthermore, distinction of jargon may vary in different coastal areas in the Philippines because the country is a multilingual country. Although credibility and reliability measures were taken, subjective interpretations of data, especially in boat-making culture, may occur.

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