English for Safety Purposes (ESP): Static Pitfalls & Dynamic Opportunities In Iranian Aviation Context

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Abstract

The pace of changes in the world is an ever-increasing one, leading to great demands in the synchronization of the two wings of education and technology, and resulting in great changes in the pace of success in the industries. With the emergence of the knowledge-based organization, the bridging the gap between education in universities and the practices in industries should be reformulated to plugging the gap. To do so, there emerges the need for a common language for enhancing the consistency level of the communication in industry. Here, the authors in the present paper propose *Safety* as the common language in aviation context of Iran as the prerequisite to reinforce the safety factor in aviation organization. Through institutionalizing English for Safety Purposes instead of English for Specific Purposes (ESP), the safety level within aviation field is enhanced. In the long run, there are static pitfalls and potential dynamic opportunities elaborated.

Keywords: English for Safety Purposes (ESP), Language, Pitfalls, Opportunities, Dynamicity

Introduction

The globalized world we live today, the importance of a common language is vivid to everyone. When it comes to the notion of a common language in a certain discipline of science, the significance of commonality in language is highlighted.

There exists the notion of specificity regarding the area of knowledge a language is concerned.

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For instance, for law and legal concerns, French language is devoted. For heavy industry, German language is the case. What we are spotlighting here is that, no matter what discipline of science you are engaged in, the common language for even specific filed of science is English. Streven (1997) introduces English language as to be *"The genesis of second industrial and scientific revolution"*. Needless to emphasize that, all reference books and manuals in various branches of science and technology are in English language. At the very beginnings of the classifications of science, there seemed to be no need to devote any specificity to the languages applied to any branches of science. There was one language as English, commonly used in all levels of scientific realm. Once the advancements in science and technology were established, there happened to raise great demands for a language which could meet the special needs of the specific fileds of practice. Then we had the categorization of General English (GE) and English for Specific Purposes (ESP), as Brunton (2009) put it, the emergence of ESP was because GE "*could not meet learners' special needs any longer*".

There may pop up a question that: *Is ESP superior to GE?* Superiority is when there exists inferiority. The nature of language is free from such issues that for example French is a high level language and Portuguese is a low level one. What linguists are concerned is that the specificity of a certain language is at the service of its practitioners' special needs. Duan and Gu (2004) state that ESP demands *"… a pedagogy in which the syllabus, contents, and methods are determined according to the needs of learner's specialized subjects"* (p.1). Specificity does not necessitate being different. It is clear that both GE and ESP have a lot in common. Of course the meaning and application of ESP develops along with the advancement experienced in science and technology. In the 1960's, ESP was a mere teaching the technical terminologies, but in 2014, it is really a hard task to come up with a proper definition for ESP as Smoak (2003) put it:"*ESP is a very large and ever-changing area*". Such changes in the ESP field is rooted in the changes in the target situation, demands, functions and language usages that may occur along with the scientific and technological advancement. In order for those involved in the ESP fields to have efficient performance, according to Esteban and Martos (2002), they should possess "*previous and additional knowledge*" in that specific field.

The ESP is grounded and founded by a tri-polar infrastructure, as Basturkmen (2006) states needs analysis, time, and language.
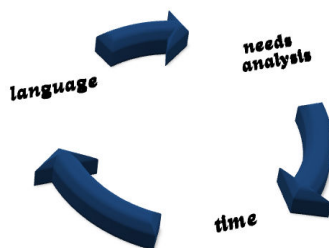
As mentioned before, ESP is targeted at meeting the needs of the practitioners, at the service of establishing effective communication in accordance with the specific field of study or work. Richards and Farrell (2005) states that ESP courses "*are typically aimed at short-term and intermediate goals*" (p.03), goals which are obtained through the process of need analysis. The notion of time is very determining in the ESP courses as it may be confined to a limited time. Most ESP courses are parts of "*in-service training*"(Larsen-Freeman 2001). And last, the notion of language which should be learnt to obtain the knowledge of the specific discipline in English, and is not for the purpose of general education.

There exist a handful of acronyms as the sub branches of ESP, to indicate the specificity of English beyond the general goals. There is a major distinction often drawn between EOP (English for Occupational Purposes), involving work-related needs and training, and EAP (English for Academic Purposes) involving academic study needs. Cutting across those is EST (English for Science and Technology), mainly used for ESP work. For sure, as Stevens (1984) indicates that there is a distinction between English, which is instructional, and English, which is operational. Operational ESP needs operational ESP materials. In this sense, the teacher is not the main actor in the class as the main source of knowledge. The teachers as Larsen-Freeman (2000) suggests "*should take a step back*" and let the ESP learners to express themselves, as far as most ESP courses are the in-service trainings or the O.J.T (on the job training) ones and aimed at the satisfaction of the short-term or immediate needs of the learners at work or study.

Static Pitfalls

In most disciplines of science and fields of technology, the accessibility of the practitioners and authorities to resources and references manuals could be best established through written texts.

It is mainly because the documentation is highly stressed in this regard. As a result, among the linguistic skills, the reading comprehension skill is highly welcomed. So the reader of technical texts should be empowered to various strategies in order to survive the texts. The reader should master strategies such as recognizing the writer's tone of voice, understanding the figurative language and hidden meanings, performing top-down or bottom-up process in a proper fashion, etc. All these notions could be sheltered under the issue of sticking to the standards, as long as all activities in science and technology are standardized according to international organization.

In the same line, Aviation field of activities regarding the discipline, the study manuals, the working manuals, the rules and regularities are strictly supervised as it deals with the lives of people directly or indirectly. The English language as the medium of the effective communication is also part of the concern. According to some scholars, the English languages utilized in aviation field is the just the same as others. Wang (2008) believes that "*Aviation English can be a subdivision of ESP, in the same rank as English for business and economy*" (p.254). In the real sense, aviation industry is a dynamic entity and so is the English language utilized in the field which is for sure identical. In aviation, panel of experts in the field would revise and devise the rules and regulations in order to raise the safety level of related activities. The English in social sciences is not comparable to that of the aviation.

Along the same line, Stephany (2011) says that phraseology is used to cover the most common and routine situations encountered in air navigation in order to optimize and ensure safety in communication. Elder (2004) suggests plain language when phraseology does not suffice. According to ICAO Manual (2004) plain language would be known as the "*spontaneous, creative and non-coded use of a given natural language, although constrained by the functions and topics (aviation and not-aviation) that are required by aeronautical radiotelephony communications, as well as by specific safety-critical requirements of intelligibility, directness, appropriacy, non-ambiguity, ambiguity and concision.*"(p.14). According to scholars such as Morrow (1994) and Howard (2008), once establishing a comprehensive communication is endangered, the plain English is utilized to help both speakers and addressees out of the problematic situation. Hence, plain English could be never ever regarded as a substitution for the phraseology. So, Aviation English when reaches to the operational phase could be the amalgamation of various aspects of its manifestation, each interaction over and upon others in order to establish an effective, safety-critical communication.
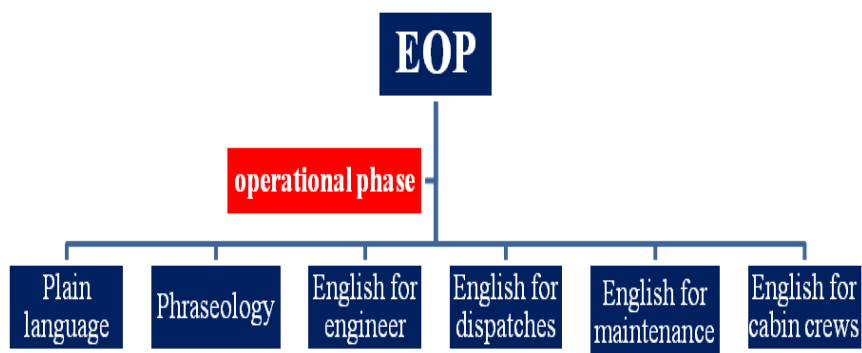
Lack of Faceposure (face-to-face Exposure)

English is commonly believed among scholars and authorities as the best medium of communication, as Smith (2000) claims that: "*English is often claimed to be the international language for aviation radio communication*"(p.52). What counts here is that, English language plays a role much more than important, because the communication between pilots and air traffic controllers as the front-liners, when establishes, there is no clues or any previous background, no facial expression or gestural movements, which could in turn accelerates the better and effective comprehension of the topic in communication. In better words, lack of face-to-face exposure (FACEPOSURE) would act as a strong barrier to effective communication, whereas a quick, prompt, and proper response is desired. Once you have a previous interaction with some individuals, the next time you have an indirect interaction via radiotelephony or any other means which lacks faceposure, the human mind would be smart enough to trace the same mind-map and symptoms from the past experience to the current communication. This is exactly the opposite in case of the radiotelephony communication between pilots and air traffic controllers. It is as if there is a blind radiotelephony communication on the go, which is expected to be of the most effective one, and that is because the lives of hundreds of passengers are endangered if not accomplished effectively.

Since the issue of safety is the first priority in aviation industry, there is no struggle between the degree of involvement of plain English into ESP and vice versa.

Scholars such as Wang (2008) maintain that: "*Safety experts and linguists are inclined to agree that phraseologies alone, no matter how extensive, are not sufficient to adequately cover all of the potential situations that can arise for human communication, particularly in aviation, for urgent or emergency situations*"(p.265).

In response to fatal disasters and accidents which were mainly or partially due to the lack o language proficiency as the contributing factor, the international civil aviation organization (ICAO) has adopted standards in order to enhance the language proficiency level of pilots and air traffic controllers who are considered as the key players is such scenarios. These new ICAO mandated regulations are offered as the solution to miscommunication problems. The new fundamental English language proficiency requirement initiated by ICAO seeks to promote the international aviation safety. In the same line, the authors of the present article propose ESP in Aviation as the *English for Safety Purposes* (ESP). One of the overreaching objectives of ICAO, as contained in article 43 of the convention is to foster the planning and development of international transport to meet the needs of the individuals for safe, regular, efficient and economical air transport. In the same vein, Ragan (2007) defines ICAO as: "*The ICAO, a branch of the United Nations, regulates aviation internationally, it establishes and reviews international standards for the licensing of personnel and aircraft operation, and develop principles and techniques of air navigation, including meteorology, radio communication, and rules of the air*"(p.54). English was chosen as the lingua franca of international aviation, ICAO suggests that pilots and air traffic controllers should accomplish a minimum level of four according to ICAO table of linguistic requirement and specification. The language suggested by ICAO would be a simplified form of English that would be easy for non-native speakers to master. Day (2002) notes that in the area of international aviation, "English sheds all connection to political agendas, real or perceived, and becomes simply another tool for increased safety and efficiency of aviation operations"(p.24).

Lack of Proper Feedback

In social sciences discipline, a communication is established whenever the three important component of a communication is at work: the sender, the message, and the receiver. Marshal McLuhan (1996) as the prominent authority in social sciences and communication has a very comprehensive motto that "*the medium is the message*". Linguistically speaking, the medium of language as the carrier of the encoded message could be regarded as the message itself.

Speaking aviation-wise, there seems to be felt the vital component of proper feedback missing. It should be stated in this way that for an effective communication to be established there should be added the fourth vital component of *feedback* as the stance of confirmation of the proper comprehension of the emitted message. Since in aviation industry, as the pilot should make appropriate decisions at the right moments, and as long as such mutual comprehension should take place synchronically rather than diachronically, the notion of feedback which happens in a blind fashion is of great importance.

Code Switching and L1 Interference

Pilots and air traffic controllers are engaged and would fly not only domestically but also internationally. So, various languages, dialects, and accents will be used in air traffic communication. Merritt (1996) succinctly phrase the issue: "*regardless of the country of origin, any international flight by its very definition is a multi-cultural experience*"(p.45). The presence of various languages and dialects, could raise the notion of code switching, i.e. pilots alternate two languages. Such multilingual situation could in turn result in language interference, i.e. they use an L1 word and pronounce it like an L2 by adding a suffix for example.

Another manifestation of code switching in flight communication could be the use of aviation jargon. The issue of jargon in brief is the use of language in a profession, trade, or in specialized situation (as aviation), which provides a shot-hand means for communicating well. The aviation safety environment is loaded with jargons that often make communication more efficient and effective. Hence, if others do not understand the jargons or use them improperly, the problems of misunderstanding and misinterpretation would easily occur.

It is worth mentioning that the words in general English is different from aviation jargons. Cushing (1997) elaborates the issue by providing the example of the term "hold". The aviation jargon "hold" always means to "stop what you are doing", but in ordinary English it means to continue on the same course. The air traffic controller agreed for the flight to "hold" intending for it to go round, "*but the flight continued with the landing and collided with the aircraft on the ground*"(p.11).

An aviation jargon may have contradictory connotations or applications in different cultures. The example provided by the authors of the present paper is the aviation jargon "lights off" when used by a pilot describing the cockpit condition, it means that everything is ok, and no amber light or red light is on. It connotes that for the time being, the occasion is in normal and no prediction or estimation of potential danger is sensed. The very jargon "*lights off*" when used by Persian people, it means there is no sound, no red light, nothing, and these could be the indication of a potential danger you should be expecting in near future.

EOP vs. ESP

As the acronyms imply, the aim and objectives of each branch is different but not contradictory. Dudley-Evans and St. John (1998) believe that EOP courses are designed based on clearly definable needs that aim at meeting the participants' job-specific goals. Friedenberg et.al (2004) adds that in EOP, the "*learners contribute to the curriculum by bringing communication challenges they have encountered in the workplace to class for discussion*"(p. ix). On the other hand, Mackay (1978) believes that ESP refers to "the teaching of English for clearly utilitarian purpose." Along the same line, Richards (1990) almost gives the same definition for ESP: "*The aims of the ESP course are fixed by the specific needs of a particular group of learners…*" (p. 94). Some scholars doubts the existence of any other forms of English rather than ESP. Carver (1992) argues that, "*In reality there is no such a thing as English without a purpose or English for general-purpose… . All English teaching is teaching of ESP*".

The idea behind the new proposed version of ESP courses as English for Safety Purposes is far beyond what most academic and ordinary people might think. ESP is rooted in the belief that the aim of any educational program is to prepare better citizens, better people for the society and life. The real rationale behind ESP courses is to prepare better experts of the related field. It is far different from other courses which learners are involved in a rat race to compete each other and to fight for the prize. Here, in ESP settings, the learners are engaged in the process of "*Fine Tuning*" the performances in the workplace. Even if there are any tests in the process, they are formative tests which show them their weak points in the process, whereas in most academic fields, there exist a summative approach towards tests, which a final session of test would be decisive in the future performance of the participants.

Dynamic Opportunities

In this phase of the present paper, the authors would seek the potential dynamic opportunities which exists and maybe ignored due to various facts. They may be neglected because these opportunities are no longer regarded as opportunities, as they are prevalent in the vicinity of language learning environments. Maybe they are not considered as dynamic due to the persistency of its uniform occurrences. Maybe the potentiality of the exsitance of such opportunities is still vague to some practitioners.

The first and foremost factor to be highlighted here is that in the process of language learning, especially in the ESP field, there should exist a deep need analysis in this respect. Language learning could be viewed from different angle of attention. Once the notion of designing ESP courses is developed, such attention to various aspects of the language learning is guided through a specialized corridor which is confined to specific field of study, but at the same time, carries the same configurations as the process of learning a new language. Of course in ESP courses, we rarely happen to witness zero beginners. The participants of ESP courses do have the background knowledge of the target language. What the authors emphasize here is that the first step in designing a syllabus for an ESP course is to come up with a comprehensive program which is mainly based on a deep need analysis. As long as covering an ESP course does not necessitate having a thorough knowledge of the target language in an advanced level of performance in general sense, the syllabus designers and materials developers should have an ongoing analysis of the needs of the industry and the people engaged in the field.

One of the important aspects of the analysis done in an ESP course is the notion of Genre used in a specific field. The hidden rules of texts as the genre of the text could have different manifestation in an ESP course. As Hyland (2008) notes that genre "*is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand and perhaps write them relatively easily* "(p.543). Along the same line, Johns (2008) regards genres as the "*socio-cognitive schemas*" (Johns 2008, p. 239). In better word, genre is the mind map of the population of a special society which is manifested through their language production abilities in different formats.

The manifestation is not confined to texts only, but it is engaged and applied in various outcomes. Some scholars such as Cheng (2007) studying the genre-based instruction would seek the inter-relationships between the outcomes via different channels. Cheng (2007) studied the same student's writing skills once he had examined the student's reading skills before. Regarding the notion of genre and genre-based instruction, Paltridge (2001) believes that it should be considered from three focus of attention: *Genre and Context, Genre and Discourse, and Genre and Language.* Among the three level of genre discussion highlighted by Paltridge (2001), the third one i.e. Genre and language, deems of great importance. Such emphasis is mainly due to the dynamic nature of the language phenomenon, whereas its dynamicity is accelerated in the ESP field of study as it is engaged in the ever-growing nature of industry.

Dynamicity of Language

Language is a dynamic phenomenon in nature as it is rooted in the minds of the individuals as the processors and developers of its dynamicity. For instance, reading skills as one of the manifestation of the dynamicity of texts is discussed here. Once an individual is trying to read a text, s/he is using his/her inferential reading skills, because s/he attempts to understand what s/he is reading. That's why it is called as reading comprehension. It is performed for the sake of attending to the texts. At the same time, the individual would be involved in the process of critical reading, either passive or active one. Sometimes a question is raised, and then you read a text to find the appropriate answer. Sometimes it is the other way round, that is you read the texts and then you get ready to provide appropriate answer for the upcoming questions. Either case, the appropriateness of the answers is the result of the critical reading you have done. In the field of ESP, the significance of the critical reading you do is doubled or tripled or multiplied as the inferences you do would affects the decisions you make which would in turn put the lives of hundreds of people in danger. In the same vein, a meta-cognition skill deems necessary, where it is regarded as the ability of a language user to monitor his/her understanding of the text at hand.

Focus on Language forms and Meaning

There have always been controversies among scholars that the focus of emphasis should be either on forms or on meaning in order to make the most of the language learning program.

Ellis (2001) suggests that either types of planned or incidental focus on forms should be integrated in meaning-based activities. Such view is highly welcomed in the realm of language learning. Scholars such as Ellis, 2006; Le Fuente, 2006; Bourke, 2008 believe that developing an entirely meaning-centered instruction would lead to the low level linguistic competence, and in turn does not lead to develop an accurate language acquisition. Ellis (2003) has suggested three principal ways that researchers set about designing focused tasks: Structured based production tasks (Dictogloss and text reconstruction tasks), Comprehension tasks (Interpretation task), and Consciousness-raising tasks. In this sense, the job of the syllabus designers and materials developers would be to designate tasks focusing on language forms, and at the same time, emphasizing on meaning. Of course as Willis and Willis (2007) indicate that the term meaning-focused instruction has now become a widely-used and often-heard term in the literature of language teaching.

Delving into the issue of ESP, there seems to be a triangle of success applicable to the linguistic competence. As Saeidi (2007) emphasizes that the integration of form, meaning, and use would have great impact on the competency level of the linguistic knowledge. The notion of language use in real or realistic sense seems the practical amalgamation of linguistic competence and performance and would in turn accelerate the process of critical thinking and decision making in ESP field. Along the same line Ellis (2008) states that through such practice of instruction, the "*aim of responding to learners' perceived needs in a spontaneous manner*"(p.962) is fulfilled.

Dynamicity of individuals

Human beings are the special creatures in the world. Through the passage of time, new tools and technologies have been developed. It is taken for granted that the human living today lives a happier and a more relax life than those of the past. The reason behind such developments in the course of the history is that human beings are gifted with the element of Creativity. Such element has resulted in the distinguished feature of dynamicity of individuals.

This is to the extent that each and every individual, even identical twins are considered different in performance and trend of thoughts.

Incentive Creativity (IC)

Dörnyei (2005) highlights the importance of studying the conventional psychological variables such as personality, self-regulation, self-esteem, and creativity which are considered as individual differences. In the same line, Dornyei (2005) believes that creativity is a conceit that is absolutely familiar to both lay people and professionals. It is one of the important characteristics of human beings. The notion of creativity could be discussed in potential and triggered phase of action. According to scholars creative potential is *"the cognitive underpinnings of the creative working of the mind"* (Albert & Kormos, 2011, p.75). Also some scholars such as Abutalebi & Costa (2008) specify creativity as the unique ability of individuals and the undiscovered mystery of the brain as well. What is crystal clear is that the role of creativity could be in no way neglected in learning a language. Hadley (2003) is one of those who have reported the significance of the creativity effect in learning a second/foreign language and language use creatively. That is to say that creativity in the two levels of language acquisition and language use has always been the focus of attention by scholars.

Some scholars and linguists believe that language learning especially in ESP fields is confined to vocabulary and lexical knowledge. Mokhtar (2010) states that *"L2 learners' lexical knowledge may determine the quality of their listening, speaking, reading, and writing performances "*(p. 72). Of course the lexical knowledge plays a pivotal role in having a great command over knowledge of language especially ESP fields, and you may experience that the lexical knowledge of ESP field is very limited to some extents. Some scholars believe that we all use some words more than others and there are some words that we never use at all (Alderson, 2007). So this could be a rough conclusion that the knowledge of vocabulary is decisive in the general knowledge of that particular language.

There is one point the authors of the present paper tends to emphasize here that creativity is not teachable. Some believe that the notion of creativity is so simple. But behind its relative simplicity which makes it applicable to daily conversations, there is a complex history of thinking about it (Glaveanu, 2011). In the past, education systems were so rigid that they would leave no room for the notion of creativity in learning environments.

The old rote-learning teaching strategies led to the lack of creativity in students (Cheng, 2010).

Today, the methodologies applied have moved from teacher-centered methods to more learner-centered ones, which is a good indication of the issue. Creativity blooms when the students are allowed to participate in the class activities without any stress. In ESP courses, once the students are viewed as the developers and modifiers of the curriculum being administered and they take hold of their own learning process, the emergence of creativity is inevitable.

Critical Thinking (CT)

Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcome our native egocentrism and sociocentrism (Paul and Elder, 2008). It is thinking about thinking. Some scholars regard that as higher order thinking. It is different from good thinking which is sometimes used interchangeably. Critical thinking has various characteristics. It is purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. Critical thinking is essential as a tool of inquiry. As such, Critical Thinking is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, Critical Thinking is a pervasive and self-rectifying human phenomenon. The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit. Thus, educating good critical thinkers means working toward this ideal. It combines developing Critical Thinking skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society."

In the realm of ESP, educating good critical thinkers means more than that, since the significance of the decisions being made may put the lives of people at risk.

Those involved in the aviation field, the pilots as the pioneers and front liners must make the right decisions at the right time. Developing such skills among the practitioners involved in the field needs developing the insights that each and every piece of information which is channelized and processed free of any debris of bias and prejudice counts. This task is best manifested when democracy is dominated and prevailed in the aviation society.

Consciousness Raising (CR)

The notion of consciousness raising is a very tricky notion as some believe that it should be performed explicitly. Hama and Leow (2010) point out that the role of consciousness in learning, in general and language learning in particular, comes under two contrasting points of view, i.e., implicit and explicit learning. The point here is that the language learner, here the ESP language user should be involved in the tasks at hand either implicitly or explicitly. This is mainly because what counts is the engagement and attending to the tasks, as the tasks are real ones. Some scholars such as Williams (2005) presents evidence that learning without awareness is quite possible. That is true, but the output of such education system is a mere collection of facts and figures. A solid fragile robotic knowledge base which is in turn very dangerous when put into practice in real life situations.

The significance of attending to the language is done passively or actively. Passively as the documents, books and manuals, and actively as the performance of language learners as they use them to make themselves understood. Johan (2012) states its significance as "*Language learning should begin by making students excited and interested. Language is dynamic. It is alive and kicking…… at least we can use language to communicate effectively or at least write simple sentences to express our thoughts and views*"(p. A5). In the ESP zone of occurrence, such significance of the mutual understanding and being understood is doubled as there are no more language learners, but the real language users in real life situations. As Ellis (2002) describes that the purpose of consciousness raising is "*not to enable learners to perform a structure correctly but simply to help him/her to know about it*" (p. 169). Elsewhere Ellis (2003) hypothesizes that consciousness raising draws learners' attention towards the target form without involving drilling towards correct production. It is mainly due to the fact that the mutual understanding factor is of great importance.

In a nutshell, consciousness raising emphasizes explicit explanation from teacher (Ellis, 1992, 2003, 2006; Fotos and Ellis, 1999), prioritizes learners' self-discovery of the rules (Ellis, 1992, 2003, 2006) and presents target form in an attention drawing manner (Ellis, 1992, 2003, 2006; Schmidt, 1990). Above all, it promotes learners' awareness of the target form, which according to Schmidt (1990) is the earlier and essential stage of learning. If less emphasis is put over the production phase and postponing it to latter stages, the language learners and users may face less hindrance. Along the same line, Ellis (2003) advocates that consciousness raising is able to promote learners' awareness of the target form which will gradually lead them into correct production.

Socio-Cognitive Feature

The notion of socio-cognitive aspect of language is in the same line as the debates of language and thought. Language is the appropriate tools for the manifestation of though. And such manifestation is activated, triggered and established through the immediate or delayed feedback received from the society. In this respect, Atkinson (2002) insists that "*language is always mutually, simultaneously and co-constitutively in the head and in the world*" (p.537).

Scholars believe that through the process of learning and using a language appropriately, the cognition and rationality of the practitioners are developed. Tsai's (2012) claim that the central aim of education is the development of intellect and rationality beyond situations. The situation might be poor in conducting the proper messages, but through the process of education, individuals are nurtured to infer from the symptoms and clues and drive to the appropriate understanding of the situation. In the same vein, it should be spotlighted here that the situation itself should be that of a learning system. According to Smith (2003, 2009) situational learning is more than learning by doing or experiential learning. In a learning system which dynamicity is its brilliant feature, the accessibility to the symptoms and clues are as if the individual engaged is the mediator and facilitator of the facts and figures. Shakouri and Bahraminezhad (2012) state that the knowledge that results in this way is neither imitated nor inborn, but is relatively constructed.

One more point to be highlighted here is that socio-cognitive readiness is rooted in the culture of that specific domain and the related community, as Glaveanu (2011) maintains that socio-cognitive approach and socio-cultural approach have relatively a lot in common. It could be noted here that people of a community may follow a certain mind map if the mind map is regarded as the distinguishing culture in that specific domain. Wenger (2007) argues that three elements are essential in distinguishing a community of practice from other groups and communities: the domain, the community, and the practice. In an ESP domain of practice, where letter "S" stands for the Safety aspects, if the practice is dominated the specific community as part of the community culture, the safety factor is guaranteed in this respect.

--- Futurology (future plan)

> ➢ Strategic map (diagnosis weak & strength point)
> ➢ Mission & Vision (Productivity of knowledge)

There has been a road map all through the programs designated by policy makers of the education system. The points are highlighted in the present paper and a new reformulation and stratification of the prevalent pitfalls and opportunities is presented. The vital factor to be kept in mind is that the nature of the opportunities is dynamic. No stability is and could be observed in order to predict the upcoming challenges. It is worth pinpointing that there should be done proper adjustment in the two layers mentioned above. There should exists a strategic map through which the weak points and points of strength be diagnosed in order to tune up with the potential occurrence of the critical situations. Also, the mission and vision of ESP courses should be revised as the emphasis is to entitle safety factors as to play the pivotal role in this respect. Along the same line, there is a shortcut as to pay special attention to the productivity of knowledge and knowledge base.

Final Remarks

The authors of the present paper aimed at depicting the static pitfalls existing in aviation context of Iran. The notion of ESP as the English for Safety Purposes is the common language between industry and education. Once all the activities in the field are pivoted around the safety factor, there seems to be a monologue at work.

Of course the significant issue to be spotlighted in this regard is that, the condition is fulfilled if and only if the nature of the totality of the aviation fields and organizations move towards rendering a learning system which the dynamicity of safety as the common language is the prerequisite to such learning and knowledge-based organizations.

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