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## Navigating the dual role of maritime English instructors: Challenges of teaching and learning

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### Abstract

The article examines the dual role of Maritime English instructors, highlighting the challenges they encounter when teaching this specialized form of English used in the global maritime industry. English serves as the primary lingua franca in international shipping, making effective communication crucial for safety, operational efficiency, and collaboration among multinational crews. Given the high-risk nature of maritime operations and the cultural diversity of personnel, clear and precise communication plays a vital role in preventing accidents and safeguarding human lives.

Maritime English is regarded as a specialized branch of English for Specific Purposes (ESP), concentrating on the linguistic and communicative needs of maritime professionals. International **organisations** like the International Maritime Organization have set regulations and training standards that highlight the critical role of language competence in maritime operations. These standards mandate that seafarers possess sufficient communication skills for navigation, safety protocols, and emergency response **procedures**.

Within this framework, Maritime English instructors assume a multifaceted professional role. They are responsible not only for teaching language skills but also for integrating technical maritime knowledge, operational terminology, and intercultural communication practices. Often, instructors must balance linguistic pedagogy with domain-specific content, even when lacking extensive maritime experience themselves. This gap creates challenges in bridging theoretical language instruction with the practical demands of maritime work environments.

Another significant challenge is the diverse backgrounds of learners. Maritime students typically come from varied linguistic, cultural, and educational contexts, affecting their learning styles and language proficiency. Consequently, instructors must employ flexible teaching strategies that combine communicative approaches, task-based learning, and authentic maritime scenarios. Tools such as simulation exercises, real-life communication tasks, and technical documentation are commonly used to help students develop practical language skills relevant to their professional roles.

The **paper**, also, underscores the importance of continuous professional development for Maritime English instructors. Effective teaching in this field demands collaboration between language educators and maritime experts, along with ongoing training to stay updated on industry developments, technological advances, and innovative pedagogical methods.

Overall, the study highlights that Maritime English instructors play a crucial role in bridging the gap between language education and maritime practice. Their efforts significantly contribute to safer communication, enhanced professional competence, and the overall efficiency of the global maritime industry.

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## 1. Introduction

English serves as the principal lingua franca in the worldwide shipping sector, where maritime English has become an essential part of professional communication. Effective communication is not only a professional advantage but also a basic safety need in a setting with multilingual, multicultural crews, high-risk operations, and stringent international standards. Language proficiency is crucial for maintaining operational effectiveness and protecting human life, as miscommunication at sea has been frequently found to be a contributing cause to maritime tragedies. Because of the technical, procedural, and intercultural requirements of maritime operations, Maritime English holds a unique place in this context as a specialized variant of English for Specific Purposes (ESP) (Čulić-Viskota, 2024).

International regulatory organizations, most notably the International Maritime Organization (IMO), use tools like the Standard Marine Communication Phrases (SMCP) and the Standards of Training, Certification and Watchkeeping for Seafarers (STCW) Convention to frame the teaching and learning of Maritime English (Čulić-Viskota, 2024). In 2001, IMO adopted the Standard Marine Communication Phrases (SMCP) and via STCW 95 they became a mandatory part of the education of officers at all white-listed training institutions (Trekner, 2007). These frameworks set defined standards for the kind and degree of language competency needed by seafarers, especially in situations when safety is crucial. As a result, teaching Maritime English goes beyond regular language training and includes specialized vocabulary, standard phraseology, and context-specific communicative techniques that need to be used precisely and under duress (Faradillah, 2025).

Maritime English **instructors** play a complicated and varied function in this difficult educational environment. They are required to serve as intermediaries between linguistic expertise and maritime professional activity in addition to being language instructors (Katuuk, 2024). Instructors must balance grammatical precision, communicative ability, and practical relevance in this dual function, which frequently puts them at the nexus of education and industry-specific expertise. While some **instructors** enter the classroom with **maritime** expertise but no pedagogical background, many instructors struggle to teach highly specialized topics without necessarily having professional maritime training. Important concerns about professional identity, the efficacy of instruction, and the suitability of current training programs for Maritime English teachers are brought up by this duality (Ratnaningsih, Munir, & Anam, 2025).

Maritime English learners, who are usually adult professionals or trainees, face their own set of difficulties at the same time. They must, frequently in a short amount of time, develop a functional command of English that facilitates clear, accurate communication in high-stakes situations. Thus, learning Maritime English entails not only language growth but also performance anxiety control, cognitive load management, and the integration of language with technical expertise and professional obligations (Silalahi, 2022).

By analyzing the interrelated difficulties of teaching and learning in this specialized field, the present paper aims to investigate the dual role of Maritime English instructors. The article seeks to illustrate the interconnectedness of the teaching process and to pinpoint consequences for professional development, training, and curriculum design by examining the linguistic, pedagogical, and contextual demands placed on both **instructors** and students. In the end, improving the standard of Maritime English instruction and, consequently, encouraging safer and more efficient communication at sea depends on comprehending and resolving these issues (Sari & Sari, 2022).

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## 2. The Specialisation of Maritime English

### 2.1. Maritime English: Definition and Application

Within the larger subject of English for Specific Purposes (ESP), maritime English is a highly specialized domain created to address the communication requirements of professionals working in maritime environments. The ESP movement is related to adult education, a form of education involving professional and vocationally oriented programs at advanced levels, taken for purposes such as qualification or mainly the development of new skills for work purposes (Rogers, 2002). English for Specific Purposes (ESP) focuses on developing procedures appropriate to learners whose fundamental purpose is to learn English for mainly educational or professional reasons and not simply to study the language system (Dudley-Evans, 2000). Furthermore, ESP courses are mainly centered on the context: the English language is taught as a subject related to the learners' needs in a particular field of human activity – consequently, learners are highly motivated as they are aware of the specific purposes for learning English (Popescu, 2010). ESP

learners are inherently autonomous, which renders them responsible decision-makers; they are fully grown psychosocially and culturally, with an established respect for others (i.e. the teacher, the fellow learners) and with a sense of discipline in the learning process itself (Sifakis, 2003).

Maritime English is task-oriented, context-dependent, and closely matched with the practical reality of living at sea, in contrast to General English, which concentrates on everyday communication across a wide range of contexts. Its main goals are safety, clarity, and successful communication in professional settings rather than linguistic sophistication (Sari & Sari, 2022). Adding to this, Maritime English is an umbrella term which refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping industry and it lies in the domain of workplace English; without doubt, maritime terminology poses a challenge due to its specialization and unfamiliarity (e.g. passengers sleep in *cabins*, meals are cooked in the *galley*, use of *port* instead of left) (Bocanegra-Valle, 2012). Moreover, it is used in a variety of communicative contexts, such as **onboard** crew interactions, ship-to-ship communication, ship-to-shore contacts, and formal paperwork including logbooks, reports, and manuals. These exchanges frequently take place in high-stress settings where communication is greatly impacted by time restraints, environmental factors, and safety concerns. Because of this, Maritime English emphasizes accuracy, conciseness, and clarity while frequently depending on standardized structures and limited language forms (Silalahi, 2022).

Maritime English is distinguished by its strong use of formulaic language and technical terms. A significant portion of the vocabulary consists of maritime terminology pertaining to navigation, cargo handling, engineering, and emergency protocols. This means that learners must pick up language that even proficient General English users may not be familiar with. Additionally, Maritime English uses established phrases and fixed idioms that are intended to reduce misunderstandings, especially when speakers may have different language origins and English competence levels (Sari & Sari, 2022).

The multicultural aspect of Maritime English is another crucial feature. These days, most maritime crews are multinational, bringing together people with various pragmatic standards, cultural communication styles, and mother tongues. As a result, maritime English serves as an impartial communication tool that must take linguistic variety into account without sacrificing operational effectiveness. Because successful communication depends not just on grammatical accuracy but also on shared customs, mutual intelligibility, and awareness of potential cross-cultural misunderstandings, this intercultural feature further sets Maritime English apart from other ESP variants (Windiahsari & Tsou, 2021).

## 2.2. Institutional and Regulatory Structure

International regulatory frameworks, especially those created by the International Maritime Organization (IMO), have had a significant impact on the development and standardization of Maritime English. The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), which clearly acknowledges the importance of English in guaranteeing safe navigation and efficient communication at sea, is one of the most important **legal frameworks**. According to the STCW Convention, seafarers must be proficient in English in order to communicate with authorities and other vessels, comprehend safety-related information, and carry out their tasks (Kovacevic, 2022). As navigational and safety communications from ship-to-shore and vice versa, from ship-to-ship, and on board ship must be precise, simple and unambiguous in order to avoid confusion and error, the need to standardize the language used became extremely urgent – this is particularly important in the case of the increasing number of vessels with crews speaking many different languages, since communication problems may cause misunderstandings leading to dangers to the vessel, the people onboard and the environment (IMO, 2002).

The Standard Marine Communication Phrases (SMCP) are a series of globally accepted phrases designed to standardize verbal communication in both **routine** and emergency maritime situations. The SMCP places a strong emphasis on clarity, simplicity, and consistency, complementing the STCW criteria. It frequently favors controlled vocabulary and limited syntax over the usage of natural language. Their goal is to improve mutual understanding and lessen uncertainty, especially in crucial circumstances like pilotage operations, collision avoidance, and distress communication (Giovanoglou, 2025a).

Maritime English teaching is significantly impacted by these regulatory systems. In order to ensure that students are both operationally and linguistically competent, instructors are obliged to connect their teaching methods with worldwide standards (Giovanoglou, 2025b). Because of this alignment, educators are under more pressure to stay up to date on changing rules and use standardized language into effective communication practices. Institutions that offer Maritime English courses must simultaneously strike a balance between pedagogical efficacy and regulatory compliance, frequently within time constraints and assessment-driven curricula (Giovanoglou, 2025c).

Because of institutional standards, safety requirements, and international marine governance, **maritime** English emerges as a regulated professional competency rather than just a language subject (Zhang & Cole, 2018).

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### 3. The Twofold Function of Maritime English Teachers

#### 3.1. Maritime Knowledge Mediator vs. Language Teacher

Teachers of maritime English work in an educational environment that goes beyond traditional language instruction. In contrast to General English teachers, they must teach not just language proficiency but also the professional and practical communication needs of the maritime sector. This expectation places them in a dual role: first, as language instructors tasked with fostering communicative skills, vocabulary diversity, and grammatical accuracy; second, as maritime knowledge mediators who must contextualize language use within operational scenarios and safety-critical tasks (Ridwan & Ulfa, 2020).

The lines between language education and vocational training are frequently blurred as a result of this dual role, which necessitates instructors to mix linguistic instruction with domain-specific knowledge. Explaining technical terms, deciphering procedural manuals, and leading simulations of actual marine communication—such as radio exchanges, emergency drills, and bridge **communication**—are all part of teaching Maritime English.

Translating difficult marine concepts into understandable language input is another aspect of the mediation function, especially for students with low English proficiency. In order to ensure that students can effectively apply language knowledge under operational restrictions, instructors must anticipate potential misunderstandings and modify their explanations to accommodate a variety of learner backgrounds. Since mistakes in understanding or production could have major consequences in actual marine contexts, this process requires a high degree of instructional sensitivity and contextual awareness (Standard Marine Communication Phrases, n.d.).

However, there may be pedagogical conflicts as a result of the emphasis on standardized language, especially when using SMCP. Standardization may be at odds with communicative language education concepts that prioritize adaptability, engagement, and real-world language use, even though it is necessary for safety and mutual comprehension. As a result, maritime English teachers must manage this conflict by striking a balance between the development of more general communicative skills and the requirement for regulated language forms (Basturkmen, 2010).

#### 3.2. Maritime English Teachers' Professional Experiences

Maritime English **instructors** come from a variety of professional backgrounds, which adds to the complexity of their position. In general, instructors can be divided into two groups: maritime professionals with little formal training in language pedagogy and language specialists with little **maritime** expertise. Every profile contributes unique strengths and intrinsic difficulties to the teaching process (Basturkmen, 2010).

Strong teaching abilities, a thorough comprehension of language learning processes, and classroom management and assessment expertise are common characteristics of language specialists. However, their unfamiliarity with marine operations, technological equipment, and onboard routines may make it difficult for them to completely contextualize language use or effectively answer industry-specific questions from learners. Because of this, these teachers frequently rely a lot on mandated curricula, standardized materials, and textbooks, which may not always accurately represent the changing realities of maritime practice (International Maritime Organization, 2017).

On the other hand, teachers who have worked in the maritime industry or as seafarers contribute important life experience to the classroom. Their first-hand knowledge of safety protocols, operational difficulties, and shipboard communication can improve the relevance and authenticity of education. However, these teachers may find it difficult to successfully scaffold learning, meet the needs of each individual student, or provide tests that appropriately measure linguistic ability rather than just technical knowledge if they lack sufficient expertise in language teaching methodology.

This disparity in career paths draws attention to a more general structural problem in Maritime English education: the lack of broadly accepted and precisely defined training requirements for **instructors**. Maritime English teachers frequently face dual expectations that go beyond the realm of their formal training, which causes role pressure and ambiguity in their careers. In an educational setting governed by safety requirements and regulatory requirements, instructors must constantly negotiate their professional identities, striking a balance between language proficiency and industry relevance (Windiahsari & Tsou, 2021). In order to handle the difficulties of teaching and learning in

this field, it is crucial to comprehend the dual role of Maritime English instructors. Understanding the complexity of this role can help develop more focused training programs, promote multidisciplinary cooperation, and eventually improve the efficacy of Maritime English instruction (Windiahsari & Tsou, 2021).

### 3.3. Difficulties in Maritime English Instruction

Due to the specialized nature of the profession, the variety of learner profiles, and the high-stakes situations in which communication occurs, teaching maritime English poses a number of difficult obstacles. In contrast to **everyday** language education (teaching English for General Purposes), teaching Maritime English places a great deal of pressure on teachers because it is directly related to operational safety, regulatory compliance, and professional performance. These difficulties can be generally divided into pedagogical, linguistic, and contextual or institutional aspects, all of which interact to influence teaching methods (Zhang & Cole, 2018).

### 3.4. Language Difficulties

The linguistic features of the area itself present one of the biggest obstacles to teaching Maritime English. Even expert English language learners are frequently unfamiliar with the extremely specific, function-driven technical vocabulary used in maritime communication. Because even small differences can result in misunderstandings, terms pertaining to navigation, engineering systems, cargo operations, and emergency protocols must be precisely understood and used. As a result, teachers must make sure that students get both lexical knowledge and the capacity to effectively retrieve and apply terminology in real-time conversation.

In addition to vocabulary, the demand for clarity and unambiguity frequently shapes Maritime English grammatical structures. Simplified grammar, imperative forms, and set syntactic patterns are often used in standardized phrases and operational instructions to minimize interpretation and error risk. These restricted forms can be difficult from a pedagogical standpoint because they may clash with learners' preexisting understanding of general English conventions or with communicative language education methods that prioritize grammatical flexibility and creativity (Čulić-Viskota, 2024).

Another major linguistic problem is pronunciation and intelligibility. English speakers in international maritime settings have a wide variety of accents and phonological patterns due to their varied linguistic backgrounds. Mutual intelligibility, especially in oral communication over radio or in loud shipboard environments, is the aim of instruction rather than native-like pronunciation. As a result, teachers must judiciously treat pronunciation problems, emphasizing rhythm and important phonemic contrasts that are essential for understanding while avoiding irrational demands that could make students more anxious (Faradillah, 2025).

### 3.5. Pedagogical Difficulties

Maritime English teachers confront significant pedagogical obstacles pertaining to learner diversity and instructional design in addition to linguistic issues. Adult learners with a range of educational backgrounds, professional experience, and English competence frequently make up maritime English classrooms. While some students may have greater verbal proficiency but less acquaintance with maritime operations, others may have substantial maritime expertise but poor language skills. It takes careful planning, differentiation, and ongoing adaptation to create teachings that take such variation into account (Katuuk, 2024). Another teaching problem is the utilization of real resources. Although real-world documents, manuals, and communication recordings improve authenticity and relevance, they are frequently intellectually taxing and linguistically complex (Ratnaningsih, Munir, & Anam, 2025).

In order to modify materials without oversimplifying content or sacrificing operational accuracy, instructors must find a balance between authenticity and accessibility. Both linguistic proficiency and contextual knowledge of maritime practice are necessary for this laborious adaptation process (Ratnaningsih, Munir, & Anam, 2025).

Maritime English assessment also poses special challenges. While strictly performance-based evaluations may place more emphasis on technical accuracy than linguistic competence, traditional language testing techniques may not adequately capture learners' capacity for successful communication in operational contexts (Silalahi, 2022). There is conflict between formative learning objectives and summative evaluation requirements since instructors are frequently obliged to evaluate students concurrently against institutional expectations, regulatory standards, and pedagogical aims (Sari & Sari, 2022).

### 3.6. Institutional and Contextual Difficulties

Teaching Maritime English is made more difficult by institutional and contextual issues. Particularly in pre-service training programs or certification-focused courses, instruction is sometimes given within severely limited durations. Instructors are under pressure to prioritize examinable subject above communicative development because this restriction limits opportunities for in-depth practice, feedback, and tailored support (Windiahsari & Tsou, 2021). Additionally, teaching Maritime English is frequently heavily exam-driven, emphasizing adherence to institutional standards or STCW criteria. Although these criteria are necessary for certification and safety, they might promote a limited emphasis on memorization of standardized phrases rather than the growth of adaptive communication skills (Kovacevic, 2022).

As a result, educators must balance educating students for the unpredictable reality of maritime communication with teaching to the test. The absence of professional development opportunities and established training pathways for Maritime English instructors presents another institutional difficulty. Many educators rely on self-directed learning and experiential knowledge rather than formal preparation for the unique demands of the industry. Professional isolation, role stress, and differences in the quality of instruction between institutions can all be caused by this lack of systematic support (Giovanoglou, 2025a).

When taken as a whole, these difficulties show how difficult it is to teach Maritime English and how hard the instructor's job is. In addition to individual skill, institutional acknowledgment of Maritime English as a specialized professional discipline with unique educational needs **it** is necessary to address linguistic, pedagogical, and contextual challenges (Giovanoglou, 2025b).

### 3.7. Difficulties in Acquiring Maritime English

The difficulties of learning Maritime English are very different from those of learning General English. These difficulties result from the high-stakes situations in which maritime communication takes place, the learners' professional profiles, and the specific linguistic requirements of the area. Many students view maritime English as a practical skill that is directly related to safety, employment, and professional performance rather than an abstract academic subject, which increases the cognitive and emotional demands of learning (Giovanoglou, 2025b).

### 3.8. Learning Needs and Learner Profiles

Adult professionals or trainees preparing for careers at sea make up the majority of Maritime English learners. They bring prior knowledge, developed study habits, and well-defined career objectives to the classroom as adult learners. But they also frequently deal with time, workload, and outside obligations, which can limit their availability for extended language practice. Maritime trainees may have different expectations for instruction than typical language learners because they place a higher priority on short-term functional competence than long-term linguistic growth (Ridwan & Ulfa, 2020).

The multinational nature of the shipping sector is reflected in the multilingual and multicultural nature of maritime English schools. Learners may come from a wide range of educational backgrounds, first languages, and **level of exposure to the English language**. Because some students may have easier access to instructional input than others, this variety may make learning more difficult.

Maritime English learning requirements are also very task-specific. For specific tasks like reporting **incidents**, responding to crises, and giving and receiving instructions, learners must be proficient in the language. This functional focus raises the cognitive demands on learners by requiring the integration of language learning with procedural and technical knowledge. Therefore, learning new vocabulary and grammatical structures is only one aspect of learning Maritime English; another **aspect** is comprehending when, how, and why particular language forms are utilized in operational contexts (Basturkmen, 2010).

### 3.9. Affective and Cognitive Barriers

For many students, studying Maritime English presents a significant cognitive load. It can be psychologically taxing to assimilate new language, technical material, and procedural information all at once, especially for students with lower general English proficiency levels. This cognitive load may impede development, lower self-esteem, and result in surface-level learning techniques that prioritize memory over deep comprehension (International Maritime Organization, 2017).

The learning process is further shaped by affective elements. Speaking in English causes anxiety in many students, particularly when mistakes could have major consequences for their safety. Participation can be hampered and practice opportunities reduced by a fear of making mistakes, being misinterpreted, or coming out as inept in front of peers and teachers. The knowledge that Maritime English is used in practical settings where communication breakdowns might have real-world repercussions frequently exacerbates this fear (Windiahsari & Tsou, 2021).

Motivation is a complicated factor **when it comes to learning Maritime English**. Intrinsic drive can vary, but extrinsic motivation—such as certification requirements or job opportunities—is frequently powerful. Engagement and perseverance may be impacted if some students view Maritime English as an enforced obligation rather than a personally valued talent. As a result, teachers need to help students take charge of their education and realize that good and mainly **effective** communication is more important than just passing exams (Zhang & Cole, 2018).

### 3.10. Education in Communication Environments with High Stakes

The direct application of Maritime English to high-stakes communication situations is one of its distinguishing characteristics. In contrast to many other types of language use, marine communication often takes place in stressful, time-constrained, and uncertain environments. In scenarios when speed and clarity are crucial, including emergency exercises, navigational coordination, or radio communication, learners are required to execute linguistically (Zhang & Cole, 2018).

This fact may cause a **disconnection** between what is learned in the classroom and **the** practical application. In controlled learning environments, learners may exhibit sufficient competency, but they may find it difficult to apply their knowledge in real-world **operational** situations. Opportunities for simulated practice, scenario-based learning, and frequent exposure to authentic communicative tasks are necessary to close this gap. Without these chances, students might not be confident in their capacity to utilize Maritime English successfully when it counts most (Čulić-Viskota, 2024). All things considered, the difficulties encountered by Maritime English learners underscore the necessity of teaching strategies that take into account both linguistic development and the cognitive and affective aspects of learning. Designing learning environments that promote proficiency, self-assurance, and efficient communication at sea requires an awareness of these difficulties (Faradillah, 2025).

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## 4. The Interdependence of Teaching and Learning

It is not possible to properly comprehend the difficulties related to Maritime English by looking at teaching and learning as distinct processes. Rather, they ought to be seen as interrelated aspects of a unified educational system where the responsibilities of teachers and students are constantly influencing each other. The dynamic interplay between instructional strategies, student participation, and the particular communicative requirements of marine situations is what makes marine English education effective (Katuuk, 2024).

By acting as a mediator between learner needs, pedagogical principles, and regulatory requirements, maritime English instructors play a crucial role in influencing students' experiences. Learners' cognitive load, motivation, and confidence are strongly impacted by instructional decisions about topic selection, task design, and assessment. For instance, by offering controlled practice opportunities, scenario-based exercises and simulations can help students contextualize language use and lessen fear. On the other hand, excessively strict or exam-focused teaching methods may restrict communication and deter students from actively using the language (Katuuk, 2024).

Additionally, learner characteristics have a **major** impact on instructional strategies. Teachers must constantly modify their teaching strategies to take into account the skill levels, professional backgrounds, and emotional situations of their students. When properly included into training, the important experiential knowledge that adult learners in marine contexts frequently possess can enhance classroom interaction. In addition to increasing relevance, acknowledging and utilizing students' professional experiences promotes a more collaborative learning environment where students are seen as active contributors rather than passive consumers of knowledge (Silalahi, 2022).

One of the main ways that teaching and learning interact is through feedback. Given the safety-sensitive nature of maritime communication, comments in Maritime English must strike a balance between encouragement and accuracy. In some situations, prompt and clear correction could be required to avoid the fossilization of crucial mistakes, but too much correction might increase worry and discourage involvement. As a result, effective teachers take a flexible approach to criticism, differentiating between mistakes that jeopardize safety and those that show linguistic improvement (Sari & Sari, 2022).

Another important component of the interdependent relationship between teaching and learning is reflective practice. It is mandatory for Maritime English instructors to continuously reflect on their teaching choices, student reactions, and learning objectives. Teachers can find gaps between intended and actual learning, modify their methods, and address new issues by using this reflective process. In an area where laws, technology, and business practices are constantly changing, reflection is especially crucial (Windiahsari & Tsou, 2021).

Opportunities for learners to reflect on their own communication skills and learning processes are beneficial to them. Encouraging students to assess their strengths, pinpoint areas for development, and acknowledge their success can boost their self-efficacy and encourage more independent learning. In real-world maritime environments, where students must independently use language skills under duress, these reflective techniques facilitate the transfer of classroom learning (Kovacevic, 2022).

The need for a comprehensive and flexible pedagogical approach is ultimately highlighted by considering Maritime English teaching and learning as an interconnected process. Effective Maritime English instruction depends on how well students engage with one another in a controlled yet flexible learning environment, not just on the instructor's skill or the students' drive. Recognizing this interconnectedness lays the groundwork for safer communication techniques in marine operations, better learning outcomes, and more informed instructional design (Giovanoglou, 2025a).

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## 5. Consequences for Education and Career Advancement

For instructors working in this specialized industry, focused training and ongoing professional development are essential due to the intricate and varied nature of Maritime English instruction. Traditional language teacher training programs are frequently insufficient to educate instructors for the unique demands of maritime contexts because Maritime English educators **assume** a dual function both **as** language teachers and mediators of maritime field knowledge. A more comprehensive and multidisciplinary approach to professional preparation is needed to close this gap (Giovanoglou, 2025b).

The **development** of specific training programs for Maritime English instructors is one important outcome. These programs ought to integrate pedagogical and language skills with a basic understanding of international legislation, safety protocols, and maritime operations. For both regulatory compliance and successful instructional design, familiarity with frameworks like the STCW Convention and the Standard Marine Communication Phrases is crucial. Teachers can balance communicative competency and operational precision with the use of structured training that specifically tackles the educational use of standardized language (Giovanoglou, 2025c).

In an area where industry practices are changing, technology is advancing, and regulations are constantly changing, continuous professional development (CPD) is equally crucial. Opportunities for workshops, collaborative learning, and in-service training can help instructors stay up to date and reflective in their work. Initiatives for professional development that foster cooperation between language experts and maritime professionals are especially beneficial because they facilitate the sharing of knowledge and aid in bridging the gap between linguistic theory and maritime practice (Zhang & Cole, 2018).

Institutional support is another significant effect. In order to acknowledge Maritime English as a specialized professional discipline rather than a supplementary topic, maritime training institutions are essential. The provision of resources for instructor development, access to current and authentic teaching materials, and the allotment of sufficient teaching time should all reflect this acknowledgment. Even highly qualified teachers may find it difficult to adopt successful, learner-centered teaching strategies in the absence of institutional support (Ridwan & Ulfa, 2020).

**Finally**, long-term quality and sustainability in the area depend on Maritime English instructors developing a professional identity. Professional confidence and motivation can be boosted by possibilities for certification or specialty, clear training pathways, and acknowledgment of instructional ability.

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## 6. Conclusion

In the international maritime sector, maritime English plays a crucial role as a communication tool as well as an essential part of professional competence and operational safety. Technical requirements, legal frameworks, and the realities of high-risk, multicultural workplaces all influence this specialized version of English for Specific Purposes. In order to highlight the interconnectedness of teaching and learning in this field, **the present paper presented** the difficulties of Maritime English from the perspective of the dual duty of teachers.

The analysis of the relevant literature has shown that instructors of Maritime English must manage a complicated professional identity that blends language proficiency with knowledge of maritime procedures and safety regulations. Pedagogical conflicts arise from this dual function, especially when teachers have to strike a balance between learner-centered teaching methods and regulatory compliance, or between standardized language use and broader communicative skills. As they work to develop a version of English that can be used correctly and successfully in high-stakes situations, learners encounter substantial linguistic, cognitive, and affective obstacles.

The interconnection of these processes by examining both teaching and learning issues has **also** been examined. The dynamic interplay of teachers' pedagogical choices, students' involvement and emotional reactions, and the institutional and regulatory circumstances in which instruction occurs results in effective Maritime English education. Learning outcomes and student confidence can be improved by teaching strategies that take into account the diversity of learners, control cognitive and affective demands, and incorporate real-world communication tasks.

The need for organized support systems for Maritime English teachers **was** further highlighted by the subject of training and professional development. **In order** for instructors to successfully carry out their dual function, **access must be provided for them** to specialized training programs, opportunities for ongoing professional growth, and institutional recognition. The consistency and quality of Maritime English training could be jeopardized without this kind of assistance, which could have an impact on maritime safety and communication.

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