

English for Specific Purposes in an Adult-Learner Context: The Case of Teaching Maritime English

Koutsogianni Sofia

Merchant Marine Academy of Aspropyrgos, 193 00
Aspropyrgos, Attikis, Greece

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Abstract: Maritime English constitutes a specialized field of English for Specific Purposes (ESP) that addresses the communicative demands of a multilingual and multicultural maritime environment, where effective interaction is directly linked to operational safety and efficiency. Historical and contemporary evidence demonstrates that inadequate English proficiency among crew members can lead to misunderstandings and maritime incidents, highlighting the necessity of standardized and context-specific language use. Within this framework, Maritime English is positioned under English for Occupational Purposes, focusing on real-life communicative tasks such as bridge operations, ship-to-ship communication, emergency procedures, and technical documentation. The theoretical foundations of ESP, including needs analysis and communicative competence, emphasize the importance of designing courses that are directly aligned with learners' professional roles and practical requirements. Adult learners, who form the primary audience in maritime education, bring goal-oriented motivation, prior professional experience, and specific learning constraints, necessitating flexible, learner-centered, and task-based instructional approaches. Effective teaching practices include the use of simulations, role-plays, and authentic materials, as well as alignment with international standards such as the IMO Standard Marine Communication Phrases and the STCW Convention. The IMO Model Course 3.17 further supports structured Maritime English instruction by integrating communicative language teaching, content-based instruction, and collaboration between language and subject specialists. Overall, the effective integration of ESP principles, adult learning theories, and industry-specific requirements enables the development of communicative competence that is essential for safe and efficient maritime operations.

Keywords: *Adult Learners, Content-based Instruction, ESP, IMO Model Course 3.17, Maritime English, Needs Analysis.*

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I. INTRODUCTION

Examining shipping from a historical perspective, it becomes clear that it is inextricably linked to the interaction of individuals from different cultural and, consequently, linguistic groups [1]. The interaction of individuals with different identities concerns not only the commercial relations developed in shipping but also its human resources. Indeed, the productive interaction of individuals with different languages and cultural identities is particularly important, as it is associated with safety in the maritime sector [2].

The interaction of individuals with different native languages onboard becomes evident through case studies where such interaction leads to misunderstandings and even serious accidents. One of the most notable examples is the Bunga Teratai Satu incident. This event occurred on November 2,

2000, when a vessel flying the Malaysian flag was heading toward Sydney. Specifically, the incident took place when no change in the ship's course was made around 7:00 by the Pakistani officer on watch at the time. The crew consisted of personnel from various countries, including Myanmar, Indonesia, and Malaysia, who did not necessarily possess an adequate level of English proficiency. Therefore, when the incorrect course of the ship was identified, crisis management was hindered by the crew's inability to communicate immediately and effectively in a common language [3].

Clearly, this does not mean that the presence of individuals with different linguistic and cultural identities in ship crews should be avoided. On the contrary, such heterogeneity constitutes an additional resource and a competitive advantage for shipping companies, as it enables the utilization of diverse perspectives on innovation, collaboration, and organizational

learning, leading to a more effective workforce with multiple and diverse forms of knowledge and skills [4].

Based on the above, shipping companies are faced with a crucial question: how can they leverage the benefits arising from culturally and linguistically diverse crews without compromising vessel safety? The answer to this question lies in the use of English for Specific Purposes (ESP) in maritime contexts, an issue that is examined in the present study.

II. OVERVIEW

One of the key characteristics of the global maritime business is the use of English as the primary language of international communication. To guarantee safe navigation, effective operations, and adherence to international rules and Conventions, seafarers, officers, and maritime professionals from a variety of linguistic and cultural backgrounds must be able to communicate effectively in English. English instruction must now be adapted to the unique communicative requirements of the maritime industry rather of being handled as a general language competence. Maritime English has emerged as a specialist branch of ESP as a result of this need [5]. Adding to this, the ESP categorization can be made based on i) different professional areas involved (EAP / English for Academic Purposes) and EOP (English for Occupational Purposes) [6].

The language used in a variety of professional contexts, such as bridge communication, ship-to-ship and ship-to-shore interactions, cargo handling (loading / unloading), emergency protocols, and technical documentation, is referred to as Maritime English. Numerous marine accidents have been linked to ineffective communication in these situations, underscoring the vital role that language competency plays in maritime safety [7]. It is worth mentioning at this point that investigations into the human factor regarding disasters at sea, which focused on communication behaviour, demonstrated that one third of accidents happen primarily due to insufficient command of Maritime English [8]. The Standard Marine Communication Phrases (SMCP) and the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) are two examples of rules and guidelines that have been established by international organizations like the International Maritime Organization (IMO), highlighting the significance of standardized and understandable English communication [9].

In 1973 the Maritime Safety Committee agreed that where language difficulties arise a common language should be used for navigational purposes, and that language should be English. In consequence, Standard Marine Navigational Vocabulary (SMNV) was initially developed, adopted in 1977 and amended in 1985. In 1992, the Maritime Safety Committee instructed the Sub-Committee on Safety of Navigation to develop a more comprehensive standardized safety language than SMNV, 1985 taking into the evolving conditions and circumstances in

modern seafaring and covering all major safety-related verbal communications. So, in 1997 the Maritime Safety Committee adopted the Draft IMO SMCP, developed by the Sub-Committee on Safety of Navigation. “*Under the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers, 1978, as revised 1995, the ability to use and understand the IMO SMCP is required for the certification of officers in charge of navigational watch on ships of 500 gross tonnage or more*” [10].

At the same time, adult learners - many of whom are either current professionals or trainees getting ready to enter the maritime workforce - are the main audience for maritime English instruction. Adult learners contribute unique qualities to the classroom, including explicit goal-oriented motivation, prior knowledge, and well-developed professional identities [11]. They do, however, also provide unique difficulties, such as constrained study time, disparate language ability levels, and ingrained linguistic patterns. Because of these considerations, learning strategies must be learner-centered, useful, and immediately applicable to professional duties in the real world [12].

Using ESP theory and adult education concepts as a framework, the present paper examines the teaching of Maritime English to adult learners. It seeks to investigate the pedagogical consequences for successful education, the unique characteristics of Maritime English, and the theoretical underpinnings of ESP. The study aims to offer insights and useful advice for educators and institutions engaged in maritime language training by concentrating on needs analysis, communicative competence, and suitable teaching approaches [13].

III. ENGLISH FOR PARTICULAR OBJECTIVES: CONCEPTUAL STRUCTURE

The expanding need for language teaching catered to the unique communicative requirements of students working in academic and professional settings gave rise to ESP. ESP is distinguished by its learner-centered and needs-driven approach, in contrast to General English, which emphasizes broad linguistic proficiency. Some of the most distinguished features characterizing ESP are the focus on training, the selection of appropriate content which is easier since English is intended to be used in specific vocational contexts and the aim to create restricted English competence [14]. According to Hutchinson and Waters [15], the reasons why students must acquire English define ESP rather than a specific language. The learner's professional objectives and communication needs are at the center of course design and instructional practice according to this functional perspective [13].

The emphasis on relevance and immediacy is a key feature of ESP. Clear, useful goals connected to their academic or professional settings usually inspire learners. Because of this, ESP courses emphasize linguistic functions, forms, and abilities

that are immediately useful in everyday life. Dudley-Evans and St. John [16] further stress that ESP entails the use of techniques and exercises that are representative of the fields and occupations it supports, as well as the choice of language suitable for such settings. In high-stakes industries like maritime operations, this connection between language training and professional practice is especially important [17].

EAP and EOP are the two primary branches of ESP. EOP targets the communicative demands of the workplace, whereas EAP concentrates on language skills needed in academic settings, such as reading research articles or writing academic papers. Since its main goal is to enable learners to carry out particular job-related duties efficiently and safely, maritime English falls under the purview of EOP, as already mentioned. These responsibilities include regulated exchanges during regular and emergency operations with VTS (Vessel Traffic Services and with other vessels), written reporting, and verbal communication and exchanges on the bridge (External as well as Onboard Communication Phrases) [9].

Most people agree that the foundation of ESP course design is needs analysis. It entails the methodical determination of learners' target language demands, including the contexts in which they will use English, the people they will interact with, and the necessary competency level. Needs analysis is the foundation on which we can develop curriculum content, teaching materials and methods that can lead to increasing the learners' motivation and success: the results of this specific analysis help teachers to identify the students' prospective professional needs, the students' needs in terms of language skills and the students' deficiencies in the area of language skills. Only after analyzing the students' needs and determining the objectives of the language course, can we select a material that meets their needs. When placed in the context of Maritime English needs analysis must take into consideration a number of variables, including employment functions on board, the makeup of the multinational crew, and legal requirements. To design effective education, learning needs—such as learners' present skill levels, learning preferences, and constraints—must also be taken into account in addition to target situation analysis [18].

Communicative competence, which encompasses discourse, sociolinguistic, and strategic competence in addition to grammatical precision, is another important theoretical idea in ESP. Intelligibility and clarity are frequently more important in marine contexts than native-like correctness, especially in multilingual settings. As a result, ESP training emphasizes standardized terminology, functional language use, and the capacity to handle communication breakdowns [13]. All things considered, the ESP theoretical framework offers a solid basis for teaching Maritime English. ESP theory facilitates the creation of courses that are both pedagogically competent and professionally relevant by including needs analysis, context-specific language use, and communicative competence. Adult learners, whose educational demands are strongly related to

their professional duties and real-life communication issues, are particularly well-suited to this approach [12].

IV. ADULT STUDENTS IN ESP ENVIRONMENTS

In the majority of ESP situations, adult learners are the main target demographic, especially in professional fields like marine education and training. Adults, in contrast to younger learners, usually pursue language acquisition with well-defined goals related to their professional tasks, career progression, or legal obligations. For ESP courses to be designed and delivered effectively, it is crucial to comprehend the traits of adult learners [17]. According to Rogers [19], the general characteristics of adult students-learners are the following: they define themselves as adults; they bring with them a package of experience; they are in the middle and not at the start of a process of growth; they come to education with intentions; they bring expectations about the learning process; they might have competing interests and they already have their own set of patterns of learning.

Knowles' andragogy is one of the most important theoretical frameworks in adult education. This concept states that adult learners typically bring a wealth of past knowledge and professional experience to the learning environment, are self-directed, and are inwardly motivated [11]. Even though their general English proficiency is low, students in maritime English classes frequently have significant technical experience and operational knowledge since some of them have already completed a relative amount of sea service. This past experience can be a useful learning tool, enabling teachers to structure language education around well-known professional duties and concepts [7].

Despite these benefits, adult learners can pose unique difficulties. As many maritime professionals juggle training with rigorous job schedules or periods of sea service, time constraints are a regular problem. Additionally, students in ESP classes may come from a variety of educational, cultural and linguistic backgrounds, and levels of language skill [5]. Additionally, adult learners may suffer from language anxiety or display fossilized errors, especially in pronunciation and grammatical structures that have become second nature over time. Confidence and inclination to engage in communicative activities may be impacted by these characteristics [20].

Motivation in ESP situations, and especially in Maritime English, is strongly correlated with the course material's perceived applicability and relevance. When adults can clearly perceive how language instruction supports their professional performance and safety obligations, they are more likely to actively participate in their education. Therefore, task-oriented approaches that simulate real-life communicative circumstances are frequently more effective than decontextualized grammar education or general language activities [21].

These traits have important ramifications for teaching ESP. Teaching strategies must be adaptable, learner-centered, and sensitive to the unique requirements of adult learners. In adult ESP classrooms, experiential learning, problem-based assignments, and group projects that draw from students' professional experiences are especially successful. Simulations, role-plays, and scenario-based exercises in Maritime English training give students the chance to practice language use in authentic and significant circumstances, boosting their confidence and conversational skills [22].

In conclusion, educational strategies that respect adult learners' autonomy, leverage their expertise, and take into account their practical limitations are necessary in ESP environments. ESP educators can establish productive and stimulating learning settings that foster the growth of professional communication competence by integrating pedagogical approaches with adult learning concepts. Since efficient communication is closely related to both operational effectiveness and maritime safety, these factors are particularly important in Maritime English instruction [20].

V. THE SPECIALIZED ESP FIELD OF MARITIME ENGLISH

Because of the particular communication requirements and safety-critical nature of the maritime industry, maritime English is a highly specialized section of ESP. Seafarers, officers, pilots, port officials, and other maritime stakeholders who frequently work in multilingual and multicultural settings use it. Because of this, Maritime English is a useful instrument intended to guarantee efficiency, safety, and clarity in maritime communication rather than just a technical variation of English [12]. Maritime English is used in many different operational fields. These include bridge and engine operations, maintenance tasks, emergency response scenarios, cargo handling protocols, and navigational communication on the bridge (external and on-board communication phrases). Verbal communication during routine operations, standardized terminology for safety-related communication, and written documentation like logbooks, manuals, checklists, and incident reports are all examples of spoken and written communication that are crucial [22]. In addition to having a specific vocabulary, effective communication in these situations necessitates the capacity to utilize language correctly and appropriately under time constraints and possibly stressful circumstances [17].

English's strict adherence to international laws and standards is one of its distinguishing characteristics. Through conventions like STCW (International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers), the IMO has been instrumental in formalizing language requirements for seafarers [11]. The STCW Convention, which mandates that seafarers be able to communicate effectively while carrying out their tasks, clearly acknowledges the significance of English proficiency for operational safety. Additionally, by offering a defined collection

of terms for both onboard and external maritime communication, the SMCP were created to lessen ambiguity and misunderstanding in crucial situations [7].

A crucial pedagogical factor in Maritime English training is highlighted by the usage of SMCP: intelligibility is given precedence over linguistic complexity or native-like accuracy. Because vessel crews are made up of people from all over the world, Maritime English serves as a lingua franca or "survival kit" where mutual comprehension depends on standardized expressions, predictable patterns, and good pronunciation [18]. This emphasis has significant educational ramifications, especially with regard to listening comprehension, pronunciation, and handling communication breakdowns. Additionally, oral communication is highly valued in maritime English, particularly in real-time operational contexts including coordination in emergencies, vessel traffic services communication, and bridge team effective cooperation. Written communication is still crucial, though, since errors in documentation can have negative effects on operations, safety, and legal dimensions [21].

The IMO Standard Marine Communication Phrases have been compiled mainly for three reasons: to assist in the greater safety of navigation and of conduct of the vessel; to standardize the language used in communication for navigation at sea, in port approaches, waterways and harbours, and onboard vessels with multilingual crews and to assist maritime training institutions in meeting all the above-mentioned objectives [10].

The IMO SMCP is divided into External Communication Phrases and On-board Communication Phrases as far as its application is concerned, and into Part A and Part B as to its status within the framework of STCW 1978, as revised. Part A covers phrases applicable in external communication (concerning ship handling and safety of navigation to be used in on-board communications, particularly when the pilot is on the bridge), and may be regarded as the replacement of the SMNV 1985, which is required to be used under the STCW Code, 1995, table A-II/1. Part B calls attention to other on-board standard safety phrases which, supplementary to Part A, can also be regarded as useful for maritime English instruction. The IMO SMCP builds on a basic knowledge of the English language – it was drafted intentionally in a simplified version of maritime English in order to reduce grammatical, lexical and idiomatic varieties to a tolerable minimum, using standardized structures for the sake of its function aspects, i.e. reducing misunderstandings in safety-related verbal communications, thereby endeavoring to reflect present maritime English language on board vessels and in ship-to-shore/ship-to-ship communication [10].

Maritime English is a prime example of the concept of context-specific language use from an ESP standpoint. While the function of communicative situations at sea is relatively predictable, the conditions and participants can vary. In order to explain meaning, ask for repetition, and react appropriately in

non-routine situations, learners must acquire both verbal and strategic competence. Cultural awareness and the achievement of intercultural competence is also essential because miscommunication in multicultural crews can be made worse by misinterpreting communicative norms [13].

In conclusion, the reality of globalized maritime industry and employment, international rules, and operational demands have developed Maritime English, a unique and complicated ESP sector. The necessity for focused education that incorporates linguistic, professional, and regulatory aspects is highlighted by its specialized nature. The basis for successful curriculum design and pedagogical practice is an understanding of Maritime English as a specialized ESP field, especially when addressing the needs of adult learners in maritime education and training environments [12].

VI. EDUCATING ADULT LEARNERS IN MARITIME ENGLISH

Teaching adult learners Maritime English necessitates instructional strategies that take into account both the unique features of adult education and the specialized linguistic requirements of the maritime industry. Maritime English instruction, as a subset of ESP, must be based on learner-centered pedagogy, professional relevance, and needs analysis. Effective language instruction is directly related to operational performance, safety, and regulatory compliance for adult maritime learners [22].

A. Design of the Curriculum

A methodical needs analysis that determines learners' professional roles, communicative obligations, and competency criteria should be the first step in developing a Maritime English curriculum. Even within the same training program, language requirements may differ greatly due to the variety of jobs on board ships, including those of deck officers, engineers, and ratings. Since the emphasis when teaching Maritime English is on the development of particular communicative skills necessary for workplace activities rather than abstract linguistic knowledge, a competency-based syllabus is especially suitable [17].

Clearly defined learning objectives should be in line with global norms like the SMCP and the STCW Convention. Transparency in course objectives increases motivation and engagement for adult learners since it allows them to connect the material to their professional obligations. Curriculum design flexibility is, also, crucial since it enables instructors to modify the material for mixed-ability groups and different operational circumstances [11].

B. Methods of Instruction

Task-Based Learning (TBL) and Communicative Language Teaching (CLT) are commonly recognized as successful approaches for teaching Maritime English. These methods emphasize meaningful communication and the use of

language to accomplish certain goals, which are in line with adult learners' practical orientation. Tasks like presenting safety briefings, providing navigational instructions, or responding to emergency situations allow students to practice language in practical and meaningful ways in Maritime English programs [7].

Because they simulate the communication demands of actual marine scenarios, simulation and role-playing are very useful in this context. Learners can improve their fluency, confidence, and strategic competency through bridge context simulations, emergency drills, and ship-to-shore communication exercises. By utilizing students' work experiences and promoting peer engagement, these activities also facilitate collaborative learning [5].

C. Educational Resources

A key factor in the success of Maritime English instruction is the use of instructional materials. Learners are exposed to the language they are likely to encounter in their professional setting through authentic documents including ship manuals, safety checklists, logbook entries, and incident reports. The use of SMCP as a fundamental teaching tool guarantees adherence to international communication standards and highlights the need of uniformity and clarity (*Exposure: Jurnal Pendidikan Bahasa Inggris, n.d.*). Authenticity increases relevance and trustworthiness for adult learners, which boosts engagement and motivation. To prevent cognitive overload, however, materials must be carefully modified to meet learners' competency levels. Video-based simulations and audio recordings of marine communication are examples of multimedia materials that can help improve pronunciation and listening comprehension [9].

ESP is a materials-led movement and, consequently, part of the role of the ESP practitioner has been to develop teaching material and resources to meet the specific needs of the learners [16]. The three main issues that are related to teaching materials in an ESP class are (i) authenticity, (ii) subject-specificity and (iii) learner motivation [22]. Authentic texts are those that are used in the learner's specialist area (written by and for specialists and not for language teaching purposes); in this sense, it is more appropriate to use adapted texts [23]. When it comes to the subject-specificity the focus is on the carrier-content (the specific language introduced through an ESP text which renders language as a vehicle of information) in contrast to real content (i.e. approaching a text as a means to acquire linguistic competence) [22]. The first two points, i.e. authenticity and subject-specificity promote learners' motivation, involvement and participation, making, thus, an ESP programme very effective [19].

D. Evaluation and Assessment

Performance should be given precedence over theoretical knowledge in Maritime English assessments, which should reflect the demands of real-world communication. For adult learners, performance-based assessment techniques including

oral exams, role-play assessments, and simulation-based assignments are especially appropriate. Instead of just measuring grammatical accuracy, these techniques enable teachers to assess students' proficiency in using English in operational contexts [9].

Additionally, as it offers continuous feedback and promotes student progress over time, continuous evaluation is advised. Peer and self-evaluation can further strengthen learner autonomy by motivating adults to take ownership of their educational development. Crucially, evaluation criteria must be clear and in line with professional norms and course objectives [18].

VII. IMO MODEL COURSE 3.17 – THE CASE OF TEACHING MARITIME ENGLISH

IMO has developed a series of Model Courses to assist maritime training institutes and their teaching staff in organizing and introducing new training courses or in updating existing training material; the Model Course material has been designed to identify the basic entry requirements and the trainee target group in universally applicable terms [25].

IMO Model Course 3.17 more than fulfills the competences regarding English language contained in the STCW Code. It is designed to help trainees develop their communicative competence in English to a level that will enable them to satisfy the competences related to English language set out in the STCW Code. The main idea that underpins the specific STCW requirements is that seafarers are asked to be competent in using English for professional purposes. In order to facilitate instructors, achieve this, the Communicative Language Teaching has been selected by the authors of the Model Course as the principal means of instruction and student learning in combination with other approaches such as Task-Based Learning and Lexical Approach. The Instructor Manual – which is part of the Model Course 3.17 – provides Maritime English teachers with an introduction to the principles, terminology and techniques of Communicative Approach to teaching. The following are included in this manual: a brief outline of the background of CLT, classroom management guidance as well as guidance on using the Internet and multimedia resources, instructions for tasks for the teaching of grammar / vocabulary / pronunciation / all four language skills. It, also, incorporates ideas for adapting authentic texts for language learning and suggests Content Based Instruction and “twinning” in order to integrate the teaching of English and technical maritime subjects [25].

There are two sections in the revised IMO Model Course: Core Section 1: General Maritime English (GME, designed for trainees with an elementary and lower intermediate or intermediate level of English), and Core Section 2: Specialised Maritime English (SME), which contain a number of detailed teaching syllabi. SME means that the second stage of Maritime English instruction could be maritime-specific: the aim here is

to achieve the effective communication competences of specific maritime duties by applying the English language. The SME section of this Model Course consists of five parts as per the different seafarer ranks or duties whose communication competences regarding the English language are required in the International Convention on Standards, Training, Certification and Watchkeeping (STCW Convention, 1978) – for example, Part 2.1. Specialised Maritime English for officers in charge of a navigational watch on vessels of 500 gross tonnage or more. The objectives of Part 2.1. are to develop trainees' ability to use Specialised Maritime English to facilitate the effective communication as per their duties and responsibilities; to ensure that the trainees have the knowledge, understanding and proficiency in English as set out by the STCW; to provide the instructor with suggested topics so as to accomplish routine and emergency orally or in written form according to their duties and to promote the language skills for continuing learning at sea. All the above can be achieved by using English in both written and oral form to use charts and other nautical publications, to communicate with other vessels, coast stations and VTS centres, to understand meteorological information and to perform their duties with multi-lingual crew [25].

Maritime English follows an ESP approach, i.e. the learners' focus and attention is on the linguistic peculiarities of professional communication in the maritime industry (ship design, seamanship, shipping, ports, maritime law). This includes lexical features (vocabulary, especially terminology or maritime communication), grammar, discourse (language-in-context) and pragmatic features (language-in-use, e.g. speech acts in VHF communication such as opening and closing signals or turn-taking signals). Many seafarers and cadets do not have access to comprehensible input in English although English language skills and effective communication are crucial competencies in the maritime industry. So, recently in the language teaching context English language instructors integrate the acquisition of content on the one hand and the attempt to develop language competence on the other. In order for this aim to be achieved is teach the content (e.g. electronic navigation, distress radio communications) in English by using language strategies that make the abovementioned content very comprehensible to the second language learners – an integration, this way, of teaching content and language would prove to be extremely effective. Content-based Instruction (CBI) is an efficient teaching method of combining language and content learning (subject matter) – in this approach, language is viewed as “a medium for learning content” and content is seen as a “resource for learning and improving language”. CBI has proved to be a valid approach on all learning levels and stages of teaching and instruction stages with good results in ESP for tertiary students, rendering it a useful tool in teaching Maritime English (ME) [25].

Furthermore, the Maritime English teacher should not hesitate to involve other teachers/instructors within a particular ME programme, especially subject teachers. This is the underlying principle of twinning: it is vital that English

instructors who have limited knowledge of the technical aspects of seafaring are given opportunities to cooperate with instructors from other departments so as to increase their understanding. At the same time technical instructors will also benefit from improving their knowledge of English through the integration of teaching English and technical maritime subjects. This is the adjunct model - one of the most common models of Content-Based Instruction – a linked content and ESL course with two separate instructors. Its goal is the mastery of both content material and the introduction to the academic discourse with the aim to develop transferrable skills: the language instructor is responsible for language and the content instructor is responsible for the content. Adjunct classes emphasize the acquisition of specific target (maritime) vocabulary and communicative skills to familiarise students with listening, note taking, skimming and scanning texts. In this twinning system of teaching, the language instructor has the responsibility for language while the content instructor has the responsibility for the content [25].

VIII. CONCLUSIONS

In conclusion, a comprehensive strategy that incorporates curriculum design, methodology, materials, and assessment within an ESP framework is necessary for the successful teaching of Maritime English to adult learners. Instructors can help adult learners acquire the language skills required for safe and efficient marine operations by emphasizing authenticity, relevance, and communicative competence.

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