

## The Importance of ESP (Maritime English) in the Maritime Industry for Safety Maintenance Onboard and Ashore

Nino Kurshbadze<sup>1, \*</sup>, Tamar Dolidze<sup>1</sup>, Natia Vasadze<sup>1</sup>

<sup>1</sup> *LEPL Batumi State Maritime Academy,  
53 Rustaveli str., Batumi 6010, Georgia*

<sup>2</sup> *Maria Curie-Skłodowska University  
Plac Marii Curie-Skłodowskiej 5  
20-031 Lublin, Poland*

\*Corresponding author e-mail: [n.kurshbadze@bsma.edu.ge](mailto:n.kurshbadze@bsma.edu.ge)

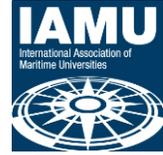
### Abstract

The 21<sup>st</sup> century is an era where the knowledge of the English language plays a pivotal role in the Maritime Industry. Seafarers must know General and Maritime English to operate and communicate successfully onboard and ashore. Since the crew members could consist of different nationalities and the English language might not be their mother language, ambiguity and confusion may take place while communicating, which can lead to human error and can be the direct cause of accidents. That is why Maritime English, as one of the sub-fields of ES, is built on specific terms and phrases elaborated and adopted by the maritime and shipping community. In 2001, the SMCP entered the Maritime field. As IMO suggests, they have been developed to cover the most important safety-related fields of verbal shore-to-ship (and vice-versa), ship-to-ship and onboard communications. The aim is to get around the problem of language barriers at sea and avoid misunderstandings which can cause accidents. ([http://www.imo.org/en/OurWork/Safety/Navigation/Pages/StandardMarine Communication Phrases](http://www.imo.org/en/OurWork/Safety/Navigation/Pages/StandardMarine%20Communication%20Phrases)). Hereafter, the major goal of these terms and phrases is to decrease human error accidents caused by language and communication. This paper considers the importance of effective communication in ESP, namely, Maritime English, for safety maintenance on the vessel and ashore. It highlights international developments aimed at ensuring that seafarers gain the appropriate skills and knowledge to communicate effectively and efficiently in ESP for the avoidance of the regulation of safety standards resulting from miscommunication among non-native speakers of English. The article aims to identify the gaps in ESP competence (at the level of receptive and productive skills) in the current curriculum for safety operations, elaborate effective strategies for improvement of the learning component of the curriculum, and offer practical solutions and recommendations for redesigning existing teaching methodology in the ESP. To achieve the goals mentioned above, a small-scale blended survey was conducted among undergraduate Bachelor's students and teaching staff of Batumi State Maritime Academy.

**Key Words:** Maritime English, ESP, Human factor, Competency-based learning outcome, safety

### 1. Introduction

We all agree that English as an International Language is the most powerful communication tool for people from different parts of the world to share a common code even with different language experiences. Although we are all aware that differences can still be traced in the choice of words and expressions, depending on age, job, education level, and region, we, as global citizens, are keen to adopt new words and phrases from different people using English as Lingua Franca (ELF), while at the same time combining them with local communicative needs as well (English as a GLOCAL LANGUAGE (Global + Local). English is also defined as a Global Language because it is spoken by people around the world, even if with different uses (Braj Kachru's theory of the "3 circles", L1 speakers- UK, Ireland, USA, Australia, New Zealand, Canada- more than 350 million people, L2 speakers (India, Nigeria, South Africa more than 430 million), EFL speakers- the rest of the world) [2].



At the same time, ELF is used by people of all ages, as nowadays, in the digital era, speakers from all around the world tend to communicate and interact with each other using commonly shared new words, phrases, and constructions based on their common interests.

English is also the international language for academic literature and research, Business, and Higher Education. A new language for specific purposes is practiced: English for Academic Purposes, as several academic programs are being delivered in English, both in presence and online, especially during the recent Pandemic. Consequently, having a good command of English is necessary to serve *occupational* and *study purposes* as a tool to share best practices and expertise. For students engaged or willing to get involved in International Exchange programs (i.e., Erasmus) and courses, English is the most common means of communication before and after enrolling in the program. They use it with course companions, administrative and teaching staff, and invited visiting scholars, as nowadays, increasingly more Universities are attracting foreign guest lecturers, visiting professors, and students from all over the world. English is their common working language outside their lecture halls, as are their online resources, open access journals, and research reports. It also assists scholars in networking and socializing, especially in webinars, conferences, and seminars. Nowadays, English is the language of travel and tourism, as it is of international news, both oral and written, and it is important to have a mastery of it so as not to need translations. Furthermore last but not least, English is a working language in Maritime Profession on board the ship and offshore. Therefore, Maritime Professions naturally require a good command of both General English and ESP, as seafarers and marine employees need to communicate for Business via General English and when performing their immediate duty requires using English for Specific Purposes for safety maintenance on board the ship.

## 2. Emergence of ESP

Teaching English for Specific Purposes (ESP) in the EFL field seems to have become a popular trend, and it is recognized as a separate activity within it. ESP emphasizes learners' interest in the interpersonal communication requirements of a given profession. ESP professors are thought to have developed their teaching approach and classified it as a distinct field of applied linguistics with its features. As a result, ESP has always strived to effectively communicate in the tasks given according to their field of study and work-related surroundings, even when distanced from the well-established standards of ELT [3].

Definitions of ESP emerged in the middle of the 20th century when it became clear that General English courses did not meet learners' and employers' professional needs. Since English is known to be the lingua franca in various professional fields, including business, media, technology, science, medicine, and maritime industry, the demand for the latter has been significantly growing in the countries with EFL playing main and subsidiary aims [4].

ESP is generally related to teaching and learning English for specific professions or, in general, for business. According to Robinson, ESP is "Goal-Oriented Language Learning" [5], which once again justifies the need for a good mastery of ESP for the representatives of different professions.

According to Fiorito, ESP "assesses needs and integrates motivation, subject matter, and content for the teaching of relevant skills" [6], which means that learners of ESP immediately apply the knowledge of the subject matter acquired through English in their daily lives and professional fields, being rewarding. For this purpose, ESP is actively taught in HEIs worldwide, including in Georgia and Poland, to prepare future specialists in various activity fields. It is supported by the international organizations and employers organizing specializing courses for their workforce to increase their proficiency level of English and, at the same time, their competence in various professional areas.

## 3. Maritime English from the Standpoint of Safety

Currently, the Maritime Industry relies heavily on mastering the English language. In order to operate and communicate efficiently onboard and ashore, seafarers must know General and Maritime English. Maritime English is an umbrella word for ESP used by both aboard and onshore mariners.



Since the vessels have to ship and anchor in different countries, crossing oceans and seas commonly, vessels are operated by different nationalities. Hence, knowledge of Maritime English is one of the main priorities in the maritime industry. According to Marine Society, 'Maritime English,' also known as 'Standard Maritime Communication Phrases (SMCP),' is the lingua franca at sea and is vitally important for a multitude of reasons; the safety of the crew, the efficiency of daily tasks and the integrity of the ship' [20].

As mentioned above, the main language spoken at sea today is English. The key role of using it is to avoid misunderstandings among crew members and not only, to avoid confusion and ambiguity while communicating ashore and onboard. Neglecting these elements might be the cause of mishaps caused by human error. That is why, in 2001, the SMCP entered the Maritime field. As IMO suggests, they 'have been developed to cover the most important safety-related fields of verbal shore-to-ship (and vice-versa), ship-to-ship and onboard communications. The aim is to get around the problem of language barriers at sea and avoid misunderstandings which can cause accidents' [16].

Maritime safety is a broad term that encompasses everything from ship design to personnel professionalism. The shipping company's current obligation is almost always to offer the best possible circumstances and resources for a ship's safe operation at sea. Therefore, the first SOLAS (International Convention for the Safety of Life at Sea version), in response to the Titanic catastrophe in 1914, was accepted, followed by the second in 1929, the third in 1948, and the fourth in 1960. The tacit acceptance mechanism is included in the 1974 edition, which states that an amendment will enter into effect on a set date unless an agreed number of Parties object to it before that date. The current revised version of the Convention is known as SOLAS 1974 and consists of 14 chapters [17].

Moreover, maritime personnel must know these rules for safety maintenance on board. Various training and workshops are held for seafarers' education, which meets the requirements of the SOLAS (Standards of Training, Certification, and Watchkeeping Convention) 1978. Thus, Maritime Education and Training (MET) is traditionally defined as an educational process providing students with the knowledge, understanding, and proficiency required to assume different duties on board ships. Consequently, maritime education is carried out at MET institutions delivering structured educational programs which are, in most countries, required for the certification of seafarers at the management level [18].

In order to gain knowledge in the above-mentioned maritime fields, seafarers must communicate in fluent English to speak and write effectively. Because of certain disruptions (noise, fog, etc.) that occur at sea during the transmission of the message, as well as for the sake of secrecy and maintaining traditions, marine professionals frequently use both verbal and nonverbal types of communication, which are regulated at both the national and international levels. Current marine communication standards must comply with the SOLAS (Safety of Life at Sea) convention.

It is worth mentioning that when at sea, many other factors are to be considered, i.e., used code, physical channel transmission, messages, their state, etc. Though, we need to single out the following main types of communication among the marine professionals:

**Communication between ships** – is required due to the following factors, i.e., types of information; the necessity to identify the vessel, asking for a pilot to come on board; transmission of warnings; granting assistance in case of the ship sinking, damages, on fire, running aground, running into collision and when a rescuer boat, a helicopter, medical or other fire-fighting assistance is required [19].

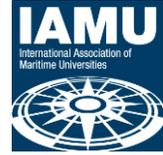
**Communication on board the ship** – is held through internal communication means, i.e., telephone, giving commands, face-to-face communication, etc. Therefore, for effective and clear communication, it is of utmost importance that the Captain's orders – being the message's sender depend largely on the crew's competence and training to timely and efficiently implement them.

**Communication for other purposes** – and finally, another type of communication, on all seas and oceans of the world and in foreign ports is held in English, which once again illustrates the importance of effective communication skills for marine professionals.

In order to avoid any language barrier and misunderstandings will be noteworthy to use the following: The speech should be slow and on point; explanation should be required; while having dialogues, check for understanding regularly; figurative speech, idioms, and slang should be avoided.

#### 4. Language Barriers and Miscommunication is the Cause of Maritime Accidents

According to different studies, more than 60% of employers look for soft skills while hiring, and more than 70 % want a candidate with strong communication skills. In the maritime industry, communication skills are even more important,



considering the industry is extremely global, with people from different parts of the world working together. Maintaining effective communication with them is highly important to ensure efficient delegation of work, avoid misunderstandings, and maintain a safe working environment [20]. Communication involves transferring information through verbal messages, written words, or non-verbal signals. As it is well known, maritime communication manifests itself on three levels: onboard communication, ship-to-ship communication, and ship-to-shore communication. Language, whether spoken or written, is a means of communication. However, lack of understanding and incorrect interpretation of language could become a communication barrier and result in the desired outcome not being achieved. Language barriers and miscommunication are often mentioned as causes of maritime incidents. This is not surprising as most merchant ships are operated by multilingual and multicultural crews [18]. Poor communication has been the main factor in numerous maritime casualties, varying from groundings and collisions to entire ship losses and, even worse, fatalities. Many studies have attempted to investigate the impact of national culture on human failures at sea, revealing that the lack of a common language could make the ship a high-risk work environment. Crews from various nationalities have different mother tongues, body language, and gestures, while different cultures may interpret things differently. Meanwhile, communication is a complex concept of its own, involving emotional triggers and audiovisual perception, and barriers to its effectiveness vary from physical to physiological factors.

To address language differences, in 1983, linguists and shipping experts created Seaspeak, a system of communication setting the rules on how to talk on a vessel's radio. The number of words can be said limited, and English was chosen as the principal lexicon. In 1988, IMO made Seaspeak the official language of the seas.

Unfortunately, there have still been examples of incidents where better language skills could have avoided accidents and, in some cases, could have saved lives [21].

Mistakes in this industry are costly. Language barriers and miscommunication on board merchant vessels primarily cause accidents at sea every year. Merchant vessels are multilingual and multicultural, so it is very difficult to communicate with fellow crew members or with other vessels and shore with assistance from bridge equipment, which helps reduce the risk of collision or other accidents on board.

## 5. Methodology

In order to demonstrate the role of ESP, in Particular Maritime English, for safety maintenance on board and ashore the ship, quantitative research was carried out. The questionnaire targeted two groups; accordingly, two questionnaires were distributed, one for the Bachelor 4<sup>th</sup> grade students and another for the ESP instructors, Lecturer/Sailor, and Lecturer. The online survey was disseminated via the link of google forms, where 52 students took part. For the 2<sup>nd</sup> group (ESP instructors, Lecturer/Sailor, and Lecturer), 25 respondents took part in the survey.

### 5.1 Results

The survey consisted of 15 close-ended questions, and respondents were asked to choose from a 0-5 complexity scale, with 5 being the most complex. The questionnaires were circulated for five weeks through an e-management portal of BSMA. The informants of the survey provided the following answers:

In the 1<sup>st</sup> statement, '**Language barriers can be a major reason for misunderstanding, confusion, and ambiguity among seafarers,**' 59 % of Students strongly agreed, and 25% of students agreed that language barriers could be a major reason for misunderstanding, confusion, and ambiguity among seafarers. As for the 2<sup>nd</sup> group of respondents (ESP instructors, Lecturer/Sailor, and Lecturer) - 68% strongly agreed, and 24% agreed with the statement mentioned above.

63,5 % of students strongly agreed, and 25% agreed with the statement that '**Good command of Maritime English is a precondition for safety maintenance on board and ashore.**' Whereas 80% of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, and 12% agreed with this statement.

55.8% of students strongly agreed, and 28.8% agreed with the 3<sup>rd</sup> statement, '**Good command of Maritime English considers good at both receptive (reading/listening) and productive (speaking/writing) skills.**' Whereas 62.5 % of the



2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, and 29.2 % agreed with the statement mentioned above.

53.8% of students strongly agreed, and 26.9% agreed with the 4<sup>th</sup> *statement* that '**Bad command of ME causes a violation of safety regulations resulting from miscommunication on board and ashore.**' Whereas 43.5 % of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed and 47.8. % agreed with the same statement.

50% of students strongly agreed, and 19.2% agreed with the 5<sup>th</sup> statement that '**Low competence of ME can be resulting from the gaps in the existing curriculum,**' and 25 % neither agreed nor disagreed with this statement. While 44 % of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, 44 % agreed with the same statement. This shows that students and academic personnel members have a different opinions in this regard. 41. 2% of students strongly agreed, and 29.4% agreed with the 6<sup>th</sup> statement that '**Redesigning the learning curriculum will facilitate bridging the gap of miscommunication in ME on board and ashore.**' Moreover, 19,6 % neither agreed nor disagreed with this statement. Though 44% of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed and 44 % agreed with the same statement, which once again demonstrated differentiated approaches towards problem-solving.

42.9% of students strongly agreed, and 36.7% agreed with the 7<sup>th</sup> statement, '**While redesigning the learning curriculum, a major focus must be made on receptive skills, especially listening,**' and 14,3 % neither agreed nor disagreed with this statement. Even though 36 % of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed and 40 % agreed with the same statement, and 16% neither agreed nor disagreed. This difference shows that both target groups share the idea of the importance of listening skills.

44.2% of students strongly agreed, and 38.5% agreed with the 8<sup>th</sup> statement, '**While redesigning the learning curriculum, a major focus must be made on productive skills, especially speaking,**' and 15,4 % neither agreed nor disagreed. Whereas 64% of the 2<sup>nd</sup> group respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, and 28% agreed with the statement highlighting the importance of productive skill-speaking.

55.8% of students strongly agreed, 26.9% agreed, and 13.5 % neither agreed nor disagreed with the 9<sup>th</sup> statement, '**Knowledge of IMO SMSP can facilitate safety maintenance on board and ashore.**' As for the 2<sup>nd</sup> group, an absolute majority, 72% of the respondents (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, and 16% agreed with the statement. This underlines the knowledge that IMO SMCP can facilitate on board and ashore.

48.1% of students strongly agreed, 36.5% agreed, and 9,6% neither agreed nor disagreed with the 10<sup>th</sup> statement, '**Testing student's receptive/productive skills with special simulations will facilitate identifying miscommunication gaps at an early stage .**' Whereas, an absolute majority, 70.8% of the respondents of the 2<sup>nd</sup> group (ESP instructors, Lecturer/Sailor, and Lecturer) strongly agreed, and 16.7% agreed with the statement, which once again differentiates students' opinion from the one provided by BSMA academic staff.

On the remaining five questions, which mostly measured respondents' competencies in different areas, the following results were obtained:

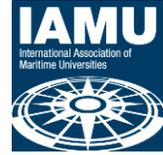
On Question N 11, which asked respondents to '**Provide the self-assessment of your English proficiency to understand the meanings set in issues 1-10**' for 76.9% majority of the content was clear. In the 2<sup>nd</sup> group of respondents, 92% agreed with the same statement.

On Question N 12 which asked respondents to evaluate the curriculum against the cognitive learning domain - Cognitive: I am recalling and explaining the important information; I am solving closed-end and open-end problems; I am creating "unique" answers to the problem; I am making critical judgments based on a sound knowledge base. The following results were received: 44.2 % of students strongly agreed, and 30.8% agreed, whereas 19.2 neither agreed nor disagreed. As for the 2<sup>nd</sup> group of respondents, 37.5% strongly agreed, 41.7 agreed, and 16.7 neither agreed nor disagreed.

On the Question N 13 which asked respondents to evaluate the curriculum against the learning domain- Affective: I am willing to listen; I am willing to participate; I am willing to be involved.

The following results were received: 51.9 % of students strongly agreed, 19.2% agreed, whereas 25% neither agreed nor disagreed. As for the 2<sup>nd</sup> group of respondents, 45.8% strongly agreed, 37.5% agreed, and 12.5% neither agreed nor disagreed.

On the Question N 14 which asked respondents to evaluate the curriculum against the learning domain – Psychomotor: I am mentally, emotionally, and physically ready to act; I can perform acts with increasing efficiency, confidence, and



proficiency. 54.9 % of students strongly agreed, and 25.5% agreed, whereas 19.6% neither agreed nor disagreed. As for the 2<sup>nd</sup> group of respondents, 37.5% strongly agreed, 45.8% agreed, and 12.5% neither agreed nor disagreed.

On the Question N 15, 'What are one to three specific things about the English course that could be improved to better support student learning to enhance proficiency (academic performance, self-efficiency in linguistic intelligence, and linguistic competence)?'. The 1<sup>st</sup> group of respondents gave the following answers: 67.3% - teaching and learning materials; 51.9% assessments methods; 40.4 voted for the content of the course; 44.4% gave preference to the issue of teaching and learning Materials (incorporating Maritime companies' policy/procedures/Guidelines); The second respondents gave different voting preferences to the solutions for improving student proficiency. In particular, 76% voted for Teaching and learning methods; 56% voted for Assessment methods; 52% voted for Teaching and Learning Materials (incorporating Maritime companies' policy/procedures/Guidelines), and 44% for the content of the course (incorporating academic writing and business communication).

## 5.2 Discussion of Results

Based on the survey's key findings, the language barrier is a major reason for misunderstandings, confusion, and ambiguity among seafarers. To overcome the problem of language barriers, the majority of the surveyed once again highlighted the importance of good command of ME, which simultaneously guarantees safety maintenance on board and ashore. This means that both students and teaching personnel are equally aware of the problem of potential misunderstanding resulting from the language barrier and, at the same time, acknowledge the role of ME in overcoming the latter. In addition, both groups surveyed declared that a good command of ME considers having good receptive and productive skills.

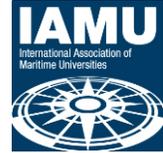
An absolute majority of the surveyed declare that the violation of the safety regulations mostly results from miscommunication onboard and ashore, primarily preconditioned with a bad command of ME. Therefore, in the 21<sup>st</sup> century, industry knowledge requires employees to have a good knowledge of a subject matter combined with the four basic language skills: reading, listening, speaking, and writing.

As seen through the analysis of the questions related to the gaps existing curriculum needs to be redesigned to bridge the gap of miscommunication in ME on board and ashore, and redesigning the curriculum means focusing on receptive and productive skills. And finally, knowledge of IMO SMCP can sustain safety maintenance on board and ashore, as declared by most respondents. On the whole, the major responsibility falls on us, educators, who need to test students' corresponding language skills with special simulations, identify gaps at an early stage, redesign the curriculum by integrating new teaching/learning methods, update the content of the course, revising and improving assessment methods and lastly, incorporating authentic teaching/learning materials from the maritime industry.

## 6. Conclusion

English is the first language spoken in the maritime industry, but for many crew members, this is not their native language, as is the case for Georgian Seafarers. Working with international crews worldwide, it became clear that working on English language proficiency is a good start but not enough. We concluded that addressing the problem of intercultural misunderstandings is also important. That leads us to develop additional components to enhance the learning course that seeks to help prevent misunderstandings between crew members with different cultural backgrounds and develop cross-cultural communication competencies. This helps them to understand how people from different countries and cultures will often have their perspectives and learn to recognize 'symptoms' of possible intercultural misunderstandings, and build bridges between different cultural perspectives in a very practical way to prevent human errors as the product of incorrectly made decision or action due to language barriers and miscommunications.

It is very relevant for educators – language teachers to recognize that to train complete total learners, there is the need to teach and evaluate the learners in the three domains (cognitive, psychomotor, and affective). In this stance, the cognitive and psychomotor domains are comprehension, writing, and grammar, while the affective are listening and speaking skills.



There is a need to strengthen teachers methodologies in language teaching through improved and adequate instructional materials. The proposed enhancement in the English Maritime Text manual may be considered. The proposed program for Maritime students' English proficiency can be utilized by all English teachers guided by syllabi and instructional materials.

## References

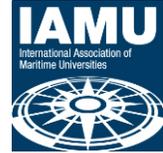
- [1] Kakhru, B. B. (1985) Standards, codification, and sociolinguistic realism: The English language in the outer circle. In: Quirk, R. and H. Widdowson, (eds.) English in the World: Teaching and Learning the language and the literature. Cambridge: Cambridge University Press.
- [2] Acar, A. (2003). The Communicative Competence Controversy. Asia EFC Journal.
- [3] Dolidze T. (2021); Challenges of ESP Education in Georgia during COVID1–19 Pandemic; DOI10.31489/2021Ped2/136-140; UDC372.881.111.1  
(chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://pedagogy-vestnik.ksu.kz/apart/2021-102-2/18.pdf?fbclid=IwAR34QtbSxKOGkU4KZh4zwXT4WQ-QMAvHW7gKWzZmvSnrsG4SK\_UIG7P93TA);
- [4] Dudley-Evans, T., & St John, M. (1998). Developments in ESP: A multi-disciplinary approach. Cambridge: CUP.
- [5] Robinson, P. (1991). ESP Today: a Practitioner's Guide. Hemel Hempstead: Prentice-Hall International.
- [6] Fiorito, L. (2005). How is English for Specific Purposes (ESP) different from English as Second Language (ESL), also known as general English? usingenglish.com. Retrieved from [www.usingenglish.com](http://www.usingenglish.com) March 2022;
- [7] Martes, L. (2015) Revision of IMO Model Course 3.17 Maritime English. Focus on Maritime English to Auxiliary Personnel.
- [8] Iakovaki, H. Building the intercultural dimension in new learning tools for seafarers: the Captain's platform for Maritime English. Special Academic Session: Cultural Diversity & Maritime Human Resources Management.
- [9] Sia T., Said M. (2019). The Importance of Maritime English Proficiency in Others Marine Related Undergraduate Programs, Proceeding of Marine Safety and Maritime Installation (MSMI 2018), (2019), pg. 306-312
- [10] Jomarie D. Navarro, Zenaida Z. Garbin, Edwin M. Agena, Olympio B. Garcia. Maritime Students' English Proficiency and Their Feedback on Instructional Materials. Asia Pacific Journal of Maritime Education, Vol. 1 No. 1, January 2015
- [11] Rustam Suhrab Ismail M., Syafiq Rizani M., Ikhran Mohamad Rauzilan M. (2020); A study on improving Maritime English performance among cadets at maritime universities. Maritime Technology and Research 2020; 2(2): 82-89;
- [12] Raju, A., et al. A need analysis of maritime English Language skills for Bangladeshi seafarers to work onboard ships. Maritime Policy. September 2020;
- [13] Tyron, O. Insight into an Acquired Accent of Maritime English Learners. Scientific Research Publication. Psychology (pg. 897-910)
- [14] Evangelos, T. Language barriers and miscommunications as a cause of maritime accidents. Merchant Marine Academy of Macedonia.
- [15] Doherty, P. Shipboard operating and maintenance procedures and the knowledge gap. Journal of Marine Engineering & Technology, 2016 Vol. 15, no. 3, 97–106;
- [16] Resolution A.918(22) Adopted on 29 November 2001 (Agenda item 9) IMO STANDARD MARINE COMMUNICATION PHRASES  
[https://wwwcdn.imo.org/localresources/en/OurWork/Safety/Documents/A.918\(22\).pdf](https://wwwcdn.imo.org/localresources/en/OurWork/Safety/Documents/A.918(22).pdf)
- [17] SOLAS consolidated edition, 2018  
<https://www.samgongustofa.is/media/english/SOLAS-Consolidated-Edition-2018.docx.pdf>
- [18] SkillSea CURRENT SKILLS NEEDS, Reality, and mapping, University of Rijeka, 2020  
[https://www.skillsea.eu/images/Public\\_deliverables/D1.1.2\\_SkillSea\\_Current%20skills%20needs%20\(Reality%20and%20Mapping\)\\_final%20version.pdf](https://www.skillsea.eu/images/Public_deliverables/D1.1.2_SkillSea_Current%20skills%20needs%20(Reality%20and%20Mapping)_final%20version.pdf)
- [19] Manolache, P. (1999). Maritime English, Constanta, MTC.

The 22<sup>nd</sup> IAMUC



Batumi, 21-22 Oct 2022

Proceedings of the  
International Association of Maritime Universities Conference



- [20] Buarqoub, I.A.S. (2019) Language barriers to effective communication. Jordan University, Jordania. Utopía y Praxis Latinoamericana, vol. 24, núm. Esp.6, pp. 64-77, 2019  
(<https://www.redalyc.org/journal/279/27962177008/html/>)
- [21] <https://safety4sea.com/cm-language-differences-onboard-a-barrier-to-ship-safety/>
- [22] <https://www.spotonlearning.eu/185/intercultural-communication-the-maritime.htm>