

Violeta Jurkovič*

*Faculty of Maritime Studies and Transport
University of Ljubljana, Slovenia
violeta.jurkovic@fpp.uni-lj.si*

ROUTINE MARITIME COMMUNICATION AT HIGHER EDUCATION INSTITUTIONS ALONG THE EASTERN ADRIATIC SEA

Abstract

Routine maritime communication refers to the regular and standardised intership and ship-shore exchange of information, crucial for ensuring safe and efficient navigation. Most professionals involved in this communication receive education and training in maritime studies from higher education institutions before beginning their professional careers. Previous research showed that the use of simulations and digital technologies may prepare students better for the complexities of maritime communication and ensure better communication practices in real-life situations. The main objective of this paper is to analyse the role and teaching of routine maritime communication at higher education institutions along the Eastern Adriatic Sea. Data for this study were collected through the analysis of Maritime English course syllabi at six higher education maritime institutions, and semi-structured interviews with their Maritime English teachers. The findings indicate several differences regarding the role of Maritime English and the role and teaching of routine maritime communication. Notably, the need for greater cooperation and availability of digital tools emerged as significant needs among the interviewed Maritime English teachers in the examined geographical context.

23

Key words

routine maritime communication, higher education, Maritime English teaching, Eastern Adriatic Sea, syllabus analysis, semi-structured interviews.

* Corresponding address: Violeta Jurkovič, UL FPP, Pot pomorščakov 4, 6320 Portorož, Slovenia.

1. INTRODUCTION

In the global maritime industry, shipping accidents may result from ineffective and ambiguous communication (Boström, 2020; John et al., 2017, 2019), including routine interactions between ships and shore service operators (IALA, 2017). The main purpose of routine maritime communication is to ensure safe and efficient navigation by promoting communication characterised by simplicity, clarity, predictability, and unambiguity (Johnson, 1999). Typically, this communication involves exchanges between two participants discussing one main topic, or two related topics or sub-topics. Consequently, the vocabulary, grammatical structures, and discourse patterns are highly regularised and limited to help the listener understand the message (IALA, 2017; Pritchard & Kalogjera, 2000).

An example of ineffective and ambiguous communication occurred during a routine maritime exchange between two vessels in the Northern Adriatic Sea in 2023. An outgoing vessel leaving the port asked an incoming vessel: "You won't cross ahead of me, correct?" The incoming vessel replied: "Yes, I want to cross ahead of you." to which the outgoing vessel said: "Okay." The ambiguity stemmed from the outgoing vessel's use of "won't", a homophone of "want", violating the recommendation against using abbreviated forms in maritime communication. Initially, neither vessel realised a misunderstanding had occurred. Fortunately, the accident was avoided by the timely action of the outgoing vessel and the intervention of the maritime traffic officer (Perkovič et al., 2023).

A recent comprehensive study conducted by Jurkovič (2022) clearly indicated that routine maritime communication between ship crews and shore service operators often significantly departs from established communication protocols. Notably, shore services do not tend to adhere to the prescribed protocol more strictly than ships. Jurkovič's (2022) study complements analogous findings from different geographical contexts (e.g., Boström, 2020; Dževerdanović-Pejović, 2013; Perea-Barberá & Parada Galindo, 2020), highlighting widespread issues in adherence to routine maritime communication standards.

Importantly for this paper, previous research corroborated the need for and effectiveness of the use of realistic communication scenarios in simulation-based tasks for maritime communication education and training, particularly through the application of digital tools (John et al., 2016). Based on their results, the authors suggested that maritime curricula should incorporate practical simulation exercises to prepare students for the complexities of maritime operations and to ensure better communication practices in real-life situations. This aligns with the necessity of establishing maritime communication training on genre- and scenario-based approaches, where discourse is integrated with distinct roles and situations (Zhang & Cole, 2018).

Applying Senge's (1994) concept of a learning organisation, which emphasises an adaptive attitude towards change, also at higher education institutions, including change driven by new information and technologies, it is expected that the

developments in the use of digital tools will prompt a change in the teaching of routine maritime communication. To analyse and identify this change, it is first necessary to examine the current situation regarding the role and teaching of routine maritime communication at higher education institutions. Given the shared educational tradition of Eastern Adriatic higher education institutions providing maritime education and training, the Eastern Adriatic context appears suitable for a preliminary study.

Therefore, adopting a qualitative methodology, the main objective of this paper is to analyse the role and teaching of routine maritime communication at higher education institutions along the Eastern Adriatic Sea (Slovenia, Croatia, Montenegro) by analysing the Maritime English course syllabi at these institutions and conducting semi-structured interviews with their Maritime English teachers.

This paper is organised into five main sections. Following the introduction, the theoretical background defines routine maritime communication, detailing its purpose, genre structure, and instructional aspects. The subsequent section presents the examined context, defines the research questions and research model, and outlines the methods used for data collection and analysis. The next two sections focus on presenting and discussing the study's main findings, and address the future research opportunities as well as limitations of the study.

2. THEORETICAL BACKGROUND

2.1. Routine maritime communication

Maritime English is a branch of English for Specific Purposes. It can broadly be defined as the specialised English used by various participants within the maritime industry in verbal or written communication (Bocanegra-Valle, 2010, 2024). One subvariety of Maritime English is English for navigation and maritime communications (Bocanegra-Valle, 2013), which is a highly specialised segment and narrow-scope realisation of Maritime English (Bocanegra-Valle, 2013; Pritchard & Kalogjera, 2000).

English for navigation and maritime communications is regulated by an internationally adopted standard protocol of communication that aims to harmonise maritime communication language forms and procedures (Bocanegra-Valle, 2011). This standard protocol is defined by several documents published by the International Telecommunications Union (ITU), International Maritime Organization (IMO), and International Association of Marine Aids to Navigation and Lighthouse Authorities (IALA; see Jurkovič, 2022).

From the perspective of the vessel's bridge team, English for navigation and maritime communications can be internal or external (see Bocanegra-Valle, 2013; IMO, 2001). Internal communication occurs on board ships among crew members in face-to-face conversations. In contrast, external communication happens between

bridge teams of different ships, and between bridge teams and shore services in ship-shore communication. Shore-based services assist vessels entering or leaving ports, and thus ensure safe and efficient navigation. These services include vessel traffic services (VTS), maritime traffic officers, maritime pilots, and tug services, among others. This means that external spoken communication is always achieved by two interlocutors in two different locations through radiotelephony (Boström, 2020, 2021).

An important part of routine maritime communication is Standard Marine Communication Phrases published by the IMO (henceforth IMO SMCP, 2001). The IMO SMCP (2001) are divided into External Communication Phrases (e.g., *You must wait for MV ... to cross ahead of you.*) and On-board Communication Phrases (e.g., *For safety reasons we request all passengers to go to their assembly stations on deck and wait there for further instructions.*). Their purpose is to enhance the safety of navigation and ship management, to standardise English for navigation and maritime communications, and to assist maritime education and training institutions (IMO, 2001). Although several suggestions have been made for their revision and extension (e.g., Čulić-Viskota, 2014), they remain an essential element of maritime communication teaching and use.

The general structure of routine messages typically involves three moves (Bocanegra-Valle, 2011). These are outlined below, alongside an example of a ship-shore routine communication between a maritime traffic officer and a ship requesting permission to conduct drills with a fast rescue boat and freefall lifeboat. As mentioned above, routine maritime communication between ship crews and shore service operators often significantly departs from established communication protocols (Boström, 2020; Dževerdanović-Pejović, 2013; Jurković, 2022; Perea-Barberá & Parada Galindo, 2020). For the purpose of this paper, the authentic sample of routine maritime communication was anonymised and aligned with the standard protocol of communication (Table 1).

Move 1 - initiate conversation/establish contact			
Vessel	City Harbour Master, City Harbour Master, this is Motor Vessel Planet. Over.	Harbour Master	Motor Vessel Planet, this is City Harbour Master. Go ahead. Over.
Move 2 - send message/exchange information			
Vessel	City Harbour Master, this is Motor Vessel Planet. Question. Do I have permission to lower the rescue boat and free fall lifeboat to water level this morning? Over.	Harbour Master	Motor Vessel Planet, this is City Harbour Master. Answer. When you are ready to carry out the drill, call me again and you will receive permission. You have the permission to lower the freefall lifeboat only by davit, not by freefall. Over.

Vessel	City Harbour Master, this is Motor Vessel Planet. Received. I will lower the freefall life boat by davit, not freefall. I require permission to manoeuvre close to the ship to take photos of our training. Over.	Harbour Master	Motor Vessel Planet, this is City Harbour Master. Received. When you are ready to carry out the drill, call again and you will receive permission to lower the freefall lifeboat by davit and manoeuvre close to the ship. Over.
Move 3 – end of conversation			
Vessel	City Harbour Master, this is Motor Vessel Planet. Thank you very much. I will call you again before I commence the drill to receive the permission. Over.	Harbour Master	Motor Vessel Planet, this is City Harbour Master. Thank you. Out.

Table 1. Sample maritime routine communication exchange based on the routine message move structure suggested by Bocanegra-Valle (2011)

The range of typical ship-shore routine maritime communication topics in each geographical area is relatively limited and defined by the maritime traffic context. In the area of the Port of Koper, Slovenia, for instance, these topics include pilotage, anchorage, ship’s reporting upon entering/leaving port, speed limit in the port area, information about the ship’s estimated time of arrival, navigation information, ship’s reporting upon leaving/entering sector 5 of the Adriatic Reporting System, ship drills (such as in the example above), towage, bunkering, and meteorological conditions (Jurkovič, 2022).

As mentioned, external maritime communication involves two interlocutors in two different locations communicating via radiotelephony (Boström, 2020, 2021). In intership communication, these participants are typically the deck officers or Masters on two different ships. In ship-shore communication, one participant is a deck officer or Master on a ship, whereas the other is a VTS operator, maritime traffic officer, maritime pilot, etc. on the other side of the communication line. Regardless of their roles, most interlocutors involved in these communications (see Directive 2008/106/EC of the European Parliament and of the Council, as amended) received education and training in maritime studies from higher education institutions before beginning their professional careers.

2.2. Maritime English teaching

Education and training in maritime studies are globally governed by the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (henceforth STCW Convention) (IMO, 1978) as amended. This regulatory instrument also establishes the English language standards and

requirements that shipboard crew members must meet. To assist maritime education and training institutions in organising and implementing courses that enable students to achieve the competence standards defined by the STCW Convention (IMO, 1978) as amended, the IMO developed a series of model courses. One such course is Model Course 3.17 Maritime English (IMO, 2015), which addresses the competences related to the English language as specified in the STCW Convention (IMO, 1978) as amended.

According to Model Course 3.17 Maritime English (IMO, 2015), students attending courses of specialised Maritime English for future deck officers are expected to achieve competence in using English in written and oral form, and in the IMO SMCP (2001). Among the expected education and training outcomes, students should be able to apply English to “communicate with other ships, coast stations and VTS centres” (IMO, 2015, p. 77) in routine and emergency communication.

In addition to setting out course outlines as well as detailed teaching syllabi, Model Course 3.17 Maritime English (IMO, 2015) provides Maritime English instructors with recommended forms of evaluation and assessment, and teaching methods and techniques. It emphasises that “the assessment criteria should reflect outcomes of the four communicative skills; particularly speaking and writing”, and that “upon taking the final speaking test, an officer of the navigational watch should prove to be a communicatively competent seafarer ...” (IMO, 2015, p. 206). To enhance fluency in speaking, the model course suggests employing teaching techniques such as dialogue building, internet chat rooms, guided telephoning, problem-solving simulations, and role play. Furthermore, Model Course 3.17 Maritime English (IMO, 2015) encourages the use of modern facilities in teaching, providing guidelines for Maritime English teaching aided by marine simulators, computer-aided language learning, and web-based Maritime English teaching.

The STCW Convention (IMO, 1978) as amended does not establish standards for the education, training or prerequisites required specifically for routine maritime communication for shore service operators. Instead, it refers to the model courses developed by IALA, which primarily focus on aids to navigation and maritime safety services, including VTS. Thus, entry requirements for a VTS operator in Europe are not standardised. In Slovenia, for instance, only maritime traffic control officers aiming for senior positions are required to have a bachelor’s degree in nautical or marine engineering studies, which includes education and training in routine maritime communication at the higher education level. However, all maritime traffic control officers and VTS operators possess IALA V-103/1 certification (IALA, 2022), which specifies the competences required by VTS operators, including communication procedures, provision of navigational assistance, and coordination with vessels and other shore-based services, among others.

3. RESEARCH QUESTIONS, MATERIALS AND METHODS

3.1. Context

The Adriatic Sea provides a direct maritime link to the Mediterranean Sea, and connects Southern, Central, and Eastern Europe to global shipping lanes. Thus, it has strategic importance for regional and European trade and tourism. Importantly, under the International Convention for the Prevention of Pollution from Ships (IMO, 1973/1978) as amended, the Adriatic Sea, along with other parts of the Mediterranean, is recognised as a special area due to its ecological vulnerability. Maritime higher education institutions in the Eastern Adriatic Sea area share a common educational tradition shaped by the region's common history, maritime tradition, strategic location, and cultural connections.

In the Eastern Adriatic Sea area, higher education in maritime studies, including navigation studies for future deck officers and – consequently – VTS personnel and maritime traffic operators, is provided by six institutions, listed here from north to south (see Figure 1):

- Faculty of Maritime Studies and Transport (located in Portorož), University of Ljubljana, Slovenia,¹
- Faculty of Maritime Studies, University of Rijeka, Croatia,²
- Department of Maritime Sciences, University of Zadar, Croatia,³
- Faculty of Maritime Studies, University of Split, Croatia,⁴
- Maritime Department, University of Dubrovnik, Croatia,⁵ and
- Maritime Faculty Kotor, University of Montenegro, Montenegro.⁶

¹ <https://www.fpp.uni-lj.si/en>

² <https://www.pfri.uniri.hr/web/en/index.php>

³ <https://pomorskiodjel.unizd.hr/en>

⁴ <https://www.pfst.unist.hr/en>

⁵ <https://www.unidu.hr/eng/>

⁶ <http://www.pfkotor.ucg.ac.me/en>



Figure1. Maritime higher education institutions in the Eastern Adriatic Sea area⁷

3.2. Research questions

Based on the presented context and main objective of this study, three research questions were formulated:

RQ1: What is the role of Maritime English at the examined institutions?

RQ2: What is the role of routine maritime communication at the examined institutions?

RQ3: How is routine maritime communication taught at the examined institutions?

In order to provide a comprehensive answer to the research questions, the following research model was used (Figure 2).

⁷ <https://d-maps.com/m/mediterranean/adriatique/adriatique05.gif>

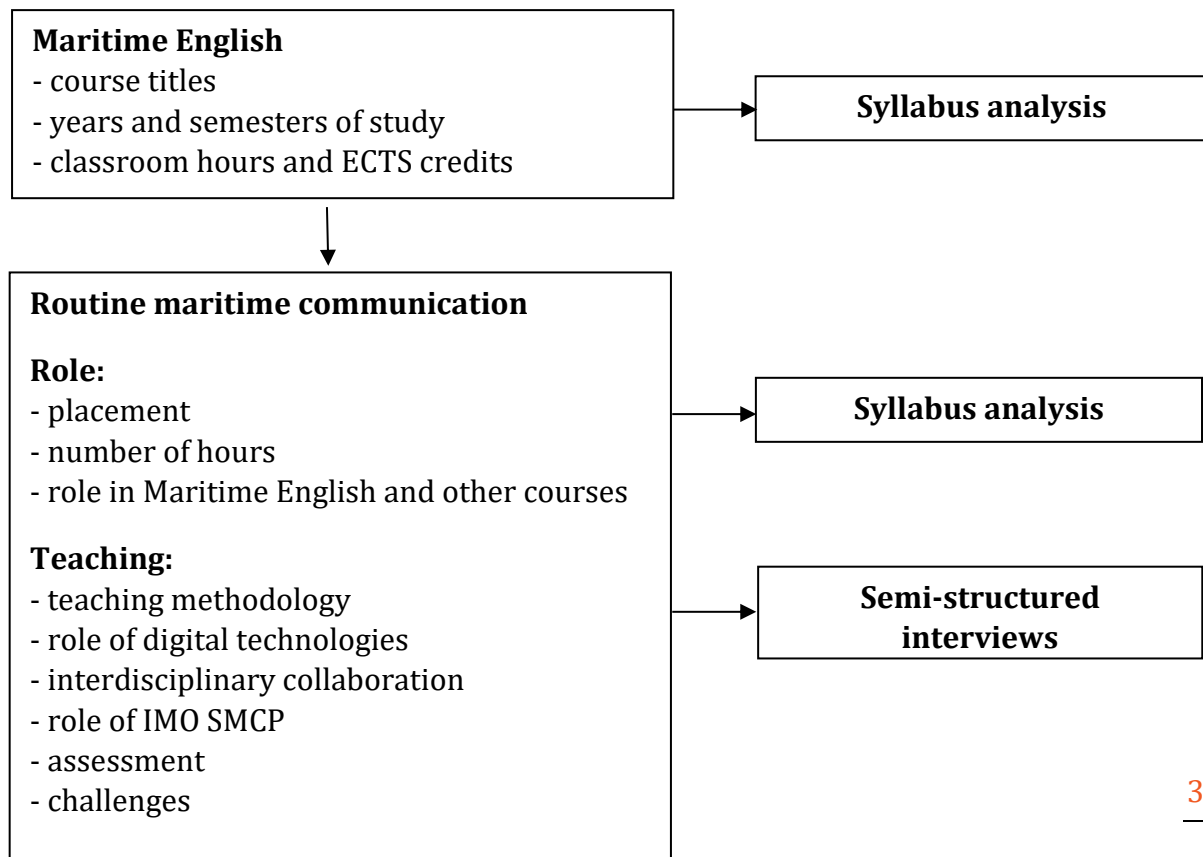


Figure 2. Research model

As shown in Figure 2, a qualitative methodology based on syllabus analysis and semi-structured interviews was used. First, syllabus analysis was conducted to gather information from all examined syllabi, including course titles, years and semesters of study, classroom hours, and ECTS credits for all courses dedicated to Maritime English at each institution. The scope of research was then narrowed down to routine maritime communication. In this step, the examined syllabi were checked for entries specifically referring to routine maritime communication in the syllabus outlines, objectives and competencies, intended learning outcomes, teaching methods, and assessment criteria. Semi-structured interviews were then conducted to verify, supplement, and interpret the information extracted from the syllabi, and to gather additional details and Maritime English teachers' views not provided by the syllabi, specifically concerning routine maritime communication, its role within the syllabus, and different aspects of teaching (see Appendix 1).

3.3. Instruments and data collection

Therefore, data for this study were collected by means of two instruments designed for the collection of qualitative data: Maritime English course syllabi at the examined institutions available online, and semi-structured interviews with their Maritime English teachers (the semi-structured interview protocol is provided in Appendix 1). The use of both instruments for triangulation seemed appropriate because textual coding and analysis, in this case of course syllabi, enables the identification of patterns, and the derivation of valid and replicable conclusions from texts in relation to their contexts (Krippendorff, 2019). Syllabi outline the learning objectives and offer a teaching strategies structure (Ison, 2010), covering essential readings, assignments, and course assessment methods. Syllabus analysis was used in the past with different research objectives, for instance to identify language skills that support language instruction (Ji-Yeon et al., 2013), and to explore the course topics, content, and assessment (Romero-Hall & Li, 2020).

A total of 29 Maritime English course syllabi were analysed, covering all Maritime English courses across all examined institutions (see Appendix 2 for detailed information on course titles, years and semesters of study, the number and type of classroom hours, ECTS, and course types). Although the amount of detail on routine maritime communication provided in the examined syllabi varies considerably, all include the essential course elements: course title, study program, year and semester of study, course type (compulsory or elective), number of classroom hours and ECTS credits, syllabus outline, objectives and competencies, intended learning outcomes, teaching methods, and assessment criteria.

Semi-structured interviews, on the other hand, are structured conversations where knowledge is co-constructed through the semi-structured professional interaction between the interviewer and the interviewee. This extends beyond the exchange of views in everyday conversations and involves a carefully planned dialogue with the purpose of obtaining and constructing new knowledge (Brinkmann & Kvale, 2018). A total of five interviews with Maritime English teachers were conducted in English online through live Zoom sessions. On average, each of these semi-structured interviews took approximately 60 minutes. The sixth interviewee answered the questions in written form due to her time constraints. All interviewed Maritime English teachers are female, non-native speakers of English with university degrees in linguistics and literature. Two of them hold doctoral titles. Three interviewees are experienced Maritime English teachers, while three have recently transitioned to teaching Maritime English from different disciplinary fields.

3.4. Data analysis

Maritime English course syllabi were analysed first. Data relevant to the content and/or teaching of Maritime English in general, and routine maritime

communication specifically, were identified and coded into a priori categories elicited from the interview protocol framework. To ensure the anonymity of the examined institutions, they were labelled as MEI (Maritime English Institution) and randomly assigned numbers from 1 to 6.

After the course syllabi analysis, the semi-structured interview protocol was designed. The interview protocol was sent to the interviewees prior to the interviews, allowing them to review the data extracted by the author from the course syllabi, and reflect on the questions to be discussed. At the start of each interview, the method of data collection, analysis, presentation, and archiving, in accordance with the General Data Protection Regulation of the European Union, was explained, and oral consent was obtained from the interviewees. A two-stage analysis of the interview transcripts was then employed. First, the interviews were transcribed using Microsoft 365 and reviewed for any automatic transcription errors. Then, the data were read several times to become familiar with the relevant aspects related to routine maritime communication. In the next step, the transcripts were coded to organise the data into a more manageable form, and to link them to the data derived from syllabus analysis. To ensure the anonymity of the participants, their comments were labelled as MET (Maritime English Teacher) with numbers corresponding to their institutions. In the case of one institution, two Maritime English teachers were interviewed. Therefore, their labels are supplemented with an additional letter 'a' or 'b'.

4. RESULTS AND ANALYSIS

In the Results and Analysis section, each research question will be examined separately. The main findings will be supplemented with typical examples extracted from Maritime English course syllabi and interview transcripts.

4.1. Role of Maritime English

The first research question concerns the role of Maritime English at the examined institutions. This will establish a context for the subsequent analysis and presentation of the role and teaching of routine maritime communication. The elements that will be examined are Maritime English course titles, years and semesters of study, and the number of classroom hours and ECTS credits.

Across all examined institutions, higher education navigation studies are based on the requirements of the STCW Convention (IMO, 1978) as amended and provided through undergraduate first-cycle degree programmes lasting three years, divided into six semesters. Despite the need for alignment with the requirements of this Convention and the common educational tradition of the examined geographical context, the analysis revealed significant differences.

The titles of courses provided at the examined institutions do not overlap. At Rijeka, Zadar, and Split, Maritime English courses are called “Maritime English”, usually numbered by semester (e.g., Maritime English 3 in the third semester). At Dubrovnik, the course titles are “Maritime English Language” supplemented by the number. At Kotor, it is “English Language” supplemented by the number, and at Portorož, the course in the first year of studies is called “Maritime English”, while in the second year it is called “English for Nautical Studies”. For clarity and brevity, all courses in the subsequent sections of the paper will be referred to as “Maritime English”.

Maritime English is a compulsory course in all six semesters at two institutions (Zadar and Split), in five semesters at one institution (Dubrovnik), and in four semesters at two institutions (Rijeka and Kotor). However, Rijeka also provides two elective courses in Maritime English in the last two semesters, which is not the case at Kotor. In Portorož, Maritime English is a compulsory course only in two semesters. The number of classroom hours and ECTS credits also varies significantly, from 150 hours or 10 ECTS credits at Portorož to 285 or 20 ECTS credits at Dubrovnik (see Appendix 2).

4.2. Role of routine maritime communication

The second research question concerns the role of routine maritime communication at the examined institutions. The elements that will be analysed are the semester in which routine maritime communication is taught, the number of classroom hours dedicated to it, the course objectives, course content, and learning outcomes related to routine maritime communication, as well as the coverage of this topic in other courses provided by these institutions.

Across all institutions, routine maritime communication is covered in the second year of studies. All interviewed Maritime English teachers agree that placing routine maritime communication in the second year of studies is appropriate for three reasons. The first is that in the second year of studies all students already have some disciplinary knowledge (MET4: “*This timing ensures that they have the necessary basic knowledge and skills in maritime terminology, and general communication skills, which are crucial for effectively learning and applying routine maritime communication.*”). Second, the third year of studies may be dedicated to elective courses whereas routine maritime communication is a compulsory learning outcome (MET2: “*This is one of the core STCW courses. So it has to be the compulsory one.*”). Last but not least, routine maritime communication is covered by maritime communication courses taught by subject-specific teachers during the second year of studies so in this way the content of the two courses is aligned (MET3a: “*I believe it should be kind of held parallel to the regular course in maritime communications.*”).

The number of classroom hours dedicated to routine maritime communication within second-year Maritime English courses varies. The examined syllabi do not

provide specific information on the number of hours dedicated to routine maritime communication. Data derived from semi-structured interviews revealed that the average is about ten classroom hours while the minimum is fewer than two hours. However, the discussion of the IMO SMCP (2001) can be seen as an integral part of routine maritime communication, and may take more classroom time (MET6: *"To be honest, maybe few hours because the beginning is standard marine communication phrases, the analysis of basic words, structures, questions. /.../ But as far as maritime communication is concerned, if you think of exchanges and these scenarios between VTS and ship, for ship-to-ship communication, they may be taught at the end of the semester and maybe it takes honestly one to two hours."*). On the other hand, about 30 classroom hours are dedicated to routine maritime communication as the maximum expressed by one interviewee (MET2: *"10 hours of lectures /.../ At least 20 hours of practice sessions."*).

The role of routine maritime communication is evident from the analysis of course objectives, course content, and expected learning outcomes in the examined Maritime English syllabi. It appears among the course objectives at four out of six institutions (e.g., MEI6: *" /.../ especially in establishing maritime communication at sea, and shore-to-shore and ship-to-shore communication"*), expected learning outcomes across all six institutions (e.g., MEI3: *"Consolidation of terminology used in communication when berthing, ship-shore and shore-ship communication, and port approaches"*), and course content across all six institutions (e.g., MEI1: *" /.../ communicate with other ships, coast stations and VTS centres"*).

The importance of routine maritime communication is also acknowledged by all interviewees (MET3a: *"I believe that maritime communications are extremely important because failure to adhere to communication standards /.../ can have catastrophic, can lead to catastrophic events."*). Nevertheless, routine maritime communication appears to have a secondary role compared to distress, urgency, and safety communication transmitted in cases of emergency (MET5: *"I put greater stress to this urgency and safety communications, and mayday, much more attention."*). This aligns with the importance given to these types of communication in the examined syllabi.

Routine maritime communication is also addressed in other non-Maritime English courses across all institutions, notably during maritime simulator training. The course most relevant to this aspect across all institutions is titled "Maritime Communications" or "Maritime Radiocommunication". This course is mostly offered in the second year of studies, and specifically covers routine maritime communication as well (e.g., MEI4: *"Present the GMDSS system in a practical way in cases of distress, urgency, safety, and routine communication."*).

4.3. Teaching of routine maritime communication

The third and final research question concerns the teaching of routine maritime communication at the examined institutions. The elements that will be analysed include teaching methodology, the role of digital technologies, the role of the IMO SMCP (2001), interdisciplinary cooperation, assessment practices, and challenges experienced by the interviewed Maritime English teachers when teaching routine maritime communication.

The teaching methodology adopted for routine maritime communication is explicitly stated in the examined Maritime English syllabi in only one case (MEI3: *“Pair work, dialogues, role play”*). However, the analysis of semi-structured interviews revealed that all Maritime English teachers adopt a similar traditional approach when teaching routine maritime communication. This typically involves an initial explanation followed by various practice tasks, often scenario-based role plays conducted in pairs or groups, designed to internalise the rules governing routine maritime communication through language drills (MET2: *“So after each lecture they have two hours of practice sessions so she does really a lot of drilling.”*). If the teacher has access to authentic routine maritime communication recordings (MET5: *“I let them listen to the original standard marine communication phrases.”*), these are used in teaching with a dual purpose. The first is to ask students to align the authentic communication with the presented standard while the second is to expose them to authentic routine maritime communication. As mentioned in previous sections of this paper, this often diverges from the internationally adopted standard (MET2: *“Then I sort of start from what it’s supposed to be the standard, and then we try to expose them towards the end to what the reality is really like. Now somebody might not agree with this, but I kind of feel like I’m cheating if I don’t tell them that in reality this is probably not going to sound the way I’m teaching them.”*).

Digital technologies are used in the teaching of routine maritime communication to varying extents, ranging from minimal use to extensive integration via Moodle-based virtual learning environments. Minimal use consists in uploading presentation slides or links to online video content (MET3a: *“The only digital materials or tools or whatever I use would be my presentations.”*). A possible reason for the limited use of digital technologies might be the lack of digital skills, as expressed by one interviewee (MET5: *“I’m sometimes afraid of the technical difficulties.”*). On the other hand, integration involves virtual learning environment modules designed for self-directed learning based on audio recordings accompanied by a variety of practice tasks, explicitly mentioned by two institutions (MET2: *“I don’t know, there are dozens of them, so they all can practice on their own whenever they want to. You know, because the listening part is very often neglected, you kind of expect that, you know, they’re going to just, you know, start sailing and understand everything.”*). One interviewee explicitly stated the need for greater integration of digital technologies in the teaching of routine maritime communication (MET4: *“I*

think that more immersive training experiences where students can practice communication in virtual ship environments are needed.”).

The importance of the IMO SMCP (2001) for maritime communication in general and routine maritime communication specifically is corroborated by their explicit mention in various sections of all examined syllabi: course content (e.g., MEI1: *“/.../ including the ability to use and understand the IMO Standard Marine Communication Phrases /.../”*), course objectives (e.g., MEI1: *“/.../ learn how to use Standard Marine Communication Phrases in spoken and written communication to be able to engage in intership, intraship and ship-shore communication”*), and expected learning outcomes (e.g., MEI5: *“SMCP”*). The approach to teaching these, on the other hand, displays some degree of variation. In one case, the IMO SMCP (2001) are integrated into various course units (MET3a: *“For example, berthing or meeting heavy weather or whatever part of the lesson we usually go through, some of these SMCP that might contain some new vocabulary.”*). In one case they are the focus of a whole course (MET6: *“Yes, the whole semester is dedicated to teaching the standard marine communication phrases. Because first of all, they have to know and to be aware of that there is a standard in maritime communications.”*). One interviewee thinks that a careful selection of the most relevant principles underlying the IMO SMCP (2001) is necessary (MET2: *“I usually try to approach this in a way that I first try to explain to them what is the point behind the SMCP. /.../ I single out the most important phrases that SMCP recommends instead of just giving them lists and lists and lists of words.”*).

Interdisciplinary cooperation with teachers of non-Maritime English courses is not specifically mentioned by any of the examined syllabi, which means that this is not systemically implemented. However, one interviewee stated that cooperation with representatives of the local maritime industry is a part of their institutional policy (MET6: *“Yes, they like when you bring them a captain or VTS operator. We do that a lot because it is in accordance with our teaching plans.”*). At all other institutions, disciplinary teachers of other courses mostly act as advisors to Maritime English teachers by providing relevant information or resources, or engaging in professional discussions on common topics (e.g., MET3a: *“In 100% of cases I receive not just an answer but pointers, suggestions, advice, uh, materials. So far, it’s been actually awesome.”*).

Routine maritime communication is integrated into the assessment of the learning outcomes in various forms and to varying degrees. While routine maritime communication is inherently a spoken communicative act, it is most commonly assessed through tasks included in the written portion of the final exam (e.g., MET2: *“/.../ multiple choice questions in which we ask them to choose the appropriate term to finish the conversation. Or ask them to insert the message marker”*). Two interviewees mentioned assessing students’ routine maritime communication skills during the oral portion of the final exam, mostly through role plays. None of the examined syllabi explicitly outlines assessment practices that would specifically refer to routine maritime communication.

The final analysed element concerns challenges experienced by the interviewed Maritime English teachers in relation to the teaching of routine maritime communication. The semi-structured interview analysis suggests that these challenges differ based on the teachers' experience in the Maritime English domain. Less experienced teachers seem to be less integrated with the faculty staff at their institutions and the local maritime industry, which also results in a lack of access to authentic routine maritime communication recordings that could be used for educational purposes in class (e.g., MET3a: *"I feel sorry that the maritime industry does not make these things public, it really would serve instructional or educational purposes."*). It is important to note that access to authentic recordings is severely limited by the European General Data Protection Regulation as the voice of anybody involved in maritime communication is considered personal data. The less experienced interviewed Maritime English teachers also expressed their limited familiarity with the maritime domain as a significant challenge (MET3b: *"I don't have any personal experience with the sea in my family, so it was a bit of a struggle for me, it was difficult and it still is."*).

Another challenge is low student awareness of the importance of complying with the standard in routine maritime communication, particularly among students who already have some seafaring experience, and who are aware of the differences between the internationally adopted standard and authentic routine maritime communication in practice (MET6, relating what one of her students with some seafaring experience said: *"Oh, no, we don't use this very much, not in that order, not in using that structure. That's not the real situation on board."*). The importance of routine maritime communication, if compared to other types of communication, also seems to be underestimated by the students (MET2: *"It's the routine messages that seem to be, I don't know how to state this, they seem to be deceptively simple to our students."*), especially those that might otherwise have a high of English communicative competence level in general English (MET3a: *"But I kind of get the feeling that they say my English is excellent. You know, I don't need this."*). Nevertheless, the awareness of the importance of routine maritime communication, IMO SMCP (2001), and greater adherence to the standard seems to be rising (MET6: *"There is a huge difference between using SMCP ten years ago or now."*).

The final challenge, expressed by three interviewees who are all experienced teachers of Maritime English, is not related to the content of teaching but rather to the teaching methodology. These teachers appear to be well integrated with the faculty staff and the local maritime industry, which may grant them access to authentic routine maritime communication recordings, and they have a high level of familiarity with the maritime domain. What they find challenging is the students' response to traditional language drill exercises, role plays, and scenario-based teaching of routine maritime communication (MET2: *"So even the best of them in the group, you see that they're worn down with another scenario and another scenario."*). A potential solution might be an integrated approach that combines traditional teaching methodologies with the use of digital technologies (MET2: *"They need new*

technologies, whether that's the right term or not, methods I don't know, because they're not motivated enough. /.../ We need to incorporate this into activities of potentially something like chatbots, yeah.”).

5. DISCUSSION AND CONCLUSION

The main objective of this paper was to analyse the role and teaching of routine maritime communication at higher education institutions along the Eastern Adriatic Sea.

Despite international regulations governing Maritime English content and recommended teaching practices, as well as shared geographical and educational traditions, the results reveal notable differences among these institutions in particular regarding the titles of Maritime English courses, and the allocated number of classroom hours and ECTS credits.

Regarding the role and teaching of routine maritime communication, which is the focus of this paper, both similarities and differences are observed. All reviewed syllabi adhere to the STCW Convention (IMO, 1978) as amended, and IMO Model Course 3.17 Maritime English (IMO, 2015), recognising the importance of routine maritime communication and the related IMO SMCP (2001) within course objectives, course content, and/or expected learning outcomes. Similarly, routine maritime communication is consistently scheduled in the second year of studies across all institutions and is integrated into non-Maritime English courses as well.

However, when transitioning from the syllabi to teaching practice, more significant differences emerge. These include varying emphasis by Maritime English teachers on routine maritime communication, diverse teaching methodologies involving digital technologies, different assessment practices, and distinct challenges faced by teachers in this domain.

First, minimal classroom time allocated to routine maritime communication may suggest a potential lack of awareness among teachers regarding the potential navigational risks associated with ineffective routine maritime communication (see Boström, 2020; IALA, 2017; John et al., 2017, 2019). Additionally, the integration of digital technologies, primarily through the functionalities of virtual learning environments, also exhibits significant variation. While Moodle-based modules have been developed for students' self-regulated learning at two institutions, at two other institutions virtual learning environments are limited to uploading presentation slides. Importantly, none of the interviewees mentioned the use of advanced digital tools nor online resources for self-regulated learning, but instead voiced the need for greater integration of digital technologies into teaching. Last but not least, assessment practices also vary considerably. Although routine maritime communication is realised through speech, its assessment – if included at all – takes place through tasks in the written portion of the final exam, which does not align with

Model Course 3.17 Maritime English (IMO, 2015) regarding the assessment of routine maritime communication.

These findings seem to lead to several observations. First, Maritime English teachers at different points in their careers might have different professional development and teaching needs. Initially, the primary challenge appears to be the lack of expertise in the maritime domain overall. This is particularly relevant in the examined context where all Maritime English teachers have a background in linguistics and literature, and have never been active seafarers (for a discussion of various types of Maritime English instructors see Cole et al., 2007). Importantly, disciplinary knowledge has been shown to have a positive effect on teacher identity, self-image, and confidence (Li, 2022). Only when this challenge is overcome, other challenges, such as the need for different teaching methodologies tailored to the preferences and needs of today's students, become more prominent. Furthermore, Maritime English, especially if further narrowed down to English for navigation and maritime communications, is a niche discipline, in the case of the Eastern Adriatic Sea area provided by fewer than ten Maritime English teachers at six institutions. This may contribute to a sense of isolation of the Maritime English teachers, also noted with teachers of languages for specific purposes in other contexts (López-Zurita & Vázquez-Amador, 2023; Podgoršek et al., 2021). However, all interviewees emphasised a satisfactory level of cooperation with the disciplinary teachers at their institutions, which appeared as problematic in other contexts (e.g., Stewart, 2018).

A possible solution is the creation or consolidation of a community of practice of Maritime English teachers in the local environment of the Eastern Adriatic Sea area. In this case, a community of practice is seen as a group of people who share common goals, challenges, and interests and who, by participating in such a community, contribute to the common construction of knowledge and competences (Wenger et al., 2002). Participation in projects and conferences, and sharing of knowledge and resources through informal contacts might contribute to a sense of belonging to such a community, and the development of various Maritime English teacher competences, including digital competences.

Next, despite the availability of virtual learning environments across all observed institutions, their functionalities do not seem to be used to their full potential for the teaching of routine maritime communication, which in many cases requires extensive language drill tasks. Instead, most interviewees rely on more traditional teaching methods. Careful use of digital tools was shown to have a positive influence on student motivation by providing interactive and engaging tasks and a dynamic learning environment (Stockwell, 2013), and has great potential for preparing students for better maritime communication practices in genre- and scenario-based approaches (see John et al., 2016; Zhang & Cole, 2018). In addition, the transfer of language drill tasks to virtual learning environments would free up classroom time that can instead be dedicated to reflection and discussion activities.

The professional development need for training in the use of digital technologies was shown to be prominent among teachers of language for specific purposes in general (Bocanegra-Valle & Perea-Barbera, 2023; Jurkovič et al., 2024). This aligns with two documents. The first is Model Course 3.17 Maritime English (IMO, 2015), which encourages Maritime English teaching aided by marine simulators, computer-aided language learning, and web-based teaching. The second is the more generally applicable Digital Competence Framework for Educators (Redecker & Punie, 2017), in particular its subsections regarding teachers' pedagogic competences in digital resources, in teaching and learning using digital resources, and in facilitating students' digital competences.

In conclusion, this study identified several differences and similarities in the role and teaching of routine maritime communication among the examined institutions. Importantly, it also revealed the need for greater integration and sharing of digital technologies and resources. An Erasmus+ project – Digital Education for Maritime Communication or Digimar for short – is currently developing instructional videos and speech-recognition chatbots for efficient self-directed learning of routine maritime communication. Therefore, this study could be replicated after these digital tools become available in an open-access format to all Maritime English teachers worldwide. Only then will we be able to re-examine whether new information and technologies can be drivers of change at the examined institutions viewed as learning organisations (Senge, 1994). Last but not least, expanding the geographical scope of the study would enable the identification of differences across regions and contexts with different educational and cultural traditions. It would also highlight variations among Maritime English teachers from diverse educational backgrounds, which represents a limitation of the current study.

[Paper submitted 19 Jul 2024]

[Revised version received 2 Oct 2024]

[Revised version accepted for publication 8 Nov 2024]

References

- Bocanegra-Valle, A. (2010). Global markets, global challenges: The position of Maritime English in today's shipping industry. In A. Linde & R. Crespo (Eds.), *Professional English in the European context: The EHEA challenge* (151–174). Peter Lang.
- Bocanegra-Valle, A. (2011). The language of seafaring: Standardized conventions and discursive features in speech communications. *International Journal of English Studies*, 11(1), 35–53. <https://doi.org/10.6018/ijes/2011/1/137091>
- Bocanegra-Valle, A. (2013). Maritime English. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics*. Blackwell Publishing Ltd. <https://doi.org/10.1002/9781405198431.wbeal0746>
- Bocanegra-Valle, A. (2024). The language of shipping forecasts: A corpus-driven study of specialized terms and phraseological units. In S. Molina-Plaza & N. Maroto (Eds.), *Aspects of cognitive terminology studies: Theoretical considerations and the role of metaphor in terminology* (109–130). De Gruyter Mouton. <https://doi.org/10.1515/9783111073149-006>

- Bocanegra-Valle, A., & Perea-Barberá, M. D. (2023). A quantitative analysis of LSP teacher needs across the European Higher Education Area. In M.-A. Chateaufreynaud & P. John (Eds.), *LSP teacher training summer school: The TRALLs project* (111–130). Peter Lang.
- Boström, M. (2020). Mind the gap! A quantitative comparison between ship-to-ship communication and intended communication protocol. *Safety Science*, 123, Article 104567. <https://doi.org/10.1016/j.ssci.2019.104567>
- Boström, M. (2021). Other-initiated repair as an indicator of critical communication in ship-to-ship interaction. *Journal of Pragmatics*, 174, 78–92. <https://doi.org/10.1016/j.pragma.2021.01.007>
- Brinkmann, S., & Kvale, S. (2018). *Doing interviews*. SAGE Publications. <https://doi.org/10.4135/9781529716665>
- Cole, C., Pritchard, B., & Trenkner, P. (2007). Maritime English instruction: Ensuring instructors' competence. *Ibérica*, 14, 123–148.
- Čulić-Viskota, A. (2014). Essential English for pilotage and tug assistance: Proposal for SMCP extension. *Transactions on Maritime Science*, 3(2), 158–164. <https://doi.org/10.7225/toms.v03.n02.007>
- Dževerdanović-Peجویć, M. (2013). Discourse analysis of the VHF communication at sea. *Maritime English Journal*, 1, 12–24.
- IALA (International Association of Marine Aids to Navigation and Lighthouse Authorities). (2017). *G1132 guideline: VTS VHF voice communication*. International Association of Marine Aids to Navigation and Lighthouse Authorities.
- IALA (International Association of Marine Aids to Navigation and Lighthouse Authorities). (2022). *IALA model course: C0103-1 VTS operator training*. <https://www.iala-aism.org/product/c0103-1/>
- IMO (International Maritime Organization). (1973/1978). *International convention for the prevention of pollution from ships (MARPOL)*. International Maritime Organization.
- IMO (International Maritime Organization). (1978). *International convention on standards of training, certification and watchkeeping for seafarers, and seafarers' training, certification and watchkeeping code*. International Maritime Organization.
- IMO (International Maritime Organization). (2001). *Resolution A.91822: IMO standard marine communication phrases*. International Maritime Organization.
- IMO (International Maritime Organization). (2015). *Model course 3.17 Maritime English*. International Maritime Organization.
- Ison, D. C. (2010). Instrument pilot course syllabi: A content analysis. *Collegiate Aviation Review*, 28(2), 16–31.
- Ji-Yeon, C., Wooyeon, K., & Heewon, L. (2013). Identification of essential English productive skills for English-medium instruction courses: A syllabus analysis. *English Teaching*, 68(3), 159–186. <https://doi.org/10.15858/engtea.68.3.201309.159>
- John, P., Noble, A., & Björkroth, P. (2016). Low-fi simulation of bridge team communication. *WMU Journal of Maritime Affairs*, 15, 337–351. <https://doi.org/10.1007/s13437-015-0097-x>
- John, P., Brooks, B., & Schriever, U. (2017). Profiling maritime communication by non-native speakers: A quantitative comparison between the baseline and standard marine communication phraseology. *English for Specific Purposes*, 47, 1–14. <https://doi.org/10.1016/j.esp.2017.03.002>

- John, P., Brooks, B., & Schriever, U. (2019). Speech acts in professional maritime discourse: A pragmatic risk analysis of bridge team communication directives and commissives in full-mission simulation. *Journal of Pragmatics*, 140, 12–21.
<https://doi.org/10.1016/j.pragma.2018.11.013>
- Johnson, B. (1999). English in the global maritime distress and safety system. *World Englishes*, 18(2), 145–157. <https://doi.org/10.1111/1467-971X.00129>
- Jurkovič, V. (2022). Authentic routine ship-shore communication in the Northern Adriatic Sea area: A corpus analysis of discourse features. *English for Specific Purposes*, 68, 47–59. <https://doi.org/10.1016/j.esp.2022.06.002>
- Jurkovič, V., Mertelj, D., & Podgoršek, S. (2024). A further step toward a definition of the core professional development needs of teachers of Languages for Specific Purposes in the European Higher Education Area. *RESLA*, 37(1), 299–334.
<https://doi.org/10.1075/resla.21039.jur>
- Krippendorff, K. (2019). *Content analysis. An introduction to its methodology*. SAGE Publications. <https://doi.org/10.4135/9781071878781>
- Li, B. (2022). Perceptions of ESP lecturers' professional development in China: An ecological perspective. *Journal of Education and Learning*, 11(4), 92–102.
<https://doi.org/10.5539/jel.v11n4p92>
- López-Zurita, P., & Vázquez-Amador, M. (2023). A qualitative analysis of LSP teacher needs across the European Higher Education Area. In M.-A. Chateaufreynaud & P. John (Eds.), *LSP teacher training summer school: The TRAILS project* (131–149). Peter Lang.
- Perea-Barberá, M. D., & Parada Galindo, D. (2020). The use of standardized maritime English: Study of a small corpus of VHF communications in southern Spain. In D. Levey (Ed.), *Strategies and analyses of language and communication in multilingual and international contexts* (131–140). Cambridge Scholars.
- Perkovič, M., Mehlmauer, M., Jurkovič, V., Felicjan, M., & Vidmar, P. (2023). *Marine incident investigation report: M/V "FROJDI II" and M/V "GALAXY ACE" case*. Faculty of Maritime Studies and Transport.
- Podgoršek, S., Jurkovič, V., Dostal, M., & Mertelj, D. (2021). Analiza izobraževalnih potreb visokošolskih učiteljev tujih jezikov stroke v Sloveniji [Analysis of professional development needs of higher education LSP teachers in Slovenia]. *Sodobna pedagogika*, 72/138(3), 94–110.
- Pritchard, B., & Kalogjera, D. (2000). On some features of conversation in maritime VHF communication. In M. Coulthard, J. Cotterill, & F. Rock (Eds.), *Dialogue analysis VII: Working with dialogue: Selected papers from the 7th IADA conference* (185–196). Niemeyer.
- Redecker, C., & Punie, Y. (2017). *European framework for the digital competence of educators: DigCompEdu*. Publications Office of the European Union. <https://doi.org/10.2760/159770>
- Romero-Hall, E., & Li, L. (2020). A syllabi analysis of social media for teaching and learning courses. *Journal of Teaching and Learning*, 14(1), 13–28.
<https://doi.org/10.22329/jtl.v14i1.6246>
- Senge, P. M. (1994). *The fifth discipline. The art & practice of the learning organization*. Doubleday.
- Stewart, T. (2018). Expanding possibilities for ESP practitioners through interdisciplinary team teaching. In Y. Kirkgöz & K. Dikilitaş (Eds.), *Key issues in English for specific purposes in higher education* (141–156). Springer. http://doi.org/10.1007/978-3-319-70214-8_9

- Stockwell, G. (2013). Technology and motivation in English-language teaching and learning. In E. Ushioda (Ed.), *International perspectives on motivation* (156–175). Palgrave Macmillan. https://doi.org/10.1057/9781137000873_9
- Wenger, E., McDermot, R., & Snyder, W. M. (2002). *Cultivating communities of practice*. Harvard Business School Press.
- Zhang, Y., & Cole, C. (2018). Maritime English as a code-tailored ESP: Genre-based curriculum development as a way out. *Ibérica*, 35, 145–170.

VIOLETA JURKOVIČ is a teacher in English for Specific Purposes and English for Specific Academic Purposes at the Faculty of Maritime Studies and Transport of the University of Ljubljana, Slovenia. She holds a PhD in language teaching methodology. Her research focuses on maritime communication, Maritime English, online informal learning of languages, and the professional development of teachers of languages for specific purposes. Her recent publications include a co-authored book titled *Paths of purpose: A journey into LSP teacher development*, and several research papers published in prestigious international journals.

Appendix 1

Interview protocol

Routine Maritime Communication at Higher Education Institutions along the Eastern Adriatic Sea

44

OBJECTIVE: To analyse the role and teaching of routine maritime communication at higher education institutions along the Eastern Adriatic Sea (Slovenia, Croatia, Montenegro) by examining the Maritime English course syllabi at these institutions and conducting semi-structured interviews with Maritime English teachers.

BACKGROUND: Routine maritime communication refers to the regular and standardized exchange of information between ships, and between ships and shore-based facilities (e.g., VTS services, harbour masters, pilots, and tug services), to ensure safe and efficient navigation and operation at sea. Typical routine communication topics include waypoint reporting, berthing, pilotage, towing, anchoring, traffic information, and more.

- Please confirm the data in the table regarding the teaching of Maritime English at your institution.
- Based on syllabus analysis, the course dedicated to the teaching of routine maritime communication at your institution is Maritime English 3, which is provided in the 2nd year of studies. Please comment on the suitability of including routine maritime communication in the 2nd year of studies for your students.
- Of the 45 hours allocated for the Maritime English 3 course, how many are dedicated to routine maritime communication?
- Do you specifically address routine maritime communication in any other courses?
- How do you view the role of routine maritime communication in the teaching of Maritime English at higher education institutions?

- How do you compare the role of routine maritime communication in the teaching of Maritime English at higher education institutions to the roles of distress, urgency, and safety communication?
- How do you teach routine maritime communication? Please describe a typical teaching process.
- What is the role of the IMO SMCP (Standard Marine Communication Phrases) in this process?
- Please describe ways of interdisciplinary cooperation with subject teachers in the teaching of routine maritime communication.
- Is routine maritime communication addressed in any other courses at your institution?
- How do you incorporate the use of digital tools (ICT) in routine maritime communication instruction?
- How do you test and assess students' competence in routine maritime communication?
- What challenges do you experience when teaching routine maritime communication?
- Is there anything else you would like to add?

Appendix 2
Maritime English syllabus analysis

University of Ljubljana, Faculty of Maritime Studies and Transport (Nautical Studies)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
Maritime English	1	1	45	30	75	5	Comp
English for Nautical Studies	2	4	45	30	75	5	Comp
			90	60	150	10	
University of Rijeka, Faculty of Maritime Studies (Nautical Studies and Maritime Transport Technology)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
Maritime English 1	1	1	30	30	60	5	Comp
Maritime English 2	1	2	30	30	60	5	Comp
Maritime English 3	2	3	15	30	45	4	Comp
Maritime English 4	2	4	15	30	45	4	Comp
Maritime English 5	3*	5*	15*	30*	45*	4*	Elect*
Maritime English 6	3*	6*	15*	30*	45*	4*	Elect*
			90 (120*)	120 (180*)	210 (300*)	18 (26*)	
University of Zadar, Department of Maritime Sciences (Nautical Studies and Maritime Transport Technology)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
Maritime English I (JEN101)	1	1	30	30	60	5	Comp
Maritime English II (JEN102)	1	2	30	30	60	5	Comp
Maritime English III (JEN203)	2	3	15	30	45	4	Comp
Maritime English IV (JEN204)	2	4	15	30	45	4	Comp
Maritime English V (JEN305)	3	5	15	15	30	2	Comp
Maritime English VI	3	6	15	15	30	2	Comp
	3	6	120	150	270	22	

University of Split, Faculty of Maritime Studies (Nautical Engineering)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
Maritime English I	1	1	15	30	45	4	Comp
Maritime English II	1	2	15	30	45	4	Comp
Maritime English III	2	3	15	30	45	4	Comp
Maritime English IV	2	4	15	30	45	4	Comp
Maritime English V	3	5	15	15	30	3	Comp
Maritime English VI	3	6	15	15	30	3	Comp
	3	6	90	150	240	22	
University of Dubrovnik, Maritime Department (Marine Navigation)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
Maritime English Language I	1	1	30	30	60	4	Comp
Maritime English Language II	1	2	30	30	60	4	Comp
Maritime English Language III	2	3	30	30	60	4	Comp
Maritime English Language IV	2	4	30	30	60	4	Comp
Maritime English Language V	3	5	15	30	45	4	Comp
	3	5	135	150	285	20	
University of Montenegro, Maritime Faculty Kotor (Nautical Studies)							
Course title	Year	Semester	Lectures	Tutorials	Total hrs	ECTS	Type
English Language I	1	2	30	15	45	3	Comp
English Language II	2	3	30	15	45	4	Comp
English Language III	2	4	30	15	45	3	Comp
English Language IV	3	5	30	15	45	4	Comp
	3	4	120	60	180	14	