

Valentyna Kudriavtseva

Kherson State Maritime Academy, Ukraine
florakv07@gmail.com

Svitlana Barsuk

Kherson State Maritime Academy, Ukraine
badger.svetlana@gmail.com

Olena Frolova

Kherson State Maritime Academy, Ukraine
olenafrolova09@gmail.com

**APPLYING AUTHENTIC RESOURCES IN
ONLINE MARITIME ENGLISH EDUCATION**

Professional paper

This paper explores the integration of authentic resources into online Maritime English education, emphasising their role in fostering effective communication, critical thinking, and professional competence. Authentic resources – real-life materials from the maritime industry – provide learners with exposure to language use in operational contexts. Based on experience at Kherson State Maritime Academy, the authors present an adapted categorisation of authentic materials suited for online education. The paper demonstrates how these resources – ranging from official documents and manuals to digital and interactive media – are embedded into thematic modules through collaborative tasks. The findings support a learner-centred approach and show how authentic resources enhance instructional relevance and develop communicative competence of the modern seafarer.

Keywords: Maritime English, authentic resources, online education, language proficiency, task design

1. Introduction

In the context of increasingly online education, the development of communication skills in Maritime English should be strategically grounded in the use of authentic resources. These real-life materials expose learners to genuine Maritime English within professional contexts. Through collaborative activities such as simulations, role-plays, discussions, etc., students can practise Maritime English in various settings that reflect onboard communication. This approach strengthens learners' language proficiency, critical thinking, and decision-making abilities. By integrating authentic resources, Maritime English education becomes more relevant, immersive, and aligned with the realities of modern seafaring.

Since its introduction, online education has contributed significantly to the teaching and learning of Maritime English at Kherson State Maritime Academy. Actively involved in the design and ongoing development of e-courses, the authors have incorporated a wide range of authentic resources to enhance instructional effectiveness within the programme (Kudryavtseva et al., 2023a, 2023b).

Drawing on our practical experience, it becomes essential to acknowledge Boris Pritchard as a key figure who initiated the first systematic effort to create a databank of Maritime English materials. He proposed clear criteria for categorising the resources based on type (textbooks vs. supplementary materials), delivery mode (written, aural, multimedia), instructional purpose (general language skills vs. competence-based training), and content focus (topic-based vs. language/function-based, register-specific or genre-specific). Pritchard (2004, 2005) emphasised the inclusion of a wide range of materials and resources, such as handbooks, manuals, maritime journals and periodicals, technical diagrams, shipping documents, publications by maritime organisations, among others. His initiative was successfully implemented and launched as a Maritime English resources database. This database remains accessible on the IMLA-IMEC website (<https://imla.co/imec.html>) for use by maritime

lecturers and instructors worldwide. Pritchard's structured approach has been recognised for its value in organising and accessing diverse Maritime English resources.

To respond to current educational needs, our paper focuses exclusively on authentic Maritime English resources and materials. These resources are particularly effective in supporting blended learning approaches and in promoting learner-centred methodologies, especially in the context of increasingly online and digitally mediated education.

Scholars have highlighted the pedagogical value of authentic materials, as they expose students to real-world communicative practices and enhance learners' engagement and soft skills development when embedded into Maritime English education. Tominac Coslovich and Kegalj (2021) emphasise the role of actual VHF recordings in training maritime students in real-life radio interactions and shipboard communication through a sequence of activities organised in three stages and based on a four-stage approach to second language acquisition. Borucinsky and Jelčić Čolakovac (2020) investigate the role of authenticity in the ESP classroom, particularly through the use of authentic materials, and their influence on reading comprehension. Their research demonstrates that authentic materials can significantly enhance learners' motivation and interest in participating in classroom activities. Importantly, they point out that the mere inclusion of authentic texts into lessons is insufficient; without carefully designed accompanying tasks, the educational value of such materials may be significantly reduced. Alfonso Vargas and Romero Molina (2023) explore the methodological approaches used to transform authentic texts into learning materials and task design, advocating for carefully scaffolded activities to pursue a balance between challenge and support, foster language mastery, and develop professional competencies. Another contribution has been made by the authors of the DigiMar project, co-funded by the Erasmus+ programme of the EU. Brcko Satler and Jurkovič (2024), as co-authors of the project, introduce a practical approach to implementing a digital teaching tool (chatbots) for

integrating authentic maritime communication into language instruction.

The issue of learning maritime conventions, codes, and guides by Maritime English students attracts attention from just a few researchers. The paper by Genova and Halid (2011) on language peculiarities in those documents and ways of understanding them deserves appreciation for its practical guidelines concerning specific syntactic structures and lexical items. The authors dwell on certain complexities by providing examples, such as syntactic arrangement, word choice, mechanics, structure, rhetoric, punctuation, and their approach to dealing with them. More philological than methodological, the research places a greater focus on stock phrases, complex prepositions, formal adverbs, modal auxiliaries, and words possessing different meanings. Noting that the comments on methods of teaching in connection with the conventions which are of our interest are rare, we support the idea of “encouraging the students to make logical connections at the level of the word, sentence and text and help them resolve ambiguities by giving and contrasting appropriate examples from the texts” (Genova & Halid, 2011, p. 20).

Numerous studies have been done on the use of cases in the process of teaching students, while a few of them are devoted to Maritime English, though. Our attention was drawn to the article by Toogood (2025), which discusses the engagement principles that underpin students’ interest in active learning through the effective use of cases. The article contains detailed descriptions of the design and limitations concerning the research stages: pre-tutorial survey, taught tutorials, and post-tutorial survey. It should be emphasised that, in contrast with our practice where the number of participating students is unlimited (actually, it embraces all the enrolled students), the research presented deals with only eighteen students over a short period of time. Nevertheless, the ideas offered in the article are valuable for the possibility of their implementation. The mnemonic model of engagement principles developed and applied by the author covers five characteristics for arousing students’ interest in working with cases: 1) real life – recognisable real-life settings and

situations; 2) applicable – relevant to the module, subject learning, and to students as individuals; 3) depth – focused case study with the preference of depth over breadth; 4) appearance – case study design, length and layout to maximise appeal to students; and 5) reading time – offer in class reading time and multiple formats (Toogood, 2025, p. 1136). All of the above have been done by us in a different way and on a much broader scale.

However, despite these advancements, more studies need to explore the structured use of maritime authentic resources, such as IMO regulations, ship logbooks, checklists, multimedia recordings, reports, case studies, etc. as embedded learning materials.

2. Research aim

The aim of this study is to examine the role of authentic resources in online Maritime English education and to propose effective strategies for their integration into digital teaching and learning practices.

3. Application and Practice

At present, Maritime English education at Kherson State Maritime Academy is delivered in mainly online. Synchronous lessons are conducted via Zoom, while e-books and supplementary individual courses are accessible on the LMS Moodle platform. This organisation of studies has facilitated the systematic and purposeful application of authentic materials.

Our teaching practice – particularly under the conditions of predominantly online learning – has led us to propose a revised classification of authentic resources (Fig. 1) that better reflects current educational and technological realities. Given the shift toward online education, the adapted categorisation of authentic Maritime English resources is proposed, which includes official documents and manuals, ship logbooks, records,

and checklists; audio-visual training media; digital and interactive media; reports and case studies; and Standard Maritime Communication Phrases (SMCP). It aims to support the design and implementation of online and blended Maritime English teaching by promoting resource functionality, interactivity, and contextual authenticity. It also allows for more targeted integration of authentic materials aligned with the content of the Maritime English programme.

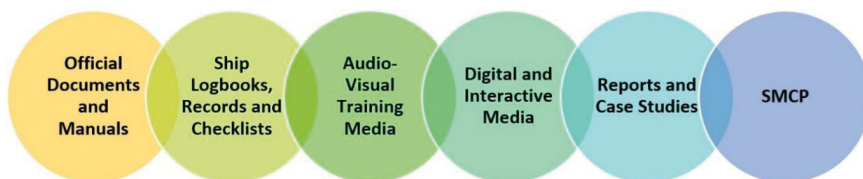


Fig. 1. Authentic Resource Categories for Maritime English Education
(proposed by the authors)

To illustrate the application of our approach, a thorough review of the Maritime English programme has been conducted, aiming to identify opportunities for the inclusion of authentic resources within its thematic modules. Each module has been carefully analysed to evaluate its potential. The authors have highlighted several modules where the use of authentic materials has proved particularly impactful: Bridge Equipment Familiarisation, VTS Communications, Cargo Handling, SAR Operations, and Ship Security Procedures. Table 1 below showcases modules in which authentic content not only reinforces core competencies but also broadens students' understanding through engagement with real-life maritime practices.

Table 1. Authentic Resources within the Maritime English Programme

Module	Essential Competency	Authentic Resources
Bridge Equipment Familiarisation	Describe the functions and operational status of bridge equipment clearly and accurately	- Bridge equipment manuals - Bridge logbooks and checklists - Video tutorials (from training simulators) - Seafarer's YouTube vlogs - SMCP (A2/3.3, B1/1.3)
VTs Communications	Demonstrate knowledge of standard VTs procedures and simulate communication with VTs operators in different navigational scenarios	- VTs procedural documents - VTs radio recordings - VHF communication simulations (from training simulators) - VTs transcripts - Blogs or vlogs from deck officers discussing port approaches and VTs interactions - SMCP (A1/6)
Cargo Handling	Describe procedures and requirements to cargo handling and simulate communication with the parties involved	- Conventions and Codes on cargo handling (SOLAS, IMSBC Code, IMDG Code, etc.) - Cargo operation reports - Cargo handling manuals - Material Safety Data Sheets (MSDS) - Cargo stowage plans - Accident reports on improper cargo handling - Vlogs showing container, bulk, non-standardised cargo operations - SMCP (B3/1, B3/2)

Module	Essential Competency	Authentic Resources
SAR Operations	Analyse distress situations, prioritise response actions, and simulate communication with rescue coordination centers	- GMDSS Manual - Distress call simulations - SAR operation videos - SAR incident reports - SMCP (A1/1.2, B2/6)
Ship Security Procedures	Communicate ship security matters using relevant terminology and procedures	- ISPS Code - Security training videos - Maritime cyber-security articles - Seafarer safety forums - Ship Security Plan Samples - SMCP (A1/1.1.8)

Authentic resources of a regulatory character such as official documents and manuals are undoubtedly presented by IMO conventions, codes, protocols, and recommendations shaping global maritime safety, security, and environmental standards. The organisation has promoted the adoption of some 50 conventions and protocols, as well as more than 1,000 codes related to the above-mentioned matters. The choice of the documents studied by Maritime English students is subject to the adopted programme. In our case, the list of basic conventions with some corresponding codes includes the International Convention for the Safety of Life at Sea (SOLAS), the International Convention for the Prevention of Pollution from Ships (MARPOL), the International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW), and the Convention on the International Regulations for Preventing Collisions at Sea (COLREGs).

Each module in our e-books on LMS Moodle presents up to four or five extracts of either a code or a convention directly connected with the lesson topics. As an example, modules devoted to cargo handling refer to the IMSBC Code, the IMDG Code, the CSS Code, as well as to some guides on cargo loss prevention by P&I Clubs.

Extracts from the conventions, codes, and guides present challenging content regarding the grammatical constructions and vocabulary bulk characteristic of procedural and instructional texts. The texts of conventions, with their complex sentence structures and variations in the meaning of words, can be difficult to understand. Hence, controlled and semi-controlled exercises are required prior to working on a text as a contextual unit.

In our e-books, all grammar exercises are preceded by a “Grammar Spot”, that is, by a rule, e.g.:

Grammar Spot
Use of modal verbs in official documents
Use “shall” in formal occasions and documents to make a stated requirement obligatory and a prescribed action imperative. <i>Where one of two vessels is to keep out of the way the other shall keep her course and speed.</i>
Use “may” in formal occasions and documents to give a choice to act or not. <i>The latter vessel may however take action to avoid collision by her manoeuvre alone.</i>

Fig. 2. Sample Grammar Spot

The exercise following the “Grammar Spot” may provide the instruction: “Read the text and substitute the words in bold with ‘shall’ or ‘may’”, e.g.:

Read the text and substitute the words in bold with ‘shall’ or ‘may’.
RULE 16: ACTION BY GIVE-WAY VESSEL
Every vessel which is directed to keep out of the way of another vessel 1) is obliged to , so far as possible, take early and substantial action to keep well clear.
RULE 17: ACTION BY STAND-ON VESSEL
a) i) Where one of two vessels is to keep out of the way the other 2) is legally bound to keep her course and speed.
ii) The latter vessel 3) is recommended to however take action to avoid collision by her manoeuvre alone, as soon as it becomes apparent to her that the vessel required to keep out of the way is not taking appropriate action in compliance with these Rules.
b) When, from any cause, the vessel required to keep her course and speed finds herself so close that collision cannot be avoided by the action of the give-way vessel alone, she 4) is compelled to take such action as will best aid to avoid collision.
c) A power-driven vessel which takes action in a crossing situation in accordance with sub- paragraph (a)(ii) of this Rule to avoid collision with another power-driven vessel 5) must , if the circumstances of the case admit, not alter course to port for a vessel on her own port side.
d) This Rule does not relieve the give-way vessel of her obligation to keep out of the way.

Fig. 3. Sample Exercise on Modal Verbs in COLREGs Text

New words or word combinations may be presented in the exercises with instructions such as “Read the definitions and label the pictures,” “Match the synonyms,” “Choose the correct option,” etc., and then practiced by choosing the correct option at the sentence level, e.g.:

Choose the correct option.

Any discharge of sewage, _____ from properly functioning marine engines, laundry, shower, and galley sink wastes are prohibited in this area.

☐ dilution

☐ effluent

Fig. 4. Sample Vocabulary Exercise Based on MARPOL Text

The list of recommended exercises to work with vocabulary/grammar structures may contain the following activities:

1) Provided by the teacher:

- Gap-filling, with or without the words given, helps students understand sentence construction and appropriate word usage.
- Sentence completion tasks provide students with parts of sentences to be completed in ways that are meaningful to them.
- Table completion requires a passage to be read, which is followed or preceded by a table with missing or unstructured information, to enhance understanding and retention of important points in the text.
- Tense analysis steers students toward a logical perception of procedural instructions that outline the sequence of actions needed to achieve a desired outcome.

2) Initiated by students (and therefore preferable):

- Highlighting unfamiliar words, word combinations, collocations, or structures empowers students' abilities to identify gaps in their knowledge and employ strategies to address them, such as using context clues, analysing word parts, considering the broader context, or asking for peer support.

Focused attention to some complexities and provision of appropriate explanations help overcome the arising ambiguities.

Guided reading, which mostly focuses on context, may be accompanied by the following activities:

- Scanning an abstract and highlighting specific words related to equipment, procedures, numbers, etc., provides a preliminary understanding of the text.
- Doing quizzes fosters deeper understanding and clears up possible misunderstandings.
- Finding the topic sentence of the paragraph(s) helps students grasp the central idea of a paragraph and understand how it fits into the larger argument or text; students should be taught a few possible steps for effectively locating the topic sentence in any paragraph.
- Listing the sequence of the procedures/requirements mentioned in the text leads students to noting down the main steps (mostly expressed in the imperative mood); this task also serves the purpose of rereading the text to remember its context better.
- Explaining the importance of the section guides students in discussing standardised practices that enable efficient collaboration and consistency in their future work.
- Devising a plan of a briefing (and then simulating it) is aimed at checking how well students understand the document section and can outline specific actions to be taken, ensuring that everyone understands their roles and responsibilities.

Ship logbooks, records, and checklists are crucial for a detailed account of a vessel's voyage, operations, and maintenance. They serve as official documentation for various purposes, including navigation, safety, incident investigation, and compliance with maritime regulations. Designed by maritime experts to respond to the shipping industry's needs, this documentation is now regularly used by seafarers, even

though not long ago, it was purely internal to shipping companies. Due to digitalisation, extracts from Deck Logbooks, Bridge Logbooks, Engine Room Logbooks, GMDSS Logbook, Garbage Record Book, Safety Records, and various checklists used for onboard are now accessible to the general public and have an invaluable potential to be transformed into teaching resources, providing learners with authentic context and meaningful language experience.

Incorporating these authentic texts into the Maritime English course provides learners with additional opportunities to master language (spelling, grammar, pronunciation), improve communication skills (reading/listening comprehension, writing notes, fluency in speaking), and foster the development of advanced cognitive skills (critical thinking, problem-solving, and decision-making). Such texts are formal, characterised by a restricted and repetitive lexicon, specific terminology, and typical sentence structures (e.g., the passive voice) that require a comprehensive approach to designing communicative tasks around them. From our experience, to assist language teachers in designing work-based oriented tasks, an interdisciplinary approach and context-based instruction have been employed effectively to learn language in a contextualised form, promoting a holistic understanding and meaningful interaction by integrating knowledge from different fields.

Learners demonstrate active engagement while performing the tasks that closely resemble their duties at the workplace:

- Listen to VHF transmission and complete GMDSS Logbook with key information about... (weather conditions, distress message received, obstructions to navigation).
- Follow the GMDSS Manual and prepare the schedule of bridge equipment (choose one) servicing and maintenance.
- You are approaching a VTS station. Make an initial call on VHF radio to transmit the information about your ship (use an appropriate NP to search for the requirements).

- You are approaching a pilot station. Make a call to obtain information on pilot embarkation.
- Use Pre-Arrival Checklists and report to Master the ship readiness for port approaching.
- You are OOW handing over a navigation watch. Use notices from the Bridge Logbook to inform a relieving officer to ensure situation awareness.
- You are Chief Mate preparing for cargo operations. Use Material Safety Data Sheets to discuss with Master safe cargo stowage/ check the effectiveness of the Cargo Stowage Plan.
- You are Master of the ship assigned to act as an on-scene coordinator. Use the incident report to write Initial/Follow-up/ Final SITREPs.

The examples illustrate free speaking activities (simulations and role-plays), aimed at developing language mastery and higher-order cognitive skills, as well as professional knowledge.

Authentic texts, such as checklists, are characterised by presenting new items (vocabulary or grammar patterns) in a more natural context and can be transformed into guided communicative tasks. The example below, the ISPS checklist, illustrates a set of learning activities developed to practice grammar structures, specifically the Present Perfect Active versus the Present Perfect Passive.

Instruction: Read the ISPS checklist. Student A is the Master. Student B is the Chief Officer (CO). Check the vessel's readiness for the upcoming ISPS inspection. Determine which tasks have already been completed and which tasks remain to be done. Use the appropriate grammatical structure (Present Perfect Active or Passive) to gather as much detailed information as possible.

Model:

A: Chief, have the restricted areas been guarded?

B: Yes, they have.

A: What security measures have been taken?

B: The entrance to the cargo space has been tagged by Bosun.

Ship Security controls are to be established and implemented at all times.		
1	☐	Access control procedures are clearly implemented and the personnel in charge of access control are familiar with their duties
2	☐	The Ship Security Plan (SSP) and related records are protected from unauthorized access or disclosure
3	☐	The relevant officers are aware to which parts of the SSP limited access may be allowed (see ISPS Code)
4	☐	The Security Level is set correctly as required by the Flag State and Port Authorities and all personnel are aware of the current level
5	☐	Ship's stores are checked on receipt and stowed promptly, in accordance with levels set by SSP
6	☐	All security equipment is maintained, calibrated and tested as required by their manuals and the SSP Gangway watch
7	☐	Drills are carried out regularly as per ISPS Code and SSP
8	☐	Restricted areas are clearly identified and marked as required by the SSP. Access to and activity within Restricted Areas is controlled as required by the SSP
9	☐	Searches are carried out in accordance with the level set by the SSP
10	☐	Ship Security Alert System (SSAS) is operational and records for tests and maintenance available
		Company Security Officer (CSO) or designated representative is available at all times.
11	☐	The CSO can be readily identified by SSO and applicable officers and crew. Contact details are available
12	☐	Security arrangements do not compromise safety
13	☐	Records are maintained and retained as required by the SSP and ISPS Code A 10.1

Fig. 5. ISPS checklist (Source: Lloyd's Register & UK P&I Club – ISM & ISPS (2010))

Checklists for monitoring onboard procedures can provide a realistic way to practise new language, such as tenses or terms, while also revealing students' professional knowledge of shipboard procedures.

Audio-visual training media are intentionally designed for instructional purposes. These resources are carefully planned, structured, and aligned with the Maritime English programme. Developed for specific learning objectives, their content follows a logical sequence to facilitate step-by-step understanding of onboard procedures, safety protocols, and professional communication. They support classroom integration,

group activities, and scenario-based learning. Audio-visual training media are available on several trusted maritime training platforms (Videotel, Seagull, Ocean Learning Platform), which are recognised for their accuracy and regulatory compliance. The key examples of such resources include maritime video tutorials, safety drill demonstrations, video-based e-learning modules, and audio simulations for professional communication training. The choice of relevant audio-visual training media is based on their alignment with the thematic modules of the Maritime English programme.

The list of recommended activities for applying audio-visual media may include the following:

- Watch a tutorial on a technical task (e.g., GMDSS or ECDIS maintenance checks) and explain the procedure to a partner as if they were deck cadets.
- Watch a video of a maritime operation (e.g., cargo handling) and write a report detailing the step-by-step operational procedures and safety measures implemented during the operation.
- Listen to an audio simulation of a safety drill, then role-play the drill using correct commands and safety terminology (e.g., “Proceed to Muster Station”).
- Watch a video tutorial of a lifeboat drill, assign roles (e.g., Master, Safety Officer, Bosun), and simulate the scenario.
- View a tutorial on marine pollution prevention and draft a brief action plan outlining the steps to respond to an oil spill overboard.

Digital and interactive media are increasingly valuable tools for teaching and learning Maritime English. These include websites (e.g., marineinsight.com, maritime-executive.com, safety4sea.com), blogs (e.g., oldsaltblog.com), vlogs (e.g., @Chief MAKOi, @JeffHK), podcasts (e.g., shippingpodcast.com), and online forums (e.g., forum.gcaptain.com). They expose learners to authentic, real-world language

that maritime professionals use in a more informal context. Digital and interactive media reflect the variability and spontaneity of real-life communication at sea. They are designed for online access and often engage learners in active participation, such as reading commentaries, exploring professional topics, or joining discussions. These authentic materials also support knowledge sharing within the maritime community.

In our practice, digital and interactive media are integrated directly into the online lesson content within the e-book, often serving as the core component of the lesson. Moreover, Maritime English teachers recommend these resources to learners in their supplementary individual courses on the LMS Moodle, encouraging self-paced study and deeper exploration of essential yet challenging topics.

The following activities and exercises foster discussion, critical thinking, and problem-solving through the use of digital and interactive media resources:

- Reflect on a blog by a deck officer and write a short essay analysing the correctness of actions in relation to IMO regulations.
- Watch a deck cadet's vlog (e.g., about deck operations, painting work, or gangway watch) and identify similarities and differences compared to your own practical shipboard training.
- Use forum or podcast topics for classroom debates (e.g., "Can websites, vlogs, blogs, and forums be considered reliable sources of professional knowledge for seafarers?", or "Should seafarers record and share videos while performing their duties onboard?").
- Choose an active discussion thread on the gCaptain forum related to an important safety topic (e.g., mooring, navigation in heavy traffic, cargo handling), and post a reply that contributes to the discussion.
- Study a website article (e.g., about pilot boarding) and develop a realistic scenario that includes crew roles, communication

exchanges, and measures to mitigate potential risks during the procedure.

- Compare a seafarer's vlog and a safety video tutorial on the same topic (e.g., cargo securing, onboard maintenance operations), paying attention to differences in vocabulary, formality level, and communication style.

Reports and cases play an exceptionally credible authentic source in maximising students' learning potential as they contain valuable insights from recent maritime accidents and mishaps onboard ships. Providing direct evidence of what happened from accident participants and witnesses, maritime accident reports (MARs), developed by approved investigators from agencies such as the European Maritime Safety Agency (EMSA), the Marine Accident Investigation Branch (MAIB), and the Danish Maritime Investigation Board (DMIB), reveal the precise course of actions leading to the catastrophe. The detailed analysis of the situation encourages the development of critical thinking, problem-solving, and decision-making skills.

MARs presented in our e-books are based on their synopses. Additionally, the students are provided with internet links to the full reports, where they can find pictures, schemes, detailed descriptions, and conclusions for finding reliable causes and circumstances of the accident. Such resources are available on professional maritime **websites** (e.g., safety4sea.com, atsb.gov.au, emsa.europa.eu, etc.).

Positioned at the end of each module, MARs follow the same structure: MAR title, picture of the ship, a three-page-long narrative of numbered paragraphs, link to the full text of the official report, several tasks, notes to geographical names, and abbreviations. Half of the tasks are organised into question groups to streamline student discussion. For a successful discussion and final solutions/decisions, the questions should be thoughtfully designed to stimulate the students' enthusiasm and willingness, as active engagement is crucial in case-based learning.

Task 1. Knowing what happened: course of events. Special questions such as “What fastenings were used to secure the cargo?” highlight the sequence of events in the case.

Task 2. Recognising symptoms: critical understanding of facts (chain of misdoings). Yes/No questions, for example, “Did the crew perform all the required actions to prepare for hot work on the tween deck?” focus on whether the necessary actions have been performed.

Task 3. Identifying goals: making assumptions. Why-questions, such as “Why didn’t the fire watch in the lower hold closely monitor the work site?” stimulate insights into the possible reasons of the crew’s wrong actions.

Task 4. Conducting analysis: linking to theory. Special questions like “What are the relevant fleet circulars that concern hot works in holds?” promote practical application of theoretical knowledge.

The significance of the tricky and unexpected follow-up questions by the teacher or students should not be underestimated. Some compelling, perplexing, and provocative questions boost students’ cognitive engagement and steer them toward more persuasive argumentation through applying logical reasoning, credible evidence, and emotional appeals.

Other tasks, such as generating and evaluating alternatives; developing an action plan, require that students:

- 1) Imagine they are at the scene and act as some characters of the case, i.e. simulate conversations and negotiations;
- 2) In small groups, propose alternative sets of subsequent actions;
- 3) As the whole class, select the best alternative; and
- 4) Develop an appropriate action plan.

These tasks create a stimulating intellectual atmosphere, advancing

students' risk assessment skills. Delving into the depth of the situation also helps them develop a deeper understanding of how responsibilities, obligations, and interpersonal communication are interconnected on board.

The IMO Standard Marine Communication Phrases (SMCP), under the STCW Convention, are among the professional competencies mandatory for maritime personnel, and a required component on the Maritime English course. As standardised expressions utilised in ship-to-ship and ship-to-shore communication for clear and effective exchanges covering various aspects of maritime communication, they are characterised by a limited lexicon and simplified grammar, with the purpose of avoiding ambiguity, and ensuring formality and clarity of speech.

To incorporate SMCP into the course and design learning materials, teachers need to organise the activities that range from the controlled exercises focused on vocabulary (e.g, matching questions and responses, gap-filling dialogues, vanishing dialogue, ordering the lines, transferring message to SMCP), through semi-controlled activities focused on form (guided dialogues), to free-speaking tasks focused on functional language and communicative objectives (role-plays and simulations). When treated as pair work or group tasks, these activities integrate speaking and listening skills while also enhancing teamwork and leadership skills.

The following free-speaking tasks are designed to simulate to real onboard interaction as closely as possible, to foster learners' engagement and create a collaborative learning environment:

- Use SMCP to exchange information with a relieving officer regarding radar settings and functions.
- You are OOW handing over the watch. Use SMCP to exchange information with a relieving officer on navigational aids and equipment status.
- You are Cargo Officer preparing for the loading operation. Use SMCP to exchange information with the shore team on ship

readiness and port loading facilities availability.

- Student A: You are the Master of a ship in an emergency. Use SMCP to simulate a distress call (provide position, type of emergency, assistance required).
- Student B: You are SRC operator. Acknowledge the distress message. Provide instructions to the ship in an emergency.

SMCP training can be effectively supported with relevant digital educational tools, such as speech-recording chatbots developed as part of the DigiMar project (digimar.si). This piece of modern technology supports self-directed lifelong learning and is based on authentic routine communication data. Through a series of controlled activities, learners are guided to respond to the messages received from VTS in written or oral forms (e.g., provide reports or information required, react adequately to the advice and warning issued by VTS, comply with the instructions given on the ship, etc.). Such chatbots create additional opportunities for learners to be engaged in active interaction, provide immediate feedback on performance accuracy, and thus nurture learners' overall independence and confidence.

4. Conclusion

This paper has explored how authentic resources can bridge the gap between the theoretical knowledge students have obtained and practical language mastery through real-life, job-oriented communications. Our practical experience shows that integrating multiple authentic resources—categorised as official documents and manuals, ship logbooks, records and checklists, audio-visual training media, digital and interactive media, reports and case studies, SMCP—leads to meaningful learner engagement, increases motivation, and provides a solid foundation for realistic language practice.

Grounded in teaching Maritime English online, the authors have provided pedagogical insights and instructional examples that can be applied across

various language teaching contexts. By simulating real-life scenarios, students develop language proficiency, engage in active collaboration, and develop critical thinking and decision-making abilities, which are among the essential soft skills for reflective and globally competent seafarers.

Further studies might be extended through practicing cross-institutional collaboration or joining curriculum design projects.

References:

- Alfonso Vargas, A.J., & Romero Molina, P.X. (2023). Authentic materials and task design: A teaching amalgam for listening. *Colombian Applied Linguistics Journal*, 25(1), 118–131. <https://doi.org/10.14483/22487085.18581>
- Borucinsky, M., & Jelčić Čolakovac, J. (2020). Promoting authenticity in the ESP classroom: The impact of ICT and use of authentic materials on student motivation. In *5th International e-Conference on Studies in Humanities and Social Sciences: Conference Proceedings*. (pp. 31-44). Center for Open Access in Science. <https://doi.org/10.32591/coas.e-conf.05.03031b>
- Brcko Satler, T., & Jurković, V. (2024). Solving maritime communication challenges with DigiMar: A practical approach. In *MT'24: 10th International Conference on Maritime Transport*. <https://doi.org/10.5821/mt.12873>
- Genova, B., & Halid, E. (2011). The language of maritime conventions and its understanding by students of Maritime English. *Nautical & Environmental Studies*, 1(2), 17–20. <https://www.sustz.com/journal/VolumeI/Number2/Papers/BoryanaGenova.pdf>
- Kudryavtseva, V., Barsuk, S., & Frolova, O. (2023a). Maximizing students' learning in Maritime English online course. *Pedagogika-Pedagogy*, 95(5s), 122–138. <https://doi.org/10.53656/ped2023-5s.11>
- Kudryavtseva, V., Barsuk, S., & Frolova, O. (2023b). Promoting active online interaction with Maritime English students. *TransNav, the International Journal on Marine Navigation and Safety of Sea Transportation*, 17(3), 707–713. <https://doi.org/10.12716/1001.17.03.23>
- Pritchard, B. (2004). A databank of Maritime English resources – An invitation for contributions. In *Proceedings of IMEC 16*, (pp. 165–181). <https://www.researchgate.net/publication/228609435>
- Pritchard, B. (2005). Maritime English resources database – A year after. In *Proceedings of IMEC 17*.
- Tominac Coslovich, S., & Kegalj, J. (2021). Using authentic materials in developing

Maritime English students' listening skills. *Inter Alia*, 7, 45–55.

Toogood, C. (2025). Supporting students to engage with case studies: A model of engagement principles. *Educational Review*, 77(4), 1125–1139. <https://doi.org/10.1080/00131911.2023.2281227>

UPORABA AUTENTIČNIH MATERIJALA U ONLINE NASTAVI POMORSKOG ENGLESKOG JEZIKA

Ovaj rad istražuje integraciju autentičnih materijala u *online* nastavu pomorskog engleskog jezika, naglašavajući njihovu ulogu u poticanju učinkovite komunikacije, kritičkog razmišljanja i stručne kompetentnosti. Autentični materijali, tj. izvorni materijali iz pomorske industrije studente izlažu jeziku koji se koristi u operativnim kontekstima. Na temelju iskustva na Kherson State Maritime Academy, autori predstavljaju prilagođenu kategorizaciju autentičnih materijala prikladnih za *online* obrazovanje. Rad pokazuje kako se materijali - od službenih dokumenata i priručnika do digitalnih i interaktivnih medija - integriraju u tematske module putem suradničkih zadataka. Rezultati podupiru pristup usmjeren na polaznika i pokazuju kako uporaba autentičnih materijala povećava relevantnost nastave te razvija komunikacijsku kompetenciju modernog pomorca.

Ključne riječi: pomorski engleski, autentični materijali, *online* obrazovanje, jezična kompetencija, izrada zadataka