



**Universitatea  
Transilvania  
din Braşov**

# **HABILITATION THESIS**

## **SUMMARY**

**LANGUAGE AND CONTENT IN ESP  
MARITIME ENGLISH. THE IMO STANDARD  
MARINE COMMUNICATION PHRASES (SMCPs)  
*“TO IMMERSE YOU IN A SEA OF ENGLISH”***

**Domain: PHILOLOGY**

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The Habilitation thesis entitled "**Language and Content in ESP. Maritime English-The IMO Standard Marine Communication Phrases (SMCPs) to immerse you in a sea of English**" describes my scientific and professional achievements, in the years after earning the title of Doctor of Philology (2008), and the plan of my career development. The thesis highlights my major teaching and research works that investigate Maritime English, the linguistic study of maritime language in general and English maritime language in particular, along with its interdisciplinary character, engaging subjects, and disciplines such as navigation and maritime communications, maritime transportation, marine engineering, chartering and logistics, naval architecture.

Although Maritime English is part of the "family" English for Special Purpose (ESP), the Maritime English is a non-linguistically mapped territory, as research in this area is almost non-existent. Taking into considerations these, the maritime language can no longer be reduced to the label "*docker's jargon*" or "*sailor's jargon*" but should be seen as an "*umbrella term*" that covers both the language used by sailors and mariners working in the subfields of the maritime industry, but also in training and continuous research institutions. Both English and Romanian maritime terminology are a real challenge for non-specialists and unfamiliar maritime translators who may not be aware that, in Maritime English, a ship's kitchen is called a *galley*, not a kitchen; the walls of the ship are not called walls, but *bulkheads*, the windows are not called windows, but *portholes*, and the bed in a cabin is not called a bed, but a *bunk*, the ship's basket is called a *funnel*, not a chimney, etc. Moreover, terminological structures such as *All hands-on deck*, *Rudder hard to starboard*, *Walk back the anchor*, *Make all fast*, or *Single up fore and aft* require not only specialists familiar with the Maritime English but also competent translators.

As author or co-author, my entire work basis on original achievements resulting from scientific and educational activities. Subsequently, my habilitation thesis has the following structure:

This Habilitation thesis has the following structure:

**I. Scientific and professional achievements**, presenting the following subdivisions:

1.1. *The professional training*, which mentions the Bachelor of Arts degree (BA) in Philology (the University of Bucharest, Faculty of Letters, Specialization in *English Language and Literature - Romanian Language and Literature*, 1994), a Postgraduate Diploma (Master's degree (MA) in *Critical Theories and Comparative Literature*, University of Bucharest, Faculty of Letters 1995), the degree of Doctor of Philology (the University of Bucharest, Faculty of

Letters, 2008).

1.2. *Teaching activities* established on five levels: a) university degrees held (currently Associate Professor at the Faculty of Navigation and River Transportation, Constanta Maritime University); b) syllabi planning of the disciplines taught (*Maritime English* for Nautical students, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of study; *Competencies in English Communication/Intercultural Communication on Board Ship* for Marine Engineering students, 3<sup>rd</sup> year of study); c) publishing teaching/learning materials and resources; d) organization of international scientific manifestations IMLA-IMEC (International Maritime Lecturers' Association- International Maritime English Conference); e) Inter-university experience (national and international).

1.3. *The Scientific activity*, detailed in the following levels:

1.3.1. *Participation in national and international scientific events*

IMLA-IMEC conferences are a series of unique high-level conferences addressing the major scientific, educational, and technical challenges in the maritime domain. Each conference features cutting edge science from the maritime industry and academia and brings together experts of the wide scientific community, industry, government, funding bodies, focusing on multidisciplinary topics, a fantastic source of new collaboration and resources. I have started my annual participation in IMLA-IMEC scientific events in 2009 at IMLA-IMEC 21, organized by Akademia Morska Szczecin, Poland. After IMLA-IMEC 21, I have attended ten conferences organized by International Maritime Lecturers' Association (IMLA). I organized the World Conference IMLA-IMEC23, in 2010, at Constanta Maritime University. I was also the editor of the *Proceedings of IMLA-IMEC23*, Nautica Publishing House, Constanta, Romania.

Following the same domain of interests: *Maritime English teaching and learning, Cultural Awareness onboard ships, Cross-Cultural design and implementation of teaching and learning strategies*, I have published eight papers in scientific journals indexed by ISI/ Thomson Reuters, Elsevier/Scopus, EBSCO. I also published thirty-seven papers in scientific journals of recognized Marine sciences (by overseas publishers: twelve as sole author, nine in collaboration with overseas authors; by national publishers: eight as sole author, eight in collaboration with authors from Romania) in Volumes of International Scientific Conferences, Professional International Bulletins or Journals (with ISBN or ISSN). Books were published in recognized publishing houses in the country: Nautica Publishing House, Crizon Publishing House, University of Bucharest Publishing House, or abroad: De Alk & Heijnen Publishers, The Netherlands, Gdynia Maritime University Publishing House, Poland, Baltija Publishing,

Kherson, Ukraine, David Publishing Company, New York, USA, Elsevier B.V Ltd, Amsterdam, The Netherlands, Taylor & Francis Group, London, United Kingdom.

In 2010, I became a member of the *IMLA-International Maritime Language Conference (IMEC) Steering Committee* (that is, the Board of organizing the International Maritime English Conferences (IMECs). In 2017, I became *Head of IMEC PapCom (International Maritime Language Conference -Papers and Activities Committee)*, and in 2018, I became *Head of IMLA (International Maritime Lecturers' Association)-Papers and Activities Committee*.

In December 2016, following an inspection made by Marlins Training Ltd, United Kingdom, I managed to accredited Marlins Approved Test Centre (Maritime English for Seafarers) at Constanta Maritime University, and I became *Marlins ATC Senior Representative in Romania*. In 2019 I became an *Expert Trainer for Maritime Communications at MTCC-Asia (Maritime Technology Cooperation Center)*, Shanghai Maritime University, China.

### 1.3.2. *Participation in national and international research projects*

My research activities have always been related to effective teaching and learning (the student-teacher based lessons), communicative language teaching, communicative competence, English for Specific Purposes gap tasks, adequacy, relevance, achievement, authenticity in international classes. Fifty-two papers belonging to global researchers in the maritime domain use citations of my research work.

My skills and experience have matched the requirements of the projects I applied in the direction of project management strategy to the project's specific needs. I was project manager of four projects. I was also a Project Team Member (Monitoring and Evaluation Expert) in eight projects that Constanta Maritime University took part as applicant or partner.

### 1.3.3. *My books*

Proficiency in Maritime English models on a substantial lexical basis: definitely before a mariner can effectively communicate in Maritime English, he/she must learn (i.e., memorize) a sizeable number of new words, some of which are odd even to the native speaker. Ship parts, standard position indicators, or VHF- maritime communication words, for example, create a whole new vocabulary, which must be learned before re-using it in sentences compliant with the particular Standard marine Communication Phrases (SMCP) grammar. Maritime dictionaries are research of the maritime language from a lexicographical point of view. Language includes not only the language used to communicate in everyday situations - language for general purposes (LGP) but also the language used in certain special situations - language for specific purposes (LSP). The most important aspects of the use of

maritime language have been identified, analyzed, and interpreted to provide a detailed picture of this *professional language*.

I have built my books while taking into consideration all these, in addition to the classroom-level implications for the teacher. I am the sole author of four books, and in The Netherlands I published two maritime scientific dictionaries in collaboration with my overseas colleagues.

## **II. The plan describing the evolution and development of my professional, scientific, and academic career. My Research/ teaching directions/ practical applications.**

### *1. Development of my professional career*

I have always wanted to be professional in maritime communications, with a particular interest in proper usage of the Standard Marine Communication Phrases (SMCPs), so I intend to continue my collaboration with colleagues from universities in the country and Maritime Education and Training (MET) institutions abroad. With this approach, I want to add to my professional career the opportunity to prepare doctoral students in doctoral schools in the country and overseas and coordinate doctoral thesis on maritime communications, the human element, and maritime safety. Such activity requires the participation in numerous scientific activities organized both internationally and nationally and to exchange ideas on the dynamics of Maritime English and how the (MET) institutions worldwide comply with the international requirements.

### *2. Scientific Career Development*

Three significant trends crystallized on national, European, and global levels will influence the future of my research in the areas of academic consecration:

- a) using comparative analysis in the scientific approach of addressing regulations and (MET) institutions characteristic training departments examined
- b) harmonization of the provisions they make up
- c) reconfiguring the deficient regulations, the purpose in which proposals will be necessary.

Research areas in which I was concerned so far, such as Maritime communications, using the SMCPs, Cross-cultural communication onboard ships, and Cultural awareness, will subsequently constitute a priority. As diversification units of the marine industry and social developments in these areas of interest, I can "sail" to interdisciplinary research.

### 3. *Research Directions: Maritime English for Marine Communications and Cultural Awareness*

Within this area, I have taken most of the research and published most of the books, studies, and articles. I lead papers of undergraduate students in this discipline. And in the future, this will be a priority area for the research I will undertake. In the works that will develop in the future, I will emphasize the character of the unique branch of Maritime communications and Cultural awareness in the marine industry. Along with my overseas colleagues, we intend to publish the *IMO-Model Course on Cultural Awareness Training for Seafarers*, in 2023.

### 4. *Academic Career Development*

#### 4.1. *Permanent Published Works*

The work undertaken has not been limited to teaching courses. In 14 years of constant training, I published four books as a sole author, two maritime scientific dictionaries in collaboration with my overseas colleagues, forty-five articles, and specialized studies, most of them being published abroad, in recognized journals (six as sole author/ two as co-author, indexed by ISI/Thomson Reuters/Elsevier/Scopus/EBSCO). Fifteen papers as sole author, and seven papers as co-author have overseas publishers. Another ten papers as sole author, and five papers as co-author have Romanian publishers. I believe that a priority is still broadcasting activity.

#### 4.2. *The participation and support of lectures at national and international conferences*

I considered attending scientific meetings to continuous learning, an exchange of ideas necessary in a globalized society. In recent years, I have participated in over 40 conferences and national and international scientific meetings. I expect and hope that future collaboration will be fruitful. I have never been before, and I will not be limited to sheer involvement in the future. Still, I want to organize such events or support the scientific committees by my presence or being in organizing committees.

#### 4.3. *Participation and support of lectures at universities abroad*

I was very interested in enriching the *Maritime English* course catalog and enhancing long-term cooperation with global universities sharing our commitment to excellence, so I benefited from the invitations of participation in *an Erasmus teaching period abroad at Maritime Education and Training (MET) institutions in European and non-European countries:*

- ✓ Willem Barentsz Maritime Institut, West Terschelling, Netherlands

- ✓ Nikola Y. Vaptsarov Naval Academy of Varna, Bulgaria
- ✓ Technical University of Varna, Bulgaria
- ✓ Piri Reis University, Istanbul, Turkey
- ✓ Jade University of Applied Sciences, Wilhelmshaven, Germany
- ✓ Chalmers University of Technology, Göteborg, Sweden
- ✓ University of Rijeka, Faculty of Maritime Studies, Rijeka, Croatia
- ✓ Lithuanian Maritime Academy, Klaipeda, Lithuania
- ✓ Shanghai Maritime University, Shanghai, China

I will continue sharing my experience to students overseas. Maritime Education and Training (MET) institutions today welcome interdisciplinary thinking and performance ideas. and what better way to model this than to have visitors from other disciplines teaching content from their perspective. It takes both prior planning and organized follow-up but is well worth the effort.

#### *4.4. Involving in interdisciplinary research in the area of Maritime Communications and Cultural Awareness*

As *Head of IMEC PapCom (International Maritime Language Conference -Papers and Activities Committee)*, and *Head of IMLA (International Maritime Lecturers' Association)-Papers and Activities Committee*. I intend to publish a book on interdisciplinary research to present the values and effective collaboration between people from different disciplines at various IMLA-IMEC events (round tables, conferences, symposia) to maximize the potential benefits for interdisciplinarity future research activity.

#### *5. Coordination of scientific research initiated by MA / PhD students*

I appreciate that all my professional experience and scientific contributions qualify me to coordinate research activities of master / doctoral training in my areas. The quality of doctoral supervisor allows me to share teaching experience gained in over 20 years of teaching career. The support of the habilitation thesis pushes me to attract new professional benchmarks, especially for the benefit of marine sciences doctoral researchers, the primary beneficiaries of my work. I believe that my professional maturity and level of training allow me to contribute to postgraduate training – by doctoral studies – for specialists in the maritime field.

### **III. References (list of works cited).**