



**Universitatea  
Transilvania  
din Braşov**

# **HABILITATION THESIS**

**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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**BRAŞOV, 2022**

<b>CONTENTS</b>	<b>PAGE</b>
<b>List of Abbreviation</b>	<b>3</b>
<b>Summary (RO)</b>	<b>4</b>
<b>PART I</b>	<b>9</b>
<b><i>Scientific and Professional Achievements</i></b>	
<b>CHAPTER 1</b>	<b>9</b>
<b><i>Key Educational Milestones</i></b>	
<b>CHAPTER 2</b>	<b>11</b>
<b><i>Teaching and Learning Activities. ESP for Maritime Communications</i></b>	
2.1. <i>The Role of IMO and the STCW Convention</i>	<b>11</b>
2.2. <i>Training and Assessment of Seafarers</i>	<b>12</b>
2.3. <i>The Trainers for Seafarers</i>	<b>13</b>
2.4. <i>Maritime English-Lingua Franca at Sea</i>	<b>14</b>
2.5. <i>IMO Standard Language for Maritime Communications</i>	<b>15</b>
2.6. <i>My Practice. Maritime English (ME) Teacher</i>	<b>17</b>
2.7. <i>My Courses. Create-evaluate-Analyse-Apply-Understand-Remember</i>	<b>20</b>
<b>CHAPTER 3</b>	<b>27</b>
<b><i>My Books. Language and content in ESP</i></b>	
3.1. <i>Sailing through Waters of SMCP</i>	<b>28</b>
<b>CHAPTER 4</b>	<b>31</b>
<b><i>Builder of Partnerships. Alliances for Innovation</i></b>	
4.1. <i>Organizer of Scientific Manifestations: IMLA-IMECs</i>	<b>31</b>
4.2. <i>Knowledge sharing. Identifying and Sharing of Good Practices</i>	<b>32</b>
4.2.1. <i>How to work effectively....</i>	<b>32</b>
4.3. <i>My Contributions to the Science of Linguistics. From Idea to Product</i>	<b>35</b>
<b>CHAPTER 5</b>	<b>50</b>
<b><i>Scientific Recognition: Academic Context and Professional Role</i></b>	
A. <i>Well-Known Maritime Education and Training (MET) Organizations</i>	<b>50</b>
B. <i>Keynote Speaker</i>	<b>52</b>
C. <i>Scientific Reviewer</i>	<b>53</b>
D. <i>Research Impact Measurement</i>	<b>56</b>

<b>CHAPTER 6</b>	<b>63</b>
<b><i>An Overview of My Research Project</i></b>	
A. <i>My Work As Project Manager</i>	<b>63</b>
B. <i>My Work As Project Team Member-         Monitoring and Evaluation Expert</i>	<b>68</b>
<b>PART II</b>	<b>71</b>
<b><i>Professional Academic Development and Career Progression</i></b>	
1. <i>From effectiveness to greatness? What         does “greatness” mean in education?</i>	<b>71</b>
2. <i>My “Must-Haves” for My Career         Progression</i>	<b>74</b>
A. <i>Professional Career Development</i>	<b>74</b>
B. <i>Scientific Career Development</i>	
C. <i>Research Directions: Maritime English for         Maritime Communications, and Cultural         Awareness on board ship</i>	<b>75</b>
D. <i>Academic Career Development</i>	<b>75</b>
D.1 <i>Permanent Published Books</i>	<b>75</b>
D.2. <i>The participation and support of lectures         at national and international conferences</i>	<b>76</b>
D.3. <i>Participation and support of lectures at         overseas universities</i>	<b>76</b>
E. <i>Coordination of scientific research         initiated by MA / PhD students</i>	<b>77</b>
<b>References</b>	<b>78</b>

**List of Abbreviations**

<b>Abbreviation</b>	<b>Definition</b>
<b>IMO</b>	International Maritime Organization
<b>STCW Convention</b>	International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers
<b>IMLA</b>	International Maritime Lecturers Association
<b>SIGs</b>	Special Interest Groups
<b>IMEC</b>	International Maritime English Conference
<b>ICERS</b>	International Conference on Engine Room Simulators
<b>INSLC</b>	International Navigation Simulator Lecturers' Conference
<b>IMLA-IMEC</b>	(International Maritime Lectures Association-International Maritime English Conference)
<b>IMEC PapCom</b>	(International Maritime Language Conference Papers and Activities Committee)
<b>IMO-SMCPs</b>	IMO Standard Marine Communication Phrases
<b>ME</b>	Maritime English
<b>GE</b>	General English
<b>ESP</b>	English for Specific Purposes
<b>LGP</b>	Language for General Purposes
<b>LSP</b>	Language for Specific Purposes
<b>SMNV</b>	Standard Marine Navigational Vocabulary
<b>(MET) Institutions</b>	Maritime Education and Training Institutions
<b>(ME) teacher</b>	Maritime English teacher
<b>IMO Model Course 3.17</b>	IMO <i>Maritime English Course (framework)</i>
<b>KUP IMO Model Course 3.17 (Maritime English)</b>	Knowledge, Understanding, Proficiency of Maritime English
<b>ISF</b>	International Shipping Federation
<b>ISF Marlins</b>	Maritime English Language Test for Seafarers
<b>UK-MCA</b>	United Kingdom Maritime and Coastguard Agency
<b>MTCC-Asia</b>	Maritime Technology Cooperation Center-Asia

## Rezumat

Teza de abilitare "**Language and Content in ESP. Maritime English-The IMO Standard Marine Communication Phrases (SMCPs) to immerse you in a sea of English**" prezintă pe scurt cele mai importante cercetări din evoluția mea profesională, în prezent cadru didactic titular în Universitatea Maritimă din Constanța, după acordarea titlului de doctor în domeniul Filologie, fiind un pas important în recunoașterea abilităților mele științifice, didactice și academice. În același timp, teza de abilitare indică un punct de plecare în activitatea de îndrumare a celor care își doresc o aprofundare a activității de cercetare, după finalizarea studiilor universitare, prin elaborarea unei teze de doctorat. Astfel, lucrarea de față își propune o sinteză a activităților mele de cercetare și didactice din perioada postdoctorală, punând accent pe direcțiile din domeniul cercetării științifice.

Teza de abilitare este structurată în două părți principale care prezintă cariera profesională, interesele și realizările mele în domeniul didactic și de cercetare precum și principalele obiective pe care mi le-am propus pentru dezvoltarea viitoare din punct de vedere profesional și științific. Sinteza activității de cercetare prezentată în cadrul tezei de abilitare se concentrează pe cele două mari direcții de cercetare abordate de-a lungul carierei mele profesionale, respectiv:

**A) Metode și tehnici moderne de predare și învățare a limbii engleze maritime/ (Maritime English)**, în vederea stimulării interesului studenților pentru învățarea acestui limbaj utilizat în transportul maritim, cel mai mare sector al economiei globale.

Scopul acestei direcții de cercetare îl reprezintă identificarea elementelor de predare a limbii Engleze maritime menite să satisfacă necesitățile specifice ale celor care o învață; să poată fi legată de sau destinată anumitor activități sau discipline specifice din domeniul maritim; să poată utiliza o metodologie diferită de cea din limba engleză generală în situații specifice de predare; să fie prevăzută pentru persoanele adulte de la o instituție de învățământ superior de marină, pentru studii de licență și masterat sau cursuri de instruire în scopuri profesionale; să fie prevăzută pentru studenții de nivel intermediar sau avansat și să nu țină neapărat cont de o metodologie predeterminată. Ca procesul de învățare să fie cât mai eficient, înainte de a elabora programa cursurilor și materialele didactice ce trebuie practicate, am identificat care sunt atitudinile studenților față de diferite metode de predare, responsabilități și activități, pentru a lua în considerație preferințele ce țin de metodele de învățare. Aceasta a sporit gradul de însușire și interesul studenților față de programa de studiu. Predarea și învățarea limbii engleza maritime reprezintă un pas important pentru dezvoltarea autonomiei studentului,

ajutându-l să aplice cunoștințele lingvistice obținute în școală, adică în domeniul său de studiu.

Cea mai importantă distincție dintre Engleza pentru Scopuri Specifice (ESP) și Engleza pentru Scopuri Generale (ESG) o reprezintă persoanele care doresc să învețe această limbă și scopurile lor de învățare. Scopul principal al limbii Engleze Maritime este acela de a se concentra mai mult asupra limbii în context și cuprinde domenii variate. Engleza Maritimă este un termen "umbrelă" care cuprinde cinci subcategorii diferite în funcție de scopul specific pe care îl servesc în contextul maritim: engleză pentru navigație și comunicații maritime, engleză pentru comerț maritim, engleză pentru dreptul maritim, engleză pentru inginerie maritimă și engleză pentru construcții navale.

Engleza Maritimă-Engleza pentru Scopuri Specifice (ESP) se concentrează pe predarea unei varietăți funcționale particulare de limbaj pentru studenții de la Facultatea de Navigație și Transport Naval, respectiv pentru studenții de la Facultatea de Electromecanică Navală din institutii de marină, care sunt instruiți să se alăture comunității de personal din sectorul maritim cu care împărtășesc cunoștințele de specialitate. Engleza Maritimă, prin utilizarea frazelor standard maritime (IMO-SMCPs) se caracterizează prin terminologie lipsită de ambiguitate, elemente și structuri retorice specifice, sintaxă simplă și densitate lexicală. Ea servește unui scop specific și implică un anumit mod de comunicare, fie că este scrisă sau orală. Engleza Maritimă (Frazele Standard Maritime IMO-SMCPs) este o varietate specială de Engleză pentru scopuri specifice (ESP) folosită de navigatori atât pe mare, cât și în port, precum și de către persoanele care lucrează în industria de transport maritim și de construcții navale.

### ***B) Metode de modelare culturală a gândirii prin promovarea comunicării interculturale la bordul navei***

Prin analiza activităților de la bordul navelor, desfășurate cu echipaje internaționale s-a dovedit că Engleza Maritimă este bine conturată și indiferent de direcțiile de dezvoltare, ea va rămâne un punct central în predarea limbii engleze ca limbă străină în toată lumea. Cunoașterea limbii engleze reprezintă un început bun, dar nu este și suficient. Prin cercetările efectuate la nivel global, pentru a atinge nivelul comunicării eficiente, abordarea problemei neînțelegerilor interculturale este de asemenea o provocare. Acest lucru ne-a determinat să realizăm o rețea internațională de cercetare în direcția *Comunicării interculturale la bordul navei*, cu ajutorul căreia ne-am propus să dezvoltăm înțelegerea unor concepte ce țin de comunicarea interculturală, argumentând, în același timp, importanța asumării acestor concepte-reper în formarea abilităților interculturale în vederea asigurării dialogului intercultural. Având-o în bagajul său de competențe și pe cea interculturală, un membru de echipaj, care lucrează într-un mediu multicultural la bordul navei, va fi în stare să facă față provocărilor diversității.

*Interculturalitatea* accentuează dimensiunea interactivă a grupurilor etnice, religioase, care trăiesc în același spațiu, întrețin *relații deschise de interacțiune, schimb și recunoaștere mutuală*. Aceasta antrenează cu sine o înțelegere superioară a culturii proprii, în lumina diferitelor sisteme de referință. Pe măsură ce oamenii își dezvoltă competențele interculturale, mentalitatea lor trece de la una monoculturală la una interculturală. Rezultatele interne ale acestui proces includ cunoștințe, atitudini și abilități și conduc la flexibilitate, adaptabilitate, empatie și la o perspectivă etnorelativă. Rezultatele externe le reprezintă o comunicare și un comportament eficace și adecvat din perspectiva altor grupuri culturale.

Interesul pentru analiza discursului în comunicarea maritimă s-a concretizat prin publicarea unor lucrări științifice, indexate ISI/BDI, în edituri din străinătate și din țară, sau volume de conferințe internaționale sau naționale cu participare internațională.

Direcția de cercetare A) s-a axat preponderent pe contribuții științifice rezultate din modul în care tehnici și activități, ce au fost folosite la însușirea limbii Engleze Generale, au fost utilizate și în Engleza pentru Scopuri Speciale. De aceea, am considerat că trebuie să acord studentului o mai mare libertate și independență, oferindu-i astfel rolul de „*producător*”, și nu de „*consumator*”. Profesorul nu este în centrul procesului de instruire, ci învățarea limbii devine un proces de colaborare, în care rolul profesorului este acela de a-i încuraja și promova pe studenți.

Ca profesor de limbă Engleză pentru Scopuri Specifice (Maritime English-ME teacher) am contribuit la dezvoltarea profesională a studenților și am elaborat cursuri pentru studenți în funcție de necesitățile lor profesionale. Trebuie, totuși, reținut faptul că suntem profesori de limbă engleză, dar nu specialiști în industria maritimă, deci îi ajutăm pe studenți să-și dezvolte anumite abilități care sunt esențiale pentru aceștia în viitoarea lor profesie. Iată de ce materialul didactic pe care l-am elaborat a fost creat în cooperare cu profesorii specialiști în domeniul maritim. Responsabilitatea unui profesor de Engleză Maritimă este de a selecta, schița și organiza materialul didactic, de a încuraja și informa studenții despre progresele obținute, de a fixa scopuri reale de scurtă și lungă durată luând în considerație preocupările studenților și situațiile de instruire, și nu în ultimul rând, de a crea și menține o atmosferă pozitivă de învățare.

Pentru a putea comunica, studenții trebuie să fie siguri de forțele proprii, iar responsabilitatea profesorului este de a consolida această încredere. Prin activitățile de instruire, am înțeles că profesorul este cea persoană care, prin evaluarea aplicată, îi poate ajuta pe studenți să-și identifice problemele de instruire și să găsească soluții, să se axeze asupra abilităților necesare. El reprezintă sursa de informație a progresului efectuat de către studenți. Fiind un fenomen foarte complex și multiaspectual, nu este simplu a preda Engleza Maritimă, însă profesorii de Engleză Maritimă din întreaga lume îl consideră provocator, interesant, captivant

și plin de satisfacție, permițându-le să studieze meticolos necesitățile studenților cu specializare în domeniul maritim.

Patru cărți în calitate de autor și două dicționare (în calitate de co-autor, publicate în edituri din străinătate) au intrat în biblioteca resurselor materiale dedicate educației și training-ului în industria maritimă, fiind înregistrate de Organizația Internațională Maritimă (International Maritime Organization-IMO). Selecția lucrărilor ce s-au încadrat în această direcție de cercetare cuprinde patru articole publicate în reviste indexate ISI, Thomson Reuters, șase articole publicate în reviste indexate în baze de date științifice recunoscute (BDI ProQuest și BDI EBSCO), 19 articole în volume de conferințe indexate WOS Thomson Reuters și în reviste și volume de conferințe indexate în baze de date științifice (BDI) recunoscute internațional (SCOPUS, ProQuest, EBSCO, Sciencedirect, Index Copernicus), dintre care 14 publicate în străinătate (10 în calitate de autor, 4 în calitate de co-autor), și 5 articole publicate în țară (în calitate de autor).

Această direcție de cercetare a urmărit cariera mea didactică desfășurată la Universitatea Maritimă din Constanța, Facultatea de Navigație și Transport Naval, Departamentul de Științe Fundamentale și Umaniste, orientată către predarea de cursuri, seminarii și lucrări practice legate de strategii în predarea, învățarea și evaluarea Limbii Engleze/Limbii Engleze Maritime/Limbaj și abilități de comunicare, pentru studenții din anii II, III și IV înmatriculați la specializarea Navigație, Transport Maritim și Fluvial, din cadrul Facultății de Navigație și Transport Naval.

Direcția de cercetare **B)** s-a orientat către identificarea metodelor de dezvoltare a abilităților de comunicare interculturală la bordul navelor cu echipaj internațional. Au rezultat două articole publicate în edituri din străinătate în reviste indexate ISI, Thomson Reuters (unul în calitate de autor, și unul în calitate de co-autor), la care se adaugă 16 articole în reviste și volume de conferințe indexate în baze de date științifice (BDI) recunoscute internațional (SCOPUS, ProQuest, EBSCO, Sciencedirect, Index Copernicus), dintre care 8 publicate în străinătate (6 în calitate de autor, 2 în calitate de co-autor) și 8 publicate în țară (3 în calitate de autor, 5 în calitate de co-autor).

Activitatea intensă de cercetare oferă o justificare pentru dorința mea de a candida pentru obținerea Atestatului de Abilitare în domeniul de Doctorat Filologie.

Sunt referent științific la trei reviste de specialitate: *Athens Journal of Mass Media and Communications (AJMMC)*, ISSN 2407-9499, DOI: 10.30958/ajmmc, Atena, Grecia; *JSOE- Journal of Shipping and Ocean Engineering*, David Publishing Company, ISSN:2159-5879, DOI:10.17265/2159-5879/ New York, SUA; *JMER- Journal of Modern Education*, ISSN: 2155-7993, DOI:10.15341/jmer(2155-7993), Academîc Star Publishing Company, SUA.



Din anul 2010 fac parte din Comitetul de conducere al Asociației Internaționale a Personalului Didactic din Domeniul Maritim (*IMLA-International Maritime Lecturers' Association*) și din Comitetul de conducere al Conferinței Internaționale de Engleză Maritimă (*IMEC - International Maritime English Conference*). Până în prezent, am fost co-organizator a 11 Conferințe Internaționale de Engleză Maritimă (IMLA-IMEC) desfășurate în universități de marină din 11 țări ale lumii, din Europa și Asia.

Din mai 2020 sunt Expert al Comisiei Europene, Direcția Cooperare Internațională și Dezvoltare (*Expert at the European Commission, Directorate-General for International Cooperation and Development*). Din octombrie 2019 sunt Expert Trainer în domeniul Comunicare Maritimă la MTCC-Asia (*Maritime Technology Cooperation Center*), Shanghai Maritime University, China. Din septembrie 2018 sunt Președintele Executiv al Comitetului Științific IMLA (*International Maritime Lecturers' Association*), responsabil cu asigurarea calității lucrărilor înscrise la Conferințele IMLA, în vederea publicării lor în reviste științifice de specialitate și co-organizator al conferințelor anuale IMLA-IMEC (*International Maritime English Conference*).

A doua parte a tezei, intitulată *Planuri pentru dezvoltarea carierei profesionale, științifice și didactice*, descrie planurile pe care mi le-am făcut pe baza experienței didactice, rezultatelor și feedback-ului studenților, precum și pe baza intereselor de cercetare. Această parte are trei secțiuni: planuri de îmbunătățire a strategiei de predare și învățare a limbii Engleze Maritime, modificările pe care doresc să le introduc în ceea ce privește conținutul și metodologiile cursurilor de *Engleză Maritimă* și *Comunicare interculturală* la bordul navei, pe care le predau și, pornind de la cele mai recente lucrări de cercetare, planurile de cercetare pe viitor.

Pentru a reuși în atingerea obiectivelor cuprinse în cele două direcții de dezvoltare ale carierei m-am concentrat pe : **a) activitatea didactică; b) publicarea de cărți și realizarea de lucrări științifice pentru comunicarea/diseminarea rezultatelor cercetării științifice**, precum elaborarea și publicarea în anul 2023 a cursului *IMO-Model Course on Cultural Awareness Training for Seafarers*, curs obligatoriu pentru navigatori cerut de Organizația Maritimă Internațională (IMO-International Maritime Organization) în materie de siguranță maritimă; publicarea unui studiu amplu al metodelor aplicate la nivel global pentru predarea limbii Engleze Maritime și a frazelor standard de comunicare maritimă (*IMO-SMCPs*) pentru a actualiza principalele opinii, direcții și preocupări cu privire la predare și învățarea limbii Engleze Maritime; analiza documentației necesare pentru publicarea unei cărți pe tema „*Nave autonome versus utilizarea frazelor standard de comunicare maritimă (IMO-SMCPs) în practica maritimă*”.

Teza de abilitare se încheie cu o listă de referințe bibliografice pe care le-am consultat în activitatea științifică de cercetare și de elaborare a articolelor publicate.

## PART I

### Scientific and Professional Achievements

#### Chapter I

##### Key Educational Milestones

Everyone has a dream. Professionally my dream was to become a teacher. Teaching is a special job. It demands extensive knowledge of the subject matter, curriculum, and patterns; interest, good strategy, a love of learning; understanding of discipline and classroom management methods; and a passion for making a difference in the lives of young people.

In July 1994, I graduated with my Bachelor of Arts (BA) studies at the Faculty of Letters, University of Bucharest, where I was a student from 1989 till 1994. I earned my *BA in Romanian and English Language and Literature* in 1994. From 1994 to 1995 I continued my Master's degree studies at the Faculty of Letters, the University of Bucharest, with double specialization: Literary Criticism and Comparative Literature. In July 1995, I earned my *Master's degree (MA) in Critical Theories and Comparative Literature*. In October 1995 I became a teaching assistant at the University of Bucharest, Theory of Literature department, first as an external collaborator. In 2005 I started my Ph.D. studies for Philology at the University of Bucharest, and I earned my Ph.D. in 2008. In virtue of the order of the Minister of Education and Research no.5837 of November 4, 2008, I was awarded the PhD Diploma, Series F no.0008089 of 15 December 2008.

A significant field of interest in my professional and research activity, which began with the doctoral program at the University of Bucharest, is *literary criticism*. The doctoral thesis is entitled „*Gaston Bachelard and his criticism posterity*”, and my doctoral supervisor was Prof. Mircea Martin, Ph.D.

The starting point of the doctoral research is the realization that *the Image is more than an idea. It is like a whirlwind in a bundle of chained and energetic ideas. The ultimate grace is to discover the point where hypotheses and facts meet, with a delicate balance between dream and reality, the place where fantasy and earthly things are metamorphosed into a work of art.* From this perspective, I aimed to present the place and role of the literary critic Gaston Bachelard, *in a retrospective look at the work of this Master of Books, beyond the scientist, at the same time careful reader, writer or writer "en sursis" for a meta-literature, with all that it implies: a "literary critique" for the multiple life of the literary work, through different*

*interpretations, and we have in mind that literature written “after literature”, considered as an imposed object and theme, but at the same time the “literature about literature.”<sup>1</sup>*

I published my thesis and, “in the circle of words,” the substantial doctoral thesis is still read with a pen in hand and notes are taken, to be analyzed in the literary criticism seminars dedicated to the 20<sup>th</sup> century Literary Criticism, about the three contemporary ways of imagination – “*description, painting, and perception, The first two are mirrors, the other is a lamp. For romantics, consciousness is a lamp that throws its rays out to illuminate it and includes an experience. Imagination is the force of the human mind to see representations in inner psychic space. Following Bachelard, spontaneity and freedom are there in the world that any word pretexts for an imagistic trigger. But the euphoria of poetic knowledge would not be possible without a naivety, innocence of the gaze - as if things had never been seen before - accompanied by the ease of producing words, speaking, and writing*”.

My academic career has followed two directions valuing multiple knowledge trajectories; the first significant direction is *literary criticism* which started with my Ph.D. thesis in Philology. The second one has been teaching the *Maritime English- ESP for Maritime Communications*.

As for Maritime English, my interest in this field was a turning point in my academic career, following the transfer to Constanta Maritime University in 2008, so to have the opportunity to work in Constanta (my hometown) and to enjoy parental support for raising my son (born in 2004). It was a crucial decision that paved the way for many challenges to face at first glance, but not impossible to fulfill. The seminars dedicated to the analysis of the 20<sup>th</sup> century literary criticism 'sailed' on the vast field of Philology and anchored in the port of the seminars dedicated to the linguistic study of maritime language in general and English maritime language in particular, presenting the importance of language learning and strategies in teaching, learning, and evaluating English, all with a common goal: *understanding Maritime English and developing knowledge and communication skills in English*.

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<sup>1</sup> This habilitation thesis includes passages from books and scientific articles I have published as the sole author. All sources are explicitly mentioned in the text. The paper is not scientific, and I do not intend to publish it.

## Chapter 2

### **Teaching and Learning Activities: *Maritime English- Lingua Franca at Sea***

There are some clarifications needed to understand the reason for working with a standardized language in maritime communications and the profile of the Maritime English (ME) teacher. Maritime English (ME) is part of the “family” *English for Special Purpose* (ESP). One may think that ME is strictly for the special purpose of technical English, but in fact, it embraces so much more! On board a ship with a multinational crew, one also needs to communicate for social reasons, for everyday matters like food and amenities, and of course, to keep a safe work environment. Ensuring that a message given is received and perceived according to the sender’s intentions is one of the main focuses when those involved speak different first languages (mother tongue).

A simple “Yes, Sir!” is not sufficient in all situations, and therefore the International Maritime Organization (IMO) requires, under the international convention for *Standards of Training, Certification and Watchkeeping for Seafarers, 1978, with amendments* (STCW), the ability to use and understand the *Standard Marine Communication Phrases* (SMCP) for the certification of officers in charge of the navigational watch on board ships of 500 gross tonnage and more.

#### **2.1. The Role of IMO and the STCW Convention**

International Maritime Organization (IMO) recognized the role of the human element in the safe operation of ships. It adopted the first international Convention on seafarers' training standards in 1978: the STCW Convention, namely the International Convention on Standards of Training, Certification, and Watchkeeping for Seafarers. IMO's continued comprehensive revision has demonstrated recognition of seafarers' importance and updating of this Convention in 1995 and 2010, considering the many technological innovations and advances in ship and equipment design and the demands of the industry.

The 2010 Manila Amendments adopted milestone revisions to the STCW Convention, and its associated Code including several resolutions. One of these is Resolution 7 of which, among other things, noted with concern the reported and anticipated shortage of qualified officers to effectively man and operate ships engaged in international trade, and appreciated that *the overall effectiveness of selection, training and certification processes could only be evaluated*

*through the skills, abilities, and competence exhibited by seafarers during the course of their service onboard ship. The main purpose of the Standard is to maintain safe sailing at all times.*

The language of the SMCP is somewhat different from “normal” English. The official IMO publication wrote: “*The SMCP builds on a basic knowledge of the English language. It was drafted intentionally in a simplified version of Maritime English in order to reduce grammatical, lexical, and idiomatic varieties to a tolerable minimum, using standardized structures for the sake of its function aspects, i.e., reducing misunderstanding in safety-related verbal communications, thereby endeavoring to reflect present Maritime English language usage on board vessels and in ship-to-shore/ship-to-ship communications*”.

This means, in phrases offered for use in emergency and other situations developing under considerable pressure of time or psychological stress as well as in navigational warnings, a block language is applied which uses sparingly or omits, the function words *the, a/an, is/are* as done in seafaring practice. Users, however, may be flexible in this respect.

Further communicative features may be summarized as follows:

- avoiding synonyms
- avoiding contracted forms
- providing fully worded answers to “*yes/no*”-questions and basic alternative answers to sentence questions
- providing one *phrase* for one *event*

SMCP covers both internal and external communication. The phrases are mostly in use when it comes to radio communication, but in a stressful situation, it can be a good idea to use the same standards of simplicity in impromptu face-to-face communication on board.

## **2.2. Training and Assessment of Seafarers**

The competency-based training and assessment required by the STCW Convention and Code provide clear outcome-based standards of competence, the tasks, and skills for a non-exhaustive list of core competencies, and the learning outcomes to meet today’s industry demands. Thus, direct, and significant responsibility is placed on *trainers for knowledge and skills acquisition and assessors for demonstration of competence by seafarers for the safe operation of ships and, thus, for maritime safety*. The resulting challenge for maritime education and training providers in the broader context, particularly teachers and trainers, is *achieving the specified outcomes and assessing performance to ensure that the standards have been met*. It is also a challenge to best address the welfare issues, such as seafarer health, fitness for work, hours

of rest, to achieve the envisaged benefit to seafarers and the shipping industry. Social and welfare issues play a crucial role onboard in assuring that seafarers remain fit for service.

### **2.3. The Trainers for Seafarers**

With the increasing need by the industry for competent, well-trained seafarers, there is an increasing need globally for trainers and assessors of a high standard. The future success of the maritime industry is dependent not only on the seafarers but also on those who guide and manage them. It is to them we look to bring a safety culture into everyday operations through setting and maintaining high personal and organizational safety standards. Trainers establish the principles that will guide the future attitudes of seafarers to their responsibilities, and it is most important that trainers and assessors have the highest skills and integrity. The importance of the work of trainers to the success of the industry should therefore not be underestimated, as the qualified and competent seafarer is directly responsible for the safety and security "*of life at sea and marine environment protection.*" Every trainer, through years of teaching experience, will know if their students are fit for purpose, and the quality and competence of the seafarers is a measure of the competence of the trainers and the adequacy of the programs they deliver. The International Maritime Organization (IMO) recognizes that the International Maritime Lecturers Association (IMLA) provides an ideal forum for discussions on communications issues concerning seafarers and the concept of a universally accepted language, commonly referred to as Maritime English. This '*language*' is a tool that facilitates the exchange of information and knowledge in a safe and clean manner to ensure safety at all times on board ship.

The teachers and trainers play a significant role in shaping the professional communication skills of the world's seafarers when operating and managing ships in the global fleet. Such fleet is responsible for over ninety percent of international trade as safely, securely, and efficiently, as possible while protecting the marine environment. Although maritime transportation comprises various types of ships depending on their cargo, the human element- the seafarers—is the single common factor in every ship. The world does not readily acknowledge the role of seafarers. However, their part is essential for the sustainability of efficient shipping and global trade. The human element in shipping also involves personnel among shore-based stakeholders such as maritime Administrations, shipping companies, recognized organizations, and training providers, to mention some, most of whom also require training in various aspects to establish their respective competencies. Nevertheless, the world is indebted to seafarers for the silent and often unrecognized service they provide to ensure the sustainability of the global economy through their professionalism, skills and competence, commitment, and care.

We expect seafarers to be professionals at all times, good and bad, at sea. They must be well trained, very competent, and exhibit good quality. They must keep up with statutory and regulatory requirements, so they rely heavily on their underpinning knowledge and relevant training to maintain their competence and further/refresher/updating training to maintain continued professional development. They also seek the benefit of good mentors ashore and onboard to enable them to carry out their duties and, more importantly, gain the confidence they need as true professionals. To this end, they should be aided by qualified, competent, and experienced trainers and assessors ashore and onboard. Skilled and professional seafarers genuinely recognize the importance of proper training to enhance their competence and skills and benefit from the knowledge, skills, and expertise.

#### **2.4. The working language is Maritime English !**

In a globalized world, ships carry more than ninety percent of international business. In consequence, this trade “*has fostered an interdependency and inter-connectivity between peoples who would previously have considered themselves completely unconnected*” (Mitropoulos, 2005). The maritime industry facilitates this activity. Therefore, it is crucial that a common working language, namely English, is competently used to ensure safety at all times on ships, crew, and the marine environment. That assumes that the graduates of Maritime Education and Training (MET) institutions are well prepared, and their trainers are ready to accomplish the task required by international regulations.

According to the legislation, English in the shipping industry is *Maritime English*, and the teaching of the subject at all maritime colleges, institutes, and universities worldwide is governed by the *IMO Model Course 3.17 on Maritime English*. Consequently, this world-class standard document for training has set a standard for the English language to be taught and mastered to comply with the regulation at sea (Trenkner, 2002; Pritchard, 2005& Takagi et al., 2007). Short (2006) highlighted those thousands of seafarers on board merchant vessels nowadays that receive intensive training in Maritime English communication before going to sea.

Maritime English represents the tool for communication inside the global maritime community in standard schedules, contributes to commerce and route security (Trenkner, 2000; Pritchard, 2002). Maritime English blends different subdomains according to the field or subject matter: nautical, logistics, technical, and legal (Cole, Pritchard, & Trenkner, 2007). Maritime communication in the maritime industry in general and at sea, especially, requires a high level of competency, and that is fundamental. For international employees today, this necessarily implies

communicative competency in English, exclusively the variety chiefly quoted as *Maritime English*. Constantly, Maritime English is a fully flagged subject, and the need to authorize standards is an issue that receives boundless attention. There is an increased global need to use English in the shipping industry because of the new demands imposed by technological and economic developments. Add to these, high profile breach of law at sea causing loss of life, damage to property, and environmental pollution, conducted to several legal requirements (i.e., Standard Training, Certification and Watch-keeping-STCW/ International Convention for the Safety of Life at Sea -SOLAS) regarding communicative competency in the English language for professional purposes. Maritime organizations have an ascent interest and concern about how they should best accommodate all to comply with these new demands. Maritime Education and Training (MET) institutions, firstly reluctant to recognize Maritime English on an equal bedrock to Navigation or Marine Engineering, or to dedicate more instruction hours in an already tight curriculum, have been keen to find more effective strategies.

The International Maritime Organization (IMO) made English the official language of merchant shipping. The STCW 2010 (Standard Training, Certification and Watchkeeping ) Convention *requires every mariner to possess adequate proficiency in the language and also in the pursued expertise before they go to sea* (Pritchard, 2005).

## **2.5. IMO Standard Language for Maritime Communications**

The fact that ships' crews are multi-national, and multi-lingual needs no emphasis, but the fact that many seafarers are not native speakers of English needs reiteration. Accident reports frequently cite poor communications as a contributory factor. We, therefore, need to actively encourage higher levels of English language competency through effective language education and training, which closely reflects the practical communication skills required by the shipping industry. *The key to this is spoken fluency and proficiency in Maritime English through using it in practice.* The misconception persists among some seafarers (and some training providers) that the ability to speak and understand general English and the ability to use the IMO Standard Marine Communication Phrases (SMCPs) are adequate to serve on board. However, proficiency in General English and the necessarily restricted language of SMCPs together are not sufficient to ensure effective communications onboard ships. It needs to be recognized that the Standard Marine Communication Phrase (SMCP) is only one tool. Giving clear and precise instructions, listening and proper understanding, transferring information effectively within and between ships, ships and shore, and the ability to give feedback are core communication needs that a mariner should understand to meet the standards enshrined in the STCW Code.



It is essential that as well as knowledge of the English language, seafarers must develop cultural awareness and communication skills, to meet the requirements of the STCW Convention. Effective communication is a fundamental element in leadership training that should apply to all seafarers and to shore-based staff. Effective communication plays a decisive role in the development of a safety culture and environmental conscience in the shipping industry, and trainers need to and take cognizance of this support and promote the coordination of a safety culture in the industry. In this context, the International Maritime English Conference (IMEC) is the most appropriate forum to discuss issues related to effective shipboard communications and the usage of maritime-related English in a global, multi-national and multi-cultural industry. The International Maritime English Conference (IMEC) provides an opportunity for teachers and all other interested in Maritime English learning, teaching, and usage in the shipping industry “*to share their thoughts and ideas and bring about change.*”

Although there is an increased use of automation and computerization onboard ships, to reduce the operational burden on the human element, I would like to reiterate, as before, that it is seafarers that are responsible for recognizing, interpreting, compensating, and correcting the consequences of failures and malfunctions in equipment, and quite often the shortcomings of other humans too. Therefore, it is important to focus specifically on enhancing seafarers' competence and take the appropriate steps to develop relevant training programs to support their performance.

The professional responses required of seafarers are need-based, depending on the situations that require their immediate attention and in the best interest of safety. Adequate, relevant, and practical training can develop the underpinning knowledge and skills for the appropriate response that addresses, most but not all, possible situations that may be encountered during routine and emergency ship operations. People that ponder the actual diversity to the safety culture onboard are not only those in the highest positions of management onshore but all who are involved in the management and operation of the ship, i.e., all seafarers.

The guidance provided in the model courses and the other human element related initiatives of the International Maritime Organizations (IMO) would ensure that through well-developed training programs, seafarers would be able to maintain competence and enhance safety at sea and thereby fully support the IMO mission statement of “*safe, secure and efficient shipping on clean oceans*”.

Nevertheless, effective training of seafarers, institution-based or e-learning based, complemented by onboard training and refresher programs, is at the core of maintaining and continuously developing seafarers' competence, quality, and fitness for purpose. The big

challenge for teachers is to put in place the relevant training and assessment programs to build the professionalism of the seafarers for the future. The role of teacher is crucial in assisting seafarers to meet the updated standards and discharging their functional responsibilities on board safely. Effective communication is a gateway to the bridge over the communication difficulties that continue to exist on board. While trained instructors and teachers in shore-based training facilities can deliver good quality structured training closely monitored by Administrations, this is not necessarily the case with onboard training and e-learning platforms.

Mentoring (one of many definitions, as I understand) is a process for the informal transmission of knowledge and the psycho-social support perceived by the recipient as relevant to work, career, or professional development. Mentoring encompasses informal communication, customarily face-to-face and for a continuous period, transmitted between a person who is recognized to have more excellent relevant knowledge, wisdom, or experience (the mentor) and a person who has less (the mentee). That is quite true of work and life on board the ships. Significantly, cadets and trainees acquire their initial basic skills that provide a foundation on board under watchful eyes! It is time to remind the importance of mentoring and endeavor to bring it back to ensure the industry will have certificated seafarers and good quality, competent and qualified seafarers to serve the industry for the years ahead can effectively communicate.

Better and more effective communication will lead to the establishment of a safety culture onboard. A positive outcome of our combined efforts will be better and more effective communications onboard, leading to a reduction in accidents and an improved industry safety record. Although not in the limelight, Maritime English (ME) teachers provide the robust foundation on which the effective communication skill of seafarers is built, which in turn supports the establishment of a safe culture on ships. And the importance and impact of the contribution of the devoted (ME) teachers to maritime safety will thus be recognized and placed in its actual perspective. IMLA-IMEC (International Maritime Lectures Association-International Maritime English Conference) can undoubtedly take a leading role in knowledge and skills transfer and mentoring of teachers to achieve the goals of the STCW Convention in particular and the industry in general.

## **2.6. My Practice. Maritime English (ME) Teacher**

When I started my job as a Maritime English teacher, I was highly motivated to apply what I learned about language teaching and learning in the classroom and observe students' joy of learning another language. The nature of the Maritime English classes and the fact that they were geared towards students' specific language needs seemed interesting. Since students needed

to replicate the communicative circumstances of their target places, Maritime English courses required the application of particular methods and techniques and divergent activities that engage students in situations as authentic as those expected to encounter onboard ship. Therefore, these topics become intrinsically motivating for the students, who find the course relevant to their future needs and development, and for teachers who can observe students' attainment of the course objectives in practice.

Maritime English courses converge the methodology, the content, the objectives, the materials, the teaching, and the assessment practices. All of this stems from specific, target language uses based on an identified set of specialized needs on board ship. The content of the language instruction focuses on a specific context or even a particular subset of tasks and skills. In all types of messages, the standardized maritime language, known as SMCPs (the Standard Marine Communication Phrases), must therefore be used to reduce the risk of accidents. Very important, the context and the learners involved (e.g., students, professionals in the field) run the syllabi of *IMO Model Course 3.17 on Maritime English*—unlike general English language instruction, which drives the theory alone (Widdowson, 1983).

Maritime English does not have an overly long or detailed history in the literature of applied linguistics. Much of the research topics have been solely in the realm of English for Specific Purposes (ESP) instruction (Johns & Dudley-Evans, 1991). Strevens (1988) put forth a definition of ESP. According to Strevens, the essential characteristics of specific purpose instruction "*consist of [teaching] which is: designed to meet specified needs of the learner; related in content (i.e., in its themes and topics) to particular disciplines, occupations, and activities; and is centered on the language appropriate to those activities, in syntax, lexis, discourse, semantics, etc.*" (Strevens, 1988, pp. 1-2).

There are three particular IMO instruments of relevance regarding *Maritime English* teaching and learning: the *Standard Marine Communication Phrases* (SMCP 2011), the *International Convention on Standards of Training Certification and Watchkeeping* (STCW), 1978, as amended, and the *IMO Model Course 3.17 on Maritime English*. The SMCP is a result of overcoming the problem of language barriers and miscommunication at sea.

There was a time when any paper involving Maritime English would begin with a definition of the term and a justification of its importance within the maritime industry, and consequently Maritime Education and Training (MET). This is no longer the case. Today, we are all practiced communicators.

As a teacher of Maritime English for nautical students, I have understood that my role does not start only inside the classroom. The classroom is only an intermediary between pre-

classroom and post-classroom roles. In 2008, I started my (ME) teacher career as a Lecturer in Maritime Studies, Bachelor of Science (BSc) degree program. In 2012, I was promoted to Associate Professor in Maritime Studies, Bachelor of Science degree (BSc) and Master's degree programs of study. At Constanta Maritime University, I have become a syllabi planner and designer for the Maritime English discipline according to the requirements of the *IMO Model Course 3.17 on Maritime English*. I have made some meaningful decisions on what to teach and why teach what we teach in the classroom. I was keen on syllabi planning/designing for Maritime English as a constructive alignment. That means an alignment between designing teaching activities and expressing learning in and through activities.

In other words, I have worked on the components of this effective teaching of Maritime English that starts and stops outside the classroom:

- identifying the intended learning outcomes to construct knowledge, skills, and understandings (equal to what KUP (Knowledge, Understanding, Proficiency) is described in the *IMO Model Course 3.17 on Maritime English*.

- choosing the content (topics and resources) necessary to support the learning activities,

- designing learning activities,

- getting students engaged in them,

- facilitating the learning activities,

and,

- designing assessment tasks for measuring the students' attainment of the learning outcomes.

The first teacher activity listed above is of paramount importance, for it acts as the primary determinant of quality teaching and effective learning of KUP (*Knowledge, Understanding, Proficiency*) of *IMO Model Course 3.17 on Maritime English*. Students must know the objectives of teaching, and for that, I clearly state the intended outcomes of teaching Maritime English, engage the students in learning activities that promote the intended learning outcomes, and objectively assess the results achieved through formative and summative tests.

As a teacher, I consider that the feedback should be a dialogue than a one-way communication because it links to the learning outcomes and encourages students to reflect on their learning. The overall objective of *Maritime English* discipline is usage of *IMO Model Course 3.17 on Maritime English* to understand that:

- Under the STCW Convention, trainees must have a good command of spoken and written English,

- Cover shipboard terms and definitions, use of internal communication and alarm systems, have the ability to understand orders and to communicate in matters relevant to watch-keeping duties, be familiar with the procedures for the relief, maintenance and hand-over of a watch, the information required to maintain a safe watch and basic environmental protection procedures,
- Trainees assisting passengers during emergency situations should be able to communicate safety-related issues in English or in the language spoken by the passengers and other personnel on board. In these days of multi-national and multilingual crews, the importance of sharing a common language cannot be underestimated.

The specific competences acquired:

*Professional skills: Officer in Charge of a Navigational Watch IMO Model Course 7.03*

- Develop trainees' ability to use English to at least intermediate language level,
- Give students wide-ranging opportunities to practice communicating in English for both maritime and general purposes,
- Promote the study skills essential for continuing independent learning at sea.

*Transversal skills:* Methodical analysis of the communication problems encountered in the activity, identifying the elements for which there are established solutions, thus ensuring the fulfillment of professional tasks

### **2.7. My Courses: Create-Evaluate-Analyze-Apply-Understand-Remember**

Individual education is a learning circle without an end. It is not going to stop after graduation and starting a career. Sustaining education helps career-minded individuals constantly enhance their skills and become more professional at their work. The professional improvement for teachers gives our students the best learning outcomes and being teachers, we are more efficient and perform during several other aspects of our job. Educators can go back to the classroom and change their teaching styles and curricula to better suit their students' needs by exploring new teaching strategies through professional development for teachers.

Therefore, to find the best way to plan and design my student's courses, I keep on taking training courses for my professional development:

- 26/10/2021-28/10/2021  
Einformation, *Open Access to the Scientific Literature* , **online**, Bucharest, Romania
- 05/11/2019-07/11/2019  
Enformation, , *Open Access to the Scientific Literature*, Timisoara, Romania

- 10/2014-10/2014  
*Internationalization of Higher Education*, UDFISCDI, Bucharest, Romania
- 06/06/2011–10/06/2011  
*Maritime English - Upgrading Teaching Competencies*, World Maritime University, Malmö, Sweden
- 02/2011–02/2011  
*Advanced Teaching-Online Education and Training Technologies*, Constanta Maritime University, Constanta, Romania
- 10/2010–02/2011  
*Maritime Education and Training Open Learning Scheme*, Nautical Institute, London, United Kingdom
- 13/01/2010–15/01/2010  
*Maritime Resource Management*, Constanta Maritime University, Constanta, Romania
- 09/2010–09/2010  
*Use of Naval Simulators in the Training Process*, Constanta Maritime University, Constanta, Romania
- 12/2010–12/2010  
*Using New Technologies for Research Activity*, Constanta Maritime University, Constanta, Romania
- 11/2009–11/2009  
*Bridge Team and Resource Management*, Constanta Maritime University, Constanta, Romania
- 03/2009–03/2009  
*Environmental Management System Manager*, Constanta Maritime University, Constanta, Romania

Students expect teachers to be professionals in the subject matter for the topics they teach. Professional development guarantees that teachers should answer every question that a student throws in. Following the features described above, the Maritime English courses that I design and teach are:

1. *Maritime English. Student's Course Book. Nautical Studies. 2<sup>nd</sup> year of study/1<sup>st</sup> and 2<sup>nd</sup> semester*, 119 pages 2014, Constanta Maritime University, Nautica Publishing House (revised e-book in March 2020), Constanta, Romania

*Student's Course Book 1<sup>st</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/92857/mod\\_resource/content/1/Students%20Course%20Book%20Maritime%20English%202nd%20year%201st%20semester.pdf](https://campus.cmuedu.eu/pluginfile.php/92857/mod_resource/content/1/Students%20Course%20Book%20Maritime%20English%202nd%20year%201st%20semester.pdf)

*Student's Course Book 2<sup>nd</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/99484/mod\\_resource/content/1/MARITIME%20ENGLISH%20Students%20Course%20Book%20.Maritime%20English%202nd%20Year%202nd%20semester.pdf](https://campus.cmuedu.eu/pluginfile.php/99484/mod_resource/content/1/MARITIME%20ENGLISH%20Students%20Course%20Book%20.Maritime%20English%202nd%20Year%202nd%20semester.pdf)

### **Rationale**

The „Maritime English-Nautical Knowledge” course is designed primarily for 2<sup>nd</sup>-year students covering the entire minimum English language requirement prescribed in STCW Convention. The course develops a three-series coursebook for Maritime English (ME): ME II, ME III, and ME IV (years of study).

The methodology of this course considers the principles of the Communicative Approach to language teaching. This approach meets the requirements of STCW Convention in that it promotes practical, communicative competence in English.

The overall objective of the Maritime English-Nautical Knowledge course is to familiarize students with basic notions of effective communication onboard a ship.

*Specific Objectives (from the skills array of the topics of IMO Model Course 3.17 on Maritime English):*

- *Demonstrate an understanding of the relevance of STCW Convention: English requirements to all seafarers; indicate awareness of and preference for language learning techniques; assess own language learning needs.*
- *Usage of Standard Marine Navigational Vocabulary (SMNV)*
- *Usage of Standard Marine Communication Phrases(SMCP)*
- *Discussion of safety and risk aspects in the workplace; give warnings and advice concerning safe working practices on board.*

2. *Maritime English. Student's Course Book. Nautical Studies. 3<sup>rd</sup> year of study/1<sup>st</sup> and 2<sup>nd</sup> semester, 102 pages, 2012, Constanta Maritime University, Nautica Publishing House (revised e-book in March 2020), Constanta, Romania*

*Student's Course Book 1<sup>st</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/57067/mod\\_resource/content/1/MARITIME%20ENGLISH%203rd%20year%201st%20semester.pdf](https://campus.cmuedu.eu/pluginfile.php/57067/mod_resource/content/1/MARITIME%20ENGLISH%203rd%20year%201st%20semester.pdf)

*Student's Course Book 2<sup>nd</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/92776/mod\\_resource/content/2/MARITIME%20ENGLISH%203rd%20year%202nd%20semester.pdf](https://campus.cmuedu.eu/pluginfile.php/92776/mod_resource/content/2/MARITIME%20ENGLISH%203rd%20year%202nd%20semester.pdf)

**Rationale**

*The willingness of practitioners to participate regularly in updating courses is crucial to maintaining and enhancing their professional knowledge, competencies, and skills. In order to decrease the risk of professional incompetence being cited as the cause of marine accidents, suitable courses must be provided in a guise, which practitioners are willing to attend, and as a prelude to devising and providing courses, it is essential to understand how maritime professionals perceive the role of updating courses.*

*This course "Maritime Communications" is designed for the 3<sup>rd</sup>-year students, covering the entire minimum requirements for the English language set prescribed in STCW Convention as amended. The linguistic content for the seafarers follows a multi-syllabi approach that integrates the three language systems (grammar, vocabulary, and pronunciation) with the practice of the four language communication skills (listening, speaking, reading, and writing). The content includes all the requirements in the STCW Convention regarding the tasks that seafarers are expected to be able to carry out in English. It includes generalized maritime topics, most of which are relevant to all trainees. and maritime topics which were adapted, extended, or supplemented to suit the particular needs of the trainees.*

*The methodology of this course is based on the principles of the Communicative Approach to language teaching. This approach meets the requirements of IMO Model Course 3.17 on Maritime English in that it promotes practical, communicative competence in English.*

- 3. Maritime English. Student's Course Book. Nautical Studies. 4<sup>th</sup> year of study/ 1<sup>st</sup> and 2<sup>nd</sup> semester, 109 pages, 2012, Nautica Publishing House (revised e-book in March 2020), Constanta, Romania*

*Student's Course Book 1<sup>st</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/110110/mod\\_resource/content/1/Students%20Course%20Book%20Maritime%20English%204th%20year%201st%20semester.pdf](https://campus.cmuedu.eu/pluginfile.php/110110/mod_resource/content/1/Students%20Course%20Book%20Maritime%20English%204th%20year%201st%20semester.pdf)

*Student's Course Book 2<sup>nd</sup> Semester*

[https://campus.cmuedu.eu/pluginfile.php/110132/mod\\_resource/content/1/Working%20at%20Sea.%20Health%20and%20Safety%20in%20Ship%20Operations%20Students%20CourseBook%204th%20year%202](https://campus.cmuedu.eu/pluginfile.php/110132/mod_resource/content/1/Working%20at%20Sea.%20Health%20and%20Safety%20in%20Ship%20Operations%20Students%20CourseBook%204th%20year%202)



### **Rationale**

*The "Working at sea. Health and Safety in Ship Operations" course helps the 4<sup>th</sup> -year students to understand the safe and healthy working and living environment for ships' crews, following the KUP (Knowledge-Understanding-Proficiency) competencies, described in IMO Model Course 3.17 on Maritime English. It is a comprehensive look at health and safety in all its aspects and how it operates in the maritime domain. A wide range of extensive areas needs to be covered to give the student a complete understanding of all aspects of health and safety to ships and seafarers. The course presents health and safety aspects, the law, and regulations, which are many, and the obligations and consequences for breaches of health and safety legislation.*

*This course is a broad approach to a complicated subject to enable the student to gain a fuller appreciation of the issue and how it affects them in their occupation. „Working at sea. Health and Safety in Ship Operations” course encourage safe working practices and a healthy living environment onboard a ship, and it contains safety checklists and practical examples of safe operations. Rules, procedures, and controls, although necessary, will not improve safety on their own. Significant improvements will only happen when individuals put safety first, both for themselves and their fellow seafarers.*

*While this is the case in every industry, it is vital in shipping. Ships, mainly ocean-going ships, are not like workplaces ashore. They are closed communities of people who live and work together 24 hours a day. Individuals are not subject to the same external influences as those who work ashore. The community of seafarers on each ship generates the motivation to improve safety on board. It is essential that as well as knowledge of the English language, seafarers must develop cultural awareness and communication skills, to meet the requirements of the STCW Convention.*

4. *Competencies in English Communication. Student's Course Book. Marine Engineering Studies 3<sup>rd</sup> year of study/2<sup>nd</sup> Semester, 52 pages, 2013, Constanta Maritime University, Nautica Publishing House (revised e-book in March 2020), Constanta*

[https://campus.cmuedu.eu/pluginfile.php/67002/mod\\_resource/content/1/Competencies%20in%20English%20%20Communication%20Course%20notes.pdf](https://campus.cmuedu.eu/pluginfile.php/67002/mod_resource/content/1/Competencies%20in%20English%20%20Communication%20Course%20notes.pdf)

### **Rationale**

*Most companies understand the need for and importance of effective communication in the workplace and therefore concentrate on improving its standard. The shipping companies firmly believe that communication is the central point of all activities and everything else revolves around it. Achieving the desired standard of workplace communication require effort. Any failure in workplace communication led to chaos and defeated purposes. To avoid these*

*situations, companies make clear-cut yardsticks and pursue them closely. Adequate flow of communication in the workplace ensures the fulfillment of objectives among all team workers. Miscommunications hamper the coordination between the ship's departments.*

*Communication in the workplace builds a bridge among the ship's crew and gives them one specific identity. Effective communication helps the crew to save time and increase their personal and professional capacity. The feedback from the receivers of information is important to seek to ensure that communication has actually taken place. Without proper feedback, the process of effective communication is incomplete. Several kinds of information are circulated on board ships on a daily basis, but seafarers must disseminate the information they receive. Communication in the workplace helps seafarers understand what is expected of them and how to convert their talent into performance.*

*The maritime industry is an international, multicultural, and technological industry with high expectations in terms of economic efficiency and profitability. This is also the case for ship crews, which are often multinationals. Communication is a significant factor in maritime accidents. Lack of communication or its poor level is a problem at the organizational level but also at the personal level. The effect of culture on the community gives the individual a greater degree of understanding of social interaction and emphasizes, in this context, the importance of English in the social environment, which leads to a more homogenous crew and therefore to an improvement of culture of safety. Due to the international nature of maritime transportation, Maritime English has proven to be an important pillar in the training of future maritime officers. Graduates are thus provided with adequate skills with the needs of current qualifications and a modern, quality, and competitive scientific and technical training, which will allow them to be hired quickly after graduation,*

*The overall objective of Competencies in English Communication course is to:*

- familiarize students with basic notions of effective communication in English in international environments.*
- Facilitate the acquisition of the theoretical knowledge necessary to understand the fundamental concepts and phenomena in communication in English in international / intercultural environments.*

*Specific objectives of Competencies in English Communication course are:*

- To acquire the notions regarding the development of the competences of efficient use of English as a language of international circulation.*

- *To obtain notions regarding the understanding of symbols, meanings and information transmitted through words in communication in English in intercultural environments.*

Thinking of the history of this course's implementation within the curriculum (Competencies in English Communication), I must say that STCW Convention promotes cultural awareness through welfare in Maritime education and Training (MET) institutions. There are some reasons to explain this fact.

Nowadays, onboard ships, seafarers join a multicultural environment where mixed crewing functions. The emphasis on cultural awareness is becoming more important because it facilitates communication and mutual understanding among the crew, thus contributing to the safe operation of ships. In this regard, the role of Maritime Education and Training (MET) institutions stresses the importance of having students/cadets well-equipped for a multicultural work environment at sea.

Using the 'cultural issues,' I have planned and designed the syllabus for this special course to teach multi-culture and promote cultural awareness in classrooms. I have observed and analyzed these issues, and the final form of the syllabus designed have showed positive learning outcomes from the peers, which led to a healthy discussion on how to improve the quality of work and life at sea as a mutual benefit in a collective manner. Within the maritime industry, the cultural issues are not only a matter of employment conditions but also an approach to cultivating cultural awareness and sensitivity among seafarers who will work on multinational crewing vessels.

I presented the proposal of this course's syllabus plan and design during the IMLA-IMEC23 Conference in 2010, that I organized in Romania at Constanta Maritime University. It was odd that, after the Conference, this proposal of the course's syllabus, after evaluation, was agreed upon and implemented in other Maritime Education and Training (MET) institutions from other countries in the EU and Asia. In my affiliation, I have been struggling for almost three years to implement this course in the curriculum of Constanta Maritime University. But all is well that ends well: I succeeded in implementing this course for the 3<sup>rd</sup> -year students of the Faculty of Marine Engineering at Constanta Maritime University.

### Chapter 3

#### My Books. Language and Content in ESP

#### *Maritime English. The IMO Standard Marine Communication Phrases (SMCP)*

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 SMCP grammar.

The linguistic studies of maritime language in general and English maritime language, in particular, represent a non-linguistically mapped territory, as research in this area is almost non-existent. Nautical terminology can no longer be reduced to the label of "*docker's jargon*" or "*sailor's jargon*." Still, it should be seen as an "*umbrella term*" that covers both the language used by sailors and specialists working in the subfields of the maritime industry: maritime transport, maritime and naval engineering, legislation, and maritime law, etc. and in training and continuous research institutions. Both English and Romanian nautical terminology are a real challenge for non-specialists. Unfamiliar maritime translators may not know that a ship's kitchen is called a *galley*, not a kitchen, as in General English. The walls of the vessels are not called walls, but *bulkheads*, the windows are not called windows, but *portholes*, 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 a-starboard*, *Walk back the anchor*, *Make all fast*, or *Single up fore and aft* require not only specialists familiar with Maritime English but also competent translators.

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 (LSG) but also the language used in certain special situations - Language for Specific Purposes (LSS). 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.

According to the international regulations, quality teaching and student achievement have been my focus throughout the planning and design of the Maritime English syllabi in Constanta

Maritime University. Despite implementing teacher professional development, concerns remained about the effectiveness regarding quality teaching and student achievement. Educational milieus experienced reforms ranging from high stakes testing to the standards movement, and recently, teacher evaluations incorporating value-added measures, all of which underscore professional development significance. I used to review, analyze, and synthesize the current literature on Maritime Education and Training teaching/learning materials, the need for job-embedded professional development, implementation challenges, and the relationship between teacher professional development and student learning outcomes.

### ***3.1. Sailing Through the Waters of the SMCP.....***

The first official attempt from IMO to create a common working language in the maritime industry can be dated back to 1973 when the Maritime Safety Committee agreed that English should be used for navigational purposes when needed. As a result of this, the Standard Marine Navigational Vocabulary (SMNV) was adopted in 1977. The following years saw a lot of work by the committees, and the Assembly finally adopted the SMCP in 2001.

I have built my books while taking into consideration all these requirements and the classroom-level implications for the teacher:

1. Carmen Chirea-Ungureanu, *The Sea of English. Maritime English Skills Development*, Crizon Publishing House, Constanta, Romania, 173 pp, 2015, ISBN 978-606-8476-186
2. Carmen Chirea-Ungureanu, *Developing English Communication and Understanding Skills on Board Ship*”, Crizon Publishing House, Constanta, Romania, 117 pp, 2013, ISBN 978-606- 8476-09-4
3. Carmen Chirea-Ungureanu, *English Grammar in Use- Exercises and Quizzes with Answer key*”, Nautica Publishing House, Constanta, Romania, 252 pp, 2010, ISBN 978-606-8105-14-7
4. Carmen Chirea-Ungureanu, *English Grammar-Exercises and Quizzes*”, Andrei Saguna Foundation Publishing House, Constanta, Romania, 245 pp, 2006., ISBN (10) 973-732-034-4; ISBN (13) 978-973-732- 034-6

They serve as an example of Maritime Education and Training policy that influenced the syllabi and instruction. As a result of my profound implication in drawing up the syllabi for the Maritime English discipline or writing teaching/learning materials useful for the maritime educational domain, my work was evaluated by the educational policymakers within the Maritime Education and Training domain. My books dedicate to “*The Sea of English. Maritime English Skills Development*” and “*Developing English Communication and Understanding Skills on Board Ship*” were evaluated by the educational policymakers of the International Maritime

Organization (IMO)-Maritime Teaching/Learning materials, Department of Maritime studies. As a result, the books mentioned above are registered as reference materials to assist instructors in developing training programs to meet the STCW Convention standards for seafarers.

In 2012, I had the great honour to receive invitations from part of my colleagues from The Netherlands (STC-Group-Maritime University of Applied Science, Rotterdam), Germany (Wismar Hochschule), France (École Nationale de la Marine Marchande de Nantes), Poland (Maritime University of Szczecin), Croatia (University of Rijeka, Faculty of Nautical Studies) to participate in the *IMD (International Maritime Dictionary)* project, an indispensable tool, in all daily activities on board ship, that will enhance the quality of communication and safety in the shipping industry, particularly for shipboard practices on board ship that have multi-lingual crews.

One of the contributions of corpus linguistics is to provide fundamental features of language use. In particular, specialized corpora in English can present a language used in specific areas that are very different from General English. For this reason, it is necessary to compile a corpus of Maritime English (ME) that can offer authentic ME language usage for English for Specific Purposes (ESP) learners and seafarers. Unfortunately, current ME methodologies are not likely to be effective and efficient. They are restricted to words and phrases recommended by the International Maritime Organization (IMO) or other official maritime organizations. ESP learners and seafarers have to learn the more natural language used in the maritime community, reducing the gap between General English and ME. In other words, building on their previous General English knowledge, they must acquire a language that they can use every day in their jobs in the community.

The *International Maritime Dictionary (IMD- part2)* provides translations of English maritime-related idioms and expressions regarding seafaring, inland navigation, engineering, shipbuilding, safety, communication, chartering, insurance, and logistics into five European languages that one comes across most frequently in the international world of seafaring and inland navigation:

5. Carmen Chirea-Ungureanu, Ioana Raluca Visan in Peter Van Kluijven (Ed.), *International Maritime English Dictionary-Part 2: English to German, French, Polish, Romanian, and Croatian-* De Alk &Heijnen Publishers, Netherlands, 2012, 518 pp, ISBN 978-90-5961-0903

Along with my colleague, our contribution to this *International Maritime English Dictionary* consisted in the Romanian maritime language Translation of eight-thousand Maritime English terms about navigation engineering, safety, communication, naval architecture inland navigation, chartering and logistics.

Five years later, I continued my collaboration with my overseas colleagues in another project. *RIVERSPEAK Standard Communication Phrases for Inland Navigation* has been developed to enhance safety in inland navigation through standardization of communication in the English language and support the training institutions and their students in achieving the above objective. The focus of the RIVERSPEAK standard communication phrases lies on the communication between inland navigation vessels, with land stations on inland waterways, in coastal areas and on communication on board vessels. The RIVERSPEAK programme consists of ten bi-lingual versions, i.e. ten different languages that are now commonly used to communicate on the inland waterways, combined with the English standard of communication.

6. Carmen Chirea-Ungureanu in Peter Van Kluijven (Ed.), *RIVERSPEAK. THE INLAND NAVIGATION LANGUAGE PROGRAMME - for students at Inland Navigation Training Institutes. RIVERSPEAK included*, De Alk & Heijnen Publishers, Netherlands, 2017, eBook/APP, <https://www.imlpbooks.com/books/RS>

I made the Romanian maritime language Version of RIVERSPEAK Standard Communication Phrases for Inland Navigation. For completion of the various version of RIVERSPEAK, I collaborated with my overseas colleagues from:

- *Wismar University*, Germany
- *Rotterdam Mainport University* – The Netherlands
- *Ecole Navale*, and *French Naval Academy* - France
- *Gdynia Maritime University* , *Navigation Faculty*, Poland
- *National University "Odessa Maritime Academy"*, Ukraine
- *I.I.S.S. "Amerigo Vespucci" Molfetta* (Ba) , Italy
- *Naval Academy Varna*, Bulgaria
- *Faculty of Maritime Studies, University of Rijeka* – Croatia.

## Chapter 4

### Builder of Partnerships. Alliances for Innovation

#### 4.1. Organizer of Scientific Manifestations : IMLA-IMEC (International Maritime Lecturers' Association -International Maritime English Conference)

The International Maritime Lecturers Association- International Maritime English Conference (IMLA-IMEC) website (<http://www.imla.co/imec>) explains that the International Maritime English Conference held its first gathering in Hamburg from 11-12 June 1981. According to the conference report, one reason for the gathering was to allow lecturers to have the opportunity to meet and network following the formal adoption by IMO (International Maritime Organization, formerly known as IMCO) of English as the international language of the sea and the introduction of Standard Marine Navigational Vocabulary (SMNV-a predecessor of IMO SMCPs) three years earlier in 1977. The report stated that “*many of the lecturers are graduates in English and well equipped to teach English at various levels, but they have found themselves ill-prepared for working to the technical idioms which the new emphasis demands.*” Today's situation has changed considerably and the background knowledge and competence of the Maritime English teacher in maritime subjects have significantly improved.

I organized the World Conference IMLA-IMEC23, in 2010, at Constanta Maritime University. I was also the editor of the Proceedings of IMLA-IMEC23.

7. Carmen Chirea-Ungureanu (ed)- *Proceedings of IMEC 23-The International Maritime English Conference*”, Nautica Publishing House, Constanta, Romania, 2011, 278 pp, ISBN 978-606-8105-61-1

Since its beginning under IMLA (International Maritime Lecturers' Association) four decades ago, the International Maritime English Conference (IMEC ) have aimed to provide an all-inclusive forum for Maritime English as a language used for specific purposes, namely in the maritime sector. In this respect, as one of IMLA's three Special Interest Groups (SIG), IMEC's drive to improve the methodology and efficiency of teaching and learning Maritime English reflects IMO's mission statement: “*Safe, Secure and Efficient Shipping on Clean Oceans*”.



## **4.2. Knowledge Sharing. Identifying and Sharing of Good Practices**

Most shipping organizations know that learning from the past increases the chances of success in the future. Therefore, they must find ways to link staff with the resources they need to complete tasks on onboard ships faster, better, and more cheaply. Usually, this implies using instruction manuals or “how-to” guides to provide information or advice on a particular topic. Leading organizations within the maritime domain maximize opportunities across all core knowledge activities to identify, create, store, share, and use better.

Since knowledge is both explicit and implicit, good practice programs should comprise two elements: databases for connecting people with information and collaboration and knowledge sharing and learning mechanisms, such as communities of practice or peer assists that connect people with people. The world is at a crossroads in terms of global relations and forms of collaboration. More than ever, Maritime Education and Training needs to go beyond recommendations and standards set for member countries of flexible use for those interested worldwide.

Formerly, several marine higher education institutions have been training their students to operate vessels at sea. However, this training has become more inclusive due to the expansion of the maritime industry. Adequately, the maritime sector has reached far beyond just the need for seafarers; hence, training extends to meet the emerging needs of the different spheres of the industry, both ship and shore-based employment (IMO, 2013 & European Union Commission Report, 2008).

### ***4.2.1. How to Work Together Effectively....***

In an era when Romanian Maritime Higher Education Institutions and Europe are experiencing the challenges of an internationally competitive Higher Education market, having the opportunity to understand how other European HEI manage their students’ learning experience, and particularly their career profiles, is of paramount importance for Constanta Maritime University.

Since 2011, I have been working in the role of ERASMUS Institutional coordinator at Constanta Maritime University. The main objective for me has been to develop cooperation with top maritime universities worldwide, so as Constanta Maritime University to become a member of international conferences and associations of universities in the maritime domain, and to promote higher education and academic collaboration, to enable our students to network with lecturers with teaching and research experience, in the diverse educational system. In line with

many European institutions, I have managed to describe Constanta Maritime University's curricula on the basis of learning outcomes and the educational grading system applied. Therefore, I have succeeded in the activities of the bilateral cooperation initiatives with overseas partners from EU and non-EU countries. Constanta Maritime University has signed 37 cooperation protocols with maritime universities and shipping organizations from around the world:

*A. Maritime Higher Education Institutions:*

1. *Buskerud and Vestfold University College*, Horten, Norway <https://www.hbv.no>
2. *Chalmers University of Technology*, Department of Shipping and Marine Technology, Gothenburg, Sweden <https://www.chalmers.se/en>
3. *Gdynia Maritime Academy*, Gdynia, Poland <https://www.am.gdynia.pl/en>
4. *Silesian University of Technology*, Gliwice, Poland <https://www.polsl.pl/en/>.
5. *Grenoble Institute of Technology*, Grenoble, France [www.grenoble-inp.fr/](http://www.grenoble-inp.fr/)
6. *INSA Centre Val de Loire*, Blois, France [www.insa-centrevalde Loire.fr/](http://www.insa-centrevalde Loire.fr/)
7. *Université d'Orléans*, Collegium Sciences et Techniques, Orléans, France [www.univ-orleans.fr/](http://www.univ-orleans.fr/)
8. *Université de Rennes*, France <https://www.univ-rennes1.fr/>
9. *Istanbul Technical University*, Istanbul, Turkey [www.itu.edu.tr/en](http://www.itu.edu.tr/en)
10. *Ordu University*, Turkey <http://www.odu.edu.tr/>
11. *Piri Reis University*, Turkey <https://www.pirireis.edu.tr/>
12. *Jade University of Applied Sciences*, Wilhelmshaven, Germany <https://www.jade-hs.de/en/>
13. *Lithuanian Maritime Academy*, Klaipeda, Lithuania [www.lajm.lt/en](http://www.lajm.lt/en)
14. *Maritime Institute Willem Barentsz*, West Terschelling, The Netherlands <https://www.miwb.nl/>
15. *Nikola Y. Vaptsarov Naval Academy of Varna*, Bulgaria [www.naval-acad.bg/en](http://www.naval-acad.bg/en)
16. *Technical University of Varna*, Bulgaria <http://tu-varna.bg>
17. *University of Rijeka*, Faculty of Maritime Studies, Croatia <https://www.uniri.hr>
18. *Shanghai Maritime University*, P.R. China [www.shmtu.edu.cn](http://www.shmtu.edu.cn)
19. *Maritime Academy of Asia and Pacific*, Manila, Philippines <http://map.edu.ph>

B. *International shipping companies* ( for students' training on board ships)

1. *A.P. Moller–Maersk Group*, Denmark;
2. *Bernhardt Schulte Shipmanagement*, Germany
3. *Oskar Wehr KG (GmbH & Co.)*, Germany
4. *Hansa Shipping*, Germany
5. *JPC Shipmanagement GmbH*, Germany
6. *Capital Ship Management Corp.*, Greece
7. *Stamco Shipmanagement Co.Ltd.*, Greece
8. *Carisbrooke Shipping Ltd.*, United Kingdom
9. *Döhle (IOM) Ltd.*, United Kingdom
10. *Zodiac Maritime Agencies Ltd.*, United Kingdom
11. *CMA Ships S.A.S*, France
12. *DSD shipping AS*, Norway
13. *Klaveness Ship Management AS*, Norway
14. *Marin Shipmanagement Ltd.*, Cyprus
15. *Reederei Nord Shipmanagement Limited*, Cyprus
16. *Uniteam Marine*, Cyprus
17. *Holland America Line*, The Netherlands
18. *Finbetta Shipping Company SPA*, Italy

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 every year 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.*

### **4.3. My Contribution to the Science of Linguistics: *From Idea to Product***

The Maritime Education and Training are the most compelling arguments to face challenges related to the competence and responsibility of seafarers. On this background, the International Maritime Organization (IMO) has given careful attention to attracting, retaining, and training qualified seafarers (IMO, 2013). Education and training are crucial to underpin a successful, influential, and impactful industry that attracts the caliber of people capable of taking the initiative to the next level .

*Two prestigious organizations rule the Maritime Education and Training domain, as “a body of professional expertise”:*

A). International Maritime Lecturers’ Association (IMLA) *is a no-border forum: a round table for discussions on sea-related issues. Teachers and other interested parties from all over the world dedicated to mediating in the process of Maritime Education and Training (MET) are invited to become members and to freely present their achievements, share experiences and exchange ideas.* IMLA first came into being in 1977 when a training course on Maritime English for teachers from different countries was organized in Plymouth, United Kingdom.

It held its first major conference in June 1980, when the Association’s constitution was adopted. Here its aim is clearly stated: *“to promote contact and cooperation between Maritime Lecturers of all disciplines and to develop a body of professional expertise”.*  
<http://www.imla.co/content/>

B). International Maritime Language Conference (IMEC) is a Special Interest Group (SIG) of the *International Maritime Lecturers' Association - IMLA*

*The International Maritime English Conference (IMEC) is a no-border forum: a round table for discussions on sea-related communication problems concerning a universally accepted language, that of Maritime English. IMEC provides a global forum for teachers and all other parties interested in Maritime English learning, IMEC organizes annual conferences that endeavour to improve and standardize methods of teaching Maritime English. Meetings offer splendid opportunities for lecturers from all over the world to get together, discuss matters and*

*exchange views teaching and usage for shipping industry purposes who are welcome to freely present their achievements, share experiences, exchange ideas and make suggestions through the IMEC website, LinkedIn and Facebook pages, and at the annual conferences (<http://www.imla.co/imec/>).*

The first IMLA-IMEC, the International Maritime English Conference (formerly the Workshop on Maritime English – WOME) was held in Hamburg, Germany in 1981. Since then, the international meetings have been held in Saint-Malo, France, 1983; La Spezia, Italy, 1985; Plymouth, UK, 1987; Cadiz, Spain, 1989; Lisbon, Portugal, 1991; Amsterdam, Netherlands, 1993; Gdynia, Poland, 1995; Malmö, Sweden, 1997; Shanghai, China, 1998, Rijeka, Croatia, 1999, Dalian, China, 2000, Varna, Bulgaria, 2001, Qingdao, China, 2002, Saint Petersburg, Russia 2003, Manila, The Philippines, 2004, Marseille, France, 2005, Rotterdam, the Netherlands, 2007. Shanghai, China, 2008; Szczecin, Poland, 2009; Alexandria, Egypt, 2010; Constanta, Romania, 2011; Yangon, Myanmar, 2012; Istanbul, Turkey, 2013; Terschelling, Netherlands, 2014; Johor, Malaysia, 2015; Gothenburg - Sweden, 2016; Busan - Republic of Korea, 2017; Manila - Philippines, 2018; Åland Islands - Finland, 2019, World Maritime University, Sweden, 2020/2021.

Each event has confirmed the growing interest in and importance of this field since the development of technologies and the respective updates in requirements concerning safer shipping, along with the increasing number of multilingual and multicultural crews, which impose new criteria on communications at sea worldwide.

I have started my annual participation in 2009, at IMLA-IMEC21, organized by Akademia Morska Szczecin, Poland, one year after my work transfer to Constanta Maritime University. The papers presented were:

1. Carmen Chirea-Ungureanu, Mircea Georgescu, *Managing Cultural Diversity*, Proceedings of 21<sup>st</sup> International Maritime English Conference, IMLA- IMEC21, 6-10 October 2009, Szczecin, Poland, published by Morska Academia University Press, Poland, pp. 49-57, ISBN 978-83-89901-37-8.

#### *Abstract*

*Managing cultural diversity can no longer be thought of as an organizational issue alone, but also an industrial responsibility. One issue under this is shipboard habitability standards, which have been found to influence the crew's sense of well-being.*

*There is a potential cultural diversity to improve some aspects of social habitability standards on board. However, the rich cultural mix on board probably provides a more relaxing environment than a run ashore. There is always something new to learn by encouraging social mixing, something to keep one's mind occupied. The maritime industry is now faced with a multicultural*

*workforce, which requires organizations to provide an environment that enables the crew to operate comfortably within it. This requires providing diversity training for seafarers so that they can do away with the subtle assumptions that differences equate to deficiencies, an assumption that has been the root cause of much of the racial tension on mixed manned ships.*

*At the same time, the increase in cross-border human traffic has meant that companies are no longer dealing with a homogenous native community, from which they recruit their staff. Companies are now facing cross-cultural challenges in how they recruit, manage, and develop a multicultural staff. New and different situations ask for new skills and competences from seafarers where culture is recognized as having impact on communication and safety on board. Intercultural competence, especially between European and non-European nationalities, intercultural awareness of differences, stereotyping, prejudice, and behavior are the objectives in our presentation. We shall also present the importance of cross-cultural communication skills.*

and

2. Ioana Raluca Visan, Carmen Chirea- Ungureanu, Corina Popescu, *Developing Cultural Awareness Through Maritime English Teaching and Learning*, Proceedings of 21<sup>st</sup> International Maritime English Conference, IMLA-IMEC21 6-10 October 2009, Szczecin, Poland, published by Morska Academia University Press, Poland pp 201-209, ISBN 978-83-89901-37-8

#### *Abstract*

*Language is regarded as a social and cultural phenomenon. It is commonly believed that studying a foreign language involves not only being knowledgeable of the grammar and vocabulary, but also submitting to the foreign culture. Communicating in a foreign language involves communicating interculturally and this may lead to certain features concerning cultural differences. Communication problems may arise among those who do not use the language adequately as a result of their inability to share the features or norms of the target culture. As IMO officially adopted English as the language of the sea, the responsibility of those who teach Maritime English to non-native English-speaking students has increased. The upsurge of interest in the content of language syllabi, classroom materials and appropriate teaching techniques as well as the concern with the development of students' communicative competence reflect the teachers' endeavor to seek for methods that facilitate learners to adequately master Maritime English. Our presentation focuses attention on a communicative approach to Maritime English teaching and learning by means of which we shall try to develop students' cultural awareness. The adoption of this communicative approach to Maritime English teaching and learning attempts to meet the learners' necessary communicative needs when they are on board.*

After IMLA-IMEC21, I have attended the conferences organized by International Maritime Lecturer's Association (IMLA) every year (with two exceptions). In addition to this, in descending order, there are the *Abstracts* of the most relevant papers:

3. Carmen Chirea- Ungureanu, *"What's wrong with these folks?" Developing intercultural competency as the key to "merge" different worldviews*, Proceedings of International

Maritime Lecturers' Association (IMLA) 2020/2021 Joint Conference with IMEC32, ICERS15 and INSLC21, World Maritime University, 8-10 September 2021, Malmö, Sweden, pp.170-177

*Abstract:*

*The main problem of working in multilingual crew onboard ships is that it is a double-edged sword. While it can boost the number of ideas achieved due to various perspectives coming together to solve a problem, it can also lead to higher levels of conflict other than what may be in conventional crews. If crew members are unable to set aside their differences and communicate effectively, that generates mutual understanding, the solution of bringing together all the most excellent minds in the world will not have the ability to solve that problem. When seafarers with a single cultural perspective on the world happen to come together, they will quickly finish asking themselves: "What's wrong with these folks?" When seafarers with intercultural competence come together something surprising happens. The multilingual crew members can help each other to talk about their perceptions. They have the power to present to each other their new ways of thinking. They can work together to solve problems in ways that they have never tried before. Ultimately, they can "merge" their different worldviews into a "commonly accepted" way of thinking beyond the constraints of everyone's cultural custom. This paper tries to identify the reasons for developing the ability of seafarers to shift their mindset from national to international, redefining which group they belong to, saying: I am an international seafarer vs. I am a Romanian/Finnish/Swedish/Filipino/Indian/..... seafarer.*

4. Carmen Chirea-Ungureanu, Peter Trenkner, *The ship intelligence versus the position of IMO SMCP in maritime practice: Future or Futuristic?* , Proceedings of IMLA 25-IMEC30-ICERS14, Manila, Philippines, 22 -25 October 2018, pp.14-23

*Abstract*

*Nowadays our society faces new and urgent challenges. Research and innovation represent the first steps to take so to come out of the current economic downturn. Tougher competition and the arrival of new world players leave us the only alternative but to invest in the future through the development of research and innovation. Today it is common to use the cruise control of our car when driving along the highway and there are even cars that can park themselves. In the aviation industry the introduction and further development of drones has made unstaffed flying possible. What about the shipping industry? Over the last few years, there have been a number of initiatives concerning autonomous or uncrewed ships. On these levels, new definitions of the Ship and Master of the ship are on the horizon. Where do we go from here? Is there a reinvented definition of the IMO SMCP available for what is to be the Shore Control Centre (SCC)? This paper tries to find the position of Maritime English and the IMO SMCP when sailing under specific conditions, in its attempts to analyse the Obstacles and Disadvantages when no crew is required on board; this could jeopardize the statute of seafarers, and not every aspect of unstaffed shipping is all roses.*

5. Carmen Chirea-Ungureanu, *To teach is to engage students in learning" Open to the world ERASMUS+ programme- an important tool in the modern approach to teaching Maritime*

*English, Proceedings of IMLA- IMEC 29, October 23~27 Korea Institute of Maritime and Fisheries Technology Busan, Republic of Korea, 2017, pp.76-92*

*Abstract*

*The EU wants to improve the quality and relevance of higher education and European higher education opportunities. Europe needs closer cooperation between institutions, business, and social partners to increase its capacity for innovation. Studying abroad is a central part of the EU Erasmus+ Programme and has been shown to have a positive effect on later job prospects. It is also a chance to improve language skills, gain self-confidence and independence and immerse oneself in a new culture. With ErasmusPlus, STA action (Teaching Staff mobility), opportunities are available to spend time teaching at an education institution abroad. These opportunities are available to both staff working in the education sector and to individuals working outside the sector invited to share their knowledge and experience during what might be called My Practice hours of teaching. This paper aims to highlight the circumstances and conditions encouraging the development of ERASMUSPlus mobility as a modern approach to teaching Maritime English. Comparability of the learning outcomes among Maritime English courses offered across the MET institutions worldwide seems to be the first prerequisite for mobility in this specific area of higher and vocational education and training. This implies the number of hours assigned to teaching Maritime English, the fit between the individual learning requirements and the IMO STCW78 as amended requirements concerning General English and Maritime English, the details of the syllabi for Maritime English across various MET institutions, or the place of Maritime English discipline within the overall BSc degree study programmes for Nautical Sciences, and Marine Engineering specializations.*

6. Carmen Chirea-Ungureanu, *Developing cross curricular teaching by “Marinisation” of ME teachers*, Proceedings of IMLA- IMEC28. Campus Lindholmen, Gothenburg, Sweden, 19-22 of September 2016, pp 40-56

*Abstract*

*Many of the important concepts, strategies, and skills taught in the English language are “portable”<sup>1</sup> (Perkins, 1986). They transfer readily to other content areas. Interdisciplinary/crosscurricular teaching supports and promotes this transfer. While students are learning the basic information in core subject areas, they are not learning to apply their knowledge effectively in thinking and reasoning (Applebee, Langer, & Mullis, 1989). Strategies for monitoring comprehension can be directed to reading material in any content area. Cause-and-effect relationships exist in interdisciplinary studies. Interdisciplinary/cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, & Newman, 1989). Cross-functional skills give rise to a debate among teaching specialists: “do cross-functional skills exist in themselves, can they be identified and established, can a frame of reference be drawn up as in the case of an occupation or is it a general potential that can be expressed in different circumstances?”(Parcon, 2006) This paper explores ME interdisciplinary/cross-curricular teaching to provide the conditions under which effective learning occurs. Students*



*learn more when they use the ME skills to explore what they are learning, write about what they are learning, and interact with their classmates, teachers, and members of the maritime industry.*

7. Carmen Chirea-Ungureanu, *SWOT Analysis on Cultural Awareness Training for Seafarers*, Proceedings of IMLA- IMEC27, 12 - 15 October, NMIT – Johor Bahru, Malaysia, 2015, pp.18-37

#### *Abstract*

*When we think of a leader, our first thought may be of someone in a highly visible and powerful position. The IMO Model Course 1.39 Leadership and Teamwork is intended to “provide a person with the knowledge, skill and understanding of leadership and teamwork at the operational level on board a ship ...for the application of leadership and team working skills” Taking into account the previous researches on Intercultural Communication skills and teamwork, the IMO Model Course 1.39 Leadership and Teamwork needs to get back to basics for its curriculum performance in order to avoid the creation of a giant with feet of clay, as application by definition is “the quality of being usable for a particular purpose or in a special way “, and skills are "the ability, coming from one’s knowledge , practice, attitude, etc., to do something well”. Therefore, this paper aims to highlight educational challenges to this dilemma. The topics of Leadership and Teamwork Course framework, especially those related to “Teaching working knowledge of shipboard personnel management and training”, and the empirical findings of the author of this paper from conversations with Constanta Maritime University’s students and faculty during the Developing English Language Competencies and Intercultural Communication on Board a Ship Course, are used by the author to conduct an analysis of their productivity and potential success. The SWOT analysis is applied to the current cultural awareness and diversity training practices to evaluate effectiveness, efficiency, and profitability.*

8. Carmen Chirea-Ungureanu, *The STCW Manila Amendments for Training in Leadership Teamwork-Impact to MET Institutions*, Proceedings of IMEC 25 International Maritime English Conference, 23-26 September 2013, Istanbul Turkey, pp 50-58

#### *Abstract*

*Team working is not identified within the revisions to STCW as a specific competence: rather it is referred to in terms of ‘necessary team member(s)...’ and ‘...consideration of team experiences.’ As a maritime higher education institution, our aim is to provide workplace leaders with the theoretical and practical skills required to lead teams towards a culture of safety, to create positive behavioral changes and to ensure workplace outcomes are predictable, consistent, and safe. It is these specific training issues- referred to as human factors training, soft skills training or non-technical training- that I will address in this paper. With the introduction of new training concepts and training terms, such as human factors, resource management and leadership & teamwork we need to define and explain what is meant by those terms. Keeping knowledge simple will be of utmost importance to achieve the training objectives and avoid making trainees, and possibly also trainers, afraid of the new subjects.*

9. Carmen Chirea-Ungureanu, Ioana Raluca Visan, *Teaching Communication Skills as a Prerequisite of the Course on “Intercultural Communication Onboard Ships”*, Proceedings of IMLA 19, “Modern Approaches to Efficient Maritime Education and Training, Faculty of Maritime Studies, University of Rijeka, Opatija, Croatia, 28 September-01 October 2011, pp. 101-107, ISBN 978-953-165-106-6.

*Abstract*

*Communication is of paramount importance to both Maritime Lecturers and Seafarers. The former is responsible for providing their nautical students with theoretical information, while lacking the necessary experience at sea, whereas the latter’s responsibility is at least twofold: grasping theoretical information and putting it into practice. Within the global maritime industry, the two actors involved in this process must behave like Alpha and Omega. The current state of affairs represents a new challenge for the mutual relationship between these actors, namely the present Maritime Lecturer as a trainer and the future marine officer as a trainee working within a multilingual environment. Under these circumstances the Maritime Lecturer must be equipped with the teaching methods par excellence so that his/her students should receive and understand the information accurately in order to be trained to face and control the challenges within multilingual crews. The importance of the course on “Intercultural Communication Onboard Ships” reveals its vitality as part of nautical students’ curricular content. The aim of this paper is to bring forth the importance of teaching intercultural communication skills to the seafarer who is to embark on a multilingual vessel, and to point out specific instruction and evaluation of communication skills as they relate to the seafarers responsibilities including good communication with his/her peers. A seafarer must be trained to demonstrate the ability to communicate effectively and to exchange information in carrying out his/her responsibilities. Relying on the modern educational theory, the maritime lecturer has to find the way to describe how intercultural communication should be taught. He/she should also struggle to implement the Intercultural communication course to MET institutions in order to define his/her scope and offer an action plan for improving education based on intercultural communication skills.*

10. Carmen Chirea-Ungureanu, Ioana Raluca Visan *Intercultural Education - A New Challenge for Maritime English Lecturers within the Globalization Era*, Proceedings of 22<sup>nd</sup> International Maritime English Conference, IMLA-IMEC22, Arab Academy for Science, Technology & Maritime Transport, Alexandria, Egypt, 28 October-01 November 2010, pp. 182-196

Following the same domain of interests that are: *Maritime English* teaching and learning, *Cultural Awareness* on board ships, *Cross-Cultural design and implementation of teaching and learning strategies*, I have published papers in scientific journals indexed by ISI/ Thomson Reuters, Elsevier/Scopus, EBSCO. I also published in Volumes of International Scientific Conferences, Professional International Bulletins or Journals (with ISBN or ISSN):

1. Carmen Chirea-Ungureanu, *Preparing for an Unknown Future. Autonomous Ships Versus Position of the Maritime English/IMO Standard Marine Communication Phrases (ME / IMO SMCPs) in Maritime Practice. How Are We Going to Solve this Problem?* TransNav The International Journal on Marine Navigation and Safety of Sea Transportation, Vol.15, Nr.1, publicată de Gdynia Maritime University, Gdynia, Poland, March 2021, Indexed by Science (ISI Web of Science). DOI: 10.12716/1001.15.01.10,  
[https://www.transnav.eu/Journal\\_Vol.15\\_No.1-March\\_2021,57.html](https://www.transnav.eu/Journal_Vol.15_No.1-March_2021,57.html)

#### *Abstract*

*The reason for modern Maritime Education and Training (MET) is to provide students with the necessary skills, and knowledge to be successful in the future outside of school. Futuristic teachers need to help students become life-long learners who are ready, organized, and equipped for new challenges. This paper tries to find position of Maritime English/IMO Standard Marine Communication Phrases (ME/ IMO SMCPs) versus autonomous ships, to facilitate developments in a safe predictable environment and for ensuring safe navigation in the future, also in a mixed traffic situation where both manned and unmanned ships will be sailing on the same routes and ports.. The work is much future oriented and requires challenging conventional concepts and operations.*

2. Carmen Chirea-Ungureanu, “*Marinisation*” of Maritime English (ME) Teachers: *The Must-Have in Maritime Education and Training (MET)*, Humanities Science: Current Issues Research Journal ISSN 2308-4855 (Print) ISSN 2308-4863 (Online), ISSUE 42. VOLUME 3,2021 pp 58-64, UDC 372.881.111.1 DOI <https://doi.org/10.24919/2308-4863/42-3-10> Indexed by EBSCO, INDEX COPERNICUS

#### *Abstract*

*Education is a complex world with many styles, values, and philosophies. When choosing what is proper for us, it is essential to consider what system fits our learning methods. Multidisciplinary learning is a beautiful way to integrate our education into a complete unit rather than trying to draw connections between seemingly unrelated parts. The benefits of an interdisciplinary approach in education are abundant! The techniques, methods, and skills taught in the English language can be transferred to other content areas in all respects. Students can find the essential information in core subject areas, but, at the same time, they are not learning how to apply their knowledge effectively in thinking and reasoning. Therefore, strategies for monitoring comprehension can direct to reading material in any content area. Cause-and-effect relationships exist in interdisciplinary studies. Multidisciplinary learning is not our average school experience. The multidisciplinary curriculum is one in which a single topic comes from the viewpoint of more than one discipline. Accordingly, it is closely associated with thematic teaching and synergistic teaching (or “combined interaction”). The MET institutions see the advantages of multidisciplinary education and strive to integrate it into their education platform. This paper explores Maritime English (ME) symbiotic teacher-student relationships to cultivate multidisciplinary teaching to provide the conditions under which effective learning environments occur. This comprehensive approach to education requires the close collaboration of multiple teachers to create this integrated, enhanced learning experience for students across various disciplines.*

3. Carmen Chirea-Ungureanu, *Importance of effective communication as an industrial tool and an emotional and social matter which strengthens relationships at sea*, Annals of Constanta Maritime University, Vol. 27, nr.223, 2019, pp. 91-94, Nautica Publishing House, Constanta, Romania, indexed EBSCO, PROQUEST, INDEX COPERNICUS, DOI:10.38130/cmu.2067.100/42/15 <https://www.researchgate.net/publication/341019073>

*Abstract*

*When you take the challenge to be employed in a global shipping company that has ship-operations and seafarers all over the world, you need some training additives of intercultural communication competence such as motivation, tolerance for differences, open-mindedness, knowledge, and skills. The ongoing seafarers are expected to be well -trained and of valuable quality. They thus depend on their training to build their profession. Therefore, the result of such a challenge for MET institutions is finding their way to achieve the learning outcomes and, first and foremost, to find their proper way to assess that seafarers are fit for being employed onboard vessels. Consequently, in terms of effective communication, the higher levels of Maritime English must be strengthened. The seafarers' ability to speak and understand General English and Maritime English, and to use the IMO Standard Marine Communication Phrases (SMCP), as well, is not sufficient. The seafarer's ability to transfer information, to give feedback, to acquire cultural awareness and to master intercultural communication skills also plays a key role in his/her training. "Effective communication " as stated in STCW78, as amended, constitutes a demanding message which should be accepted by Maritime English teachers and trainers to increase and highlight their activities. In this manner, Maritime English teachers and trainers will provide the powerful basis needed for a true safety culture and effective communication training at the core of promoting the seafarers' quality, competence and fitness for their goal.*

4. Carmen Chirea-Ungureanu, *Why Do Some People Say the English Language is Hard to Learn, and Maritime English is Hard to Master?* JSOE- Journal of Shipping and Ocean Engineering, David Publishing Company, New York, USA, Volume 5, Number 1-2, February 2015, ISSN: 2159-5887, indexed by EBSCO, PROQUEST.

<https://doi.org/10.17265/2159-5879/2015.02.004>

<http://www.davidpublisher.org/index.php/Home/Article/index?id=7987.html>

*Abstract*

*Lot of people seem to think that English language is difficult to learn. They talk about that; tweet about that; blog about that. Every thought seems to be an accepted fact. But is it true? And if it is, why that? In my paper I try to find the proper answers to these key-questions, and at the same time to tackle the definition of the Teacher in role from Wikipedia: "If the role of a teacher is to teach, the role of a student must be to learn. However, it has been agreed that learning is not only an exercise in reading and reciting facts, but in gaining a deeper insight of events and situations. [...], a teacher does not only teach and learn the "what" but also the "why" and "how".*

5. Carmen Chirea-Ungureanu *Intercultural education-a response to contemporary multilingual societies and a new challenge for Maritime Education and Training(MET)institutions*, Procedia Social and Behavioral Sciences Journal, Volume 116, 21 February 2014, Pages 4260–4263, Published by Elsevier B.V Ltd. ISSN: 1877-0428, indexed by in ScienceDirect, ISI Thomson Reuters, Web of Science.

<https://doi.org/10.1016/j.sbspro.2014.01.928>

<https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences>

#### Abstract

*Globalization has made intercultural communication inevitable. Communicating with other cultures characterizes today's workplace, classroom, and community. Intercultural communication is of importance in any career field, but for maritime institutions, especially, this topic has become a 'must-have' of education. The teacher faces new challenges while teaching students pertaining to different cultural and ethnic environments. The way of approaching such issues is vital if we aim to achieve a peaceful global unity. On the other hand, the onboard training of our nautical students has come in the aid of identifying the features of the challenges they face during their onboard training. Such challenges are the result of a multicultural crew dynamics made up of different people speaking different languages. This is the reason of tackling such a topic in our paper as we are trying to develop methodological and pedagogical strategies for intercultural education adapted both to our own environment and to the cultural diversity that our students must absorb. The results of our research will help us to develop and implement the "Intercultural Communication Onboard Ships" as a course that is to be implemented within marine education curriculum.*

6. Carmen Chirea-Ungureanu, Per Einar Rosenhave, *A Door Opener: Teaching Cross Cultural Competence to Seafarers,- Human Resources and Crew Management*", Part IV: Maritime Education and Training, Chapter 15, Taylor & Francis Group, London, UK, 2011, pp. 97-103, ISBN 978-0-415-69115-4(PbB), ISBN 979-0-203-15729-9 , indexed by in ISI Web of Science.

<https://doi.org/10.4324/9781315266299>

<https://www.taylorfrancis.com/books/e/9781315266299/chapters/10.4324/9781315266299-21>

#### ABSTRACT

*The importance of developing cultural competence in maritime professionals is increasingly being recognized. Seafarers seek knowledge to help them cope with the growing diversity of their employers, leaders, and colleagues. However, even though requirements designed to address cultural competence are incorporated into maritime school curricula, the institutional culture of maritime education systematically tends to foster static and essentialist conceptions of "culture" as applied to seafarers. Many questions emerge when we try to teach in a way that brings alive the humanity of mariners. These questions are waiting for their answers, so in our paper we shall try to find and explain some approaches and ways of teaching and research as the goal is to provide maritime professionals with practical wisdom in comprehending what is the seafarers' life on board ship.*

7. Carmen Chirea-Ungureanu, Corina Varsami, *Teaching Maritime English based on Web Resources*, The Young Scientist, No.7.2.(71.2) iulie 2019, Kherson, Ucraina, pag 83-87, ISSN: 2304-5809 (print), Indexată INDEX COPERNICUS, UDC 372.881, DOI 10.32839

[http://molodyvcheny.in.ua/files/journal/2019/7.2\\_71.2\\_2019.pdf](http://molodyvcheny.in.ua/files/journal/2019/7.2_71.2_2019.pdf)

*Abstract*

*Web resources have become almost indispensable in teaching, learning and evaluation. New technologies offer a wide range of applications, conventional teaching methods being more and more a viable alternative. Web applications are more complex, accessible, and varied, so those who learn can access the necessary resources from home with just a few clicks. The development of information and communication technology has led to a change in classical learning. So, we can see that we are living a revolution in education; the actual role of the teacher as the intermediary of knowledge is losing field. Learning is person-centered, allowing students to choose the content and appropriate tools for their own interests. Traditional learning has become difficult to manage compared to web-based learning. We can say that these types of resources are actually the new books of the modern age. The Web site is a new, very effective tool that facilitates the teaching / learning process and beyond. The Web provides students with a diverse package of scientific information being included in databases, online libraries, etc. Both lecturers and students can exchange ideas, opinions, through email, chat or socializing sites. They can organize virtual tours in art or science museums, in research centers, places harder to reach for students. Also, students can publish projects, online works being viewed and evaluated by either teachers or colleagues. All these facilities are provided now by the great majority of universities all over the world.*

8. Carmen Chirea-Ungureanu, *Classroom Assessment Techniques- Perspectives on authenticity in teaching Maritime English*, Annals of Constanta Maritime University, Year X, vol.12, pp. 361-366, Nautica Publishing House, Constanta, Romania, 2009, ISSN 1582-3601, Indexed by EBSCO, PROQUEST, ULRICH'S, INDEX COPERNICUS.

*Abstract*

*Instruction and practice of Maritime English for communication and cooperation is an important element in maritime education. A multitude of new methodologies have been explored and discussed in recent years in an attempt to approach the training and testing the proficiency of Maritime English that meets the international standards laid out in STCW. Maritime English education and technological development has been acknowledged to be an interaction relation, and they are the two main factors upon which the trainee is based. We are teaching English or studying the teaching of English, but why do we want to teach English, as opposed to other foreign languages? It is useful for us to consider this basic question occasionally, and that is the reason why we shall discuss this topic in this paper.*

9. Carmen Chirea-Ungureanu, Mircea Georgescu, *Communicating Internationally. Cross-Culture Communication Made Easy on Board*, Annals of Constanta Maritime University, Year X, vol.12, ISSN 1582-3601, pp.37-41, Nautica Publishing House



Constanta, Romania, 2009, Indexed by EBSCO, PROQUEST, ULRICH'S, INDEX COPERNICUS.

*Abstract*

*Many owners have problems with multicultural crews. That this subject is discussed in many maritime forums indicates that we are not taking full advantage of ethnic mixtures and that we do have a problem! This problem will grow unless we quickly find a sustainable way on how to work together. With less prejudice and stereotyping in this multicultural-setting this might be feasible. A true global shipping community requires cooperation over both cultural and language boundaries. New and different situations ask for new skills and competences from seafarers where culture is recognized as having impact on communication and safety on board. Intercultural competence, especially between European and non-European nationalities, and intercultural awareness of differences, stereotyping, prejudice, and behaviour are the objectives in our presentation. We shall also present the importance of cross cultural communication skills.*

10. Mircea Georgescu, Carmen Chirea-Ungureanu *Looking for Meaning in Sail Days*, Annals of Constanta Maritime University, Anul X, vol.12, ISSN 1582-360, pg.385-391, Nautica Publishing House Constanta, Romania, 2009, Indexed by EBSCO, PROQUEST, ULRICH'S, INDEX COPERNICUS.

*Abstract*

*A huge part of the English naval lexis refers to the sea, ships and shipping or sea trade. Some of the words were created locally, other were borrowed from different languages by the sons of Adam who preferred adventurous change to security in monotony. This paper is an attempt to blow the dust from an important number of sea words and give them a new life by disclosing the way they were formed. Wherever there was a story behind them, it was included both for reason of information and to make the stuff more reader friendly.*

11. Mircea Georgescu, Carmen Chirea-Ungureanu, *Sea Speak Washed Ashore*, Annals of Constanta Maritime University Anul X, vol.12, ISSN 1582-360, pg. 391-397, Nautica Publishing House Constanta, Romania 2009, Indexed by EBSCO, PROQUEST, ULRICH'S, INDEX COPERNICUS.

*Abstract*

*Many of the terms that sailors use have been around for hundreds of years. Some are quite recent and have joined the language of sailors who now use electronics to communicate and navigate. The historical significance of the sea is quite obvious when diving into the sea of English lexis. Many words and expressions originate from the nautical lingo and this is an excellent way of tuning a language. The purpose of this paper is to make you well aware that many of the more colourful and expressive words in the English language were first used aboard ships at sea. In a very real way sailor talk was a dialect, a provincial language with a specific and very distinct usage. As the body of words originating in the life at sea is huge, emphasis is laid on those that do not require long explanations and catch the eye of the reader.*

12. Carmen Chirea-Ungureanu, *Good Intentions are not Enough: CROSS-CULTURAL TRAINING for seafarers, a MUST-HAVE of Intercultural education– ALERT!*, The International Maritime Human Element Bulletin, The Nautical Institute under the sponsorship of Lloyd's Register Foundation, HE01180, 10/10/2013 <https://www.nautinst.org/resources-page/he01180---good-intentions-are-not-enough--cross-cultural-training-for-seafarers--a-must-have-of-intercultural-education.html>
13. Carmen Chirea-Ungureanu *Ways to implement the STCW Manila Amendments for training in leadership and teamwork*, 14 ANNUAL GENERAL ASSEMBLY International Association of Maritime Universities, IAMU AGA14, Constanta Maritime University, Nautica Publishing House, Romania, 26 - 29 October 2013, <https://iamu-edu.org/download/aga-14-proceedings/>
14. Carmen Chirea-Ungureanu „*People InterACT! On board Intercultural Communication: The MUST-HAVE of education*”, in Lieve Vangehuchten, Willy Van Parys, Alison Noble (eds) *Communication for Maritime Purposes-An International and Interdisciplinary Issue*, Universiteit Antwerpen Publishing House, Antwerp, Belgium, 2010, pp. 87-99, ISBN: 978-90-3370-041-85
15. Carmen Chirea-Ungureanu, Ionela Danila, *International Standards and Development Cooperation in Higher Education or What Shall We Do Next?* , HE&R 2009, EMUNI Higher Education & Research, Proc. of the 2<sup>nd</sup> EMUNI Conference on Higher Education and Research, „Internationalization and the Role of University Networks”, 25-26 September 2009, Portoroz, Slovenia, sect.2A, pp 20-31, ISSN 1588-3362, , indexed by PROQUEST, IBSS, DOAJ.

Related to the importance of designing and strategic implementation of *communication* for exchanging information (mass media research), I have written papers that were published, mostly, in the chapters of ATINER (Athens Institutes for Education and Research, Athens, Greece) books, or in Journals of overseas universities (with ISBN):

1. Carmen Chirea-Ungureanu, *The Portrait of the Candidate between Real and Ideal* in Yorgo Pasadeos (ed), *Advances in Communication and Mass Media Research*, Part II: Political Communication, Athens Institute for Education and Research, ATINER, Athens, Greece, 2011, pp. 127-143, ISBN: 978-960-6672-95-8.
2. Carmen Chirea-Ungureanu, *Implications of the National Identity in the Contemporary Society and Within the European Union in the Perspectives of Rites of Passage*, 9<sup>th</sup> Annual International Conference on Communication and Mass Media, Athens Institute for Education and Research, ATINER, 16-19 May 2011, Athens, Greece.
3. Carmen Chirea-Ungureanu, *European Cultural Identity: The Modern Subject* in Yorgo Pasadeos (ed), *Communication and Mass Media Research*, Athens Institute for Education and Research, ATINER, Atena, Grecia, 2010, pp. 47-59, ISBN 978-960-



6672-84-2.

4. Seceleanu, A, Carmen Chirea-Ungureanu, *Language and Ethnic Alterity: Depreciative References within the Actual Romanian Written Press* in Yorgo Pasadeos (ed), *Variety in Mass Communication Research*, Part I: 'Journalism Issues', Athens Institute for Education and Research, ATINER, Athens, Greece, 2009, pp. 47-59 ISBN 978-960-6672-46-0.
5. Carmen Chirea-Ungureanu, *The Romanian Tele-Phenomenon*, in Boguslawa Dobek-Ostrowska, Michal Glowacki (eds), *Comparing Media Systems In Central Europe, Between Commercialization and Politicization*, §5, University of Wroclaw Publishing House, Wroclaw, Poland 2008, pp. 229-239, ISBN 978-83-229-2937-7, Indexed by EBSCO, SCOPUS. CEEOL, INDEX COPERNICUS,
6. Carmen Chirea-Ungureanu, *Newspapers Titles Typology Within the Romanian Written Press*, in Yorgo Pasadeos (ed), *International Dimensions of Mass Media Research*, 6;§ Part III, 'Studies of the Press', ATINER, Athens, Greece, 2008, pag. 331-349, ISBN 978-960-6672-28
7. Carmen Chirea-Ungureanu, *Intercultural Transformation. New Cultures, Values and Attitudes*, Proceedings of the International Congress of Asian and North African Studies ICANAS 38, 3-7 September, 2007, Ankara, Turkey

I also participated in National conferences with international participation, and my papers (as sole author or co-author) were published by Romanian Scientific Journals, or Proceedings of the International Conference (with ISBN or ISSN):

1. Carmen Chirea-Ungureanu, *Influences of Globalization and Informatization in Intercultural Communication*, The Scientific Communication Session with International Participation "Strategies XXI: Stability and Regional Security", National University of Defense CAROL I, Bucharest, Romania, 9-10 April 2009, pp.167-181, ISBN 978-973-663-722-3.
2. Carmen Chirea-Ungureanu, *<European Culture> Within the European Society of Knowledge*, The Scientific Communication Session with International Participation "Strategies XXI: Security and Defense in the European Union", National University of Defense CAROL I, Bucharest, Romania, 17-18 April 2008, pp. 353-369, ISSN 1844-309.
3. Carmen Chirea-Ungureanu, *Intercultural Transformation. An Interactive Model of Cultural Transformation*, The Scientific Communication Session with International Participation "Strategies XXI: The European Southeast Region in Globalization", National University of Defense CAROL I, Bucharest, Romania, 12-13 April 2007, pag.187-198 ISBN 978-973-663-551-0, ISBN 978-973-663-524-3

4. Carmen Chirea-Ungureanu, *Defining Globalization*, Proceedings of the 3<sup>rd</sup> International Scientific Conference “Eco-Trend 2006”, Universitaria Publishing House, Craiova, 2007, ISBN (10) 973-742-321-0; ISBN (13) 978-973-742-321-1
5. Carmen Chirea-Ungureanu, *Politics, Mass Media and Public in Romania*, Moldova Institut Leipzig website, Mediepolitik und Europäisierung der Mediengesetzgebung in Südosteuropa (Beitrage zur Internationalen Tagung am 11.und 12 October 2007 in Bucharest)
6. Carmen Chirea-Ungureanu, *Teaching/Learning Classroom-Based Practices. Pedagogies of Engagement*, Section: Motivation of learning-talent and adequacy, 7th International Symposium: Public Responsibility in Education, 21 – 22 November 2015, Crizon Publishing House, Constanta, Romania, ISSN 2066-3358
7. Carmen Chirea-Ungureanu, *Constanta Maritime University- Students Abroad via Erasmus Program-Section Partnerships – A viable solution for education community*, 6th International Symposium: Public Responsibility in Education, 14 – 15 June 2014, Crizon Publishing House, Constanta, Romania, ISSN 2066-3358
8. Carmen Chirea-Ungureanu, *Communication and culture: Strategic Concepts for Contemporary Thinking*. Section: *Training programs for teachers*, 6th International Symposium: Public Responsibility in Education, 14 – 15 June 2014, Crizon Publishing House, Constanta, Romania, ISSN 2066-3358
9. Livica Fratiman, Carmen Chirea-Ungureanu, *Leader Perception in Formal and Informal Group of Adolescence*, in Mihai Anitei, Marian Popa (coord), Centenary of Psychology at Bucharest University, University of Bucharest Publishing House, Bucharest. Romania, 2007, (Proceedings of International Conference, Bucharest 26-29 October 2006), ISBN973-737-257-5; 978-973-737-257-4
10. Doinita Bentu, Carmen Chirea-Ungureanu, *Psychological Causalty for Streetcar Accidents Producing*, in Mihai Anitei, Marian Popa (coord), Centenary of Psychology at Bucharest University, University of Bucharest Publishing House, 2007, Proceedings of International Conference , 26-29 October 2006, ISBN973-737-257-5; 978-973-737-257-4.

## Chapter 5

### Scientific Recognition: *Academic Context and Professional Role*

#### A. Member of Well-Known Maritime Education and Training Organizations

Taking into consideration the value of my research seeking for knowledge and understanding in a research environment that fosters:

- activities of educational value designed to improve understanding of the research process,
- work of value to the broader academic community,
- work of relevance to the maritime industry,
- the invention, design, and generation of ideas to lead to new or improved knowledge and understanding,
- and
- the innovative use of existing knowledge to plan and design different or improved materials, devices, products, and processes,

all are focusing on the common goal, described as understanding *Maritime English* and *Developing knowledge and communication skills in English*.

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)). The board members have responsibility for directing the activity of the organization, ensuring it is well run and delivering the outcomes for which it has been set up.

The *IMLA-International Maritime English Conference (IMEC)* committee should provide leadership to the university that is the host of an IMLA-IMEC event by:

- Setting the strategic direction to guide and direct the activities of the IMEC-Local Organizing Committee in the host university,
- Ensuring the effective management of the IMEC-Local Organizing Committee and its activities;
- and
- Monitoring the activities of the IMEC-Local Organizing Committee to ensure they are in keeping with the founding principles, objects, and values.

My Responsibilities in this Board are the following:

- working directly with the IMEC-Local Organizing Committee

-guidance of the IMEC-Local Organizing Committee on several issues: topics, scope (to enhance sharing of ideas and opinions), timelines, etc., used to realize the scheduled Conference.

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*.

My responsibilities in these Boards are the following:

- chairing the meetings of the Steering Committee and IMLA- International Maritime English Conference (IMEC)/ PapCom (Papers and Activities Committee),

-setting schedule for submission of abstract, full paper, reviewing of papers, accepting publication in the Proceedings or Scientific Journals of the Conference,

- acting as a direct liaison between the Steering Committee and the Local Organizing Committee in the host university,

- the IMLA-Papers and Activities Chairperson should work together with the other IMLA-Steering Committee members (namely the International Conference on Engine Room Simulators (ICERS), International Maritime English Conference (IMEC), and International Navigation Simulator Lecturers' Conference (INSLC) giving room for impartiality in the quality of papers' review to be accepted for presentation and then publication in the Proceedings or Scientific Journals of the Conference.

With the escalating regulations everywhere in the maritime industry concerning the usage of Maritime English, *ISF Marlins English Language Test for Seafarers* has become a necessary part of the employment process for international Officers and crew. While multi-lingual crew increases and with the STCW Convention approaches, English language skills are essential to safety and clear communication. *ISF Marlins English Language Test for Seafarers* evaluates language ability and speaking skills. It has been endorsed by the United Kingdom Maritime and Coastguard Agency (UK-MCA), the International Shipping Federation (ISF), oil majors, and maritime employers worldwide. Companies integrate Marlins tests into their global recruitment and training programs to ensure a standardized strategy for language competency assessment.

In December 2016, following an expert inspection from part of Marlins Training Ltd, United Kingdom, I managed to accredited Marlins Approved Test Centre at Constanta Maritime University, and I become *Marlins ATC senior representative in Romania*.

The International Maritime Organization (IMO) and European Union (EU) reached an agreement in December 2015 to establish Maritime Technology Cooperation Centres (MTCCs)

in five regions, i.e. Asia, Africa, Latin America, Caribbean and Pacific. The center serves as a promoting network in Asia for IMO-EU MTCC projects by providing innovative technologies, sharing of technical expertise, and discovering innovative ways through conferences, workshops, maritime education and training, and technological co-operations and transfer.

According to my expertise in teaching Maritime English and the SMCPs, in 2019, I became an *Expert Trainer for Maritime Communications, MTCC-Asia (Maritime Technology Cooperation Center), at Shanghai Maritime University, China.*

As recognition of my experience in the management of EU funded projects, in 2020, I became an EU Expert (European Commission, Directorate-General for International Cooperation and Development).

### **B. Keynote Speaker**

I have always enjoyed being a keynote speaker. I love to share knowledge and good practices and meet new people at conferences and events.

Like everyone last year, however, I had to adapt as those opportunities become virtual! I have become adept at using video conferencing to deliver keynotes and motivational sessions, and I have participated as a keynote speaker for conferences and events around the globe:

- a) TransNav 2021 Conference- *Autonomous Vessels- Autonomous Shipping*, online 14<sup>th</sup> International Conference on Marine Navigation and Safety of Sea Transportation, Gdynia Maritime University and Nautical Institute, 16-18 June 2021, Gdynia, Poland.
- b) Annual World Maritime Conference-WMC 2019, Theme: New Era, New Technology, New Maritime, 20-22<sup>nd</sup> of October 2019, Shanghai, China.
- c) MLA25-IMEC30-ICERS14, at Maritime Academy for Asia and the Pacific (MAAP), 22-25 October 2018, Manila, Philippines.
- d) IMLA-IMEC 29, Korea Institute of Maritime Fisheries Technology(KIMFT) & Korea Maritime and Ocean University (KMOU), 23-27 October 2017, Busan, South Korea.
- e) IMLA-IMEC28 at Chalmers University of technology, Campus Lindholmen, 19-22 of September 2016, Gothenburg, Sweden,
- f) IMLA-IMEC 26, at Maritime Institute “Wilhelm Barentsz” 7 -10 July 201, Terchelling, The Netherlands.
- g) International Conference “*Mediepolitik und Europaisierung der Mediengesetzgebung in SudosEuropa*”, Moldova Institut Leipzig, October 2007, Bucharest, Romania.

- h) The 6<sup>th</sup> International Conference on Communication and Mass Media, Athens Institute for Education and Research (ATINER), May 2008. Athens, Greece.

### C. Scientific Reviewer

In recent years, I have accepted the invitations to *review articles* for Journals, to assess the validity, quality, and often the originality of the articles, to maintain the integrity of science by filtering out invalid or poor-quality articles, or to *write books review*.

#### *My Responsibilities:*

- evaluate article submissions to journals based on the requirements of that journal
- predefine criteria and the quality, completeness, and accuracy of the research presented
- present feedback on the paper, suggest revisions, and recommend the editor about whether to accept, reject or request changes to the article.



1. *JSOE- Journal of Shipping and Ocean Engineering*, David Publishing Company, New York, USA. ISSN:2159-5879, DOI:10.17265/2159-5879/

- a. Ding-Zi-Hua, *The Existing Situation and Training about Maritime English Teachers in China*, 2015 , JSOE-E 0801526-2



2. *JMER- Journal of Modern Education*, ISSN: 2155-7993, DOI:10.15341/jmer(2155-7993), Academic Star Publishing Company, USA.

- a. Magdalena Lewicka, Anna Waszau 2 *Cultural Competence and Intercultural Communication on the Ground of Contemporary glottodidactics*, 2016, JMERE20160314
- b. Mei-Lan Huang *Beyond the Ideology of Native Speakerism of English on Teaching, Views from the Field of Intercultural Communicative Competence*, 2016, JMERE20160322-3
- c. *Identities, Language Policies and the Teaching of Portuguese in Guinea-Bissau: An Interdisciplinary Reflection*, JMERE20191104-2.



3. *Athens Journal of Mass Media and Communications (AJMMC)*, Athens, Greece, ISSN 2407-9499, DOI: 10.30958/ajmmc
  - a. *Multimodality of the TV Format* (Paper Code: 2021-4171-AJMMC) 2021-4171-AJMMC.pdf (athensjournals.gr)
  - b. *Students' Social Apathy in Real and Virtual worlds: A Comparative Study* (Paper Code: 2021-4126-AJMMC) 2021-4126-AJMMC.pdf (athensjournals.gr)
  - c. *The gorontalo language at workplace: Its maintenance and native speakers' attitudes* (Paper Code: 2021-4133-AJMMC) (athensjournals.gr)
  - d. *For a Sensitive Approach to Living together: Understanding the Limits of Community Building through Action-research on the Theme of the Veil* (Paper Code: 2021-4134-AJMMC) 2021-4134-AJMMC.pdf (athensjournals.gr)
  - e. *Measuring the Value of Public Relations: An International Investigation at How Communication Practitioners View the Challenge and Suggest Solutions* (Paper Code: 2021-4136-AJMMC) 2021-4136-AJMMC.pdf (athensjournals.gr)
  - f. *Investigation of Social Approaches in Different Countries towards Suicide of the Blue Whale Game through Newspaper News* (Paper Code: 2020-3888-AJMMC) 2020-3888-AJMMC.pdf (athensjournals.gr)
  - g. *Integrated Messages: 30 Years Lasting Evolution "Communication is Power" (Merrihue 1960: 150)* (Paper Code: 2020-4066-AJMMC) 2020-4066-AJMMC.pdf (athensjournals.gr)
  - h. *„Discourse Representation of Covid-19 in Selected Newspaper 2 Editorials”* (Paper Code: 2020-3719-AJHA) 2020-3719-AJMMC.pdf (athensjournals.gr)
  - i. *Weapon of Ideological Manipulation: A Critical Discourse Analysis of Language use in Ghanaian Newspaper Editorials* (Paper Code: 2020-3864-AJMMC) 2020-3864-AJMMC.pdf(athensjournals.gr)
  - j. *Investigation of Social Approaches in Different Countries towards Suicide of the Blue Whale Game through Newspaper News* (Paper Code: 2020-3888-AJMMC) 2020-3888-AJMMC.pdf (athensjournals.gr)
  - k. *Integrated Messages: 30 Years Lasting Evolution "Communication is Power" (Merrihue 1960: 150)* (Paper Code: 2020-4066-AJMMC) 2020-4066-AJMMC.pdf (athensjournals.gr)
  - l. *Testimonials and influencers versus activists and movements: the study case of the UN Women "He For She" campaign. How are we fostering feminism in the new*

- millennium* (Paper Code: 2020-4067-AJMMC) 2020-4067-AJMMC.pdf (athensjournals.gr)
- m. „*Russian Politics and Journalism under Mikhail Gorbachev’s Perestroika and Glasnost: Why Hopes Failed*” (Paper Code: 2020-3988-AJMMC) 2020-3988-AJMMC.pdf (athensjournals.gr)
- n. “*Media, Elections, and Ethnopolitics in Kenya: In the 2017 Elections Reportage, Ethnicity Still Mattered*” (available at: [www.athensjournals.gr/reviews/2020-3547-AJMMC.pdf](http://www.athensjournals.gr/reviews/2020-3547-AJMMC.pdf) )
- o. *Ethiopian Media: Journalists Trends of Using Sources in Reporting Stories* (Paper Code: 2020-3852-AJMMC):  
<https://www.athensjournals.gr/reviews/2020-3852-AJMMC.pdf>
- p. *How News Podcast Promotes Political Participation: The Importance of Political Discussion* (Paper Code: 2020-3854-AJMMC):  
<https://www.athensjournals.gr/reviews/2020-3854-AJMMC.pdf>
- q. *Reality Crime Programs in Turkish Television: The Notorious Case of Palu Family on Müge Anlı* (Paper Code: 2020-3857-AJMMC)  
<https://www.athensjournals.gr/reviews/2020-3857-AJMMC.pdf>
- r. *Representation of emerging COVID-19 in Bangladeshi Newspapers* (Paper Code: 2020-3866-AJMMC):<https://www.athensjournals.gr/reviews/2020-3866-AJMMC.pdf>
- s. *Digital Switchover in Nigeria: An Unending Journey?* (Paper Code: 2020-3872-AJMMC): <https://www.athensjournals.gr/reviews/2020-3872-AJMMC.pdf>



**Book reviews:**

- a. *Raluca Apostol-Mates, Alina Barbu, English Grammar – Students’ Digest*, "Mircea cel Batran" Naval Academy Publishing House, Constanta, Romania, 2019. ISBN 978-606-642-184-3.
- b. Alina Barbu, *50 Shades of Maritime English*, 2018, Muntenia Publishing House, Constanta, Romania, ISBN 978-973-692-432-3.



#### D. Research Impact Measurement

Applying traditional citation analysis is not possible to provide a comprehensive judgment of the impact of my work. Knowing this, but wanting to evaluate the effects of my research, I have carried a qualitative and quantitative analysis of my papers cited, rather than the number of times. I wanted to understand if the citations meant some positive quality of my work. I assessed whether or not my work was cited to only document that work is done in my subject area or if I was part of an analysis to support a finding or summarize my research. The following would imply that my work had some impact on research that came after my papers:

1. P Zhang, L Tang , *Ship Management: Theory and Practice*, 2021, ISBN: 978-0-367-53278-9 (hbk), api.taylorfrancis.com pp. 108-109  
<https://doi.org/10.4324/9781003081241>  
[https://scholar.google.com/scholar?hl=ro&as\\_sdt=2005&cites=12281949435596906208&scipsc=&q=1.%09P+Zhang%2C+L+Tang+%2C+Ship+Management%3A+Theory+and+Practice&btnG](https://scholar.google.com/scholar?hl=ro&as_sdt=2005&cites=12281949435596906208&scipsc=&q=1.%09P+Zhang%2C+L+Tang+%2C+Ship+Management%3A+Theory+and+Practice&btnG)
2. AK Blomqvist, D Folkesten, *Equal treatment education-training and social equality practice upon maritime students and professionals-A literature review identifying facilitators and barriers*, 2021 - odr.chalmers.se pp 27-28  
<https://hdl.handle.net/20.500.12380/302316>
3. O. L. Moroz, *Sociocultural Component of Professionally-Oriented Communicative Competency of Seafarers*, 2021, Kherson State Maritime Academy p. 194  
<https://orcid.org/0000-0002-1483-9136>  
DOI: <https://doi.org/10.33216/2220-6310-2021-102-3-190-200>,
4. Emeliza T. Estimo, in *Lived Experiences of Maritime Cadets: Their First Encounter Onboard Multicrewing Vessels*, CLG Evidente, 2020, p.143  
[https://scholar.google.ro/scholar?oi=bibs&hl=ro&cites=12281949435596906208&as\\_sdt=5](https://scholar.google.ro/scholar?oi=bibs&hl=ro&cites=12281949435596906208&as_sdt=5)
5. ЯЮ Волощук - *Investigating Cross-Curricular Teaching of Maritime English* BBK 87, 2020 - repositc.nuczu.edu.ua, p. 453  
[https://scholar.google.com/scholar?hl=ro&as\\_sdt=2005&cites=12281949435596906208&scipsc=&q=4.%09D0%AF%D0%AE+%D0%92%D0%BE%D0%BB%D0%BE%D1%89%D1%83%D0%BA+-+Investigating+Cross+Curricular+Teaching+of+Maritime+English&btnG=](https://scholar.google.com/scholar?hl=ro&as_sdt=2005&cites=12281949435596906208&scipsc=&q=4.%09D0%AF%D0%AE+%D0%92%D0%BE%D0%BB%D0%BE%D1%89%D1%83%D0%BA+-+Investigating+Cross+Curricular+Teaching+of+Maritime+English&btnG=)

6. ISI Al-Khalidi, *Main Challenges Encountered by Students in Learning English as a Foreign Language*, 2020, ijrssh.com , pp.37-38  
[https://scholar.google.com/scholar?hl=ro&as\\_sdt=2005&cites=12281949435596906208&scipsc=&q=5.%09ISI+AlKhalidi%2C+Main+Challenges+Encountered+by+Students+in+Learning+English+as+a+Foreign+Language&btnG=](https://scholar.google.com/scholar?hl=ro&as_sdt=2005&cites=12281949435596906208&scipsc=&q=5.%09ISI+AlKhalidi%2C+Main+Challenges+Encountered+by+Students+in+Learning+English+as+a+Foreign+Language&btnG=)
7. ЮФ Бузовська, ЮФ, in *Підготовка майбутніх судноводіїв до міжкультурного спілкування засобами інформаційно-комунікаційних технологій*, Бузовская - 2020 - dspace.pdpu.edu.ua , pp 48-49  
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8. SR Chan, NA Hamid, K Mohktar – in *Examining Safety Performance at Sea: Malaysian Seafarers' Perspective*, the Eastern Asia Society for ...,2019 - jstage.jst.go.jp, in p.356  
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9. SR Chan, NA Hamid, K Mokhtar, in *The Impact of Safety Climate on Malaysian Seafarers' Safety Performance: A Pilot Study*, 2019, pp.13-14  
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10. N Hubbard – in *The International Maritime Transport & Logistics , SMART ports need SMART people...*2019 marlog.aast.edu, p.4  
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11. Василий Желясков-in *Особливості професійної комунікативної взаємодії майбутніх судноводіїв* Вісник Національної академії Державної ...2018 - irbis-nbuv.gov.ua, p. 8  
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12. Pieter Decancq, *A long-term strategy for modifying linguistic DNA: Personal Language Log*, in *Proceedings of IMLA 25-IMEC 30-ICERS14*, Manila, Philippines, 22 -25 October 2018, pp.40-41  
[http://pfri.uniri.hr/bopri/IMEC\\_Proceedings/PDF/IMEC30.pdf](http://pfri.uniri.hr/bopri/IMEC_Proceedings/PDF/IMEC30.pdf)
13. SL Barsuk, OO Frolova , *Cross-curricular Learning Activities in Teaching Maritime English to Navigators*, 2018 - rep.ksma.ks.ua , p. 17  
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14. OO Frolova, SL Barsuk, *CLIL: Integrating Profession-Focused Subjects and Maritime English*, 2018 - rep.ksma.ks.ua. pp 78, 83.  
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15. Buzovska Yuliia, *Creation of Positive Motivation in Future Navigators for the Achievement of Cross-Cultural Communication Success*, 2018, p. 36  
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16. O.O. Frolova, *Interdisciplinary integration in teaching Maritime English*, 2017 - rep.ksma.ks.ua, p. 211  
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17. L.I Morska, J Skibska, *Training of teachers for the work with students with the special educational needs with the help of information technologies*, 2017 - dspace.tnpu.edu.ua, pp. 211-213  
[http://dspace.tnpu.edu.ua/jspui/bitstream/123456789/8989/1/2\\_Morska-TRAINING\\_OF\\_TEACHERS.pdf](http://dspace.tnpu.edu.ua/jspui/bitstream/123456789/8989/1/2_Morska-TRAINING_OF_TEACHERS.pdf)  
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19. LC Dekker, Sultan Khan, *Reflections on the Psycho-social Distress within the International Merchant Navy Seafaring Community*, *J Psychology*, 7(2): 53-60 (2016), p. 54 <https://doi.org/10.1080/09764224.2016.11907844>
20. J. Smith- in *Wellness at sea: a new conceptual framework for seafarer training*, 2016, p 4-6  
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21. Osami Yanagisawa, Jongdoc Park, Kenichi Fukudome, Hiroshi Ohyama, Rika Suzuki, *Collaboration of international English educational programs to train international ship officer in Maritime Colleges in Japan*, 8th Asian Conference on Engineering Education (ACEE 2019), June 24-26 2019, Kota Kinabalu, Malaysia, p. 98  
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22. Jongdoc Park, Osami Yanagisawa, *An international approach to improving the English proficiency of teachers in Japanese Maritime Colleges*, 8th Asian Conference on Engineering Education (ACEE 2019), June 24-26 2019, Kota Kinabalu, Malaysia, p. 88  
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24. Osami Yanagisawa, Jongdoc Park, Hiroshi Ohyama, Shunsuke Hida, *Implementation of an International Maritime English Educational program at Maritime Technology departments in five NIT in Japan*, in *Proceedings of IMLA 25-IMEC 30-ICERS14, Manila, Phillipines, 22 -25 October 2018* p. 344,  
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29. Christophe Collard, *Intercomprehension as Heuristic Tool: The Case of the Navigational Officer*, 2015 p 224, <http://www.academia.edu/6368765/>
30. Amos Kuje, *The Gender Empowerment and Multi-cultural Crew (GEM) Project Report*, 2015 -2016 For the ITF Seafarers' Trust, 2015, p.9  
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## Chapter 6

### An Overview of My Research Projects

My research activities have been always 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.

#### A. My Work as Project Manager

My skills and experience have matched the requirements of the projects I applied in the way of:

- project management strategy to the specific requirements of the project,
- establishing a good working relationship with the partners,
- direct management and motivation of the project team,
- development and maintaining an agreed project plan and detailed stage plans,
- understanding the risk management processes,
- tailoring expert knowledge to meet specific circumstances,
- planning and managing the deployment of physical and financial resources to meet project milestones,
- building and sustaining effective communications with other roles involved in the project,
- applying quality management principles and processes.

#### *My responsibilities as Project Manager:*

- design and apply suitable project management standards for inclusion in the project lifecycles,
- management of the creation of the required deliverables,
- planning and monitoring the project,
- adopting any regulation and use of project support roles within agreed reporting structures,
- preparing and managing project, stage, and exception as required,
- managing project risks, including the construction of emergency plans,



- liaison with program management and related projects to guarantee that work is not overlooked or counterfeited,
- monitoring overall progress and use of resources, starting remedial action where necessary,
- applying revision control and shape control processes,
- reporting within agreed boundaries on project progress in highlight reports and end-stage evaluations ,
- liaison with selected project support delegates to ensure the overall management and integrity of the project,
- keeping an awareness of possible interdependencies with other projects and their impact,
- adopting and applying suitable quality strategies and standards,
- identifying and getting assistance and guidance required for the management, planning, and control of the project,
- managing project execution,
- leading a project evaluation review to assess the project properly,
- providing any follow-on action recommendations.



The project *Tra-eMar: Training and Exchange of Information and Experience of Students and Teachers within the Maritime Domain* (2010, project period 20.04.2010-30.03.2011, EEA Norway grants, total budget 71.000 Euro) had a target group consisting of 10 teachers and administrative staff and 13 students from Navigation, Environmental Engineering, Naval Electromechanics and Telecommunications specializations. The number of beneficiaries in this program improved the cooperation between academic institutions in Romania and EEA countries through practice and exchange of ideas and experience in the maritime field. The comparative analysis on the evaluation methods applied in the two institutions (promoting institution - *Constanta Maritime University* and the host institution - *Vestfold University College, Faculty of Technology and Maritime Studies - Tornsberg, Norway*) highlighted the quality of inter-institutional cooperation between Romania and Norway.

*General and specific objectives of this project:*

- Development of student's training in the maritime field (student's practice consisting of activities and laboratory projects on topics included in the student 's training program)

- Exchange of experience and ideas in the field of curriculum education and development of competence in assessment
- Analysis of the reception of evaluation methods by students and teachers during the training in the maritime field through comparative analyzes
- Improving the international relations of collaboration between higher education institutions in Romania and Norway

*Values achieved through good practice exchanged between universities:*

- Development of professionalism in the maritime field for both students and teachers
- Analysis of qualifications and competencies manifested by the graduate in the maritime field: Bachelor of Science degree
- Preparation to meet the requirements of the labor market in the maritime field.
- . Course models and syllabi framework
- Testing and evaluation
- Technological and material methodological improvement necessary for the local educational system
- Teaching practice
- New learning and assessment methods.



In 2011, the project: *PROCOMP- "Promoting the graduates' skills in the maritime domain. Job opportunities in the European maritime industry"* (project period 31.01.2011-07.03.2012, EEA Norway grants funded project, total budget 528.735 Euro) aimed to increase the quality, the innovative character, and the European dimension in the systems and practices of professional training. The partners were the shipping companies from Norway: *Seatrans AS (NO), Norway Shipping AS. (NO), Viking Shipping Company (NO), Wilhelmsen Group (NO)*. The program contributes to the promotion of a Europe of knowledge by creating a European space for cooperation in education and vocational training. The program supports the policies of the participating states regarding lifelong learning and the development of skills and competencies favorable to professional integration. With global economics and the growth of international competition, the quality of human resources is becoming one of the essential factors in building tomorrow's Europe. More than ever, education and training are necessary to support development and competitiveness.

After identifying the shortcomings in the maritime job market, the main objective of the PROCOMP project was to promote lifelong learning to increase the quality of maritime training in Europe. The ways considered to fulfill these were expanding the professional skills of maritime graduates and accumulating new professional knowledge and involvement in practical activities to increase the professional integration of graduates.

The project aimed for the participants in the PROCOMP project (a target group of 50 graduates of Constanta Maritime University from Navigation and Maritime and River Transport, Electromechanics and Electrotechnics specializations) to develop professional accumulations, such as:

- *knowledge skills*: adequate application of technologies in the naval field, knowledge, and interpretation of quality conditions in the maritime field

- *social skills*: adaptation to situations and jobs, accountability, ability to make decisions, compliance with labor protection rules

- communication and interpersonal skills: communication in English and Maritime English, teamwork.

- competencies related to personal development: management, personal resources, capitalization of personal experience for professional career development

and *personal accumulations*, such as:

- global vision

- another attitude, curiosity, and permeability

- creativity

- flexibility

- willingness to know other cultures

- tolerance towards foreigners

- adaptability and ability to interact with other people and face new challenges

- ability to communicate, solve problems, make decisions

- awareness of one's own identity in a local, national, and European context

- developing the feeling of belonging to the local, national, and European community

- establishing contacts for future collaborations.

The graduates performed 4-6 months training periods onboard vessels of the shipping companies' partners in this project.



The main pathway to European integration is making people from different cultural backgrounds meet and work together on controversial subjects and let them overcome prejudices and use opportunities. The aims of the project *“SeaCultLife” –Seafarers’ environmental, social, and cultural implications of sharing life on boardship within multinational crews*, (2012, EU funding DG EAC Intensive Programmes (IP), project period January-December 2012, total budget 25.300 Euro] were as follows:

- 1) start a process of mutual contribution to a common base of teaching material with involvement of students and the application of innovative learning and teaching methods
- 2) establish a stable partnership for exchange of knowledge and perceptions on “intercultural communication and seafarers’ environmental, social and cultural implications of sharing life on board ship within multinational crews” by integrating the project results into day-to-day work of partner institutions
- 3) bring students in touch with “seafarers’ environmental, social and cultural implications of sharing life on board ship within multinational crews matters” as a standard part of curriculum.

The needs of the project are additional resources for working together internationally and for producing teaching material as well as for setting up and updating a shared (electronic) knowledge base. The target group were 10 students and 5 teachers from the Faculties of Navigation and Maritime and River Transport, and Marine Engineering.

The project aimed at different pedagogical aims; accordingly, a variety of didactical approaches were applied:

- Knowledge: Facts and background concerning “intercultural communication (social, economic, political)
- Abilities: Critical application and transfer of knowledge
- Skills: Social and team interaction, inter-cultural sensitivity, presentation, debating, foreign languages

As a result of this type of learning the employability of students was improved. It stressed modern approaches to higher education by combining traditional procedures of academic course teaching with a high degree of student involvement and responsibility. While the out-line of the courses and the syllabi were designed by academic teachers the students would form internationally composed, supervised groups for preparation of subjects, papers, and presentations during the academic year as part of their regular studies.

The main objective of the project was to plan and design the syllabus for the “Intercultural communication on board ships” course by applying advanced teaching and communication methods. The material provided for this study program followed the workload dimensions foreseen for three credits. The tangible output / outcomes encompassed:

- Implementation of the course in each partner organization (including ECTS recognition)
- Reference and Teaching material for the Bachelor degree study Programme
- Contents and structure
- Syllabus

Partners in this project were:

- *Vestfold University College, Faculty of Technology and Maritime Studies, Tonsberg, Norway*
- *University of Rijeka, Faculty of Maritime Studies, Croatia*
- *Svendborg International Maritime Academy (SIMAC), Danmark*



Another project is CNFIS-FDI-2019-0615/ D2-Internationalization of Higher Education in Romania, “*Promoting the exchange of good practices through cooperation programs in order to develop the quality of education and the international dimension of higher education in Constanta Maritime University*” (2019, The Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI), total budget 67.000 lei, co-financed project: Ministry of Education -59.000 lei, Constanta Maritime University- 8.000 lei)

According to the general objective of this project, Constanta Maritime University aimed to create the premises to increase its international visibility through its English language study programs. It also aimed to build a bridge for future international students to apply for studies in the university, counting on the quality of design and implementation of the university's curricula. A dedicated web platform populated with all the necessary information for the international students was designed and implemented, with the information translated into three languages of global circulation (English, French, German).

## **B. My work as Project Team Member: Monitoring and Evaluation Expert**

- a) January 2020 - December 2022

Expert in the team of the project entitled: “*Maritime Health Training for Seafarers and Doctors (MariHEALTH)*.” The European Commission funds the project under Erasmus + KA2 Cooperation for Innovation and the Exchange of Good Practices, KA202 Strategic Partnership

for vocational education and training. Project Management: Istanbul Technical University (ITU), Turkey.

b) January 2019 - December 2022

Expert in the project with ID 601186 – EPP-1-2018-1- NL-EPPKA2-SSA-B, entitled: “Futureproof Skills for the Maritime Transport Sector” Erasmus + Project, KA2: Cooperation for innovation and the exchange of good practices - Sector Skills Alliances, Call: EAC / A05 / 2017, Project Management: STC - Group – The Netherlands

Main objectives considered: elaboration of activities for the curricular development of the competencies of the graduates in the maritime field.

c) May 2019 - December 2019

Member in the project CNFIS-FDI-2019-0504 project, entitled: *Modernization of the applied research base and practical training, for the development of design and research skills of students, masters, and doctoral students from Constanta Maritime University.*

Main objectives considered: 1. Development of collaborations and partnerships for practical training for students focusing on learning outcomes and acquiring professional and transversal skills. 2. Vocational training of students, based on research and development of practical skills - development of entrepreneurship in future graduates by acquiring specific skills for conducting research - development - innovation to guide future graduates for this field of activity (in accordance with the provisions of National Strategy for Competitiveness 2015 - 2020). Project Management: Constanta Maritime University

d) May 2018 - December 2018

Expert in the project with ID CNFIS-FDI-2018-0494; Main activities and responsibilities: 1. Coordination of activities for the Internationalization of the educational offer and increasing the visibility of Constanta Maritime University.

Main objectives considered: 1. Promoting the educational offer of Constanta Maritime University, available in English, French, and German at Bachelor’s degree, Master's degree, and Doctoral degree 2. Improving services for international students studying at Constanta Maritime University. Project Management: Constanta Maritime University

e) August 2017 - December 2017

Expert in the project with CNFIS-FDI-2017-0476

Main objectives considered: 1. Development of collaborations and partnerships for practical training for students focusing on learning outcomes and acquiring professional and transversal skills. 2. Vocational training of students, based on research and development of practical skills - development of entrepreneurship in future graduates by acquiring specific skills for conducting

research - development - innovation to guide future graduates for this field of activity (in accordance with the provisions of National Strategy for Competitiveness 2015 - 2020). Project Management: Constanta Maritime University.

f) May 2015 - May 2016

Expert in the project entitled "E-Maritime Medicine for Seafarers students and seamanship physicians," FY2015 Research Projects Competition (part of IAMU's Capacity Building Project) funded by The Nippon Foundation, Japan.

Main activities and responsibilities: Documentation, creation of an international network, and creation of a web platform

Main objectives considered: Dissemination and design and implementation of an e-maritime medicine portal.

g) October 2014 - December 2014

The short-term expert in the project entitled "Internationalization, equity and university management for higher quality education (IEMU)," co-financed by "European Social Fund" through the Operational Program "Human Resources Development" (SOP HRD)

Main activities and responsibilities: Documentation, SWOT analysis, and realization of a Strategic Plan on the Internationalization of Constanta Maritime University. Project co-financed by Executive Unit for the Financing of Higher Education, Research, Development, and Innovation (UEFISCDI)

Main objectives considered: Dissemination and realization of the SPI (Schedule Performance Index) calculation to establish the efficiency of the project evolution. Project Management: Constanta Maritime University

h) May 2014 - September 2015

Expert A in the project POSDRU / 161 / 2.1 / G / 138303, entitled "Facilitating the insertion of pupils and students on the labor market, through counseling and partnerships for practice in the naval industry."

Main activities and responsibilities: coordinating the activities carried out with the target group through visits to companies, specialized practice with the students from the target group

Main objectives considered: Organization, information, dissemination, implementation of internship activities with students, professional counseling, career counseling in the South-East region. Project Management: Constanta Maritime University.

## PART II

### Professional Academic Development and Career Progression

Teaching is one of the tremendously altruistic professions. We join it to help others:

- Nurture their talents.
- Overcome the disadvantage of their backgrounds.
- Share our joyful love of learning with them.

We grow as teachers as we become more successful at helping our students, yet our profession's recognized career pathways take us, in general, further away from the reason we joined in the first place. And I am a very good example for that!

It is always hard to try and define “great teaching” because it is pretty (if not more) questionable to attempt a definition of a “great education”. Unlike medics with their firm binary patterns of life and death, we can only deal with proxies such as exam grades, but we must keep struggling for transparency around teacher quality whether we want a reward for being good at our jobs rather than simply taking on ever-longer lists of responsibilities. Teacher quality is an unclear and often-contradictory area in research.

#### **I. From effectiveness to greatness? What does “greatness” mean in education?**

In his book *"The 8th Habit: From Effectiveness to Greatness"*, Steven Covey tries to help teams and individuals to find their voices. He defines *voice* as the internal drive to face challenges and rise to overcome them. He explains that each owns a voice at the central assembly of talent and needs passion and conscience. If you did not find your unique significance (voice), neither you nor your organization would be able to achieve greatness.

I challenged myself with this question, *"What does greatness mean in education?"*

Then I started reflecting on my career. I know I am a good teacher, but I never thought of myself as a great teacher. I have passion, enthusiasm, and creativity, but I have never thought of



finding my essence for distinction. As a teacher, I usually thought about improving my courses, sharing knowledge, or encouraging good practices. During years, I have attended conferences, seen other teachers with more experience, verbal acuity, and style, and wanted to be like them. While I was well aware of my shortcomings, I have never quit trying to improve, grow, and learn to be a better teacher.

I have successfully prepared my students to take and pass the Marlins ISF tests (Certificate of English Competency for seafarers) and, speak English language and Maritime English, get employed. My strategies and skills are not uncommon, but there is much work. Apart from a small part of personal flair, these strategies joined the wisdom and experience gained from my teachers.

As a professor, I would like to think that I finally have found my voice (or particular importance) and have reached a reasonable level of greatness. During this process of growing great, the varied experiences in my career as a teacher have heightened my knowledge and skills, increasing my resolve to refine my vocation.

Language learning does not stop at the door of the classroom. Indeed, when students exit the academic environment, some may assert that only then does ‘real’ learning happen. The technical, scripted, and repeated grammar tools often used in the classroom are forgotten or quickly abandoned, as the learner steps into a changeable, noisy, and complex environment in which they assume to function and perform their duties using English language.

Onboard ship, this language is not limited to the Maritime English and IMO Standard Marine Communication Phrases (SMCP). It involves day-to-day living conversations related to meals, laundry, time-off, and communication with shore-based personnel such as Customs and Immigration officials, Coast Guard personnel, ship and cargo inspectors, and others conducting environmental inspections other officials. Time allocated for English language instruction in cadet programs at Maritime Education and Training (MET) institutions is limited, and no curriculum could distinguish or equip students for every situation in which they will use English. Therefore, I recommend equally important to teach grammar, vocabulary, and language learning strategies. My work attempts to identify language learning strategies that mariners have used/may use to continuously increase their English language skills upon joining the maritime workforce. Additionally, along with my colleagues, national researchers, and overseas researchers, we will continue sharing our own life-long language learning techniques and the way we incorporate them into the classroom.

80% of countries worldwide use English as a second language in the maritime industry. We have multinational crews 80% of our merchant vessels, whereas less than 9% are native speakers of English. From those mentioned above, one can draw two conclusions:

1. *Maritime English*, albeit a well-established research topic and subject at Maritime Education and Training (MET) institutions, needs – as most extensive and significant academic issues do – continuous analysis to be defined and understood in all its various contexts.

2. *Maritime English*, due to its specific purpose/s, does not apply, with its definition - whatever that may be - to one nationality or one vessel or one classroom. However, all its international contexts must be counted and translated according to the situatedness of a specific context.

I agree that the teaching and learning activities of Maritime English will be expressively different, depending on the student's nationality, background, demands, skills, and goals. The syllabi I have designed for the Maritime English Course at Constanta Maritime University aim to define and develop on circumstances of non-native speakers of English students, conditions, and the contexts in which they receive language learning strategies (LLS). The Maritime Education and Training (MET) institutions must deal with this process many times before their cadets practice the more specific purpose of Maritime English. Holding second LLS at its core, the plan of the Maritime English courses focuses on four main questions aimed to generate debate about classroom activities intended to raise student understanding of learning in a constantly ongoing manner during life. This way implicitly requires a look at the student's prerequisites, cognition and metacognition, self-regulated learning, incidental learning, affective aspects of learning, and cultural/national learning contexts to ensure that Maritime English trainers integrate all of these in their comprehensive classrooms.

Therefore, the Maritime English teacher competence will rightly bring up. Becoming a Maritime English teacher does not require internationally certified competencies. However, according to STCW Convention, each Maritime Education and Training (MET) institution is to take responsibility for Maritime Education and Training teacher competence, as recommended by International Maritime Organization: *IMO Model Course 3.17 on Maritime English*. Therefore, as Maritime English teachers, we depend on the internationally outreaching remarks that which International Maritime English Conference (IMEC) facilitates in our analyses to meet common IMO standards.

I will continue improving my Maritime English courses to reach the internationally accepted proficiency scale that clearly describes levels of competence that would aid employers in assessing whether a potential employee is up to the task at hand.

The Maritime English books and student's courses that I have written represent an attempt to give a standard tool that provides benchmarks for training, testing, and assisting candidates to attain the required activity levels and ensure that the entire maritime industry operates from the same page. Thus, my research represents an appropriate link between the legal requirements of the maritime authorities or administrations reflected in the STCW Convention on the one hand and the consequences regarding Maritime English teachers at Maritime Education and Training (MET) institutions, on the other hand, considering the needs of the end-users in the shipping industry. Finally, the planning and design of the syllabi I have made for the Maritime English courses represent a decisive step towards ensuring that adequate and reliable language communication takes place between ships, from ship to shore, and onboard ships. The teaching and learning strategies of standardized Maritime English described in my books, students' courses, and my research are used in the international context to guarantee that the requirements and spirit of the STCW Convention are implemented wherever language communication is involved.

“Although the central part of ME is general English words and only a seven percent (7%) belongs to purely maritime or nautical terminology with their isolated meanings and distribution” (Pritchard 2002), Maritime English has usages in the only maritime community. However, Denydenko (2012) concludes “*that according to the point of view of socio-functional linguistics, Maritime English is a professional subsystem of the English language, developed through time-based on different language resources to meet the society’s needs in the domain of maritime industry. Maritime English is the set of specialized (mainly, technical) sublanguages intermingling among themselves to define the most appropriate manner all material and non-material entities known in maritime affairs*”.

## II. My “Must-Haves “ for My Career Progression

### A. Professional Career Development

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 overseas. 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 factor, and maritime safety*. Such activity requires also 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 meet the international requirements .

### *B. 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 branches of training 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.

### *C. Research Directions: Maritime English for Marine Communications and Cultural Awareness OnBoard Ships*

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 colleague's collaboration abroad, we intend to publish in 2023 *the IMO-Model Course on Cultural Awareness Training for Seafarers*, this world-class standard document for training, having the IMO -model courses regulatory framework for enhancing, updating, or supplementing the existing training materials.

### *D. Academic Career Development*

#### *D.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. Therefore, I am working on analyzing the materials that I need to write a book about the evolution of maritime communications and the human element onboard ships: „*Autonomous ships of the future. Quo Vadis the SMCPs?*”

#### *D.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 forty 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.

#### *D.3. Participation and support of lectures at overseas universities*

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*:

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 perspectives?. It takes both prior planning and organized follow-up but is well worth the effort.

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

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.

I will perfect the framework I have found for effective maritime communications' teaching and learning.

One of my professional development major goals is: *to examine the underlying factors which contribute to improving the Maritime English communication training in the maritime sector.* Most of the Maritime English communication performance indicators in the maritime industry have been improved significantly in the last ten years. However, the shipping companies' support and employee commitment have developed less than other areas, such as the top management's commitment to using the IMO-SMCPs. (Standard Marine Communication Phrases). The critical factors for the developments mentioned above are improved employee knowledge, changes in top-management, International maritime requirements, and increasing external pressures on organizations for Maritime English communication training.

Another professional development goal is *“to understand the barriers and errors when creating Maritime English communication training within the maritime sector.”* The unavailability of sound and updated regulatory infrastructure for Maritime English communication training standards is one key barrier to the development of Maritime English communication in maritime organizations.

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

Besides all these, I am keen on transmitting to the new generation of Nautical Sciences and Marine Engineering students the results of my research on *Maritime communication*, and *Cultural awareness onboard ships*, for gaining their interest to join and work together on topics similar to the ones listed above. I will keep improving my research results to acquire the professional skills to pursue my career path. Furthermore, I would like to encourage students to aspire to an academic career in this area of specific research interest and provide them with a realistic understanding of the future of training from an international perspective. To achieve that, establishing personal and institutional cooperation links with the communities of Nautical Sciences academics abroad is of paramount importance. Identifying and sharing best practices in the maritime domain means multiplying successes, which help teachers learn from each other and reuse proven methods. Successful sharing of best practices means building a worldwide network among maritime professionals where experts and academic communities can interact and cooperate to face the marine industry's crucial changes and know how to do an excellent job on Maritime Education and Training for safer shipping steered by better seafarers.

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.

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