



Romanian Naval Academy

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Linguistic diversity in European Maritime Higher Education Institutions - MAR-LANG -

Erasmus+ Program – KA220-HED: Cooperation partnerships in higher education

Project Nr: 2022-1-FR01-KA220-HED-00089655

WORKSHOP: “CROSSING MARITIME LINGUISTIC BARRIERS”

ROMANIAN NAVAL ACADEMY “MIRCEA CEL BATRAN” (RNA),

CONSTANTA, ROMANIA

MAY 17th, 2024

EVENT AGENDA

**Workshop: MARLANG Project „Linguistic diversity in European Maritime Higher Education Institutions” Erasmus+ Program – KA220-HED: Cooperation partnerships in higher education Project Nr: 2022-1-FR01-KA220-HED-00089655
Friday, May 17th, 2024**

08:30-09:00 – Registration for SeaConf and Workshop attendance

09:00-09:30 - Conference opening session (flag rising ceremony)

09:30-10:30 - SeaConf Conference plenary session

10:30-11:00 - Coffee break, photo group

11.00-14.00 – MarLang workshop sections, presented as SeaConf sections

11:00-11.20 – MAR-LANG PROJECT PRESENTATION

11:20-11.40 – CROSSING MARITIME LINGUISTIC BARRIERS - BURSTING THE COMMUNICATION BUBBLE ON A MERCHANT SHIP

11:40-12.00 – THE IMPACT OF AI (CHAT GPT) ON TEACHING WRITING THE LETTERS OF PROTEST

12.00-12.20 – EFFECTIVE COMMUNICATION AS A CRITICAL MANAGEMENT AND LEADERSHIP SKILL ONBOARD VESSELS. FACTORS CONTRIBUTING TO EFFECTIVE COMMUNICATION WITHIN MARINE ENGINEERING SECTOR



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12.20-12.40 – ESP TEACHERS AND THEIR VITAL ROLE IN CROSSING MARITIME
COMMUNICATION BARRIERS

12.40-13.00 – NAVIGATING MULTILINGUAL WATERS: THE IMPORTANCE OF LANGUAGE
LEARNING FOR SEAFARERS

13.00-14.00 – Discussions – debates, Q&A session – Mentors will participate as guests

14.00 – Closing remarks

Workshop Scientific Board:

Chairman:

Assoc. Prof. Col. Catalin POPA (Romania)

Section Coordinator:

Dr. Corina SANDIUC (Romania)

Board Members:

Dr. Camelia ALIBEC (Romania);

Dr. Raluca APOSTOL-MATEȘ (Romania);

Christelle NICOLAS (France);

Edward MELAERT (France);

Dr. Maria VERVERI (Lithuania);

Vilma PRANCKEVIČIUTE (Lithuania).



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MAR-LANG PROJECT PRESENTATION

Christelle NICOLAS – French Maritime Academy, France

Abstract: *MAR-Lang is a cooperation partnership in higher education on linguistic diversity in European maritime institutions between three partners, the French Maritime Academy "Ecole Nationale Supérieure Maritime", the project coordinator, the Romanian Naval Academy "Mircea cel Batran" and the Lithuanian Maritime Academy "Lietuvos aukštoji jureivystės mokykla" within the framework of the Erasmus+ Programme. The project will run over a period of two years in order to build a strategic partnership to develop the teaching and learning of maritime French. The aim of the project is to create three training courses on: "ship and cargo handling", "naval engineering" and "port and maritime logistics" in order to share best practices and experiences in teaching methods. Curricula will be shaped to encourage innovative learning by means of a learning platform designed to create digital transformation. Moreover, comprehensive and extensive bilingual glossaries in French and English will be compiled through the collection of French and English maritime terms.*

CROSSING MARITIME LINGUISTIC BARRIERS - BURSTING THE COMMUNICATION BUBBLE ON A MERCHANT SHIP

Edward MELAERT – French Maritime Academy, France

Abstract: *This presentation explores the unique communication challenges faced by crews on merchant ships. Living and working in close quarters for extended periods fosters a strong sense of camaraderie, blurring the lines between professional and personal interactions. In this multinational, multilingual environment, effective communication becomes the key to not only smooth operations but also to mutual understanding and appreciation of diverse cultures, customs, and beliefs.*

THE IMPACT OF AI (CHAT GPT) ON TEACHING WRITING THE LETTERS OF PROTEST

Vilma PRANCKEVIČIŪTĖ – Lithuanian Maritime Academy, Lithuania

Abstract: *The article analyses the peculiarities of teaching writing Letters of Protest and how this process is affected by AI technologies that are used by students. It may be considered that AI can replace humans in letter writing. The issue arises: what has to be taught in writing practice? The objectives entail the definition of the subject matter as well as the analysis of written texts and survey results. The qualitative research pattern is used as the sample is very limited. Based on the results, it is possible to apply a larger scope qualitative analysis of the issue.*



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EFFECTIVE COMMUNICATION AS A CRITICAL MANAGEMENT AND LEADERSHIP SKILL ONBOARD VESSELS. FACTORS CONTRIBUTING TO EFFECTIVE COMMUNICATION WITHIN MARINE ENGINEERING SECTOR

Dr. Maria VERVERI – Lithuanian Maritime Academy, Lithuania

Abstract: *Nowadays, proficiency in Maritime English is compulsory for seafarers of all ranks and maritime professionals. It is a common view that effective communication is centered as one of the qualities most highly valued in all companies and types of industries. Effective communication not only on the navigation bridge but also in the engine room is a very crucial issue that has to be taken care of by all parties concerned, and that is to say, Merchant Marine Academies, maritime training centres, Ministries of Shipping, Maritime companies, classification societies, international maritime institutes and all people who work within this evolving Industry. Advanced communicative skills aim not just at the smooth operation of the vessel but also at the well-being and safety of the crew and the vessel itself.*

ESP TEACHERS AND THEIR VITAL ROLE IN CROSSING MARITIME COMMUNICATION BARRIERS

Dr. Raluca APOSTOL-MATEȘ, Dr. Camelia ALIBEC – Romanian Naval Academy, Romania

Abstract: *The global network of shipping that spans the oceans and links every continent in the world is the international maritime sector. In this transnational, multi-ethnic, and multicultural setting, English has become the Lingua Franca of the sea. It is the method by which language barriers are overcome and communication occurs. However, as several maritime accidents demonstrate, seamanship does not always guarantee an adequate comprehension. Phase, sphere, and universe transitions are represented by crossing, which is a characteristic of the communication process, a component of the communicative order and has important implications for maintaining interpersonal relationships and enhancing communicative skills. Two main obstacles to communication at sea are the challenges faced by certain language learners in learning the required language, Maritime English, and the sociolinguistic and cultural beliefs and customs that can make it difficult for people to understand one another. It concludes that teaching maritime English requires the adoption of an appropriate methodology. By using new innovative methods and techniques, the maritime English teachers can produce fluent mariners who can encode and decode messages accurately. Communication is mandatory for maritime safety, security, safe navigation and maritime business. Seafarers need communication on board ships and this communication is mostly done through English and definitely with the help of an English teacher.*



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NAVIGATING MULTILINGUAL WATERS: THE IMPORTANCE OF LANGUAGE LEARNING FOR SEAFARERS

Corina SANDIUC - Romanian Naval Academy “Mircea cel Bătrân”

Abstract: *Seafarers can benefit considerably from learning new languages. Language competency opens up a variety of career opportunities in multinational shipping companies while improving communication and strengthening relationships with coworkers. Even basic proficiency can transform professional experiences, providing access to unexpected opportunities and enriching interactions with local communities. Although typically English is considered the international language of maritime communication, we believe that other languages relevant to the crew's composition and operational context should also be included. In the present paper, we will focus on multilingual crew training that includes French, which holds significant importance in global maritime operations since it is one of the official languages of the International Maritime Organization (IMO). Companies with multilingual crews, particularly those who also speak French, gain a competitive edge in the market, as they can communicate more efficiently with French-speaking authorities, ports, and vessels worldwide. Moreover, understanding French language and culture fosters cultural awareness among crew members, facilitating smoother interactions during international operations.*

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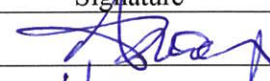

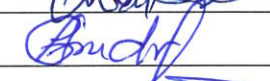

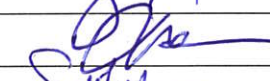
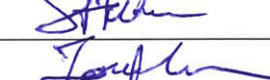


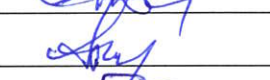




Name of the event: Crossing maritime linguistic barriers


Date and place: 17.05.2024, Constanta, Romania

Project title: Linguistic diversity in European Maritime Higher Education Institutions to strengthen the graduates' skills for EU MARitime sector – **MAR-LANG**

PARTICIPANTS LIST

Event: French-English Maritime Language - Crossing maritime linguistic barriers

Nr.	Name	Organization	Organization's address	Signature
1	Potăceanu Andreus	ONAI	Bucharest, RO	
2	Alina Hogas	ONAI	Bucharest, RO	
3	Berdau Marius	ONAI	Bucharest, RO	
4	Petru Georgiana	DEASTC Constanta	Str. Docebal, etc.	
5	Petru Marius	RNA - Constanta	Fulgerului, 1. etc.	
6	Popa Ana Maria Maica	Avocat Branel Ctr	Citizatorii, Constanta	
7	Serbănescu Ana Maria	APMC Constanta	Ctr Port, nr. 1	
8	Stefanov Ovidiu	ANR Constanta	Ctr Port	
9	Gora Ionela	Univ. Politehnica Bucuresti	Bucharest	
10	Mihailu Alexandra	ANMB, Constanta	Constanta, RO	
11	Băutu Andreu	RNA, Constanta	1st Fulgerului, etc.	
12	Molodet Robert Marian	DNSISAM, Constanta	Ctr, Port	
13	MORARU SILVIU-MARCEL	DNSISAM, etc.	Portul Constanta	
14	Sandru Corina	RNA, Constanta	1st Fulgerului	

Host organization	Romanian Naval Academy "Mircea cel Batran"
Name of the legal representative	Rear Admiral Alecu Toma
Signature of the legal representative	



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Nr.	Name	Organization	Organization's address	Signature
1.	Sinka Ivanova	Technical University Varna	1st Starauska Str.	
2	Sergey Dlubkov	Technical University Varna	1st Starauska Str. V.	
3	Adrian Petrov	University of Ruse	8 Starauska Str. Ruse	
4	Georgieva, Svetelina	University of Ruse	8 Starauska Str. Ruse	
5	Bojdan Jordanov	University of Ruse	8 Starauska Str. Ruse	
6	Denis Sami	University of Ruse	8 Starauska Str. Ruse	
7	Anbina Mihaylova	University of Ruse	8 Starauska Str. Ruse	
8	Metri Boyanov	University of Ruse	8 Starauska Str. Ruse	
9	Petrov, Svetoslav	University of Ruse	8 Starauska Str. Ruse	
10	Georgieva, Svetelina	Romanian Naval Academy	1st Tulpenului St.	
11	Jean Madini's Vintur	Ovidius University, Cl.	Constanta, Romania	
12	NICOLAE NEBAGA	MILITARY TECHNICAL Acad.	Bucuresti, ROMANIA	
13	Clariss Julia Ilievsca	Spiru Haret University	Bucuresti, Ro.	
14	Anda Albeanu	RINA, Constanta	Tulpenului 1	

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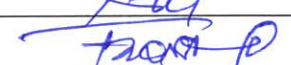
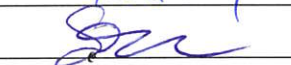
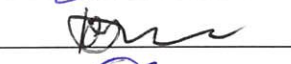



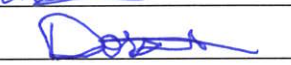



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Nr.	Name	Organization	Organization's address	Signature
1	Vladut Boboiu Babra	Spiru Haret University	Bustarda, Ro	
2	Andrei Bontu	RNA, Constanta	Felgenhul 1	
3	Valeriina Marasou	INFLE & Spiru Haret Univ	Constanta, RO	
4	Herta Lascodan, Stefanica	Military Technical Academy	Bucuresti, Ro	
5	Vladimir Racolici	Academul Fortelor Armatei	Chisinau 4, R. Moldova	
6	Alexandru Tancostu	Academul Fortelor Armatei	Chisinau 4, R. Moldova	
7	Dan-Dragos Sichișca	Romanian National Naval Museum	Constanta, RO	
8	Alexandru Cristian Ionescu	Ovidius University	Constanta, RO	
9	Dencho Bajchev	Technical University	Constanta, Ro	
10	Ioana Pitau	National Institute for Research	Constanta, Ro	
11	Catalin Trătilă	Naval Research and Innovation Center	Constanta, Ro	
12	Mircea Moresleuca	Military Academy of the Armed Forces	Constanta, Ro	
13	Dora Rogobete	Babeș-Bolyai University	Constanta, RO	
14	Tiberius Tomșaga	Military Equipment and Technologies	Constanta, Ro	

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