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TEACHING MARITIME ENGLISH BASED ON WEB RESOURCES

Summary. 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.
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Introduction. The lecture is now a virtual learning environment and it is no longer determined by time and space. Online lectures can present the same content and can be debated just like "conventional" lessons. The advantage is that these lectures can be accessed anytime and anywhere. Under the conditions of sufficient motivation, any student who has access to a computer can benefit from a training programme at least as good as a traditional programme. This is a great advantage in maritime universities due to the fact that our students might go on board ships during the academic programme. Therefore, they are able to study for their exams even from such a distance.

Web-based learning has many advantages over traditional education. Students can track their own interests and access information at their own level. Time is not determined in a classroom, the program being much more flexible. Students can speed up the learning process or slow it down. Also, this type of learning allows both students and lecturers to interact in an online community without being present at the same time or place.

Students have the opportunity to present more carefully processed information without being emotionally involved. For example, in an on-line discussion, introverted students tend to be more active for several reasons. In the virtual environment, inhibition due to physical appearance is diminished. Thus, students have more time for cognitive development, for adapting, correcting, and presenting ideas without distraction from outside. They do not have to compete with emotionally extraverts, who tend to dominate the classroom in a relatively short time.

This type of education allows the lecturer to customize courses, introduce external links, PowerPoint slides, audio and video documents in his classroom. Thus the student becomes a "seeker of knowledge, rather than a deposit" (2).

Maritime English Computer Based Training. CBT (Computer Based Training) or computer-based education is more effective than the classical teaching method, with students having access to several courses in a particular field, unlike traditional teaching methods in which we only had the opinion of the course lecturer.

Undoubtedly the access of the actors involved in the Maritime English seminars to the web resources increases the quality of the educational process. The Internet is almost indispensable for both students and lecturers. It improves the teaching-learning process, helps to transmit information to lecturers and being assimilated by students. The most popular applications used for teaching Maritime English are drawing and presenting, organizing, web browsing, computer training, e-mail and social networking sites on which the simple fact that the lecturer requires students to communicate only in English makes them improve their skills in this area. Studies conducted over the last years demonstrate that the use of ICT (information and communication technology) in education contributes to a great extent in improving students' results.

With the help of web resources, Maritime English lecturers can:

– Get the latest information, document and extract useful information for their professional development.

– Visit the education ministry's, STCW's and IMO'S websites to keep up-to-date with the new Maritime English curricula and the ongoing programs in which they can participate; they can also access conferences dedicated to Maritime lecturers and communicate with colleagues from other universities on topics of common interest.

– Access information on wiki sites (self-assessment exercises / tests).

– Trigger activities / applications.

– Create an on-line library such as our e-campus where lecturers in our university upload courses for students who are performing their onboard training.

At the same time, however, Web resources can influence learning in a negative way. In many universities, on-line education is equal to posting courses on a specialized platform with no feedback and actual communication between students and lecturers. Of course this is absolutely useful, but often the information is no longer assimilated by students as it should have been.

The most used Web tools in teaching Maritime English are:

РОЗДІЛ 2. НАВЧАННЯ ТА ТЕСТУВАННЯ З ВИКОРИСТАННЯМ КОМП'ЮТЕРНИХ ТЕХНОЛОГІЙ

Emails make the connection between two or more people easier. This proves helpful for students when they have to communicate with lecturers while they are onboard ships. Email also makes it possible for the lecturer to send the same message (mail) to several students at the same time without duplicating it. Groups are another reason for using e-mail. These offer the possibility to hold a discussion with a group of students by email, provided all of them have an email address to contact them. One of the first advices we give to our first year students is for them to create a group email address for us to be able to communicate essential information to all of them. This would be related to the seminar activities up to even some final exam's details.

Discussion Forums provide both students and lecturers the ability to interact, discuss and share experiences without the need to be connected at the same time and in the same place. Such communication behind the screen may encourage honesty and may reveal hidden issues which may not have been brought to discussion otherwise. Lecturers may find out what they could improve and what they do best in their lectures and students may find the answer to some questions they would never ask personally in class.

Video conferencing is used for remote webcam communication. This is not a popular instrument among lecturers but our university does provide some video courses for young people who intend to become our students. The purpose of such courses is to familiarize them with the university lectures and to help them understand how things are going to be once they start their university studies with us.

Social networks may also prove useful for creating online social networks for communities that have common Web activities or are interested in exploiting the interests and activities of others. For this purpose our university and each of its faculties have pages on which students may find useful information and where they are also able to communicate with each other and their lecturers.

Audio / video sharing services allow individuals to upload videos to a website. The service can store the video on its server and display it in a format that allows other visitors to watch it. This is a useful tool for projects. Students may be required to work on various scenarios which may arise onboard ships and to upload the video in order to be graded by the Maritime English lecturer. Needless to say that any such project would have to be in English, the international language of the sea.

Sharing services for presentations function like other social sharing services where users can add content (powerpoint), bookmarks and comments. Maritime English do not have to be only about the lecturer delivering information and students solving some exercises. Diversifying teaching methods may prove a gain for students' interest. Students could be asked to create presentations on particular subjects based on what they like the most or based on a compulsory requirement of the lecturer. Getting them to deliver such presentations in English in front of their colleagues is a very good method for improving their speaking skills and listening to the others. Sharing their presentations with their group and lecturer involves not only being criticised but more importantly finding out what they did well and what the others appreciate about their work.

Computer Assisted Maritime English Language Learning. CALL (Computer Assisted Language Learning) is often considered a method for learning a foreign language or maternal language; however, this is not the case. The traditional CALL methodology has often been considered to be based on a behavioural approach as in "Programmable teaching" where the computer checks the student's work and gives feedback after which it continues with another exercise. As for CALL, the focus is on communication and tasks which are very important for teaching Maritime English.

The role of the computer in CALL has moved from the "product – control – reward" method to text, audio and video communication management. How can we use CALL for teaching Maritime English? The point of departure should not be that the student should not sit in front of the computer to learn a language. The starting point should rather be the fact that students learn a language as part of that process which sometimes involves using the computer as well.

When you intend to use CALL in teaching Maritime English it is important to understand how everything is learned. The lecturer needs to be aware that language learning is a cognitive process, as it is the result of the student's own way of learning, processing and assimilation. What is learned is mainly the result of this process and not just the explanations, rules and questions presented by the lecturer or the computer. Based on existing knowledge about the subject, general English language and assimilation of the language, the student processes the result and incorporates it / fits into the language system he already has.

Knowledge of English language is not only recorded, but rather built by the student in the twelve years before coming to the university. One of the fears raised when talking about CALL and distance learning / online learning is always the social aspect. Until now it was thought by the community that learning mediated by the computer would involve a lack of social relationships. In time, the use of this method has revealed that distance learning using audio and video materials has in fact developed a strong sense of the social community.

CALL offers the Maritime English lecturer and student a number of activities that when they are carefully planned as part of the pedagogical process will help the student to learn easier. Next, we'll try to analyse some of the most useful types of activities from our point of view.

Online discussions centres can be a rewarding experience for whoever learns a language. The user meets other online learners and can communicate with them through text, conversation, and video. It is generally easy to set up a discussion server but difficult to win users. If the lecturer makes it some sort of an incentive for the final result in the Maritime English exam then it won't be a problem for students to become users. Main issues with the discussions are represented by the lack of content and the difficulties in organizing and arranging discussions using a foreign language. Students need to be more encouraged in such situations and less criticized. When combined with tasks within specific groups of students, discussions can lead to communication and when they are followed by

work according to the task leading to the improvement of their Maritime English skills.

Commenting, correcting electronic texts and essays may also prove useful in teaching Maritime English. In the traditional way, when a student handed out an electronic text it was customary for it to be printed on paper and corrected with a red pen. What we want to suggest is that it would be much easier even for the lecturer to incorporate comments and suggestions into the electronic text using Word processor or specialized programs to do so. We apply this method for period homework evaluation. We upload the requirements on the e-campus and ask students to do the same with their work. The assessment is also an electronic one, students getting our feedback on the comments column.

Crosswords are often very popular among students, and when created from the vocabulary with which the students worked, such as the SMCP, itis a very good tool for post-performance exposures of transmissible tasks. This is an activity that can be created very easily and within minutes with specific software. Drills exercises are very well known in the maritime field. Seafarers have periodical drills during their voyages so it is useful for them to be familiarized with drills even from the seminars. A computer can be useful for such situations.

Electronic dictionaries are very useful for less taught language learners. Through the Internet they can access many such dictionaries that are free. Not many dictionaries provide the maritime terminology too but with proper guidance from their lecturers student may identify the ones which could prove useful to them. An electronic portfolio, also known as e-folio, or digital portfolio can be a simple collection of works on digital support or in a more advanced version of a web page. We recommend such portfolios as a secondary assessment method for master degree students going on a voyage as cadets or even watch officers during their studies. In maritime education such portfolios may refer to a personal collection of information describing and documenting the accumulated knowledge onboard ships.

Conclusions. We can say that these tools play a very important part for lecturers having the possibility to: coordinate a conference, project or colloquium, deliver presentations, manage the documents of a group, and create a space for debates and discussions for members of a group or to collect data. Although learning through web resources has many advantages over traditional education, we also have to admit that e-learning methods are not always the most effective. It is obvious that the number of web resource users is rising and with them and the quality of the education increases. We can also note the beneficial valences that the Internet has in teaching, learning or evaluating university subjects and the fact that there are not many areas where web resources do not play a fundamental role in solving current problems. E-learning education gains ground and students almost associate the Internet with a true teacher.

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