

On Importance of the Hypertext Use in Maritime English Teaching

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ABSTRACT: The aim of the given paper is to present a set of the advantages and benefits expected by the application of the hypertext technologies in Maritime English teaching. Specification of minimum standard of competence for the officers on board the ships of 500 gross tonnage or more requires “adequate knowledge of English to enable the officer to use charts and other nautical publications, to understand meteorological information and messages concerning ship’s safety and operation, to communicate with other ships, coast stations and Vessel Traffic Service centres and to perform the officer’s duties with a multilingual crew, including the ability to use and understand the Standard Marine Communication Phrases” IMO Publishing (2011). Thus, a wide range of the results to be achieved during the process of Maritime Education and Training implementation related to the language competence development needs application of modern approaches actively used in different fields of skills - oriented education.

One of the best ways to meet the above - noted requirements, and consequently to achieve the results is to put the use of a hypertext into Maritime English teaching.

Hypertext is a well organized text-looking iceberg of necessary information presented on any electronic device with links to other related blocks of information (texts, glossaries, pictures, audio and video files, tables, etc) which the user can instantly enter. The hyperlinks, by which the hypertext pages are correlated, in fact present a skeleton (in a direct meaning of the word) of the whole necessary database. The hyperlinks or the same key words control, guide and direct the user on his/her way to the aimed result. The possibility of playback, self control and self assessment presents a double positive effect – as the pure academic activity, as well as, the factor increasing individual responsibility of the student. At the same time, separately from the

analog text, dynamic and flexible nature of the hypertext provides continuous changing and development of the content in response to student need. As a result, a hypertext enables elastic connection and sharing of the teaching information over the whole planned database. Thus, a hypertext, as the teaching tool, is the result of highly developed and well planned teaching strategy with the above-stated obvious advantages, which are rapidly increasing giving the educators possibility of constant tuning and updating of the existed teaching data.

As an example of essential advantage of the hypertext technologies use in Maritime English teaching, we’d like to present a comparison of analog text “A Cargo Ship Construction” with six integrated screenshots of its hypertext variant, which provides the students of Batumi State Maritime Academy with

a set of simultaneously accessible hypertext availabilities, such as:

- the whole text listening;
- listening and reading of Georgian translation of (preliminarily chosen) key words;
- pictorial illustration of the marine terminology (a picture in Maritime English is really worth a thousand words and explanations);
- usage of the picture as the knowledge development source – clicking the unknown part of a ship the student is immediately provided with the term’s pronunciation and translation;
- related topics access;
- self check, control and evaluation
- “A Cargo Ship Construction”

Some components exist in a vessel of any type, size and purpose. Every ship has a hull, propulsion system and steering system, as well as, funnel (smokestack/chimney) bow, the main deck, the superstructure, Portside/Starboard side, life boats, cargo space, the stern, propellers, scuttles, cabins and cargo equipment.

Understanding of such texts for non-native English students is related with obvious difficulties because of hardly imaginable definitions of a large number of technical terms. At the same time, the hypertext gives the students possibility of:

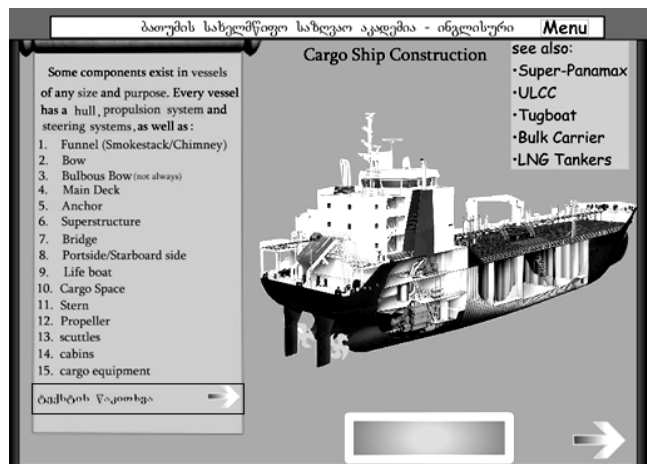


Figure 1. Screenshot of the same text in its hypertext variant with the whole text listening.

The hull is an area between the main deck, the sides (portside and starboard side) and the bottom. There are frames, beams; and the keel inside the hull. Decks and bulkheads divide the hull into a number of watertight compartments. The hull is covered with plating and is divided into three main parts: the bow, the stern and the midship.

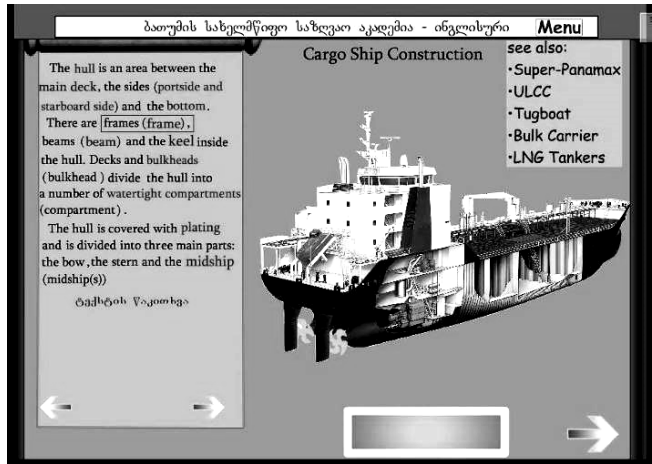


Figure 2. Screenshot of the same text in its hypertext variant with listening and reading of Georgian translation of (preliminarily chosen) key words.

The part of the hull below water is the ship’s underwater body. A bulkhead is a vertical steel wall going across the ship and along her. The hull contains the engine room, cargo space, tanks and holds. The bow is the foremost part of the hull (some ships have a bulbous). The rearmost part of the hull is a stern (and many hulls have a flat back known as a transom); the part between is called midship. The keel is at the very bottom of the hull, extending the entire length of the ship.

The key structural elements of a Ship’s Hull are typically presented by:

- Deck Plating (aka Main Deck, Weatherdeck or Strength Deck)
- Transverse Bulkhead
- Inner Bottom Shell Plating
- Hull Bottom Shell Plating
- Transverse Frame (1 of 2)
- Keel Frame
- Keelson (1 of 4)
- Longitudinal Stiffener (1 of 18)
- Hull Side Beam

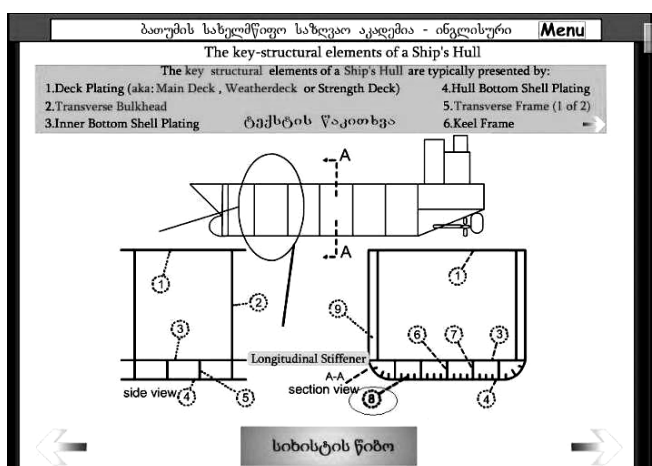


Figure 3. Screenshot of the same text in its hypertext variant with pictorial illustration of the marine terminology:

A General View of the Hull: transverse frame; beam; stanchion, keel, longitudinal frame

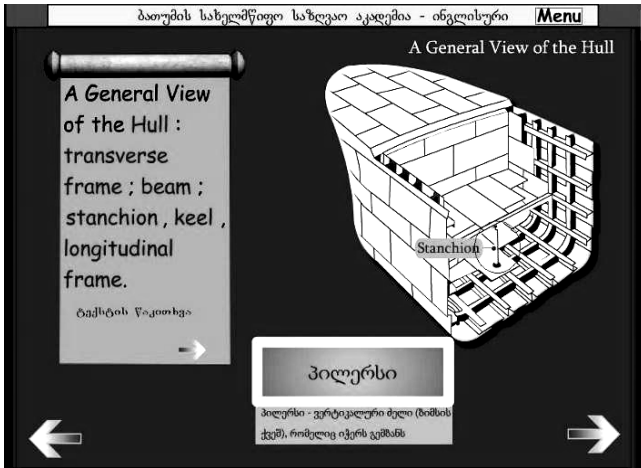


Figure 4. Screenshot of the same text in its hypertext variant with usage of the picture as the knowledge development source – clicking the unknown part of a ship the student is immediately provided with the term's pronunciation and translation.

The lowest part of the hold is called a bottom; the space under the bottom represents the double bottom. Single Bottom, Double Bottom, Double Hull:

Bulk Carrier Midship usually contains: cargo hold, hatch cover, upper tank for water ballast or oil, double bottom, lower tank for water ballast:

Forward Hold Arrangement typically contains beam, coaming, tween deck, bulkhead, hatch ladder and deep tank:

After Hold Arrangement typically contains: coaming, tween deck, bulkhead and hatch ladder

The openings giving access to holds are called hatches. Bulk carrier waterproof hatches slide apart or lift up and open:

Tanks are usually used to store liquid cargo, fuel, engine oil, fresh and ballast water.

If a ship has double sides, the space between the sides contains wing tanks and ballast tanks. Ballast tanks are equipped to change a ship's trim and modify her stability.

Forepeak tanks are at the fore end of the hull and afterpeak tanks are at the after end.

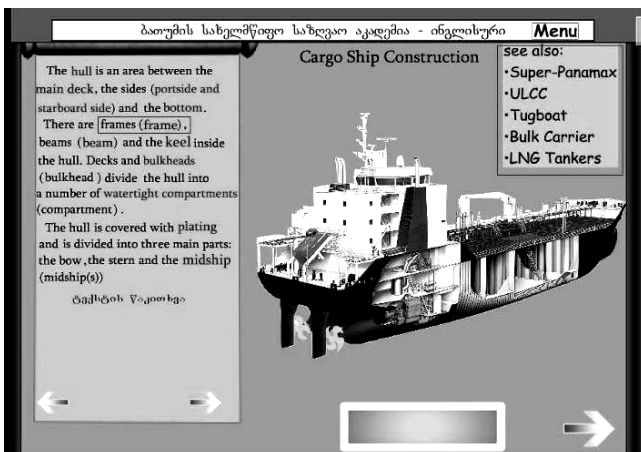


Figure 5. Screenshot of the same text in its hypertext variant with related topics access.

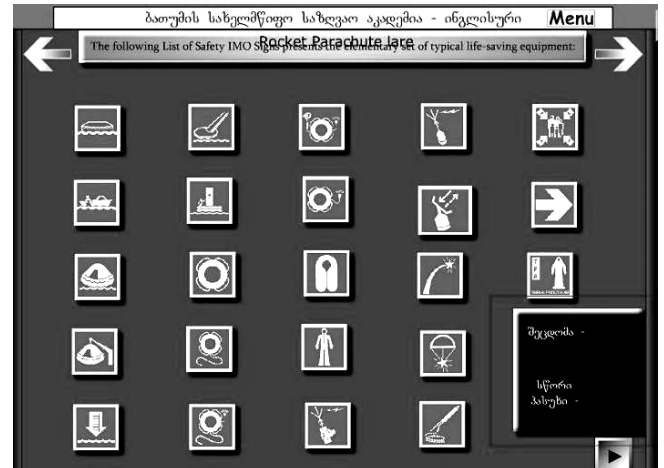


Figure 6. Screenshot of the same text in its hypertext variant with self check, control and evaluation.

Finally we present the same text (if in its hypertext version) where each underlined word gives the students the possibility of the whole text listening, Georgian translation of key words, pictorial illustration of the marine terminology and usage of the picture as the knowledge development source – clicking the unknown part of a ship the student is immediately provided with the term's pronunciation and translation, related topics access, self check, control and evaluation:

Some components exist in a vessel of any type, size and purpose. Every ship has a hull, propulsion system and steering system, as well as, funnel (smokestack/chimney) bow, the main deck, the superstructure, Portside/Starboard side, life boats, cargo space, the stern, propellers, scuttles, cabins and cargo equipment:

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Hull Bottom Shell Plating

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Keel Frame

Keelson (1 of 4)

Longitudinal Stiffener (1 of 18)

Hull Side Beam

A general view of the hull is typically presented by transverse frame; beam; stanchion, keel, longitudinal frame

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In conclusion we'd like to underline some important factors related to the digitalization of Maritime Education and Training and the further development of the hypertext use in Maritime English teaching, paying special attention to its methodological peculiarities.

The changes of traditional education systems are caused by quickly developing demands of a global maritime labor market and appropriate international conventions.

Education process should become significantly less limited within the location (via academic mobility system) of students and less dependent on teaching and learning area (via mobile devices giving access to store the whole data in one's pocket and to use it everywhere).

Thus, the modern maritime education is shifting from traditional model into a digital one, in which the creation and dissemination of knowledge and skills is of principal importance. Accordingly, teaching data provision should also follow the challenges of this process. Thus, the hypertext can play a significant role in reshaping traditional resources to respond to modern maritime education needs, decreasing the gaps that exist between maritime needs and the outputs of education system.

The use of hypertext in Maritime English teaching can raise access to learning opportunities. It can help to improve the quality of education with advanced teaching methods, progress learning outcomes and enable better planning of unlimitedly flexible educational programs.

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