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PROSPECTS OF USING ELECTRONIC BOOKS WHEN TEACHING MARITIME ENGLISH

The article explores the integration of electronic books (e-books) into the pedagogical landscape of maritime English instruction. With the maritime industry's global nature, effective communication in English is essential for safety and efficiency. Leveraging e-books offers educators and learners a versatile toolset to enhance language acquisition within this specialized domain. The research encompasses the benefits of e-books in fostering language proficiency, such as interactive multimedia features, accessibility, and tailored content. The paper also defines the term "electronic book" and describes experience of teachers of the Languages Department at the State University of Infrastructure and Technologies when creating e-tutorial. The challenges that might influence the benefits of using electronic books are technical problems, distraction and multi-tasking, fatigue, etc. To investigate these issues, we have conducted surveys among students and teachers who used the book. So, having analysed the questionnaires after completing the course, we have outlined the advantages and disadvantages of using electronic textbooks.

The findings reveal that teaching Maritime English using electronic books is a really effective tool for online learning. The article provides a comprehensive framework for educators to harness the potential of e-books enriching the learning experience and preparing learners for effective communication in the maritime profession.

Keywords: electronic books, e-tutorial, Maritime English, interactive tasks, communication, motivation.

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ПЕРСПЕКТИВИ ВИКОРИСТАННЯ ЕЛЕКТРОННИХ ПІДРУЧНИКІВ ПІД ЧАС НАВЧАННЯ МОРСЬКОЇ АНГЛІЙСЬКОЇ МОВИ

Стаття досліджує ефективність інтеграції електронних книг (е-книг) у процес вивчення морської англійської мови. Оскільки морська галузь носить міжнародний характер, ефективне спілкування англійською мовою є важливим для безпеки та продуктивності роботи в морі. Використання електронних книг надає викладачам і здобувачам освіти універсальний набір інструментів для покращення засвоєння мови в цій спеціалізованій галузі. Дослідження охоплює переваги електронних книг у розвитку мовленнєвих вмінь, такі як інтерактивні мультимедійні функції, доступність та адаптований вміст. Стаття пропонує визначення поняття «електронна книга» та описує досвід викладачів кафедри мовних дисциплін Державного університету інфраструктури та технологій при створенні електронного підручника. Проблеми, які можуть вплинути на ефективність використання електронних книг, це – технічні проблеми, відволікання та багатозадачність, втому тощо. Щоб дослідити ці виклики, ми провели опитування серед здобувачів освіти і викладачів, які користувалися книгою. Отже, проаналізувавши анкети після проходження курсу, ми окреслили переваги та недоліки використання електронних підручників.

Висновки показали, що викладання морської англійської мови за допомогою електронних книг є дійсно ефективним інструментом для онлайн-навчання. Стаття містить комплексну основу для викладачів для використання потенціалу електронних книг, збагачуючи досвід навчання та готуючи здобувачів освіти до ефективного спілкування в морській професії.

Ключові слова: електронні книги, електронний підручник, морська англійська мова, інтерактивні завдання, спілкування, мотивація.

The development and implementation of e-learning using online platforms and e-textbooks are becoming common for higher education institutions. The transition to distance learning urged the application of modern educational megatrends in a very short time. Among them we distinguish the mass nature and longevity of education; the personal significance of education and targeting on social roles; personalized cognitive activity; and the transformation of the educational process according to the requests and needs of the individuals. A review of higher education as a whole leads to the understanding that the fundamentality of higher education should improve organizational performance by developing job-relevant knowledge and skills. This is an issue of modern requirements and challenges of higher education. It should be solved within the process of teaching academic subjects in educational institutions, English for Specific Purposes for future officers of the international merchant fleet, in particular. Therefore, for a modern comprehensive approach to teaching a subject, a new special methodical support is also necessary. It should be based on the principles of fundamentality and implement learner-centred and job-oriented strategies aligned with the appropriate curriculum, through clear objectives and the relevance of covered content.

Recent researches of information technologies application in the field of education in scientific centres and educational institutions of Western Europe, America, Japan, etc., turned computer systems into effective educational media customizing to the instructional needs, supporting various components of educational process. It should be noted that there are few studies devoted to a comprehensive e-learning approach when teaching Maritime English. That is why the introduction of the latest information technologies, and the use of interactive learning tools (creation of electronic textbooks, new educational and methodological complexes) to improve the quality and efficiency of the studying process in general and learning ESP in particular are important. Insufficient theoretical and practical background of the problem caused the choice of research topic “Prospects of using electronic books when teaching maritime English”.

Rabab Mizher and Asma Alwreikat think that online learning is not about just using internet mechanisms to communicate, it's about moving knowledge transformation to digital space so that students can take the same benefits compared to traditional learning (Rabab A. Mizher & Jordan Asma A. Alwreikat, 2023). They prove the significant positive effect of using e-books. According to Oakley & Jay, electronic books allow students opportunities for choice, control and active participation, which are factors that have been found to increase student motivation and engagement (Oakley & Jay, 2008). Ashley Melinis considers that electronic books are valuable tools to use in the classroom to promote literacy skills as well as important twenty-first-century skills to help students succeed in our technological society (Ashley Melinis, 2011). There is a considerable number of scientific and methodological papers regarding the problem of the knowledge quality of future experts – students of higher education institutions. Research by Maslennikova L., Richter O., Hlazunova O. and other scientists suggests ways to improve the quality of education. In Ukraine, such scientists as Sumsky V., Myslovska S., and Volovy R. are engaged in the design and use of electronic supplements to textbooks to improve the knowledge quality of students.

The object of the research is the quality of knowledge, skills and abilities of English for Specific Purposes.

The subject of the research is methods of improving the knowledge quality in the process of learning English for Specific Purposes using an electronic textbook.

The paper aims to study the possibilities and convenience of using e-books for users in the academic and research environment to improve the quality of knowledge and skills of students in the process of learning ESP.

Methods. The study has included a Google Form survey of all participants of the educational process, both students and teachers in the academic and research environment of the State University of Infrastructure and Technologies, regarding their use of e-books.

The scientific novelty of the findings is that the authors have:

- outlined the scientific principles of an electronic textbook in English for Specific Purposes (for navigators) as a modern software tool
- clarified the meaning of the terms “electronic textbook”, “electronic guidelines”
- determined and researched the psychological, pedagogical and psycholinguistic background of the procedures for the educational and cognitive activities of future navigators
- applied the linguistic and didactic principles of developing the content of the electronic textbook
- designed an experimental electronic ESP textbook (for navigators)
- verified the effectiveness of using an electronic textbook
- suggested a structural and functional model of an electronic textbook, which can become a theoretical background for the development of interactive teaching aids for students of other maritime areas of expertise.

The main idea

The use of e-books is becoming more and more common in the process of studying at universities. E-books provide learners and teachers with access to a wide range of books, journals, articles and other educational handouts. This digital format makes it easy to find and reference relevant information, bookmark and highlight content. E-books can be a cost-effective solution compared to traditional printed textbooks. They are often available at a lower cost or even free. In addition, e-books eliminate the need for physical storage and transportation costs associated with printed books. They can be accessed anytime and anywhere using various devices such as laptops, tablets and smartphones. This accessibility is particularly useful for distance learning programs where learners may not have easy access to physical libraries. E-books can be easily updated and reviewed, providing learners with access to the most up-to-date information. This is especially important in the fields that undergo frequent changes, such as technology, science, and medicine.

The concept of an “electronic textbook”

Let's consider the concept of “electronic textbook” or “electronic guidelines”.

According to the Law of Ukraine “On Education”, an electronic textbook (guidelines) is an electronic educational publication with a systematic presentation of educational material that corresponds to the curriculum, contains digital objects of various formats and provides interactive activities. Landoni, Wilson, and Gibb believe that an e-book is “an integration of a classical printed structure with an electronic environment that provides additional functions that paper cannot provide” (Landoni et.al, 2000). The Pharmacology Encyclopaedia provides a broader definition of this term and defines an electronic textbook as a computer pedagogical software tool,

which is intended primarily for presenting new information that complements printed publications, serves for individual training, and allows testing the student's acquired knowledge or skills. In our opinion, the use of a computer, tablet, phone to reproduce text and colour images on the screen, which completely copy a regular printed textbook, does not give the right to call the resulting product an electronic textbook, it is just an electronic form of a regular textbook, which is much more difficult to read on the screen. The electronic textbook should provide interactive functions and be multimedia integrated, that is, contain multimedia tasks, simulations, tests and hyperlinks to external resources. These interactive elements improve, diversify learning and involve learners in a more dynamic learning process.

The value of an electronic textbook for students and teachers

When working with an electronic textbook, three main modes can be granted for application:

1. Focused and targeted learning – fun factor and added value guaranteed! Learners work through audio recordings or videos simulations and trainings. The clearly defined training, which participants can run several times represents a kind of focused microlearning which is perfect for short-term training.
2. Verified learning determines the level of mastery of the material (formative assessment). Digital learning tools provide students with opportunity for immediate feedback and assessment. When at the end of each topic, learners can check their answers and solutions immediately and receive immediate feedback on their performance. This allows for quicker identification of strengths and weaknesses and helps learners work on targeted improvements.
3. Asynchronous test control, intended for the summative assessment, ultimately enhancing the management process based on competencies and lowering down stress while learning.

So, an important question arises who needs an electronic textbook and why?

Self-work	Class hours
Electronic textbook:	
<ul style="list-style-type: none"> ● facilitates the understanding of the educational material due to the methods of presenting the material, different from printed educational books; ● allows adaptation following the student needs, the level of his training, and intellectual capabilities; ● provides opportunities for self-checking at all stages of work; ● acts as a teacher, providing unlimited clarifications, repetitions, hints, etc. 	<ul style="list-style-type: none"> ● allows the teacher to quickly and effectively manage the knowledge of students with the help of a computer; ● makes it more appropriate to distribute educational material between classroom classes and self-work with an electronic textbook; ● allows teachers to individualize work with students, regarding homework and tests; ● allows the teacher to conduct classes as self-work on computers, retaining the role of manager and consultant.

Thus, an electronic textbook should, while having all the possibilities of printed textbooks, have fundamentally new qualities that ensure a high level of visual perception and interactivity, and new ways to present larger amounts of information and knowledge.

Description of own experience

We would like to share our own experience of using electronic textbooks. Since 2017, the Languages Department of the State University of Infrastructure and Technologies has been working with printed textbooks created by ESP teachers at the Faculty of Navigation. The first challenges we've met were due to the pandemic, which has made it impossible to print paper textbooks.

The solution has been found to work with online textbooks in PDF format, which were protected from copying and printing to prevent distribution on the Internet. At the beginning of the online education formation, this format seemed sufficient. Still, the teachers faced certain difficulties, which they regularly discussed at the department meetings and looked for ways to overcome them. Among the challenges of using textbooks in PDF format, the following can be distinguished:

- Limited device compatibility. PDF files are usually designed for large screens, such as computer monitors or tablets. Reading a PDF book on a smaller screen, such as a smartphone, can be difficult due to the need to zoom in and scroll the page. This is extremely inconvenient and interferes with reading.
- Formatting problems. The formatting of the original book is not always completely transferred to the PDF format. This can lead to distorted images, incorrect text, or incorrect alignment, making content difficult to read and understand.
- Inability to perform tasks directly in the textbook. PDF files have fixed layouts. Users cannot make corrections, notes to remember unknown words, or write the tasks.
- Navigation problems. PDFs often lack of the convenient navigation features found in e-book readers or apps. Features such as table of contents, bookmarks, or easy page turning may be missing or less intuitive in PDF readers, making it difficult to quickly navigate through a book and find specific sections or chapters.
- File size and memory. PDF files, especially those containing images or graphics, are typically larger than other e-book formats (and some e-books are created in the cloud altogether). This can lead to storage difficulties, especially if you have limited device space or if you're trying to save a large collection of PDF books.

Taking into account the difficulties that have been discovered, the teachers of the department started again to look for ways to improve the quality of online education. The subject of interactive maritime English language textbooks is completely undeveloped. Therefore, the teachers of the department developed their own electronic guidelines.

Description of the electronic book

The e-tutorial "Fair Winds" has been created using the Wix site constructor. It consists of an introduction and 8 units for future seafarers. The textbook offers easy navigation between units and assignments with tooltip buttons and clear instructions. Each new unit begins with a vocabulary for active use, definition and translation are additionally offered for each word. Texts for reading are easy to understand. Completion of some tasks is offered in Google Forms so that the teacher can make sure that the students have mastered the material, and the students can get feedback. Various resources such as Wordwall, Liveworksheets, Flip and others are also used to create tasks. There are also direct links to listening resources and videos.

The advantage of electronic textbooks is the fact that such books have interactive features that can be used for assignments and assessments. Educators include quizzes, interactive tasks, or multimedia elements in an e-book to collaborate with learners and test their understanding of the material.

For demonstration, we copied one of the units of the textbook to a separate site. It is available at the link <https://mariadidenko05.wixsite.com/website>. We offer several tasks for comparison.

In the paper textbook, students are invited to label the parts of the ship (Fig. 1). The electronic textbook has a built-in interactive task using the Wordwall, where students need to match the names of objects with their location on the ship (Fig. 2). The advantage of an interactive task is the ability to immediately check the correctness of the task for both the students and the teacher. Wordwall also makes it possible to monitor how fast students complete the task. In the case of a paper version, checking a task requires additional actions – the student takes a photo/scans the completed task and sends it to the teacher; and the teacher checks the assignment and corrects it if necessary (correct mistakes on the image is also a challenge), takes a photo/scan of the checked assignment and sends it to the student.

Task 5. Label the picture given below with the following words.

Rudder	Hull	Holds	Funnel
Main deck	Forecastle	Bridge	Cell guides
Port Side	Monkey Island	Bottom	Superstructure
Propeller	Bow Thruster	Starboard	Bulbous



Fig.1.



Fig.2

The next example is an interactive task created using the Liveworksheets resource (Fig. 3). Learners are engaged in active learning because they learn through content creation. An indisputable advantage is the possibility of instant check.

The main body of a ship is called a . It is divided into three main parts: the foremost part is called the ; the rearmost part is called the ; the part between them is called . The hull is the area between the main deck, the sides (port and starboard) and the bottom. It is made up of frames covered with plating. The

Fig.3

When studying the interior of the ship, the paper version suggests simply describing the ship in writing and leaves a few empty lines for writing (Fig. 4)

Task 22. Describe the passenger vessel Scorpio. Use there is / there are.

Fig.4

In the e-book, we ask students to record the audio on the Flip resource (Fig. 5).

2.22

Make an excursion to the passenger vessel *Scorpio*. Name the most important places and say where they are located using prepositions. Follow the link to record your excursion (maximum 5 minutes). Then click the upload button on your screen.

Fig.5

However, e-textbooks may contain tasks that cause certain difficulties, such as exercises which require inserting specific information/words into a text field. It is necessary to answer exactly as laid down in the answers for the check. Using synonyms can be a mistake. Such exercises require additional hints/instructions (Fig. 6).

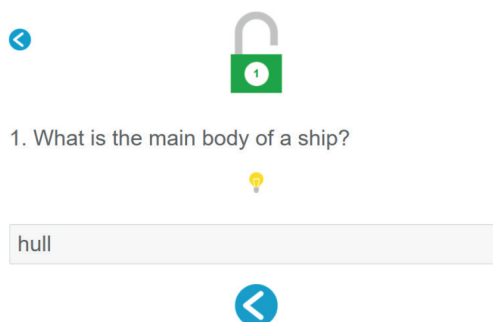


Fig.6

Electronic textbooks are successfully used during collective reading and annotation. Learners can share notes, highlights, and annotations with their peers, facilitating discussion and collaboration. Instructors provide guidance and feedback on students' annotations, thereby encouraging critical thinking and in-depth study of the material.

E-books provide access to additional resources that enrich the learning process. Teachers recommend additional e-books, articles, videos, and websites that expand the course material base and promote effective learning. That's why, e-books play an important role in student research and projects. Learners have the opportunity to collect additional information, view relevant sources and use reference materials. E-books simplify the process of managing References: and citations. Educators find it convenient to bookmark pages, highlight important passages, and make annotations in such textbooks. In contrast to printed textbooks, electronic resources can be inclusive, that is, more useful for learners with disabilities, particularly those with visual impairments. Users can resize text, adjust screen brightness/contrast, and even convert text to speech.

Conclusions.

Having analysed the questionnaires of students and teachers after the course, we can outline the following advantages and disadvantages of using electronic textbooks.

Among the disadvantages, it is worth paying attention to the following:

Tiredness of the screen. Long periods of reading from a screen can cause eye strain and fatigue. Students may find it difficult to stay focused and engaged while reading e-books for long periods.

Limited annotations and notes. E-textbooks often offer limited options for annotations and notes compared to physical books. Some e-book platforms may offer highlighting and note-taking features, but they may not be as intuitive or flexible as writing notes directly on the pages of a printed book.

Distractions and multitasking. Access to electronic publications is usually done on devices that are connected to the Internet, which can be distracting. While using e-textbooks, students may be tempted to browse social media, check e-mail, or engage in other non-academic activities that may negatively impact their learning experience.

Technical problems. Technical issues such as device compatibility, software glitches, or Internet connectivity issues may prevent you from using eBooks. Students and teachers may experience difficulties accessing or navigating through e-textbooks, which can hinder the teaching and learning process.

Limited access to resources. Depending on the e-publishing platform or licensing agreements, there may be restrictions on the availability of certain e-books. This can affect the choice and variety of reading materials available for English language teaching, especially for institutions with limited resources.

Despite these challenges, e-textbooks can still be an invaluable resource in English language teaching, especially when combined with appropriate pedagogical strategies and support. The prospects for the use of e-textbooks in education are promising and offer several potential advantages.

Among the advantages we would like to mention the following:

Training and support for teachers. Effective implementation of an electronic textbook during classroom training requires appropriate preparation and support of teachers. They should be familiar with the e-publishing platform, its features, and how to seamlessly integrate it into your audience strategy. They have a material base for use in the classroom.

Improved interactivity and multimedia integration. At the same time, all mandatory educational handouts are transformed into a bright, exciting multimedia form with a reasonable amount of games and extensive use of graphics, and animation, including

interactive, sound effects and voice accompaniment, inclusion of video fragments, etc. This can engage students in a more dynamic learning experience, promoting deeper understanding and retention. The system of tasks allows you to present complex educational material using a variety of different forms of information presentation, as well as to provide an idea of the methods of scientific research with the help of simulation of the latter using multimedia.

A personalized learning experience. E-textbooks can be customized to meet individual student needs. Features such as adjustable font size, highlighting, note-taking, and search functions allow students to tailor the reading process to their preferences: and learning styles. It allows students to perform their selection of the level of tasks difficulty, provides all opportunities for self-development and self-education, provides opportunity to receive help and recommendations during testing and check their skills and abilities, and correctly assess their capabilities.

Access to a wide range of resources. Access to a large collection of digital resources, including books, magazines, articles and multimedia content. This allows students to explore diverse perspectives and access relevant information, promoting more comprehensive learning.

Economic efficiency and affordability. E-books can be a cost-effective alternative to traditional printed textbooks. They are often available at a lower price (E-reader allows you to create your own library in one device) or even free. It also reduces the financial expenses of students. In addition, e-books eliminate the costs associated with physical storage, transportation, and wear and tear of printed materials.

Continuous cooperation and communication. Electronic textbooks ensure continuous collaboration between students and teachers. They allow the teacher to optimize the number and content of examples and tasks discussed in the class and those that the student needs to do on their own. E-tutorials allow for individualization of work with students, especially regarding homework and tests. Learners can share notes, annotations, and highlights, facilitating collaborative learning and peer-to-peer interaction. Instructors can also provide real-time feedback, answer questions, and participate in discussions on the e-book platform.

Availability and flexibility. E-books offer greater accessibility and flexibility compared to printed handouts. Students can access e-books anytime and anywhere using different devices such as laptops, tablets or smartphones. This is particularly useful for distance learning programs or students with reduced mobility.

Update and view in real-time. Electronic publications can be easily updated and reviewed, ensuring students have access to the most up-to-date information. This is especially valuable in fast-moving industries where discoveries and advancements are frequent.

Use during classes. Obtaining, updating, consolidating and systematizing new information with the help of multimedia tools, and supporting notes thanks to the didactic capabilities of its structural components allows you to organically combine the electronic textbook with lecture classes and optimize the perception and awareness of the material. For practical classes, the electronic textbook offers a set of exercises depending on the complexity of the educational material and the purpose of the class, where conditions are created for modifying educational assignments, solving search, training and test tasks and gaining certain experience taking into account the professional component.

The introduction of new means causes a change in the usual structure of education and the attitude towards printed publications in general. Therefore, soon the presence of electronic publications for every teacher and student will not be something surprising and unusual, because technologies are developing, and society is changing along with them.

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