

Originality of Foreign Language Teaching Technologies in Higher Educational Establishments of the Danube River Basin Countries.

Olga Demchenko¹

Abstract: The article is aimed at investigating the originality of foreign language teaching technologies in higher educational establishments of the Danube river basin countries. Definitions of teaching technologies, typology of some foreign language teaching technologies, analysis of activity learning technologies are given. The stress is made on the importance of competence and communicative approaches in Maritime English teaching in the Danube basin higher educational establishments.

Keywords: teaching technology; teaching style; competence, communicative approaches; maritime english.

The Danube river basin is the world's most international river basin that unites people of different cultures and languages. Since the opening of the Rhine–Main–Danube Canal, the river connects the Port of Rotterdam and the industrial centres of Western Europe with the Black Sea and, also, through the Danube – Black Sea Canal, with the Port of Constanța. The Danube with about 60 of its tributaries as “Corridor VII” of the European Union is an important transport route.

The international maritime industry dictates the rules of training of seafarers worldwide, in the Danube River Basin countries particularly. As nowadays multilingual and multinational crews prevail on board ships, it is very important for them to be able to communicate in a commonly understood language, that is English, which is widely used in maritime transport all over the world. English as a common language across disciplines <...>, a culture of communication and discussion are the prerequisite for future planning for an environmentally sustainable inland waterway transport (Joint Statement, 2007-2008).

English is included in the academic syllabus among other fundamental subjects, Maritime English (ME) is included in the specialized level in training future seafarers in marine faculties and maritime higher educational establishments of the Danube river basin countries among which is Nikola Vaptsarov Higher Naval Officer School, Technical University in Varna (Bulgaria), University of Rijeka,

¹ Izmail State Liberal Arts University, Ukraine. Address: 12, Repin St., Izmail, Odesa oblast, Ukraine, 68600. Tel.: +38(04841) 5-13-65, 5-13-88. Corresponding author: demchenko_olgan@rambler.ru.

Polytechnic of Dubrovnik, Split Ship Management Ltd (Croatia), Bremerhaven High School, Jade university of applied sciences Wilhelmshaven/Oldenburg/Elsfleth (Germany), Constanta Maritime University, "Mircea cel Batran" Naval Academy, Maritime Training Centre Ceronav, Nautical College (Romania), University of Žilina (Slovakia), Kherson State Maritime Academy, Kyiv State Maritime Academy named after hetman Petro Konashevich-Sahaydachniy (KSMA), Odessa National Maritime Academy (ONMA), Azov Maritime Institute and Izmail Faculty of ONMA, Odessa State Maritime University, Sevastopol National Technical University (Ukraine), etc.

European integration process has led to the reorganization in education, in particular in Maritime English teaching considering experience of the EU countries among which the Danube river countries. During the International Seminar for National Experts on Higher Education Reforming: "Development of Academic Programs in English: Key to Internationalization" held in 2013 the concept and prospects of internationalization of higher education activities and tools to promote internationalization at the faculty levels, implementation of assistance programs for foreign students at universities, use of English for teaching and other up-to-date issues of higher education development were discussed (ONMA QUARTERLY NEWSLETTER № 17, April-June 2013).

Analysis of the scientific resources has shown that competence and communicative approaches are strategic priorities in organization of educational process in the Danube river basin countries. No matter where marine specialists are trained, they must efficiently communicate in ME, either face to face or using modern technique meeting the requirements of the International Maritime Organization (IMO) set out in the International Code Certification and Watchkeeping for Seafarers (STCW), which is based on multilevel training maritime professionals competency-based approach (Manila Amendments to the STCW Code, 2010). IMO Model Course 3.17 emphasizes that the key to successful implementation of this course is an understanding of the aims and principles of communicative teaching and learning processes, combined with thorough preparation.

Hence, this situation demands detailed and profound study in order to work out a set of methodological instructions and technologies for all Maritime Universities. It's necessary to describe not only the object of education (topics, texts, exercises, etc.) but also the way of how all this is prepared for work and then used and assessed in class. The HOW becomes more important alongside the WHAT should be taught to our students nowadays (Demydenko, 2010, p.60).

The aim of our article is to analyze originality of technologies in foreign language teaching in the Danube basin higher educational establishments. The objectives of the article are to give definition of foreign (Maritime English) language teaching technology and study ME teaching technologies in the Danube river basin countries.

Prior to start analyzing technologies we would like to emphasize the definition of teaching technology (http://en.wikipedia.org/wiki/Educational_technology). *Teaching (educational) technology* – the study and ethical practice of facilitating e-learning, which is the learning and improving performance by creating, using and managing appropriate technological processes and resources (Richey, 2008). The term “educational technology” is often associated with, and encompasses, instructional theory and learning theory. While instructional technology is “the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning”, according to the Association for Educational Communications and Technology (AECT) Definitions and Terminology Committee (Garrison & Terry Anderson, 2003), educational technology includes other systems used in the process of developing human capability. Educational technology includes, but is not limited to, software, hardware, as well as Internet applications, such as wikis and blogs, and activities. But there is still debate on what these terms mean (Lowenthal & Wilson, 2010).

To our mind speaking of foreign language teaching technology we should mean active teaching technologies in the classroom such as problem-, project-, Inquiry-based learning, etc. Together they are active learning educational technologies used to facilitate learning (http://en.wikipedia.org/wiki/Active_learning). Technology which includes physical and process applied science can be incorporated into project, problem, inquiry-based learning as they all have a similar educational philosophy. All three are student centered, ideally involving real-world scenarios in which students are actively engaged in critical thinking activities. The process that students are encouraged to employ (as long as it is based on empirical research) is considered to be a technology (Forehand, 2010).

Numerous studies have shown that introducing active learning activities (such as simulations, games, contrasting cases, labs,...) before, rather than after lectures or readings, results in deeper learning, understanding, and transfer. In an active learning environment learners are immersed in experiences within which they are engaged in meaning-making inquiry, action, imagination, invention, interaction, hypothesizing and personal reflection (Cranton, 2012). Examples of “active learning” activities include: a class discussion, a think-pair-share activity, a learning cell, a short written exercise, a collaborative learning group etc.

Implementation of the new competence-based approach in maritime education as a set of general principles of the goals of education, curriculum selection, organization of educational process and assessment of learning outcomes in training in Ukraine is a priority. Considering that the language of the shipping is Maritime English, there is a need for a harmonized comprehensive framework for ME Education in terms of curricula, content, teaching, learning (including informal and non-formal learning), assessment of learning outcomes and a European Credit transfer system for Vocational Education and Training (ECVET) system.

It can be demonstrated with the example of marine navigators' English training, examining the basic aspects of their training based on the given definition of competent approach and the requirements of the Code (Table 1):

1. The objective of education is to develop students' ability to solving problems they will meet in their professional activity, as well as in other areas, rely on their own professional and social experience. The renewed STCW Code represents these abilities as a set of competencies that each applicant should perform in the first column;
2. The content of education includes adapted experience of solving professional, social, cognitive, moral, political and other problems on the knowledge and skills. The professional knowledge and skills are listed in the second column;
3. The educational process is organized to create the conditions for developing students' self-help experience in solving professional, educational, moral, and other problems that make up the content of education. During the educational process, students must demonstrate mastery of the relevant competencies; the ways to demonstrate are given in the third column;
4. The assessment of the educational outcomes is based on the analysis of the level of education that the students achieved at a certain stage of learning. The example criteria for assessing the degree of mastery of these competencies are shown in the fourth column.

Table 1. Section of the Table A-II/1of STCW code, that contains specification of minimum standard of competence for officers in charge of a navigational watch on ships of 500 gross tonnage or more when they fulfill function of navigation at the operational level.

Column 1	Column 2	Column 3	Column 4
Competence	Knowledge, understanding and proficiency	Methods for demonstrating competence	Criteria for evaluating competence
Use the IMO Standard Marine Communication Phrases and use English in written and oral form	Adequate knowledge of the English language 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 VTS centres and to perform the officer's duties also with a multilingual crew, including the ability to use and understand the IMO Standard Marine Communication Phrases (IMO SMCP)	Examination and assessment of evidence obtained from practical instruction	English language nautical publications and messages relevant to the safety of the ship are correctly interpreted or drafted. Communications are clear and understood

Thus, the whole training process will be structured in order to form cadets' competencies in the sphere of their future professional activity in ME.

The necessity of choosing the best techniques in teaching ME is very important as seafarers must overtake properly both general and special English for providing safe navigation. This is the communicative approach that implying the formation of phonetic, lexical, grammatical skills is aimed to the practical usage of the communicative skills in the learning situations imitating real communication (real-life situations) and the Standard Marine Communication Phrases (SMCP) provides a very useful tool for developing those situations in ME. Communicative language teaching has been the "in" approach to second language education since its beginning in the early 1970s, and has now become the driving force that affects the planning, implementation, and evaluation of ME teaching throughout the world (Richards & Rodgers, 2001). The communicative approach can vary according to the student's reactions and responses. The real-life simulations can change from day to day and be made topical. Teachers can set up a situation that students are likely to encounter in real life and the students' motivation and understanding can be enhanced through these phrases. Teachers of ME must use different methods and techniques to get students good knowledge of English (Rodinadze, Mikeladze & Bezhanov, 2011, pp. 176-178).

The step-by-step academic course covering all possible working situations at sea when English is used in oral or written form may hardly comprise some old (but still being in use) approaches and techniques, for example, abundant exercises in translation or memorizing words. Instead, lots of communicative tasks should be suggested for students' skills development. Blending which seems to be rather efficient at the very beginning (Introduction) of seafarers'

training to a Maritime English Course Book development. The functional approach has been used which is linguistically correct and proves to be the only one to reach the goals. Blending General English and ME in one Course Book is one of the possible approaches when the focal point is that English is not taught as a subject separated from the students' real world (or wishes) (Demydenko, 2010, pp. 63-65).

Different activities are necessary for teaching English: cue cards, activity cards, pair-communication practice materials, student-interaction practice booklets, multimedia (videos, computer programs etc.). Communication activities (discussion, debates, role-plays, presentations; written reports, compositions stimulated by problem-solving tasks) are interactive by nature. New methods involving lectures, heuristic conversation, explanation, discussion, case study, problem-solving, simulation of situations, methods of group work, individual and frontal methods for developing critical thinking, study references. Learning and teaching using games, encouraging students to speak English even if they make errors; employing one language only (English) in the teaching process, or learners guessing the topic and the new grammar rule they are to study) are emphasized.

Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding. In a student-centered approach to teaching, the teacher stimulates students to active participation in real life situations, encourages independent thinking by analyzing, finding own ways for combating with the problems, increases opportunities to interact in English, manages pair and group work, makes friendly and creative atmosphere during the lesson.

The several common teaching styles are:

- Presentation

The teacher prepares a set of slides (the presentation) before class. The slides are displayed during the lesson, and copies of the slides are available to students while watching. During the lesson, the teacher may make annotations on the slides to emphasize or clarify certain points.

- Public notes

The teacher prepares the content of the lesson before class, but in the form of a paper or set of organized notes and written tasks. Each program has its individual listening, reading, written and speaking tasks which are available to the students while watching the program.

- Discussion

The teaching style emphasizes a communicative approach, when teaching should be.

- Student-centered

While discussion we should highlight constant interaction between a) students as pair work; b) a student and a teacher. In this style, the classroom session is more of a discussion in which all participants contribute more or less equally to the speaking. There may be a publicly available agenda for the class discussion that serves to highlight the topics that will be discussed. They are included in individual teaching materials relating to appropriate professional topics according to the curriculum (Monastyrskaya, 2008, p. II-42).

ME teaching model in ONMA, for example, implemented in the manual “Business Marine and Navigation English”, includes continuous simulation. The focus is made on the theme-based approach with the content-based professionally oriented, task-based and integrated skills approaches. The continuous simulation of real-content activity is generated due to the principles:

- principle of providing motivation sufficiency(compensation) in teaching;
- principle of communicative competency;
- principle of autonomous creative students’ activity;
- principle of immersing into the subjective content;
- principle of gap- and problem solving activities;

- principle of creative learning cooperation of students (Ivasyuk, 2010, p. 325)

During their work, English teachers at Kherson State Maritime Academy have been facing difficulties concerning assessment. The main scoring instruments used for the assessment are: portfolio (a systematic, organized collection of student's works, giving others a direct evidence of student's efforts, achievements and progress within a definite time period), performance assessment (assessment in which students create an answer or a product that demonstrates their acquisition of knowledge or skill), rubrics (scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments), check lists (differ from rubrics in that it indicates the presence or absence of specified characteristics. A check list is basically a list of criteria upon which a student's performance or end product is to be judged.

In 2009 Kyiv State Maritime Academy joined the project MarTEL (Maritime Tests of English Language) as an associated partner. The participation of the Ukrainian higher educational institution in this project comes to be the proof of international co-operation in order to reduce merchant vessels incidents and accidents caused by the human factor in the situations of Maritime English communication failure on board ships among the members of international crews. The purpose of MarTEL is creating of world-wide supported Maritime English standards as well as producing the corresponding teaching/learning and assessment materials. The project purposes to create the system of Maritime English proficiency assessment tests on the basis of the model course for all ranks and specialities of merchant vessel crews.¹).

Modern technologies present basis in the part-time education in the "Mircea cel Batran" Naval Academy where were made such changes in teaching technologies:

- the traditional teaching classes (lectures) were replaced by the distance techniques of study, based on the individual work, oriented toward theoretical knowledge and competences punctually defined by the curriculum in a flexible manner, but still standing to require for the student presence to the seminars and laboratories classes as compulsory direct teaching activities, in order to develop skills and practical abilities;
- the access to the information has being considerably diversified, by using the e-learning integrated platforms and on-line communication techniques, aiming the increasing of self training importance and the decreasing of that personal addiction to a tight program or to the full presence in a certain location at once;
- the e-learning and distance learning techniques are completed by a set of full time education activities with the students, in a classic "face-to-face" system,

¹ <http://martel.pro>.

based on compulsory presence, in order to assure the carrying out of the practical activities, stipulated in the curriculum (through seminars, workshops, home-works, projects, professional practice and so on), likely to complete the training process with the learning outcomes coming from practical competences as skills and abilities, watching to guarantee the quality of the education processes assumed in the graduates' professional profile;

- there were developed combined forms of providing the access to the educational resources, worked out in a specific and unitary manner based on learning units, by supplying the course materials and laboratory guides, both in on-line platforms but also in media support and hard copy version;
- the distance learning methodologies and techniques were mixed with the direct teaching techniques specific to the full education methods, part-time education system assuming the harmonization of self-teaching and tutorial forms with classical teaching view in the framework of assuming the learning skills and practical training activities in the graduates profile as well.¹

In addition, Project Lifelong Learning Program “CREATING A NETWORK FOR TEACHING NAVY ENGLISH”, functioned in the “Mircea cel Batran” Naval Academy. Research topics and results of the research activities were carried out/in progress in 2007–2012.²

Especially we would like to mention network platforms for ME teaching in University of Rijeka (Chroatia). For example, Boris Pritchard (PhD), member of Croatian Association of Applied Linguistics, International Maritime Lecturers' Association (IMLA), International Maritime English Conference (IMEC), Croatian Society for the Study of English, International Association of Maritime Universities (IAMU) proposes “MARITIME ENGLISH 3” (Course of study for Nautical Studies and Maritime Transport Technology, 2nd year 3rd semester). This course's objectives meet the requirements of the extended and elevated level of IMO STCW Convention 1995 and the requirements for obtaining a BSc degree in Maritime Transport – Nautical Science and Safety of Navigation and include the following:

- acquiring basic and specialized linguistic knowledge and English language skills required for education and training for certification under the provisions of IMO STCW Convention 1995, i.e.: Watch-keeping Officer on ships of 500 GT or more, Chief Mate and Master of ships of 3000 GT or more;
- acquiring communicative competence for effective use of English as a language of international maritime communication for the purpose of ensuring safety of navigation (using IMO SMCP 2001), protection of the marine environment and efficient business operation of sea-going ships.

¹ <http://www.anmb.ro>.

² <http://www.anmb.ro>.

Learning Outcomes are: 1) ability of using English as a cognitive learning tool for up-dating knowledge in the constantly changing world of maritime transport technologies, communication, information science, automation, shipbuilding, maritime law, and shipping and 2) training of students for making oral and written presentations and reports on maritime topics and issues.

The course is based on the communicative approach to learning and teaching English as a Foreign Language and English as a Second Language and is also focused on content-based learning. The course centres on acquisition and development of:

- vocabulary/terminology skills (terms, polysemous words, multiple-word lexical units, collocations, lexical sets) in the following registers of Maritime English: VHF communications, marine meteorology, ship handling (acquired via listening, reading, speaking and writing skills);
- application of IMO SMCP 2001 phrases as used particularly in VHF communications, marine meteorology, ship handling (listening and speaking skills);
- discourse and pragmatic elements of maritime texts and communication (VHF exchanges, turns, moves) such as speech acts and language functions (orders, requests, instructions, advice, information, intention, warnings, prohibitions, etc.) in the above areas of seamanship and maritime transport;
- most frequent and typical grammatical structures and features restricted to maritime discourse (written and spoken), accuracy in pronunciation in the above areas of maritime transport;
- writing skills: completing forms and checklists, making statements.

Generic competences (Knowledge & Skills) to be acquired are communicative competence in using English in the maritime transport; the four communicative competence skills: listening, reading, speaking and writing skills. Course-specific competences (Knowledge & Skills) to be acquired are ME as a communicative vehicle for ensuring safety at sea; maritime vocabulary; mastering register and genre skills in ship handling and navigation, spoken and written maritime communications.

Quality Assurance (external & internal: e.g. feedback from students, staff, alumni, labour market ...) is based on the Faculty ISO 9001 system. Yearly analysis is produced based on quantitative student examination data, and qualitative data based on student survey derived at the end of each semester. Furthermore, specifically to this course, all data from exams, seminars and projects are freely accessed on e-learning site by the students attending same course etc¹.

¹ <http://www.pfri.uniri.hr/~bopri>.

CERONAV Romanian maritime training center in Constanta including Marlins Approved Test Centre, having a branch in Galati on the basis of *MODEL Course* IMO 3.17 proposes lots of ME teaching courses in which teaching methods are theoretical training and practical applications, interactive methods and computer based training- interactive soft in CERONAV labs, computer assisted instruction, direct training activities (exposure), seminars, debates, case studies, individual study and application exercises conducted, practical applications, individual study and application exercises conducted. Evaluation is initial test and final test. The final evaluation of the students' practical skills is done through practical tests as effective communication. Also the final evaluation of the students' knowledge of applicative order is made by written form of the final test syllabus. In assessing the written score is calculated individually. The minimal grade is seven.¹

One more original technology and another new form of educational work in ME teaching is discussion club, popular in ONMA and Kherson State Maritime Academy. "English Club", founded on the base of the Odessa Branch of the Institute of Marine Engineering, Science and Technology (IMarEST) on the basis of ONMA, allows young specialists to improve their professional language skills, to be aware of the latest scientific and technical achievements, to use technical journals, Academy's bulletins and other recent scientific and technical English literature in the library of English Club. Cadets, postgraduate students and young engineers have the opportunity to communicate with each other and with experienced specialists while drinking a cup of coffee. Linguistic content of club's English programs is integration of the three systems of language (grammar, vocabulary and pronunciation) with the practice of the four communicative skills: listening, speaking, reading and writing.²

As for the discussion Club "ENGLISH WITHOUT BORDERS" in Kherson State Maritime Academy meetings with representatives of English maritime professions and just wonderful and interesting people are held there. The members focus on communication, also at the meetings expanded vocabulary, sing songs (to improve speech and for their own pleasure), watch movies and have a great time in a friendly atmosphere. Classes are free, but qualified and useful. Preliminary before each meeting a topic for discussion is elected. The initiative is supported, so participants' wishes are taken into account. Such pre-selection allows preparing in advance. Each has its own discussion leader (English teacher or a person freely speaking language). Each leader leads the process and adjusts the conversation (if necessary, distributes handouts). There are no severe requirements for the language. Club invites everybody to their meetings, who can express his/her thoughts aloud in English.

¹ <http://www.romtc.ro>.

² <http://www.onma.edu.ua>.

One of the meetings was attended by students, faculty and a guest – the 6th course cadet. In a warm and cozy atmosphere there were discussed various issues related to sports: the offense, oddities, ritual dances intimidate the opposing team, women and bodybuilding. After producing cups, students should present their creation. Students wished to learn something new and socialize in English in a relaxed atmosphere, extracurricular, and teachers of the department dedicated one meeting to the theatre arts and introduced participants to one of the destinations – storytelling technique. At the beginning of studies, students signed a contract. Teacher presented in the meeting personally visited the International Art Festival in Poland, where she met with the technique of creating theatrical performances stated above. Attractions included a series of special exercises aimed at the inner creativity, building plot and creating a mini-productions based on personal experience. Students closely watched the events on the improvised stage for further analysis. At the end of the lesson, students demonstrated to the guests mini-performances they created.

On the basis of the information presented, the conclusion is that there exists a great potential for the future establishment of new technologies based first of all on competence and communicative approaches in organization of foreign language teaching technologies. Analyzed originality of technologies in foreign language teaching in the Danube basin higher educational establishments gives good platform for future invention and implementation of foreign language teaching technologies in practice.

References

- Active learning*. Available at: http://en.wikipedia.org/wiki/Active_learning
- Competence approach*. Available at: <http://kma.ks.ua/en/ob-akademii/kompetentnisnij-pidkhid>
- Cranton, P. (2012). *Planning instruction for adult learners (3rd ed.)*.
- Demydenko, N. (2010). The Strategy of Creating “The Introductory Maritime English Course” for Non-Native English Speakers. *Proceedings of the 22nd International Maritime English Conference IMEC 22*, pp.58-68, Montazah Sheraton Hotel, Alexandria, Egypt, October 28th-November 1st 2010. Alexandria: Arab Academy for Science, Technology & Maritime Transport.
- Educational-technology*. Available at: http://en.wikipedia.org/wiki/Educational_technology
- Forehand, M. (2010). Bloom’s Taxonomy. From *Emerging Perspectives on Learning, Teaching and Technology*. Retrieved October 25, 2012, from <http://projects.coe.uga.edu/epltt/>
- Garrison, D. R. & Anderson, T. (2003). *E-Learning in the 21st Century: A Framework for Research and Practice*. Routledge. ISBN 0-415-26346-8
- Ivasyuk, N. (2010). “Collision” Creation of the Authentic Environment in the System of EL Teaching Process. *Proceedings of the 22nd International Maritime English Conference IMEC 22*, pp. 325-327, Montazah Sheraton Hotel, Alexandria, Egypt, October 28th-November 1st 2010. Alexandria: Arab Academy for Science, Technology & Maritime Transport.

Joint statement on guiding principles on the development of inland navigation and environmental protection in the Danube river Basin” (December 2007/January 2008). Vienna: ICPDR. Web page. Retrieved from <http://www.icpdr.org/main/activities-projects/joint-statement-navigation-environment>.

Lowenthal, P. R., & Wilson, B. G. (2010). Labels do matter! A critique of AECT’s redefinition of the field. *TechTrends*, 54(1), 38-46. doi:10.1007/s11528-009-0362-y.

Monastyrskaya, O. (2008). Multimedia Programmes in Teaching Maritime English. *Proceedings of “The Role of Maritime English - Promoting Communication and Understanding Culture”, the International Maritime English Conference IMLA-IMEC, 20th IMEC*, pp. II-41-II-47, Shanghai, P. R. China, October 28-October 30, 2008, Shanghai: Shanghai Maritime University.

ONMA QUARTERLY NEWSLETTER № 17, April-June 2013. Odesa: ONMA. Web page. Retrieved from http://www.onma.edu.ua/prelize/20130705_uk.php.

***Resolution 2. The manila amendments to the seafarers’ training, certification and watchkeeping (STCW) Code, STCW/CONF.2/34, 3 August 2010, Adoption of the final act and any instruments, resolutions and recommendations resulting from the work of the conference. Attachment 2 to the Final Act of the Conference.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching (2nd edn.)*. Cambridge: Cambridge University Press.

Richey, R.C. (2008). *Reflections on the 2008 AECT Definitions of the Field*. *TechTrends*. 52(1) 24-25.

Rodinadze, S., Mikeladze, T., Bezhanov, Z. (2011). Marine English as an important communication facility for safety at sea and the methods of teaching. *Материалы международной научно-практической конференции/ Proceedings of the international scientific-practical conference*, Batumi State Maritime Academy, Batumi, Georgia, 1–2 октября 2011 года. Пенза – Москва – Респт: Научно-издательский центр «Социосфера». Web page. Retrieved from <http://topreferat.znate.ru/docs/index-56107.html?page=88>

<http://martel.pro>

<http://www.anmb.ro>

<http://www.maritime.kiev.ua>

<http://www.onma.edu.ua>

<http://www.pfri.uniri.hr/~bopri>

<http://www.romtc.ro>