MAXIMIZING STUDENTS' LEARNING
IN MARITIME ENGLISH ONLINE COURSE

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Abstract. The current appeal within MET to design effective online courses has arisen from the necessity to develop flexible learning environment to reinforce student background knowledge and widen student access to information. The paper presents ways for maximizing students' learning in Maritime English online course under conditions of permanent online learning and teaching. The participants in this study are students of the Navigation Faculty and teachers of the English Language Department for Deck Officers at Kherson State Maritime Academy, Ukraine. The study examines students' engagement and teachers' experiences while learning and teaching Maritime English via virtual platforms. Online surveys have been designed to investigate the effectiveness of tailor-made e-books and supplementary e-courses on the LMS Moodle platform to enable communicative interaction and provide communicative proficiency development at online lessons on Zoom. The survey has explored students' advancements in the online course and the areas for further instruction upgrading to reinforce personalized and active learning.

Keywords: maritime English; online learning environment; tailor-made e-books; supplementary e-course; Zoom conferencing; self-study; assessment

Introduction

Online learning has been of increased interest for many researchers and instructors, especially during the last decade. Starting as an immediate response to the COVID-19 pandemic, the learning process has moved beyond the classroom and transformed into online learning environment (Shi, Wang, Zhuang & Zhang 2021). This change has required from teachers to adjust learning materials and training tasks to respond to students' needs and develop new generation online courses to provide wide access to training resources and make learning efficacious. Since its introduction at Kherson State Maritime Academy, online learning has been successfully developed and implemented in our daily practice. This has led us to become aware of its main benefits and strategies and thus to the necessity to

attach more importance to developing students' skills of communication and critical thinking. Since the beginning of the full-scale war in Ukraine, online learning has become the only real option for continuing studies. Ukrainian students are currently in the unprecedented situation of being refugees abroad or staying in conditions of martial law inside their home country without any possibility of attending lessons offline. The acquisition of new skills, especially communication skills, is extremely difficult under such conditions.

Numerous studies have been conducted about online learning and the challenges it can present to teachers and students (Garrison 2016; Khan, Egbue, Palkie & Madden 2017; Kostenko et al. 2021). The design and facilitation of the online course can be overwhelming to teachers, especially those who are comparatively new to online teaching. It can be challenging to select from a great number of modern technology tools that can be integrated into online course and serve as technical support for students. Furthermore, M. Bartlett mentions that "student success is at the heart of online course design, delivery, and evaluation" (Bartlett 2022). The range of synchronous and asynchronous modes of communication in the online learning environment presents additional opportunities for active interaction and participation of students in various activities (Gillett-Swan 2017). Moreover, online learning benefits exist for integrating both synchronous and asynchronous communication (Dailey-Hebert 2018).

Running online courses faces certain barriers to engaging students not typically present in face-to-face courses, not to mention that design and development of the online course must be completed well in advance before the actual start of course. Effective time and resources management is essential, both for students and instructors; methods of encouraging student interaction and communication amongst themselves and instructors differ considerably from face-to-face teaching methods, and the efficient choice and application of teaching tools used to run online courses is an additional challenge for many instructors (Khan, Egbue, Palkie & Madden 2017).

The shift of learning modes from face-to-face interaction to online interaction has greatly influenced teaching approaches as English instructors have to adapt to the current situation and find appropriate teaching methods that suit to the online learning mode (Rinekso & Muslim 2020).

Our study focuses on Maritime English online course and its successful adaptation to conditions of permanent online learning and teaching.
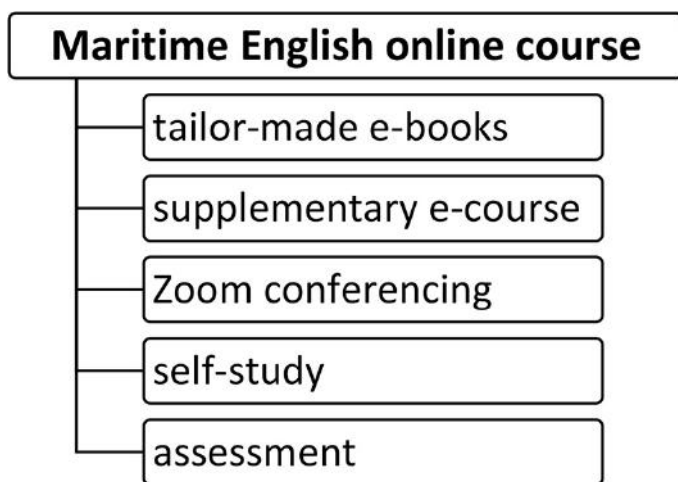
1. Framework for Maritime English online course
In spite of the large body of research on online learning in MET institutions, it is usually related to describing local practices (Limbong, Jabu & Basri 2022; Rosedi 2021; Shi, Wang, Zhuang & Zhang 2021). The findings devoted to the development of Maritime English course applicable for the online learning environment are still

relatively lacking, although there are some potential attempts to implement the Outcome-based (OBE) Framework for Assessing Maritime English and Measuring Student's Competence (Magallon 2014) and the Framework of a Hub and Spoke Model for Sustainable Cooperation in Maritime English Training (Mohammed 2019) that have attracted our attention.

Over the recent years, teachers of the English Language Department for Deck Officers have worked extensively to develop and further improve an online course using effective methodological approaches to meet both academic standards and students' needs. Taking a step-by-step approach, teachers have developed an effective Maritime English online course that is based on the principles of active learning and communicative approach, among them the importance of interaction between participants in the learning process.

In this paper, the authors present the Framework for Maritime English online course aimed at enhancing students' learning within the fully online course and promoting their higher order thinking skills[1] and reflection on the learning outcomes (Fig. 1).

Figure 1. Framework for Maritime English online course

The Framework consists of five basic elements, those being tailor-made e-books, supplementary e-course, Zoom conferencing, self-study and assessment. In order to outline all the Framework elements and their interrelations, our paper is divided into two sections. The first section provides an overview of the Framework elements and describes their practical implementation by a group of Maritime English teachers at Kherson State Maritime Academy. The second section provides a descriptive analysis of the Framework effectiveness grounded on the survey results that have been obtained from the participants' responses.

1.1. Tailor-made e-books

The basic element of the Framework for online course of Maritime English is presented by tailor-made e-books as the students can refer to them at any time. Such electronic course books need to be contingent upon the teaching strategies and methods relying on the guidelines of the IMO Model Course "Maritime English"[2] as well as upon the syllabus that defines the course content and learners' responsibilities.

The e-books developed and used by our department for every semester are mostly based on the communicative approach which is applied to learn the language items (active vocabulary and required grammar structures) and to acquire skills of reading, listening, speaking and writing to become proficient in communicating with multinational crews onboard.

The e-books and the syllabus are well correlated, so each semester and each e-book contain five topical modules to be studied within a semester. Besides the structural subdivisions (vocabulary, grammar, reading, listening / viewing, writing, etc.), the lessons in the e-books have a special format depending on the years of study: Presentation – Practice – Production (1 – 2 years of study) and Engage – Activate 1 – Study – Activate 2 (3 – 4 years of study). In this way, controlled, semi-controlled and productive activities are available at any e-lesson. And also in this way students continue working with the same sequence of exercises and activities as they are used to doing this offline.

Apart from technical texts, such as topical texts, extracts from codes, conventions, guides, check lists etc., e-lessons, especially in the second part of modules when essential language skills have been mastered, provide students with the possibility to read short case studies. This helps apply theoretical knowledge in analyzing real onboard incidents, improve communication skills, and take students to a longer case study based on a maritime accident report that finalizes a set of lessons in a module. The suggested questions to be discussed imply the use of students' higher order thinking skills: what is the main idea / how can you explain / what facts testify / could there be any alternatives / how would you perform if. Such analysis promotes students' skills of evaluating unexpected situations on board ships and taking decisions.

The LMS Moodle allows for uploading e-lessons in the format that makes students consider and discuss correct answers in controlled exercises as they are not allowed to continue and Zoom breakout rooms make it possible for students to work with semi-controlled and freer activities of e-lessons in pairs and small groups for maximizing their effect.

The e-books contain some appendices – self-check questions on modules content, word lists, information on the IMO Conventions and Codes studied, and lists of Standard Marine Communication Phrases for students' individual work and preparation for tests.

1.2. Supplementary e-course

Another element of the Framework is a supplementary e-course set up by each Maritime English teacher of our department on the LMS Moodle aimed at meeting the learning needs of individual students or subgroups of students. Being an additional asynchronous course, it serves as a source of extra learning materials and a space for improving language use by doing exercises and activities of various types and learning content coherent with the Maritime English syllabus in addition to the basic Maritime English course for all students of a certain year of study. Its purpose to reinforce the knowledge gained by students at synchronous online lessons assists in incorporating individual student's progress into the main Maritime English course.

The design of the supplementary e-course is characterized by clear-cut instructions, targeted choice of activities, flexible content, and personalized playlists[3]. While organizing and monitoring students' interaction at synchronous online lessons, teachers note significant learning losses and gaps and then find ways to address those learning gaps and avoid further individual and group learning losses. Those gaps can concern knowledge, skills, motivation, and communication. The supplementary e-course makes it possible for teachers to be creative with the resources they have, experiment with new solutions, and learn from their fellow educators[4].

Students must be familiarized with the supplementary e-course at the start of their studies – its objectives, structure, and content. The advantages of being engaged in such course, among them personalized tasks, supportive environment, and improved learning outcomes, should be clearly outlined to students for them to become motivated and manifest their eagerness.

The supplementary e-course does not focus on formal assessment as it is aimed at supporting individual efforts to overcome failures for positive outcomes and, eventually, move to better language proficiency. Instead, elements of critical value that contribute to the feeling of learning satisfaction and goals achievement are the instructor's feedback and peer reflection – a timely feedback on students' performance helps them recognize their progress and develop own pathway to promote learning. Students are encouraged to review and comment upon peers' responses, make observations to assess individual contribution to a group project, reflect on the course content and prevailing activities to share responsibility for their learning.

The supplementary e-course provides necessary support for the basic Maritime English course and moves learning beyond online lessons, turns learning into active involvement and contributes to true learning environment development.

1.3. Zoom conferencing

Under the current circumstances, Maritime English lessons are all conducted synchronously on Zoom platform. For teachers, in spite of being provided with a set of recommendations and participating in workshops devoted to online teaching

techniques, this happens to be challenging as requires significant changes in their preferred methods of teaching offline.

At online lessons of Maritime English, teachers are restricted in how they can teach in the online environment as compared to their offline teaching experience. Those limitations concern impossibility of organizing the activities that get students moving and make their learning more enjoyable and personalized[5], e.g. simulations and role-plays, gallery walk, four corners; the most appealing forms of interaction in learning Maritime English still give way to individual performance as pair and small group work are done in separate breakout rooms apart from the rest of the group.

To enhance active online interaction with and among Maritime English students, a few applicable tips from our practice can be suggested for teachers: to stay enthusiastic and persistent in discovering new ideas and practices; to improve the learning process by using different lesson formats and approaches; to develop a detailed lesson plan with clear understanding of the learning objective, time and manner of students' interaction; to focus on developing students' speaking skills before, during and after each exercise/activity; practice new vocabulary units and grammar patterns only if they are essential within the lesson content.

There should be regular bilateral feedback when teachers and students can express their contentment / disappointment with certain aspects of learning and share ideas on possible or necessary changes as this makes their motivation for active engagement higher.

1.4. Self-study

Most of the learning process is supervised by teachers, especially in the offline mode. With the current necessity of studying online, there is an increasing need of self-study as a worthwhile way to enrich vocabulary stock, improve skills of reading, listening, and viewing, understand content and gain confidence.

Self-study materials on the LMS Moodle designed as another supplementary element of the Framework are meant to direct students' attention to exploring more professional content.

As discussed in our previous research, there is a gap between the skills needed aboard and the sets of skills actually trained at MET institutions[6]. This necessitates updating the training content to keep up with the demand for soft skills acquisition, such as critical thinking, stress resilience, leadership and team work. Changing Maritime English syllabus can require significant time and formalities; substituting or enriching some topical modules in the existing syllabus seems more applicable to meet industry standards and encourage further learning to succeed at work in future.

Self-study is one of the small steps that help achieve those big goals. In our Maritime English course, each module contains self-study part to train the soft skills mentioned above.

Usually a self-study module starts with questions on an entirely new concept to encourage students' curiosity and boost their learning. Students are expected to

search professional websites for case studies, examine different maritime accident reports, and analyze chains of actions and possible misdoings.

At the next stage, students are exposed to a variety of articles on different aspects of leadership, management styles, and teamwork. This is followed by immersion into some English language activities derived from the lesson texts for students to further solidify their knowledge and practice using vocabulary items and grammar structures.

The penultimate stage of the self-study module directs students toward explaining new concepts worked upon earlier by way of creating schemes and diagrams like Venn diagrams, concept maps or flowcharts that reveal connections between various ideas.

The final part of the self-study is a teacher-designed quiz. It serves dual purposes: as an opportunity for students' self-evaluation and as an evidence of the skills students have acquired.

The main beneficiaries of implementing various self-study methods are students who become devotedly active and resilient in doing the suggested activities.

1.5. Assessment

In the Maritime English course, well-structured assessment, aligned to the intended learning outcomes (Magallon 2014), is an effective instrument in motivating students to achieve better outcomes and in enabling them to analyze their learning gaps in order to move on. The multi-faceted system of evaluating students' skills initiated by us and applied at our department is based on sets of summative and formative assessments.

Formative assessments which are not meant to be of quantitative character include two individually performed tasks – 1) doing grammar, vocabulary, reading, listening and viewing exercises of the previous online lesson; 2) doing self-study exercises at any stage of studying a topical module. Self-study contains a text, a grammar exercise and a vocabulary exercise that serve as a topical supplement to each module.

The fact of both tasks having been done by students is proved by one point (or less) in Moodle registers in case they have been done correctly (or incorrectly). Teachers monitor the correctness of those individually performed tasks and work on the learning gaps in pre-planned exercises at online lessons if the mistakes concern the majority of students or individually provided exercises in the additional teacher's course on the LMS Moodle.

Summative assessments come at the final lessons of learning a module and contain three sets of tasks – an online test and two oral tasks.

The stop and check test works as logical continuation of the formative assessment activities and contains thirty tasks that fall into four categories: grammar, vocabulary, reading, and professional proficiency. In grammar tasks, students need to fill in the gaps with correct verb tenses or correct prepositions which present some difficulties for non-native speakers.

In vocabulary tasks, students are to fill in the gaps with correct words out of the provided list, to match the words with their definitions and to use appropriate words in the context.

The reading part contains two texts with the tasks of 1) choosing correct answers to questions; 2) defining if the statements are true, false or the text doesn't say about this; 3) dragging sentences to fill in gaps.

In the professional proficiency part, students are required to choose a correct action in several onboard situations presented.

One of the oral tasks within summative assessments – Oral Competency Check – presents a set of ten questions to focus on in the topical conversation with the teacher or with the group. The criteria for evaluating each student's answers are fluency, appropriateness, and accuracy of speech.

Another oral task consists of analysis of an authentic maritime accident report based on the provided task sets among which checking understanding of the narration, finding wrong actions of the crew, presupposing the possible reasons for the crew misdoings, stating the management problem, imagining the students' actions if they were in the roles of the involved personnel, presenting possible alternatives, and preparing an adequate action plan.

The assessment criteria in both oral tasks are the same, although here the discussion of a maritime accident report engages all the students, so the teacher should be masterful enough to assess the communication skills of each student.

In this way, assessment milestones come at regular intervals to check students' skills referring to the use of language construction elements – grammar and vocabulary, and mostly to basic communication spheres – reading, listening, speaking, and writing. The assessment purposes are seen in helping students improve their individual performance by regular feedback from the teacher and peers, in motivating students to present some evidence of their learning success, and in measuring whether the syllabus learning outcomes are achieved to move forward, the latter being the most natural and functional use of assessment[7].

The underlying characteristics for the proper functioning of the assessment system used by us in recent years are its clarity to students by full understanding of evaluation criteria; its regularity by presenting the schedule of lessons and control points well in advance; involvement of students into peer and self-assessment; effective individual or group reflection and feedback that inspire students for taking further attempts in their learning.

2. Descriptive analysis of the data
2.1. Monitoring strategies
Having practiced our Maritime English online course over the recent years, teachers have collected some data that provide fair opportunity to analyze

effectiveness of the course based on the Framework presented in this paper. For this purpose, a qualitative approach has been implemented to introduce a descriptive analysis of the study findings. In order to get valid information for further interpretation, we have used various monitoring strategies. Based on the key elements of the Framework, three domains of successful online learning – cognitive presence, teaching presence, and social presence – were focused on to investigate the online course effectiveness (Garrison & Arbaugh 2007).

The aim of this research is to test validity of the tools and approaches implemented to run Maritime English online course as well as relationships and interactions among its elements to meet students' needs. Therefore, we seek answers to the following questions: 1. Have the Framework elements come up with cognitive, teaching and social presence? 2. What active learning strategies work well to increase online interaction?

The following research hypothesis has been formulated: The Framework elements have provided useful tools and approaches to maximize students' online learning.

A descriptive model is used to analyze the data collected by means of online surveys designed in Google forms. The surveys cover two targeted audiences – teachers and students and are intended to examine how the Framework elements (tailor-made e-books, supplementary e-course, Zoom conferencing, self-study and assessment) contribute to online learning efficacy.

The survey groups have also been interviewed to gain more insights about the strategies beneficial to increasing online interaction of various types (student-to-student, student-to-instructor, one-to-many). In addition, the statistical analysis provided on the LMS Moodle platform has been implemented to verify reliability of the data and support the results obtained.

2.2. Survey participants

The survey participants are represented by thirteen Maritime English instructors who teach online. All of them work at the English Language Department for Deck Officers, imbedding communicative and active learning approaches and utilizing the LMS Moodle and Zoom in their everyday practice. In spite of the fact they have different experience in teaching face-to-face classes, they may be considered as a homogeneous group due to their common online teaching background.

Learners as survey participants are introduced by undergraduate bachelor degree students. They are divided into two groups – thirty-five students (1 – 2 years of study), who do not have any sea-going experience, and fifteen senior students (3 – 4 years of study), who have sea-going practice. Such division is explained by the fact that the participants are differentiated in their ability to study synchronously / asynchronously and their readiness for self-study.

2.3. Exploratory results of the first survey

The survey "Effectiveness of e-books" intends to explore the teachers' experience in conducting lessons on the LMS Moodle and Zoom platforms. The survey comprises six statements designed to investigate the effectiveness of e-books and approaches aimed to boost students' interaction and develop communication skills at synchronous lessons on Zoom and asynchronously on the LMS Moodle. The respondents are supposed to choose an appropriate option (strongly disagree / disagree / neutral / agree / strongly agree) to reflect on their teaching experience (Table 1)[8].

Table 1. Effectiveness of e-books

	Statements	Teachers' responses, %				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	The e-book is easy for students to navigate.	14,3	14,3	-	42,8	28,6
2	The e-book is easy for teachers to navigate.	14,3	-	14,3	35,7	35,7
3	The e-book provides an opportunity for students to interact at synchronous lessons on Zoom.	21,4	-	14,3	50,0	14,3
4	The e-book provides an opportunity for students to learn asynchronously.	-	-	7,1	28,6	64,3
5	Controlled exercises in e-books are an essential part of each lesson.	7,1	7,1	14,3	42,9	28,6
6	Communicative activities in e-books should prevail in a lesson.	7,1	7,1	35,7	7,1	42,9

NOTE: The data are obtained from the authors' team

The survey results backed up by the interview with the teachers indicate that the majority of respondents consider the e-books as a valuable resource of professional content and fertile ground to trigger information exchange in pairs and groups by means of synchronous discussion or by organizing asynchronous inquiry and project work. Among the techniques which contribute effectively and serve to enhance cognitive presence, the teachers highlight flipped classes, inquiry and case study. At the same time, the respondents emphasize that there is an area that requires further improvement, such as implementation of interactive technical tools (forum, chat, whiteboard, quiz, etc.) and customizing of different learning platforms (e.g. LearningApps and Kahoot) to increase students' interaction.

2.4. Exploratory results of the second survey

One more survey "Online course effectiveness" was designed to get better awareness of teachers' and students' needs to improve social and teaching presence. The survey consists of seven open-ended questions to review the teaching strategies mostly used, identify preferred communication channels, recognize potential barriers for successful online learning, and find possible solutions to overcome them (Table 2)[9].

Table 2. Online course effectiveness

	Questions	Teachers' responses
1	What communication strategies do you currently use to provide efficient online interaction between you and your learners?	discussions, inquiry, provocative questions; feedback request on the course content; flipped class; students' experience exchange; visual teaching aids (videos, graphics, pictures)
2	What is your greatest barrier to providing active online teaching?	bad internet connection; lack of students' motivation; lack of students' responsibility for learning outcomes; poor lessons attendance; poor time management
3	What format are you most comfortable with to interact and communicate with your learners (texting, video, audio, other)?	online conferencing; communication on Zoom / texting in Zoom chat; texting in Telegram
4	What synchronous technologies are you most comfortable with to maximize students' learning?	Zoom conferencing with active screen; Google Document; Zoom Whiteboard; Wheel of names; LearningApps; Mind Map Maker; breakout rooms in Zoom
5	What asynchronous technologies are you most comfortable with to maximize students' learning?	e-books on Moodle; various messengers; feedback to assignments on Moodle; video materials; LearningApps; student-teacher collaboration on Forum; flipped classes on Moodle
6	What role does your supplementary course on Moodle play in maximizing students' learning?	essential individual practice; additional materials and tasks supply; personalized learning; interaction with students; information about course structure; assignment tasks; useful links / visual data

7	How might you enhance your current approaches to be more efficient in teaching Maritime English online?	attendance of teacher development webinars; more practical experience; familiarization with new learning platforms; experience exchange; self-study

NOTE: The data are obtained from the authors' team

The survey reveals that the teachers are well-familiarized with online learning techniques and customize them in their everyday practice. Being entirely immersed in searching for new tools to remove the barriers and empower interaction, they utilize the LMS Moodle and Zoom platforms opportunities to set up an active learning environment at their lessons. The teachers highly appreciate the advantages of the supplementary e-course in providing personalized learning and reflecting on the students' learning expectations in spite of the fact it takes much time and efforts to design it duly. One of the significant survey findings appears to be the teachers' endeavour to improve professional development and promote peer learning.

The survey shows the importance of the teacher's presence in the learning process facilitation and in creating effective online learning environment. It also highlights the needs to build a learning community and share own experience to find better solutions if any problem arises. As for the latter, the teachers mention such obstacles for the e-course effectiveness as unstable internet connection and unsteady attendance of lessons on Zoom. Being interconnected, both aspects can be eliminated by practicing asynchronous learning backed up by tailor-made e-books, supplementary e-course, self-study, and tests on the LMS Moodle.

2.5. Exploratory results of the third survey

To collect reliable data on the course success, thirty-five students (1 – 2 years of study) and fifteen students (3 – 4 years of study) were involved in the survey. All the responses were anonymous and the findings revealed were used for the online course improvement.

The survey "Online course efficiency" comprises seven multiple-choice questions; each question has an open-ended option not to restrict the students in their feedback delivery. The respondents have an opportunity to choose more than one answer to the questions. The survey examines the students' preferences and learning satisfaction (Table 3)[10].

Table 3. Online course efficiency

	Questions	Students' responses, %	
1	What is your favourite way to communicate with your teacher online?	80	in Zoom chat
		54	via Viber/Telegram
		4	on Moodle forum
		4	Discord

2	What is your favourite way to communicate with your groupmates online?	90 20 10 4	via Viber/Telegram in Zoom chat Discord on Moodle forum
3	What are your favourite activities to cooperate with your groupmates?	94 48 34 28 18	discussion case study inquiry (3 – 4-year students) project work (1 – 2-year students) project work (3 – 4-year students)
4	How do you benefit from lessons on Zoom?	80 68 60 34 2	interaction with the teacher interaction with groupmates opportunity to share knowledge opportunity to get mark English language practice
5	How do you benefit from e-books on Moodle?	80 36 36 2	study at your own pace additional practice interaction with peers/teacher opportunity for self-assessment
6	How do you benefit from the supplementary e-course?	72 58 46	extra source of information additional practice interaction with teacher
7	How do you benefit from self-study?	60 60 58	extra source of information (3 – 4-year students) opportunity to improve marks (1 – 2-year students) enhance knowledge building

NOTE: The data are obtained from the authors' team.

The analysis of the responses outlines that the students highly appreciate the social presence component in the online course. Experiencing lack of opportunity to interact in-person, they utilize synchronous lessons on Zoom and different public messengers to socialize with each other and the teacher. The analysis shows that customizing various communication channels is of utmost importance to support students and build a collaborative learning community.

To maximize students' learning and promote new knowledge building and language mastering, students learn from their peers and share their experience in meaningful conversations (discussions, inquiries or case studies). Such cognitive involvement requires constant practice and time to foster in students responsibility for their learning achievements. The senior students, being mature enough to conduct investigation and share their findings with the peers, recognize inquiry as one of their favourite learning strategies.

Both groups of students value an opportunity for self-study, additional practice and learning materials access while doing lessons in the e-books and tasks in the supplementary e-course on the LMS Moodle. It is of critical importance for

the students who are on their sea-going practice to have an opportunity to learn asynchronously as sometimes it is the only way to join the course of study.

Conclusions and summary

The study has examined the relationships among the elements of the online course and their role in engaging students and enhancing online learning. The elements of the Framework integrated into Maritime English online course are interconnected and overlapping each other in terms of providing cognitive, teaching and social presence, and, thus, increasing its effectiveness.

Students' expectations to have clear practical outcomes and access to various learning resources as well as being flexible and more independent in online studying can be realized through organizing active learning community and engaging students into discourse. It is hard to overestimate the teacher's role in choosing the proper pedagogical approach to conduct an effective online course. The role of the teacher as a mediator and facilitator of the learning process has increased in the online environment.

The study results prove that students' learning outcomes in the online course depend, to a great degree, on their ability to interact with peers and the teacher, both synchronously and asynchronously, availability of learning materials and tasks for self-study, ability to apply their experience and knowledge of assessment criteria to measure learning progress.

To sum up, Maritime English teachers try to maximize students' learning and, as a result, contribute significantly to the online course efficacy by imbedding the five elements of the Framework, those being tailor-made e-books, supplementary e-course, Zoom conferencing, self-study and assessment.

To address the above presented Framework in a more detailed manner, our further elaborations are presumed to concern student-centered strategies specifically for online teaching and learning as well as designing teacher's books as a resource of online activities based on the professional content.

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