

WEB-BASED ACTIVITIES FOR IMPROVING STANAG SKILLS

Raluca APOSTOL-MATEȘ

Junior Lecturer, “Mircea cel Bătrân” Naval Academy, Constanța

Abstract: The new generation of “digital natives” needs new teaching-learning strategies that permit learners to communicate and collaborate, and even switch the role with their teacher, sometimes. E-learning is the common frame of this new type of transmitting-acquiring information, providing an open and transparent environment for learners. Because of its versatility and easiness in usage the Web can be the starting point for all kinds of activities; learning can be based on materials provided by it. Web-based learning and computer-learning showed that new technologies make a difference in education when properly used.

Key words: *e-learning, reading skill, web site, concept, essay, writing skill.*

Introduction

It is quite a decade since books and journals have found their way to the desktops of teachers and students. Along with easy access to electronic resources, new approaches in education and learning have been made. The technology of E-learning bridges the gap between the student and the teacher in many different ways: provides more interactivity, learning is student-centered, both teaching and learning processes develop on a ‘one-to-one’ basis. For easier access to internet provided materials, I chose to select some materials which I transformed into an activity suitable both as a learning activity and homework.

Pre-Reading Activity

1. Read the following sentences. Choose the most appropriate meaning by typing the corresponding number in front of the explanation you have chosen:

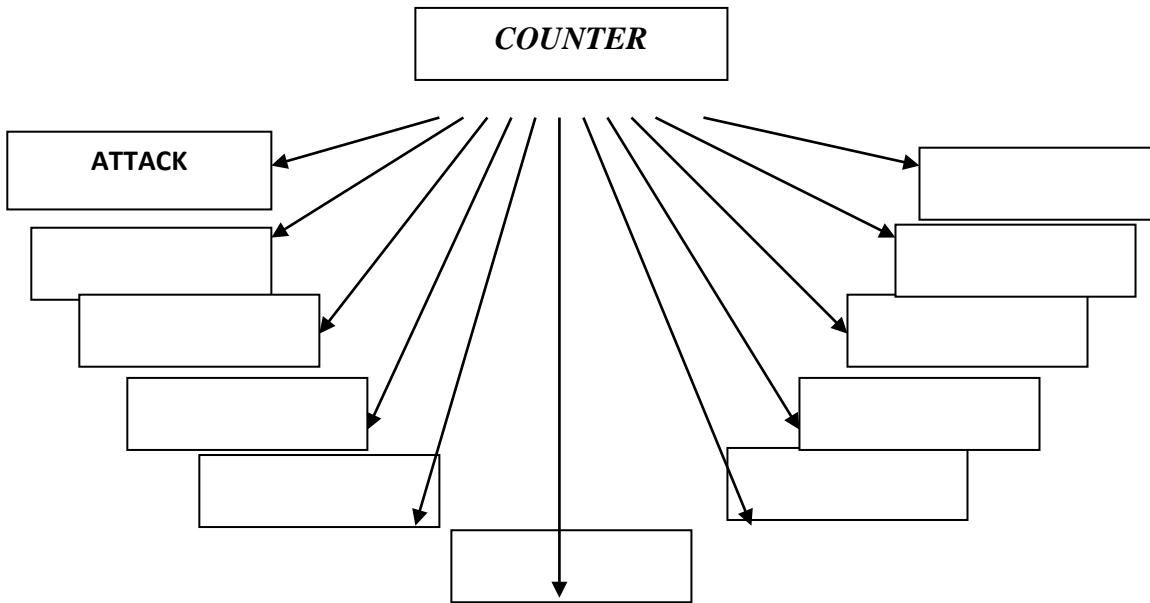
1.	I asked the woman behind the counter if they sell sugar.
2.	The employers' association was seen as a counter to union power.
3.	Backgammon uses 15 black counters and 15 white counters.
4.	Antibiotics are not available over the counter.
5.	Selling goods under the counter is punishable by law.
6.	Such arguments are not easily countered.
7.	The government's plans run counter to the European policy on this issue.

Material Development

As an example of how web-based learning can be sustained, I developed some activities answering ESP requests for my military students. The topic is TERRORISM, a subject that is present in our lives more than we would want because of the rise of terrorist attacks nowadays. The subject of the activity is COUNTERTERRORISM, a concept that must be understood and managed by future officers. I have chosen to develop my students *reading skill* knowing that it is compulsory for them to have a specific vocabulary, along with the *writing skill*.

	In opposition to something
	A small disc used for playing or scoring in some games
	Buying/selling goods secretly/ illegally
	A long, flat surface over which goods are sold
	To reply, by trying to prove that what they said is not true
	Selling goods that can be bought without a prescription
	A response to something that opposes their ideas, p

2. Complete the chart; find as many compound words as you can. The first word is done for you as an example:



Reading Activity

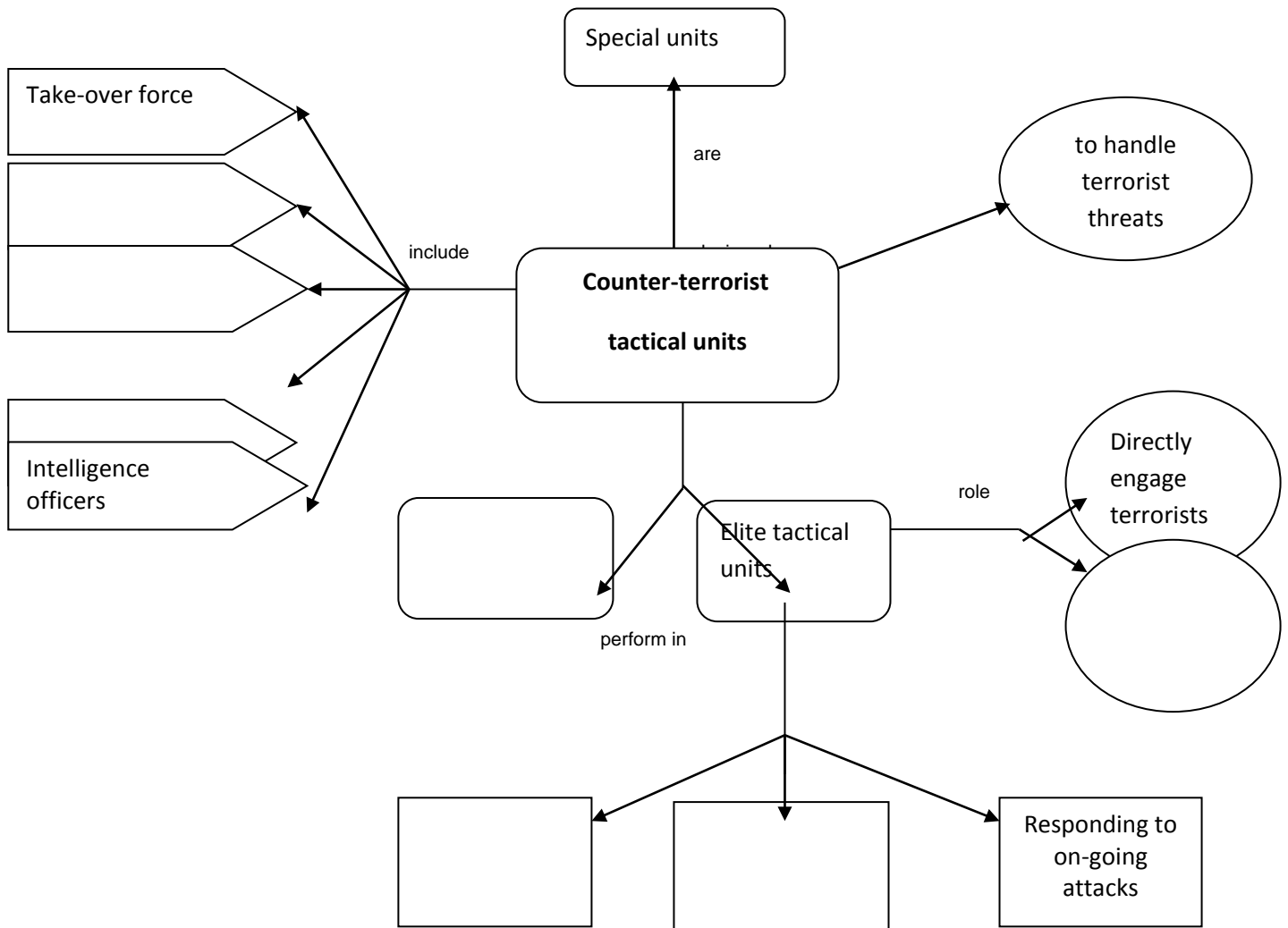
Go to the following web page: en.wikipedia.org/wiki/Counter-terrorism. Read the article.

Post-Reading Activities

1. Answer the following comprehension questions. Fill in the boxes with T if the sentence is true, and F if the sentence is not true.

1.	Counter-terrorism refers to the practices, tactics, and strategies that only governments adopt in order to fight terrorism.	
2.	Counter-terrorism involves entities from all levels of society.	
3.	In order to develop counter-terrorism strategies, government organizations need to understand the source, motivation, methods of preparation, and tactics of terrorist groups.	
4.	Interception of communications, and tracing of persons are the only counter-terrorism strategies.	
5.	Tactics, techniques and procedures for terrorist identification and capturing are under continual improvement.	
6.	Man hunting is the deliberate identification, capturing, or killing of important enemy combatants, usually by special operations forces and intelligence organizations.	
7.	Counter-terrorism deals with the detection of potential terrorist acts but lets the response to anti-terrorism units.	
8.	Armies use their special forces in combat operations against terrorists.	

2. Fill in with the missing information:



3. Write your opinion about human rights of the terrorists. Could human rights be taken into consideration when referring to counterterrorism?

REMEMBER

When expressing a personal opinion, you could use the following

- ❖ *In my opinion...*
- ❖ *In my view...*
- ❖ *It seems to me that...*
- ❖ *Personally I believe that...*
- ❖ *As far as I am concerned...*
- ❖ *If you ask me...*

CONCLUSION

Teaching English for Special Purposes using internet sources and materials gives the student the impression that he uses a familiar instrument in a new way and pushes the teacher to search for materials that have not been used before and create teaching materials that are the specific answer for goals to be achieved in different teaching sessions.

REFERENCES:

1. <http://en.wikipedia.org/wiki/Counter-terrorism>
2. <http://www.csupomona.edu/~uwc/student/Journey5cp.shtml>
3. http://en.wikipedia.org/wiki/Wikipedia:Neutral_point_of_view
4. http://en.wikipedia.org/wiki/Wikipedia:Avoid_weasel_words#Unsupported_attributions
5. http://en.wikipedia.org/wiki/Wikipedia:Avoid_peacock_terms#Puffery