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EXTENSIVE READING IN TEACHING MARITIME ENGLISH
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Communicative competence in Maritime English is an issue of numerous methodological and scientific articles. STCW Code specifies it as "use the Standard

Marine Navigational Vocabulary as replaced by the IMO SMCP and use English in written and oral form‖. [4, p. 142] Among the basic skills for developing communicative competence of Maritime English students is reading. Alongside with intensively developing informational technologies, the importance of acquiring and improving English reading skills by maritime students is growing simultaneously as a considerable part of professional communication, information, documentation, and reporting is presented through texts.

With slight differences and deviations, most researchers, educators, and instructors share similar views on the types of reading the students need to be exposed to, those being scanning, skimming, intensive reading, and extensive reading. As one of them puts it, technical, scientific, and professional reading ―can, under certain special circumstances, be extensive when one is simply striving for global or general meaning‖. [1, p. 313]

IMO Model Course points out that ―students should practice the various sub-skills of reading for comprehension: skim-reading to get the general idea (similar to listening for gist); skim-reading to look for a specific aspect within the text; intensive reading for detailed understanding; extensive reading to practise dealing with longer texts‖ [3, p. 276]

The analysis of the tasks concerning reading in course books of Maritime English – be they designed in English-speaking countries [2] or in Ukraine [5] – as well as the analysis of Maritime English lessons observed bring us to the conclusion that the course books do not provide all of the necessary types of tasks for developing all the reading sub-skills; the teachers prefer using the same approach to working with the available texts and, accordingly, do not work much on shrinking their students' reading skills gap.

Extensive reading is among neglected aspects in teaching maritime students. As our survey of sixty Maritime English teachers reveals, the causes for this are:

Lack of time to find and teach	34%
Lack of teaching skills	21%
Vague perception of its role	27%
Not interested	14%
Other	4%

The following inputs should be considered for efficient use of extensive reading: developing tailor-made course books with the texts for extensive reading chosen for their value in relation to the syllabus content; designing supplementary tasks to the texts; designing a model lesson for extensive reading; conducting demonstration lessons based on the model; organizing lesson attendance for teachers

to share their practical implementation of different techniques for developing skills in extensive reading.

At our training institution, working groups of teachers have developed course books for each training semester. Within the clear-cut structure of the course books and their modules, short cases for illustrating what should be done for safe working practice are a must as is a sea story for junior cadets and a maritime accident report for senior cadets after each module. The stories and reports have a logical system of pre-, while- and post-reading tasks: for sea stories – discussion, gist task, comprehension check, what do you think, and extension task; for accident reports – discussion, gist task, gaining familiarity, recognizing symptoms, identifying goals, conducting analysis, making diagnosis, analyzing case data, generating alternatives, and developing an action plan.

The texts for extensive reading are supplied with notes to proper names, deciphered abbreviations, and a short word list to help students focus on the content and enjoy reading instead of interrupting it frequently.

Besides linking their content to the module learnt, developing critical thinking and problem solving skills, those tasks contribute to enriching cadets' knowledge of maritime issues and, most expected, to improving their communicative competence as they are involved in the examination, deconstruction, and interpretation of the situation or a flow of events in free speaking.

As opposed to and in addition to limitations of descriptive technical texts prevailing in Maritime English course books, stories and accident reports have a plot, contain useful language elements like adjectives, idioms, colloquial phrases, direct and indirect speech, verbs in different tenses, some understatements and even more. All these elements can help with understanding the organization of information within the text; with reading and understanding newspaper articles, maritime business correspondence, and other maritime accident reports; with writing reports about accidents as participants or witnesses.

Due to the length of sea stories and maritime accident reports, extensive reading is preferably an out-of-classroom activity that can work well within such deeper learning strategies as blended learning, inquiry-based learning, personalized learning, flipped class and more. Thus, teachers practicing extensive reading with their students should equip them with some guidelines on reading strategies depending on the students' reading skills. An exceptional tool to be used by students to understand relationships in the text, sequence of events and the basic content in general is semantic mapping. To that, while working at home students can proceed at their own pace, use any additional materials as monolingual dictionaries, English grammar books or Internet resources.

The availability of texts for extensive reading, a set of tasks to them as well as a recommended lesson model can profoundly support those teachers who decide to implement extensive reading into the teaching and learning process. The same text for group discussion and analysis provides possibilities of having several alternatives to choose from for arriving at the consensus over an alternative action plan, thus creating multiple opportunities for discussing, agreeing / disagreeing, opposing , comparing, i.e. for developing communicative skills due to active involvement.

Having different texts of students' choice on the same topic presents some challenges, with just a few to list: finding maritime accident reports on the same topic, levels of proficiency for perception and response to the variety of events and ways of solving emergency situations as well as the teacher's capability to moderate the learning process.

To conclude, Maritime English students are plunged into extensive reading of professionally justified authentic texts by those teachers only who value this type of learning activity for its multifaceted impact on students' communicative skills and attitudes. Those enthusiasts can be of great support for colleagues by sharing their experience and materials providing the syllabus developers realize the importance of introducing extensive reading lessons.

The possibility for including extensive reading into the syllabus depends much on whether the purpose of the Maritime English course at a training institution is considered as acquiring skills for the support level where standard marine communication phrases are the major focus or as a comprehensive discipline in the curriculum aimed at developing students' high level communicative proficiency in Maritime English.

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