

KULIKOVA Iryna – Candidate of Pedagogical Sciences, Senior Lecturer at the English Language Department for Deck Officers, Kherson State Maritime Academy, 142, Admiral Seniavin ave., Kherson, 73009, Ukraine

ORCID: <https://orcid.org/0000-0002-3495-764X>

ResearcherID: G-4823-2019

DOI: <https://doi.org/10.24919/2413-2039.12/44.19>

To cite this article: Alienko, O., Doma, S. (2021) Osoblyvosti vykladannia shyrokooho chytannia na urotsi anhliiskoi movy dlia moriakiv [Peculiarities of the teaching extensive reading at the English lesson for mariners]. *Human Studies. Series of Pedagogy*, 12 (44), 125–129, doi: <https://doi.org/10.24919/2413-2039.12/44.19>

PECULIARITIES OF THE TEACHING EXTENSIVE READING AT THE ENGLISH LESSON FOR MARINERS

Summary. *The article based on the basic and actual peculiarities of the teaching extensive reading at the English lesson for mariners. Listed the essential specific tasks while learning Maritime English: methodical; cognitive; practical. Defined the principles of learning reading from Model Course 3.17 “Maritime English”: motivation, variety of genres to read; satisfying the students’ interests and values; taking into account the students’ language level to do reading tasks. Studied the purpose of the extensive reading at the Maritime English as to encourage students’ outlook, instil the desire for the big, authentic texts incorporating four language skills: reading, writing, listening, speaking. The purposeful work on certain linguistic phenomena should not be carried out, because the main aim of extensive reading is to encourage the process of reading longer texts with a meaningful plot, reproducing certain realities related to the sea and work at sea, as well as the development of interest in reading non-technical texts on maritime topics. Mentioned the essential benefits of the extensive reading: providing massive input of information”; increasing the general language competence of students; consolidation of previously studied lexical units; improvement of written language: students’ motivation to read; sustaining of previously studied language concepts, skills and abilities; increasing confidence when reading large volumes of text; development of skills to anticipate events. Suggested the tasks for understanding the texts and their analysis: Discussion, Comprehension Check, Discussion – What do you think?, Alternative actions/plan. Named the basic requirements for assessing the students during the extensive reading lesson: appropriateness, literacy, accuracy, fluency.*

Key words: *extensive reading, English, maritime, teaching process, authentic text.*

КУЛИКОВА Ірина – кандидат педагогічних наук, старший викладач кафедри англійської мови в судноводінні, Херсонська державна морська академія, пр. Адмірала Сенявіна, 142, м. Херсон, 73009, Україна

ORCID: <https://orcid.org/0000-0002-3495-764X>

ResearcherID: G-4823-2019

DOI: <https://doi.org/10.24919/2413-2039.12/44.19>

Бібліографічний опис статті: Кулікова, І. (2021) Особливості викладання широкого читання на уроці англійської мови для моряків. *Людинознавчі студії. Серія «Педагогіка»*, 12 (44), 125–129, doi: <https://doi.org/10.24919/2413-2039.12/44.19>

ОСОБЛИВОСТІ ВИКЛАДАННЯ ШИРОКОГО ЧИТАННЯ НА УРОЦІ АНГЛІЙСЬКОЇ МОВИ ДЛЯ МОРЯКІВ

Анотація. *У статті розглядаються основні та актуальні особливості викладання екстенсивного читання на занятті англійської мови для моряків. Перераховано основні специфічні завдання під час вивчення морської англійської мови: методичні; пізнавальні; практичні. Визначено принципи навчання читання з Модельного курсу 3.17 «Морська англійська мова»,*

а саме: мотивація, різноманітність жанрів для читання; задоволення інтересів та цінностей студентів морської галузі; врахування рівня мови студентів для виконання завдань з екстенсивного читання. Визначено мету екстенсивного читання «Морської англійської мови» – заохотити інтерес студентів, прищепити бажання до читання великих, автентичних текстів, що включають чотири мовні навички: читання, письмо, аудіювання, говоріння. Цілеспрямована робота над певними мовними явищами не має проводитися, оскільки основною метою екстенсивного читання є заохочення процесу читання довших текстів із певним сюжетом, відтворення певних реалій, пов'язаних із морем та роботою на морі, а також розвиток інтересу до читання нетехнічних текстів на морські теми. Згадано основні переваги екстенсивного читання: використання на занятті «великого обсягу інформації»; підвищення загальної мовної компетентності студентів; закріплення раніше вивчених лексичних одиниць; вдосконалення письмової мови: мотивація студентів морської сфери до читання; закріплення раніше вивчених мовних понять, умінь та навичок; підвищення впевненості при читанні великих обсягів тексту; розвиток навичок передбачення подій. Запропоновано завдання для розуміння текстів та їх аналізу: Обговорення, Перевірка розуміння, Обговорення – Що ви думаєте?, Альтернативні дії / план. Перелічено основні вимоги до оцінювання студентів під час заняття екстенсивного читання англійських текстів морської тематики: доречність, грамотність, точність, вільність.

***Ключові слова:** екстенсивне читання, англійська мова, морський, навчальний процес, автентичні тексти.*

Introduction. The discipline “Maritime English” is a necessary part of the training of future marine professionals. The study of the discipline is based on the conceptual provisions of the communicative-competence approach, the principles of interconnected types of language activities, the theory of step-by-step contextual learning. The program of the discipline provides training in appropriate algorithms of communicative actions in professional situations, depending on the level of functioning defined in the STCW.

The purpose of learning “Maritime English” (IMO, 2015) is to master the English language of special use as a means of communication and implementation in this process of education, training and personal development of the applicant, including the formation of his communicative competence as a means of design or understanding of statements in professional communication.

This goal involves solving specific problems, namely:

- methodical tasks: to develop creative thinking when performing practical tasks in special educational situations that require professional competence of specialists of the merchant navy;
- cognitive tasks: to form in applicants the initial theoretical basis, a general idea of the specifics of communication on board and in the marine environment, which will provide the necessary communication skills in the areas of situational and professional communication in oral and written forms;
- practical tasks: to form the basics of communication skills in social and professional-oriented situations, to develop the ability to hear audio recordings and respond accordingly, to form skills of reading instructions and texts of professional orientation, to develop skills of using original technical literature, to develop personal and personal skills. business letters, apply the acquired knowledge during the interview in crewing companies and when taking computer tests.

Reading is one of the key skills in the formation of speech competence of future marine professionals in the study of the discipline “Marine English”. Reading and extensive one itself is responsible for most of the competencies that are manifested in reading comprehension, writing style, vocabulary, spelling and grammar skills.

Analysis of recent publications. The problem of reading in high school was researched and studied by different scholars: T. Bell, Ya. Bondaruk, S. Kreuzova, K. Musakulovna, M. Yuldashev (Bondaruk, 2017) (Bell, 1998), (Kumbarova, 2021), (Yudashev, 2020). It proves the greatest scientific interest of researchers in different periods. Nuttall (2005) said: “The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”. In particular, the research of D. Kumbarova (2021) is devoted to the teaching reading strategies and some interactive methods of modern teaching. They are activating prior knowledge, constructing mental images, making associations, rereading, selectively reading etc. As for teaching the extensive

reading the researcher mentioned the skills which are divided into four categories, namely, word – attack skills, comprehension skills, fluency skills and critical reading skills (Kumbarova, 2021).

But it's worth to mention it hasn't studied the problem of the teaching extensive reading at the English lesson for mariners yet.

The purposes of this article are to establish the key peculiarities of the teaching extensive reading at the English lesson for mariners; to analyze the benefits of learning the extensive reading at the English lesson for mariners especially; to suggest the criteria for assessing the students-mariners at the English lesson.

Presentation of the main material. As noted in Model Course 3.17 “Marine English” (IMO, 2015), the basic principles of the reading are:

- applicants need a reason to read, which should reflect the type and purpose of the text;
- at different stages of reading should be used different types of tasks;
- applicants must practice various components of reading skills to understand, namely: review reading to gain an understanding of the main idea of the text; introductory reading to find a specific aspect in the text; intensive reading for detailed understanding; extensive reading for the practice of working with long texts;
- reading tasks should also focus on the organization of information in the text to help applicants understand it;
- reading texts should interest applicants and encourage them to read;
- applicants should be familiar with a variety of texts to read, some of which should be examples of genuine maritime communication (eg telexes, notes, letters, reports, newspaper articles, standing fleet instructions, manuals, checklists, maritime business correspondence, charts, plans, magazines, etc.)
- where authentic texts are used, tasks should be assessed according to the level of students.

With extensive reading, applicants independently overcome large amounts of information in a foreign language. Their goal is to get information, and last but not least, the pleasure of reading, which is a significant motivating factor. By reading extensively, students not only improve their reading skills, but also expand their vocabulary, consolidate knowledge of already known lexical items, which they repeatedly encounter in a new context. In addition, extensive reading helps to improve writing and speaking skills. The result achieved by extensive reading cannot be achieved by any other type of reading. At the same time, a huge stream of lexical units, idiomatic expressions, phrases and just sound complexes passes through the mind of the reader who reads. With systematic reading, even the most complex syntactic structures will seem less complex. A person has a sense of language. In a sense, reading replaces the diverse speech experience that gradually emerges in a person learning a foreign language.

This type of reading opens up new opportunities for repetition and consolidation in the minds of the peculiarities of a foreign language. It frees from the need to constantly refer to the dictionary, teaches to understand the meaning of new words from the context, and therefore they can be learned more easily and more naturally than traditional methods.

Therefore, based on the above, we can identify the main advantages of extensive reading:

- providing massive “input of information”;
- increasing the general language competence of students;
- consolidation of previously studied lexical units;
- improvement of written language;
- motivation of applicants to read;
- consolidation of previously studied language concepts, skills and abilities;
- increase confidence when reading large volumes of text;
- development of skills to anticipate events.

Extensive reading classes are held at the end of each learning module before the test or oral competence. Thus, there are five extensive reading modules each semester. In the first and second years, extensive reading is based on sea stories of about 1,000 words, in the third and fourth years – on maritime accident reports of about 1,300 words.

In the coursebook “While Ashore” there are presented 5 learning modules and sea stories correspondingly: 1 Maritime Education – *A Life Less Ordinary: My First Year As a Merchant Navy Cadet*; 2 Career Awareness – *Seafarer Satisfied with Career Despite Challenges*; 3 Ship Arrangement – *I Didn't Want to Fly – So I Took a Cargo Ship from Germany to Canada*; 4 Bulk

Cargo carriers – *Why is There a Ship in the End of the Pier?*; 5 Unitized Cargo Carriers – *How a Box Changed History* (Bondarenko, 2019). The coursebook “Welcome Aboard” contains such sea stories: 1 Crew and Their tasks – *Two Star Pupils*; 2 Personal Safety Aboard – *Three and the bird*; 3 First Aid on Board – *Change of Treatment*; 4 Emergencies at Sea – *Man Overboard – a True Story*; 5 Life-saving Appliances – *Drama in Real Life* (Kudriavtceva, 2019). The coursebook “Lucky Voyage”: 1 Bridge Procedures – *The Grounding of m/v MAERSK KENDAL on Monggok Sebarok Reef in the Singapore Strait*; 2 Underway – *Allision of Bahamas-Registered Tankship m/t AXEL SPIRIT with AMBROSE LIGHT*; 3 Communication at Sea – *ROYAL VANCOUVER*; 4 Anchoring – *PASHA BULKER – Master Didn't Understand Anchoring*; 5 Mooring – *Fatality – DEVPRAYAG* (Malakhivska, 2019).

Sea stories / accident reports are a good opportunity to use flipped classroom technology, where students have a specific task to prepare for, in this case, extensive reading.

The structure of these classes can be based on the PPP format for 1–2 courses or EASA for 3–4 courses, but the teacher has the opportunity to develop their own structure of extensive / home reading classes, based on existing tasks to the texts of sea stories / accident reports.

For convenience of joint work paragraphs in the texts are numbered: teachers and applicants can easily find certain sentences or phrases, knowing their placement.

Despite a certain system of sequential assignments to the texts, the teacher can slightly or completely change it in preparation for class and work with the text during class.

The first task “Discussion” performs the function of the “Starter” for 1-2 courses or “Engage” for 3–4 courses. Since the topic of discussion is not directly related to the content of the text, but only aims to further its processing, new lexical and grammatical phenomena will not affect the quality of such discussion, because applicants express their own opinions regardless of the text. For example, *Have you ever been in a disastrous / emergency situation? / Have you ever been in a catastrophic / unpredictable situation?* (Marine History *Man Overboard – a True Story*) (Bobrysheva, 2019).

Discussion of the general content and issues of the text (task Reading for gist / Reading for general understanding) is carried out without going into the details of the story. Such a summary is made in a short or the teacher provides several sentences, and applicants choose the best option.

In order to work effectively with the text for extensive reading, it is possible to process individual phrases and sentences that may be idiomatic, incomprehensible due to cultural differences or difficult in structure. The teacher needs to review carefully the text in preparation for the lesson and mark the following places. In class, the teacher draws the attention of applicants, who, in turn, mark them with highlighters or emphasize and discuss their importance; or paraphrase sentences, phrases.

Another possibility is that students, in preparation for an extensive reading lesson, independently select phrases or sentences that they do not fully understand, and during the lesson, applicants together determine their meaning. Focused work on certain lexical and grammatical difficulties will contribute to the realization of incomprehensible and, consequently, more successful work on extensive reading.

However, in groups with developed maritime English communication skills, purposeful work on certain linguistic phenomena should not be carried out, because the main purpose of extensive reading is to encourage the process of reading longer texts with a certain plot, reproducing certain realities related to the sea and work at sea, as well as the development of interest in reading non-technical texts on maritime topics.

The next task to complete is “Comprehension Check” for 1–2 courses and “Gaining familiarity” – knowing what happened for 3–4 courses, as these are questions with controlled answers, mostly special type questions, the answers to which require quoting certain parts of the text, and therefore re-reading text again (Kudriavtceva, 2019).

After checking the comprehension of the text, it is time to start the next discussion – discussion of questions from the task “What do you think / In your opinion”, aimed at developing analytical skills, critical thinking, to express their own opinions (Kudriavtceva, 2019).

Forms of cadets' interaction during work on extensive reading are various and depend on a choice of the teacher – individual, pair, group; methods and techniques of work are also in a wide range – from the usual correct / incorrect statements to debates, role-playing games, projects, etc. It is better to abandon controlled exercises altogether for their inexpediency.

The maximum number of points for work on a practical lesson on the study of sea story / accident report is 5 points. Applicants study five thematic modules in each semester. Thus, in each semester for such work the applicant can receive 25 points, which is a quarter of the total of 100 points.

Communicative skills in extensive reading classes are assessed according to the same criteria as oral communication competencies: appropriateness, accuracy, fluency. These terms mean:

- appropriateness – formulation of answers, comments, statements in accordance with the content of the question, discussion;
- accuracy – formulation of answers, comments, statements according to grammatical, lexical, phonetic norms of the English language;
- fluency – the ability to speak or write English easily, well and quickly.

We recommend assessing the cadets' responses according to the above criteria as follows: accuracy – 2, fluency – 1, appropriateness – 2 points.

Conclusions. The conducted research suggests that the role of extensive reading at the English lesson for mariners is rather complicated and multifaceted at the same time as for a teacher who shall organize and consider each detail to engage students in reading big authentic texts analyzing them and making alternatives; as a student-mariner who may carry these skills during the authenticity's reading on a great scale. But all of this is fine to prove the fact that the proper organization beforehand and conducting the extensive reading lesson for mariners using the recommended teaching advice including all language skills may lead to the high positive results and reading satisfaction.

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