

Extensive Reading



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The principles of Extensive Reading

-  Reading materials are easy: Extensive reading should not be difficult; rather, texts should be at or almost under the learners' level so that they find it enjoyable and can understand the text.
-  Variety of materials and topics is important: Learners need to be given the choice of what to read, including types of reading materials (e.g. books, magazines, etc.). It is very important that these are interesting to the learners.

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-  Learners choose what they want to read: Learners are more likely to want to read if they invest in the decision of what to read.
-  Learners read as much as possible: For extensive reading to be effective, learners need to read as much as possible, anything from 10 - 15 minutes a day. This may not be possible, however, and so they should be encouraged to read as much as they can when they do have time.

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-  The purpose of extensive reading is related to pleasure and general understanding: It is important to remember that extensive reading should not be tested! Learners read for enjoyment and then share their experiences. This is another reason why the level of the text is important.
-  Reading is its own reward: This extends the previous point, but it is important to realise here that nothing 'needs' to be done with the text from a purely pedagogical perspective (e.g. assessment).

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-  **Reading speed is usually faster than slower:** When texts are at the right level, learners are able to read faster, which is more motivating. It also enables them to read more words quicker, thus increasing their chances of strengthening word knowledge and automatising word processing.
-  **Reading is individual and silent:** This is not to say that texts cannot be read aloud; however, the majority of reading that is conducted is done by the learner in their head



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-  Teachers orient and guide their learners: In essence, we need to ensure that they understand the benefits as well as that they are motivated to learn, i.e. we listen to their needs and wants and help guide them through the process, especially when they have difficulties.
-  The Teacher is a role model of a reader: Pretty self-explanatory here. We need to talk the walk, practice what we preach, and go through the process with the learners.



Task-based activities for extensive reading

Here are a few ideas of how to bring extensive reading to life with tasks

- Design a new cover for the book
- Choose the best cover based on opinions
- Write a summary of a chapter
- Ask learners to come up with their own ideas of how to report on the book
- Ask learners how they would like to summarise the book (they can be creative!)
- Write a diary entry for one of the characters
- Illustrate part of the book

