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**Institut Pendidikan Guru
Kampus Dato' Razali Ismail**

Resourcing Extensive Reading

by Peter Wickham

Contents

Author

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Introduction to the Theory of Extensive Reading

Defining Extensive Reading

Slide 1

What springs to mind when you see this word READING?
Discuss in your group what reading means in the context of your classroom.
List the different types of reading.

Write your notes here.

Categories of Reading

Slide 2

Make a list of all of the different types of reading that you can think of.
Think "large picture" categories.

Write your notes here.

Slide 3

READING

1. Reading for information
2. Reading for pleasure
3. Oral reading
4. Reading to learn to read

Reading can be divided into 4 broad categories:

- Reading for Information. This is the type of reading favoured by most teachers because it is easily assessed. Information in the text is "hidden" until students "discover" it. Educators can show students how to find information, and success is determined by whether the student finds this information.

   Reading For Information is useful in daily life when we read bus timetables, news, internet searches, name tags, and even video games. It is how students in Higher Education read almost exclusively.

- Reading for Pleasure. This is what many readers do because they enjoy it. It is not generally assessed because it is (erroneously) not generally seen as a learning activity. The 'pleasure' part of Reading For Pleasure is somewhat spoiled when texts that are written to be read for pleasure are used by educators to teach reading skills, ethics, or any other information- based endeavour.

   These first two forms of reading – Reading for Information and Reading for Pleasure – represent the vast majority of societally useful reading activities.

3. Oral Reading is the least useful form of reading as a societal activity. It required an oral reader and a listener to interact unless the reader is verbalizing to benefit themselves. An predominantly aural learner may find this useful. It is often favoured by educators because it is easily observed and assessed. Shared Reading activities involve Oral Reading. Oral Reading by one person (usually the teacher) while students follow in their copy of the text is pragmatically useful in the classroom because many students are involved silently.

Many reading proficiency tests require oral reading; it is questionable whether this tests reading or pronunciation.

4. "Reading to learn to read" is an activity often found in the classroom. Texts are deliberately engineered to include sets of homographs, homonyms, rhyming words and alliteration. It is usually a form of Oral Reading in the junior primary classes, with the teacher reading along with students as a guide.

Other Forms of Reading Strategy

INSERT

Slide 4

The INSERT reading system is designed for Reading For Information.

It is meant to remind the reader of their initial thoughts as they read, dividing them into categories of impact on the reader.

This works especially well for advanced readers as they read longer texts.

This is not very useful for Extensive reading.

SQ3R

Slide 5

SQ3R (Survey Question Read Recite Review) works well for most readers, encouraging them through the thought processes that should accompany effective reading for information.

This is of limited use in Extensive Reading

Think-Tank: What is Extensive Reading?

Slide 6

**Extensive Reading:
What is it?
Spend 10 minutes with
your group discussing
and defining .**

In a group of 3-5 make a list of features that you consider describe "Extensive Reading",
otherwise known as "The Reading Habit".

Be prepared to share your list with the whole workshop. (5-10 minutes)

Compose a list of features for the whole workshop on the whiteboard. Discuss. (5-10 minutes)

Write your notes here.

Literature Review

Slide 7

Susser, B., & Robb, T. (1990). EFL Extensive Reading Instruction: Research and Procedure. *JALT Journal*, Vol. 12, No. 2 (November 1990).

Because our time is rather short here today, I want to only direct your attention to research by Susser and Robb 1990 on the subject of Extensive Reading. Extensive Reading is an area of language learning that has at the same time received a lot of attention in recent years by researchers, a lot of attention in Western countries, and yet little attention in Malaysia. For reasons that we will look at very briefly in a moment, Malaysian curricula, schools and teachers put little effort or time into encouraging this most important area of Extensive Reading.

Slide 8

> Our working definition of **"extensive reading"** as a language teaching/learning procedure is that it is reading
>
> (a) of large quantities of material or long texts;
>
> (b) **for global or general understanding;**
>
> (c) *with the intention of obtaining pleasure from the text…*
>
> (d) *reading is individualized, with students choosing the books they want to read,*
>
> (e) **the books are not discussed in class.**

In the course of their studies Susser & Robb developed five main descriptors of Extensive Reading:

 longer texts

 general reading rather than specific topics

 pleasurable reading

 students choosing their own texts

 not material that is dealt with in class

This stands in stark contrast with the kind of reading lesson that I have observed in Malaysian classes, where Reading Comprehension from specific texts is the norm, along with Reading Aloud , and grammar lessons.

In short, Extensive Reading is the opposite of what passes for reading lessons in most of our classrooms, where a specific piece of literature is chosen by the teacher, specific questions are devised by the teacher, and students are taught to search out specific answers to these questions, often with a Reading Aloud session.

Benefits of Extensive Reading

Slide 9

In the same group of 3-5, list what you consider are the benefits of Extensive Reading. (5-10 minutes).

Write your notes here and on the next page.

Notes:

Compose a whole workshop list on the whiteboard and discuss. (5-10 minutes)

Slide 10

Extensive Reading - Timothy Bell

1. can provide 'comprehensible input'
2. can enhance learners' general language competence
3. increases the students' exposure to the language
4. can increase knowledge of vocabulary
5. can lead to improvement in writing
6. can motivate learners to read
7. can consolidate previously learned language
8. helps to build confidence with extended texts
9. encourages the exploitation of textual redundancy
10. facilitates the development of prediction skills

Let me encourage you to read Bell's treatment of this subject of Extensive Reading. The full citation is:

Bell, T. (1998, December). *Extensive Reading: Why? and How?* Retrieved from The Internet TESL Journal: http://iteslj.org/

These 10 points of educational advantages of Extensive Reading are each worthy of note. Two in particular draw our attention:

Separate research points out that number 5 on this list, Improvement in Writing, tends to happen automatically when students read extensively as defined earlier. The area of Writing is central to any general education, and demands a lot of a teacher's time each week. A spin-off of Extensive Reading is an improvement in the student's writing ability.

Another interesting result of Extensive Reading worth a special note is number 9, the Exploitation of Textual Redundancy. This means that the reading of longer texts requires a different skill set than intensive reading of shorter texts, and better approximates normal speech patterns. Reading several different short passages in a row does not equal reading one longer passage.

Logistical Problems with Extensive Reading

Slide 11

Extensive Reading:
Spend 10-15 minutes with
your group listing problems.

Every teaching and learning strategy has to be set up to optimize the chances of success.

This means ensuring that as much as possible all learning resources and systems are in place.

Getting these in place requires thought and planning on the teacher's part. This presents a

series of problems to be solved by the teacher.

List the problems to be solved by the teacher in order to institute a program of Extensive

Reading for their students. (10 minutes)

Another way of looking at this is to ask ourselves, "Why am I not encouraging, facilitating

and assessing Extensive Reading in my classroom? What is stopping me?"

Write your notes on the next page.

My Notes on Problems To Be Solved For Extensive Reading:

Slide 12

One participant to draw up a composite list of things that prevent primary school teachers from engaging their students in Extensive reading. (5-10 minutes)

Slide 13

Extensive Reading Problems:

1. Time
2. Parents
3. Assessment
4. Reading materials
5. Enthusiasm
6. Suitable material
7. How will I know if a student is actually reading?
8. KSSR?
9. What do I do while my students are reading?
10. Reading strategies?

How close is this workshop list to this list? Is there anything here that you consider we should add to the list? Discuss (5 minutes)

- How do I provide the time?

- How do I involve parents?

- How do I assess?

- Where to get reading materials that engage students and are suitable to their age, English/reading proficiency, culture and personal interests?

- How to generate enthusiasm for students to read extensively

- How to ensure that a student's choice of material is suitable.

- How will I know if a student is actually reading?

- Where does it tie in with KSSR?

- What do I do while my students are reading? They are not speaking, responding to questions or sharing with anyone. What is my role as a teacher?

- Do I stop teaching reading strategies? Is it good enough to just push Extensive Reading as my only form of teaching Reading?

- Cost: who pays for all of these books?

Problem 1: Time

Slide 14

Discuss in groups of 3-5.

Make your notes here.

USSR & DEAR

Slide 15

Extensive Reading:
Time

U S S R

D E A R

Uninterrupted Sustained Silent Reading

Drop Everything And Read

These acrostics USSR and DEAR mean exactly the same thing: that students read to themselves in a quiet, uninterrupted environment for a significant period of time (usually at least 20 minutes) without the accompaniment of any other activity such as answering questions or reading aloud.
In Western education, many teachers and even whole primary schools incorporate this into the timetable. Immediately after the lunch break is a favourite time to allow students time to "wind down" after physical activity and excitement.

Many teachers arrange with parents to also enforce USSR/DEAR time at home to allow sufficient time for the student to complete reading a unit (eg one book) in an agreed timeframe (eg two weeks). Students who acquire the 'Reading Habit' will independently read extensively at home and during school break times. Many students continue this practice long after leaving school.

Problem 2: Assessment

Slide 16

Since students have no communication with anyone during Extensive Reading, there is no way that a teacher can determine whether the student is actually reading or just pretending. Make a list of possible methods of assessing a student's progress in Extensive Reading. Also flag any problems that you can foresee in using these methods.

Write your notes here and on the next page.

My Notes:

Book Reports

Slide 17

Here is an Extensive Reading tool which is used extensively in Western schools that encourage Extensive Reading.

This Book Report form is aimed at primary school students in years 3-7 (Australia). There are many such Book Report forms available in Black Line Master books and on the Net. They are not difficult to construct in Word.

Students can be encouraged to colour the borders and add other decorations to make them more personal.

BOOK REPORT

Name_____   Date_____

Title of Book _____

Author _____

Setting:

_____
_____
_____
_____

Main Characters

1. _____   5. _____
2. _____   6. _____
3. _____   7. _____
4. _____   8. _____

Problem_____
_____
_____
_____
_____

Solution_____
_____
_____

Result_____
_____
_____
_____

Would you recommend this book to a friend? Why or why not?
_____
_____
_____
_____
_____
_____

Slide 18

Name:_____ Date:_____
FAIRY TALE BOOK REPORT
Fairy Tale: _____
Author: _____
Illustrator: _____
Country of Origin: _____

Setting
_____
_____

Main Characters
_____
_____

What was the conflict or problem in this fairy tale?
_____
_____

What did the main character have to do in order to overcome the
problem?
_____
_____
_____

Conclusion: How did the fairy tale end?
_____
_____

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Likewise a Book Report sheet can be made specific to a particular genre – poetry, fairy tales, short stories, comics, newspapers, etc. The teacher should construct suitable worksheets to be an exact fit for the class's needs.

Slide 19

When making a Book Report sheet, bear in mind the visual impact of the sheet for the student. It should hold interest for the student and be attractive. It should also allow enough room for answers to easily written in.
If students have ready access to computers, text boxes can be provided for typed answers. The resulting report can be printed and handed in or else submitted digitally via email or USB device.

Which of these two sheets is the more attractive? How? Discuss. (3 minutes)

Students with Low Proficiency

Slide 20

In your group of 3-5 discuss and decide answers to the problem of students with poor handwriting, or poor reading skills, or poor English, or lack of motivation. Report your ideas to the whole workshop. (10-15 minutes)

Write your notes here:

Slide 21

- Conduct an oral Book Report with Q&A. Record the answers the student gives.

- The student gives an oral report to the class. (Encourage questions from the class as part

  of Speaking and Listening.)

- Student draws pictures of favourite scenes, then explains these to the teacher or the

  class.

- Extra motivation: Students keep a Reading Star Chart where they record the titles and

  authors of books they have read after teacher checking and approval.

Problem 3: Encouragement

Slide 22

Discuss in your group of 2-5: How to encourage students to read extensively?
Make a list here.

Slide 23

Extensive Reading: Encouragement

How do I encourage students to read extensively?
Possible solutions:

1. Home reading with parental help.
2. Provide engaging reading material.
3. Provide suitable reading material.
4. Rewards / competition / display of achievement

- Home reading

- Engaging material (themes, culture which the reader can relate to)

- Suitable material (themes, gender and age of characters, material corresponds with prior knowledge, familiar names, places and terms)

- Rewards for achievement / competitions / display of achievement in classroom

- Register your school for Book Club attention eg Scholastic

Parent Contact

Slide 24

A teacher can enlist the aid of parents to determine a student's reading habits and strategies by sending home a questionnaire. These questions can be posed by the teacher to fit the student, the school and the culture to make them relevant and useful.

This can be particularly useful to the new teacher or when a student first enrols at the school.

My Child as a Reader

Please indicate your observations of your child's reading in the following areas.

Reading Behaviours	Comment
_____ enjoys reading at home. _____ borrows books from the local library. _____ likes to read a variety of books. When _____ comes to an unknown word she/he usually: – guesses the word – uses pictures to help – misses out the word – attempts to sound out the word.	

General Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Student   **Reading Log**

Slide 25

My Reading Log: another tool that teachers can use to encourage and monitor students'
Extensive Reading progress.

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first steps **First Steps:** Second Edition

Linking Assessment, Teaching and Learning Book

Name: _____   Date: _____

My Reading Log

Title: _____

Author: _____

I chose this book because…

_____

_____

_____

I thought that…

_____

_____

_____

Next, I want to read…

_____

_____

_____

Student-Teacher Interviews

Slide 26

Student-Teacher Reading Conference Record Sheet, to record interviews between teacher and student with regard to Extensive Reading.

first steps **First Steps:** Second Edition

Linking Assessment, Teaching and Learning Book

Student-Teacher Reading Conference Record Sheet

Name: _____

Conference Date: _____

Identified Focus: _____
_____

Praise Offered: _____
_____
_____

Discussion Questions: _____
_____
_____
_____
_____

Suggestions Made: _____
_____
_____
_____
_____

Insights About Student: _____
_____
_____
_____
_____

Building a Love of Reading

Slide 27

Things a teacher can do to encourage the reading habit in students. (see the full image on the next page)

Assessing Extensive Reading   PWickham   June 2012

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first steps   **First Steps:** Second Edition   *Reading Map of Development*

Transitional Card 8

Building a Love of Reading

There are many ways to encourage your child to be a reader and develop a love of reading. Try any of the following suggestions.

- Buy books and magazine subscriptions as gifts.
- Have a selection of reading materials such as comics, magazines and informational texts available at home and in the car.
- Have a special place for each person in the family to keep their books.
- Encourage your child to set aside a time for reading. Do this yourself so your child can see you as a reader.
- Encourage all family members and visitors to participate in reading or being read to.
- Encourage children to select their own books and magazines.
- Allow your child to have a subscription to a magazine of their choice.
- Exchange books with friends and other family members.
- Talk about books whenever possible.
- Display your own collection of books. Discuss why you liked or disliked any of the books. Encourage your child to do the same.
- Show an interest in what your child is reading. Ask them to recommend books for you to read.
- Visit the library often so your child can check out a variety of texts to sustain their interest.
- Provide access to a computer so your child can make use of the Internet for research purposes. Often local libraries have computers where the Internet is available.
- Join online book clubs. This is one way your child can share their thoughts with others, as well as hear others' opinions. Ensure any web sites your child is visiting are legitimate.
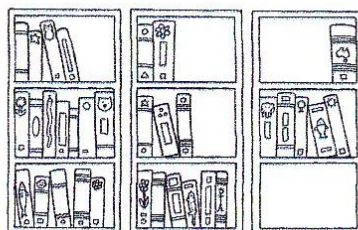
Over To You – Write Your Book Report

Slide 28

Take 15-20 minutes to read your chosen (junior primary) book, and fill in a book report sheet for it AFTER you have read the whole book. Do not write anything until you have finished reading.

Note that the student should only fill in the parts of the sheet that apply to the book being read.

This exercise help participants to appreciate the thought process the student is led through after reading a book. Note that participants should **READ THE WHOLE BOOK** before attempting any questions. **Do not be tempted to answer questions on the way through**.
 Remember, this is an exercise designed for 6-12 year olds. To do this exercise yourself, you would be reading a 3-400 page novel.

Resources: Book Club

Slide 29

An internet search reveals instructions for school librarians to apply for membership of their school to a Book Club.

This may not be the only Book Club for school students in Malaysia, but so far it is the only one that I am aware of. If anyone here today knows of others, I would be very glad to receive the details.

Slide 30

Books suitable for all ages are displayed in a catalogue sent free to each school, one for each student.

Slide 31

Each student, after discussions and negotiation with their parents, brings the order form and money back to school, where the total order is collated into one.

A month later the books with individual students' names attached, are delivered to the school.

Schools and classes are allotted bonus points for free books in future orders.

Not all books will be suitable, or approved by parents. But over time, more English language reading material will be present within the educational community. Books can be passed on to younger siblings, swapped with friends, or donated to the school library. In a school of 400 students for example, if every student bought even one book each on the average, there would be 400 more English language books in circulation for each year. That is more English language fiction books presently in some school libraries!

Because students own the books, the books would be stationed at home and be available for parents and siblings to inspect.

Book prices tend to be around the RM6-10 range.

This by itself would vastly increase the availability of reading material in the educational community quite quickly.

Little Books as a Source of Suitable Reading Material.

Making a Little Book

The little book has front and back cover, and six pages.
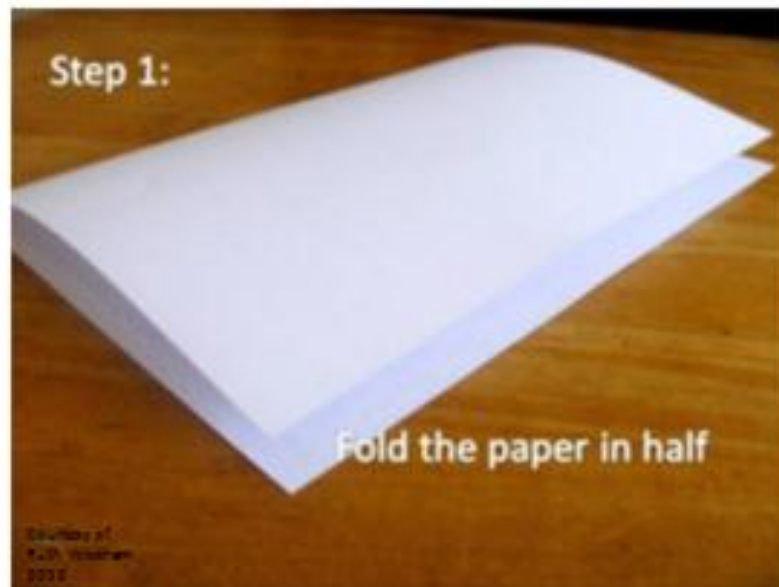It can be made with A3 paper, or A4 paper.

Little Books are fun to make and attractive for students to read. Follow instructions to make a Little Book.
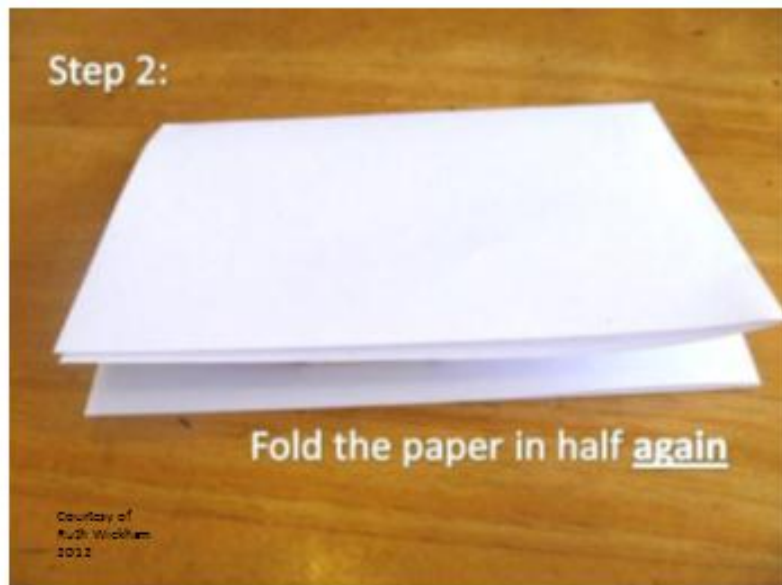
Slide 32

Use a single sheet of A4 paper to make a Little Book according to the instructions on these slides.

Slide 33

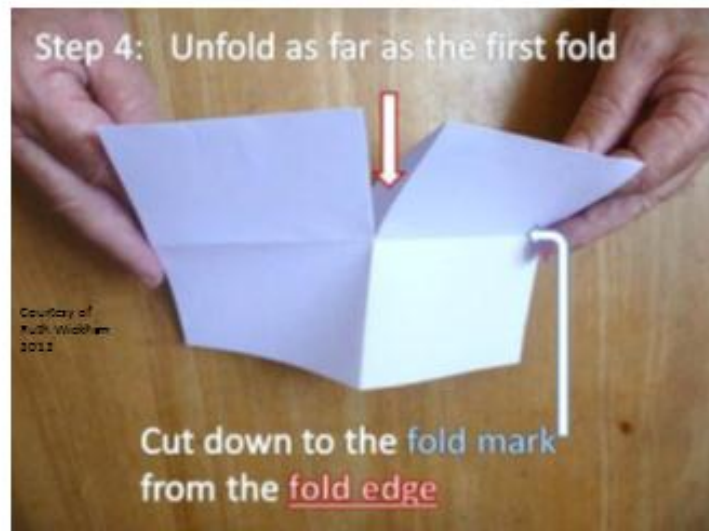Fold the paper in half from end to end.

Slide 34

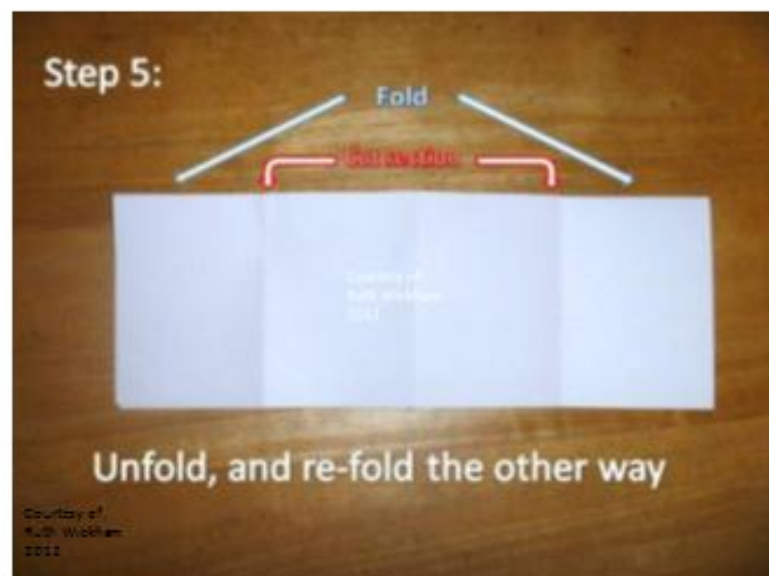
Fold in half the other way.

Slide 35

Fold in half for a third time in the same direction as the first fold.
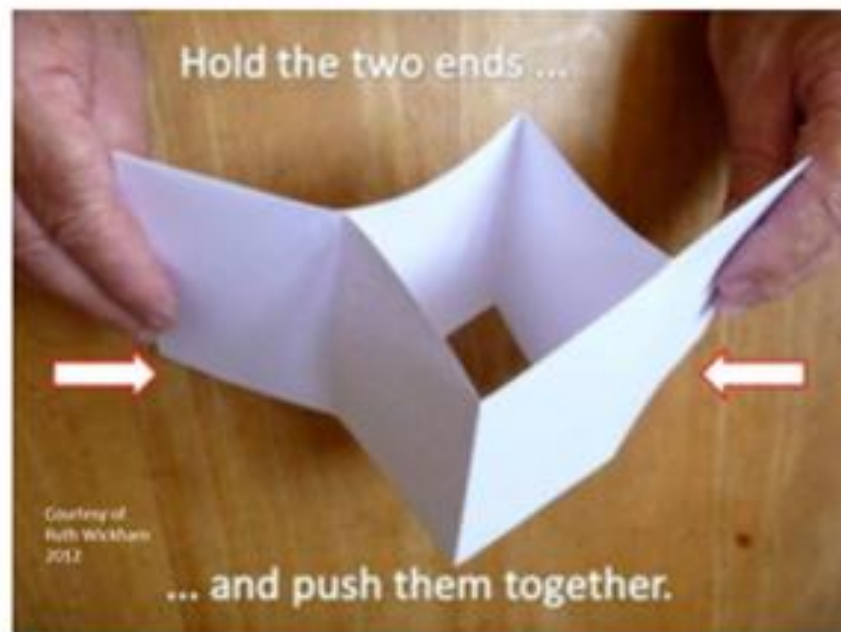
Slide 36

Unfold as far as the first fold, then cut down to the fold mark from the folded (closed) side.

This is the only cut you will make on this Little Book.

Slide 37

Unfold the paper completely, then re-fold it from side to side. There are two directions of fold possible at this point. When folded in the correct direction the result will be an open box-shape. If you fold it the wrong way, re-open it and refold it the correct way.

Slide 38

This is where you if you folded the last fold the correct way. If the ends do not push together smoothly, then you will need to unfold and refold in the other direction.

Slide 39

And there it is!

Courtesy of
Ruth Wickham
2012
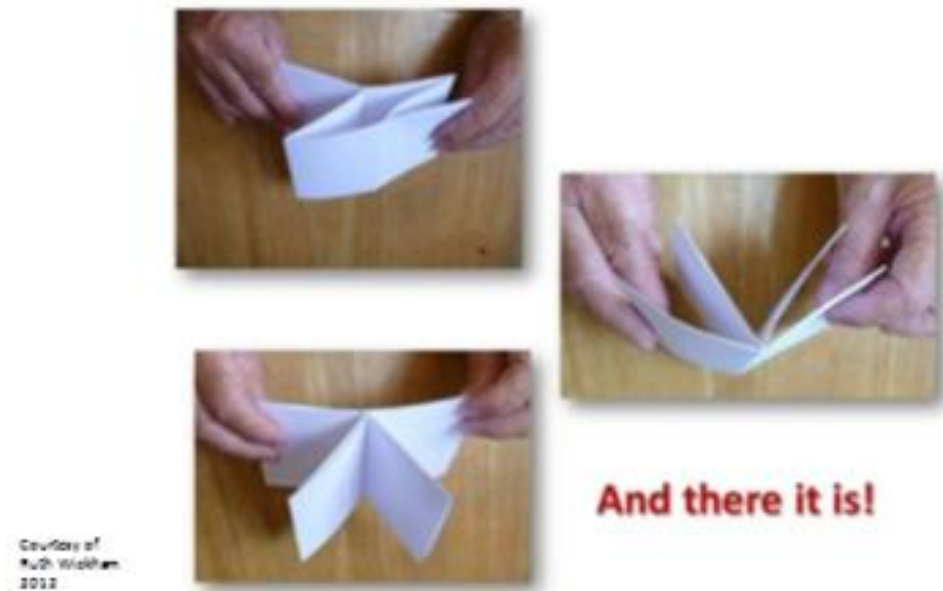
There are now four points to the shape. Bring them together and re-crease each to lie flat
together. Done!

Writing a Story

Slide 40

Now write your story.

Now write a short story with a separate thought or sentence on each page of your Little

Book.

Before you begin, decide on the age group for whom you are writing. Set out your story with

a page for each character

And a page for each new development.

Introduce a character(s).

Set a task or challenge for the character, then a solution to the problem.

Use easy words that would be familiar to a young student of English.

Write the title on the front cover. This leaves you 7 pages for story development.

(20 minutes)

Hand your story in to your Trainer.

This Little Book can be scanned and printed to be used repeatedly by different teachers as

required.

This is now a resource for Extensive Reading for a junior primary student.

My Plans to Use Extensive Reading

Slide 41

A homework assignment for you:

What will YOU do with Extensive Reading?

IPG lecturers: How will you prepare your students to encourage and monitor Extensive

Reading as they begin to teach?

Further Reading

For further reading on Making Little Books, go to:

http://acollectionofteslresources.weebly.com

For Further reading on writing stories, go to:

http://StoriesForMalaysianKids.weebly.com

(Used by permission courtesy of Mrs Ruth Wickham, English Language Training Fellow at IPGKDRI, Kuala Terengganu 2012.)

Download this module at

 http://communicative.weebly.com