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**Topic:**

**Extensive Reading**

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**EXTENSIVE READING**

**“The extensive reading is to help the student become better at the skill of reading rather than reading to studythe language itself.”**

**OR**

**“Extensive reading is sometimes knows as graded reading or sustained silent reading.”**

* **R**ead quickly and

**E**njoyably with

**A**dequate comprehension so they

**D**on’t need a dictionary

**Example of extensive reading:**

Extensive reading helps learners to build to build reading speed and reading fluency ,developing reading speed important because it helps learners to understand language faster and better.

* Reading may be combined with a speaking component. For example they, may interview each other about their reading.
* Reading may be combined with a writing component .For example ,after reading the newspaper ,student may be asked to write a newspaper report.

**Type of extensive reading:**

The following four versions all require the student to READ the material for them to be labeled type of extensive reading. All of which are legitimate forms of extensive reading.

1. **Purist extensive reading:**

The version of ER involves the student only in reading massive amount of self-selected comprehensive input at their own pace with no tests, and little if any follow-up work.

**2.Integrated extensive reading:**

This flavor of ER exist as part of an existing class or curriculum whereby students would probably READ their self-selected materials but may follow this up with discuss, report or do other follow up class work all with the aim of building the four skills.

**3.Class reader extensive reading:**

In this mode, all the students READ the same book and work though its slowly, often over a period of weeks stopping to predict, check comprehension and discuss the story. Often there is some language work developing vocabulary, reading skills and grammar.

**4. Extensive reading as literature:**

Here**,** students READ the same book usually slowly and treat it as a work of literature examining the plot, character and various literary aspect of the book.

Thus,we can see thereis no one type of ER provided that 4 READ conditions are met when they actually are reading ,if we wish to see ER grow, then it’s important to understand that not all curriculums have the same focus, the same amount of time, or the same commitment to ER. And that’s fine. There may be curricula, resource, staffing, or budgetary constrains which only allow for a limited for a limited ER program.

**“Why do extensive reading?” Or “The benefits of extensive reading.”**

Extensive reading:

1. allows students to meet the language in its natural context.

2. builds vocabulary

3. helps students to build reading speed and reading fluency.

4. builds confidence, motivation, enjoyment and a love of reading which makes student more effective language users.

5. allows students to read or listen to a lot of English at or about their own ability level.

6. helps student get a sense of how grammatical patterns work in context.

**Reading at the right level:**

* In order for student to benefit from their extensive reading, they should be reading at an appropriate difficulty level and at a good speed (150-200 words per minute or a little lower for beginning students)with a major aim of practicing the skill of reading itself.
* The reading is at an ‘instructional’ level when the students know between 90% and 98%of the words on a page.
* If the students know 98% or more of the words, then they are in the extensive reading ‘sweet spot’.
* If the students know everything, or almost everything, on the page, they can then read it very quickly and can use it to build reading speed and their natural reading ability.

**Evaluating extensive reading:**

Teacher often feel they should check students understanding of their reading directly through tests and quizzes or even just to assess whether the reading has been done.

**1.Online test of graded readers:**

* On the extensive reading foundation website there is a free online graded reader testing system which can do this.
* The students logs in and selects the book they have been reading, they take the test and are told if they pass or fail.
* The teacher is told how many and which books their students read and whether they passed the test.

**2.Indirect assessment:**

* Book report, summaries, presentations and posters.
* Giving grades.
* Measuring reading speed.
* Informal monitoring.
* Informal oral comprehension checks while, or after, reading a book.

**Extensive listening-using audio and video:**

* Extensive is the sister to extensive reading.
* They need to meet input through extensive listening to build up their automatically in recognizing words aurally and to get a sense of how the language first together.
* Almost all graded readers come with audio recordings.
* Teacher and students should be aware that a student’s fluent reading ability is unlikely to be the same as their fluent listening ability.

END