

# Lesson 8

## Intensive Reading vs. Extensive Reading

Nation (2009) Chapter 3 & 4 p.25-60)

# Discussion Questions

Compare and Contrast intensive and extensive reading:

- Brief definition and features=> strengths vs. weaknesses
- focus and purposes
- practices (activities, instructional methods etc.)
- material examples

# Intensive Reading

- Palmer(1921) “intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.”
- Reading for ‘**accuracy**’
- Reading for a high degree of **comprehension and retention** over a long period of time
- It helps to develop **reading skills**
- **Study technique** for organizing readings that will have to be understood and remembered
- not a careful, single reading, but is **a method** based on a variety of techniques
- **Focuses** in intensive reading: *comprehension, sound-spelling relations, vocabulary, cohesion, information structure, Genre features, and strategies*

# Intensive Reading: Examples

- Nation (2009) p.32-48
- Seven Procedures for intensive reading
  - **Overview:** surveying or skimming
  - **Planning purposes:** Thinking about the purpose of reading before beginning.
  - **Questions:** Asking or making questions about the reading (who, how, why, what..)
  - **Reading:** Line-by-line reading, Careful/thoughtful reading
  - **Summarizing:** Reflection, summary, main idea.
  - **Testing:** Fill-in-the-blanks, Self-test, after paragraph
  - **Understanding:** Reviewing and Checking understanding

# Intensive Reading

## <Shortcomings>

- Not authentic reading, but study technique
- No fun
- Focuses on forms/text comprehensions
- Difficult, limited texts
- Interruption on reading
- Reduces reading speed
- Judgmental– good or poor reading/ accurate or inaccurate reading
- No social purposes → linguistic purpose

# Extensive Reading

- **Easy** Reading Materials
- Reading for “**enjoyment**” and “**information**”
- A variety of reading materials and topics
- **Learners choose** what they want to read
- Learners read as much as possible
- Faster reading
- Individual reading/ silent reading
- Reading is its own reward.
- **Incidental learning**
- Teacher orients and guides the students
  - Teacher is a role model of reader

# Extensive Reading

## <Shortcoming>

- Conflict with the current language learning view
- Language learning autonomy is needed
- No short term outcome
- Selecting materials is difficult
- Easy material=cognitively less challenging reading? Boring reading?
- Evaluation
- Vocabulary/ grammar
- Lack of Feeling of Learning English (?)

# Extensive Reading: Examples

- Nation (2009) p. 58-60
  - Glossing
  - Computer-Assisted reading
  - Elaboration, etc.
- Extensive Reading program
  - Extensive Reading. Net  
<http://extensivereading.net> /