

## EXTENSIVE READING AS AN OUT OF CLASS LEARNING IN EFL

**Shokhista Ilkhomovna Musurmonova\***; **Gulbaxor Bekmuratovna Abdukadirova\*\***

\* Student of Master's Degree,  
English Language and Literature Faculty,  
Uzbekistan State University of World Languages,  
Tashkent, UZBEKISTAN  
Email id: shokhistamusurmonova@gmil.com

\*\* Senior Teacher,  
Integrated Course of the English Language Department,  
Uzbekistan State University of World Languages,  
Tashkent, UZBEKISTAN  
Email id: gulbakhor74@inbox.ru

**DOI: 10.5958/2249-7137.2022.00038.6**

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### ABSTRACT

*Extensive reading has sparked a lot of interest in the last decade as a way to improve learners' foreign language learning. Extensive reading is usually synonymous with reading a large number of materials in order to gain a comprehensive understanding. Readers are more concerned about the text's context as they read extensively. When reading a long passage, readers are more concerned with the overall sense of the text than with the meaning of individual terms and sentences. Extensive reading is considered to be successful program that can help students learn foreign languages. As a result, the aim of this review article is to demonstrate how useful extensive reading is as a language learning strategy. The focus of the paper is on the effectiveness of extensive reading for foreign language learners.*

**KEYWORDS:** *Extensive Reading, Literature Review, The Benefits, Extensive Reading Vs Intensive Reading.*

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### INTRODUCTION

Reading is one of the skills that a foreign language learner should develop. It is most often taught in the language classroom by careful reading (or translation) of shorter, more difficult foreign language texts. According to the Vaezi, Shahin (2007) [1] reading is normally done to gain a full and thorough understanding of something. However, many people regard reading as a pleasurable free time practice that broadens one's awareness. Suppose you are a student of an EFL class where reading is being taught.

If one is required to complete a task after reading and must keep this task in mind while reading, the object of reading is diverted from its primary goal of enjoyment and information. In light of these arguments, students' responses to the issue of whether they enjoy reading in English are not surprising. After all, students did not have a real chance to develop themselves.

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The Extensive Reading curriculum provides a way to make this transition. Since the reading content is purposefully chosen to be simple for students, greater volumes of text are read. Students have the opportunity to enjoy reading, which increases their confidence in reading and motivates them to learn more. And this is the only way they will be able to become proficient readers.

## **What is the reading?**

As we know the scholar of Bamford (Extensive Reading Activities 1) pointed out about extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. He also shared his thoughts on individualized reading, which means students select books they want to read, and they read independently of the teacher, and are not expected to complete any tasks afterward. Such as the scholar Bamford, (Extensive Reading Activities 1) states that, they are allowed to put down their books if they find the content boring or challenging. Extensive reading can be incorporated into any EFL class, regardless of content, intensity, student age, or language level; the only requirement is that students have a clear understanding of the foreign language and are literate in it.

According to another scholar Krashen (Krashen, Power of Reading 2) extensive reading is part of the Free Voluntary Reading movement, which promotes independent, voluntary reading. Sustained Silent Reading and Self-Selected Reading are two other types of FVR.

## **1.1 The Benefits of Extensive reading**

As we see extensive reading is a subject that has received a lot of attention in recent decades, and several studies have backed up its benefits. According to Bamford (Bamford Extensive Reading Activities 1) that students who read more will not only become better and more confident readers, but they will also improve their reading, writing, listening and speaking abilities and their vocabularies will get richer. And also he emphasizes the motivational value of extensive reading, citing its primary advantage in the development of positive attitudes toward foreign languages and increased desire to learn them.

## **The basic principles of Extensive Reading by Julian Bamford and Richard R. Day**

Here are we can see the useful for acquainting the reader with the fundamentals of the comprehensive reading approach, and as proof of this, these basic principles of extensive reading approach are also cited in Extensive Reading Activities for teaching Language by Julian and Richard R. Day. [2]

They are:

1. The reading material is easy. Learners read content with little to no new vocabulary and grammar terms. (For beginners, there should be no more than one or two unknown vocabulary items per list, and for advanced learners, no more than four or five.) If students have to struggle with difficult content, they will not be able to read thoroughly.
2. There is a wide range of content accessible on a number of subjects. In the library, there should be a range of resources available for students to choose from. This section includes graded readers, magazines for language learners with various levels of skill, and children's literature. Young adult literature can serve as a bridge between graded and ungraded reading

materials for high-intermediate students. Advanced students should read books, magazines, and newspapers written for native English speakers. Since the students are reading for various reasons, the variety promotes a versatile approach to reading (for information or pleasure).

3. Learners have a say in what they read. Students take on a different position in self-selection than they would in a typical classroom, where the teacher selects or the textbook provides reading content. This is why students enjoy intensive reading so much. They're also allowed to put down any books that aren't engaging or are too difficult for them to finish.

4. Learners try to learn as much as they can. The benefits of intensive reading for language learning come from the sheer volume of reading. A book a week is a good target to set for yourself in order to reap the benefits of intensive reading. This is a reasonable goal since books for beginning language learners are typically short.

5. In most cases, reading speed is quicker rather than slower. Students' reading fluency is due to the fact that the content is easily understood by them. The use of dictionaries is discouraged among students because it disrupts reading and makes fluency difficult. Instead, students are advised to disregard or guess the significance of a few unfamiliar things they can come across in context.

6. Reading is typically done for fun, knowledge, or to gain a better understanding of something. Despite the fact that intensive reading necessitates a high level of comprehension, comprehensive reading promotes reading for enjoyment and knowledge. The goal of reading is not 100 percent comprehension; adequate comprehension is sufficient to achieve the goal of reading.

7. Reading is individual and silent. Learners read at their own pace. Sometimes silent reading periods may be reserved from class time when students read their self-selected books in the classroom. However, most of the reading is homework. Students read out of the classroom, in their own time, when and where they choose.

8. Reading is its own reward. Comprehension questions are rarely asked after extensive reading. The aim of reading is for the reader to have a positive reading experience. However, after reading, teachers can ask students to complete follow-up activities. These are meant to illustrate the students' reading experience rather than their comprehension.

9. The instructor is in charge of orienting and guiding the students. Before beginning a comprehensive reading program, students must understand what it is, why they are doing it, what advantages they will get, and how they will continue. The instructor keeps track of what students read and how much they read, as well as their responses to what they read, in order to help them get the most out of their reading.

### 1.3 Extensive reading vs. Intensive reading

Here we can consider some of the differences between extensive reading and intensive reading. According to Harold Palmer and Michael West (Bamford and Welsh 1) extensive reading as a term naming an approach to teaching a foreign language reading. Moreover, Bamford and Welsh states that the concept was coined to differentiate between comprehensive and intense reading. "Careful reading (or translation) of shorter, more difficult foreign language texts with the intention of full and thorough understanding" is what intensive reading entails. [3] Besides that

Extensive reading is focused on reading simple content with one or two unfamiliar words per page for general comprehension. Students choose their own materials and have the option to stop reading if the content is not engaging. After reading, there are no tests; the intention is for students to express their personal reactions to what they have read. In the way that its main elements are intent and enjoyment, ER imitates reading in the first language. Bamford (Bamford and Welsh 1) states that intensive reading can be linked to reading instruction in terms of its component skills, such as identifying a text's key concept, reading for gist, and so on. In comparison, extensive reading is “associated with reading vast volumes of text with the aim of understanding the overall meaning of the text rather than the meaning of individual words or sentences.” [4, 5]

## CONCLUSION

The pattern in language learning and teaching has shifted over time, necessitating position adjustments for both teachers and students. To be effective in their language learning, students must rely more on themselves, and teachers are no longer the primary directors.

Teachers must instead become effective language managers, facilitators, and organizers in the classroom. Teachers and students in a language classroom must collaborate to help students gain learner autonomy. Teachers must ensure that students are interested in deciding what and how they will understand, and that the target language is used to interact in the classroom at all times. With these criteria in mind, comprehensive reading appears to be a viable reading strategy for promoting reader autonomy in a reading classroom.

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