



Why Students Don't Like Reading and How to Change It

ANDY COWLE

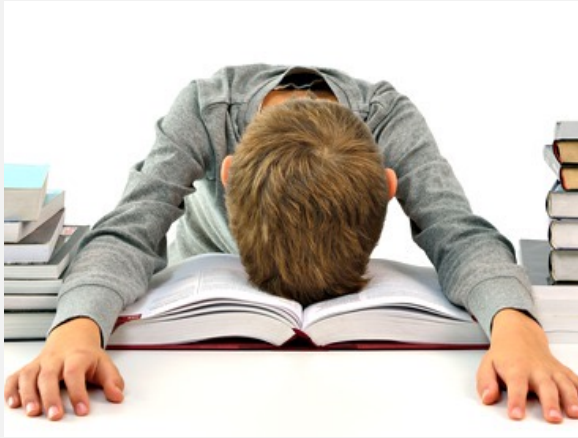
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READING at school

- English language
 - Tests
-

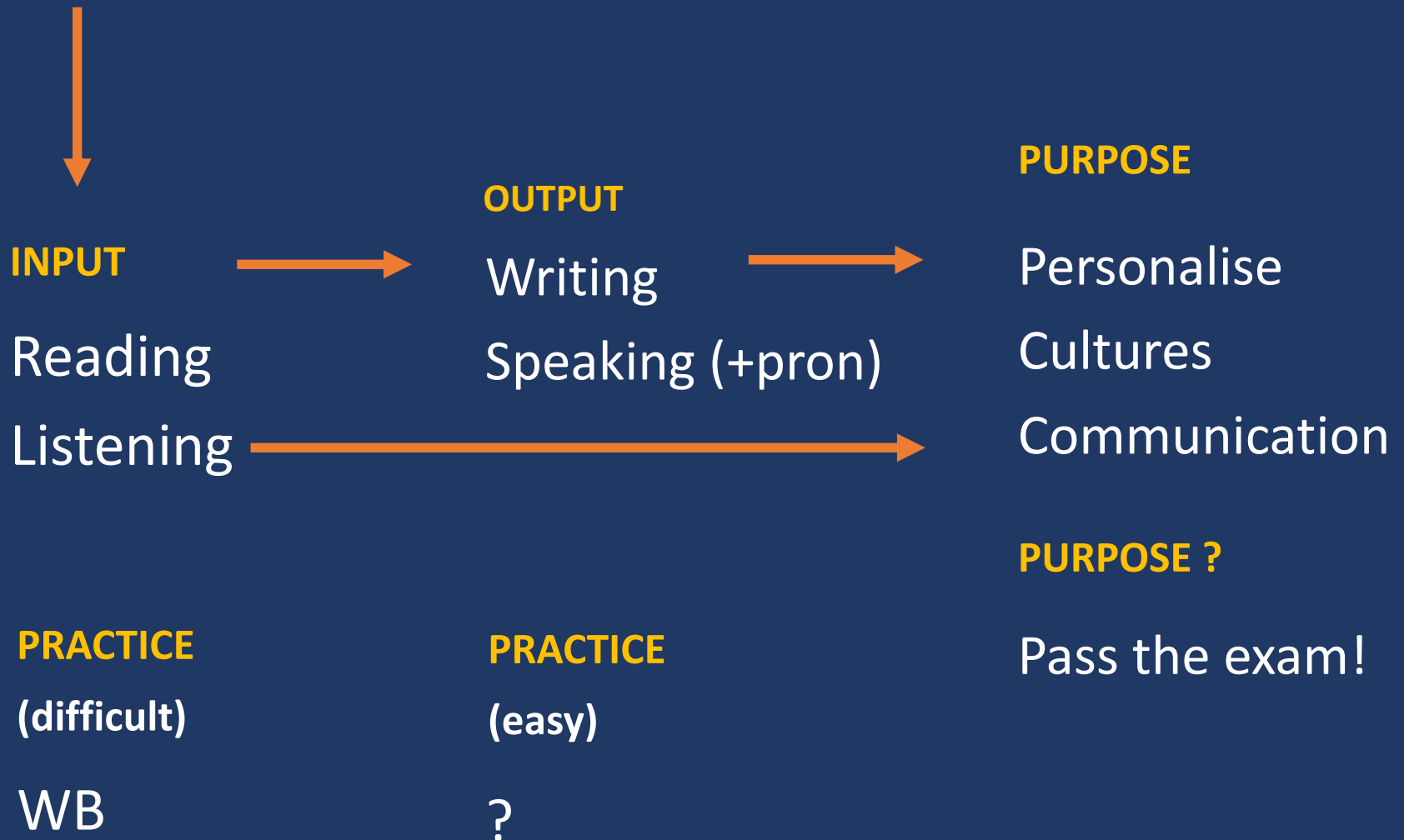
READING in the real world

- Enjoyment
- Escape
- Knowledge
- Lives of others
- Other worlds



Grammar
& Vocabulary

Teaching MFL/EFL









7

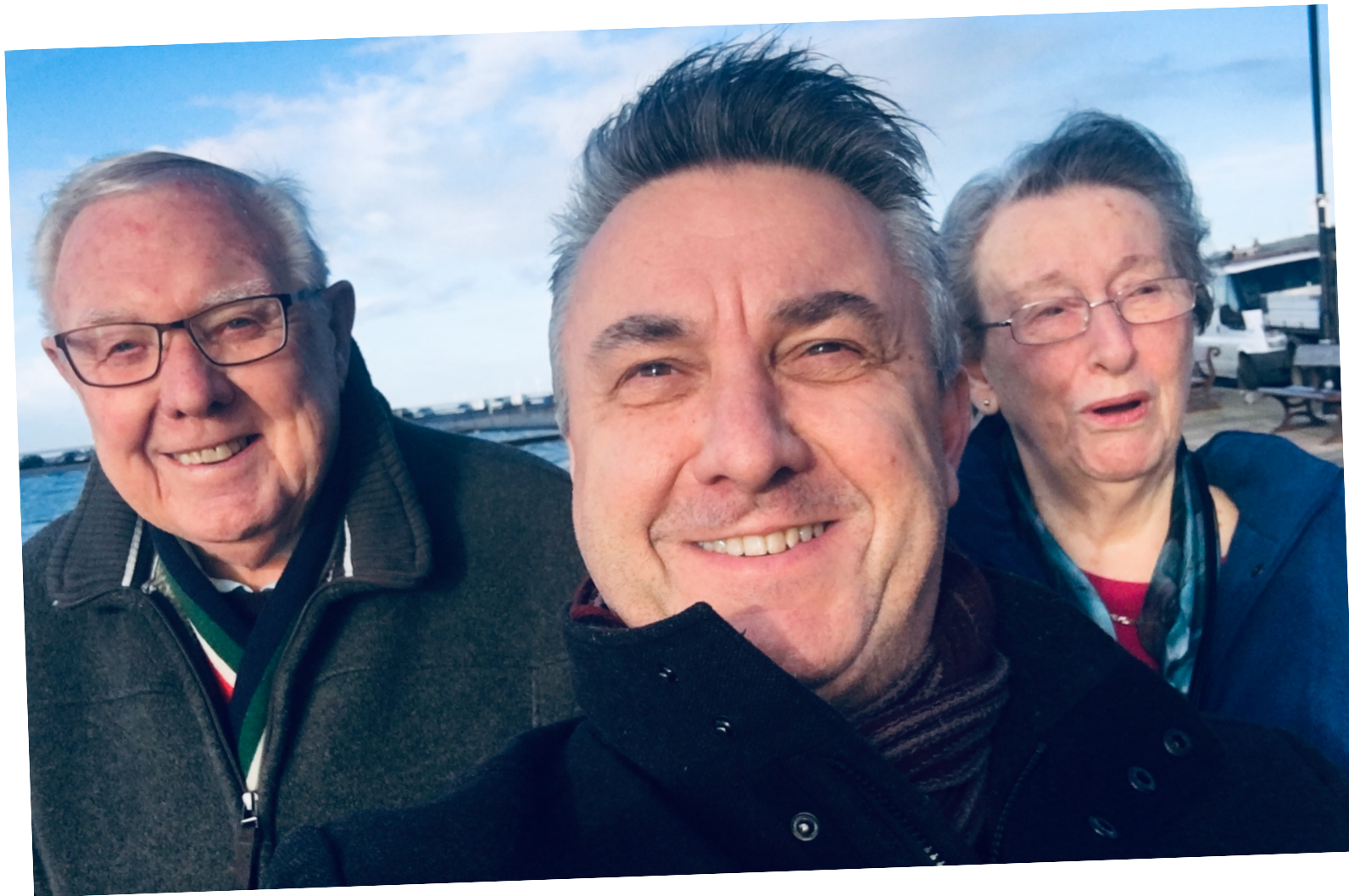
34 HUDSON

It's your turn
to get a COVID-19
vaccine today.



Do not lean on door







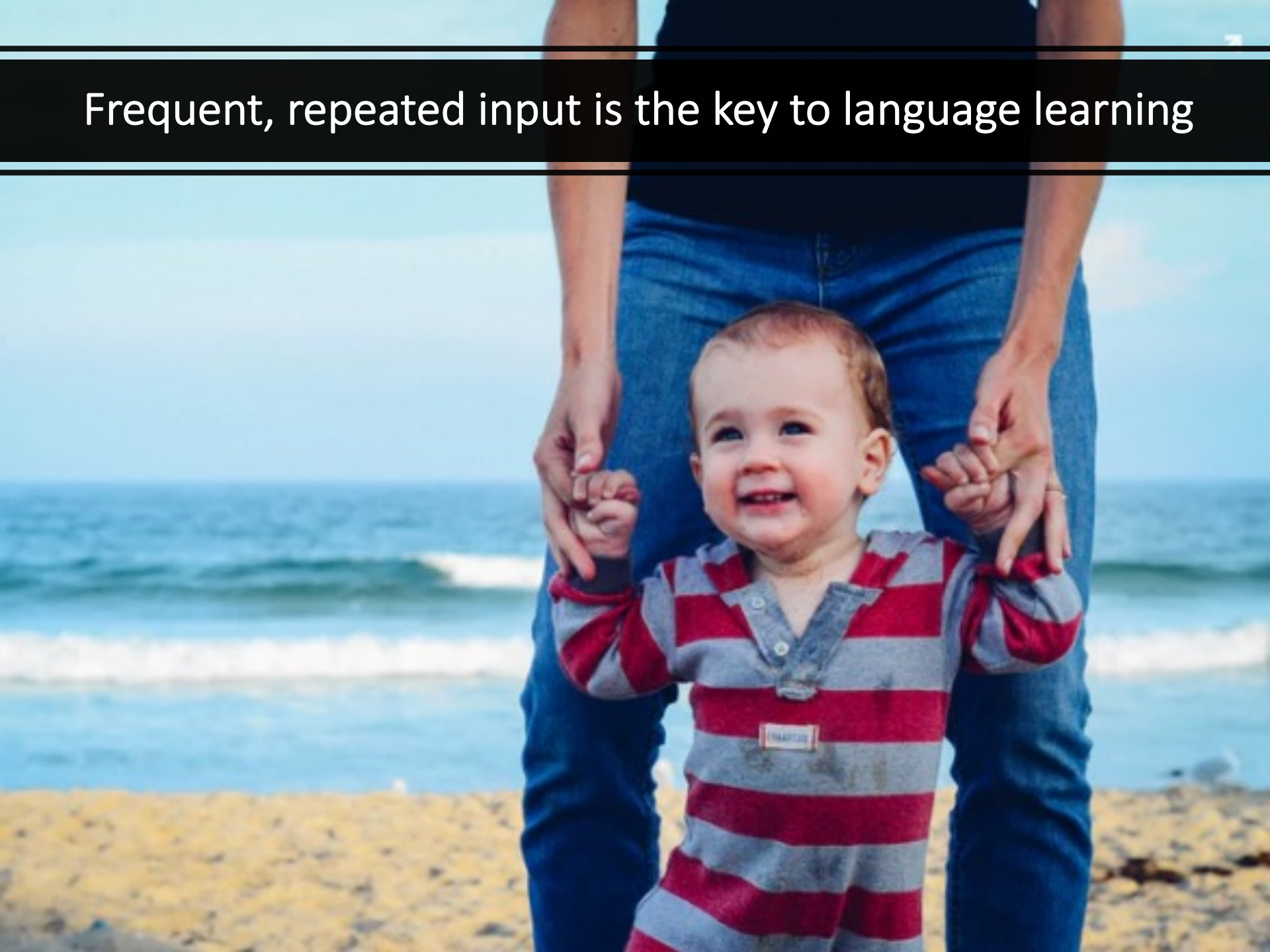
Umleitung



What is the fastest way to learn a language?



Frequent, repeated input is the key to language learning



The journey **was** comfortable, until we met a terrible **storm***. The **ship** **was** in danger from the strong wind: we went up and down and left and right. Twelve men died in the **storm**. Suddenly*, the **ship** hit rocks* near Van Diemen's Land. Disaster! The **ship** broke in two. Six of us jumped into a small **boat**. We tried to move away from the **ship**, but it **was** hard. We were not far from land when the wind hit our small **boat**. Suddenly, I **was** in the water! I never saw my five friends again. I **swam** and **swam** for hours and hours, until I **was** so tired that I couldn't **swim**. Then, I relaxed. 'I will die here,' I thought.

But what **was** *this*? Suddenly I could feel land under my feet. I felt stronger now. Now I could **walk**. I had to **walk** for a long way, before I arrived at the shore*. It **wasn't** very windy now and I could see the sun. It **was** about eight o'clock in the evening. I **walked** along the beach, looking for houses or some people. I **was** tired and it **was** very hot. It **was** November (November 5th, I think), but that **was** summer in the South Seas. I decided to sit down. Then, I lay down. The sand* **was** warm and soft. I went to sleep. I slept for hours, I think about nine hours.



Balance

Intensive reading

language / teaching

- Short, difficult
- Tests
- No choice
- No variety
- Limited

Extensive reading

practice / pleasure

- Easy
- No tests
- Choice
- Can give up and swap
- Variety
- Frequent



Choice







Benefits of Extensive Reading

- Exposure
- Motivation
- Fluency
- Writing
- Culture
- Thinking
- Reward



- 5 mins per lesson
- Easy for everyone
- Sends a message
- Creates a habit
- Unites class
- 10+ titles per year
- Results!

In every lesson
read to your students



So what's stopping us?



Extensive Reading

- Limited time
- Coursebooks
- I have to teach
- Change
- Parents
- Money



Start a class library

Money

- Budget allocation
- Parents:
"a book for life!"
- Fund-raising





Admin






- Students help
- System
- Monitoring



Make it happen!


Find out about *Extensive Reading*...!

Google **extensive reading english**  



 All  Images  Videos  News  More Settings Tools

About 177,000,000 results (0.50 seconds)




Extensive reading involves learners **reading** texts for enjoyment and to develop general **reading** skills. It can be compared with **intensive reading**, which means **reading** in detail with specific learning aims and tasks. ... **Extensive reading** is often overlooked, especially as a classroom activity.


it.pearson.com

[Extensive reading | TeachingEnglish | British Council | BBC](#)
<https://www.teachingenglish.org.uk > article > extensive-reading-0>

 About Featured Snippets  Feedback

People also ask

- What is meant by extensive reading how is it different from extensive reading? 
- What are the benefits of extensive reading? 
- What are the examples of intensive reading? 

Home » Knowing the subject » Articles

Extensive reading: why it is good for our students and for us

In this, the first of two articles for TeachingEnglish, Alan Maley considers the benefits extensive reading can bring to English language learners and teachers.




What is Extensive Reading (ER)?

Extensive Reading is often referred to but it is worth checking on what it actually involves. Richard Day has provided a list of key characteristics of ER (Day 2002). This is complemented by Philip Prowse (2002). Maley (2008) deals with ER comprehensively. The following is a digest of the two lists of factors or principles for successful ER:

1. Students read a lot and read often.
2. There is a wide variety of text types and topics to choose from.
3. The texts are not just interesting: they are engaging/ compelling.
4. Students choose what to read.
5. Reading purposes focus on: pleasure, information and general understanding.
6. Reading is its own reward.
7. There are no tests, no exercises, no questions and no dictionaries.
8. Materials are within the language competence of the students.
9. Reading is individual, and silent.
10. Speed is faster, not deliberate and slow.
11. The teacher explains the goals and procedures clearly, then monitors and guides the students.
12. The teacher is a role model...a reader, who participates along with the students.

The model is very much like that for L1 reading proposed by Atwell (2006). It has been variously described as Free Voluntary Reading (FEVER), Uninterrupted Silent Reading (USR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), or Positive Outcomes While Enjoying Reading (POWER).

What are the benefits of extensive reading?

Both common sense observation and copious research evidence bear out the many benefits which come from ER (Waring 2000, 2006). There are useful summaries of the evidence in Day and Bamford (1998: 32-39) and The Special Issue of The Language Teacher (1997) including articles by Paul Nation and others, and passionate advocacy in Krashen's The Power of Reading. (2004). The journals Reading in a Foreign Language and the International Journal of Foreign Language Learning are also good sources of research studies supporting ER. (see references for websites) And there is the indispensable annotated bibliography, <http://www.erfoundation.org/bib/biblio2.php> 



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The Extensive Reading Foundation Italy

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The Extensive Reading Foundation Italy è la pagina creata da Anderson House Bergamo per sostenere l'extensive reading in...



The Indonesian Extensive Reading Association (IERA)

✓ Joined

Group · 1.1K members

2 unread posts

Member since February 2018



Extensive Reading Foundation Friends

✓ Joined

Group · 663 members

The "Extensive Reading Foundation" Facebook page still exists, but unfortunately, the management of the ERF can no longer access... Member since May 2017



Extensive Reading Foundation

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Page · 2.3K like this

Jane Cadwallader and 29 other friends like this

The Extensive Reading Foundation is a not-for-profit, charitable

Extensive Reading Central's Reading Progress Chart

		Book 1	Book 2	Book 3	Book 4	Book 5
	Due date	15-Sep	22-Sep	29-Sep	6-Oct	13-Oct
Name	Number					
Yuki Tanaka	1300654	Sk8 for Jake	The Angels	Geisha Girl	Lost in the Jungle	
David Deschamps	1200543	I Spy	Bigfoot	The prisoner	Bristol Murder	

Click to download the PDF.

3. Measuring reading speed

You can measure learners' reading speed at the beginning of the term, and then again at the end.

4. Wall charts / Graded Reader Book Review Posters

Some teachers ask their learners to make wall charts or presentations explaining their books. Here are some examples. The students can then stand by their posters spread out around the room and explain their book with the other half walk around and listen making notes. Then the two groups switch. The best posters can be used to decorate the library.

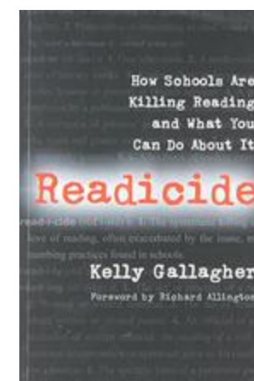
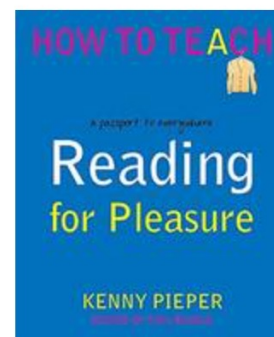
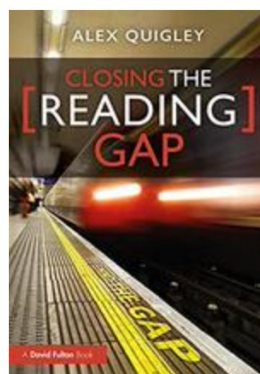
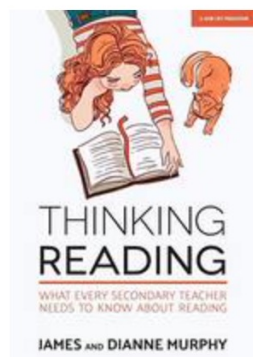
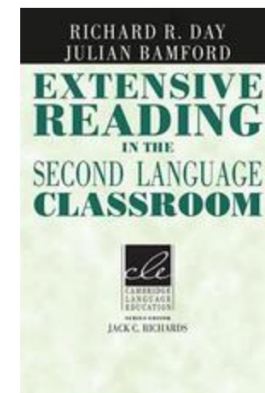
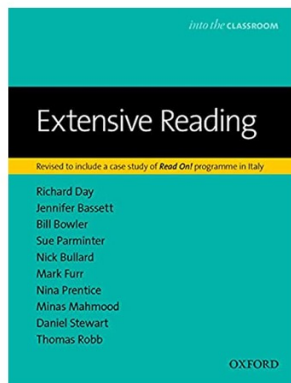
5. Informal monitoring

- Setting up an ER program
- Choosing the right book
- How much to read
- Example ER programs
- Assessing learners

How do I know they are reading...?

Setting up an ER program

www.er-central.com



www.eltconnections.com/extensive-reading.html



Why Students Don't Like Reading and How to Change It

- Get to know ER
- Give it time
- Trust that it works

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