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Extensive Reading in English Language Teaching

Andrzej Cirocki (ed.)

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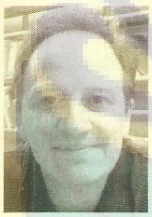

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PREFACE

The extensive reading approach to English language teaching, the issue of the treatise in question, has recently been acknowledged as constituting a cutting-edge tool and as an alternative method applied in glottodidactics. It aims at promoting reading in quantity, simultaneously encouraging a passion for it. What is more, by developing good reading habits, it increases literacy and language development with a strong impact on reading comprehension, vocabulary, grammar, speaking and writing. This, in turn, has resulted in a huge amount of research intended to examine its impact on the quality of FL/SL learning and teaching. As a consequence, numerous studies have been aimed at probing the impact of the extensive reading approach on FL/SL learners' linguistic and communicative competencies.

This research theme has deliberately been chosen as there is an increasing need and tendency in EFL/ESL methodology to move away from traditional methods and techniques of teaching in favour of alternative ones, which pay close attention to cognitive and affective factors in the glottodidactic process, the holistic treatment of language learners and partnership in interaction. Also, one of the main reasons for relating to this theme is not only a willingness to share experience but also an aspiration to find methods enhancing our learners' motivation, which, in turn, is considered by many to be the most important affective factor, influencing the results of the didactic process.

Genre-based language teaching and learning, deeply rooted in constructivist theories, has additionally been considered to be a desirable goal in FL/SL methodology, for, as communicative language teaching supporters affirm, literature provides an appropriate way of stimulating second language acquisition, offering meaningful and memorable contexts for processing and interpreting new language. Some of the adherents make reference to three models of teaching i.e. cultural, language, and, last but not least, personal growth. Others, however, in their considerations on language education touch upon two constructivist trends. The first one, socialisation, endeavours to interpret the surrounding reality with its values; for instance, active involvement in educational activities aids FL/SL learners to acclimatise themselves to the realities of the world. The second one, the emancipatory model, assists language learners to develop skills for critical thinking, owing to which they may manage to recognise their own position in the world. In consequence, language teachers change from authoritative masters to co-producers of the classroom discourse where, along with their learners, they construct new realities as well as realise their roles in a new dialogue, speaking

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their minds and eradicating all traces of power inequality in the classroom. Hence, this book aspires to find out if extensive reading programmes promote effective learning in all language skills by increasing the efficacy of verbal skills development as well as the naturalness and authenticity of communicative situations. The need of further research on methods of this kind, in different age groups, creates new perspectives to continue work over the perfection and betterment of glottodidactics all over the world.

The concept of extensive reading is not new in ELT methodology, as we are in possession of sufficient professional literature devoted to various extensive reading projects which have been conducted all over the world. However, in a European educational context, this particular approach turns out to be on the cutting edge. We appear to experience a severe shortage of empirical research which would indicate a high usefulness and effectiveness of the approach in question. Therefore, this edition constitutes an undertaking to analyse the degree to which the new investigating perspective, that is, extensive reading has influenced language education and whether it is worth implementing in the EFL/ESL classroom. I have addressed thirty four scholars from different corners of the world with a challenge to scrutinise the concept of ER within the scope of their scientific interests. This treatise, resulting from the response to my invitation, has been divided into four sections, namely *Developing reading skills in a foreign or second language*, *Promoting literacy through extensive reading*, *The efficacy of extensive reading: Insights from the research*, and *Extensive reading in the EFL/ESL classroom: Teaching tips*.

Section One is concerned with theoretical issues pertaining to reading, and particularly to reading English as a foreign or second language. The goal of this chapter is to show how a theoretical model can be instrumental in helping reading teachers clarify how they might help their students to learn to read a foreign or second language. The discussion here revolves around cognitive interactive models of the reading process, automaticity, and word recognition. In addition, we look at the topics of motivation, and the role of metacognitive knowledge in monitoring comprehension processes.

Section Two is devoted to the place and role of literature in language instruction at different levels, ranging from primary to university, where the term literature denotes both texts written for native speakers and graded texts designed for language learners (language learner literature). The authors' considerations emphasise that apart from linguistic competence, language learners need the ability to interpret discourse in all its social and cultural contexts. Therefore, the application of various genres and their potentials, which

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include developing personal and social skills in the FL/SL classroom, serve as a powerful pedagogic tool in learners' linguistic development, promoting interaction between language, literature and education. Therefore, this section endeavours to open up a further exchange of views in the language teaching arena, which is of enormous significance.

Section Three aims to demonstrate the numerous benefits which can accrue from extensive reading. Among these benefits we can see improvements in learners' general language proficiency, reading fluency, vocabulary acquisition, as well as affective changes towards reading and language learning. Some authors seek to present that extensive reading helps to develop communicative and (inter)cultural competences, which appears to be the priority of the present-day EFL/ESL classroom, whereas others attempt to investigate its connections with learner autonomy.

Section Four comprises practical teaching tips, including ER programme gudelines, lesson plans and activities. These materials have been specially designed to exemplify what the language teaching/learning process should look like in the ER classroom. What is more, they are all based on theoretically sound learning principles and provide opportunities for communicative and authentic language use, thus serving as a springboard for EFL/ESL teachers to start their own ER programmes.

This book is the fruit of a collaborative effort of scholars who have provided me with thought-provoking chapters, biodata information, as well as ready-made summaries of their texts, which constitute the introductory parts to the afore-mentioned sections. I, in turn, being the editor of this book, was obliged to put all these chapters in order and to arrange the contributors' summaries into the introductory parts so that they are coherent and ensure effortless reading. Therefore, any errors that this book may contain are my own responsibility.

I presume that the following chapters will be a worthwhile reference source for teachers, teacher educators, students and ER enthusiasts all over the world. I have decided to edit this book, first and foremost, with a view to instilling ER in the European educational context and I hope that all the proposed ideas will be enthusiastically welcomed by EFL instructors, and ER programmes will come to stay in European EFL classrooms for good.

Andrzej Cirocki

KARTUZY 2009

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SECTION TWO

PROMOTING LITERACY THROUGH EXTENSIVE READING

Babies are born with the instinct to speak, the way spiders are born with the instinct to spin webs. You don't need to train babies to speak; they just do. But reading is different.

(Steven Pinker 1954-)

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In *Section Two* we probe a variety of issues which focus not only on the nature of extensive reading but also on the various practical procedures of its implementation within a foreign or second language curriculum. The authors here provide an inestimable key to establishing a sound extensive reading programme in the EFL/ESL context, simultaneously integrating a language classroom book flood with the sheer joy and delight of reading in a foreign or second language. In developing their philosophy of extensive reading, the scholars presented here, among others, concentrate on the successful implementation of ER programmes at different levels of education, appropriate reading materials, and nurturing communities of precious lifelong readers.

Section Two opens by discussing the necessity for extensive reading and extensive listening in all language programmes. Here, **Dr Rob Waring** reviews recent vocabulary research and shows that learners need to encounter massive amounts of language to learn not only single words but also their collocations, register and so forth. His chapter demonstrates that neither intentional learning nor course books (especially linear-based ones) can cover the sheer volume of text that learners need to meet without the help of extensive reading. He shows that learners need to gain their own sense of language and that this cannot be gained from only learning discrete language points, rather, it must, and can only, come from massive exposure to language via reading in tandem with course books.

Since extensive reading appears to be inescapable in a foreign or second language education, the issue of text-based instruction is raised. Extensive reading programmes, as we shall promptly see, can be based on different text types. Thus, **David Hill** attempts to discuss graded readers and their value as a component of a language learning programme. First, he distinguishes between two types of graded reader, the re-write and the simple original, and gives an overview of the development of graded readers from the 1930s to the present. Second, he describes the criteria for grading and assesses the success with which they have been applied. Third, he examines the criticisms made of graded readers and puts forward a defence of their place in the language teaching syllabus.

David Hill's discussion about simplified texts is additionally expatiated upon by **Dr Ronald Leow,** who provides a comprehensive review of the research strand in SLA literature that has investigated the effects of simplified written input on L2 readers' comprehension. He concludes that the research appears to support the use of simplified written texts to promote an increased comprehension of text content in the classroom setting, although he calls for future studies to further address this issue. In addition, he points out that the research also

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appears to support the use of authentic and original materials in L2 to be used as the baseline before simplification is performed, in an effort, minimally, to preserve some of the inherent features of authentic input written for native speakers.

In the next chapter, **Prof. Lucyna Aleksandrowicz-Pędich** focuses on the notion of the literary canon and its relevance for teachers' recommendations in their choice of materials for extensive reading programmes. Despite the theoretical discussion of types of reading materials, in which she refers to both simplified texts and genuine literature, the concept of the literary canon and the teacher's role as a gatekeeper prevails. In addition, her chapter presents the results of a survey conducted among secondary school students regarding their reading preferences. The results of both the theoretical discussion and the survey indicate the significance of narrative structures for success in reading programmes. The popularity of the genre of fantasy is made clear, while the literary canon remains a major resource for those texts to be included in extensive reading programmes.

Similarly to Prof. Lucyna Aleksandrowicz-Pędich, **Dr Andrzej Cirocki** advocates ER programmes based on literary texts, which are said to store instances of language resources being applied to the full, and where FL learners/readers assume active interactional roles to be able to decode and deal with this language. Accordingly, his chapter aims to examine the role and place of literature in the language classroom in different historical contexts including Ancient Times, the Middle Ages, the Renaissance, the Eighteenth century, the Nineteenth century, and, last but not least, the Twentieth century. In his considerations, Dr Cirocki endeavours to present a historical context for modern foreign or second language teaching perspectives, which pave a way to a fresh approach to literature in the foreign language classroom – in which there is no need to separate literature from the instruction of everyday language since it does constitute a part of other language systems, being represented by tales, short stories or novels.

Prof. Maya David, in her chapter, affirms that interactive theories of reading, which strongly influence teaching practice and draw heavily on schema theory, place great importance on the role of readers and the knowledge they bring to bear on the text in the reading process. As she further highlights, findings such as these emphasise the importance of choosing reading texts which are aligned to known schema, so as to facilitate decoding. However, while useful, as she points out, such findings present reading teachers with a paradox, because if cultural unknowns are a sure source of misunderstanding in the reading classroom, then it can be argued that only texts that deal with known aspects of culture should

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be used in that classroom. This, on the other hand, would prevent learners from learning about the unknown. Therefore, using Paulo Coelho's *Alchemist* (1993), she attempts to demonstrate that despite the students' lack of schema regarding the content, the use of a pre-reading activity can help to facilitate their decoding of the text.

The issue of reading materials is extremely important as the books EFL/ESL teachers include in their ER programmes should be appealing, gripping, and thus motivating. For instance, Ray Williams (1986: 42) points out that "in the absence of interesting texts, very little is possible. (…) Interest is vital, for it increases motivation". Consequently, in the next chapter, **Dr Ana Taboada** and **Dr Nele McElvany** treat of how intrinsic motivation principles can be fused with the practice of extensive reading in L2 learners. To do this, they draw from their expertise on reading motivation with both L1 and L2 learners and use the model of reading engagement for native speakers developed by Guthrie and colleagues as a framework. In addition, to provide L2 teachers and researchers with motivation practices that lend themselves well to L2 learners' reading, they review the extant motivation literature in L2 and use this as a basis to further elaborate upon. Intrinsic motivation practices such as support of student autonomous reading, self-efficacy, interest, mastery goals for reading and social collaboration are all discussed in their chapter in relation to extensive reading within and outside classroom contexts.

The following chapters touch upon the issue of implementing an ER programme into the FL/SL classroom context. For instance, **Dr John Macalister**, in his chapter, highlights the use of extensive reading in the academic purposes classroom. While there is broad agreement that extensive reading is beneficial for language learning, its absence in higher educational contexts is often remarked upon, and Dr Macalister suggests that there is no good reason for that absence. He considers a number of questions that arise once the decision to incorporate extensive reading has been taken: when and where the reading should take place; how the reading should relate to the rest of the teaching programme; what should be read; what to do after the reading; and, who should be reading.

Dr Nunn, in turn, views extensive reading in relation to "holistic task-based units". He provides a detailed outline of a task-based unit and a second outline of an extensive reading unit. His aim is to illustrate the way extensive reading needs to be coherently integrated into curriculum design combining holistic activities with atomistic exercises. He argues that an integrated holistic approach that emphasises the exploitation of extensive input for extensive output is the most likely to lead to acquisition. In his discussion, Dr Nunn does not attempt to

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provide direct empirical evidence, supporting his view with the experience of using and designing holistic units in relation to research-derived principles of SLA.

Subsequently, **Handoyo Widodo** attempts to discuss the implementation of collaborative ER in the EFL classroom. In consequence, he sheds crucial light on definitions, benefits, and critical issues of collaborative ER; and the criteria of selecting ER materials (e.g. connectivity, selectivity, authenticity, variety, neutrality, readability, and accessibility and availability). Moreover, he addresses possible ER tasks (e.g. in- and out-of-class ER, reading diary writing, language enrichment, and reflective journal writing), in which the ultimate goal is to help EFL students become engaged and fluent readers as they go through the entire learning process. He concludes that collaborative ER instruction can foster student engagement and reading fluency.

The issue of reading fluency is also addressed by **Dr Greta Gorsuch** and **Prof. Etsuo Taguchi.** They show in their chapter how repeated reading (RR) might be used with extensive reading (ER). According to them, the development of reading fluency has taken a position of growing importance in L2 reading research and has emerged as a significant pedagogical issue. Repeated reading, as they note, has been shown to be successful in increasing L2 readers' lower level word recognition, thus freeing their attentional resources to invoke higher order comprehension processes. Therefore, they do not hesitate to conclude with a firm statement that L2 learners using RR will benefit from increased fluency and comprehension, which will transfer to new, unpractised passages during their extensive reading sessions.

Likewise, **Prof. Emilia Fujigaki** discusses the importance of extensive reading instruction for the development of EFL acquisition and fluency in general. She argues for the necessity of using easy books, or graded readers, for weak readers in particular, comments on activities in her ER class, and explains the results of questionnaires given to students. The feedback from her students and her own experience as an EFL learner has convinced her that a content-centred approach and level-appropriate reading materials can positively influence student motivation, and that integration of carefully designed ER courses into the EFL curriculum of secondary schools is of utmost importance for students to build strong reading skills, confidence, and a love for reading.

Sugeng Ariyanto also sees the need to introduce ER programmes to FL/SL education to improve academic literacy in the target language. However, as he observes, this attempt seems to be problematic due to a lack of written English exposure (e.g. English medium resources). As he further notes, the tradition of ER ever developed by autonomous learners in

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EFL contexts is not any longer popular – it has gradually become lost since EFL learners are given many alternatives for their target language (TL) exposure through sophisticated technology (i.e. online videos). On the other hand, he affirms the tradition can be regained if EFL/ESL teachers attempt to improve academic literacy by encouraging ER. In doing so, ER should be integrated into in-class intensive reading activities and be implemented in self-access learning (SAL) centres.

Chenjing You and **Shengwei Chen** in their considerations on extensive reading, in contrast to Prof. Emilia Fujigaki, centre on materials intended for native speakers only. They claim that in the field of L2 learning, authentic materials play a valuable role in helping to create a language-rich environment in the classroom, and in providing students with bridges to the real world of the target language community. Further, what the authors propose in their chapter is that, as a supplement to L2 learning within the classroom, authentic materials can be applied to extensive reading in Chinese senior high schools (CSHSs) for the students to promote meaningful communication, to obtain acquisition-rich L2 input, to enhance learner autonomy and to promote their intrinsic L2 motivation as well. Their chapter is an attempt to explain why this should be so, and to argue the case for giving authentic materials a more important role in CSHSs.

Next, **Prof. Larry Mikulecky** elaborates on the rationale for using children's and young adult literature in EFL instruction. This approach has long been recommended, as he affirms, but seldom practised. He identifies cost and adult embarrassment as among the main reasons for this lack of practice and documents how these obstacles have been reduced and eliminated by the widespread availability on the Internet of simple literature in English and by a new wave of children's stories written to be entertaining to adults. His chapter identifies and presents several Internet resources currently available for free or at very low cost and discusses ways that EFL teachers might use these resources.

Also, **Dr Yongan Wu** concentrates on teaching young adult literature (YAL) to ESL students through extensive reading, a relatively new yet promising area. In his scrutiny, he first outlines the paradigm shift in teaching literature in ESL classes and compares it to that in secondary English classes for its unique characteristics and expectations. He then goes through studies in recent decades to display the special considerations and benefits of using YAL to develop literacy, enhance cultural knowledge, and foster critical thinking, followed by a guideline for choosing and teaching YAL. In the end, he calls for more studies and efforts to further explore the subject matter.

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In his second chapter, **Dr Nunn** sees the value of extensive reading of literary te for advanced students of English. He argues that critical thinking is at the heart of advanc academic reading ability. He even adds that advanced students can benefit from being l through a detailed example by their teacher prior to transforming the approach learnt independent researchers. The main focus of this chapter is a very detailed example of extensive "contrapuntal" reading (Said 1993) of Graham Greene's *The Quiet American*. Th reading uses the novel itself, an extensive autobiographical extract, and a counter extract fro a biographical reading to critically examine Said's brief "contrapuntal" discussion.

Dr Doreen Ewert, in turn, discusses the use of literature to introduce extens reading (ER) to reluctant adult readers of English. She presents what amounts to an elabora step-by-step ER lesson plan with multiple components and options for using literature introduce and guide students into ER. The plan has been "field tested" numerous times, a what is presented has been found helpful in getting students to become independent readers full-length literary texts.

Dr Sivakumar Sivasubramaniam endeavours to alert all EFL/ESL teachers worki in tertiary and higher secondary settings to the poverty of reading and writing available present and the loss of curiosity, critical consciousness and involvement it perpetuates in th educational practices. As an antidote for this educational malaise, his chapter signposts t curative and corrective potential the prevalence of literature has in the educational practi of extensive reading. Subsequently, it discusses the theoretical issues and insights th constitute a personal response approach to literature, thereby urging the EFL/ESL teachers function as empowered and empowering individuals. The ideas and insights explored a meant to prompt self-analysis and self-investment in the teachers.

Also, **Dr Michael Janopoulos** centres on the skill of writing. He wonders whet sustained silent reading (SSR) is an effective means of facilitating L2 writing proficien After defining SSR, he discusses the reading/writing relationship in L2 literacy developm drawing theoretical support from the work of Cummins and Krashen to demonstrate that SS can enhance and reinforce many aspects of the learning process for L2 writing proficien Then, after listing criteria for successful implementation of SSR, he explores various issu applications, and implications of SSR in facilitating the development of L2 wri proficiency. He concludes by calling on L2 writing teachers to include a regular, long-te SSR experience in their curricula.

Dr Ana Lado, however, focuses on developing oral communication in the E

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ssroom. She discusses text selection and proposes improving student motivation by ecting texts connected with language teaching strategies. She puts forward the term llability" to emphasise the need to concentrate on a broad focus on the connections among l and written skills. Integrating reading with other aspects of communicative language ching (CLT) creates redundancies that support second language learning. In her chapter, includes a short annotated list of exemplary children's picture books which are compatible th teaching strategies such as TPR, use of realia, retelling, rereading, rewriting, and playing essing games.

Dr Atsuko Takase discusses the effectiveness of various types of materials for tensive reading (ER). Similarly to Dr Ana Lado, she emphasises the effects of very easy terials for ER beginners, referring to various series of materials from Levelled Readers and cture books for L1 children to Graded Reader series, including a new popular series. ading an abundance of easy books at the beginning stage of ER, as she observes, lowers the rners' affective filter and enables them to unlearn translation habits. Also, they shift to gher levels of books more easily, become motivated to read, and thus acquire reading speed d fluency, regain self-confidence and experience pleasure reading.

Alan Pulverness highlights the liminal experience of the immigrant, as a social and litical reality, but also as a metaphor for the learner's journey into a foreign language; their cupying a "third place", no longer belonging unequivocally to the culture they have come m, nor yet to the new culture. Moving from one language world into another, learners ould be particularly receptive towards the "boundary experiences of culturally displaced rsons, who have grown up in one country but have emigrated to another" (Kramsch 1993: 4). There is a growing body of literature in English reflecting immigrant and second-neration experience, and the rich diversity of an increasingly multi-cultural society. His apter explores ways in which such intra-cultural texts can be used in the language class to omote greater inter-cultural awareness.

Additionally, **Prof. Maya Khemlani David** and **Francsico Dumanig** explain the portance of reading novels and other literary texts as vehicles in learning other cultures. ey examine various cultural patterns of the interactions of the characters in Malaysian and ilippine English novels written by local writers. These literary texts, as they highlight, ovide an overview of Malaysian and Philippine cultures in a number of speech acts, which further thoroughly discussed. The authors conclude that such exposure to various scourse norms can lead to a more successful communication.

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The concluding chapter of *Section Two* makes a constructivist proposal in which **Dr Sivakumar Sivasubramaniam** attempts to characterise extensive reading as a process of semiotic mediation. By attempting new connections and synchronisations of the issues and insights offered by the sociocultural theory, he points out how extensive reading can be viewed and characterised as an act of semiotic mediation. Furthermore, he examines the theoretical orientations and perspectives relevant to this focus with reference to their affinitive and affiliable aspects, thereby strengthening our intuitions, beliefs and value systems that underpin the educational practice of extensive reading.

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Encouraging extensive reading to improve academic literacy in the EFL class

Sugeng Ariyanto, Jember University, Indonesia

1. Introduction

Building reading habits is always an interesting issue although it has for many years been discussed in EFL contexts. Since the late 1980s, many theses at the Faculty of Teacher Training and Education in Jember University, Indonesia, for example, have discussed reading as the main issue of English literacy in EFL contexts. Assigned to teach content-based subjects at the university, I am still confronted with the uncertain behaviours of reluctant learners (some teacher trainees at the above faculty) who tend to procrastinate doing the assignments that require extensive reading (ER) for academic purposes. Examples include extending the due date to submit the summary assignments of journal articles for second language acquisition (SLA) classes. Different from the previous content-based subject classes in the 1990s, many of such learners nowadays are not quite determined to visit the university library and read the books there to find further readings on SLA theories. Even worse, some enthusiastic learners frequently fail to find reference books on SLA because of the limited copies in the library or the technical problems with computer systems. In other words, there is a threat of discouraging the tradition of ER that might disrupt the academic atmosphere where I have been teaching. Given such an academic atmosphere, it is imperative for language teachers and language teacher educators to foster ER in EFL contexts, such as in Indonesia, in order to improve academic literacy in English.

Overall, this chapter describes how ER can promote academic literacy in the EFL class where the only target language (TL) exposure is through printed documents (i.e. magazines). First, it provides a brief account on what constitutes academic literacy in EFL contexts and on how it differs from that in the native context of English (e.g. in the USA). The chapter, then, describes ER as the lost tradition of what autonomous learners did to acquire the TL in the past that turned out to be the natural modelling of the ER tradition. It, then, discusses why the ER tradition is gradually fading away resulting from the sophisticated technological pitfall that endangers the EFL learners' ER tradition to acquire the TL by which they can also improve their academic literacy. Last, the article addresses the effort of encouraging ER to regain the lost tradition to improve academic literacy by reflecting critically on Day and

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Bamford's (2002: 137-139) *ten principles*. The ultimate goal of encouraging ER is to improve EFL students' academic literacy in both acquiring the TL and understanding the theoretical concepts of content-based subjects using the TL.

2. Academic literacy in EFL contexts

Academic literacy is more talked about than defined, and I share Carrell and Carson's (1997: 47) support for the statement that "there is no single image of academic literacy within the university" (Anderson – Best – Black – Hurst – Miller – Miller 1990: 11). In this chapter, academic literacy addresses the state of being knowledgeable in academic assignments that are "shaped by individual disciplines, courses, professors and students" (Carrell – Carson 1997: 47). It is much concerned with EFL learners' academic ability to know the TL and to use it to comprehend some theoretical concepts relating to their fields of study.

Academic literacy in EFL contexts relatively differs from that in ESL contexts (i.e. in the USA). Although Taiwanese students are recognised as a member of ESL speaking societies, some of them, as observed by Widodo (2008) may survive developing their academic literacy by reading more English books or references, since their exposure to the academic atmosphere in the USA enables them to acquire more English medium resources. ESL learners may certainly acquire academic literacy in English faster in the USA than they do in their home country where they may experience what Renandya (2007: 133) remarks as a "lack of opportunity to use the TL" and where the TL input they may get is so defective that they cannot acquire it. This occurs because the threat of experiencing fossilisation and the cessation of acquiring the TL owing to defective input and the affective filter (see Krashen 1982, Brown 1987) does not much affect some Taiwanese's chances to acquire English as their TL. Although ER might have been developed in their home country, and it could prevent "the fossilization of inter-language structures" (Green 2005: 306-311), their ER performance may not be as good as that of ESL learners learning in English speaking countries (e.g. the USA). This strongly suggests that developing ER in EFL contexts requires a greater chance for EFL learners to get access to acquiring English in an informal setting where much exposure to English-medium resources is available.

Thus, ER is one way to promote the TL acquisition in EFL contexts although the community members, say Taiwanese students, are not exposed to the TL speaking

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community, and they have to make a close contact with the members of the TL speaking society, say the Americans. Through ER, ESL students can integrate themselves socially and psychologically with native English speaking writers (see acculturation by Schumann 1978). Their frequent interactive contact with the TL native speaking writers through extensive reading promotes their academic literacy and their ability in what Green (2005: 311) notes as "the negotiation of meanings in texts". It might be said that through ER, they are given contexts in which they can "encounter and debate ideas, and analyze and practice language features found in the texts" (Green 2005: 311).

Although ER sounds promising for the improvement of academic literacy, a limited TL exposure in EFL contexts, such as in Indonesia, indicates that ER seems to be difficult for two main reasons. First, many non-academic factors, such as "lack of input" (Renandya 2007: 133) may negatively influence students' interest in reading English medium resources (e.g. books, magazines, newspapers). The economical factor could be one reason why EFL learners cannot afford to read English textbooks on academic references that are relatively costly, and even the library where most books are written in the languages other than the TL does not help much to develop academic literacy in the TL. As a result, EFL learners might be less motivated to develop their own academic literacy in English. Indeed, many cheap, but limited copies of references available in school libraries do not optimally enrich ER activities because all the copies might be off the shelf, and are not yet returned while many students need them. Therefore, students might change their ER orientation or stop ER activities, and this violates rather than promotes their effort to meet their academic needs. The disorientation upon seeking for academic references and the cessation of doing ER itself aggravates the extended delay of their work submission for their assignments. Further, the returned copies of the above limited references might be kept unread, and this certainly prevents rather than accelerates the development of academic literacy itself.

Second, the TL exposure varies in different places, and it depends on the willingness of EFL learners as readers who live in such different places. This means that the need for the greater exposure that provides greater chances for ER might happen in not only urban areas but also in rural areas. In both different areas, enthusiastic and strongly motivated readers may subscribe to English newspapers (i.e. *The Jakarta Post*) to maintain their contact with both English native writers and non-but near native writers. In contrast, the reluctant readers of the non-native community, though living in urban areas, such as in Jakarta might fail to build the tradition of ER as one way to enrich their academic literacy.

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3. Extensive reading: The lost tradition

In our era of globalisation, ER in the TL must ideally be of great importance in the development of academic literacy worldwide, especially in EFL contexts. It is an extended tradition since modern computerised technology provides the wider range of the TL uses. However, this is not always in line with what really happens at schools or universities in EFL contexts. The sophisticated technology of audio visual media provides more extensive listening than reading, and this could divert the tradition of ER itself. Newsweek magazines, for example, have for many decades been exhibited at newsagents of bookshops in metropolitan public places, such as Jakarta and they have been used as the main reading resources in these urban areas.

Long before using modern technology in EFL contexts, some other magazines and newspapers such as *the Strait Times* or *the Jakarta Post* provided EFL learners the access to getting more information in the TL through ER – as it was the only way they could do so in the past. However, the tradition of having these magazines changed and the schools' focus on building academic literacy is now much more on providing computerised facilities by which EFL learners can operate and get information with not only reading but also listening. They are certainly able to read written messages on the computer screen, but they may experience technical difficulties with time and the computer system management. For example, when trying to browse the Internet, they may find that the message on the computer screen often says "time out" meaning you cannot use it for a while. This negatively affects their effort to maintain their ER tradition because they start to lose their enjoyment, satisfaction and above all the tradition itself. Their lost tradition does not result from their teacher's questions in the classroom as Nuttall (1982: 187) worried about in her statement "When I was a student, I hated having my leisure reading interfered with by teacher's questions". Rather, it is caused by the computerised technology itself in the case of either the problem of getting the expected reading selections or a misled enjoyment on the internet social networking: "Friendster" or messenger chatting.

Since most internationally social and academic issues can be rapidly transferred through computers, reading might become a less popular skill. The most recent news can be lively broadcast on television (TV) channels by which EFL learners can receive information by just listening to the TV news programmes. In this case, they do not need to read magazines or newspapers for information of the same kind. Even worse, academic reading selections are

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becoming scarcer since the rise of e-books (electronic books) starts mushrooming nowadays. This results in a very serious problem among those learners who are not quite familiar with such an academic facility; for it is relatively premature in most parts of a country such as Indonesia; for many schools or universities have not got any access to such a facility; or find that to get free downloads of learning materials through books is relatively costly. Therefore, the tradition of ER that happened in the past may decrease sharply due to the rapid changes in the technological way of providing information.

The lost tradition of ER does not result from a lack of reading resources, such as e-book reading systems. Rather, it is the result of the fact that the e-book system as the provider of modern ER resources requires special skills from EFL learners as readers to operate computers, or the system does not work properly because the provision of the vitally computerised facilities at the schools might not be optimally managed. In EFL contexts, such as Indonesian rural areas, the above problem of computerised facilities is still vulnerable to the unexpected electricity blackouts that still happen effectively during working and school hours. Thus, ER might not be effective if the schools rely merely on what Renandya (2007: 133) notes as inappropriate teaching methodology by, for example, providing e-book learning facilities for "unmotivated learners" with a "lack of opportunity to use the TL". However, it might remain promising if printed documents, such as the updated course books, journals, and magazines are provided again to regain the original tradition of ER.

Hence, the technological pitfall can be alleviated if EFL teachers can optimally use the online and in-print reading materials to show how these reading materials positively affect the success of acquiring academic literacy in English in two ways. First, EFL teachers should encourage their students to use in-print reading materials by developing more various reading selections that attract their interest in doing ER. Second, they should demonstrate when and how their students can make use of ER facilities, such as when and how they can operate computers and browse the available online e-books or reading materials to do ER for improving their academic literacy.

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4. Encouraging ER: The tradition regained

Encouraging ER is to regain the lost tradition of developing the academic literacy of which the purpose is twofold: to improve the TL acquisition and to understand the theoretical concepts of content based subjects.

4.1. To improve the TL acquisition

As discussed before, the TL exposure is insufficient in EFL contexts in the sense that EFL learners get access to the TL only by indirect rather than direct contact with the TL speaking society through printed materials and sophisticated technology, such as computers. As a result, the TL input is limited only to how well EFL learners get access to acquiring the TL. In doing so, ER should be integrated into in-class ER reading activities and be implemented in self-access learning (SAL) centres.

The best alternative to alleviate the crisis of the lost tradition of ER in EFL contexts is to encourage ER itself as the basis of developing academic literacy in English. In doing so, I propose some areas to consider for encouraging ER as follows:

1) the provision of the TL reading resources in EFL contexts;
2) the existing academic atmosphere in EFL schools or universities;
3) the accessibility of English reading texts on both social and academic issues;
4) the text types for building up the tradition of ER.

Further, to make sense of encouraging ER, I confirm that EFL teachers should give their students assignments by using the existing printed reading selections, even if they are outdated, or by producing more printed documents that contain updated texts of academic and social issues. What I mean by the provision of the TL reading resources in EFL contexts certainly includes printed books, the contents of which can produce pleasure in their readers, as implied in Mason and Krashen's (1997: 101) findings below:

> Extensive reading allowed "reluctant" students of EFL to catch up to traditional students, and worked in a variety of EFL situations. When we add these results to those already published in second language acquisition, and to the massive support free reading has in first language development, the case for self-selected reading for pleasure is overwhelming (Mason – Krashen 1997: 101).

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However, many different factors also determine the positive effect of ER, such as the academic atmosphere, the accessibility of reading texts and the text types. Reluctant learners of EFL may change their behaviours to become aware of the importance of ER for their academic purposes. Although it takes time to improve and develop their grammatical mastery of the TL, their commitment to enriching their knowledge about the content of the passage they have read might be greater when they have got access to reading the reference books they need. In other words, their being reluctant in ER might result from the fact that the existing academic atmosphere and the accessibility of reading texts are relatively discouraging.

To encourage ER in EFL contexts, the top ten principles to consider as presented by Day and Bamford (2002) are also used here as the basic consideration when looking at the existing academic atmosphere in EFL contexts, such as in Jember, Indonesia. On this point, I would rather take the slogans of the principles and share ideas about how they work in EFL contexts. Day and Bamford (2002: 137-139) propose ten principles or slogans, as listed below:

1) the reading material is easy;
2) a variety of reading material on a wide range of topics must be available;
3) learners choose what they want to read;
4) learners read as much as possible;
5) the purpose of reading is usually related to pleasure, information and general understanding;
6) reading is its own reward;
7) reading speed is usually faster rather than slower;
8) reading is individual and silent;
9) teachers orient and guide their students;
10) the teacher is a role model of a reader.

Given the above ten slogans, I propose some arguments for the practicability of these slogans or principles with respect to EFL contexts. As regards the first slogan "the reading is easy", I can see that the slogan strongly suggests that ER passages enable EFL readers or students to easily deal with the reading. I appreciate the idea in the slogan with the condition that its meaning is signified by the readers of the passage, not the writers' or the experts' of reading theories. EFL teachers might not realise who can say "the reading is easy". They tend to reflect on their own language competence to claim the statement rather than their students'

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language competence. On this point, I note that through making questions or what Smith (1985: 78-79) notes as "predictions" of their own (not their teacher's), EFL learners might comprehend the reading text and say that it is easy. In other words, EFL teachers have to remember what Lyons (1977: 33) notes as what they mean "communicative" (or meaningful to them as teachers) is not always "informative" or meaningful to their students as extensive readers. Therefore, to make sense of ER, EFL teachers have to concentrate on what is informative (understood) rather than what is communicative (supposed to be understood) or what Nuttall (1996: 229) notes as "reading is caught, not taught". So, encouraging ER for EFL readers is also to provide an ER assessment record, of which the data about what they can or cannot understand can be used as a reference to update the existing reading selections.

The second slogan "*a variety of reading material on a wide range of topics must be available*" sounds more challenging in the sense of the time and energy needed to develop reading selections. The fact that various learner readers have their own learning needs and purposes for reading means that regular updating should be done to keep the first slogan effective for different reading purposes. In other words, providing various reading selections is one way to encourage ER in EFL contexts. It agrees with what Rodrigo and her colleagues note as "reading in great amounts for the purpose of a general understanding of the text or for the enjoyment of the reading experience" (Rodrigo, Victoria – Daphne Greenberg – Victoria Burke – Ryan Hall – Angelee Berry – Tanya Brinck – Holly Joseph – Michael Oby 2007: 106). Similarly, the above fifth slogan confirms that "the purpose of reading is usually related to pleasure, information and general understanding". In this case, I note that every student has his/her own taste of pleasure and information when doing ER. Some students might think that they read novels for pleasure or enjoyment, but others who study literature might have novels for information rather just enjoyment. Therefore, I propose EFL teachers to encourage their students' ER activities by focusing on at least reading for pleasure, such as with English short stories or novels, and for academic information, such as with books or references, or for non-academic information, such as in brochures and newspapers.

On this point, EFL learner readers with high autonomy or the so called SAL approach (see Gardner – Miller 1999: 8) can meet the requirements as stated in especially the above third and fourth slogan, and this is what Pigada and Schmitt (2006: 2) notes as an efficient approach of ER for vocabulary acquisition and reading itself as follows:

> There are several reasons why it is so attractive to develop language knowledge (and more specifically vocabulary) through extensive reading. To mention a few, it is considered ...

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vocabulary acquisition and reading – occur at the same time. This approach facilitates learner autonomy, can be very pleasant and motivating (Pigada – Schmitt 2006: 2).

The above ER approach promotes the learners' ability to do the activity as expected in the third slogan, but how to make them read and choose what they want to read as the third slogan reads is not that simple. It requires an understanding of the EFL readers' learning approach that is not always autonomous; or the teacher assisted learning approach, by which the EFL learner readers might not read unless they are instructed to do so. Regarding reading more books, as expected in the fourth slogan "Learners read as much as possible", they might even have no idea how to enrich their vocabulary or get more information by getting more books to read extensively. Therefore, many reading selections in, for example, the self-access learning centre in Jember University, Indonesia, might turn out to be unread because some of the EFL readers rely merely on formal instructions as are also usually provided on reading tasks kits. Thus far, one may observe encouraging ER should find a way how to make teacher dependent learners read as much as possible.

The integration between autonomous learning and classroom learning activities can ideally be helpful in the sense that EFL learner readers will read if the definite reading orientation related to their teacher's task evaluation is clearly stated in the school curriculum. On this point, the process based evaluation in ER might greatly help EFL teachers encourage ER itself. The ninth slogan "Teachers orient and guide their students" can be conducted in the integration between the above two learning approaches; the autonomous and teacher-assisted learning. Although it could be time and energy consuming for EFL teachers, the above integration definitely facilitates great opportunities for their students to enrich their vocabularies as confirmed by Pigada and Schmitt (2006) in the previous discussion. Similarly, the tenth slogan "The teacher is a role model of a reader" is indeed in line with what is highly recommended in the school-based curriculum in Indonesia where the TL is not informally used. Modelling active readers done by EFL teachers in the TL definitely provides more convincing features of reading procedures and strategies, and is therefore useful for encouraging ER.

In EFL classrooms, silent reading as also recommended in the eighth slogan "reading is individual and silent" has been theoretically understood for many years, but for classroom management or pronunciation practice reasons, EFL teachers at secondary schools may ask their learners to read aloud rather than to read silently. Meanwhile, extensive reading requires autonomous learners to read, and such learners are not quite easy to find since what frequently

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happens is the fact that they tend to perform passively unless their teacher is able to "orient and guide" them (see Slogan 9 above). This means that ER in EFL contexts might be impracticable without teachers' guidance.

Therefore, the best way for EFL teachers to encourage ER in EFL contexts is to reflect on at least the above ten slogans or Day and Bamford's (2002: 137-139) principles. In this way, their ER programmes in both the classroom and the SAL centre might be fruitful. In addition to this, they should "introduce ER within the purposeful and interactive framework of the task-based language curriculum" (Green 2005: 311) and develop the existing SAL centres that, I think, have been established for years in EFL contexts. In this way, the ER promoting tasks can be developed by giving learners the freedom "to meet" their enjoyment and pleasure. Indeed, they might be mentally distracted by their teacher's questions, but their reading comprehension can be measured by asking questions or what Smith (1985: 78) notes as "predictions". On this point, they can freely make their own questions if they do not have to answer their teacher's questions. In short, I think to reflect on Day and Bamford's (2002: 137-139) principles of ER and to integrate ER into classroom intensive reading activities are one way to make ER in EFL contexts fruitful.

4.2. To understand the theoretical concepts of content-based subjects

Developing the existing ER in self access learning (SAL) centres is another way of encouraging ER in EFL contexts to improve academic literacy, of which the target is to understand the theoretical concepts of content-based subjects. The SAL centre in Jember University, Indonesia, for example, has been developed since the mid 1980s for the university students (learners) to learn and practice all the TL skills independently that include ER. Unlike a library, this centre is the place for reading not only books and journals but also some modified types of reading selections complete with many graded reading comprehension exercises. A self access system of how to get access to reading selections and how to encourage ER for SAL has been established in the centre. Moreover, the centre has developed both intensive and extensive reading facilities for almost three decades, but the progress of developing such facilities is still vulnerable to lack of the TL language exposure outside of the centre.

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On this point, I propose some steps of developing SAL and highlight some aspects for EFL teachers to make use of the SAL centre to improve academic literacy in the TL through ER based on the following framework:

Step 1: Survey the existing facilities, such as the library, to see if they provide the TL exposure through its materials collection for ER.

Step 2: Negotiate with the existing library or SAL centre manager to see if a regular schedule for your students to come in groups can be made.

Step 3: Assign your students to work on particular topics, such as SLA that can be easily found in reference books and ready for use individually or in groups.

Step 4: Recommend or produce more reading materials tasks and exercises complete with answer keys or model answers. This requires your coordination with the SAL centre staff or the librarians.

Step 5: Provide SAL kits, such as the SAL record form for ER progress evaluation.

Step 6: Ask and answer: regarding the result of ER activities, EFL teachers should analyse their students' reading needs.

Step 7: Encouragement: EFL teachers have to encourage their students to implement ER by assigning them to work on interesting topics based on their field of study. Further presentation of their first draft is highly recommended.

Step 8: Reflection of using the SAL centre: EFL students and their teacher should think of aspects to consider when using the SAL centre as can be seen in the following table (see Table 1).

Table 1. Aspects to consider when using the SAL centre.

ASPECTS TO CONSIDER WHEN USING THE SAL CENTER		
ASPECTS	FOR THE TEACHER AS A TUTOR	FOR STUDENTS AS READERS
Resources	provide various reading materials	find reading materials based on the assignments given in the classroom
System	organise ER facilities such as a SAL worksheet	prepare report draft for the assignments
Management	monitor ER activities	share reading selections
Assessment	provide a SAL record	filling in the form of the SAL record
Materials development	provide more various reading materials	read and request more reading selections

The above steps of how to develop SAL and some aspects to consider when using the SAL centre are certainly open to any possible changes of SAL development concepts in the sense that different teachers might have different ideas about developing SAL although they share the same category of EFL contexts. Further, I confirm that ER should be integrated into

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intensive reading activities in the classroom and be implemented in the SAL centres, and the link between two different situations, the classroom and the SAL centre, can be seen in the following figure.

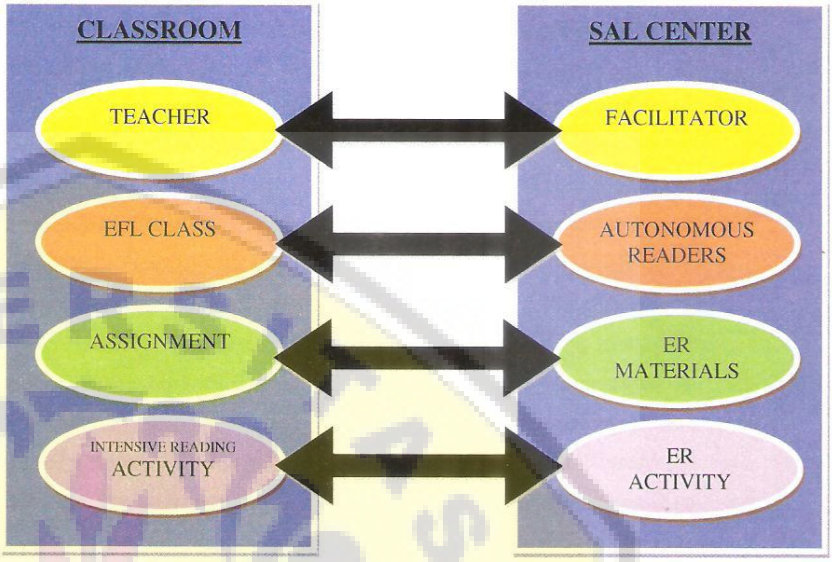

Figure 1. The roles of EFL students and their teacher in the classroom and the SAL centre in integrating ER into intensive reading activity.

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Figure 1 describes the roles of EFL students and their teacher in two different places: the classroom and the SAL centre. The teacher in the classroom presents and explains reading tasks to the students and plays the role of a tutor ready to help rather than to teach in the SAL. The students may work on intensive reading for their assignment based on their teacher's instructions in the classroom, but they as autonomous readers freely develop what they have discussed so far through ER in the SAL centre. Their assignment in the classroom determines the selected ER materials in the SAL centre. The double headed arrows that link the two areas show the integration of intensive reading and ER activities in the sense that both activities can be conducted in both areas. In this case I note that the SAL centre represents the wider ecology outside the EFL classroom that provides the TL exposure.

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5. Some constraints of encouraging ER in EFL contexts

The TL exposure and technological pitfall might dictate the constraints of encouraging ER in EFL contexts. The mismatch in the aspect of the TL exposure between the SAL centre and the wider ecology outside the centre is of serious concern in EFL contexts. Inside the SAL centre or the classroom, EFL learners' active performance in ER is relatively higher than it is outside. In other words, they become powerless outside the SAL centre or classroom in the sense that they are not always exposed to printed documents, such as books written in the TL. Similarly, if EFL learners rely on sophisticated technology, such as computers, they might be tempted to stray away from their main target of ER because of their uncontrolled enthusiasm for another, different computer programme, such as social networking. This technological pitfall might endanger their efforts to improve their academic literacy in understanding the theoretical aspects of content-based subjects.

6. Conclusion

ER in EFL contexts has long been a tradition for autonomous learners when reading skill is the only way for them to acquire the TL. The work of the tradition is not because they are exposed to the TL speaking society or sophisticated technology by which they can use the TL. Rather, they get no other choice to develop their academic literacy than by using it. However, the advancement of technology might detract from the role of printed documents, such as magazines, since the EFL learners can get information in the TL without reading, and from that point onwards they lose the tradition. To regain the tradition, EFL teachers attempt to encourage ER to improve academic literacy in EFL contexts. The target of improving academic literacy is twofold, that is, the TL acquisition itself, and understanding the theoretical concepts of content based subjects. To improve the TL itself, EFL teachers should consider the provision of reading selections, the academic atmosphere and Day and Bamford's (2002) slogans. The SAL centre and its system provide ER facilities to understand the theoretical concepts of content based subjects. More important, the integration between classroom activities and those in the SAL centre suggests that encouraging ER to improve academic literacy in EFL contexts can mitigate the threat of a lack in the TL language exposure and the technological pitfall itself.

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Widodo, Handoyo Puji. 2008. "Extensive reading in an ESL class in the United States: Some good points", *Reflections on English Language Teaching* 7, 1: 71-76.

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This book presents a wide-ranging examination of extensive reading and its great role in increasing literacy and language development as well as fostering a positive attitude towards reading. The authors are first concerned with theoretical issues pertaining to reading English as a foreign or second language, showing how a theoretical model can be instrumental in helping teachers to encourage their students to learn to read. Then, the authors discuss the place and role of literature in language instruction at different levels, ranging from primary to university, where the term literature denotes both texts written for native speakers and graded texts designed for language learners. Suggestions are provided for integrating extensive reading into the curriculum, establishing a library, and selecting reading materials. The authors also present numerous benefits which can accrue from extensive reading, namely: improvements in learners' general language proficiency, reading fluency, vocabulary acquisition, affective changes as well as developing communicative and (inter)cultural competences a priority of the present-day EFL/ESL classroom. Finally, the text provides practical teaching tips, including extensive reading programme guidelines, lesson plans and activities. This innovative book will undoubtedly be a worthwhile reference source for teachers, teacher educators, and teacher trainees for years to come.

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