

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Extensive Reading in the Second Language Classroom

Cambridge University Press
978-0-521-56829-6 - Extensive Reading in the Second Language Classroom
Richard R. Day and Julian Bamford
Frontmatter
[More information](#)

CAMBRIDGE LANGUAGE EDUCATION

Series Editor: Jack C. Richards

This series draws on the best available research, theory, and educational practice to help clarify issues and resolve problems in language teaching, language teacher education, and related areas. Books in the series focus on a wide range of issues and are written in a style that is accessible to classroom teachers, teachers-in-training, and teacher educators.

In this series:

Agendas for Second Language Literacy by *Sandra Lee McKay*

Reflective Teaching in Second Language Classrooms by *Jack C. Richards and Charles Lockhart*

Educating Second Language Children: The whole child, the whole curriculum, the whole community edited by *Fred Genesee*

Understanding Communication in Second Language Classrooms by *Karen E. Johnson*

The Self-directed Teacher: Managing the learning process by *David Nunan and Clarice Lamb*

Functional English Grammar: An introduction for second language teachers by *Graham Lock*

Teachers as Course Developers edited by *Kathleen Graves*

Classroom-based Evaluation in Second Language Education by *Fred Genesee and John A. Upshur*

From Reader to Reading Teacher: Issues and strategies for second language classrooms by *Jo Ann Aebersold and Mary Lee Field*

Extensive Reading in the Second Language Classroom by *Richard R. Day and Julian Bamford*

Language Teaching Awareness: A guide to exploring beliefs and practices by *Jerry G. Gebhard and Robert Oprandy*

Vocabulary in Language Teaching by *Norbert Schmitt*

Curriculum Development in Language Teaching by *Jack C. Richards*

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Extensive Reading in the Second Language Classroom

Richard R. Day

University of Hawaii

Julian Bamford

Bunkyo University



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
 978-0-521-56829-6 - Extensive Reading in the Second Language Classroom
 Richard R. Day and Julian Bamford
 Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
 Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo,
 Delhi

Cambridge University Press
 32 Avenue of the Americas, New York, NY 10013–2473, USA

www.cambridge.org

Information on this title: www.cambridge.org/9780521568296

© Cambridge University Press 1998

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

It is normally necessary for written permission for copying to be obtained in advance from a publisher. Figure 1(a) on page 88, Figure 2 on page 147, and Figure 3(a) on page 151 of this book are photocopyable. The normal requirements are waived here, and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom.

First published 1998
 7th printing 2007

Printed in the United States of America

A catalog record for this publication is available from the British Library

Library of Congress Cataloging in Publication Data

Day, Richard R.

Extensive reading in the second language classroom / Richard Day and Julian Bamford.

p. cm.

“Bibliography of language learner literature in English” : p.

Includes bibliographical references (p.) and index.

ISBN 978-0-521-56073-3 hardback

ISBN 978-0-521-56829-6 paperback

1. Language and languages – Study and teaching. 2. Reading.

I. Bamford, Julian. II. Title.

P53.75.D39 1997

97-24481

418'.4'07–dc21

CIP

ISBN 978-0-521-56073-3 hardback

ISBN 978-0-521-56829-6 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate.

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

To the late Dr. Shigekazu Fukuyama

To Terry and Leanne Day, and Marion and
Vincent Bamford

And to Harold Palmer and Michael West, the
parents of second language extensive reading
in modern times

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Contents

Series editor's preface	xi
Preface	xiii
I THE DIMENSIONS OF EXTENSIVE READING	1
1 An approach less taken: Extensive reading introduced	3
Extensive reading	5
An extensive reading approach	6
The characteristics of an extensive reading approach	7
Conclusion	9
Further reading	9
2 A cognitive view of reading	10
Reading as a cognitive process	11
Interactive models of reading	12
Reading in a second language	15
The role of extensive reading in developing fluent second language readers	16
Conclusion	19
Further reading	19
3 Affect: The secret garden of reading	21
Attitude	22
Motivation	27
The extensive reading bookstrap hypothesis	30
Conclusion	31
Further reading	31
4 The power of extensive reading: Insights from the research	32
Results of extensive reading programs	33
Second language reading ability	35

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)viii *Contents*

	Affect	35	
	Vocabulary	36	
	Linguistic competence	37	
	Writing	37	
	Spelling	37	
	Conclusion	38	
	Further reading	38	
5	Extensive reading and the second language curriculum		40
	Integrating extensive reading into second language programs	41	
	Extensive reading and second language academic programs	44	
	Goals of an extensive reading program	45	
	Why is extensive reading the approach less traveled?		46
	Conclusion	48	
	Further reading	48	
II	MATERIALS FOR EXTENSIVE READING: ISSUES IN DEVELOPMENT	51	
6	The cult of authenticity and the myth of simplification		53
	The cult of authenticity	53	
	The myth of simplification	56	
	Authenticity and simplicity reexamined		58
	Communication	60	
	Conclusion	61	
	Further reading	61	
7	Language learner literature	63	
	Language learner literature introduced	63	
	Writing for an audience of second language learners		64
	Language learner literature as art	74	
	The importance of content	76	
	Support for reading	77	
	Conclusion	78	
	Further reading	79	
III	THE PRACTICE OF EXTENSIVE READING	81	
8	Setting up a program: Curricular decisions		83
	How much material should students read?		84

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)*Contents* ix

	How can teachers evaluate students?	86
	Should students read in class or for homework or both?	90
	At what level of difficulty should students read?	91
	Should students use dictionaries while reading?	93
	Conclusion	94
	Further reading	95
9	Materials: The lure and the ladder	96
	Language learner literature	97
	Children's books	98
	Learners' own stories	99
	Newspapers	100
	Magazines	102
	Children's magazines	102
	Popular and simple literature	103
	Young adult literature	104
	Comics	104
	Translations	105
	Conclusion	105
	Further reading	106
10	The extensive reading library	107
	Deciding the size of the program	107
	Making a budget	108
	Determining the students' reading levels	109
	Discovering student interests	109
	Purchasing the reading materials	111
	Cataloging and organizing the materials	112
	Deciding where to place the materials	112
	Setting up a checkout system	115
	Displaying the materials	115
	Conclusion	116
	Further reading	116
11	Student orientation	118
	The goals of the program	120
	The procedures of the program	121
	Reading requirements	123
	Reading materials	124
	Conclusion	124
12	Building a community of readers	126
	Ongoing class guidance	126

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)x *Contents*

	Individual counseling	127
	In-class activities	128
	The teacher as role model	136
	Help for struggling readers	137
	Conclusion	138
	Further reading	138
13	The reading community in action	140
	Answering questions	141
	Writing summaries	142
	Writing reaction reports	143
	Giving oral reports	148
	Popular books section	150
	In-book opinion forms	150
	Rave reviews	153
	A reading fair	153
	Wall displays	154
	Conclusion	155
14	Program evaluation	156
	Purpose	157
	Audience	157
	Method	157
	Seeing if a program has achieved its goals	158
	Seeing what other results a program might have had	159
	Identifying aspects of a program needing improvement	160
	Results	162
	Conclusion	163
	Further reading	163
15	Taking the approach less traveled	164
	Extensive reading and the teacher	167
Appendix	A bibliography of language learner literature in English	169
	An EPER bibliography of high-quality language learner literature	172
	Description of the series	199
References		203
Index		217

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Series editor's preface

Although a number of useful books are available on the teaching of reading in a second or foreign language, this is the first book to focus specifically on the nature of extensive reading and the development of extensive reading programs in foreign and second language teaching. Richard Day and Julian Bamford offer an informed and practical analysis of the nature and scope of extensive reading, argue convincingly for the need to give greater attention to extensive reading in language teaching, and provide a valuable guide to developing an effective extensive reading program within a second or foreign language curriculum.

In developing their rationale for extensive reading, the authors review a comprehensive body of research that demonstrates the benefits that can accrue from extensive reading. These benefits include not only the obvious improvements in students' reading skills and reading speed but changes in their general language proficiency and in their attitudes toward reading and language learning. For many language students, the ability to engage in fluent reading and to read both for important information and for pleasure is perhaps the most valuable benefit they will gain from language study; hence it is crucial that such an outcome is planned for in language teaching rather than left to chance.

The authors demonstrate, however, that there is far more to extensive reading than simply providing materials. They analyze the factors that need to be considered in planning and implementing a program, and how such a program can be effectively organized and administered. Detailed guidance is given concerning how to integrate extensive reading into the second or foreign language curriculum, what the goals for such activities are, what resources and planning are needed, the criteria for choosing suitable reading texts, how to evaluate the program, and important factors to consider in the day-to-day management of a program.

The authors emphasize that although extensive reading is a student-centered and student-managed activity – since students choose what, when,

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

xii *Series editor's preface*

and how to read – teachers have a crucial role to play in ensuring the success of the program. Teachers need a thorough understanding of the nature of second language reading, of the nature of extensive reading materials, and of the strategies for developing reading skills and a love of reading through extensive reading.

Extensive Reading in the Second Language Classroom provides a comprehensive and stimulating account of these and other important issues in extensive reading and will be a valuable resource both for classroom teachers and for teacher educators preparing novice teachers for careers in second and foreign language teaching.

Jack C. Richards

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Preface

Students are unsure of what they have read; they feel that they do not have sufficient language to say what they want to say. They hesitate to admit that they are not sure what they just read. They are apprehensive about being evaluated by the teacher and their peers. They elect to sit silently and wait for the teacher to ask questions or for other students to speak.

This is a description of what Jo Ann Aebersold and Mary Lee Field (1997, p. 116) call “the world of real L2/FL reading classes.” But students learning to read a second language do not have to act like that. Rather, they can be enthusiastic and confident about reading, and can leave the second language reading course as independent and lifelong readers in the target language.

This book can help make such a transformation possible. Although it is a book about the teaching and learning of reading in a second language, it differs from most books on the subject because of its focus – extensive reading. The purpose of this book is to provide a theoretical and pedagogical foundation for the premise that extensive reading should be an integral part of reading instruction in the second language classroom.

Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence. Extensive reading, however, is not just a matter of submerging students in a bath of print. As Albert Harris and Edward Sipay observe, “It takes superior materials, clever teachers who love to read themselves, time, and effort to develop the reading habit” (1990, p. 655).

The benefits of such an instructional approach are wide-ranging. If set up and carried out appropriately, extensive reading not only helps students learn to read in the second language, but also leads them to enjoy reading.

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)xiv *Preface*

This encourages them to continue reading long after formal study of the second language is over. In addition, extensive reading, at the very least, consolidates students' learning of the second language and, at best, increases their proficiency. For all these reasons, we are firm advocates of the inclusion of extensive reading in *any* second language reading program.

Second languages are learned by different people for different reasons. Although these differences are important in some contexts, we see extensive reading as useful to anyone who reads or intends to read a second language. We also see extensive reading as appropriate for both a *second language* context – where the target language is learned in a community of its speakers, such as learning English in the United States – and a *foreign language* context, in which the target language is learned where that language is not spoken, such as learning English in Japan. For convenience, throughout the book we use the term *second language* to include both a second and a foreign language learning environment. When the term *foreign* is used, it is to refer specifically to a foreign language learning context.

An extensive reading approach does not assume that the students have any particular level of ability in the target language. In our view, extensive reading is appropriate at all stages of language learning; it is never too early – or too late – to learn to read a second language. At the same time, an extensive reading approach has nothing particular to offer the prereading stages of learning to read. Therefore, in this book it is assumed that students are already literate in their first languages and that they know the written form of the second language.

The book has three major sections. Part I provides a theoretical foundation for extensive reading. Part II is a critical examination of materials development in second language reading. Part III presents and discusses the practical aspects of conducting an extensive reading program.

Although we believe that extensive reading should be a part of every second language reading program, it is not our intention to evangelize. Rather, we present an alternative or additional way of approaching the teaching of reading. We are not so naive as to believe that an extensive reading approach can turn all students into independent, fluent readers. However, if used appropriately, an extensive reading approach can considerably improve second language reading instruction and the chances that students will enjoy reading in the second language. It would be an unusual extensive reading class that fit the description of the typical L2/FL reading class described by Aebersold and Field.

We would like to express our appreciation to Jack Richards, the editor of the series in which this book appears, for his encouragement and support; to David Hill and the Edinburgh Project on Extensive Reading for making

Cambridge University Press

978-0-521-56829-6 - Extensive Reading in the Second Language Classroom

Richard R. Day and Julian Bamford

Frontmatter

[More information](#)

Preface xv

available their research in the form of the bibliography in the Appendix; to Steven Brown, Marc Helgesen, David Hill, Ted Plaister, Joyce Taniguchi, Roberta Welch, and Cambridge's anonymous reviewers for their invaluable comments on earlier drafts of the manuscript; to the Bodleian Library, Oxford, and the CILT Library in London and their staff; to Judy Davis for her work on the index; and to Mary Vaughn and Mary Carson at Cambridge University Press. We are particularly grateful to editor Olive Collen and copy editor David Thorstad for their exceptional work on the manuscript.

We hope that the ideas presented in this book will stimulate readers to reflect on their own second language reading experiences, both as teachers and as students. We also hope that readers will enjoy reading it as much as we enjoyed writing it.

Richard R. Day
Julian Bamford