

Extensive Reading Implementation in EFL Classes

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Abstract: Creating an English-learning atmosphere in which students are highly motivated might be difficult for EFL teachers at times. However, with a large range of Internet resources available, both EFL teachers and students are encouraged to make full use of online tools to study English. As a result, in this research, it is emphasized on extensive reading utilizing Internet resources as an effective teaching strategy for assisting EFL learners in mastering the target language. It is begun by reviewing the literature and demonstrating the advantages of comprehensive reading utilizing Internet resources. Furthermore, it is proposed websites and tools for teaching substantial reading in EFL contexts.

Keywords: extensive reading, teaching, internet sources, EFL, learner, comprehension.

Introduction

Over many years of teaching English as a foreign language, I discovered that while most students are typically proficient at English grammar, they are unable to interact effectively with one another. This might be because, while English is taught in schools, there are few English-speaking contexts outside of them. As a result, most English students have no or very few opportunities to practice the target language outside of the classroom. Extensive reading can be used to assist such EFL learners in improving their language abilities. In this article, I'd want to go through the primary benefits and characteristics of extended reading in EFL classes, as well as the justifications for using Internet resources for extensive reading. I will next propose four distinct teaching activities for using online extended reading materials to increase learners' English language abilities.

Definitions of Extensive Reading

Extensive reading has been defined in several ways. In the early conceptions about extensive reading, Palmer used the term extensive reading in foreign language pedagogy to mean to “rapidly read book after book” [4. 5p]. That is, extensive readers, as explained by Palmer, focus only on the content, not the language forms, of the text. Michael West, a teacher and materials writer, established a so-called “supplementary” reading, the goal of which was “the development to the point of enjoyment and the ability to read the foreign language” [3. 6p].

Characteristics of Extensive Reading Programs

As previously said, comprehensive reading is a happy reading activity in which pupils enjoy reading books of their own choosing. Day and Bamford clearly identified 10 critical criteria of effective extensive reading programs in order to have a better understanding of an extended reading strategy in language schools. These characteristics are:

The reading content is straightforward.

There is a vast choice of reading resources accessible on a number of themes.

Learners select what they wish to read.

Learners read as much as they can.

Reading speed is often faster than slower.

Reading is often done for enjoyment, knowledge, and general comprehension.

Reading is alone and silent.

Reading is a reward in and of itself.

The instructor instructs and directs the students.

A reader's role model is the teacher.

Based on these features, it is clear that extensive reading may be an effective method of motivating students, particularly those studying English in non-English surroundings, to actively participate in learning the target language. One crucial guideline is that reading materials should be simple enough for pupils to read and comprehend the contents. Nation stressed that for language novices, there should be no more than one unfamiliar word each page, and no more than five for intermediate students. As a result, when kids are requested to read, teachers must present appropriate reading materials that they are comfortable with and inspired to read.

Another key aspect of extended reading principles is that kids can pick their own reading materials from a variety of sources, such as periodicals, newspapers, storybooks, or internet texts. They are not required to use textbooks or reading materials provided by the teacher. As a result, people are free to read about whatever they choose. As a result, pupils are encouraged to read about topics that interest them.

Furthermore, the instructor can advise pupils to stop reading anything that isn't engaging to them or when they find the reading materials too challenging. Finally, in prolonged reading, students can study with the texts both individually and quietly. As a result, considerable reading may take place outside of the classroom, where students can read pleasurably on their own time and in whatever location they want (Krashen, 2004).

The Advantages of Extensive Reading

Extensive reading has been shown in several studies to be successful and beneficial in both ESL and EFL schools. Authors and researchers generally agree that extensive reading promotes 1) reading speed and comprehension; 2) vocabulary growth; 3) improvements in other language skills such as listening, speaking, and writing; and 4) positive changes in motivation and attitude toward language learning in general and reading in particular. Bell contrasted an extended group that employed graded readers (texts that are customized for language learners and target a certain level of reader) to an intensive group that read short texts in terms of reading speed and comprehension. According to Bell's findings, students in the extended group attained much quicker reading rates and higher scores than those in the intensive group. Furthermore, Nation noted that graded readers are useful sources for language students to enhance their reading speed since they are no longer difficult to read and may focus on reading for meaning and substance. Many studies demonstrate that intensive reading is an excellent strategy for ESL/EFL learners to acquire vocabulary in the target language. Pigada and Schmitt found in their case study of vocabulary learning via extensive reading that reading widely in the target language increases not only grammatical understanding but also spelling and vocabulary meaning acquisition. Maley claimed that exposure to a variety of reading materials helps students gain vocabulary. "Extensive reading allows for many interactions with words and phrases in context, allowing for the incremental accumulation of meanings to them", he said.

More new vocabulary is introduced to learners through this type of reading, and reading also helps learners remember previously taught language. "The more our pupils read, the better readers they

become”, Day said. “Learning new language is an important aspect of this” [1. 23p]. Extensive reading clearly has an important influence in vocabulary development, which is regarded as an essential component in the learning of a second or foreign language. Such data clearly supports the argument that lengthy reading can result in unintentional vocabulary expansion.

Extensive reading improves the other three English abilities of hearing, speaking, and writing in addition to reading speed, comprehension, and vocabulary increase.

Reasons for Using Internet Resources in EFL Classrooms for Extensive Reading

There are various benefits to using Internet sources for substantial reading in EFL language lessons. To begin with, the Internet has a vast amount of authentic and intriguing content. Guo said that real Internet materials are extremely helpful since they pique the interest of teachers and students more than traditionally organized materials. Another argument for using Internet resources is that it allows users to easily access a vast number of reading materials.

Pinto Silva did research on lengthy Internet reading and discovered that students may obtain hundreds of fresh and intriguing articles. They had more options for reading about their interests, and they considered reading online to be quicker, faster, and more convenient than reading from traditional books.

It is sometimes said that prolonged reading is expensive since it necessitates a huge collection of books or other written materials.

However, since the proliferation of computer technology, other electronic mobile devices, and the Internet, this has altered. Due to the prominence of Internet use at practically all universities, colleges, and schools, Arnold remarked that it is much simpler for students to enjoy reading extensively anything they desire. Students can also use their personal electronic devices to access the Internet.

As a result, readers will no longer have any issues when engaging in extended online reading. Finally, thanks to the Internet and recent technical advancements, learners may effortlessly access their own learning from anywhere and at any time. This is especially significant for EFL students learning the target language in non-English surroundings, since they may still strengthen their language skills—listening, speaking, reading, and writing—by working with computers.

Conclusion

Teachers now have additional options to employ online reading materials to help their teaching and student learning, thanks to the advancement of contemporary technology and the Internet. In my teaching applications, it has been sought to overcome specific issues by designing extended reading exercises to urge students to learn.

To begin, one aspect of substantial reading is reading for pleasure. Students will read when they love it, and they can stop reading when they no longer want to.

As a result, managing pupils' reading activities might be problematic. It is hoped that by offering kids options, it has been solved this issue. Another issue is that it would be impossible for teachers to assess or evaluate student reading abilities if no activities or exercises were required after reading. To overcome this issue, teachers should first give a range of online reading materials from various Internet sources in order to increase students' reading interests. Finally, it has been attempted to make reading social and meaningful for students by providing follow-up lengthy reading activities in which students chat and write about their reading experiences in and outside of the language classroom.

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