

⇒ 2.2.3. Intensive Reading

Intensive reading means detailed study of the passage. In this type of reading, the reader has to be careful with the different language items, *i.e.* words, grammar, language, expression, ideas etc. He tries to understand anything and everything contained in the paragraph.

Intensive reading can be more interesting by encouraging the students to ask questions to their classmates on the passage read by them. This will encourage each student to search out questions from the passage.

Intensive reading is used on shorter texts in order to extract specific meaning. It includes very close, accurate reading for detail. It provides a base to study structure, vocabulary, idioms etc. and helps the students to develop a greater control of language. Intensive reading is used—

- (i) When the objective of reading is to achieve full understanding of logical argument, rhetorical patterns of text, emotional, symbolic or social attitudes and purposes of the author and linguistic means to an end.
- (ii) For study of content material that are difficult.

I. Characteristics of Intensive Reading :

- (i) Usually classroom based
- (ii) Reader is intensely involved in looking inside the text.
- (iii) Students focus on linguistic or semantic details of a reading.
- (iv) Students focus on surface structure details such as grammar and discourse markers.
- (v) Students identify key vocabulary.
- (vi) Texts are read carefully and thoroughly again and again.
- (vii) Aim is to build more language knowledge rather than simply practice the skill of reading.

II. Procedure of Intensive Reading :

Step I. : Includes introduction by using three things to introduce the intensive reading.

- (i) Explains the social and cultural background of the lesson.
- (ii) Asks introductory questions based on previous – knowledge.
- (iii) Asks some revision questions.

Step II. : Model reading by the teacher. The teacher reads the passage with correct pronunciation, stress, intonation, rhythm, juncture and pause.

Step III. : Loud reading by the students.

Step IV. : Explanation : The teacher should explain new words, phrases, sentence-pattern, points of functional grammar through many devices.

- (i) Using prefix
- (ii) Using suffix
- (iii) Associating the word with objects, pictures, models, sketches, games and actions.
- (iv) Using grouped under a head
- (v) Giving antonyms

- (vi) Giving synonyms
- (vii) Giving special reference to the context of the subject-matter of the lesson.
- (viii) Giving mother-tongue equivalents
- (ix) Using words in a sentence
- (x) Explaining sentences and patterns
- (xi) Explaining grammatical points

For example, the teacher may ask the meaning of 'House'. The proper answer may be given by him saying that the house means the place where father, mother, brother and sister all live together.

⇒ 2.2.4. Extensive Reading

Extensive reading is called rapid reading or independent silent reading. Extensive reading means to read silently and quickly with understanding without the help of a teacher. In extensive reading the aim is not linguistic. Here the reader is concerned with getting the overall meaning or idea of the passage. He is not to bother about the detailed language items contained in the paragraph. The purpose of extensive reading will be to train the student to read directly and fluently in the foreign language for his own enjoyment without the aid of the teacher. Let us discuss the three types of reading in detail. Extensive reading is called rapid reading or independent silent reading.

I. Aims and Objectives of Extensive Reading :

- (i) To develop the pleasure and profit of reading and getting information.
- (ii) Understanding the meaning of the passage.
- (iii) To develop reading habit
- (iv) Increasing vocabulary.
- (v) Laying stress on subject matter of the language.

Extensive reading is carried out to achieve a general understanding of a text. The aim of extensive reading are to build reader's confidence and enjoyment. It is always done for the comprehension of main ideas, not for specific details.

Extensive reading may appear—

- (i) As a complement to an intensive reading programme.
- (ii) As an extra curricular activity where students read out of class.
- (iii) Where students work with a class set of books, individual reading of material, of their own choice, with follow-up activities.

II. Characteristics of Extensive Reading :

- (i) Students read as much as possible.
- (ii) A variety of materials on a range of topics is available.
- (iii) Students select what they want to read.
- (iv) The purposes of reading are usually related to pleasure, information and general understanding.
- (v) Reading is its own reward.
- (vi) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
- (vii) Reading is individual and silent.
- (viii) Reading speed is usually faster than slower.
- (ix) Teachers orient students to the goals of the programme.
- (x) The teacher is a role model of a reader for the students.

III. Books for Extensive Reading :

- (i) Subject-matter should be easy.
- (ii) Difficult words and sentence pattern should be avoided.
- (iii) They should be nicely printed, illustrated, threaded, binded and priced.
- (iv) Language material should be acc. to the mental level of students.
- (v) Subject matter should be related to the social and cultural background of a country.
- (vi) They should be simple.
- (vii) They should contain simple stories, plays, biographies, social, cultural and scientific topic.

IV. Procedure for Extensive Reading : The procedure for Extensive Reading should be flexible and should change according

to the situations and the nature of the content-matter of the subjects.

Step I. Introduction by the teacher : The English teacher gives some main information and guidelines for extensive reading. He may also explain the difficult portion of language materials of the lesson.

Step II. Silent reading by the students : The students will read the passage but quickly.

Step III. Comprehension Questions : The English teacher will ask the comprehension questions to test the understanding of the passage.

Step IV : Discussion and summarisation.

V. Merits of Extensive Reading : Extensive reading is practised by every person and is extremely useful *e.g.* :

- (i) Develops the habit of dictionary consultation in the students.
- (ii) Saves on time and energy of both the teacher and the student because no model reading or loud reading is required.
- (iii) Has high 'transfer of learning', value, since it prepares the students for extensive library use and self education.
- (iv) Helps in assimilation of ideas.
- (v) It trains the reader's mind to focus and concentrate.
- (vi) Paves the way for the students to become independent in studies. It enables the reader to do without the teacher's help.
- (vii) The students remain busy and active.
- (viii) Boosts the confidence level of the students.
- (ix) Enables the students to develop the habit of self study and self learning.
- (x) Very useful for students in higher classes. Good for this study and research work.

VI. Demerits of Extensive Reading :

- (i) Requires immense strength of self discipline which cannot be found in all the students. Exceptions are always there.

- (ii) Spoken English is neglected.
- (iii) Often children hesitate to ask the pronunciation and meaning of the difficult words from the teacher. Even it is difficult to ascertain whether the text has been understood by the students or not.
- (iv) cannot be used at the primary level because it needs maturity and self discipline on the part of the students.
- (v) Requires rich vocabulary and a good use of dictionary though this may initially seem to be a limitation but at the later stage of student life this requirement is an added asset for them.
- (vi) Difficult for the teachers to find out whether the students are really doing silent reading or they are just putting up the show.

In order to overcome the limitations of extensive reading, it should be practised only after the students have become matured in vocabulary and grammar. Extensive reading is the final stage of reading and very useful. Should be judiciously used by the teacher after the oral reading has been thoroughly practiced.

In extensive reading, one is concerned with the overall meanings contained in the" book or chapter. Let us take up a single example. Intensive Reading of a newspaper, say 'The Tribune'. That has to be done extensively, otherwise one will lag far behind. Thus extensive reading breaks the dull and monotonous reading of the textbook. Moreover, the reader is not required to strain much in extensive reading.

Unfortunately, in India, too much emphasis is not given to extensive reading. There is lack of extensive readers too. Proper attention must be paid towards these facts and a judicious place should be given to extensive reading in reading lesson planning.

VI. Difference between Intensive Reading and Extensive Reading : Intensive reading means a detailed study of the textbook. Its chief purpose is to provide practice with sentences of a newly introduced pattern. In this type of study, the pupil masters at the productive level all the new vocabulary items and grammatical

structures. He also understands in details the ideas expressed in the lesson. It is like chewing the book.

Extensive reading means a non-detailed study of the book. It is this type of reading that an adult does in life, e.g., reading an article in a newspaper or periodical or reading a full-length book, whether it is fiction or non-fiction. It is not necessary to read these things in minute details; all that a person is concerned with is to know the main points by the process of skimming.

Intensive Reading	Extensive Reading
1. The pupils should be able to understand and use all the common words, phrases and expression in the book.	1. These are not studied in detail.
2. Reading is <u>aloud</u> and controlled by the teacher.	2. These pass into the pupil's passive vocabulary.
3. The help of the teacher is maximum.	3. They should be able to understand not use all the words, phrases and expression in the book.
4. The detailed reading lesson is essentially place for careful teaching.	4. As non-detailed lesson is minimum and reading is silent and independent.
5. Concentrates upon the language.	5. The non-detailed lesson is minimum.
6. Its aim is to make a careful and minute security of what is read.	6. The non-detailed lesson is essentially a place for no teaching or minimum of teaching.
7. Words, phrases and expressions are studied in detail.	7. Concentrates upon subject-matter.
8. New words and phrases pass into pupil's active vocabulary.	8. Its aim is only to grasp the meaning of what is read.