

The importance of extensive reading in the development of language learning and teaching process.

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Abstract: Reading in the field of teaching foreign language gains the importance in fostering the all aspects with the different proportions. Namely, Extensive reading can enhance the grammar, vocabulary competence as well as has an impact on learners` general understanding in getting main ideas of the text properly. After reading extensively, if the text is retold in that case the way can solve some kind of problems related to speaking aspect. This article is going to discuss the effectiveness of extensive reading in learning vocabulary as well as can solve the problems which related to intensive reading. This method is also used to understand the meaning of the texts and notice the marginal meanings in the perceptive way. This paper will help readers to understand the potential of extensive reading in learning vocabulary and. Also, this paper will support the readers the effective ways of how vocabulary is learned and developing intensive reading during extensive reading

Key words: extensive reading, intensive reading, proficiency, grammar, vocabulary

Introduction

Reading is basic element in learning any kind of language as well as fostering the usage of the target language unnoticeably. Through reading, it can be broaden our mindset area in any kind of field and develop the brainstorming skills as the result of wide range of new information. Thus, in foreign language learning, the effective ways and techniques are so important and the proper utilization of those techniques can lead the language acquisition in the less effortless way. In the process of the language teaching and learning it can be seen various kinds of approaches, techniques and methods for developing second language acquisition. For instance, in order to improve listening and speaking skills such as pronunciation and fluency learners can use imitation techniques. As well as extensive reading can foster the language learners` intensive reading skill, brainstorming skill, critical thinking ability, vocabulary and the writing. However, there are some concrete instructions in order to achieve the significant results from the chosen ones. If the language instructor provides clear instruction considering the target level and needs of learners and students also follow the directions properly in that case these could be aim achievable. Thus, in the field of teaching reading there are two main approaches ,namely, extensive and intensive reading. This paper focus on the beneficial sides of extensive reading for some skills and sub skills of English language. The reason is that language learners alter the difficult and stressful ways in order to learn and improve the target language in most cases but this approach is pleasure and beneficial for them. Firstly, it can be useful and easy to understand if it is distinguished extensive and intensive reading approaches. Extensive reading and intensive reading are two main reading styles that are used in learning L2. Although both of these are valid forms of reading but they have different aims. There is a difference between “learning to read”

and “reading to learn” (Extensive reading foundation, 2011, p. 2). Intensive reading is referred as learning to read which means the students are reading a text to learn something about the language itself – like a new word, grammar and so on. This is the classic reading that are done by the students in traditional classes. In this type of reading atmosphere the materials are usually short and most of the time there are a lot of words that are unknown to the students. It has pre and post-reading activities and also comprehension questions (2011, p. 2). Miller (2011) stated that intensive reading as a methodology is a teacher centered approach. It means that most of the things that happen in the class are directly instructed by the teacher which includes what to read, when to read and what grammar, vocabulary, text organization or comprehension points will be discussed (Miller, 2011, p. 70). Cahya (n.d.) mentioned that intensive reading provides a basis for explaining difficulties in of structure and extending knowledge of vocabulary and idioms (as cited in Cahya, n.d., p. 5). It involves learners to detail reading with specific learning aims and tasks (p. 5). On the other hand, extensive reading refers to “learning to read” which means practicing the skill of reading by reading. For example, reading a story book with the aim of enjoying without having the knowledge that they are learning (Extensive reading foundation, 2011, p. 2). The purpose of this approach is to build Effectiveness of Extensive Reading in Second Language Learning: A study on the development of linguistic skills in reference to reading 16 reading fluency, to deepen their knowledge on language items that they are already familiar with and to get a better idea about how it fits communicatively (2011, p. 2). Tomkova (2008) stated that this process allows the learners to process language faster and to enjoy reading including improvement of comprehension. Extensive reading aims to build reading fluency and reading confidence of students. It suggests learner to read a large amount of easy materials for information and enjoyment with the goal of achieving a general and overall understanding of the reading material (as cited in Tomkova, 2008, p. 11). On the contrary, intensive reading refers to “careful reading” of shorter and more difficult text in the target language with the aim of completing a detailed understanding. In extensive reading learners are more focused on the meaning of the text rather than on the individual words and sentences. Tomkova (2008) also mentioned Hedge’s argument that extensive reading gives learners the opportunity to manage strategies like prediction or guessing word meaning learned in intensive reading (p. 11). Hence, experts have suggested that extensive reading in or out of the class will balance intensive reading activities in class (as cited in Tomkova, 2008, p. 11). These two forms of reading are not considered as opposition, as both serves different but complementary purposes. While intensive reading introduces to new language items to the learners, extensive reading helps the learners to practice and to have more clear knowledge of them (Extensive reading foundation, 2011, p. 2).

Extensive reading means reading any kind of composition with pleasure, fun and perceiving the meaning of the sentences in the sequence. Hence, there is a significant difference between intensive and extensive reading. In intensive reading, students normally work with short texts with close guidance from instructor. The main aim of intensive reading is to support students obtain detailed meaning from the text. However, reading intensively is considered as dominant approach in many language teaching settings despite that only being practiced with intensive reading can not foster learners` reading fluency or an essential skill that mature readers acquire only after repeated exposure to massive quantities of written text. In this case extensive reading can be crucial and supportive way in order to enhance language learners` immediate perception of the target text as well as they can analyze the sequence of the given information effortlessly. Then reading any kind of book or the text that includes fascinating data in target language might broaden the critical thinking ability and increase the percentage of the finding out the aim of the sentence that is being read. In this case the

language learners gain the significant possibility in order to find the right answer during accomplishing the intensive reading task.

According to Bell (1998) extensive reading gains the possible features in the process of language learning.

- It can provide comprehensible input
- It can enhance learner's general language competence
- It increases the students exposure to the language
- It can increase knowledge of vocabulary
- It can lead to improvement in writing
- It can motivate learners to read
- It can consolidate previously learned language
- It helps to build confidence with extended texts
- It encourages the exploitation of textual redundancy
 - It facilitates the development of prediction skills

It can be gained unexpected results from the approach for language skills in the fun way. However, in order to get expected result from the utilization of extensive reading the learners should choose the appropriate book or any text for the level of reader and the area of interest. If the learner gains the passion for the genre or the plot in that case they can get the main idea of the sequence of the sentences in the book as well as they can guess the unfamiliar words from the context. Undoubtedly, this is the best way of enriching the vocabulary baggage for the target language learners. Thus, this approach might be intended for a long time practice because through extensive reading language learners foster their second language acquisition and the intensive reading approach unconsciously.

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