

READING FOR PLEASURE TO IMPART QUALITY BASED TEACHING/ LEARNING IN EXTENSIVE READING PROGRAMME TO E.S.L STUDENTS

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Abstract: English plays a vital role to expose our knowledge, interact and communicate with the different parts of the world. Therefore, to master the knowledge a certain degree of Reading strategies have to be inculcated to understand the language. Extensive Reading gives an enormous scope to develop the language, writing skills and to check the day to day changes in vocabulary, grammar and to adapt with the present globalised world. The students choose from different varieties of printed material without the support of the teachers and read independently to gain information and enjoyment. The learners have the freedom to read comics, story books magazines, biographies etc., to have a wider aspect to understand the materials and stop reading the books if it lacks interest and beyond the understanding capacity of the students. Extensive reading supplies different varieties of schemata or background knowledge such as fast reading, understanding the overall gist of the printed material which facilitates the reader's motivation to create interest in reading and utilize their skills to choose their own reading pace in right direction to build up confidence and communication skills.

The study was conducted on 150 students on three different Engineering colleges of VIF Engineering college, Global Engineering college and PRRM Engineering colleges in various aspects to examine their level of reading. The workshop was conducted for a week and the students enjoyed to read different varieties of selected materials. The students were tested in grammar, vocabulary, sentence patterns, use of constructive ideas to utilize their cognitive skills to explore the world of reading in their comfort zone of learning. They were asked to learn prefixes and suffixes to understand the overall meaning of the materials rather than to refer dictionary at every level. The materials were graded according to their cognitive levels of understanding. The students were trained to select the materials which are easy in vocabulary, interesting and enjoyable. The glossary of difficult words were given at the end of the lesson to facilitate the students to have easy access to the reading materials. The main aim of this paper is to create interest among the learners by teaching them to become familiar with sentence patterns, idioms and to enhance autonomous recognition of unfamiliar words and to implant vocabulary.

Extensive reading provides the readers to skim the relevant materials, scan and to enjoy the books, Magazines etc and to get familiarize with new words in different contexts to become better readers. Fluent reading with few follow up exercises rather than detailed analysis of learning the words, grammatical patterns, minimum use of dictionaries will be an added advantage for the students to understand the printed materials using clues to understand the content structure in free reading Environment. This will build up their confidence, self reliance and improves their reading skills in the areas of vocabulary, spellings , grammar etc., to read extensively and become life-long readers.

Keywords: Cognitive skills, E.S.L, Extensive Reading, Skim, Scan, Schemata.

Introduction: English has attained the status of global language connecting different cultures and widely spoken all over the world. It plays the status of international language of the world in science, technology, Business, medicine etc. The mastery of the language has certain principles and strategies which have to be implanted in the minds of the students such as Vocabulary, Grammar and syntactical structures of the word formation. The instrument of learning grammar, vocabulary and word formation proves to be tiresome and lack interest in reading to understand the texts and to refer the dictionaries. In the present trend of Modern Technology, reading skills and strategies are developed especially in the areas of spellings, vocabulary and phonetical accents to understand the texts in an easy and comfortable zone. Students read

the printed materials such as Newspapers, books, journals etc., to gain information. The reader's schemata or the background knowledge will assess the reading component to guess the meaning of the printed material. The depth of vocabulary in the second language learning, will influence the readers' understanding of the material such as skimming, scanning and choose the specific information. The students skim to understand the overall content of the material and scan the relevant material to read and enjoy the texts.

Nassaji (2006) examined the particular role learners' depth of vocabulary knowledge plays in lexical inference. [01].The research has shown that the students with intense depth of vocabulary tried to implement certain strategies to understand the texts. The more the students read numerous varieties of

printed material it will naturally boost their confidence to enhance vocabulary. This paper tries to discuss on various aspects of reading through practical orientation to employ their cognitive and metacognitive skills to enjoy texts and become life-long readers. There are two types of reading Intensive and Extensive reading to develop the required strategies.

Intensive and Extensive Reading: Intensive reading is defined as reading a text under the strict control of the teacher, read the passages in the textbooks to check the meanings, grammar to understand the given information. The students read the text throughout the year and the teacher tries to clarify the grammatical structures, vocabulary and syntactical structures of the word formation. Intensive reading is teacher centred and there is no scope for the student to employ their inherent skills to understand the printed material. The students read the same teacher selected material whether they like it or not and refer the dictionary for each and every word. The level of reading is same for all the students that is from brilliant to average students and the same text may be boring and lack interest in reading. However, this may build up their language proficiency. Besides, Intensive reading builds language proficiency and extensive reading makes the students to understand the overall meaning of the printed material. In fact, Students require both the strategies to develop the language skills.

According to Laufer (2003) and Helgesen (1997), to be able to guess meaning from a given context, the reader need to know more vocabulary at least 95% of the text to be able to infer the meaning of the new words and this is practicable via reading extensively. [01]

Significance of the study: The study tries to focus on the significance of Extensive reading to utilize the inherent skills of the students to choose books independently without the support of the teachers. In other words, extensive reading builds confidence to expand vocabulary through autonomous learning of different varieties of printed materials. This aspect of practical orientation of pleasure reading implants students to decode the meanings instinctively through overall understanding of the context rather than the language.

Methodology: A study was conducted in three different colleges at K.G Reddy college of Engineering and Technology, Vidya Jyothi Institute of Technology and J.B Institute of Engineering and Technology in Moinabad area. The study consists of students who opt English as a second Language and lack reading skills and mainly depend on the available materials to pass out the Examinations. On the other hand, some of the students have regular reading habits with English as the first Language with some exposure of

reading books, comics etc., The workshop was conducted for a week to test their knowledge in the relevant fields. The Students were given tasks to select books on their own ranging from fiction, novels, biographies, comics journals etc. The materials were graded with minimum two or three difficult words. The students tried to select books of their choice. They were tested in Grammar, vocabulary and sentence patterns. They were also given some tips to learn the language of prefixes and suffixes to understand the meanings instead of referring Dictionary at every level. Even the glossary of difficult words were given at the end of each lesson to make students engross in reading without the help of the Dictionary.

The students were given a task of Reading a lesson on "Three days to see" by Helen Adams Keller a short biographical passage on Keller's life (P.28,29) from Ist year B.Tech Epitome of Wisdom about 250 words. They were asked to read and find out the grammatical formation of adjectives, articles, verbs etc and to frame sentences of their own. The students tried to comprehend the text using their background knowledge using the same word as a verb, noun etc. For Example the word "inject" can be used as a verb and injection as a noun. This way of practical orientation of grasping the words through pleasure reading gave an ample scope to understand how the words can change the meaning of a sentence and to use the constructive ideas to get the overall meaning of the printed material.

Students were also asked to fill in the blanks using clues of grammatical structures such as articles, prepositions, verbs etc

Example:

1. The Earth ----- (revolve, revolves) round the sun (Suitable verb/Tense)
2. He reads ----- News paper every day (a, the) (Suitable article)
3. She is fond ---- Music (of, in) (Suitable Preposition)
4. ----- of anything is bad (Excess, Access) (Suitable Word)

The study clearly showed that the students tried to apply their relevant constructive ideas to grasp the Printed material and enjoyed reading. The students with English as a second Language made mistakes in the areas of spellings, grammar etc. The students with English as First Language committed less mistakes. Errors are common and the students' confidence in learning to rectify the errors is a clear indication of improvement to become fluent readers. At the end of the Programme, the study has shown that there is a uniformity of errors in the areas of spellings, prepositions, verbs and pronunciation of words.

Literature Review: According to Mary Clarity (2007), "Extensive reading is reading a lot. It is also reading for pleasure". [02] The learners should be given an ample time to read independently of selected materials Viz., Newspapers, magazines, comics, Biographies etc., for general understanding of the material. Extensive reading gives a wider scope to read books suited to the learners background knowledge. The main aim is to create interest in reading easy books. Therefore, the materials have to be graded with a minimum two or three difficult words in a page to facilitate the readers to read extensively.

"The reading material should consist of 98% known vocabulary and focus is on meaning rather than language (Nation & Hur 2000)". [02]. This clearly indicates that the students should be motivated to read easy books which has simple vocabulary with pictures, graphic signs etc and lively dialogues for overall understanding of the subject rather than the language. The more the exposure to the printed material will automatically develops the vocabulary, sentence structures and to guess the meaning with more interesting and enjoyable environment of silent reading. The role of extensive reading in second language learning increases the outside knowledge, vocabulary and overall improvement in the writing skills.

Grabe (1991) emphasized the importance of extensive reading in providing learners with practice in automaticity of word recognition. [03] The students exposure to the printed material makes them to learn new words and produce meaningful paragraphs, essays and letters. Reading enhances vocabulary of the student to effectively integrate the background knowledge and write effectively. In order to accomplish the benefits of extensive reading students should be trained to choose books of their choice. Extensive reading is automatic learning of new words instinctively than the teacher centred intensive reading and the selection of material depends on the full control of the student to check his own progress to become efficient and lifelong readers.

(Brown 2007). Reading specialist Anderson explains: "It is my belief that good readers do more extensive reading than intensive reading"[04] Therefore, a fluent reader tries to employ cognitive skills to guess the overall meaning of the context, identify the sentence formation and vocabulary etc. Students face a lot of problems to understand the authentic materials which has complicated vocabulary to comprehend the texts at their level of understanding. Graded readers are simplified, abridged works of original texts specially for the students of second language learning. They have to be categorized according to the level of understanding, vocabulary and simplicity of grammar to make students engross

in reading texts. Graded readers have limited vocabulary and can suit their level of student's proficiency levels. The readers choice and well written graded readers with simple vocabulary are most suitable to create interest and enjoyment.

Stanovich (2000) and his colleagues have demonstrated in multiple studies that the amount of people's overall exposure to print has a direct relation to their vocabulary knowledge and comprehension abilities. [05] The exposure to print media in Extensive Reading which is mostly done outside the classroom activity will enhance their progress through e-books (Electronic books) namely novels, comics, magazines, journals etc to have control on the language and to access their own selected material. This will automatically develop their inherent skills to browse the materials, and get accustomed to usage of vocabulary, idioms and sentence formation. Reading is an active skill to have the lively interaction between the reader and the writer. The students can download speeches of eloquent speakers, watch and download videos to have effective communication and check their language proficiency. The role of teachers have a wider scope to encourage, boost their confidence to monitor their spellings, grammar and to correct them in right manner. Simple tasks like picture description, writing the story and recording their voices to check their pronunciation helps students to develop their inherent skills and effective communication and writing skills. The materials designed for the students of English as a second language should capture the attention of the readers with more practical orientation such as moral endings, biographies, animated short stories with glossary of difficult words mentioned at the end of each chapter. Students with regular reading habits through Extensive reading to various aspects of interaction through internet or continuous exposure to printed material promotes the necessary background knowledge or schemata to write effectively, vocabulary development to build effective communication abilities.

"According to Pigada and Schmitt (2006), as the reader come across new words in appropriate extensive reading materials, the reader can infer the context based meaning provided by the text, which are not generally found in dictionaries such as connotation, collocations and referential meaning." [01]

Extensive reading which is mostly done outside the classroom where students are exposed to different kinds of reading materials like comics, magazines, journals etc., try to apply their inherent skills to recognize the learnt vocabulary. The repetition of words in the selected materials will make them to understand the concept with more logical way such as idioms, referential meanings which are generally

comprehended through fluent reading and regular reading habits.

Limitations: A sample study was conducted in the rural areas of Moinabad where students lack proper reading habits and recognize words through pleasure reading. The workshop conducted for a week on Extensive reading programme on various aspects of practical orientation and to read a variety of different materials such as comics, journals, magazines etc., The study revealed that the students had difficulty to understand grammar, spellings, verbs, prepositions etc. Teachers plays a vital role to motivate the students on reading skills. Therefore, the materials designed for the students of English as a second language should contain topics with real life situations, debates, group discussions and moral stories. Even the students can choose their own materials from the internet to have easy access without the support of the teachers such as video clips, lectures, animated short stories etc., which is economical and easy to get engrossed in the world of printed materials or lively interaction of communicative skills. For this reason Extensive reading has wide topics with simple vocabulary, graded according to their levels of understanding with the mention of glossary of difficult words at the end of each chapter. The main objective of Extensive reading is to make them read fluently in a low anxiety environment.

Suggestions: Extensive reading facilitates the students to enhance their language proficiency, grammatical competence for overall understanding with minimum use of Dictionaries. The study clearly

illuminates that the students proficiency levels and the materials designed should be graded on their background knowledge especially for the students with English as a second language learning. Extensive reading provides the readers with a variety of reading self-selected materials to understand the overall meaning rather than the language. The research on Extensive reading has been adopted in several countries to motivate students through practical methods to read a variety of self selected materials ,learners' needs with repeated exposure of printed material. The study revealed that the students with more exposure to easy and voluminous reading of different varieties of materials will automatically develop their reading and writing skills. The automatic retention of vocabulary takes place through repetition of words in different contexts in stories, comics, magazines etc. The main objective is to make students read books which create interest and to check their progress of learning to present their ideas, writing skills and to gain information needed to build their language proficiency and vocabulary.

Conclusion: The findings of the study conducted for a week on the Extensive Reading Programme has revealed that the students should be encouraged to read books selected on a wide range of topics to implant the reading habits. The materials designed for the students have to be graded according to their cognitive levels of understanding. The research on Extensive reading has paved way to overall implementation of language learning especially in the areas of pronunciation, writing skills and grammar.

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