



THE BENEFITS OF EXTENSIVE READING IN EFL CLASSROOM

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Abstract : *Extensive Reading (ER) is an effective and engaging approach in language learning that focuses on reading large quantities of easy and enjoyable texts for general understanding and pleasure. Unlike intensive reading, ER emphasizes student autonomy, fluency, and motivation through self-selected reading without tests, exercises, or the frequent use of dictionaries. This article explores the fundamental principles of ER, its benefits, and its implementation in language classrooms. Drawing on the work of leading scholars such as Day, Prowse, and Maley, the article highlights the key characteristics that make ER a successful and transformative practice in developing reading fluency and fostering a lifelong love of reading among language learners.*

Key words: *Extensive Reading, language learning, reading fluency, reading comprehension, free voluntary reading, student autonomy, ESL/EFL, graded readers, reading strategies, language acquisition.*

Annotatsiya: *Keng qamrovli o'qish (ER) til o'rganishda samarali va qiziqarli yondashuv bo'lib, umumiy tushunish va zavqlanish uchun katta hajmdagi oson va yoqimli matnlarni o'qishga qaratilgan. Intensiv o'qishdan farqli o'laroq, ER testlarsiz, mashqlarsiz yoki lug'atlardan tez-tez foydalanmasdan mustaqil o'qish orqali o'quvchilarning avtonomiyasi, ravonligi va motivatsiyasini ta'kidlaydi. Ushbu maqolada ERning asosiy tamoyillari, uning afzalliklari va lingafon sinflarida qo'llanilishi ko'rib chiqiladi. Maqola Day, Prows va Maley kabi yetakchi olimlarning ishlariga asoslanib, ERni ravon o'qishni rivojlantirish va til o'rganuvchilarda umrbod o'qishga muhabbat uyg'otishda muvaffaqiyatli va o'zgaruvchan amaliyotga aylantiruvchi asosiy xususiyatlarni ta'kidlaydi.*



Kalit so'zlar: *Keng qamrovli o'qish, til o'rganish, ravon o'qish, o'qishni tushunish, bepul ixtiyoriy o'qish, talaba avtonomiyasi, ESL/EFL, baholangan o'quvchilar, o'qish strategiyalari, til o'zlashtirish*

"Extensive reading" as a language teaching/learning procedure is that it is reading of large quantities of material or long texts, for global or general understanding, with the intention of obtaining pleasure from the text. Further, because reading is individualized, with students choosing the books they want to read, the books are not discussed in class.

Extensive reading means that students read many and easy books for information and enjoyment. Students are encouraged to read by selecting any book they want. If the selected books are very difficult to understand, then they can stop reading and select other book.

In other words, when students read extensively, they read very easy, enjoyable books to build their reading speed and reading fluency. The aim of Extensive Reading is to help the student become better at the skill of reading rather than reading to study the language itself. When students are reading extensively they READ:

Read quickly and

Enjoyably with

Adequate comprehension so they

Do not need a dictionary

In order to read quickly and fluently (at least 150-200 words per minute or a little lower for beginning students), the reading must be easy. If there is too much unknown language on the page, it creates problems which slow the natural movement of the eye and affect comprehension and turn the fluent reading into a form of 'study reading'. Extensive Reading is sometimes known as Graded Reading or Sustained Silent Reading.

What is Extensive Reading (ER)?

Extensive Reading is often referred to but it is worth checking on what it actually involves. Richard Day has provided a list of key characteristics of ER (Day 2002).



This is complemented by Philip Prowse (2002). Maley (2008) deals with ER comprehensively. The following is a digest of the two lists of factors or principles for successful ER:

Students read a lot and read often.

There is a wide variety of text types and topics to choose from.

The texts are not just interesting: they are engaging/ compelling.

Students choose what to read.

Reading purposes focus on: pleasure, information and general understanding.

Reading is its own reward.

There are no tests, no exercises, no questions and no dictionaries.

Materials are within the language competence of the students.

Reading is individual, and silent.

Speed is faster, not deliberate and slow.

The teacher explains the goals and procedures clearly, then monitors and guides the students.

The teacher is a role model...a reader, who participates along with the students.

The model is very much like that for L1 reading proposed by Atwell (2006). It has been variously described as Free Voluntary Reading (FEVER), Uninterrupted Silent Reading (USR), Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), or Positive Outcomes While Enjoying Reading (POWER).

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