STUDENTS' PERCEPTION OF EXTENSIVE READING PRACTICE: A CASE STUDY AT UNIVERSITY STUDENTS

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Abstrak

Tujuan dari studi kasus ini adalah untuk mengetahui persespsi mahasiswa terhadap implementasi *Ekstensive Reading* (ER) di perguruan tinggi serta faktor-faktor yang mempengaruhi keberhasilan mahasiswa pada kelas ER. Partisipan penelitian ini adalah lima mahasiswi EFL semester enam di Universitas Harapan Bangsa, Banyumas, Jawa Tengah, Indonesia. Kelima peserta dipilih secara purposive dengan dua kriteria utama, yaitu mereka mengetahui definisi ER, mereka telah mengambil mata kuliah ER. Data penelitian ini diperoleh melalui kuesioner, wawancara, dan catatan harian responden. Data tersebut kemudian diolah mengikuti tahapan analisis data model interaktif. Analisis ini menghasilkan dua temuan utama. Pertama, para siswa berbagi pandangan kontras tentang ER. Empat responden menyatakan senang dan termotivasi di ER sementara satu peserta menyatakan merasa kesulitan dan menilai sebagai tantangan. Kedua, berdasarkan perspektif peserta, ada lima faktor yang dapat dikaitkan dengan keberhasilan kelas ER, motivasi internal, lingkungan membaca yang mendukung, pemberian bimbingan atau panutan, dan keragaman aktivitas. dan keterlibatan yang berbasis ER.

Kata Kunci: Extensive Reading, Persepektif Mahasiswa, Aplikasi *Extensive Reading*, Persepsi *Extensive Reading*

Abstract

This case study's goal is to examine the students' perception with the application of extensive reading (ER) at university and the factors affecting the students' success in ER class. The participants of this research were Five EFL students of Harapan Bangsa University, Banyumas, Central Java, Indonesia. The participants were selected on purpose based on two key criteria, they are familiar with Extensive Reading and have taken ER courses. The information for this study was collected using questionnaires, interviews, and diary entries from respondents. with an interactive model of data analysis. There are two key conclusions from the analysis. First, the students contrasted their opinions on Extensive Reading Class. Four respondents were pleased and motivated. While one participant expressed the difficulty and responded it as a challenge. Second, according to the participants' perspectives, there are five elements that contribute to the success of an ER class: internal motivation, reading with initiative, a supportive reading environment, the availability of role model, and a variety of ER-based activities.

Keywords: *Extensive reading, Extensive reading class, Extensive reading Practice, Reading practic*

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INTRODUCTION

Extensive Reading is often referred to, but it is worth checking on what it 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: a) Students read a lot and read often; b) There is a wide variety of text types and topics to choose from; c) The texts are not just interesting: they are engaging/ compelling; d) Students choose what to read; e) Reading purposes focus on: pleasure, information and general understanding; f) Reading is its own reward; g) There are no tests, no exercises, no questions and no dictionaries; h) Materials are within the language competence of the students; i) Reading is individual, and silent; j) Speed is faster, not deliberate and slow; k) The teacher explains the goals and procedures clearly, then monitors and guides the students., l) The teacher is a role model, a reader, who participates along with the students. Thus, there is no cheaper or more effective way to develop learner autonomy. Reading is, by its very nature, a private, individual activity. It can be done anywhere, at any time of day. Readers can start and stop at will and read at the speed they are comfortable with. They can visualize and interpret what they read in their own way. They can ask themselves questions (explicit or implicit), notice things about the language, or simply let the story carry them along.

ER in the curriculum requires careful planning and coordination among different departments. Additionally, there may be limited resources and funding available for ER activities. Therefore,

while lecturers may have more flexibility in designing the course, the implementation of ER may still be challenging due to various constraints.

ER, also known as Extensive Reading, is a common requirement in many universities, especially for students majoring in English. Thus, students are required to take ER class. This means that students have to juggle the workload of ER along with assignments from their other classes, which can add up to more than 20 credits in one semester. This situation can potentially hinder students from developing regular reading habits as they are solely focused on completing their ER assignments. Furthermore, since they do not see immediate improvements in their exam scores from studying ER, a study conducted by Huang (2015) suggests that their motivation to read may not be enhanced. Consequently, it is likely that students will cease reading altogether once the semester comes to an end.

In addition, the absence of relevant reading material and the postponed influence often led to students' and teachers' reluctance to engage in ER. Renandya (2007) discovered that the impact of ER is not immediate. It may take up to one year to observe noticeable effects on learners' language development. As teachers are frequently under pressure to achieve tangible results in their instruction, they tend to avoid initiatives that have a deferred effect on learning.

For this purpose, it is essential to examine the school's educational resources and why that educational resources program does not produce notable outcomes in terms of the student's educational progress from the student's perspective.

This case study aims to examine the students' perception with the application of extensive reading (ER) at university and the factors affecting the students' success in ER class. To address these inquiries, this current research is conducted using a case study methodology.

MEHODOLOGY

This research was carried out at Harapan Bangsa University, especially in the English Education Study Program of Social Science Faculty. This research started in July 2021 until November 2022. The participants of this research consist of five students. The researcher chose them because they attended the extensive reading course at university in Harapan Bangsa University. The criteria the researcher used were (1) the ones who understood what ER is, (2) the ones that have taken ER course.

This research was conducted using the research design of a case study. A case study refers to examining a specific occurrence (such as a child, a group, a class, a school, or a community) with the intention of studying it in action (Cohen, Manion & Morrison, 2007. p. 253). The occurrence chosen for this research was the sixth-semester students of the English Education Department who were required to take the ER course in the English Education Department. The action observed in this study refers to the ER activities or programs that the students have been engaging in outside of class recently. The reason for selecting this methodology is that it allows for the analysis and investigation of the phenomena, particularly the students' reactions to the ER program and activities in their university, as well as their perspectives on the factors that contribute to the success of these ER activities.

The type of data used for this study is qualitative data. The data are the students' experiences concerning ER activities they did and their preferences regarding the factors that contributed to the success of the ER program. The data sources used for this research is the students. The participants chosen for this research were the students who currently attend the extensive reading course. Their responses and experiences concerning ER activities that they had done and their preferences regarding the factors contributed to the success of the ER program. In line with the data sources above, the technique of data collection the researcher employed was a questionnaire, interviews, and a diary.

Data Collection

Data were conducted through a survey, interviews, and a journal to verify and expand upon certain information gathered previously. The researcher disseminated an online survey to the students encompassing the availability of the reading materials, their preferences for reading materials, their encounters during the ER activities, and their viewpoints on factors connected to a flourishing extensive reading program.

The researcher conducted two collective interviews and an individual interview with the five students to inquire about matters tied to their responses in the survey that necessitated further explanation. The researcher utilized the journal to gain comprehensive knowledge about the students' behaviors, undertakings, or experiences pertaining to their understanding of their college's extensive reading program.

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The researcher provided the participants with information concerning (1) the length of the journal, (2) the type of activities they engage in during the ER class, behaviors exhibited when attending the class, and their experiences while attending the class, and (3) the deadline for sending the journal back to the researcher.

In this study, the researcher employed the technique of data triangulation to ensure the reliability of the data. Data triangulation involves using multiple sources of data to enhance the comprehensiveness and depth of the research (Denzin & Lincoln, 1998, p. 4), such as seeking input from various individuals other than the participants themselves (Janesick, 1998). The study validated the data by conducting interviews with individuals associated with the students. In addition to confirming the data obtained from the participants, this approach served to reinforce the data and provide additional insights that could be valuable for the research.

Data Analysis

According to Miles, Huberman & Saldana (2014), there are three steps in examining qualitative data, as follows:

1. Data Condensation

In this process, the researcher composed the summaries, categorized the data, developed the themes, generated the categories from the data collected, and wrote the analytic memos. The data compressing/transforming process continues after the fieldwork is over. This process also includes the researcher's decisions—which data chunks to categorize and which to extract, which category labels best summarize, and which evolving story to narrate.

2. Data display

The researcher exhibited the data that had been compressed into graphs or chart form to compile organized information into accessible and concise data. That way the researcher can observe what was happening and either draw justified conclusions or proceed to the next step of the analysis.

3. Drawing conclusion and Verification

The researcher inferred from the data analyzed and confirmed the findings with other theories or similar studies and the participants.

FINDINGS

Students' Perceptions

Two learners, A and M, expressed their enjoyment of engaging in the extensive reading. In T's situation, she derives great pleasure from reading to the extent that when faced with difficult material, she views it as an opportunity for growth. A does not view challenging content as burdensome. She acknowledged that participating in the ER class has broadened her range of reading choices. Additionally, reading in the ER class serves as a source of motivation for her, fueling her determination to excel in all her assignments, fostering a deeper comprehension of the reading materials, and instilling a sense of personal pride as a student in the English Department.

Out of five students, two students expressed satisfaction when doing ER class. The satisfaction was conveyed by the fact that ER enhanced her reading choices and that reading difficult material was not as taxing as she preferred to read. Additionally, the students concurred that they relished reading something challenging; one of them even declared

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that she felt accomplished after completing all the difficult reading materials during ER activities.

Motivation

Two students, E and N, discovered that Extensive Reading (ER) was more inspiring than enjoyment. They observed that participating in ER lessons aided them in acquiring an additional proficiency and fresh lexicon that could be applied in their writing. Additionally, they felt compelled to put forth their best effort when completing tasks, and reading within the ER curriculum provided them with relevant knowledge pertaining to their reading material.

Amongst the group of five students, a duo of students expressed feeling inspired during their ER class. This observation is derived from the fact that the ER course stimulated their efforts to understand the reading materials and was further reinforced by the motivation provided by the instructors. Additionally, their determination to complete the assignments assigned by their lecturers served as an impetus for them to complete their readings. Furthermore, irrespective of the fact that the readings pertained to subjects they were not particularly fond of, they still acquired valuable knowledge from them.

Joylessness

Contrary to the other four, student A expressed the aversion or lack of pleasure towards extensive reading. A mentioned that she has no fondness for reading and her enthusiasm for reading was relatively low. She favored listening to podcasts or watching videos. Despite the fact that the reading materials she perused were comparatively simple, they did not incite her to read more and did not enhance her enthusiasm for reading.

One student expressed discontent. This sentiment was voiced through her dislike of reading. She exhibited a stronger preference for listening to podcasts or watching videos. Alongside her lack of enthusiasm for reading, there was a scarcity of ambition to read more, leading to a halt in her reading drive.

Application of ER

Two students, A and P, claimed that the reading tasks in their classes were demanding. They observed that the reading materials used in their classes were scholarly publications and digital books about English Language Teaching (ELT) and Teaching English as a Foreign Language (TEFL), which had technical and sophisticated vocabulary. This made the students feel challenged when reading them. Student M also mentioned that while reading scholarly articles, the students couldn't help but find them arduous to comprehend.

Out of five students, two of them experienced difficulties when doing the ER class. Such sentiment was expressed by the fact that the level of difficulty when they perused article journals was relatively high and they added that article journal was demanding to comprehend regardless of their simplicity. Additionally, the students had to peruse the articles journals, and e-books a few more times to understand them. Two students, N and S reported that perusing activities in their classes were quite demanding. N noted that since she perused a wide range of reading materials, she found the reading to be quite challenging, especially when she had to read poems.

Poems were demanding for her because the word choices used were advanced-

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level words and they were written in the past, like in the 90s.

Quantity of Reading

During their time in ER class, A and N, two students, both admitted to reading a lot of books. For T, they read about 20 reading materials, and for R., they read more than ten reading materials. These reading materials were all available online in the form of websites, articles, and other reading materials. Till the end of the semester, their lecturers did not impose any restrictions on the volume of reading they were required to do. T added that she read a lot of books because she was ambitious, which was something else she mentioned.

Two students claim to have read a lot of material. According to the learning contract, one of the elements evaluated for the ER course was the amount of reading. The lecturer also mentioned the fact that students would score better if they read more. When they attended the ER class, they read as many as three to four reading materials each week. A, N, and M, three students, all of whom were enrolled in ER class, all admitted to reading a little bit while there. When they were enrolled in the ER class, they read fewer than ten reading materials. In her class, Student A only read six passages or texts. The passages' length, she observed, was ideal for reading and discussion in class. Similar to A, student M read four books while taking the ER course. She read the materials because, as her lecturer had requested at the start of the ER course, she needed to create PowerPoint. But after reading it, she had the impression that it might be useful in some way.

Reading Selections

Three students, N, E, and S said they had freedom with regard to topic restrictions when they read in their ER class. They noted that they could choose what they read from any available sources as long as they were reliable sources, but they had to stay within the topics their weekly lectures covered. Every week, the lecturers for students N and E assigned topics and provided a reference in the form of a website or e-book, but the students were free to choose what they wanted to read as long as it related to the topics. in agreement with S.

Three students mention having the freedom to choose their reading materials. The students' freedom to read other reading materials as long as they related to the topic was an example of how the ER principle was put into practice. They were also allowed to read anything related to the topic during class. Additionally, the lecturers allowed the students to select the readings as long as they fit the weekly themes. Student P made a similar observation, but the difference is that the lecturer selected the readings for the midterm and final exams. In the ER class, two of the five students said they felt constrained. The reading materials read were all from the same author, which reflected this experience. Additionally, the students read only books and articles from journals that are concerned with ELT methods.

Variety of Reading

In their ER class, T and R, two students, claimed to have read a variety of books. Student R reported reading fiction-related books, magazines, newspapers, poems, film reviews, song lyrics, travel journals, short stories, and ER on qualitative and quantitative research. The lecturer selected the topics each week via Spada.

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Similarly, while attending the ER class, student T read a wide variety of books, including newspapers, magazines, poems, song lyrics, short stories, film reviews, travel journals, and journal or research articles. The lecturer only provided one reading for reference and a few topics for the students' weekly reading assignments.

Factors Attributed to a Successful ER Program

According to the students, an ER program will succeed if it focuses on the following five elements: a) a love of reading or internal motivation; b) agency in reading; c) a supportive reading environment; d) the availability of guidance or a role model; and e) a variety of interesting ER-based activities.

a. Internal motivation

Self-motivation, according to M, N, and A, three students, is a factor in the success of ER activities or classes. They all agreed that students need to be highly motivated to read the reading materials. M explained that in addition to having a high level of self-motivation, the students also needed to have a strong will to complete their assignments. She made the decision to emphasize self-motivation because she believed that since ER was not an easy subject to study, it would only get harder if the students struggled with it. To that end, the students' level of motivation to look up and read the books they selected within the lecturer's assigned topics must be very high.

b. Reading with initiative.

Reading materials were mentioned by M, N, and A, three students, as a factor in the success of the ER activities. They both expressed a desire for their lecturer to give them more freedom to select their reading material, or for the lecturer to provide them with reading materials from a wider range of genres. In M's case, she clarified that while she still wanted to read about the lecturer-specified subjects (language teaching methods), she wanted more freedom to choose what she wanted to read. This allowed them to gain additional knowledge about language teaching techniques while also learning something from what they read. The students could talk about the method they selected with the other students who also selected that method, which was another benefit of making it simpler for them to select the method they wanted to learn more about.

In N's situation, she claimed that the teacher had given the students the freedom to pursue their passions so that the reading materials could be more varied in terms of genres.

The purpose of selecting this factor was to give the students more freedom to select the reading materials they wanted to use. Because they read whatever they wanted to and not just for the ER class, the students could be more consistent.

c. Favorable Conditions for Reading.

According to student N, the environment must be created for students to enjoy reading, for instance, through home literacy. One month's worth of books could be used as the foundation. She claimed that the students were better able to become familiar with books and develop a love of reading thanks to the establishment of schedules. One book per month would not be too demanding to begin with because it was external and not all students had the same reading abilities. She made this decision because it had a positive impact on students' perceptions that reading is important and necessary in all facets of life. The program or class for emergency rooms benefited from it.

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d. Varied and Engaging ER-based Activities.

In A's case, she mentioned how crucial the learning activities are to the ER program's success. She went on to say that it must be given to the students in order to inspire them to read. But from her experience, her lecturer didn't do it very well. She continued by saying that the lecturer needed to have an effective teaching strategy and reading exercises that could inspire the students. She continued by saying that since the learning strategies used in her class from the beginning to the end of the semester were the same, reading exercises could be applied to more engaging activities to help the students feel more motivated. In her class, there was no variety of activities used; instead, the students only read and completed the subsequent assignments. It caused the students to become disinterested and unmotivated in class.

DISCUSSION

1. The idea of extensive reading among students.

The results show that some students enjoyed or found the ER classes enjoyable, while others felt that the ER classes inspired them. On the other hand, some students reported feeling joyless while taking the ER classes. The fact that they enjoy reading, that they accepted the challenging material as a challenge for themselves, that what they read could be an addition to their reading options, and a sense of accomplishment that they were able to finish the reading materials are the reasons why they enjoyed the ER classes. The desire to give their absolute best when completing the assignments, knowledge gained in relation to what they read, and the ability to gain new vocabulary are the reasons why the students who took the ER classes felt motivated. The student's dislike of reading and her low level of motivation to read are the main causes of her lack of joy.

Building a strong reading habit, vocabulary and grammar knowledge, and a love of reading are the goals. If the students find the reading material to be too challenging or lose interest in what they are reading, they are not required to finish it. They are also free to choose from a wider variety of reading materials as long as they can do so confidently and easily. In light of this, those theories don't quite match the results. Most students were motivated to finish their reading because they wanted to give their assignments their all.

The conclusions of Barzani and Nabee (2020) did not quite agree with those of this investigation. On the condition that the students have the freedom to choose what they want to read, they reported that the participants had positive attitudes toward the intensive reading program. Additionally, they discovered that the ER is rewarding for students, a helpful tool for learning English and developing various language skills, such as reading, writing, vocabulary, pronunciation, and general language competence, including a wide variety of reading materials, such as short stories, and the program's interesting, enjoyable materials and activities.

They were quite different from the findings of this study in that not all students mentioned that the reading assignments and activities in their ER classes were engaging and enjoyable, and not many of the students in this study had the opportunity to read whatever they wanted to read in a wide range of genres. When they read academic materials like articles from journals or e-books related to

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their courses, those who initially felt enjoyment did not feel it for very long. However, those students who had the freedom to select their own reading material were constrained to the subject matter that was assigned by their lecturers. There are fewer researchers who have examined the effects of ER on reading motivation. One of them was from Shin & Ahn (2006), where the students displayed a favorable attitude toward reading in English and became more motivated to do so. Additionally, they discovered that students preferred reading to other activities such as text analysis, text translation into Korean, and follow-up comprehension questions. In other words, because they enjoyed reading, the students' perceptions—in this case, attitudes, and motivation—about reading English literature changed.

2. The Use of ER Principles in the ER Program.

The research revealed that most students felt challenged to understand the readings assigned in ER class.

They were required to read articles from journals and poems by their lecturers, which was the cause.

Because of the technical and scientific word choices used in article journals, readers of those journals reported feeling challenged or finding it challenging to read them. The poems that students read, the majority of which were written in the 1990s, also used words of a similar level. It did not quite adhere to one of the ER principles proposed by Day and Bamford (2002). The idea behind this rule was that reading material had to be simple to read. The reading materials or texts must be within the students' level of proficiency in reading foreign languages for extensive reading to be possible and to produce the desired outcome.

Second, not a large variety of genres were read by most of the students in this study. The cause was either because their professor required them to read one or two specific types of reading materials, which they then used to complete their assignments or projects, or because the professors chose a particular subject for their weekly reading activities. On that note, the results were not entirely consistent with the second principle, which was the availability of a wide range of reading materials in numerous genres. Day & Bamford contend that in order to foster a love of reading in students, reading materials should be as diverse as the readers themselves and their reading goals. Books, magazines, newspapers, fiction, non-fiction, educational, amusing, specialized, general, lighthearted, and serious texts are all acceptable forms of written communication.

Third, the freedom to select the books they wanted to read was not fully afforded to the students. One of them could only read the readings assigned to them by their lecturers, another had weekly topic restrictions, and the other could only read the books her friends picked out for her to read in class. Furthermore, because there were additional assignments to complete, the students were unable to stop reading even though they had lost interest or found the reading material to be too challenging. The third principle, which states that students should choose their own reading material, was not entirely supported by the findings. As a result of this principle, students are free to select reading materials "as they do in their language," or in other words, they are free to select books they believe they will be able to

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understand, enjoy, or benefit from. Students are also free—and even encouraged—to stop reading anything they find too challenging or unappealing. This idea is related to the previous one.

Fourthly, according to the results, almost every student finished their reading because they had to complete the assignments that were related to what they had read. Some of them had to create PowerPoint presentations, and others had to complete additional follow-up assignments. Those findings, then, did not exactly align with the fourth principle, which was that reading should be done for enjoyment, information, and general understanding. The complete understanding of a given objective level is not the objective. The emphasis shifts from knowledge gained to the reader's own experience in terms of reading outcomes. The objective for the students is to have a level of comprehension that allows them to read for a specific purpose, such as learning something new, enjoying a story, or simply passing the time.

Fifth, based on the research, it was discovered that the lecturer only provided a cursory explanation of each week's topic, including the readings they were required to complete, related information, and any assignments or other required activities. Regarding how this ER operated and what they should do in ER classes, not all lecturers provide them with advice. Having said that, those results did not quite line up with the previous principle, which was that teachers should orient and guide their students.

Except for the finding relating to factors that may contribute to the success of ER programs or classes, the study's findings revealed nothing regarding the support or direction provided by the lecturers. In that regard, the results of this study did not agree with those of Anandari and Iswandari (2019), who focused on the school support requirement as one of the key building blocks for a successful ER program. The teacher explained that all of the school's teachers had the chance to incorporate reading for pleasure in their individual classes as a result of their findings. By including reading English stories and novels in the lesson plans, he saw an opportunity to foster a culture of literacy in his class. His main objective was to give the students a chance to become more involved with the books they were reading. Each student must read three quick reads during a single academic year, record their reading in their journal books, and turn those journals in to him.

Second, according to the results, most of the students engaged in challenging reading for their reading assignments. Even students who claimed to read relatively simple material acknowledged that reading academic materials like e-books or articles from journals related to their college courses presented challenges. On the other hand, not all students read books they enjoy. There were always some restrictions placed upon them by their lecturer, such as the requirement that they read a text related to their courses to create a PowerPoint presentation, that they read a text selected by a classmate, or that they read a text that fell within the lecturer's suggested topics. On that note, the results did not agree with the level of student enthusiasm found by Anandari and Iswandari. This consideration was made because one of the key components of creating a library is that librarians should be able to choose the appropriate genres of books for students of various grade levels and interests.

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3. The Elements of a Successful ER Program

The students suggested five elements for their ER classes' success based on the findings. The elements are a) reading enthusiasm or internal motivation; b) reading agency; c) a conducive reading environment; d) the availability of guidance or a role model; and e) a variety of interesting ER-based activities. The factors discovered in this study based on the perspectives of the students were fairly comparable to or in line with the factors discovered by Anandari and Iswandari (2019) based on the students' field notes taken during the setup of the ER program and the students' journals kept throughout their reading journey.

Based on the results of this study, the students' first factor—their love of reading or internal motivation—is consistent with Anandari and Iswandari's first factor, which is a home literacy culture. Students with a strong home literacy culture were found to be better able to participate in the extensive reading program, according to the study's findings. Second, the fourth factor, which is the provision of direction or a role model, is revealed by the findings. Having said that, that factor is consistent with teacher modeling, which is Anandari & Iswandari's second factor. Based on the research, teachers were observed reading aloud in class while students engaged in silent reading, and the reactions of the students were excellent. As they read, the pupils eventually fell silent.

The final element—various and engaging ER-based activities—is in line with Chen (2018)'s conclusion. Since learning activities were essential to provide to students so they would feel motivated to read, the student specifically contributed to this factor. She went on to say that activities like reading can be applied to other, more exciting activities. Chen's report that ER activities (a task-based approach) give students motivation to read in English supports this factor. Some of them felt a sense of achievement and were inspired to read more after discussing what they had read with their classmates. On the other hand, reading one another's writing (e. g. Receiving feedback and setting goals (such as making up a different ending or writing a letter to a character in the story) boosted their desire to read the entire thing.

The study's findings were quite consistent with the ER principles put forth by Day and Bamford (2002) and Macalister (2015). First up are a variety of entertaining ER-based activities. This aspect was consistent with the ideas that "reading is its own reward" and "the purpose is usually related to pleasure, information, and a general understanding.". Based on those ideas, they went on to explain further that comprehension questions are not typically asked after an ER. However, teachers might assign tasks based on what they have read. There are many reasons for doing this, including to determine what the students understood and experienced from the reading, to monitor students' attitudes toward reading, to keep track of what and how much students read, to make reading a shared experience, and to connect reading to other areas of the curriculum. For these reasons, teachers may ask students to do things like write about their favorite characters, discuss the best or worst book they have ever read, or perform a dramatic reading of a thrilling scene from a book.

A comfortable reading environment is the second. This element is consistent with the idea that students should read as much as they can. According to this principle, reading time is the most important factor in learning to read. A book per week is probably the bare minimum to reap the rewards of extensive reading and develop a reading habit, but there is no restriction on the number of reading materials that students can or should read. Since reading materials for beginners and low-intermediate levels are generally brief, this is a realistic goal for students of all proficiency levels.

Reading agency makes up the third. This factor adheres to the principles of "a variety of reading material is available on a wide range of topics," "learners choose what they want to read," and "the reading material is easy.". The texts should ideally be as diverse as the readers and the purposes for which they want to read to promote a desire for reading. Books, magazines, newspapers, fiction, non-fiction, educational, entertaining, specialized, general, lighthearted, serious. Diverse reading material not only promotes reading, but also promotes a flexible reading style. For a variety of reasons (e.g., amusement; learning; killing time), and consequently in various ways (e.g., skimming; scanning; and more attentive reading)

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