

EDINBURGH PROJECT ON EXTENSIVE READING

GUIDE TO ORGANISING

PROGRAMMES OF EXTENSIVE READING

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PREFACE TO FIRST EDITION

It has taken a very long time to produce the *Guide* and this first edition is by no means perfect but should be seen as a first draft with many imperfections that exist in spite of the best efforts of my colleagues to improve my text.

This edition is published in a ring binder to allow flexibility in copying pages and adding supplementary notes and replacement chapters.

Any comments, critical or complimentary, will be especially welcome during the next few months of revision.

David R Hill

June 1992

ORGANISATION OF THE CONTENTS

The Guide has been prepared in four parts.

Part 1 Extensive Reading

Part 1 argues that extensive reading can be a valuable component of a syllabus for teaching English as a second or foreign language and suggests that students will benefit most readily from extensive reading if it is organised in a special programme.

Part 2 Programme Management

Part 2 addresses readers who wish to set up an extensive reading programme. It takes them through all the whole process from start to finish, detailing the stages of design, preparation, implementation and evaluation.

Part 3 Classroom Management

Part 3 addresses classroom teachers and discusses their role in running library reading and using class readers.

Part 4 Using EPER

Part 4 describes how EPER can help in the organisation of extensive reading programmes through its materials and consultancy services.

Some readers may wish to start at the beginning and work their way through each part in turn. They will find that the argument develops from part to part and chapter to chapter.

Other readers may wish to start with the part that interests them most. If they do this, they will find that there are references to passages in other chapters that cover a topic more fully.

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INTRODUCTION

Edinburgh Project on Extensive Reading (EPER)

EPER has its origins in East Africa and Malaysia.

In the 1960s extensive reading was a major component of the English syllabus in East African secondary schools. It occupied 4 periods out of 9 devoted to English in a 40-period week. (See *Teaching English as a Second Language*, Bright and McGregor, Longman 1971.)

The East African programme was designed for English-medium secondary schools. In the 1970s it was modified to suit the very different conditions of residential secondary schools in peninsular Malaysia where the medium of instruction was Bahasa Malaysia and English was taught as a foreign language for 5 or 6 periods a week. The programme was further modified to suit conditions in day secondary schools. (See *Using Readers in Language Teaching*, Hedge, Macmillan 1984).

The success of both programmes led to the setting up in 1981 of the Edinburgh Project on Extensive Reading (EPER) within the Institute for Applied Language Studies in the University of Edinburgh with the following aims:

- to provide an information service for administrators, teachers and students who wish to study extensive reading or design a programme of extensive reading for their own school or region;
- to promote systematic extensive reading programmes as a means of learning English, and to publish materials to support such a programme;
- to carry out research into aspects of extensive reading, e.g. the influence of linguistic and non-linguistic features upon the accessibility of texts, and the effect of extensive reading on improvement in proficiency.

To further these aims, EPER has analysed the contents of over 2200 graded or easy readers written for learners of English as a Foreign Language, assessed their quality and level of difficulty. Details of each title are held on a database from which lists can be produced to match the requirements of particular students.

The Project has also produced Workcards to accompany over 500 titles when used in self-access libraries and Teaching Guides for 20 titles selected for use as class readers. EPER is currently developing Packs of Reading Cards for use by students who cannot read even the easiest level of books.

EPER has been involved in several large-scale programmes. The first was in Tanzania, where an extensive reading programme was a major component of the English Language Teaching Support Programme. The second was in Zanzibar, where a reading programme continues to form part of the Zanzibar English Language Improvement Programme. The third has been in Hong Kong, where a Pilot Project led to the development of the English Reading Scheme. This is currently being introduced into the first 20 schools and it is intended that a further 25-30 schools will be added to the Scheme each year. The fourth is a smaller programme in the Maldives, in which EPER has supplied bookboxes to the Education Department for use in the outlying islands.

EPER has also provided bookboxes and supplementary materials to programmes organised independently. Such programmes exist in Mozambique, Cameroon, Niger, Kenya, Germany, Brunei and Japan.

For further information about the materials and services offered by EPER, see Part 4 at the end of this Guide.

Intended Readership

This Guide has been written to help teachers and administrators set up programmes of extensive reading, using graded and easy readers in English. It focuses on the requirements of a programme in a state secondary school where English is taught as a second or foreign language.

The reason for focusing on this level of education and on the public sector is that most teaching of English throughout the world is done in this context. The reasons for extensive reading and the principles of organisation discussed in this Guide are, however, applicable to other contexts for the teaching of English, such as:

- colleges and universities where English is taught at an elementary or intermediate level;
- private language schools;
- primary schools.

They are also applicable to the teaching of English as a mother tongue where students are reluctant or disadvantaged readers.

Aim of the Guide

The Guide has been written to give practical help in running a programme of extensive reading. Our experience has suggested that most teachers and educationists accept the value of extensive reading but have given too little attention to the task of organising it.

This Guide is not, therefore, an academic treatment of extensive reading but, as the title says, a *guide to organising a programme of extensive reading*. It is, moreover, only a Guide. We believe that the principles apply everywhere but the practical application of them will take many forms, as Chapter 6 shows. It will be for those who read the Guide to work out how to implement the principles in their own situations.

The Guide is based on a number of assumptions about:

- _ the nature of extensive reading;
- _ the importance of extensive reading;
- _ the need to organise it in a programme;
- _ the complementary nature of individual and class reading.

These assumptions, which have been drawn from many years of experience in teaching, are discussed only briefly to give a context for the practical issues. It is our long term aim to write an academic study of extensive reading that will discuss these assumptions in the light of the experience of various programmes all over the world. Meanwhile, we hope that the readers of this Guide will find themselves intuitively in accord with the assumptions and wish to promote extensive reading as a resource for learning English.

PART 1 EXTENSIVE READING

1. EXTENSIVE READING IN EFL

Overview

This chapter offers a practical definition of extensive reading as a component of a syllabus for teaching English as a Foreign Language. It then compares extensive reading with other types of reading and describes some of the strategies that can be taught to help students developing their skill in this area.

The second part of the chapter discusses the benefits of extensive reading to the EFL learner.

Extensive reading in the EFL syllabus

Extensive reading is widely advocated in EFL syllabuses and its inclusion is supported by current theories of language learning, in particular Krashen's theory of comprehensible input.

In a small number of countries extensive reading has been organised in a careful programme to which considerable resources have been allocated, both of reading material and teaching time. (See Chapter 4 for a description of several recent and current programmes.) These programmes have brought acknowledged benefits to the students.

A Definition of Extensive Reading

By extensive reading, we mean above everything else reading in quantity. For this there are three conditions: a good reading speed and materials that both engage the interest of the student and are written at a level that matches the student's proficiency.

Quantity

It is difficult to specify quantity precisely, but we have found it useful to think in terms of at least one book a week, or 50 books a year. This is the target for the average student. Enthusiasts may read twice as many books or even more.

Speed

If students are to read this quantity of material, they must be able to read quickly. They will have progressed far beyond the stage of reading word by word and be able to read groups of words for global meaning. 200 words a minute may be an average rate.

Interest

They must also have access to books that interest them and provide the incentive to read. It is particularly important that they are given books written for their age-group.

Level

The books must also be written at a language level that matches the student's level of proficiency. They will not be able to read material that is too difficult and they will not benefit from reading material that is too easy.

Extensive Reading Contrasted with Other Types of Reading

Another way of describing extensive reading is to contrast it with other perhaps more familiar types of reading. Extensive reading is distinct from intensive reading, scanning and skimming, and the study of literature.

Intensive reading

Intensive reading is the close study of a text in order to extract the full meaning of all its parts: words, groups of words, syntax, cohesion, etc.

Intensive reading is appropriate where the aim is to study language. Passages are provided in course books and supplementary books on reading, which usually provide a number of exercises that focus on the important features of the text and check comprehension.

Students read these passages slowly, often going over each sentence or paragraph several times, thinking about individual words and consulting a dictionary or grammar. The teacher's role is crucial: to explain what the students cannot work out for themselves.

Intensive reading is also appropriate where the aim is to grapple with, for example, dense arguments, difficult propositions, etc. Outside the classroom, such texts are found in instruction manuals, textbooks, and articles in learned journals.

Scanning and skimming

The valuable reading skills of scanning and skimming are usually taught in a course on Study Skills.

Skimming is the process of reading the headings and rapidly sampling the text of each paragraph in order to get the gist of the contents. Probably less than 5% of the text is read and the purpose is to get a broad outline of the contents and to find out which passages need careful reading. It is most widely used in ordinary life when reading newspapers.

Scanning on the other hand is the skill of looking down the pages of a document for a specific word, phrase or figure. Hardly any of the text is actually read. The purpose is to find the reference and then stop and read round it. The usual example is looking up a name in a telephone directory but it has wide applications in studying.

The study of literature

The study of literature in schools and colleges generally involves detailed examination of particular texts, usually for the purpose of answering questions in exams. The same text will be read several times and some passages will be exhaustively analysed for aspects of style and implied meaning.

Extensive reading

Extensive reading on the other hand is the type of reading most often practised by people who read. They draw on the knowledge of the language acquired in intensive reading. They may also use skimming and scanning to find references or starting places in their extensive reading. They draw on the insights into language obtained through a study of literature. They are, however, carrying on a different activity from all of these.

They read at a comfortable speed without recourse to a dictionary. They read with enjoyment usually as a leisure time activity. They read a great variety of materials. Literature will be included but in addition there will be other materials such as popular fiction and current affairs, travel, history, sport, science and religion found in books, journals, magazines or newspapers.

It must be admitted that in many parts of the world people do not practise extensive reading. In some countries there is no opportunity because there are no suitable books in the mother tongue. In some cultures extensive reading for pleasure is not considered a valuable leisure time pursuit.

It must be further admitted that even in countries where there are materials and a tradition of extensive reading, a majority of people never acquire the reading habit and rarely read a book after they leave school.

Nevertheless it is widely accepted, in western educational thought at least, that extensive reading is a valuable activity and it is official policy to encourage it through the provision of libraries and the incorporation of extensive reading in ELT syllabuses.

Strategies for Extensive Reading

In families and societies where books are widely available and children are given time and encouragement to read them, the techniques of extensive reading are picked up unconsciously in childhood.

Where books are not available or where there is no tradition of extensive reading, the techniques have to be taught.

The secret of success is to continue reading even when the meaning is not clear. This is a very hard lesson to learn. Many students never learn it and never break the habit of stopping and going back when they do not understand something. This is unfortunate for several reasons:

- extensive reading does not require 100% understanding. The purpose of extensive reading is not to pass an elaborate examination on each word but to understand the main idea and to enjoy the book;
- in the second place the author often does not intend that the reader should understand everything straightaway. The first page may be full of events which are only explained much later in the book. In fact often the first page or first chapter may not be understood until the end;
- in the third place it is often a waste of time to look up a dictionary. If an unknown word is important to the story, it will occur again and gradually the reader will build up a picture of the meaning from the context. If the word is not important to the story, it is unlikely to occur again. Knowing the meaning will not help much and there is no guarantee that from one context the right meaning can be distinguished among all those listed in the dictionary;
- students have to be encouraged to read at an appropriate speed. The slow reader tends to read word by word, to move his finger along the line and to say each word with his lips, not always under his breath. The efficient extensive reader will read groups of words rather than single words, with the eyes only and not with the help of fingers and lips. This requires practice with easy texts and it is with practice that slow readers will learn to read more quickly.

Choice of Books

Books written for native speakers of English range from picture books for pre-school children to complex works of literature and there is an obvious progression in difficulty in terms of content (complexity of plot, sophistication of theme, etc) and language (lexis, syntax, etc). The target for learners of English will be to read books written for native speakers of their own age group. Secondary school students will want to read books written for native speaker teenagers, and adults books written for native speaker adults. But these books are much too difficult linguistically for any but advanced level students.

The solution is not, emphatically not, to provide EFL students with materials written for younger native speakers. Adults are insulted to be given books for children and secondary students are even more sensitive to being patronised in this way.

The proper solution is to provide them with material specially written for students of their own age group. Chapter 2 describes the great range of series of graded readers written for the different age groups of students who are learning English as a foreign or second language. is English. These can be classified into several levels of difficulty and it is a vital feature of an extensive reading programme that the books should be classified by level and organised in such a way that students can progress in small steps from their present level to unsimplified books.

Benefits of extensive reading for EFL students

Provided that graded readers are used and provided that they are organised in levels of difficulty, students will derive the following benefits from extensive reading:

Increased exposure to English

Extensive reading can greatly increase a student's exposure to English. Class time for teaching English is limited.

It is very difficult to learn a language when you meet it only for periods of 40 minutes. It is even harder if those periods occur only twice or three times a week. And there is no exposure at all during school holidays.

A programme of extensive reading extends the learning English outside the classroom. We have suggested that students should read an average of a book per week. The length of books increases as they get more difficult, but the time taken to read may be estimated at 2 hours per week. It is clear that this represents a major increase in exposure to the language.

Enhanced quality of exposure to English

The quality of exposure is also important. Time spent on extensive reading is concentrated. There are no distractions, no waiting for other students to finish work or for the teacher to start work etc. The level of input is precisely geared to individuals, who can work at their own pace.

Added motivation for learning English

If attractive and interesting books are provided, the subject gains in prestige and is associated with enjoyable activity. In many school curriculums there is a heavy emphasis on factual subjects and little time is devoted to subjects that cater for the affective side of human nature. Extensive reading can put the balance right and at the same time have practical results.

It is now commonly accepted that communication plays a central role in language learning; that in concentrating on the message, the learner will acquire important elements of the language unconsciously. This is exactly the process promoted by extensive reading. The reader concentrates on the content and becomes so absorbed that the language is assimilated without conscious effort.

The great need in all language teaching is to find topics that learners feel are worth discussing. Extensive reading provides a wealth of material at a considerable depth and with great human interest. It stimulates spontaneous communication, which may seldom occur otherwise: learners will naturally want to share their experience of what they have read.

Evidence of progress

Students will see frequent evidence of their progress, as they move up from level to level. In this way, learners are encouraged to develop a positive attitude towards English that will greatly increase their chances of learning it successfully.

Opportunity for individual work in mixed level classes

In many countries it is a matter of principle not to classify students according to their ability. The result is that students of widely differing levels of proficiency may be in the same class.

Even in those countries where some form of selection and grading of students is practised, it is usual to find some students are some way ahead of the majority and others some way behind.

It is a constant challenge to teachers to adapt their teaching to suit all the levels present in their class. A collection of books for extensive reading written at levels that match all students in a class in all subjects can prove a most valuable resource. It enables individual students to work at their own level and can allow the teacher greater flexibility in class management.

Benefits of extensive reading in disadvantaged circumstances

Compensation for the lack of teaching resources

Extensive reading is very suited to classrooms across the world which lack sophisticated teaching resources. Books can be used without the electricity required to run audio and video cassette players.

Compensation for the lack of trained teachers

Some teachers may be in the unfortunate position of having to teach English without themselves having a good command of the language. They can provide through books for extensive reading a good model of English and ensure that their students are exposed at least to a good quantity of the written language.

The approach to teaching, and the role of the teacher, embodied in the implementation of an extensive reading programme, in particular in the treatment of class readers, will frequently represent a departure from teachers' usual practice, and introduce them to a range of more interesting and varied techniques.

Compensation for large classes

In some countries the number of students in a class reduces the scope and variety of language learning activities in which the students can engage. Access to books for extensive reading can be arranged for very large numbers of students and this can compensate for the lack of interaction between individual students and their teacher.

General educational value of extensive reading

The main reason for promoting extensive reading is that it raises the standard of English, but extensive reading also helps to achieve broader educational aims.

Leisure Pursuit

Some students will find in extensive reading a wonderful way of occupying time. A good book provides entertainment, relaxation and relief from toil and worry. It is for this reason that extensive reading is often considered to be synonymous with reading for pleasure.

Increase in general knowledge

People gain access to books and journals on all fictional and non-fictional topics. It is important even at school level to learn to read round a topic to gain general ideas and an overall perspective, to be aware of current events in the world, matters of travel, history and politics, to be aware of social trends and to extend ones knowledge of human nature through reading literature.

Development of reading skills

The ability to read extensively is an essential foundation for other reading activities. The ability to read a text comfortably at a good speed makes it easier to slow down to concentrate intensively on a passage or speed up to skim for the general gist. If reading is a only a laborious activity undertaken always for serious purposes, no amount of attention to reading skills has much effect.

Summary

Extensive reading for learners of English is defined in terms of quantity, speed, interest and language level. The chief benefit of extensive reading is an increase in proficiency but it also serves general educational aims and provides a secure foundation for the development of other reading skills.

2. BOOKS AND OTHER MATERIALS SUITABLE FOR EXTENSIVE READING

Overview

Extensive reading requires a very large number of suitable books. This chapter describes the books available for the learner of English.

Books Defined by Target Readership

Three types of books may be considered for the EFL learner:

- graded readers written for the EFL market;
- simple readers written for the ESL market;
- books written for various sections of the native-speaker community but which are in some sense "simple", e.g. books written for children and adults with learning difficulties.

Graded Readers for EFL

There are a very large number of graded readers prepared for the EFL market. They represent a superb teaching and learning resource and one of the aims of EPER is to promote their proper use.

Graded readers are published in series, often several series being produced by one publisher. There is no common standard of difficulty but each is aimed at a particular readership in terms of level (elementary, intermediate or advanced) age (primary, secondary or adult) and region (e.g. Europe, Africa or world-wide).

The number of series entered on the EPER database by June 1991 was 101, of which 62 were in print. The total number of titles entered was 2099, of which 1296 were in print. Of these, most are published in the UK or by overseas subsidiaries of UK publishers, while a small number are published overseas by local companies.

Detailed information about the series and the individual titles is available from EPER in the form of Series Reports and Book Reports. The former are the basis of the Survey Reviews published in the *English Language Teaching Journal*.

Historical development

The earliest series of graded readers were developed in India in the 1930s by Dr Michael West. These comprised rewrites (= simplified versions) of the classics and were intended not only to provide learners of English with material to read, but also to give them access to classical and modern English literature.

In the 1960s and 1970s a second wave of series were published. These differed from the earlier series in placing more emphasis on structural grading and in using original stories specially written for the series.

By the end of the 1970s there was a clear move on the part of the major publishers of graded readers towards producing attractive and modern-looking books, for a variety of audiences.

In the 1980s this trend was continued with an emphasis on shorter books and greater use of illustrations, especially in colour. Several of the earlier series were revised to meet the new standards.

So far in the 1990s there has been an emphasis on series designed for a particular readership, e.g. adults/teenagers in Africa, beginners in Hong Kong.

Rewrites (= simplifications)

The first wave of graded readers were simplified versions of 19th century English classics and fairy stories. The second wave contained simplifications of modern classics and best-sellers. If the rewrite is done sensitively, with attention given both to the original and to the needs of the learner, the result can be a first-class book on its own account.

The length and language level are important factors in deciding the success of a rewrite. By and large rewrites are more successful if written at the intermediate and advanced levels. When there are several versions available of the same title, (e.g. there are 7 versions of *Oliver Twist* currently in print), other factors being equal, a version written at a higher level would do greater justice to the original.

Many people oppose any alteration to the original text on the grounds:

- that no one has the right to interfere with another person's text;
- that the abridgment involves the cutting out of so much material, sometimes as much as 80%, that the new version bears little resemblance to the original;
- that the simplification of the language in terms of structure and lexis obscures the original meaning and destroys the style.

It must be admitted that some simplified versions are very poor. The worst retain so many events and characters that the student is overwhelmed and confused. Ironically this fault arises from the simplifier's wish to be faithful to the original. Others omit information which is vital for understanding the story.

However, by and large the criticisms levelled against simplification have had a good effect. It is generally accepted that the task of the simplifier is not merely to delete large portions and remove difficult words and structures from the remainder. Rather it is to re-write the original, creating a version that reads well and presents a coherent story.

Simple originals

The second wave of graded readers included many titles written specially for the series, usually by EFL teachers. L2 originals escape the criticisms on literary grounds mentioned above but vary enormously in interest. Some are weak in plot or characterisation or background detail, defects which are particularly evident at the higher levels where the amateur author may be unable to sustain a story. At the lower levels, however, especially the elementary levels, many are very successful.

Nevertheless many people oppose the writing of texts to a limited set of structures and lexis on the grounds:

- _ that such text is always artificial or, to use the current term, not authentic;
- _ that the resulting reduced language is often jerky and unnatural and, as a result is often very difficult to understand.

It must be admitted that some simple writing is monotonous or obscure or both. Unfortunately, many poor readers remain in print and even recently published readers sometimes display these faults.

However, the quality of simple writing has improved greatly. Again there are exceptions, but most editors now treat their structure and vocabulary lists with flexibility. They reject any language that is strained or stilted or simply not English, and pay more attention to the quality of texts as coherent pieces of discourse, rather than simply mechanically applying to them narrow lexical and grammatical grading criteria.

Why use graded readers?

These marked improvements have resulted in much better books but still do not answer the fundamental objections of the purists. Perhaps these cannot be answered; perhaps they can only be countered by an appeal to the practical issues of learning a language. People can learn by reading, but they do not want to read dull books and they cannot read difficult books. If they are provided with graded readers, whether rewrites or simple originals, they begin to develop fluency and confidence in reading English and in the long run will be capable of enjoying original works.

Fiction or non-fiction

Out of the 1269 current titles on the EPER database, only 169 are non-fiction. Teachers often ask for non-fiction titles and are disappointed to find that there are so few.

Teachers argue that extensive reading would be so much more useful if the students could learn geography and science, for example, at the same time as they learn English. They point out that for many students the main reason for learning English is to read textbooks, journals and manuals, and they suggest that readers on factual topics would provide suitable practice.

Publishers have agreed and produced a number of non-fiction titles. But the number has been small and many have remained in print only for a short time. Of the 700 titles on the EPER Database that have gone out of print, 200 are non-fiction. This suggests that although teachers have wanted non-fiction titles, students have not read them.

One reason may be that in the past non-fiction titles tended to be very dull. The quality has improved in recent years and some are now very attractive. But even these do not sell as well as fiction titles and sales do not apparently justify the production of more titles.

Clearly students prefer to read fiction. All the other subjects in their curriculum present factual material and fiction provides variety.

Moreover, narrative prose flows easily and can be read quickly. Expository prose by contrast is dense and typically uses long and complex sentences with little repetition. It is much harder to read and perhaps harder to simplify, without losing both cognitive challenge and human interest.

The only exceptions seem to be travel books and biographies. They share three features of fiction: they are written in narrative prose; they are familiar domains; and they are of general interest.

Content

a) Genres

The first series of graded readers offered re-tellings of fairy tales and fables at the elementary levels and re-writes of established classics at the intermediate and upper levels. In subsequent series fairy tales and fables were replaced by original stories with contemporary settings. The range of re-writes has widened to include very recent best-sellers in crime, thrillers, romances, westerns and science-fiction but they now account for less than half of all titles.

b) Settings

Most books are set in the UK, with North America and Europe featuring next in frequency. This reflects the fact that for most publishers the UK and Europe are their chief markets.

Demand from Africa and the East is increasing and many publishers have taken this into account by trying to include titles and whole series set outside Europe and North America and written by non-Europeans. This satisfies not only the wish of African and Eastern students to read stories that describe their environment but also the demand of all students for variety in the books they read.

c) Gender of protagonist

Of titles published before 1990 the chief characters were male in 1393 and female in 206. Of titles published in and after 1990, the corresponding figures are 93 and 80. These figures suggest that series editors are trying to redress the former preponderance of male protagonists.

d) Controversial issues

The largest market for graded readers is secondary schools in Europe so for the most part the treatment of potentially controversial themes such as religion, politics, sexual behaviour, violence and the occult conforms to western notions of what is appropriate for secondary school students. These themes could be considered either intrusive or important in a very few titles and these are intended for adults.

Some societies are more sensitive to some of these themes and will want to apply stricter standards. The range of choice is, however, so wide that strict criteria can be applied and the number of acceptable titles still be found sufficient.

Intended age of readership

As already indicated, most series are written for the secondary school market where there are most sales. A few series have been designed specifically for the primary level but these have contained comparatively few titles. In recent years greater attention has been paid to the adult market and this is a welcome development.

Of those written for the secondary level, a large number are suitable for adults as well, a smaller number are suitable for secondary only and an even smaller number for primary as well as secondary.

With this large range of titles to choose from it is perfectly possible to draw up a reading list to suit any age. Certainly there is no reason to offer adult material to small children or childish material to adults.

Grading into levels of difficulty

Each series is organised according to its own syllabus of vocabulary and syntax, more recently along with other textual criteria.

Some have one stage only, while most have several and one has as many as eight. By and large there is an admirable consistency of linguistic level within stages. There are, however, some titles which may prove markedly more difficult than the majority in the same stage. Even when written to the same linguistic specifications, non-fiction tends to be harder than fiction, and within fiction some titles prove considerably less accessible than others.

In order to compare two stages from different series it is necessary to take account firstly of the number of headwords to which each is written, secondly of the structural syllabus and thirdly of the physical appearance, especially the size of print and quantity and quality of the illustrations.

Quality of language

The great majority of titles present a proper model of native-speaker English. Some may include local dialect or idiom in dialogue. Countries differ in their acceptance of local dialects of English, but teachers must keep in mind the requirements of public examinations. If these permit the use of local dialect, well and good. If they do not, they must decide how appropriate it is to present models of non-standard English and if they wish to use these titles, perhaps consider drawing attention to non-standard forms.

Overall quality

Taken overall, graded readers are well written and attractive. Enormous care is taken in their preparation and great attention paid to the quality of print and illustrations.

Nonetheless, they are not uniform in quality. It is both invidious and misleading to put series into an order of excellence. The truth is that in all series there are some very good titles and some weak ones, while in a few series there are some very poor titles. This means that even in the best series there may be some titles which are not worth buying, and even in the worst series there are some titles that are. It certainly cannot be assumed that all new series and all new titles are better than the old ones.

Aids to reading

Current series incorporate a number of features that help the student to read. These may include a blurb, an introduction, a glossary, notes and questions (it is rare for answers to be offered). The value of these vary from series to series and title to title.

Supplementary materials

Some publishers have produced cassettes to accompany the books. These are especially valuable in the early stages as they enable the learner to hear the words at the same time as reading them.

For some series worksheets and teacher's guides are available. These vary in length and scope and, if they are to be used effectively, imply an exclusive use of that series.

Physical appearance

In the last 20 years publishers have taken great pains to make their books look attractive. Covers are glossy and illustrated and illustrations are more often than not in full colour, at least at the elementary levels. There remain on the market some books that are less attractive. A poor appearance, while it does not imply dull content any more than its opposite implies good content, makes harder the task of the teacher to encourage students to read.

Books for ESL

These differ from the EFL books in that they are designed not only to teach language but also to prepare the student for living in a specific English-speaking environment. A new series from the USA bases each reader on an immigrant seeking employment or training in a different career. These can be used for EFL learners if selected with care.

Books for Native Speakers

There is of course an enormous range of books written for native speakers of all ages, not only in the UK and the USA but in all English-speaking countries such as Canada, Australia, New Zealand and South Africa. The ultimate aim of any EFL programme is that learners should be able to read native speaker books suitable for their age. Pre-school books should be given only to pre-school children, and not to primary or secondary school children. Similarly, primary school books should not be offered to secondary school students.

Pre-school

Books aimed at pre-school children are short, colourful and focus on animals and families. They are not, however, necessarily simple for the EFL student. The syntax may be easy but the vocabulary is not; indeed the language often depends for its effect on sounds, rhymes and humour.

Primary

Primary school books have a similar and proper disregard for complexity of vocabulary. The subject matter is entirely appropriate for EFL students of primary age provided that they have reached that level of language. There are many series of readers, many of them hard-bound, which can be obtained in cheap school editions.

Teenage/secondary

The same applies to the teenage/secondary market. In the last 30 years there has been an explosion of writing for this age-group. As a result there are many excellent teenage series in which the subject matter is relevant to the age-group and the language of an appropriately advanced level.

Remedial

There are a number of series aimed at the reluctant or slow reader. Those that offer a simple version of the classics or bestselling adult fiction can be used with secondary and adult students. Those that offer specially written books dealing with teenage problems like delinquency and gang violence may be less suitable for the EFL student.

Adult

The range of adult books is vast, not only in linguistic difficulty but also in length and complexity of plot. Students' target in extensive reading in a foreign language is unsimplified books, but they need to know which are the easier books and to gain experience by reading them first.

Other Resources for Reading

Reading Cards

It is often the case that in the first year of a programme some students cannot manage the simplest level of graded reader. It would seem sensible to delay the start of the programme until everyone is ready for the lowest level. This, however, is likely to be detrimental to the interests of other students who would benefit from the programme immediately.

The weakest group cannot be ignored but it is not easy to provide them with suitable alternative materials.

One reason why they cannot start the programme is that they find the task of reading a book too daunting. A solution may be to provide reading material in a more accessible form. Reading Cards are smaller and shorter than readers and can be completed within a single period. Typically they offer short passages of continuous writing with activities on the reverse side. Complete sets of such reading cards were developed in Malaysia to fill this gap and the same cards have been used in Tanzania and with some modification in Hong Kong. A new set is being prepared by EPER to suit an international audience.

Even reading cards are too difficult for the real beginner or very weak student. A possible solution, presently being studied by EPER, is to provide them with vocabulary cards which illustrate the words in the same way as a picture dictionary, present them in a context and offer activities that involve some simple re-cycling of the words. The words would be selected from those used in the lowest level of graded reader.

Newspapers and magazines

Books are long, they are easy to carry about and they last a long time. They have these very important practical advantages over other materials.

Newspapers, magazines and various other types of non-book materials also provide resources for extensive reading. These materials are cheap and can often be obtained free. They can be right up to date and can deal with topics of immediate relevance to the students. They can also be highly illustrated.

But they do not last long unless protected in plastic wallets. They quickly become out of date and have to be replaced frequently. They are usually not very long and so do not provide an opportunity for students to read the amount necessary to benefit from extensive reading. Finally, they are usually aimed at native speakers and written in a language that is difficult for learners to understand.

For these reasons they are best used as a supplement to books.

Summary

<p>The first part of the chapter described the wealth of books written in English especially for the learner of English and explored some of the issues involved in preparing graded material. It has also considered the use of books written for native speakers and other types of material such as reading cards.</p>

3. METHODS OF PROVIDING EXTENSIVE READING

Overview

There are two ways of providing books for extensive reading and each complements the other. One way is through a library and the other is through sets of class readers.

The library provides for adequate *quantity* of reading. Clearly it is only through a library that a large number of titles can be provided.

Sets of Class Readers on the other hand are used to improve the *quality* of reading. When all the students in a class are reading the same book, their teacher can more easily give them the guidance that will improve their skills in extensive reading and raise their level of appreciation of what they read.

A twin approach

It has been emphasised above that in extensive reading it is quantity that matters most. The only practical way of providing students with the number of books they should read is through a library. Therefore, Library Readers are the most important resource. Students will choose different books from a large stock and read them on their own.

It is widely agreed that Library Readers should be made available. It is less widely accepted that Class Readers should also be provided. The difference between Library Readers and Class Readers is that whereas every student can be reading a different Library Reader, they will all be reading the same Class Reader. In this way part of their extensive reading is done on an individual basis while part is shared with the other students.

When well chosen and well exploited, Class Readers are a very popular component of the English syllabus both with teachers and students. The main benefit derived from them is an improvement in the quality of reading but the shared experience is also a benefit that unites the class and provides a common topic for discussion.

Use of Library Readers

Three possible forms of providing access to library books within in an institution are:

- _ through a central library

- _ through class libraries
- _ through a combination of these.

The following paragraphs consider each system in turn, together with their advantages and disadvantages.

a) Central library

Opportunity for individual reading is most often provided through a central library.

Advantages

There is space and shelving for the books.

There is a ready-made system for accessioning, borrowing and stock-taking, usually with a specialist librarian hired to carry out these duties.

Disadvantages

Access is limited to one period per week in class time or to fixed borrowing periods outside class time. Generally speaking, the larger the school, the less the access.

Library reading is seen to be different from other class work and part neither of the essential curriculum nor of the responsibilities of the teachers.

Graded readers in a library are usually classified by content and not by language level. Thus under general fiction and biography, graded readers, 19th century classics and unsimplified best-sellers are likely to be found side by side.

On the other hand, if the graded readers are classified together, they are usually arranged in alphabetical order of title or author. It is very rare to find them sub-classified by levels with the levels clearly marked and separated on the shelves.

Libraries tend to be full of unsuitable books. They are unsuitable because they are out of date, or written at too high a language level. Unsuitable books are worse than no books because they fill empty shelves, discourage students from reading and give the authorities an excuse not to buy more appropriate books.

Libraries moreover are seldom user-friendly. Even the best are, like bookshops, friendly only to the bookish and not to the great majority of students. Both libraries and bookshops overwhelm casual and diffident visitors with the task of choosing a book from a great mass of unfamiliar items.

Safeguards

If extensive reading has to be provided by the central library, it is essential that the graded readers are classified into one section, and labelled and shelved by level.

It is also important that access is provided at least twice a week and that the English teacher comes to the library with the class and monitors extensive reading thoroughly.

b) Class libraries

We strongly recommend, however, that individual reading should be provided through class libraries. Each class library would contain a range of books chosen to suit the language level and interests of the students in that class.

The class libraries would, ideally, stay in the classroom, secure against illegal borrowing whether by class members or outsiders. The library would be available every English period and thus provide the classroom resource described above. If borrowing is supervised by a monitor, extra access can be granted on a daily basis outside class time.

The management and deployment of the class libraries would be the responsibility of the class teachers. They would report each term on the use made of the books and the progress in reading that has been achieved. Their comments would be instrumental in drawing up and modifying the allocation of books.

Advantages

The benefit of providing for individual reading through class libraries is that the amount of reading increases dramatically. This occurs for a number of reasons, severally and in combination:

- _ there are more opportunities for borrowing and exchanging books;
- _ the range of choice is limited and so actual selection is easier;
- _ the selection is geared to the level and taste of the class;
- _ the teacher can oversee the system and monitor the quality of reading;
- _ extensive reading is part of the class curriculum.

Disadvantages

There is a minus side to the equation:

- _ procedures have to be devised for accessioning and checking the stock;
- _ staff time has to be allocated for this work;
- _ secure storage has to be found in the classrooms and in a central store.

c) Central and classroom libraries combined

A compromise solution is for the library to be responsible for the storage and maintenance of class libraries and to liaise with the English teachers over the issue and collection of class libraries at the beginning and end of terms. Books set apart for extensive reading would be borrowed only from classroom libraries.

Difficulties

There are two major difficulties that usually prevent the realisation of this solution:

- it requires co-operation between the Librarian and the English Department over a long period. This is especially difficult where the library service is run separately from the school service;
- it implies an unusual role for the library, in which the library delegates the responsibility for keeping the books safe.

Use of Sets of Class Readers

The purpose of class reading is to give the teacher the opportunity to help the students acquire the art of extensive reading, to improve their skills and to monitor their progress closely.

These aims are best achieved

- if all students have their own copy of the Class Reader so that they can read out of class;
- if each title is read over 2-4 weeks, the precise length of time depending on the length of the book;
- if the syllabus of titles contains a variety of genres and settings.

Advantages

The advantages of class readers are:

- teacher-led work supports individual reading by introducing unfamiliar genres, backgrounds and themes, and by enhancing appreciation of plots and characterisation;
- teachers can monitor the quantity of reading done;
- teachers can monitor students' understanding of what they read and to improve the quality of comprehension and appreciation;
- teachers can teach the skills of extensive reading;
- teachers can exploit the content in various language activities;
- Class Readers bring variety to the language teaching syllabus;
- if Class Readers are popular, they motivate students towards English;
- Class Readers increase the students' ability to read, and therefore their enjoyment of reading;
- Class Readers provide the opportunity and the stimulus to use English for communication (in class discussion, in pairwork and in writing) about a subject of genuine and shared interest, in a way that resembles real-life activity;
- Class Readers teach students to approach a variety of texts (e.g. adventure stories, historical novels, romance, science fiction) with better understanding. This is a useful preliminary to preparing set books prescribed for external examinations.

Difficulties

There are however some difficulties in introducing class readers:

- they are expensive;
- at least one period per week must be found for the class reader in an already crowded timetable;
- by and large teachers are unfamiliar with the teaching methods needed to make the best use of class readers. Many teachers have themselves experienced as students only the yearly reader of primary school or the literature "set book" of secondary school. Neither of these offers a good model for the use of class readers in ELT;
- class readers work best in single or near-single level classes. They can be used successfully in mixed-level classes, provided that teachers are used to dealing with groups of students at different levels and have time to prepare different activities.

Solutions

Time spent on class readers can be justified in terms of the requirements of most syllabi and schemes of work. The class reader provides an interesting context for the exercise of many skills and the production of many types of output, both written and oral.

Using a class reader with a mixed-level class presents the same problems as the use of a single textbook and similar solutions can be tried. The standard practice is to match the level of the book with the level of the second or third quarter of the class and to provide extra help for the weak and extra tasks for the strong. An alternative but less convenient solution is to give a different reader to each group in the class.

Conclusion

It will be readily appreciated that to provide for extensive reading in the two ways described above requires not only the purchase and distribution of large quantities of books and other materials but also the training and management of teachers. In our experience these have been forthcoming only when extensive reading has been organised in a formal programme, always at institution level but preferably at national level as well. The next chapter will describe a number of programmes through which extensive reading has been conducted successfully.

Summary

It is only through a library (central or classroom) that enough books can be provided for extensive reading. In either type it is essential that books should be clearly marked with their level. Classroom libraries give students more frequent access to the books and enable teachers to integrate extensive reading with their teaching programme.

Sets of Class Readers complement library reading and provide teachers with a popular and effective means of improving the quality of extensive reading

4. A DESCRIPTION OF ACTUAL PROGRAMMES

Overview

This chapter describes how extensive reading has been organised in a number of countries. In each country the programme has been designed differently to meet local conditions, but some features are common to all.

East Africa (1963-70)

In East Africa in the 1960s, the secondary schools were all English-medium, i.e. all subjects were taught in English. Most schools were residential, the only exceptions being schools in the main cities. The teaching staff were mostly expatriate native speakers of English. Entry into these schools was extremely competitive, less than 10% of students going on to secondary from primary. Students were expected to enter secondary schools able to read books graded to the 2000 headword level.

Standards of English varied from country to country, being highest in Uganda and weakest in Tanzania. This reflected as much as anything the differing roles of Swahili in the countries. It was little used in Uganda but widely used in Tanzania, while in Kenya its use was widespread on the coast but much less inland.

9 periods out of 40 were allocated to English. Even with the advantages of native-speakers as teachers, English as the medium of instruction, a high level of English on entry, and competitive selection, nearly 25% of class time was devoted to English and this proportion was not felt by students or teachers to be excessive. It is not clear why present day students all over the world should be expected to reach the same standard of English when conditions are much less favourable.

Of the 9 English periods 4 were allocated to extensive reading. Students were expected to be reading at the same time a book chosen from the class library, an extensive class reader and an intensive class reader. They would change their library reader once a week, and their class readers once a month. In this way they would read on their own about 40 library books a year and under the guidance of their teacher about 20 class readers a year.

Class libraries contained in Form One books graded to 1500-2000 headwords, in Form Two books graded to 3000 headwords and the easiest and most accessible ungraded books. Students in Forms Three and Four were expected to borrow library readers from the central library. Library readers were borrowed and exchanged outside class time, in Forms One and two under the supervision of class monitors, and from the Library under the supervision of library monitors. Students wrote short book reports which were read from time to time by the teachers.

Class Readers were chosen in Forms One and Two from titles in the class libraries. In Form Three they were selected from past School Certificate Literature syllabuses and in Form Four from the SC syllabus of that year. During the decade there was a strong move away from a heavy emphasis on 19th century classics to modern novels by writers such as Hemingway, Steinbeck and even Nevil Shute, whose language was felt to provide a more appropriate model than that of Dickens or Hardy. Shakespeare, however, was retained.

In Forms 1-3 the 4 periods of class time were divided between the intensive (3 periods) and extensive readers (1 period). For both readers the practice was to divide the book into 3 or 4 parts and set one part to be read for homework. 1 period would be used to discuss the content, by testing comprehension, and preparing students for reading the next part. The extra 2 periods for the intensive reader were used to examine closely certain sections, either through detailed questioning or through other activities such as composition work, discussion and drama. In Form 4 the 5 or 6 set books for the literature paper were taught in succession.

The rationale for this approach is set out in *Teaching English as a Second Language* by J A Bright and G P McGregor (Longman 1971), which represents the English methods course taught at Makerere University. The syllabus was thus endorsed by teacher training. It was also supported by the inspectorate and by examination system.

Malaysia

The English Language Reading Programme (ELRP) 1975-1985

a) Residential secondary schools

The English Language Reading Programme was designed in the first place for use in 23 residential secondary schools. Intake into these schools was selective, so the academic standard was uniformly high.

The English Language Reading Programme was a major part of a project intended to improve the standard of English at a time when English was being replaced by Bahasa Malaysia as the medium of instruction throughout the education system. All aspects of the project were managed from Schools Division of the Ministry of Education. It included a number of radical changes to the teaching of English, the most significant of which was the system of "setting" for English. This simplified the administration of library reading as a Class Library needed only one level of books, which could be kept in a single box. It also meant that all students could derive maximum benefit from Class Readers. Students had access to their Class Library at all times. Borrowing was supervised by a student monitor.

The English Language Reading Programme proved enormously popular. All students enjoyed the Class Readers and many read more than the target of 50 Library Readers in a year.

b) Day secondary schools

From 1979 Schools Division appointed an English Language Officer whose main responsibility was the implementation of the English Language Reading Programme in day schools. Schools were invited to join the programme, and applicants had to agree to two conditions: that they would "set" their classes for English; and that they would meet the cost of the books and materials out of their own resources.

The English Language Reading Programme was modified in that day schools did not use Class Readers. One period per week was allocated to library reading and this was used for borrowing and for checking progress.

By 1986 the English Language Reading Programme was operating in 400 day schools, i.e. in about half the number of secondary schools in the country.

Tanzania (1986-)

The English Language Teaching Support Programme (ELTSP) Phase 1

When the Tanzania Government decided in 1983 to revert to English as the medium of instruction at secondary and tertiary levels, they asked the British Council to assist in the improvement of English Language teaching. The Cripser-Dodds Report of 1985 recommended a great many measures which were eventually implemented in the English Language Teaching Support Programme. These included a substantial provision of Library and Class Readers, which were to be used in the same way as in the Malaysian residential schools.

The reading programme took two years to get off the ground. The difficulties encountered by the ELTSP officers provide the strongest possible evidence for the value of a pilot programme. The greatest problem was that it proved impossible in the first two years to allow students to borrow books. As soon as Grade 1 students borrowed a book, other students, family and friends wanted to read it as well, so it was some time before the book could be returned. This consequence of the previous lack of books had not been anticipated and required a radical revision of the design, which was far more difficult to implement in over 100 schools at once than it would have been in a few pilot schools.

The Tanzania programme differed from the Malaysian in that setting was not introduced. The wider range of proficiency in one class was, however, successfully catered for by combining single-level boxes into multi-level Class Libraries. Generally, the range did not prove so wide as to make the use of Class Readers impossible, and a successful programme was built up leading to a literature examination.

An important innovation was the use of Reading Cards at the beginner level for students who cannot manage even the easiest level of books.

The English Language Teaching Support Programme was run by a team of expatriates appointed by the British Council and was funded by the British Overseas Development Agency. It used EPER Booklists, Tests and Workcards for Library Readers.

The English Language Teaching Support Programme (ELTSP) Phase 2

The provision of resources has been modified for Phase 2 schools. Each Grade 1 class has been given a multi-level library box containing books from 4 levels. (For details see Chapter 8.) They have also been given 2 class readers. The use of reading cards and EPER workcards, tests and lists has been discontinued but no reason has been given for this or the change in provision.

Zanzibar (1988-)

The English Language Improvement Project (ZELIP)

Although part of Tanzania, Zanzibar has a separate Ministry of Education and with British Council help has implemented its own English programme. As with Tanzania, a major component has been the use of Library and Class Readers, and the classes have not been divided into "sets" for English.

Books and materials have been ordered for all schools a year in advance and used immediately by a small group of pilot schools. In this way seminars and workshops can be held in the preparatory year, drawing on experience already gained by teachers in the pilot schools.

A Reading Officer has been appointed to manage the reading programme, which uses EPER booklists, tests and workcards for Library Readers.

Just as in Tanzania, many students entering Grade 1 could not read the lowest level of graded reader. The ZELIP Officers decided not to use the reading cards used by ELTSP, thinking them too difficult and culturally inappropriate but to use instead a crash programme of class readers at the lowest level. Thus the weakest students, who are in effect false beginners, first read 3 or 4 Class Readers with the support of their teacher and only then are they asked to read the lowest level of class reader on their own.

Hong Kong (1991-)

The Extensive Reading Scheme in English (HKERS)

As part of a drive to improve standards of English throughout the colony, the Institute for Language in Education, which is a section of the Department of Education, initiated a carefully controlled pilot reading programme in nine schools of various types.

As in Tanzania and Zanzibar, classes were not divided into "sets" for English. As in Malaysian day schools Class Libraries were used but not Class Readers. Between two and four lessons per week were set aside for library reading, and overnight borrowing was encouraged.

A comparison of the progress made by the English Reading Scheme schools and the control schools proved inconclusive, but the final report on the English Reading Scheme recorded the warm reception given to the provision of books by students and teachers and recommended that the Scheme be implemented in 30 schools per year but with the following modifications, viz:

- a) Reading Cards should be used for the weakest students, who could not manage even the easiest books;
- b) the administrative unit for purchasing and issuing books should be a complete library pack of 400 books containing 2 sets of 25 titles at each of 8 levels. This library pack would be issued to a single class to be shared with its counterparts in the other 2 years of the programme, i.e. Class A of Years 1, 2 and 3 would share the same library pack;
- c) a Reading Officer should be appointed to oversee the Scheme in all schools.

Schools have been invited to apply to join the English Reading Scheme. 25 schools started the programme in September 1991 and a further 30 are scheduled to start in September 1992.

All books and materials for the first two years have been purchased through EPER, who have compiled special booklists and are currently engaged in preparing a test of extensive reading and questionnaires to ascertain attitudes to the ERS.

The Maldives (1988-)

Two VSO (Voluntary Service Overseas) teachers went out to teach in separate training institutions. Each hoped to set up an Extensive Reading Programme, and as a first step obtained a Placement Test and a Booklist from EPER.

Having administered the test, they were able to fix the number of levels at which their students needed books, and the number of books at each level.

They found a number of suitable books already in the library and they got permission to take them out to form a special Class Library. They classified these books with the help of the EPER Booklist and then ordered EPER Bookboxes to make up the full total. They also ordered workcards to accompany the existing books.

While they were waiting for the new books to come, they used those they had already and developed procedures for storing and borrowing them.

When the books arrived, they had only to check the quantities and stamp them with the name of the institution. The students were delighted with the books; many stayed on after class to finish one book in order to be able to borrow a new one to read at home. Some read in the first year all the books supplied, which came to over 100 titles.

Both teachers were enthusiasts for extensive reading and spent time encouraging the students to read. They looked after the borrowing registers themselves, talked to students about the books and checked that they were answering the workcards in the proper manner.

This small programme came to the attention of British Council officers who felt that a similar programme would benefit secondary schools and the teacher training college. They were especially keen to introduce extensive reading to the atolls, where the students are exposed to virtually no English at all.

A programme has been designed to suit the upper primary and lower secondary classes of schools on the atolls. It will follow the Zanzibar pattern, by starting with class readers at the lowest level as a whole class preparation for library reading. Class readers are used again at the beginning of the second year to prepare the students for a higher level of library readers.

It is envisaged that the programme will be implemented over three years, with new schools entering each year.

Conclusion

These programmes have several features in common, of which the appointment of a co-ordinator and the provision of large number of books are perhaps the two most important. These and other features are discussed in Chapter 5 below.

It is also significant that while they share basic aims and ideas, the programmes are very different in their mode of operation, for instance in their use of class readers (all the time, some of the time or never), in the allocation of library boxes to classes (single level, mixed level) and in their use of supplementary materials. This diversity reflects the different conditions prevailing from country to country and from school to school. If a programme of extensive reading is to be effective, it is essential that it be designed to meet prevailing conditions and modified in the light of experience.

Summary

Programmes of extensive reading have proved successful in East Africa, Hong Kong and Malaysia, and suggest that extensive reading could be implemented in many other countries provided that they are designed to suit local conditions.

5. NECESSITY FOR A PROGRAMME

Overview

The ideas behind extensive reading are not difficult to understand, but they are difficult to implement. This chapter suggests that as with other curricular innovations so in this case the needs of students, teachers and funding bodies are best met when extensive reading is organised in a programme.

A programme is better than individual effort

The success and duration of the programmes described in the last chapter contrast strongly with the experience of extensive reading in many schools where most students read few if any graded readers and where individual teachers may introduce extensive reading into their own classroom but find it impossible to extend it to other classes over a period of time.

An often-repeated story is that the enthusiast starts to collect graded readers for her new class, by extracting some from the central library, begging gratis copies from publishers, scouring second hand bookshops and appealing for money to buy from bookshops. She attempts an approximate grading into levels of difficulty, invents a system for accessioning and borrowing, and presents the package to her class. The students respond eagerly. Many of them read a lot and take more interest in English. So far so good.

The following year she tries to extend the scheme to other classes, both her own and those of interested colleagues. The labour of finding, allocating and keeping control of more books consumes more and more time. The need for a consistent application of agreed criteria for grading into levels becomes pressing. The colleagues try different approaches and are unable to give their students the same level of feedback and encouragement because they do not know the books. Appeals to the Head of the Department or the School for money, time and support have moderate success. Problems are ironed out and the scheme seems to have a chance of developing into a successful programme. But the enthusiast is transferred to another school, the impetus is lost, and so are many of the books. Before long, the few books that remain find their way back to the central library where they attract more dust than attention.

The following analysis of the requirements of an extensive reading programme suggests such a provision is far beyond the resources of individuals to supply and that extensive reading is no different from any other component of the curriculum in requiring official support at institutional level.

Needs of students

It is obvious that students cannot read extensively unless they have access to a sufficient quantity of suitable books. It is less obvious but equally true that they need much more than books. If they are to obtain all the potential benefits from extensive reading, they require individually:

(1) A sufficient quantity of books

Without books there can be no programme. Without enough books a programme will not help all students in the optimum way.

The precise number of books is a matter for careful calculation but at this stage it will be enough to point out that the minimum number will be the same as the number of students and that this minimum needs to be increased to allow ease of exchange and an adequate provision of different titles at each level.

It takes time and money to collect a suitable stock of books for extensive reading. It only makes sense to spend resources so heavily if the same books are used by a succession of students over a number of years. This again argues for an extensive reading programme to be based on a complete institution rather than on one or two classes.

(2) A steady supply of books

It is essential that as soon as students have finished one book, they should be able to start another. A pause between finishing one book and starting another reduces not only the number that can be read in a given time but also motivation. It follows from this that the books must be accessible. Moreover, they must be:

at the appropriate level

We have shown above how important level is for enjoyment and progress.

of varied interest

Students do not all like the same topics and genres. Boys and girls tend to have different tastes, but not all boys like thrillers and not all girls like romances. In any case no one wants to read the same type of book all the time. For these reasons there must be a range of genres, settings and themes for the sake of variety and personal development.

of gradually increasing difficulty

We have seen above how important it is for books to be graded in difficulty, so that students can move steadily towards the long term goal of unsimplified reading.

(3) Accurate assessment of actual reading levels

It has been suggested (p3) that students should read books written in language simple enough for them to read with 95% understanding. If the language is too difficult, then reading becomes laborious and extensive reading becomes impossible. If the language is too easy, the benefit of extensive reading is limited; there will be some value in the repetition of familiar words and structures but no advance into new areas. Three things follow from this: (1) books must be graded into levels of difficulty (see below); (2) students must start at their own level; (3) students must be able to proceed to the next level when they are ready.

Assessment by trial and error

The normal practice is for teachers and students to determine reading levels by trial and error. It takes time for them to agree which is the right level. There is also scope for disagreement over the appropriate level. Lazy students may want to read at too low a level. Other students may want to read very slowly with a dictionary and a vocabulary notebook.

Over a period of time, a pattern of levels will be established, and this can be implemented year after year.

Assessment by a validated and secure test

Much of the argument over the correct level of book and the disappointment of trying to read a book at the wrong level can be removed if the extensive reading programme features a placement test. Such a test will also help to confirm the rigour of the programme.

(4) Constant and consistent encouragement to read

There are very few students who so enjoy reading that they seek books wherever they may be found and rise effortlessly to unsimplified texts. Other students will never read a book whatever carrots are offered or sticks applied and their number depends chiefly on the prevailing culture. In resource-poor countries, books will have a high value and be used eagerly. In media-rich countries it may be very difficult to wean some students off their daily diet of TV.

For the majority of students, the number of books they read will reflect the amount of attention their teachers have given extensive reading. It is well known that teachers have to repeat advice again and again if it is to stand any chance of acceptance. Teachers may strive to provide all the ingredients of an extensive reading programme, but if they expect the students to read the books of their own free will, they will be very disappointed. This argues for strong commitment on the part not just of the individual teachers but also of the institution. Institutional commitment will be demonstrated by the place given to extensive reading in the syllabus, assessment and timetable and by the efforts made by the Head of English to ensure that all teachers implement the programme.

(5) Evidence of Progress

Students are quite justified in asking to see the benefits that they will derive from devoting so many hours each week to extensive reading rather than other pursuits. They want to see that they have made progress and they want to see evidence of progress both in reading and in general proficiency.

Progress is most easily measured in time and level. This calls for systematic record keeping by the teacher, leading to an analysis of rates of progress and numbers of books read.

(6) Feedback on their comprehension

It is in the end demotivating to carry out a task and never to receive any kind of feedback. Students need to have their comprehension of a story assessed and even more important their reaction to it.

Given informally by the teacher

This assessment is most commonly expected from the teacher and must be given at some stage, the more frequently the better.

Obtained from questions

There are other sources of feedback which have the advantage of being teacher-independent. Provided answers are available, questions on workcards provide a useful and simple way of checking comprehension.

Such assessment has to be planned and organised. It calls for the methodical development of a scheme involving all classes in an institution.

(7) Credit in class assessment and examinations

In schools where importance is attached to grades and examination marks, and this applies to most schools, students will naturally be reluctant to spend spare time reading when reading brings no reward in the form of marks while other tasks do.

It can be argued that reading will improve general proficiency in English and that will improve examination marks generally, but it is hard to prove the connection between reading fiction and getting good marks in a language paper, at least in the early stages of the programme.

Immediate encouragement in the form of marks will be helpful.

Needs of teachers

The success of the programme depends more on teachers than any other single factor. Some are enthusiasts right from the start, but most are cautious and a few are hostile. Training is essential and is discussed at length below, but it is as well to consider here what is needed to overcome the doubt and hostility.

(1) Clear rationale

Teachers need to know why extensive reading is important and valuable. This has been argued in Part 1, and the observations there should be made available to teachers.

They also need to understand why it has to be provided through a compulsory programme. This part of the Guide will provide arguments to explain this.

(2) Clear role

They need to understand what they are expected to do in class and why. Some may dislike the administrative work. Others may find it strange simply to ask the class to read silently. Others may be unsure how to determine a student's starting level and rate of progress.

(3) Official support

They must know that the programme is official and has the backing of principal, colleagues and parents. Above all it must be in the syllabus.

(4) Simple procedures

Most teachers are reluctant to add to their load of administrative work and a reading programme inevitably requires a good deal of administration both in maintain students' records and to keep track of the books.

(5) Feedback

Teachers need feedback as much as students. In their case, however, they want to know that their efforts are appreciated and that they are bringing results.

Needs of funding bodies

By funding body we mean the organisation that provides the funds to buy the books and materials and pay for the administration of the programme. They will obviously want to be sure that the money has been well used.

(1) Safe-keeping of books

A basic requirement is that the books and materials will be looked after and made to last as long as possible.

(2) Sustainability

Donors of aid are particularly concerned that a programme should be sustainable, i.e. that it should last beyond the initial input of resources. This applies just as much to the Head of an Institution who wants to make sure that the programme will continue in spite of staff changes.

Establishing a programme is in itself a contribution to sustainability, because it compels coherent consideration of all aspects of extensive reading. Many features of the programme will also assist sustainability, in particular the appointment of personnel with responsibility for its implementation and the production of a handbook that describes its operation.

(3) Evaluation

Donors are also concerned that the programme should achieve its aims. This implies that the aims should be clearly established in advance and that they should be realisable. It also implies that data should be gathered in the course of a programme which can show whether or not these aims have been achieved.

Checklist of features

Programmes will differ in their scope and provision but it is possible to identify a number of features that are necessary conditions of success.

Co-ordinator

It is important that one person be identified with the programme and given responsibility for its implementation. At national level this is a full time job with administrative support. At institutional level the Co-ordinator requires at least some non-teaching periods to compensate for the extra work..

Materials

Books must be selected, purchased and administered. Without them there can be no reading. Supplementary materials are of secondary importance to books, but help to ensure that the books are properly used. A fully developed administrative system ensures the safety of the materials.

Official status

If any component of the curriculum is to receive the full attention of teachers and students, it has to be declared compulsory in all appropriate documents. For example, extensive reading needs to be described fully in the syllabus, time needs to be allocated in the timetable and a place needs to be given in the assessment procedures.

Classroom Management

Teachers need to be carefully prepared for their role in managing the extensive reading programme. This should be done in the course of pre-service training and at in-service workshops.

Record-keeping

Administration and evaluation depend on record-keeping. A proper system needs to be devised, explained and followed through.

Summary

Setting up a programme through which to implement extensive reading seems the best way to ensure that consideration is given not just to the provision of resources but also to the many factors that have been found in previous programmes to have a profound influence on the programme and on the chances of success.

PART 2 PROGRAMME MANAGEMENT

This part of the guide assumes that you the reader have been appointed the co-ordinator of a school programme and it is intended to help you apply the principles and ideas presented in Part 1 to your own situation. For conciseness and clarity it is written in the second person rather than in the formal passive.

Chapter 6 takes you through the process of designing a programme, asking the questions you must answer and listing the factors you should take into consideration.

Chapters 7-10 all deal with different aspects of the preparations you must make before the programme starts. The order in which issues are dealt with is not significant. All require attention right from the start.

Chapter 12 discusses methods of evaluation.

Chapter 13 considers the design and implementation of a nation-wide programme of extensive reading and assumes that you the reader have been appointed co-ordinator at national level.

Presented schematically the contents are organised as follows:

6. Designing a programme			
7. Preparation for the programme			
8-11. Preparation I-IV			
8. Resources	9. Admin system	10. Official status	11. Staff training
12. Implementation and evaluation			
13. A national programme			

6. DESIGN OF A PROGRAMME

Overview

In this chapter we consider the factors that you should consider when designing a programme for your school.

The situation and your task

This chapter assumes that you have been appointed the Co-ordinator and that you have been asked by the School Principal to design an extensive reading programme. You may, however, be acting on your own initiative and wish to present your design to the Principal in order to win support for your ideas. Or you may be the Head of Department and feel that an extensive reading programme would be valuable for your school, so you prepare a design intending to appoint someone else to implement it if it is approved.

Whether appointed by others or self-appointed, your task is to apply the general ideas presented in Part I to the circumstances and conditions of your school and come up with a Design Proposal containing clear recommendations and precise costs.

Personnel involved

Qualities of the Co-ordinator

You will be the person who is identified with the programme and will carry out the necessary research and administration.

It is better if you are not also the Head of Department, because you will already have a large number of duties. You should:

- be enthusiastic about extensive reading;
- teach Grade 1;
- have administrative skills;
- have respect of colleagues and for colleagues.

Some way needs to be found of recompensing you for the extra work involved in running the programme, especially in the preparation year. This can take the form of a responsibility allowance or, more usually, a special allowance of non-teaching time.

Support Group

As Co-ordinator, you will need to liaise with a number of people, for example: teachers of English, library staff, academic administrator, finance officers, parents, students. It will be an advantage if you can present the Design Proposal to a committee made up of such people and discuss particular aspects with the relevant experts.

Objectives and evaluation

You must be clear about the objectives of the programme. Different objectives will result in different programme designs and different evaluation techniques.

Possible objectives are:

- _ to raise the proficiency in English of particular years;
- _ to improve grades in public examinations;
- _ to raise standards of particular groups of students;
- _ to extend use of English outside class;
- _ to improve students' attitude to English;
- _ (in teacher training colleges) to give teachers experience of an extensive reading programme.

For a discussion of methods of evaluating programmes, see Chapter 12.

Which Grades?

It is important to understand the terms used to describe different groups of students. By "Grade" we mean all the students who enter a school at one time. In some institutions other words are used to denote the same division of students, e.g. "Year", "Form". The students of each Grade will be divided among several "classes".

Choice of students

You must decide which students will follow the programme. Factors that you should consider include:

- the level of English: many programmes start at false-beginner (the level where many students leave Primary School at which English has been taught as a subject) or post-beginner (the level reached after one term of EFL at secondary school), but others start at elementary or lower intermediate levels;
- the pressure of the rest of the curriculum: the nearer students come to public examinations, the less time they feel able to spend on extensive reading;
- the quality of teachers available: the extensive reading programme can be used as an enhancement of good teaching or a support for poor teaching.
- funds available: see below.

How many Grades?

Next you must decide the length of time that students follow the programme. You should consider such factors as:

- the time between entry to the Institution and public examinations;
- the minimum time for any benefit to accrue (in schools 2 years and on intensive courses 6 months);
- the maximum time before boredom set in (perhaps about 3 years);
- the funds available: see below.

Most of the programmes described in Chapter 4 were 3-Grade programmes, starting in the first year of secondary school and ending in the year of the lower school certificate. It was felt that a programme running in the senior Grades would be too late and that one in primary Grades would place unrealistic demands on teachers. There is, however, no reason why senior secondary and upper primary Grades would not benefit from an extensive reading programme and in Zanzibar it is intended that the programme which is now being implemented in Grades 7-9 (Lower Secondary) should move one Grade down each year for the next two years.

Starting and ending times of programme

You should clarify whether the programme will start at the beginning of the year or at some later date. If you decide to start the programme in Grade 1, you may want to delay the start till the second term to enable the students to settle down into their new school.

Similarly it is important to decide if the programme should finish at the end of the academic year or at some earlier time to allow more time for revision for public exams or for another similar reason.

The duration of the programme influences the quantity of books that are required.

Method of distribution into classes

It is usual for students at state secondary and primary schools to be distributed among classes on a random basis. Thus classes tend to contain a wide spread of ability and an even wider spread of proficiency in English.

It is possible to set classes for English and thus narrow the range of levels in any class. A decision to set the classes will influence the selection of books for library reading and the practicality of using class readers.

(For a detailed discussion of the rationale for setting and the practical issues involved in introducing it, see Appendix 1.)

Library reading

Central or classroom?

Library reading is the basis of the extensive reading programme and the relative merits of providing it through the central library or through classroom libraries have been discussed fully above.

We strongly advocate the use of classroom libraries though we acknowledge the extra work involved in setting up and controlling the programme and recognise that some institutions are more suited to a central library programme. It is for you to weigh up the pros and cons of each system and decide which will suit your school better.

How much class time and where from?

You will need to obtain time in class for:

- _ introducing procedures
- _ encouraging reading
- _ monitoring borrowing

- _ monitoring the use of workcards
- _ completing questionnaires etc for evaluation.

Experience in Tanzania has shown that one period is needed initially but less and less time is needed as teachers and students become familiar with the programme.

You must make firm suggestions as to where this class-time is going to come from. Some of the possible sources are:

- _ English periods;
- _ Library periods;
- _ Other subject periods.

Taking periods from other subjects is of course a delicate matter for negotiation and you would probably be wise to discuss your proposals with the Principal before going to subject teachers to ask their opinion.

How many Library Readers

Our experience suggests that programmes using Classroom Libraries work best when the supply of books is 3 times the number of students in the programme. We find that programmes using Central Libraries enjoy some advantages of scale and require 2.5 times the number of students.

We suggest that this level of provision is not as extravagant as it may sound. It is important to provide a wide range of choice at each level, and to prevent bottlenecks occurring where demand for a certain level exceeds the stock. Books at levels that are not used very much will all be used eventually so there is no waste. They need not be replaced so soon.

Number of Levels and number of titles per Level

You can leave this question to the Preparation Stage (Chapter 7).

Class reading

A complete or partial syllabus

In Chapter 3 we strongly advocated a continuous programme of Class Readers as the best way for teachers to encourage and influence library reading. Ideally you will obtain sets at all levels but for various reasons you may decide to provide them at selected levels.

You may decide to use Class Readers to introduce their students to extensive reading and then phase them out as the range of proficiency widens to the point where the same Class Reader can no longer be used with the whole class.

You may use class sets at the beginning of each academic year to train the students in good reading habits which they can practise on their own for the remainder of the year.

Perhaps expense limits the number you can afford, in which case you may start with a partial syllabus of 1 or 2 titles at 1 or 2 levels and build up your stock later.

Titles per level

We suggest that 3 titles per level provide a complete syllabus for one class. If you need more than 3 titles at any level, you can choose duplicates of the first three titles and so save preparation time, but there is much to be said for choosing different titles. The teachers in particular welcome variety.

How many sets of Class Readers

The minimum collection of 3 titles per level will serve the needs of 3 classes. If entry into the Class Reader Syllabus is staggered, a second three classes could start the syllabus in Term 2 and a third in Form 3.

If you want all the classes to start at the same time, then you need an extra title for each additional class.

Allocation of Class time

The amount of class time required for the Class Reader depends on the scheme of work. One period per week is normally the minimum and a second can allow a great deal of useful work on other activities related to the Class Reader. We suggest that 4 weeks should be spent on each Class Reader, this being the maximum time over which interest can be maintained.

As with time for library reading, you must decide at this stage where the time is coming from.

Other Requirements

Supplementary materials

Workcards for Library Readers

Most readers have one or two pages of questions at the back. These vary from exhaustive comprehension questions to puzzles and suggestions for class activities. They are popular with teachers who find them useful as a check on reading.

The questions at the back are not ideal, however, in a systematic programme, because they vary so greatly in type and level from series to series, often requiring a good deal of time to be spent completing tasks which might be better spent reading another book.

We believe that the best compromise between the student's wish to read more and the teacher's wish to check on reading is to provide a short uniform response to each book, which will have the extra benefits of requiring writing in addition to reading and assisting the development of summarising skills.

Book protection and repair

You will extend the life of the books by as much as 50% if you take measures to protect the cover and the spine. The best though most expensive way is to fit plastic jackets. These come in a large range of sizes to suit most sizes of books. A cheaper method is to cover the spine with book repair tape. Even if the cover comes off the book, the cover stays in one piece and can hold the pages like a loose folder. Other useful items of equipment are rolls of non-shrink clear tape to repair torn pages and bottles of plastic glue to stick loose pages back into gum-bound books.

Time for administration

You need non-teaching time in which to organise the programme and should not underestimate the administrative load. It varies according to the time of year but a rough guide is five lessons per week.

Storage facilities

You will need large cupboards or walk-in stores to keep the books and bookboxes safe. You also need a room for checking books and repairing them and a filing cabinet in which to keep records of books and students' progress.

Additional provision for Grades not in the programme

There may be some resentment felt by the senior Grades and even by their teachers that they have not been included. It may be politic to buy extra books for the central library and reserve them for the senior Grades.

Costs and sources of funding

Books

You can obtain prices from publishers and booksellers. If purchasing from the UK, you should add freight costs to UK prices. If purchasing locally, you should check how UK prices are translated into the local currency.

Supplementary resources

Workcards have to be bought in or prepared locally. Book repair materials may be expensive if imported but still much less than the cost of replacing spoiled books.

Time for administration

Non-teaching time can be costed in terms of the proportion of a teaching salary, but may be absorbed by any slack within the system.

Office space, filing cabinet, storage facilities

These may be available within the School but equally well you may have to buy them or have them made locally. You should estimate the cost.

Sources of funding

You need to consider at this stage in broad terms at least where the money for the programme is to come from. Sources will vary from Institution to Institution and from country to country but may be divided into two groups:

a) Sources within the Institution's budget:

- English Department allocation;
- Library allocation;
- Head teacher's discretionary allocation;
- Special allocation.

b) Sources outside the Institution's budget:

- Parent-Teacher Association;
- Special fund raising activities;
- Levy on students entering the programme;
- Donation from Aid Programme;
- Sponsorship by commercial organisation,
e.g. a bank or a business.

Timetable for preparation, implementation and evaluation

Preparation Time

You will need a minimum preparation period of nine months before the Starting Date for the four aspects of preparation described below:

- 1) selecting the materials, ordering them, checking them on delivery, and preparing them for student use;
- 2) setting up procedures;
- 3) writing of policy documents;
- 4) preparing the teachers.

A phased start

Once the length of the programme has been fixed, you should consider whether to implement it in all Grades at once or to start with the lowest Grade and work up year by year. This is the usual procedure for implementing changes in syllabuses and textbooks.

There are considerable advantages in starting with the lowest Grade only:

- _ general administration is on a reduced scale for the first year;
- _ initial costs can be spread over the years of the programme;
- _ problems will affect only one Grade and can be put right in time for the second year;
- _ students who enter a three-year programme in their second or third years will not make much progress and this may give the programme a bad name.

Conclusion

Consideration of all these points should result in a clear Design Proposal which you can present to the Principal or the Support Group. When it has been accepted with or without modification, you are in a position to prepare the ground for the programme, and this work is the subject of the next four chapters.

Summary

A well-designed programme will adapt to local conditions the principles of extensive reading and draw on the experience of previous programmes. Once decisions have been taken about the provision of Library Readers and Class Readers, much of the design is a response to the implications of those decisions.

7. PREPARATION OF THE PROGRAMME I

SELECTION AND ORDERING OF RESOURCES

Overview

There can be no programme without books and they take a long time to choose and order. It will also take the bookseller at least three months to fulfil your order. This chapter explains first how you seek to become acquainted with the range of books and materials available, then how you place them on a common scale of difficulty, and finally how you make a selection to suit your own students.

The nature of the task

One of your first tasks is to select and order the books. It can take up to 6 months for a local book distributor to fulfil an order and it takes a UK distributor 3 months. It is, therefore, important to place an order well in advance of the starting date.

Even then it is likely that some titles will not be available. It is advisable to provide 10% alternative titles in order to ensure a complete order.

Information about graded readers can be obtained from the relevant publishers' catalogues. Prices are usually published in a separate price list. It is important to work from current catalogues and price-lists (they are produced annually and take effect from 1st January) as the lists and prices change considerably from year to year.

Some UK publishers use a different price-list for overseas customers. These prices are lower than UK prices, but are converted to local currency by a special book exchange rate, which is usually higher than the normal exchange rate and takes account of higher overheads such as freight charges.

A list of publishers and addresses may be found in Appendix B.

Library readers

Aims

The purpose of a library of graded readers is to provide the large number of books that students need to read if they are to make real progress in their acquisition of a foreign language. You need, therefore, a large number of titles and the larger your school the more copies you will need. The books must match the language level and interests of the students. They should be varied in genre and setting and, very importantly, they should also look attractive.

Common Scale of Difficulty

We have already seen that students require a steady supply of books at the appropriate level and of gradually increasing difficulty. This means that you have to analyse the graded readers available and classify them according to a common scale of difficulty.

The easiest method is to choose one series and use its stages for your scale. You can then fit the stages of other series onto this scale and then you have a rough classification of all readers into levels. This can be fine-tuned in the light of feedback from students. If they find a title too easy for its level, then it can be moved up a level. If they find one too difficult, it can be moved down.

It is possible to avoid this work by limiting the selection to one series and publishers encourage this by selling collections of their titles in one pack. There are, however, two disadvantages to this practice. One is that students are deprived of the chance of reading the many excellent books in other series. The other is that they will almost certainly meet some poor titles because, as noted in Chapter 2, even the best series have some weak titles and some series have a number of very poor ones.

Which levels?

The publishers give some guidance to teachers as to the level of proficiency required to read the different stages of their series. You may feel that your school does not need books at beginner or elementary levels, or books at the higher levels. It is worth considering the following:

The aim of the library reading is to cater for everyone and it is likely that there will be some, albeit very few, who will need very simple books or more advanced books.

If the ordering of books is spread over 2 or 3 years, the first order can be considered a trial run and the second and third order can be made in the light of feedback.

Library readers are never wasted. Some may be read by fewer students but they last longer.

How many titles at each level?

Students seem to need to read 10 to 15 titles at one level before they are ready to move up to the next. The tastes of students vary within a class, particularly according to gender. In our experience 20 titles per level is the smallest number that is practicable. Any increase over 20 will offer a wider range of choice.

Criteria for selection:

Age of protagonist

It is very important to match the subject matter of titles with the age of the students. A rough guide is provided by the appearance of the cover and the type of illustrations. A further clue is found in the age of the protagonists. For example, books written for young children tend to be about small children, while those written for adults will normally be about adults. This is why books chosen for adult learners must be chosen from graded readers written for adult learners of EFL and not from primary and pre-primary level books written for native speakers.

A complete reading syllabus for any age group will begin with graded readers written for learners of that age-group and end with unsimplified titles written for native-speakers of the same age.

Variety of genres

It may be true that most boys like thrillers and most girls like romances and the selection will reflect this preference. It is important, however, to remember that the students will read a large number of titles and even the most avid readers of thrillers or romances will like to read other genres. Furthermore, the selection should also cater for minority tastes.

Variety of settings

Many teachers and students believe that books should have a local setting. They argue that students find it easier to read about things that are familiar to them. They also object to students having to read material that is only about the UK or the USA.

It is true that the majority of graded readers are set in the UK or the USA. This reflects both the original purpose of graded readers (which was to make accessible works of English literature), and the predominant reason for learning English among European countries where not readers are sold (which was to learn about the British and American way of life). Nevertheless, publishers have gone some way towards correcting this imbalance, some by introducing a greater variety of settings in their existing series and others by developing new series aimed at particular regions. It is, therefore, possible, to choose a collection with a wide variety of settings. At most levels it is possible to ensure that 25% of titles have a setting local to that region, if not to that country.

It should, however, be borne in mind that a local setting is not a sufficient guarantee in itself that a book will be popular with students. Books can still be boring even if set locally.

Furthermore, an exclusive selection of books with one setting would deprive the students both of a real chance to expand their horizons and learn about other parts of the world, and of the variety that is needed to maintain their interest in extensive reading.

Cultural appropriateness

The predominance of western settings implies a predominance of western cultural values, which are not always shared by people in other regions. Censorship is very difficult to exercise and even within one country there may be a distinction between what is permissible officially and unofficially. Titles which may be allowed in the programme of an individual school may be forbidden in a programme authorised and promulgated by the ministry of education.

It is also a very difficult area for the outsider to contribute any useful assistance. Where certain subjects are sensitive, it is essential that local experts be invited to pronounce upon their acceptability or otherwise.

Class Readers

Aims

The main purpose of the Class Readers is to support library reading by preparing students in class for a reading task that they undertake individually. It was the practice in Malaysia, for instance, always to allocate Class Readers one level above the books in the class library box, to prepare the students for reading library books at the next level. It was also the practice there to cover as many as possible of the genres and settings that students would find in their class libraries, so that they would understand and appreciate them better.

Criteria for selection

An unwise choice of title for class reading can waste a great deal of money. The most important criterion is that there should be enough substance in the book to stimulate discussion and other activities over a period of 2 to 4 weeks. Another is that the book should bear repeated teaching by the same teacher. To satisfy the aims above, a complete syllabus of Class Readers should contain a variety of titles and settings.

Copies per set

It is essential that there should always be enough copies for the teacher and all students to have one copy each. It is always inconvenient to have to share. To ensure one copy each, base the number of copies in each set on the number of students in the largest class that will use it, and include a small number of spare copies.

Placing the order

Alternative titles

You will find all the necessary details of the titles in the catalogues. You need to give title, publisher, series and ISBN (international bookcode) to avoid confusion between different versions of the same title.

About 20% of the titles chosen are likely to be out of stock or out of print. In order to avoid delay or receiving an incomplete order, it is advisable to provide 20% alternative titles from which the bookseller can choose replacement titles without reference back to you.

Choosing the bookseller

It is not possible to place orders directly with publishers but only with bookshops or book distributors. Publishers supply books to booksellers at a discount. The booksellers charge the customer the full catalogue price and live off the discount. Without this arrangement the booksellers would either have to charge more than the published price or close their business.

It is important to find a bookseller that can handle the large number of different titles and the different numbers of copies for each. It is helpful if the bookseller has experience of dealing with UK publishers and even better of dealing with ELT books and particularly graded readers.

If the bookseller is required to perform other services such as collating books into boxes, then it is necessary to find a bookseller who has the space and personnel to do the work.

Checking supplies

Books must be checked against the packing slips or inventories or invoices upon arrival and any missing or damaged items reported within 7 days (usually).

Additional Materials

If you decide to have the books fitted with plastic jackets or protected in some other way, you must measure the books and place appropriate orders.

You will also have to order cupboards, a filing cabinet and other administrative aids such as reading notebooks in which students can record their answers to questions or their books reports, if these are to form part of the programme.

Summary

You have now selected your resources. The next chapter will consider how best you can manage them in order to ensure both their safety and their use.

8. PREPARATION OF THE PROGRAMME II

SYSTEM FOR THE MANAGEMENT AND CONTROL OF BOOKS

Overview

This chapter assumes you have chosen your books and addresses the practical problems of where to store them and how to label them and lend them in such a way that you get them back.

The need for a comprehensive system

In Chapter 5 we argued that it was very rare for extensive reading to make its proper contribution to an ELT syllabus unless it was organised in a carefully designed and prepared programme. A system for managing and controlling books and materials is a crucial element in your programme. It is the lack of a proper system that contributes most to the failure of voluntary schemes started by enthusiasts.

It is very simple to set up a system for managing a small classroom library. Difficulties arise as soon as you try to extend the scheme to other classes. It is not difficult to devise systems that can cope with the ever increasing stock of books, but it is very annoying to find that each system you devise has to be modified to take account of new factors, and very time-consuming to carry out the modifications.

This applies to all planning. If you decide to introduce a new system of telecommunications to an area, you lay cables and junctions big enough to cater for the whole area, even though you may not need all the capacity for the first year or two. If you use only the equipment necessary for the first section, you will have to change it as soon as you move on to the next.

So with extensive reading programmes. Even if you start on a small scale, we urge you to work out a system that will suit the needs of the full scheme. Some of the detail may not be necessary at first but it will make expansion very much simpler.

The problems resulting from size

The ideas behind an extensive reading programme are straightforward. The main problems are logistical and it is not obvious why this is the case until you have acquired all the books and materials you need and are trying to distribute them and keep a record of who has what.

Let us say your programme needs 1000 Library Readers. That number of books causes problems of:

- _ time: to sort them and mark them
- _ space: to keep them
- _ security: to keep them safe
- _ distribution: to get them to the right place.

You may be tempted to put them all in the central library and leave the librarian to use them in the normal way. If you do that, it may be some time before the books reach the shelves and when they do, they will not be used to the best advantage.

Careful preparation along the lines we suggest will reduce these real problems to manageable proportions.

Aim of the system

The aim of your system is to enable you to find a book when you want it and to return a lost book to its place when it is found. This is not an easy matter because in your school there will be more than one copy of the same title. If two copies are lost and one is found, which copy is it and where should it go? The larger your school, the more copies are needed of individual titles and the more acute is the problem.

Schedule of action

There are four stages in the creation of your system:

- _ organising the books into manageable units
- _ identifying each title and each copy
- _ devising a method of recording allocation to classes
- _ devising a method for recording borrowing by students.

These four stages must be applied to Class Readers and Library Readers where appropriate and the following pages take you through these stages.

Class Readers

Organising Class Readers into sets

It will be an easy matter to sort the class readers into sets of 30 or 40 or whatever number of copies you have decided will match the number of students in your classes. If there are more than one set of the same title, as will happen in large schools, you must give each set its own letter or figure. For example you may have two sets of *Winning and Losing*. You label them Set A and Set B.

You will keep the sets more safely and in better repair if you put them in boxes, one set to one box and label the outside clearly. They are then easier to carry round the school, and copies do not get dropped or misplaced.

Identifying each copy

Each copy in a set must be given its own number from 1 upwards. Thus a book in Set B may be numbered B2 showing that it is copy no 2.

Recording allocation to classes

As Co-ordinator, you need to keep a record of which class has which set of Class Readers. You do this by preparing a Register. You give each title one page, set out as follows

REGISTER OF CLASS READER SETS					
WINNING AND LOSING Set A (as on box, if supplied)					
Date Out	No of copies	Class	Teacher	Date In	No of copies
14.4.92	42	1F	John Lee	16.5.92	41 (1 lost)
21.5.92	41	1E	Jo Wong	15.6.92	41
etc					

Recording borrowing by students

The class teacher must in turn keep a record of Class Reader copies borrowed by students. One method is to use a class list, write the title and set letter/figure of the Class Reader at the top, and draw columns for the copy numbers and signatures. This can be passed round the class during the lesson.

REGISTER OF CLASS READER COPIES			
CLASS LIST			
TITLE AND SET			Date:
<i>WINNING AND LOSING Set A</i>			<i>14.4.92</i>
Students	Copy No Returned	Signature	
Ali Juma	24	<i>Ali Juma</i>	
Faisal	25	<i>Faisal</i>	
etc			

Another method is to enter the class list in a register, draw columns for the copy numbers, head the columns with the title and the date and write down the copy numbers as students call them out. When the books are returned, the copy numbers can be ticked or scored out.

REGISTER OF CLASS READER COPIES			
CLASS LIST			
Title of Class Reader	Winning and Losing Set A	Hamad the Diver Set B	
Date	1.2.92	1.3.92	
Students No	Copy No	Copy No	Copy
Ali Juma	24	31	
Mohamed	23	14	
Faisal	15	26	
etc			

Library Readers in a Central Library

Organising into Levels

You will have worked out your levels in the course of selecting the books (see Chapter 7). It is a simple matter to mark the books clearly with the level, perhaps using a label and some system of colour coding. You can then shelve the books according to level and if the labels are easily visible, the students and librarians will find it easy to replace books on the right shelves.

Identifying each copy

Central Libraries usually allocate a unique accession number to each title. Your librarian may be willing to let you use your own system which will help your monitoring and evaluation of your programme.

The best way to identify each copy is to work out a bookcode that can be used for making lists and simplifying other procedures. The elements of a bookcode are:

_ title code e.g. 452

Several programmes have found it convenient to give each title its own 3 or 4 figure code, which can be used in making up lists and registers. Unless you are dealing with a fixed and permanent collection of books, it is better to allocate numbers as titles come. Refined title codes that give other information such as publisher and series tend to fall down when new titles are added to the collection.

_ level code e.g. 452/*F*,

F indicates Level F, which can also be indicated on the book by a coloured sticker.

_ copy number e.g. 452/*F*/2

2 indicates that this is copy No 4.

This may seem over elaborate and it may be possible to omit part of the system. However, it is probably wiser and easier to start with an over-complex system and simplify it in the light of experience than to start with a simple system and try to modify it later to achieve a greater level of precision.

Recording allocation to classes

This is not required for a central library.

Recording borrowing by students

Central libraries usually have their own system of recording borrowing. It is worth trying to obtain permission to keep borrowing of graded readers separate from the other books. This makes sense if you have already gained agreement to use your own system of bookcodes and shelving. Furthermore your system will help with monitoring and evaluation (see below).

If you manage to persuade the librarian to let you use your own system, then devise one that is based on those described below for use with classroom libraries.

Library Readers in Classroom Libraries

Organising into boxes

We strongly recommend that you sort your Library Readers into library boxes. This makes the task of storing and allocating Library Readers very much easier. You have already sorted your books into levels. Now you must chose between many different ways of sorting them into boxes. The following examples show you the range of possibilities.

It may help at this stage if you look ahead to Chapter 11 in which the principles of allocation are discussed.

1. Single Level Boxes

These boxes contain titles from one level only. They may contain single copies of 40 titles, or 2 copies of 20 titles or some other combination. You label them Level F, Level G, etc.

2. Multi Level Boxes

These boxes contain titles from two or more levels, with the same or a different number of titles or copies at each level. The Hong Kong Pilot Scheme used 3-level boxes of 72 books, comprising 18 titles at each level and 2 copies at the middle level. These were labelled GFE, FED, EDC, etc. The Tanzania Phase II scheme is using 4-level boxes of 80 books, comprising 30 titles at the lower 2 levels and 10 titles at the upper 2 levels. So far only one type of box has been ordered for Grade 1.

The advantage of the multi-level box is that the contents cater better for the wide range of levels required by a mixed-level class. The disadvantage is the greater complexity. The Hong Kong 3-level box proved unworkable and was abandoned. It remains to be seen whether the Tanzanian 4-level box suits Grade 1 and what will be the contents of their Grade 2 box.

Experience in the Pilot Scheme persuaded the Hong Kong authorities to use single-level boxes for the ERS, but to cater for the mixed-level classes by allocating a complete set of boxes, i.e. the full range of levels, to one cohort, e.g. the A classes in Grades 1, 2 and 3. The A classes share the boxes among themselves, each class using the ones that match their students. This system represents the highest state of the art, combining maximum simplicity in organisation with maximum flexibility in use.

Whatever method of sorting you use, you must take care to distinguish boxes at the same level which contain different titles. For example, Hong Kong use 50 titles at each level divided between 2 boxes containing 25 books each. They label these G1, G2, F1, F2, etc.

Finally you need to distinguish boxes with the same contents. A big school may need 6 Level E1 boxes, so they are labelled 1E1, 2E1, 3E1, etc.

Identifying each copy

You can use the same coding system as that suggested for use in the Central Library. The only difference will be that instead of the single letter denoting Level, you use the box label. For example the bookcode for book 452/F/2 might be 452/1F1/2. If you find the book, you know it belongs to Box 1F1.

Recording Allocation to Classes

You need to keep a record of which class has been issued with which library boxes. As with Class Readers, you prepare a register, which might look like this:

REGISTER OF CLASS LIBRARY BOXES						
Date Out of copies	Box No	No of books	Class	Teacher	Date In	No
14.4.92 (1 lost)	1G2	40	2D	John Lee	16.5.92	39
14.4.92	2G2	39	2C	Jo Wong	15.5.92	39
etc						

Recording borrowing by students

The class teacher in turn must keep a borrowing register showing which student has borrowed which book. There are several ways of organising this.

One way is to give a page of the register to each student, which then becomes a record of borrowing by that individual and is useful in evaluation.

REGISTER OF LIBRARY READER BORROWING			
Ben Mugabe Term/Year Class			
Title	Date Returned	Signature	
Winning and Losing	24.4.92	<i>Ben Mugabe</i>	30.4.92
Hamad the Diver	30.4.92	<i>Ben Mugabe</i>	3.5.92
etc			

An even quicker way to record borrowing is made possible by using the bookcodes. Your teachers use a class list, draw columns and enter bookcodes against each student as they borrow books. As the students return the books, the teacher puts a line through the bookcodes.

REGISTER OF LIBRARY READER BORROWING				
CLASS LIST				
Students	Level			
	Book Codes			
Ali Juma	242/1F1/2	341/1F1/2	260/1F1/1	
Faisal	564/1F1/1	76/1F1/2	345/1F1/3	
etc				

Storage and security

Class Readers need a cupboard or a store fitted out with shelving.

Library Readers present no problem when kept in the central library. If, on the other hand, you plan to use them in classroom libraries, you need to give thought to:

- _ a place to keep a classroom library while in use. If it stays in the classroom, will it be kept in a cupboard and who will keep the key?
- _ a place to keep spare books;
- _ a place to keep all the books during the holidays.

Records for Monitoring and Evaluation

Students' Records of Reading

The most important question to ask when evaluating an extensive reading programme is: how many books have the students read? It follows that the most important record to keep is the number of books each individual reads in a month/term/year and the level of those books.

STUDENT READING RECORD					
NAME OF STUDENT					
Year of Entry into Programme					
LEVEL		BEGIN NER	ELEM ENTARY	INTER MEDIATE	UPPER
1992	Term 1	10			
	Term 2	10	5		
	Term 3		10	5	
1993	Term 1			10	
	Term 2			15	
	Term 3			5	5
1994	Term 1			3	8
	Term 2				9
	Term 3				12

The information on which to base this record will come from the borrowing register, supported by the Reading Chart (see below) and by the students' Reading Notebook.

Student reading records on this model will provide the basic data for analysing and comparing class progress and quantifying the impact of the programme on reading habits, use of out of class time, and rates of progress.

(Please note that the question of how reliable these records will be, i.e. what quality of reading and understanding do they imply, is discussed at length below.)

Class records of reading

It is a simple matter to produce class average, or the averages of groups within the class, using the same form. If students are moved between classes, their records can follow them, and new averages can be compiled.

Other relevant data

Other data can be added to the Student record such as exam results, particularly any public exams like entry exams and junior or senior certificate exams.

Feedback on popularity of titles

One indicator of the popularity of a title is the number of times it has been borrowed. This can be shown from a reading chart on which students record their opinions against each book they have read. It is very easy to see which title has attracted most opinions.

(Please note the use to be made of this data is discussed below.)

Summary

You need a labelling system that identifies each book and registers that tell you where each book is. Discussion of these topics led to consideration of student reading records, which are an essential tool for evaluation.

9. PREPARATION OF THE PROGRAMME III

OFFICIAL ENDORSEMENT

Overview

The Co-ordinator must ensure that the programme is incorporated into the official documents that determine the work of the school. Failure to do this reduces its status to that of an optional extra, which means that only a minority of teachers and students will take it seriously.

The nature of these official documents will vary from school to school but the first part of this chapter discusses several types.

The second part discusses the compilation of a policy document that describes the programme and can serve as a Handbook for teachers.

Entry in Official Documents

English language syllabus

Teachers teach what is in the syllabus, students expect to be taught the syllabus and are supported in their expectations by their parents. Perhaps your single most important task is to make sure that the extensive reading programme is not only mentioned in the syllabus but also described in such a way that it is clearly important and compulsory. For this and all the topics of this chapter you will need the backing of the head teacher.

Syllabuses tend to describe some components in great detail and others in a short general statement of intent. For example, some give great attention to the teaching of grammatical structures or notions and give only the briefest description of composition or listening or reading. This imbalance gives teachers and students the impression that the teaching of grammar is all important and the other skills and activities peripheral.

Extensive reading is only one component of many, but you should give it equal weighting with the other components either by describing the programme in detail, or by transferring all the detail of other components such as the structural syllabus to an appendix.

The section on the extensive reading programme will describe the importance of extensive reading, the resources being made available, the reasons for organising it in a programme, and the methods teachers will use to promote it.

Timetable

Almost as important as a place in the syllabus is the allocation of class-time to the programme. In East Africa 4 out of the 9 English periods were given to reading, and at least 2 and in some schools 3 periods are currently given in Hong Kong.

There is an ever-increasing pressure on timetables, and it is very hard indeed to find more time for a subject. But possible sources are:

- _ Library periods
- _ Free study periods
- _ Other subjects
- _ Extra periods "discovered" by a radical re-shaping of the timetable, e.g. reducing some periods by 5 minutes to create a new one each day.

Deployment of Teachers

For the best results, you must fully integrate extensive reading into the English teaching programme. This has implications for the deployment of teachers and these must be faced at the planning stage. For instance, it is no use having different teachers teaching the reading periods. But if the same teachers are to teach all the English periods, they will then have more periods with each class. Either they will have to work harder or they will teach fewer classes. If the latter, the school will need more English teachers.

Preparation of the timetable

Any change in the number of English periods will have an effect on the timetable. Drawing up the timetable is a complex task that may begin three months before the start of the school year and may not be completed till the year has started. Once fixed, head teachers are very reluctant to alter it except in minor ways, and usually refuse point blank to revise it completely.

This means two things: 1) you must start your programme at or near the beginning of the school year and not try to introduce it half way through, and 2) that you must get any changes in the number of English periods and in the deployment of teachers included in the initial data given to the timetabler.

Homework Timetable

The extensive reading programme is based on the idea that most of the reading will be done out of class. You will remember that one of the main aims is to increase the exposure of students to English outside the classroom.

This means that students must be able to borrow books and take them out of class. It also means that time must be allocated for reading in the homework timetable.

A useful target is 2 hours per week. If it is spread equally over the week, then it does not look so much but is official, emphasising to teachers and students that extensive reading is important.

School assessment

Students expect to get credit for work they do. They expect their end of term/year grades to reflect the time and effort they have put into their work. They therefore judge activities that are excluded from assessment to be less important.

Some teachers feel that extensive reading should not be assessed because it takes away the pleasure which for them is the main purpose. It must be stated clearly that enjoyment is not the primary purpose. Rather it is improvement in proficiency, which can only be obtained through extensive reading if students read a lot. Fortunately, many students find it enjoyable, but even they will give up the practice if they feel it is not helping their performance in the assessments and examinations that matter so much.

It is easier to say that extensive reading should be assessed than to recommend with confidence the best way to do this. In the absence of any established test of extensive reading, assessment must be based either on the record of reading over the year or on answers to special questions set on Class Readers.

Some schools have tried to give students credit for Library Reading by allocating to it a percentage of the whole English mark (e.g. 20%) and giving students marks for each book read, weighting the marks according to the level of the books. This method has a rough and ready face validity; at least it shows that the quantity of reading done is important. It is, however, open to abuse. It assumes that students have actually read all the books they claim to have read, which may not be true, and it does not take into account the quality of their reading, i.e. how well they have understood the books.

These difficulties suggest that the above method, if used at all, must be combined with some other test of extensive reading. Work done on Class Readers may give rise to marks which can be used. A special test of extensive reading seems likely to involve the reading of a long passage in a short period of time and the answering of general questions on the main facts/events on the basis of a single reading. Students would be given texts that matched the level of their extensive reading books.

Whatever method of assessment you choose, you will find that it provides an answer for teachers and students who oppose extensive reading on the grounds that it takes time away from studying for exams.

Preparation of a Handbook

All major programmes have had a Handbook written for teachers that explains the rationale behind the programme and their role as administrators and teachers. The first programme to have such a Handbook was the second phase of the ELRP in Malaysia. It consisted of all the official circulars sent out on the subject by the Director of Schools. In spite of inconsistencies, it proved invaluable as a description of the programme to which teachers and the inspectorate could refer, ensuring that key elements were not overlooked and that schools entering the programme followed the same pattern.

The preparation of a Handbook ensures that administrative procedures are thought out in advance, standardised and operated upon from the outset. It can be used as the framework for in-service training (see below) and its continued existence goes some way to ensuring that procedures are maintained and explained to new teachers.

The precise contents of a Handbook will vary from school to school, and must do so if they are to describe in detail a programme that has been designed to suit the particular circumstances and conditions of each. They will also be modified to meeting changing circumstances.

Process of creating the Handbook

We suggest below a number of topics that should be covered. One way of creating the Handbook is to discuss each topic with the relevant members of your Support Group. For example, you should discuss borrowing procedures with the librarian, and the allocation of class-time first with English teachers and the Head Teacher, and then with other teachers and the timetabler.

Then you present an agreed statement to a full meeting of the Support Group. Everyone can make comments and suggest improvements. Their adoption of the final version indicates full support for the ideas and procedures that are recommended.

Tone

The Handbook should be written in definite and precise terms, stating simply what teachers should do and why. It is a good thing to record objections that teachers may have and to describe how they were answered. This helps teachers feel that their views are considered. Often there will be other ways of doing things that are perfectly satisfactory. It is helpful to say so and explain why one method was chosen rather than another.

Modification

It would be a mistake to suppose that the first draft of the Handbook will prove correct in every detail. Improvements will be suggested by teachers and students in the light of their experience in using it, and these should be given careful consideration. Feedback from teachers and students is essential for evaluation and will not be forthcoming if nothing is modified to take account of criticisms and suggestions.

Because there are likely to be modifications, it would be as well to produce the Handbook in a ring binder to which modifications and other materials can be added.

Intended readership

The Handbook is intended primarily for teachers and can form the main content of their training programme. It will be useful to have Handbooks ready for new or temporary teachers, for they save much time taken in explaining the system and teachers' responsibilities.

It will also have a wider audience than teachers. It will be useful to give the school administrative team, inspectors/advisers and other visitors as a statement of current practice and a record that can be taken away.

Not least it may be given to people involved in raising or donating money to pay for the programme.

Contents

Name of the programme

The programme needs a name and one of more of the following words may be usefully incorporated:

reading, extensive, English, language, programme, scheme.

It is helpful if the initials form a memorable acronym.

Historical Background

New teachers and visitors understand the programme better if they know the background to the establishment of the programme and the part played by individuals in promoting it.

Description of extensive reading

A brief account of extensive reading and its benefits, which could be drawn from Part 1 of this Guide.

Description of the programme

For guide-lines see Chapter 6.

Description of materials used and methods of selection

For guide-lines see Chapters 2 and 7.

Administrative procedures

For guide-lines see Chapter 8.

Integration into teaching programme

For guide-lines see Chapter 9

Implementation and Evaluation

For guide-lines see Chapter 11.

Classroom practice

For guide-lines see Part 3.

Summary

<p>This chapter has set out the case for obtaining official backing for the programme. This is best made explicit to teachers, students and parents by incorporating a description of the programme into the standard official documents and by producing a handbook which gives details of implementation.</p>

10. PREPARATION OF THE PROGRAMME IV

TRAINING OF STAFF

Overview

It is essential to obtain the co-operation of all teachers who will be implementing the programme. Their support cannot be taken for granted, but is likely to be forthcoming if they are given careful training and if they are given an opportunity to suggest improvements to the systems you have devised.

Grounds for opposition

You must as Co-ordinator face the fact that not all your colleagues will react favourably to the ideas and methods described in this Guide. Among the unpopular aspects are the emphasis placed on record keeping (teachers tend to dislike administration), the responsibility placed on them for the safekeeping of books and materials (they could lose money), the loss of teaching time that can be devoted to the teaching of the syllabus, the change of role from the imparter of knowledge to the facilitator of learning. The last is felt as a particular threat to the status and *raison d'etre* of the teacher. What is the teacher for, if all the students are reading silently?

These unfavourable reactions can lead to teachers playing such a negative role that they undermine the whole programme. At worst, they refuse to keep records, avoid losing books by refusing to make them available for borrowing, stay out of the classroom or get on with correcting other work, or they continue to play a traditional teacher's role, by making the class read aloud or reading themselves.

It may seem unwise to suggest that teachers can be so negative, but these negative attitudes will exist and unless you recognise that there is a good deal of justification for them and take pains to discuss solutions to problems, you will never persuade some colleagues to accept the very positive and influential role that is demanded of them.

The administrative load

Administration is unpopular with teachers. It is time consuming and teachers prefer to spend preparation time preparing lessons rather than filling up forms. It requires attention to detail, which may be the gift of some but is certainly not congenial to all.

Administration is, however, essential, as all teachers will admit however much they complain about it. It is also helpful to classroom management. Not only does it prevent waste and enable the evaluation of progress; the processes of administration make familiar the books and materials used and the students' attitudes and progress.

However, it was stated in Chapter 6 that teachers needed simple procedures. Whatever system you adopt for maintaining records of borrowing and reading (see Chapter 12), it must be as simple as possible, and there must be an obvious reason for every step. You should welcome any suggestions for making the system simpler and examine them carefully.

There is also scope for students to help in the administration. It is likely that the class will be organised in groups according to the levels they read. It should be possible for a group leader to carry out some of the work, so releasing the teachers for other activities.

Responsibility for books and materials

This is a very real problem especially where books are very scarce and almost impossible to replace. It certainly is not fair to place on each teacher the burden of working out their own system of dealing with losses, and very unsatisfactory if teachers in the same school operate different systems.

You need to face the problem of losses and damage from the start and decide on a policy towards it. It would be a mistake for this Guide to lay down what the policy should be, except to suggest that it should put pressure on students to keep the books safe, but not punish them by forbidding them to borrow. Without the pressure, a valuable resource can be spoiled, but the prevention of borrowing defeats one of the main purposes of the programme.

Loss of class time for teaching the syllabus

Often teachers will argue that time cannot be spared for extensive reading because every lesson is needed to teach the syllabus. It is very difficult to give a strong answer to this if extensive reading is not mentioned in the syllabus or if it is given so little attention that it appears an optional extra. Pressure to complete the syllabus comes not just from the teachers, who may fear the criticism of inspectors, advisers or the Principal, but also from students and parents, who know what is in the syllabus and in the public examinations.

The argument is entirely reasonable. Failure to cover the syllabus is one of the few complaints that can be proved and used to demote or sack a teacher. In the face of this pressure, it is hard enough to win over the teacher who is amenable to new ideas; it is impossible to persuade the teacher who does not want to change established practice.

The only remedy for this situation is to make sure that extensive reading is properly constituted as a major component of the syllabus to which class time is allocated and credit given in the normal pattern of assessment. It is also the only fair remedy that takes account of the real fears of teachers.

Change of role

It is very hard for anyone to change established practice on which their self-esteem depends. It happens in all walks of life: the typist is threatened by the word-processor that allows mistakes to be corrected easily; the architect is threatened by computer programmes that can produce different versions of the same building in minutes rather than days; the farmer is threatened by the new machine which completes in a fraction of the time the work he did so competently with his own hands. The better someone has been at the old job, the harder they find it to change because it means giving up the activity on which self-esteem is based.

Of course protection of self-esteem is not the only reason why teachers do not embrace the new ideas and methods with enthusiasm. Some are already over-worked and do not want to spend time learning new methods which may give more work than the old methods. Some simply do not understand what is expected of them or why they should behave in a different way.

Whatever the reason, resistance to change is a fact of life. It must be expected, and treated sympathetically but with firmness and patience. Especially patience. It takes some people a long time to change. It is a hard job to give up a practice which gave satisfaction and brought self-esteem, and to develop a new method or style which makes a person vulnerable to criticism and doubt.

Preparation of teachers, therefore, needs to do several things:

- _ present all aspects of the programme clearly and methodically;
- _ give a clear reason for all aspects of the programme;
- _ discuss reasons why existing practice falls short of what is required;
- _ demonstrate the good results of programmes elsewhere.

Training Workshops

Most teachers will be new to the idea of an extensive reading programme. It will involve them in using new materials and in managing their classes in new ways. It will take time for them to absorb the details of the programme and to come to terms with new techniques and new responsibilities. Part 3 deals exclusively with classroom management but this chapter will discuss the components of a training programme and the merits and demerits of different ways of running them.

The basic content of the training programme will be the specially designed Handbook, supplemented by Part 3 of this Guide. It is ideal if copies of a draft of the complete Handbook can be issued to the group at the start of the course. One of the aims of the course will be to recommend modifications to the Handbook in the light of discussion by the teachers who will be involved.

Timing

The training sessions should be held during the term preceding the start of the programme. This ensures that teachers are ready to implement the programme right from the starting point and that there is no delay while they are told what to do.

Schedule

The format of one hour per week during or after the school day allows time for teachers to discuss and absorb the new ideas and procedures and come up with improved solutions to agreed problems. It may, however, not be easy to find a time when everyone can meet, and it is very hard to maintain precedence for these sessions over the many other demands for meetings that occur increasingly towards the end of term.

A weekend workshop concentrates the attention of all participants and gives the programme status. It is more worthwhile to invite outsiders to visit and perhaps speak on the programme. Senior teachers who support the idea or teachers with practical experience of running programmes carry great influence on attitudes in the initial stages.

Suggested modules

1. Introduction, historical background, nature and benefits of extensive reading, need for a programme.
2. Description of the proposed programme.
3. Presentation and consideration of reading programme materials.
5. Administrative system.
6. Classroom management of library reading.
7. Classroom management of Class Readers.

Departmental structure

Running a reading programme requires a considerable degree of co-operation among teachers. For example:

- They have to work to tight schedules for using and returning sets of books;
- They have to submit termly reports in time for the evaluation of the programme and agree to modifications to the reading plan which may or may not affect their own classes;
- Ideally, they will all share in the work of running the programme.

This co-operation is easier to achieve when there is a strong departmental system in which subject teachers are used to discussing issues and allocating work. It may take some time to develop in schools where:

- teachers are not specialist English teachers but teach other subjects as well as English;
- supervision of teachers is carried out directly by the Head Teacher and is not delegated to Heads of Department;
- there is no tradition of departments and Heads of Department carry out only nominal duties.

Summary

This chapter has explained the importance of explaining the rationale behind extensive reading and the need for a proper programme. It has discussed the content of workshops and suggested the extension of departmental meetings as a forum for evaluating the programme and introducing new ideas.

11. IMPLEMENTATION AND EVALUATION

Overview

This chapter assumes that you have completed all the necessary preparation and takes you through the routine of implementing the programme. The chief topics are the allocation of books to classes and the maintenance of accurate records.

At the Starting Point

Let us assume that you have made all the preparations. The books are ready, administrative systems are agreed, the programme has official backing at all levels and the teachers know exactly what to do.

Fixing the Levels

Let us further assume that you are going to start the programme in the first Grade only. You need to know what levels of books to give the Grade 1 classes.

You may have fixed the levels already as part of your design. Even so you may want to study the performance of Grade 1 in class to make sure their levels are as you predicted.

If you have decided to use a placement test to determine the levels, you will want to give the test first.

In future years you will know the levels of Grades that are already in your programme, but you will always be curious to find out what the levels of the new Grade 1 are.

Allocation of books to classes

The problem is this. You have the books ready and the necessary registers. Which class is to get which books?

Central Library

The problem vanishes if you use a central library. All the books will be shelved and students have access to all of them. If you have assessed the demand correctly, there will be enough at each level for everyone. If you have too few at some levels, you know what to order next time. In the meantime you may have to restrict access to some levels, giving junior forms the preference, for instance.

Class Readers

The number of sets has been fixed at the design stage and you have chosen the levels and the number of titles per level. It is a relatively easy matter to work out a borrowing schedule, that shows which class has which title at what time. Here is an example.

CLASS READER SYLLABUS				
<i>Key to Titles:</i>	<i>G1</i>	<i>The Last Photo,</i>		
	<i>G2</i>	<i>Lisa in London</i>		
	<i>G3</i>	<i>Alissa</i>		
	<i>F1</i>	<i>Winning and Losing</i>		
	<i>F2</i>	<i>Hamad the Diver</i>		
	<i>F3</i>	<i>Born to Run</i>		
Classes	1A	1B	1C	
January	G1	G2	G3	
February	G2	G3	G1	
March	G3	G1	G2	
May	F1	F2	F3	
etc				

If you find that the titles are too difficult or too easy for the class, then you can revise the schedule and if different titles are needed, order them for next year.

The above system implies that the class is homogeneous, i.e. that all the students are at the same level. Where classes contain students at different levels, you have a choice. Either you match the books with the middle of the class ensuring that the majority can understand the book. The weakest can be given extra help while the others work on a different assignment. Or you divide the class into groups and give each group a different title at different levels. For the latter you will need a more complex register and smaller sets of books.

Remember that where Class Readers are used to complement Class Libraries, the Class Reader is most usefully one level higher than the average level of the class library. This gives the majority in the class the experience of reading more difficult language before they encounter that level in the Library Readers.

Classroom Libraries

It is more complicated to allocate Classroom Libraries. We have already seen with Class Readers that allocation is quite easy if classes are homogeneous and we will consider them first.

In Example A below, there are 3 boxes at each level, of which 2 have the same contents. See Chapter 8 for the labelling of boxes. Each class has a single-level box for one term, and in the third term they all move up to the next level. (This follows the EPER system of levels in which G is the lowest and students move up to A and then to X and Unsimplified.)

CLASS LIBRARY SYLLABUS (Example A)				
CLASSES	1A	1B	1C	

Term 1	1G1	2G1	1G2	
Term 2	1G2	1G1	2G1	
Term 3	1F1	2F1	1F2	
etc				

In Example B below, each class is given a single level box, but class 1A perform better than average for some reason and is allowed to move up a level in the second term while Class 1C performs below average and in the third term is given a third box at Level G.

This more flexible system allows classes to move at different rates but at the cost of greater complexity of allocation.

CLASS LIBRARY SYLLABUS (Example B)				
CLASSES	1A	1B	1C	
Term 1	1G1	2G1	1G2	
Term 2	<i>1F1</i>	1G1	2G1	
Term 3	1F2	2F1	<i>1G1</i>	
etc				

In Examples C and D below, the books are divided among mixed-level boxes, in order to provide reading material for most if not all levels in a mixed-level class. The greater flexibility benefits the students but creates larger problems in allocation.

Example C is based on the system used in the Pilot Stage of the Hong Kong ERS. The bookboxes contained 72 books at 3 consecutive levels: single copies of 18 titles at the top and bottom levels (shown in lower case) and two copies of 18 titles at the middle level (shown in upper case). The idea was that the middle level would cater for the majority in the class but the top and bottom level would suit the top and bottom students. There was also scope for different rates of progress among classes. This is shown by the bookboxes in italics.

CLASS LIBRARY SYLLABUS (Example C)				
CLASSES	1A	1B	1C	
Term 1	1gFe1	2gFe1	1gFe2	
Term 2	<i>1fEd1</i>	1gFe1	2gFe1	
Term 3	1fEd2	2fEd1	<i>1gFe1</i>	
etc				

In Example D, which is based on the system used by Phase 2 of the ELTSP in Tanzania, bookboxes consist of 80 books, spread among 4 levels, with 10 books at each of the 2 upper levels (shown in upper case) and 30 titles at each of the 2 lower levels (shown in lower case) . Again there is scope for different classes to progress at different speeds.

CLASS LIBRARY SYLLABUS (Example D)				
YEAR	1A	1B	1C	

Year I	1gfED	2gfED	3gfED	
Year II	1cbAX	2edCB	3edCB	
Year III	1UNS	2cbAX	3cbAX	
etc				

There are many other possible solutions, which differ from each other in the degree of rigidity or flexibility. Generally speaking, the more rigid the system, the easier it is to administer but the less well it caters for the different needs of students. Conversely, the more flexible the system the better it caters for the students but the more difficult it is to administer.

It would seem that classroom libraries cannot match central libraries for flexible access and ease of administration. This is very disappointing because we know that students read far more books if they are provided in classrooms and if the reading programme is fully integrated with the other work that goes on in class.

A possible solution is offered by the system adopted by the Hong Kong ERS. They found that the system they had adopted for the Pilot Stage (Example C above) proved unworkable. The allocation of boxes proved too difficult, not least for the apparently insignificant reason that it was impossible to remember which box was which and to get the labels right. In any case three levels did not cater adequately for the range of levels in each class. By the end of the pilot scheme each class had its own class library comprising titles from all levels.

When they came to design the full ERS, they decided to divide the books into complete libraries of 400 books, comprising 50 titles from each of 8 levels and to allocate one such library to a cohort of classes, i.e. 1 class from each Grade e.g. 1A, 2A, 3A.

Thus there is maximum flexibility in that students have access to all levels. There is simplicity of allocation for the teachers can negotiate among themselves which class should get which books, and there is simplicity in labelling for all "A" Class boxes and books will be marked with an "A" which will distinguish their boxes from those of other classes. Above all, the books are in the classrooms, so students have easy access and the programme is integrated into the English syllabus.

In-term monitoring

You will need to go round the classes to see for yourself how the programme is going. But take care. Teachers can feel threatened if there is no tradition of team-teaching or an open-door style. In any case a visit is best prepared for by a talk with the teacher in which you ask how things are going and make it clear that you want to understand any problems and work out a solution with everyone concerned.

What you look for will depend on the design of your programme, but the following can give a quick idea of whether the programme is going according to plan.

- Borrowing Registers will show the rate of borrowing and efficiency of record-keeping.
- Wall charts will also show the rate of reading and in addition the levels of difficulty and enjoyment experienced by the students.
- Reading Notebooks will also show the rate of reading and in addition the degree of understanding and level of enjoyment.
- Personal interviews with students, asking about books they have read and about the programme will give you the best impression of what is going on.

You will also need to watch the processes of borrowing and returning books, to see if they are as streamlined as possible and be on the look-out for ways of improving them and involving students in the work.

End of term reports

At this stage monitoring of progress merges with evaluation. The Support Group will meet at the end of each term to discuss the progress of the programme. You will need to present a Report and this will be based on:

- your own teaching experience that term
- your classroom observation
- the reports you will request from the teachers. These do not need to be long. One page will be quite enough. See the example below.
- your meeting with the Reading Programme teachers, where they can present their reports.

READING PROGRAMME TERMLY REPORT

Term						
Class						
Number of students reading books:						
5	10	15	20	25	30	30+
Number of students reading at (EPER) Levels						
		G	F	E	D	C
		B	A	X	U	
Comments on administrative systems						
Comments on titles						
Comments on students' reactions						
Titles of Class Readers			Teacher's Remarks		Students' Remarks	
General Comment						
Signed						

Evaluation

This is where you ask how well the programme is achieving the aims it established in the design.

First you must go back to see what those aims were. We listed a number of possible objectives in Chapter 6.

- to raise the proficiency in English of particular years;
- to improve grades in public examinations;
- to raise standards of particular groups of students;
- to extend use of English outside class;
- to improve students' attitude to English;
- (in teacher training colleges) to give teachers experience of an extensive reading programme.

The first three present enormous problems in evaluation. You can show that standards have improved by comparing results of public examinations (though these are subject to fluctuating standards) or standardised internal tests. It is very difficult to show that this improvement is due only or even partly to extensive reading. Many other factors are likely to have contributed to the better results: better teaching, enthusiasm for English created by the programme, other components in the English syllabus, etc.

What you seem to need is two sets of students who have an identical experience of English except that one will be exposed to the reading programme and the other will not. But even that is a flawed basis for comparison. What will occupy the time of the control group that is spent in extensive reading by the study group? One of the reasons why the Hong Kong Pilot Study produced little evidence in favour of extensive reading was that the control group had access to a central library and continued with a well-established programme of Class Readers. The Pilot school students on the other hand were deprived of these components and given instead a reading scheme which encountered the problems outlined above.

You can compare the exam results of previous Grades with those of their successors who follow the reading programme. At least you will have a base from which you can compare the results. One advantage of using the results of past students is that you cannot deprive them of any part of their syllabus. It still remains difficult, however, to attribute any difference to the effect of the reading programme only.

You cannot give something new to contemporary students without it being at the expense of something else. The way to get round that is to set up a variety of control groups, each of which pursues a different activity in addition to extensive reading. Then you can begin to isolate the effects of extensive reading. You also eliminate the halo factor because each group will have the excitement of engaging in a new activity. But this method of evaluation is so time-consuming as to be unattractive.

A further solution to the problem seems to be to devise a test of extensive reading itself. It should be the case that those who have followed an extensive reading programme will do better at such a test than those who have not. But first you have to devise the test, and that takes time. Second you still have the problem of control groups.

There is, however, another basis for comparison. Within the same class, following exactly the same English programme, are several groups of students, distinguished from each other by the number of books they have read. You would expect that those who read more books would do better in any type of English test. If you can establish a link between the number of books read and an increase in proficiency, then you would have gone a long way towards proving the case for extensive reading.

You would still have to eliminate other variables. Perhaps the students who read most were also the cleverest, in which case your opponent could argue that success in the tests was due to cleverness rather than reading. Your answer to this would be to find pairs that matched in cleverness but differed in the amount they read and in the scores they achieved in the tests.

This method is not without its problems but it does seem to offer some chance of success, and it does have the great merit that it can be undertaken at school.

We have already discussed Students' Records of Reading. (See Chapter 8.) This contains the crucial data for evaluation, and should be extended to include annual examination marks, public examination marks and a general "cleverness" rating established for instance by aggregating performance in several subjects.

If you maintain the student reading records and complete them retrospectively for previous Grades (test and exam results only for they will not have experienced the reading programme), you can undertake valuable studies which will not only serve as reports to your Support Group but as articles for publication in ELT journals. There are all too few class-based or school-based studies of extensive reading programmes. They are of great interest in the profession and would be warmly welcomed.

The other three aims are easier to evaluate:

- _ to extend use of English outside class;
- _ to improve students' attitude to English;

- (in teacher training colleges) to give teachers experience of an extensive reading programme.

You can elicit responses about the first two by issuing short questionnaires at the beginning of the programme and at the end of each year. An analysis of answers will give you material for your evaluation.

The third aim will be evaluated in the class tutor's report.

Summary

This chapter has considered two very important parts of a Co-ordinator's work - allocating books to classes and obtaining regular feedback on the operation of the programme.

12. MULTI-SCHOOL PROGRAMMES

Overview

Everything that applies to a programme for a single school applies to a programme for a number of schools. This chapter considers the factors involved in designing, preparing and implementing a multi-school programme.

Advantages of a multi-school programme

Official Status

A programme which is implemented at national level will carry much more weight than one which is implemented at school level. This is not to deny what can be achieved in a single school working on its own. But it is obvious that a programme which has the backing of the Minister, Curriculum Development, the Advisers, Teacher Training and Examinations stands a better chance of success.

It is also possible to reinforce the importance of extensive reading by inserting into Coursebooks regular references to extensive reading. Simply to say at the end of each section, "Remember to read another book", will have little effect. One possibility is to describe aspects of the titles in the class library, such as genres or settings. Another is to suggest a variety of responses that students may make to the books. Both of these are activities that take place in the extensive reading programme periods

Economies of scale

These are attractive to the funding body. It is possible to obtain higher discounts if titles are bought in large quantities. The same applies to supplementary materials, which would be much too costly to produce for a single school.

Standardisation of practice

When programmes are standardised across a number of schools, it is easier to prepare teachers and monitor their work. It also makes it less disruptive when teachers move to different schools.

Maximising the talents of expert staff

If one school develops a good programme, it is a good use of resources to extend it to other schools. If individuals develop an interest and expertise in this field, it make sense to spread the benefits of their enthusiasm and knowledge as widely as possible.

Avoiding duplication of effort

It takes time and effort to design and prepare a programme. Rather than have several schools spend time and effort individually working out solutions to the same problems and re-inventing the same wheel several times over, it is more efficient to adapt one programme to a number of schools.

Opportunity for evaluation and research

A much greater amount of data can be compiled from several schools than from one, and will give more significant results.

Issues to be addressed

Appointment of Reading Officer

We have pointed out above that a Co-ordinator must be given time to carry out the work of design and preparation and implementation. It is essential to appoint one person to co-ordinate the programme across the schools.

This is a full-time post that needs administrative support and an office. Unless these are provided, the programme will not achieve its full potential.

Appointment of support committee

This will include representatives from all relevant branches of the ministry of education. This will ensure that each branch plays its part in designing, preparing, implementing and evaluating the programme and is fully committed to its success.

Selection of schools

Which schools should follow the programme: urban or rural, academic or vocational, residential or day; single or mixed sex, etc. It is likely that a different design will be needed for each type.

How will the schools be chosen to join the programme?

- from a list of volunteers?
- from a list of volunteers that undertake to meet certain conditions? E.g. in Malaysia schools that wished to join Phase 2 of the ELRP had to undertake to buy the books from their own resources, and to set their classes for English.
- according to other criteria not related to extensive reading, such as examination results, geographical location, government development plans?

Sources of funding

Will the schools have to find their own sources of funding or will the central administration make a grant out of public expenditure or from a special grant made through overseas aid?

Collation of orders

How will the book orders be collated, by the Reading Officer or by the book distributor?

Book distributor

How will the book distributor be chosen? This is an issue which can be difficult to resolve since large amounts of money are involved.

Benefits of a pilot programme

Education authorities like to see results quickly. It is most important to resist any pressure to implement a programme in all schools straightaway. There may be very strong political reasons why it is difficult to start the programme in some schools rather than all schools, but to start in all schools without a pilot programme is a recipe for disaster. These are some of the reasons for conducting a pilot programme in a few schools:

1. to make sure that the systems work. It is almost impossible to foresee all the snags and it takes time to find solutions to the unexpected difficulties;
2. to make it possible for the Reading Officer to supervise closely the preparation and implementation of the programme. Regular visits are called for in the initial stages, sometimes two or three times a week. This is impossible if too many schools start at once;
3. it is much easier to prepare teachers for the programme when they can see it working in practice and observe classroom libraries and Class Readers being used;

4. it allows more time for the accumulation of funds to pay for the extended programme, and it will be easier to justify the expenditure if the pilot programme is seen to be working well.

The ERS in Hong Kong was preceded by a 3-year pilot study in 9 schools, which were compared with 9 control schools. The success of the ERS itself can be attributed in large part to the experience gained in the pilot scheme. During the three years, strenuous efforts were made to secure funding for the full ERS.

The programme in Zanzibar incorporates a pilot year. 4 or 5 schools started the programme one year in advance of the others. They tried out the books and operated the systems. Teething problems were sorted out under the close supervision of the Reading Officer. In year 2 the books and systems were introduced into Grade 1 of the other schools, while the pilot schools moved onto Grade 2. This method put a lot of pressure on the Reading Officer and the pilot schools, but avoided the long delay resulting from a complete pilot study.

Benefits of a rolling programme

There are strong political reasons why a minister may want a programme implemented in all schools at the same time. But that policy does not make for good education or good use of resources.

The effectiveness of the programme will depend on the level of supervision. The task of supervision will fall chiefly on the Reading Officer until deputies are appointed (see below). The Hong Kong ERS is run on a rolling system with 20-30 new schools joining each year. The Reading Officer spends most of the supervisory time at the start of the year with the new schools and then gives equal and less attention to all in the second part of the year. This means that there are never more than 30 new schools at one time.

Benefits of area Reading Officers

Even with the pilot and rolling programmes described above, the task of supervision quickly become too great for one person especially on top of other administrative work. In Zanzibar an elaborate system of local officers has been established by which key teachers are made responsible for up to 5 neighbouring schools. They are freed from teaching for one day per week and able to spend part of a day at one of their schools, observing classes, holding meetings and ironing out problems.

Reinforcement by other sectors of the ministry

Other people visit schools. The inspectors/advisers can be briefed to ask for reading records, to inspect libraries, and to observe particular types of lessons dealing with the extensive reading programme.

Teacher trainers observing student teachers and probationers can be briefed to inquire after the classroom libraries and to make sure their trainees are using them and the Class Readers correctly.

Both groups should be encouraged to send reports of this aspect of their school visits to the Reading Officer.

Summary

This chapter has covered the same ground as chapters 6-11 but from the point of view of a Reading Officer responsible for an extensive reading programme in a number of schools. Careful attention to the details of administrative systems and thorough training of teachers have been particularly emphasised.

PART 3 CLASSROOM MANAGEMENT

Readers of this Guide may be surprised that it is only now that we are considering the classroom and what should happen there. Good classroom practice is essential for the success of an extensive reading programme and the attitude and conduct of the class teachers are vital ingredients. If teachers do not play their part, a programme will fail, however carefully it has been designed and prepared, and however much money and time has been allocated to it.

In order to emphasise the role of the teacher we have allocated a separate part of the Guide to classroom management. This will enable readers to turn to this part first if they want to.

On the other hand, it is surely the experience of all teachers that brilliant teaching by itself is not enough. It may help the students of a particular class when the teacher and class are together, but it rarely has a great impact on the whole school and even on that class over a longer period of time, unless the teaching takes place within an administrative and philosophical framework that ensures continuity and consistency of teaching methods.

It is the lack of that framework which makes the normal experience of extensive reading so poor (see Chapter 5) and it is the provision of that framework which the previous sections address. It seems a matter of common sense that the most useful teaching will be done when the framework is in place. Then all teachers will be working within a common system, they can be confident that other classes they teach will have had the same experience of extensive reading, and that all their work will enhance the programme in the whole school.

This section is addressed to the classroom teacher, again for the sake of clarity and directness.

13. THE ROLE OF THE CLASSROOM TEACHER

Overview

This chapter addresses the classroom teacher and suggests that there is more to running an extensive reading programme in their classes than administration, though that is very important. Their enthusiasm for reading and their knowledge of individual students can greatly increase its success.

The challenge

What do you as the good teacher need to bring to the extensive reading class?
 Answer: two things above all - an enthusiasm for reading books and a knowledge of individual students. Careful administration, concern for the books, use of time allocated and the adoption of a new classroom style will follow naturally from these two.

Enthusiasm for reading books

Perhaps you are one of those teachers who already like reading and do a lot of it. In that case you will have no difficulty in encouraging your students to follow your example.

Perhaps on the other hand you do not enjoy reading and do not read much. If this is the case, you will be in the same position as many of your students. How are you going to change their attitude and yours?

The only way is by starting to read the books yourself. Read the books your students will be given. Read other books from lower and higher levels. Build up your knowledge of the books. It is likely that you will find some that you enjoy very much. You may also find that your speed of reading increases, especially if you read books that are easy for you. As you grow in confidence you will want to try more difficult books. In no time at all you will be in the middle of your own extensive reading programme and developing an eagerness to help your students along the same path. Even if you never become an enthusiast, you will be able to discuss books with students, understand their problems and give them help and advice.

In fact it is the mark of good language teachers that they seek to extend their knowledge of the language and increase their proficiency in it by using the language in all ways possible and especially through the reading of a wide range of materials. Teachers who read magazines, newspapers and books set a good example to their students and can point to their own experience as evidence of the value of extensive reading.

Enthusiasm for the Programme

You will be more successful in promoting the programme if you believe that it will help your students and if you understand why it should do so. If you accept the arguments set out in Part 1 of this *Guide*, you will find it easier to persuade you students that they should take the extensive reading programme seriously.

If on the other hand you are doubtful about its value, you will almost certainly communicate your doubts to the students who will respond by reading very little and "proving" that your scepticism was justified.

You may be doubtful about the value of extensive reading because you have had experience of other reading programmes which have not been very successful. Perhaps you can work out why they failed and see if this programme is dealing with the problems that arose with the others. Your experience will be very valuable.

Perhaps you are dismayed by the amount of paperwork that you have to complete. If it a good programme, the records should be easy to keep and the reports easy to produce. Once you start, you may develop an interest in the statistics of the programme, the number of books read by each student, the class average compared across terms and years and even schools. You will find that work on charts and tables is worthwhile because they generate interest among the students and show that someone cares about what is going on. If you may think that some of the procedures are unnecessary, you will do everyone a service if you suggest some way of streamlining the system.

You may be worried that you have not read the books and so will be at a disadvantage in dealing with your students. Your students would be most unreasonable if they expected you to know all the books, especially if you teach several grades or are new to the school. Your best line of approach is to say something like this: "We have a new classroom library this term. I have not read any of the books myself yet but we are all going to borrow one today. You can choose first and I will read one of the books left over." The following day or period you say: "I have finished my book. It was all about two men looking for gold in Alaska. It was quite good. Has anyone finished their book?"

In this way, you will set a good example to your class and gradually build up your knowledge of the titles.

Knowledge of the students

In some ways this is the most important quality that you can bring to the programme, as indeed to any part of the curriculum. The better you know your students, the better you can help them, because you will know which ones need gentle encouragement and which need firm discipline, which are good at reading and which find it difficult, which have a home background that supports homework and which have to spend all their time at home looking after siblings or helping with chores.

In some situations it is impossible for teachers to know even the names of their students, for instance when classes are too big or when teachers teach a large number of classes for one or two periods each week. Under these circumstances, it is very difficult to carry out more than basic administration, but even then you can derive satisfaction from knowing that the books will benefit the students and you may find that chances occur of getting to know a few students well enough to help them individually.

Where conditions are favourable and allow you to know your students, then you can apply that knowledge to make the extensive reading programme work well. Further you will get to know your students better through their responses to different books.

Monitoring Library Reading

Basic Administration

Your job is to make sure that the students read and understand at least one book a week at their own level.

Administering placement tests

If your programme involves the use of tests to determine which level of books your students should read, then your first task will be to conduct and mark the test. Among the instructions for marking there will be a Table matching test scores with reading levels.

Allocating levels to students

Once you know the students' levels, either from the test or from their reading record in the previous year or by applying some formula that the Co-ordinator has agreed with the staff, then you have to inform the students of their level and explain the reasons why they should stay at that level until they agree with you that it is time to move up.

It is easy to make sure that they borrow books only from the right level when the books are held in a single-level box in the classroom. Then there are no books that are too easy or too difficult that the students can choose. It is much more difficult to restrict them to one level when you are using a central library where all levels are available or a classroom library where two or more levels are available.

The right level for students is one at which they can read with 90% understanding at a speed of about a page a minute. Students who read with understanding but at a very slow rate should read at a lower level until they can read more quickly. Students who understand everything and read quickly should read at a higher level. You must explain again and again that this sort of reading is to develop fluency and is quite different from the careful study of a short text. Once they have read several books at the right level, they should come and discuss their progress. If you are satisfied with their speed and level of understanding, you will give permission for them to move up.

Borrowing routine

The Co-ordinator will have explained the borrowing system to you and provided the necessary registers. You may have had a chance to contribute to their design, and if you have any ideas for improving the system, you should bring them forward to a staff meeting.

In your training sessions, you will have had a chance to see how the borrowing routine works in practice. This is one example:

On the first day you set all the books on a table, and invite the students to come up one by one to choose a book. Then they return to their seats and start reading. As soon as everyone has got a book, you put the remaining books back in the box and pass round the borrowing register for the students to fill in themselves. You collect the borrowing register at the end of the period.

On the second day you invite all the students who have finished their book to return them to you so that you can mark them off in the register. Then you arrange them on the table and invite the students to come up one by one and choose another book. When they have all got a book, you pass round the register again.

There are many possible variations, some making use of student monitors. The important thing to notice is that the process should not take long, perhaps 1 minute for each student and 5 minutes for the whole class.

Checking stock

Every two or three weeks you should check that all the books can be accounted for. This is easily done by ticking off the titles that you find left in the library and those that are entered in the borrowing register. If you find that a book is missing, you can find out from the register who borrowed it last and start your enquiries from there.

Encouraging quantity of reading

The borrowing register will give you a good idea of the number of books that each student has borrowed. You need to praise those who read more than one a week, and challenge those who read fewer.

If students say they have no time, discuss the problem with them. Could they not find a half hour period each day in which they could relax with a Library Reader? In the bus on the way to or from school, at lunch break, on arrival at home after school, before going to sleep? Ask when other students find the time. All the time you should emphasise that the book should be quite easy to read, and that extensive reading helps language learning by repeating words and sentence patterns so that they become more and more familiar.

Checking the quality of reading

It is very easy to borrow a book and return it without reading it. Most students will tell the truth but some may be tempted to pretend they have read a book, when for various reasons they have not. There are a number of ways in which you can check that students have read the books.

We think that it is important that students should not be compelled to finish a book they do not enjoy or find too difficult. But we do think that they should be able to give reasons for not understanding it or not enjoying it.

Checking entries on a wallchart

If your programme uses wallcharts, then you invite the students to enter their verdict on a book they have read before returning it. If the wallchart stays on the classroom board, they can write in their verdicts out of class time. Again it is important to notice that the process takes very little time.

They can easily write up verdicts without having read the books. You will, however, discourage them from doing so if you make a habit of asking students to justify their verdicts and if you expect answers which indicate they have read the books.

Checking book reports in a reading notebook

If in your programme students are asked to write report on each book, you can study these at your leisure. It is still possible for students to cheat, but if you look at the reading notebooks frequently, you will spot the instances where reports are copied and if you get suspicious, you can always ask the student to tell you about a book.

Personal Interviews

In fact the personal interview is the only sure way of testing that reading has been done and the book been understood, but it is very time-consuming. It does not require you to have read the book in question, but it certainly helps. These two examples are intended to give you an idea of what we mean.

Examples A

You: Did you like *Oliver Twist*, Ben?

Ben: Yes, sir. Very much.

You: I see you wrote A1 on the chart.

Ben: Yes sir. I thought it was very interesting and I could read it easily.

You: What was it about?

Ben (who has looked at the pictures): A poor boy, sir.

You: What did he do in the story?

Ben: (who has read the first chapter only) He asked for more supper.

You: Good. Choose another book.

Ben: Thank you, sir.

After an interview like this you are still not sure that Ben has really read the book.

Example B

You: Ben, I see you put A1 against *Oliver Twist*.

Ben: Yes, sir. It was quite easy and I enjoyed the story very much.

You: Which character did you like best?

Ben: Well, I did not like Fagin, but I liked reading about him. I was very pleased he was hanged in the end.

You: Was he the most evil character in the story?

Ben: No, Bill Sikes was the worst.

You: What did he do?

Ben: He murdered Nancy.

You: Why?

Ben: Fagin told Bill that Nancy had betrayed them.

You: Why did Fagin tell him that?

Ben: To warn Bill.

You: Only to warn him?

Ben: Well, perhaps to make Sikes punish her.

You: Yes, he only pretended to be kind.

After the second interview you can be fairly sure that Ben has read the book.

Even before you have read the books, you can take an interest in the reactions of students to individual titles. There is no correct reaction to a book. Everyone is entitled to think it excellent or terrible, though they should be able to support their opinion with reasons. The interest for you lies in finding out which students liked which titles and in discovering the reasons for their different opinions. Opinions on the same title will vary within a class and among classes and from year to year. It is impossible to predict with certainty what will prove popular and what will not. It is this variety of response which keeps the programme alive and full of interest for the teacher who has to run it year after year.

You cannot in the time available ask all the students about all the books they read, or even some of the books. You have to draw on your knowledge of the students' characters and their performance in the rest of the English syllabus to choose which students to talk to, keep an eye on, encourage and exhort.

Matching titles with students

There may not be a sufficient variety of titles to give everyone the title they want, but there will be enough to give some of the students what they want some of the time. Knowing the personalities of the students and gradually learning their tastes, it is possible to recommend other genres or more titles of the same genre. It is impossible to be 100% sure, but that is the excitement of the programme.

You can say something like this: "I think you will like this book, but I may be wrong. Read it and tell me what you think of it." When the student reports on the book, ask for reasons for the opinion and discuss them.

Progress up the levels

There is no exact formula by which you can decide when a student is ready to move onto the next level. You really have to reach an agreement with the student that takes account of the number of books read, the speed of reading and the level of understanding, all of which requires your judgement and knowledge of the student.

There are, however, some guide-lines:

- Students should read at least 5 books before changing level. This is because there is some variation in difficulty among titles at the same level and students may by chance borrow the more difficult titles first.
- After reading 10 books at one level, students should be thinking of moving up a level.
- If they read very slowly, they should perhaps go down a level.
- Some students seem to get stuck and to reach a ceiling beyond which they never progress. It is worth checking on their reading speed, and seeing if they would benefit from going back one level where they could read more easily and build up fluency.

- Some students may want to stay at a low level out of laziness or an anxiety to score good marks. They should be challenged to read at a higher level.
- Others may want to read at a more advanced level because they are treating the text as a quarry for new words and patterns and so are looking for difficult language rather than concentrating on following the story. They should be advised to drop a level so that they can build up their speed and confidence.

Assessment

Your programme handbook will tell you how to assess your students in extensive reading. Giving marks for the levels and number of books borrowed or for the number and quality of book reports may encourage cheating, but we think that provided the amount of marks given is quite small, they are a good way of reinforcing the importance of the programme.

In class tests you may want to give extended passages for comprehension that test reading speed and understanding of the main points, both of which are skills practised through extensive reading.

Record Keeping

This is a very important part of your work. It does not affect the day to day running of extensive reading in your class, but it makes a great deal of difference to the programme's long term effectiveness. By records we mean not just the borrowing register and wall chart but the student reading records which summarise these. (See Chapter 8 for a description of these.)

It is only when you know the number of books read that you can begin to assess the success of the programme in extending the use of English out of class or can begin to compare the performance of one class with their counterparts in other classes or other years. The records also show everyone, students and teachers, that the programme matters and that it has to be evaluated for the sake of the authorities who have provided the funds.

Generating interest

You may feel that all you are asked to do is basic administration, which could be done by someone who has no teaching qualification or experience. Certainly the basic administration can be carried out by unqualified people provided that they are efficient and take pains with detail. This makes extensive reading a particularly valuable resource in countries where trained teachers are in short supply.

On the other hand, as a trained teacher you can have great influence on the success of the programme. Your students will read far more and with greater understanding, if you use all your skills to generate interest in reading, present statistics derived from administrative data, discuss individual titles, explain the rationale for extensive reading and teach the techniques.

Discussion of individual titles

Your end of term report will include feedback on individual titles. Obtaining the feedback is one effective way of generating interest. You are entitled to your opinion of the books and there may be opportunity in the report form for you to express this. But the success of the programme depends not on your opinion of the books, but on the students' opinion.

It is important to make it clear to the students from the start that you are genuinely interested in their opinion. It is sometimes quite difficult to discover their true opinion, because they feel obliged to say that they are very good or may even be afraid to express a critical view. It is of course no help at all for those choosing books to be told that all the books are wonderful.

The best way round this problem is to ask students to compare two books and say which one they like better. The answer may be that they liked both equally, but it is unlikely that they will claim to like all the books in a box equally well. Asking the students to compare titles and to come up with a list of the three best and the three worst is an effective way of getting useful information and of generating interest. The experience may actually persuade students that you want their honest opinion. It is also in their interests to tell you their opinion. After all the Co-ordinator cannot choose better books, unless the students give clear feedback.

You may receive hostile and critical comments from the students and these are sometimes difficult to handle. The first thing is to take the criticisms seriously, to make a note of them and say that you will bring their views to the attention of the Co-ordinator. The next thing is to try and get the reasons for these criticisms. This is difficult especially when the students have not had much experience of reading and do not know how to analyse their feelings for a book.

The first question to ask is if they found the language or vocabulary difficult or easy. It is often the case that a title may be unpopular because it was too difficult. If they say that the level was about right or easy, then ask if they liked the story. If they did not, the reason might be because there were too many characters or they were not very interesting, or because the plot was complicated or because nothing much happened. If they say the story was all right, then ask if the setting was familiar and easy to understand.

Some students object to stories that have a foreign setting. If they object because they do not understand the background, then you may be able to explain it to them. If they object because they are interested only in stories with a local setting, you can first of all tell them which stories have a local setting. Once students see that there are mixture of settings available, they may not be so hostile to foreign settings.

If they demand that all their reading material should have a local setting, tell them that there are not enough books written with a local setting to meet the needs of the programme, but even if there were, you feel that they will profit more from a mixture. A variety of settings gives them an opportunity to learn a little about other parts of the world.

Explaining the rationale of extensive reading

It is an important part of your job to explain to the students why they should read extensively and how this will help their acquisition of the language. It is not enough to say this once at the beginning of the year and never to mention the topic again. Whenever you look at the number of books read, you have an opportunity to praise students for reading a lot or to encourage them to read more, or to explain why it is so important.

At the end of term, when you come to prepare your report, you can discuss the figures with the class and emphasise again that by reading they are using the language for a purpose and so becoming fluent in the use and developing confidence to move up the levels.

For further ideas on this topic you should look at chapter 1.

Teaching the techniques of extensive reading

Chapter 1 also discusses some of the techniques involved in extensive reading and these are worth explaining to the students. You should not spend long on this. One or two sentences are enough to say what you need.

When students ask you what a word or a passage means, your first reply can be, "Don't worry about it. Read on." If they meet the word again, they have a second chance to guess its meaning from the context. If they do not meet it again, then they have managed quite well without knowing the meaning.

It is worth spending a little time during a lesson, from time to time, going round the class and watching students read. Those who are pointing at words with their finger or whispering the words to themselves are not developing good techniques of reading. Fingers and hands should be put away and the tongue and lips should be still. All the language should be fed into the brain through the eyes and processed there.

There is, therefore, a great deal more to looking after library reading than simply carrying out the administrative duties.

Using Class Readers

The chief reason for including Class Readers in the extensive reading programme is that they give teachers much more opportunity to help students. For a start, it is a great help to have all the students reading the same book. Then you need to talk about its background or genre only once, instead of again and again to individual students. Similarly Class Readers give you plenty of opportunity to teach good techniques of extensive reading, to draw attention to features of the plot and the characters, and above all to discuss the book and compare it with others. By these means you can improve the quality of the students' responses to all the books they read.

Purpose of Class Readers

It is important to be clear about the purpose of using Class Readers. It is to help students with their Library Reading by giving them confidence in reading on their own, and by helping them to enjoy books. This is achieved by guiding the students through the Class Reader, explaining what they do not understand and drawing their attention to aspects of the plot, characterisation, setting and theme that they might have missed if reading on their own. After each Class Reader your students should feel encouraged to read more Library Readers and should be more skilled at reading them.

Several things follow from this. First, you should not spend too many weeks on one Class Reader. Four weeks are long enough for most titles and two weeks enough for short easy titles. If you spend any longer, you risk the students getting bored with the book.

Second, you should not read all the book aloud in class. Neither should you ask the students to take turns in reading the book. In the first place you want to help students read silently on their own and they will not develop this skill if they hear the text read aloud. In the second place reading aloud is a special skill, which very few people need to acquire, and which is best practised in a special elocution class. Your students are likely to be quite poor at reading aloud and they will not enjoy listening to their fellows stumbling and muttering through a passage. If you are good at reading aloud, you may like to read a short passage perhaps at the beginning to get them started or at a dramatic point in the story when you want to bring out the contrast between characters or the atmosphere of the story.

Third, you do not want to spend time on details in the story. Your students do not have to learn the text for a literature examination. It is not a set book. You want simply to make sure that the students have read the book, understood the main points and enjoyed it.

Fourth, you will find that the titles selected for use as Class Readers are varied in genre and setting. This is so that students can gain experience of different types of books and be better able to read similar books from the classroom library.

Fifth, the aim of the extensive reading programme is to improve language proficiency and not to teach literary appreciation. Any extra periods that can be given to the Class Readers should be used for activities that will promote other language skills. The Class Reader provides a marvellous resource for exploitation in a great range of language activities. *Class Readers* by Jean Greenwood (OUP 1989) gives many examples of activities that use analysis and appreciation of the text to develop summarising, comprehension and debating skills,

Teaching syllabus

If you accept that your students should read each Class Reader in a period of four weeks and do most of the reading out of class on their own, then your first task is to divide the book into 3 sections. You will want each section to be approximately the same length, but the precise breaks between sections will come at the end of a chapter, ideally at a natural break in the story.

The pattern of lessons and homework will then be:

Week	Lesson	Homework
1.	Introduction of the book	Reading Section 1
2.	Checking Section 1	Reading Section 2
3.	Checking section 2	Reading section 3
4.	Checking section 3	Writing a book report

Introductory lesson

The aim of this lesson is to start the students reading the book. They should have at least the last 10 minutes to start their homework reading. You may divide the lesson as follows:

1.	giving out the books
2.	a short introduction explaining the background but not telling the story
3.	reading a few pages
4.	checking that the students have understood the main points
5.	preparing for homework
6.	silent reading

Lessons for checking each section

You may check reading homework orally or by asking questions which students answer in writing. Written answers tell you most accurately who have done their homework and who have not, but marking the answers gives you more work and repeated tests can discourage the students.

Whether you ask for oral or written answers, the questions should be easy to answer if students have read the section in the last day or two. They should ask important things and not insignificant details. A good way of ensuring that the questions are fair is to read the section yourself one day and write the questions the next. You will only be able to ask questions on the important things you can remember.

If you ask for written answers, you would be wise to mark the answers yourself. Not only does this prevent the students cheating, it also saves time in class and avoids disputes about whether an answer is correct or not.

If everyone gets an answer wrong, either it is a poor questions or no one has understood that part of the story. If the questions are poor, you can revise them for next time. If they are good, you can explain the answers and this will help the students understand the story better.

If some students get consistently poor marks for written tests or can never answer oral questions, you will know that either they have not read the section or they have read it but found it too difficult. This is the great advantage of the Class Readers, namely that it tells you who are not reading and who are finding the book difficult.

If you ask for written answers, go over the answers as soon as you have collected the papers. In this way you will make sure that everyone knows and understands the story so far.

Next, you may choose a particular passage in the section to look at more closely. You may want to read it aloud. You may want to ask detailed questions about it. Or perhaps you want to explain something about the background.

Ten minutes or so before the end of the lesson, you want to prepare the class for reading the next section. Perhaps you can ask the class what they think will happen next. You need to be careful that those who have read to the end of the book already do not give the story away. Or you could prepare some pre-reading questions that will direct their reading of the next passage.

If possible you want to leave enough time for students to start their reading homework.

To summarise:

1.	Questions on section read for homework
2.	Discussion of important part of section
3.	Preparation for reading next section
4.	Silent reading
OR (for last lesson)	
3.	Discussing complete book
4.	Preparing a book report

Short and easy books

You need to adopt a different method with these books because they are so short. You will do most of the reading in class, perhaps by reading some pages aloud, but mostly by asking the students to read silently. After each section you will ask questions to see if the students have understood everything. Homework will consist partly of re-reading what you have done in class and partly of reading the next few pages by themselves. One good way of spending the last lesson is to go over the whole story, perhaps telling it from the point of view of one of the characters. In the last lesson you will also prepare the students for writing a short book report.

Other activities

If you have another period in the week which you can allocate to the Class Readers, then use it as an opportunity to do some interesting and useful work based on the text of the Class Reader. You can give extra practice in all the language skills and so supplement the course book and give your students and yourself a welcome change. Some of the possibilities are:

writing: newspaper reports, letters, advertisements, horoscopes, short plays, character references to support job applications;

speaking: discussions, debates, re-telling the story, making up different stories, play-reading, play-acting;

reading: quickly, intensively, skimming, scanning, looking up words in a dictionary.

Summary

The first part of the chapter argued that teachers have an important role to play in the classroom. Their interest in the programme will encourage students to read.

The second part described how teachers can use Library Readers and Class Readers to the best advantage.

PART 4 USING EPER

The work involved in designing, preparing, implementing and evaluating a programme has been fully described in Section 2. It is perfectly possible to do everything from scratch, but there are perhaps three disadvantages to doing so:

- _ it will take you a long time;
- _ you will be repeating work that somebody has already done;
- _ you will miss the companionship and stimulation of working with colleagues in the same area of interest.

Your programme may prove to be the best ever, and it will certainly be well suited to your local circumstances, but you might achieve your goal more quickly if you built on foundations laid by others and used tools created by others. If you save time in getting your programme up and running, you may be able to give more attention to other pressing concerns in which you have no assistance and you will certainly benefit a number of students who will miss out if you take two or three years to get things ready rather than just one.

14. EPER SUPPLEMENTARY MATERIALS

Overview

It goes without saying that books are the essential ingredient in an extensive reading programme. However, the selection, ordering and management of the books present administrative problems, while their use gives rise to pedagogic difficulties. The former may actually prevent the programme ever getting started, while the latter will certainly reduce its effectiveness.

EPER has been set up partly in recognition of these problems and one of its aims is to provide materials and services to support extensive reading programmes. This chapter describes the resources that EPER offer to give assistance and provide solutions.

Resources for the Administrator

Tests

Cloze tests for placement and progress

There are advantages in determining a student's starting level by a test rather than by trial and error. However, the time and effort required to take and mark tests are only worthwhile if the tests are reliable.

There are a great many tests on the market, but only the EPER placement and progress tests, written by Dr Clive Criper, have been correlated with reading levels. They are of the modified cloze type and consist of 150 gap-filling items spread among 13 passages of ascending difficulty. These tests have been used for nearly 20 years in many countries and have been found to be very accurate in assessing general proficiency in English language across many cultures. Because they measure general proficiency, they can be correlated with starting reading levels.

There are further uses of the tests. The scores of all students in a class will provide an accurate profile of their overall reading ability. The same can be done with a year or a school. These profiles allow the administrator to calculate the needs of the classes entering the programme, and to predict their likely needs in future years. Without firm information of this kind, it is inevitable that money will be wasted buying books at an inappropriate level.

Further, if the same or a parallel test is administered to the same students at a later date, it is easy to assess their progress. Thus the placement test can be used as a progress test, and can be used to compare the reading levels of students in different classes, different years and different schools. But as the test is one of general proficiency and not of extensive reading only or even reading only, it cannot be used to determine the level for students who have followed the programme for some time and acquired a particular facility in reading extensively.

The scores on the EPER test or any equivalent test are the foundation upon which a programme is designed, students are started on their reading, and progress is measured. Without them, the administrator is working in the dark.

Tests of extensive reading

For an assessment of progress in reading and extensive reading in particular a different test is needed. EPER is working with the Institute of Language in Education in Hong Kong to develop a new type of test which it is hoped will determine the rate of progress in reading.

Questionnaires

One of the aims of an extensive reading programme is to improve students' attitude to and interest in English. You can most readily obtain evidence of improvement by using questionnaires. Again with the collaboration of the Institute of Language in Education in Hong Kong, EPER has devised the first of what we hope will be a series of questionnaires that can assess attitudes to extensive reading and learning English before during and after an extensive reading programme.

Selection of Library Readers

Selecting readers and grading them into levels of readability is enjoyable and rewarding but onerous. Chapter 2 has described the wealth of titles available and Chapter 7 has set out the work involved in classifying them and making a selection.

It takes patience and perseverance to collect the full range of catalogues and keep them up to date. It takes longer to read through them and make up lists.

It must also be said that catalogues give only limited help in selection. They do not say that some books are poor or even that some books are better than others. All are supposed to be equally good. This limitation is more evident when it comes to choosing between several versions of the same story. The only sure basis of selection is a reading of the book, ideally by more than one person.

It is even more difficult to establish a common ladder of difficulty. You will be anxious to find some shortcut.

This is why EPER has built up a database on which are entered all the details of all graded readers, from which special selections can be made.

Bookboxes of Library Readers

Purchase and preparation

Selection is not the only problem. The administrator still faces a formidable task in ordering several copies of several hundred titles, checking them on arrival and preparing them for use by the students. A support group of staff and students can reduce this load, but is not always a practicable option.

It is a great deal easier to buy books already sorted and packed by levels into boxes. It is precisely because these essential tasks are so time-consuming that EPER offer the service of providing graded readers in bookboxes (usually 40 books of one level). It is a short task to negotiate with EPER about the contents of a book pack and to order from EPER the number of book packs you require at each level. The books then arrive classified by level in a special tough fibre box. They also come fitted with plastic jackets that protect covers and spines, greatly adding to their durability.

A further advantage of obtaining bookboxes through EPER is that we guarantee to provide the correct number of books in each box. If some titles prove out of print or out of stock, we can order suitable replacement titles and so avoid sending incomplete boxes.

Only two tasks then remain after the books arrive: to check the contents and stamp the book with the name of the school.

Control and allocation

When this preparatory work has been completed, there remains the task of keeping the books in levels.

EPER provides an *inventory* with each book pack that lists the contents of the box, giving title, publisher and series, and a 4-figure book code. This inventory can be inserted into an existing accessions register or kept separately in a ring binder to form a graded reader accession register. A copy should remain with the book pack.

By giving each title a unique *number code*, EPER has simplified much of the labour of checking stock and completing borrowing registers.

EPER has also given each level a different *colour* to help librarians sort books into levels and students to choose books from the right level. Book spines and library shelves can be covered with a strip of coloured tape. Supplementary materials such as workcards or cassettes can also be coded by the book's colour and number.

The bookboxes also contain a *blank borrowing register*. Students names can be inserted down the side and borrowing dates across the top. Then students insert the book code against their name under the date of borrowing.

Bookboxes of Class Readers

The same fibre box is used to pack 40 copies of a selected title. Each copy is fitted with a plastic jacket and each title is accompanied by two copies of a Teaching Guide described below.

Resources for the Classroom

To Monitor Library Reading

EPER bookboxes contain a *chart* with bookcodes entered down the side and space for students' names across the top. The students are invited to enter their opinion of the books they read, coded according to a simple key found on the bottom of the chart.

Level	Interest
1. Too difficult	A. A great read
2. About right	B. Quite good
3. Too easy	C. Boring

2A would mean that a student enjoyed the book very much and found it quite easy to understand. Students can indicate that they did not finish a book by circling their comment.

The bookboxes also contain *workcards* for each title. The format varies according to the level but the end result is a book report. From Beginner to Intermediate levels the report is elicited by questions on the characters and story, with details of the author and the time and place of the story required at Intermediate levels. The questions are very carefully chosen, the chief criterion being that the answers taken together will cover the salient points and provide a complete summary of the book. A personal response to the book is always invited, at Intermediate levels by a question relating the book to the student's own experience. At the advanced levels the report takes the form of 100 words or more in answer to a choice of two specific questions about the book, one of them concerning the facts of the book, the other the student's reactions.

The points to note about the EPER workcards are:

- the cards follow a standard format within levels and across all series; at all levels they elicit a book report but the content increases in complexity as the books become longer;
- the cards have a purpose, for it is assumed that the students have reading notebooks, in which they keep a complete record of their reading;
- the tasks are short, never taking more than half an hour and usually less;
- questions at Beginner to Intermediate levels cover the essential incidents in the story.

Thus the EPER workcards are not a random set of questions set for their own sake. Nor do they impose a great burden upon the students.

- _ if answer cards are provided, students can check their own answers;
- _ teachers can monitor the students' level of comprehension and personal response;
- _ questions can be used as pre-reading questions and help the students read purposefully;
- _ writing requires the active use of language absorbed passively, and reinforces acquisition;
- _ the questions at advanced levels give an opportunity for creative continuous writing that will not suit all students but will spur some to levels of writing rarely achieved under the stimulus of normal classwork;
- _ the reading notebooks provide visible evidence to teachers and parents that real work is being done and that an expensive resource is being utilised.

Teaching Guides for Class Readers

It has been argued above that class readers are a valuable part of a reading programme. It has also been admitted that there are difficulties in mounting a class reader programme because teachers are by and large unfamiliar with the teaching methods required to make the best use of them. It must also be acknowledged that many teachers simply do not have the time to prepare lessons. It is for these reasons that EPER has developed Teaching Guides to accompany selected titles. There follows here a general description of them.

Introduction

It is asserted in the introduction that the Guide is no more than a guide, which must always be adapted to the conditions of a particular classroom and which may be discarded by the experienced teacher. The contents will, however, provide useful lessons for the teacher who likes to use them as they stand, and useful supplementary materials for the those who like to develop their own lessons.

Plan of the Guide

The first section is an Introduction to the Reader. This provides background information about the setting and period of the book, the kind of story and the author. This is to help the teacher; it is not intended for the students, except where the teacher thinks the information would be relevant.

There then follow four Detailed Lesson Plans. We suggest that teachers take four weeks over each reader, long enough for the students to become involved with the story, but not so long that they get bored with it. Each lesson is planned for 40 minutes, but times given for each activity are estimates only and the lesson may be adapted to fit the time available.

Lesson 1 is an introductory lesson, before any reading has been done. The activities are intended to arouse the students' curiosity and get them started on reading the book.

Lessons 2, 3 and 4 each deal with a few chapters (which the students are asked to read at home before the lesson) and provide a variety of activities on the content and language of those chapters.

At the start of Lessons 2, 3 and 4 there is a short set of Questions and Answers on the section of the book that the students have prepared. These are easy questions to test whether the students have read and understood the main points of the story. Both questions and answers are provided in the Guide. Students' answers do not need to be in the same words as those provided, but should have the same meaning.

At the end of Lesson 4, students are asked to write a Book Report. This is a useful extended writing task, and also provides feedback on their attitudes to the different books.

A Table of Activities provides information about time, grouping, resources required and skills practised in each lesson. This is to be found at the end of the Guide.

Finally teaching plans for Further Activities are added, which teachers may find useful if they have more than one period a week to spend on the Class Reader. They also provide suggestions for additional homework.

These activities are not concerned primarily with comprehension, but provide opportunities for further language practice, both written and spoken, by means of activities that arise out of the text of the Reader.

They may also, if teachers so wish, be used instead of activities in the main lessons. If they decide to do this, it is important to keep the balance of different skills that are practised in each lesson; for this the Table of Activities at the end of the Guide provides the relevant information.

The above plan is followed in Guides for titles at Levels D and above. Guides for titles at Levels E and below follow the same principles but are much shorter.

As they stand, the Guides do not cater for different level groups within the same class. The next phase of development will be to add modules for the strong and weak groups, which will ensure that their needs are adequately met.

Preparation of lessons and equipment

The time and materials available for this will vary from school to school, and from teacher to teacher. The four lessons require nothing more than the Reader, the Teaching Guide, blackboard and chalk, and writing materials for the students. Teachers must, of course, have a teacher's copy of the Reader in which they can mark passages and make their own notes.

If photocopiers, duplicating machines, overhead projectors, etc. are available, they will be useful, but they are not necessary.

Starter Cards and Reading Cards

A serious problem has arisen for all the recent programmes described in Chapter 4. A number of students in the first year have not been able to read the lowest level books. This problem was first encountered in Malaysia and a solution attempted by another programme (directed by the Centre for British Teachers) was to provide reading cards. The idea was that these cards would present an easier reading task than books. Several sets of cards were produced and used with some success both in Malaysia and later in Tanzania, but the language level of all but a very few cards was too difficult for the weakest students, who still were unable to take a full part in the programme.

Over the last three years we have developed sets of EPER cards and these are now nearing pilot stage. They will consist of 40 Starter Cards, divided into 4 levels of 10 cards each, and 20 Reading Cards, divided into 2 levels of 10 cards each. The Starter cards have been devised to take students from near-Beginner to EPER Level G (the bottom level of graded readers), and present all the vocabulary and syntax used in Level G readers. The Reading Cards, which present a short story with full illustrations, provide a further stepping stone towards reading books.

Given this further resource, it will be possible to start a programme at the earliest opportunity in the knowledge that there will be materials for everyone, however weak in English.

Summary

An extensive reading programme is a simple concept but the quantity of materials makes it difficult and time-consuming to implement. This chapter has explored the devices that can assist the administrator.

An extensive reading programme also makes considerable demands on teachers. The chapter has described materials devised by EPER to reduce the workload for teachers and increase the chances of success.

15. USING EPER MATERIALS AND SERVICES

Overview

This chapter explains how you can obtain the materials and services described in Chapter 14. One method is to design your own programme and order ready made up bookboxes to suit your requirements. The other method is to enter into an agreement with EPER by which EPER helps you design a programme and supplies such materials and further services as you require.

Using EPER Bookboxes

Bookboxes can be obtained on their own and are indeed the only items apart from this Guide that can be obtained outside an inclusive package negotiated through a contract.

A table of the EPER levels is given in the EPER price-list. Once you have decided the levels of Library Readers required and the quantity of each type of bookbox, it is a straightforward matter to send the order to EPER, specifying the number of titles and copies per level, the age group of your students (adult, secondary or primary) and the region (Africa, Asia, Europe/America, Middle East).

We make the best selection we can to match your requirements, taking such factors of content into account as variety of genre and setting, weighting in preference of local settings, sensitive issues and practical factors such as cost, availability of books and workcards.

Similarly, the price-list gives a list of the titles chosen for use as Class Readers for which Teaching Guides have been written. Once you have decided the levels required and chosen the titles, you send the order to EPER.

We recommend that you keep the contents as they are in order to benefit as much as possible from the preparatory work already done. We strongly suggest that you photocopy the documentation and keep the masters so that you can make replacement copies of inventories, charts and borrowing registers.

You will find that it is quicker to design your programme using EPER Levels of difficulty, and that by using bookboxes most of the work of Chapter 7 is done for you and the tasks set out in Chapter 8 are made a lot easier.

Using EPER consultancy services and materials

We are very pleased to provide bookboxes and have done so to the satisfaction of many customers, but we are particularly pleased when we can enter into a partnership to design and implement all aspects of a programme. Not only does our partner benefit from the work we have done, but we also receive feedback on our ideas, learn of new situations and are enabled to improve our materials and services for the benefit of others. And in the long run we hope to gather more evidence of the efficacy of extensive reading as a component of an ELT syllabus.

It must be stressed that the programme is your programme. It is not an EPER programme. The best model that we have at the moment is the relationship we have with the Institute of Language in Education in Hong Kong who are responsible for the Hong Kong English Reading Scheme. The ILE have appointed a Senior Lecturer to run the ERS, which she does with the help of an administrative officer. She negotiates annually a contract by which we undertake to supply to the Hong Kong Government services such as advice on the design and management of the ERS, lists of selected books, evaluation instruments and materials in the form of bookboxes of which the contents are prepared specifically to suit the administrative systems used in the schools. The contribution made by EPER is acknowledged in the HKERS Handbook and evident in the copyright on EPER materials, but the ERS belongs to Hong Kong.

Ideally, a consultancy contract starts off with a visit by one of the EPER team who can explain to the local people what an extensive reading programme involves and learn at first hand something of the conditions under which a programme would be conducted. Sometimes this can be arranged through the Specialist Tours Department of the British Council, in which case there need be no advance commitment by either side.

An alternative is for the first step to be made by a local person who makes extensive reading a subject for research as part of an overseas study tour. We have had several people from different countries spending anything from a day to several weeks examining our materials, discussing the design of a programme and preparing a proposal for an extensive reading programme for presentation to the authorities at home.

Failing either of these, it is necessary to rely on correspondence.

Preliminary Data

In any case we need the following data before we can give any clear advice. Please study the following notes in conjunction with the proformas that you will find at the back of the Guide. The notes will help you complete the proformas and if you can complete them as specified and send them to us, we will be able to draw up the terms on which we can provide you with advice and materials.

School Profile

This profile presents basic facts about the school.

Status/sector

The School will belong to the public (state) or the private sector. If within the public sector, the School may have a measure of independence over its curriculum and/or its budget and it is helpful to know this.

Calendar of the academic year

The academic year may start in January or in August or in some other month and may be divided into three or four terms or into two semesters. Complete the boxes with the names of the divisions (term or semester or other) and their duration in months (Jan-Apr, May-July, etc).

The calendar influences the decision when to start the programme, the timetable for the allocation of resources and the quantity required.

Schedule of public examinations

These influence the ways in which the School is divided into junior, middle or senior sections, and consequently the length of the extensive reading programme.

For "year of entry" write the school year or grade in which students take the examination.

Analysis of Student Population

The following information is needed about the students in each year or grade for the reasons given:

- _ total number of students: this influences the number of books required;
- _ number of classes: this influences the number of units required for classroom based resources;
- _ size of largest class: this influences the number of books required for one unit of classroom based resources;
- _ average age or range of ages of students: this influences the selection of books;
- _ ratio of male to female students: this also influences the selection of books;
- _ ability range of students: e.g. above average, average or below average for the year/grade as a whole: this influences the estimated rate of progress through the levels, which in turn influences the selection of books;

- method by which the students are distributed among classes: e.g. random, by overall ability, by standard in certain subjects: this influences the range of proficiency in English and the range of rates of progress within each class, which in turn influence the selection and allocation of books.

Analysis of Teachers of English

The proportion of teachers of English who specialise in the subject and spend most of their time teaching it influences the aims of the programme and the method of implementing it. If the proportion is high, it may be feasible to have one teacher take the same class for 3 successive years with the advantage of continuity. If the proportion is very low, it may be better to limit the programme to library reading only and to make it available through a central library. In all cases the quality of English teachers will influence the time needed to prepare them for the programme.

Analysis of class time for English

The amount of class time per week available for English limits the amount of time that can be given over to the extensive reading programme, which needs one lesson of 40 minutes to service the use of library readers and another for the use of class readers. The figure here may suggest that an increase will have to be made and incorporated in the Design.

The method of distributing students among classes is usually the same for English as for all other subjects, in which case write "as for other subjects" in this column. If a different method is used for English classes, describe it here.

The method of distribution will influence the range of levels to be found in each class. If distribution is carried out on the basis of proficiency in English, the range of levels will be narrower.

School Reading Profile

In our experience, it is difficult to design an extensive reading programme with any degree of accuracy without knowing the reading level of the students. The best way of determining this is to use the EPER placement test, which is correlated with EPER reading levels, and to administer it throughout the School.

It is important to test the whole school but it is not necessary to test all the students; a sample is sufficient provided that it is both representative of the whole and large enough.

The test scores can be summarised on a Tally Sheet as shown in the Institution Reading Profile.

Selection of sample

It is easiest to select the sample in terms of classes. Each year must be represented.

Where students in one year are allocated to classes on a random basis and all classes in one year are equal, it is permissible to choose any one class within each year.

Where students are allocated to classes according to particular criteria of selection, then each type of class must be tested. E.g. (1) in some schools, there is a science stream and a commercial stream to which students are allocated according to their standard overall or in certain subjects. In that case one class must be chosen from each stream. E.g. (2) in some schools, especially private language schools, students are allocated to classes on the basis of their proficiency in English. In this case each class should be tested.

Size of the sample

A rule of thumb is that the sample should be at least 20 students and 20% of the whole.

Interpretation of Reading Profile

We can use the Reading Profile to predict the profile in years to come, provided that there are no changes to the intake or in other important circumstances. If significant changes occur, then the profile no longer provides a good basis on which to design a programme or choose books. E.g. (1) there might be a sudden change in recruitment, from areas where the teaching of English was weak to urban middle class homes where English was used. E.g. (2) there might be a sudden change in language policy from or to English as the medium of instruction for all subjects. In either case the Reading Profile could not be used with confidence to predict future levels.

Of course it is to be hoped that the implementation of a reading programme will itself alter the reading profile dramatically over the years. The profile taken before it begins will provide a valuable benchmark against which to compare later profiles.

Formula for calculating numbers and cost of books required

No discussion of the design of an extensive reading programme gets very far before the question is asked, "How many books will be required?" Implicit in that question is the further question, "How much will it cost?" To deal with the number of books first.

Library Readers

We have found that classroom libraries work best when 3 books are provided for every student and that a central library can work very well with 2.5 books per student.

These numbers may seem high, but most programmes never get off the ground because there are never enough books.

Class readers

A complete collection of class readers requires 3 titles per level. This is sufficient for 3 classes, starting at the same level at the same time. Another 3 classes can follow every 3 months using the same books. In that way 9 classes can use the same collection of books. Each additional class needs an extra title per level.

The number of copies of each title depends on the average class size.

Costs per book

The price of EPER bookboxes may be found in a current EPER catalogue. This is quoted in a price per book, with different prices for different levels.

The price for any contract will also be quoted per book, and will depend on the overall services and materials provided.

Design Form for Extensive Reading Programme

Armed with the three sets of preliminary data, you are now in a position to complete the various sections of the Design Form. The factors to be taken into consideration are discussed in Chapter 6 but your attention is drawn also to the following explanatory notes:

Analysis of participating students

The entry to this section will describe the students in terms of their year and detail the number of classes, the average class size, the total number of students, the male/female ratio, the ability range and the range of reading levels revealed by the sample testing. The reasons for making this analysis are the same as for the analysis of students in the School Profile.

Additional Materials for Library Reading

These refer to the plastic jackets, workcards, fibre boxes, and documentation available from EPER.

Allocation of Class time for Class Reading

Class reading, if carried out with the help of EPER Teaching Guides (see above), uses one lesson per week for basic activities such as comprehension of the plot, and another (optional but useful) lesson for further activities.

Additional Materials

This is the moment to decide whether the books should be fitted with plastic jackets and/or obtained in fibre boxes for ease of control.

A further option is the adoption of EPER teaching guides for each title, which can be obtained separately or as part of the class reader pack described in Chapter 14.

Costing

It will now be possible to calculate the cost of the proposed programme by applying the formula suggested above to work out the number of books required, and the book prices listed in the EPER catalogue.

Library readers

Number of students	=	total number of students participating in the programme.
Books per student	=	the number fixed by the rule of thumb (see above) or some other criterion.
Price per book	=	the EPER catalogue price
The total	=	the sum of these figures.

Class Readers

Number of classes	=	number of classes entering first year of the programme;
Levels	=	number of levels at which it is intended to provide class readers
Titles per level	=	number of titles to be provided at each of those levels;
Copies per title	=	number of copies required for the largest class a few spares.
Price per book	=	the average EPER class reader price listed in the EPER catalogue.
The total	=	the sum of these figures.

Summary

By using EPER Bookboxes the Co-ordinator can be confident of obtaining a balanced selection of books ready for immediate use. By taking advantage of other materials and services available through a consultancy package, the Co-ordinator will benefit from EPER's experience of many different programmes and the students will benefit from the specially prepared materials.

APPENDIX 1 SETTING

A definition of setting

Setting is standard practice throughout private schools, and from Grade 3 upwards in UK comprehensive schools.

It is the distribution of students in a single Grade for a particular subject into teaching groups (= sets) according to their proficiency in that subject. Students are in different sets for each subject that is so divided, reflecting their varying performance in those subjects.

(Setting is not the same as streaming. Streaming is the distribution of students in one Grade into teaching groups (= streams) for all subjects according to their overall performance. Students remain in the same stream for all subjects.)

Implications of setting

a) For timetabling

The number of "sets" timetabled together for one subject is fixed by the number of teachers available.

Example 1: in a four-class Grade there may be four teachers available to teach English. If the four classes have English at the same time, the students can be distributed into four stronger and weaker sets.

Example 2: in another four-class Grade there may be only two teachers available. The classes are divided into two "blocks" of two classes and each "block" has English at the same time. In each block there is one strong and one weak set.

Diagram

It is usually impossible to insert setting into an existing timetable. More often than not, a completely new timetable is required and this takes time. It is not difficult to "set" classes for one or all subjects provided that the constraints exerted by setting are built into the timetable from the start. In Malaysia special seminars were held to introduce the system to Head Teachers.

b) For teaching

Even if teachers have to teach the same syllabus to all the sets in each Grade, they can vary their methods to suit the level of each set.

In small schools, teachers teach sets from more than one Grade.

Advantages of setting for English

Setting reduces the range of levels in one class. As a result, the Classroom Library needs to contain books from only one or two levels. The Class Reader matches the level of the majority of students. All teaching can be student-centred rather than syllabus-centred.

Setting is particularly appropriate for English because the levels of proficiency are so uneven. The teaching of English may be very good at one primary school and non-existent at another. Students in towns may meet English more than students in the country. Some students may even use English at home.

Setting is in fact the easiest way to improve the standard of English of all students, strong and weak. It probably helps the weak most. Head Teachers in Malaysia who set their classes for English were so pleased with the results that they decided to set their classes for maths as well.

Arguments against setting

Setting is felt in some countries to be contrary to their educational philosophy.

It can be argued that setting is unnecessary in a school system which is selective to any degree. In a country where as few as 10% of the age group attend secondary school, there will be little to distinguish the strongest and weakest students. The same will apply in a country where the schools themselves are streamed or banded into academic and technical, national and local, etc.

Setting is less necessary where it is possible to take account of the different levels among the students by group work etc. One of the strengths of the Classroom Library is that it provides such an excellent resource for a mixed-level class.

Conclusion

Setting will bring great benefits but involves radical change to existing administrative and teaching practices. Some schools may be interested but uncertain, and may wish to experiment on a small scale.

It is probably not a good idea to set only for the periods devoted to the reading programme. This will mean that some students will have different teachers for reading and English.

It would be better to experiment with setting in extra-curricular work carried on for example in an extra-curricular English society. A special class for weak students might prove unexpectedly popular.

Re-statement of setting

It is usual for students at state secondary and primary schools to be distributed among classes on a random basis. Thus classes tend to contain a wide spread of ability and an even wider spread of proficiency in English.

The reasons for this practice lie in social philosophy. It is felt offensive to distinguish between students on the grounds of ability and desirable to treat them exactly the same.

In contrast students in fee-paying schools, whether schools or language schools, and in the tertiary sector are distributed among classes either on the basis of their overall academic performance (streaming) or on the basis of their performance in individual subjects (setting). See Appendix 3 for a description of setting.

The preference of fee-paying schools for streamed or set classes derives partly from the fact that their students are already selected either by background or by ability, and partly from the emphasis that these schools place on exam results.

It is not appropriate in this Guide to express an opinion about the merits of these systems but rather to explore the implications of each for an extensive reading programme.

Mixed classes

In mixed classes learning has to be materials-centred rather than teacher-centred. The greater the range of proficiency the less useful it is for the teacher to address the whole class or set a common task. In these circumstances, a central or classroom library, stocked with readers at all levels, represents an ideal resource, providing the perfect opportunity for materials-centred learning. No matter how large the class, if the library has enough readers of the right levels and interest, then every student can follow an individualised programme of reading.

Class readers, however, pose problems. It will be impossible to choose a reader that will benefit everyone in the class equally. It is usually possible to arrive at a compromise, choosing a level that the weakest students can read with assistance from the teacher and the strongest can read with some enjoyment. The follow-up activities, however, must be materials-centred and devised to suit the different level groups. The EPER Teaching Guides for Class Readers assume a homogeneous class and will have to be modified to suit a mixed class. This modification can be carried out and the whole class can greatly enjoy the experience and benefit from the work.

Homogeneous Classes

Library reading is easier to provide for homogeneous classes since they need books of one level only. The whole programme needs a smaller number of books because they are used intensively. This means less storage space is required, less administration and a lower initial cost. It also allows for a centralised system of distribution of books for classroom libraries.

Class Readers can be chosen to suit all the students and can be taught by teacher-centred methods, for example as demonstrated in the EPER Teaching Guides.

