



## Extensive Reading Presentation Ideas

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### Abstract

*Extensive reading (ER) is based on the idea that language learners can gain fluency in their target language by reading as much appropriately-leveled reading material as they can in the language. The popularity of ER continues to grow around the world as more and more graded readers are published each year and ER libraries at schools continue to expand. Assessing students in ER classes, however, can be difficult at times. One thing we can have our students do is give presentations about graded readers they have read over the term or the school year and then use those presentations as part of the course assessment. This short article will introduce fun and practical ideas for ER presentations that teachers can have their students do in class. It will be useful for those already teaching ER in their classes as well as for those who are thinking about beginning ER someday. The types of presentations discussed in the article will be particularly useful as end-of-term or final assessments, but they can also be adapted or used as regular activities midway through the course or school year that can also be used for assessment.*

**Keywords:** *Extensive reading (ER), presentation skills, university EFL/ESL learners*

### Introduction

Extensive reading (ER) involves reading as much appropriately-leveled reading material as possible in one's target language in order to help gain fluency. According to Day (2015), "ER is based on the well-established principle that we learn to read by reading" (p. 10). In classroom contexts, this is usually done with the help of graded readers. Graded readers have levels clearly printed on them so students can more easily find books at their own personal level. The idea behind ER is basically that students can learn more as they read more. They do this gradually as they stay within the confines of reading things they are comfortable with, not choosing texts that are too difficult for them to comprehend. According to Nation and Waring (2020), with ER, "the amount read per year should cover hundreds of thousands of words of text. If the learners are reading graded readers, this will involve at least tens or twenties of books per year, and in some cases many more" (p. 3). Of course, ER helps learners to become better readers in the target language, but importantly, it also helps their overall fluency as well. As learners begin to get used to reading in a new language for pleasure, they also begin to learn new vocabulary, grammar structures, syntax, and more in the process. According to Nation and Waring (2020), "When learners do extensive reading, they learn a lot of things without realizing that learning is going on" (p. 68). Although research into ER is important and useful, this is not a research paper. Instead, this short article aims at providing practical ideas for ER presentations to the reader. The presentations that are introduced can serve as end-of-term activities or can be adapted to be used as regular activities to be done throughout the school year. The presentations can all be done using either paperback or e-book graded readers.

### 1. Poster Presentations

Students choose a graded reader to read and then create a poster presentation for it. In my classes, I usually have students work with a partner for this particular presentation, but it can easily be done with students reading books alone and then giving individual presentations. For me though, I randomly assign partners, send them to the library to choose a book together (each partner must get their own copy of the book), and then I give them two weeks to read the book and design a poster. On the posters, students need to include photos or drawings along with a short summary of the book, a map of characters, and any other interesting or useful information they would like to tell their classmates about. Posters can be made by hand or designed on students' computers or tablets and then printed out.



On presentation day I have students sit with their partners and then we decide which half of the classroom will present their posters first. I give the first-round students a few minutes to pick a place in the room to hang up their posters while the other students receive a presentation evaluation form. After students' posters are displayed, I have the other half of the class walk around and listen to students give mini five-minute presentations about their books while filling out the evaluation forms (which need to include information such as presenters' names, the book they presented on, good/bad points of their presentation, quality of their poster, etc.). When the five-minute timer goes off students move to a new station/poster and the presentations continue. Depending on the class size, students are able to give their presentations four or five times, hopefully becoming more confident each time they give it. After 20 – 25 minutes students take down their posters and roles are reversed.

## **2. New Book Cover Presentations**

Students choose a graded reader to read and after finishing it must design a new book cover for it. They can draw the cover by hand or design it on a computer or tablet and then print it out. On the back of the book cover students should make a list of the characters, write a summary of the book, list good/bad points of the story, and give it a rating out of four stars. They can also add any other interesting information they would like to include. In my class I have students do these presentations in groups of four or five spaced out around the classroom. One student will show their new book cover to their group and present to them for four or five minutes. After the timer goes off, the three or four other group members have one minute to ask questions to the presenter about their book. After the minute of questions ends, the next presenter in each group begins and the process is repeated until everyone has presented their new book cover presentation.

## **3. Movie Poster Presentations**

For this presentation, students read a book of their choice that has not been made into a movie before. After reading it, alone or with their partner if they have one, they imagine they are movie directors who will adapt the book they read into a movie. Students need to think about which actors or actresses they would like to cast to play the roles of the characters in the book and design a new movie poster for their graded reader movie adaptation. Similar to the poster presentations discussed in the first presentation activity given in this article, students hang up their posters and give mini-presentations to their classmates about the book they read, and the new "movie" based on it which is coming out soon. Students can either use computers/tablets to create their posters and then print them out or they could even make them by hand, cutting out photos of famous actors/actresses and gluing them onto posterboard along with handwritten titles and movie information, etc. Half the class presents while the other half walk around listening to the presentations like in the poster presentation activity introduced earlier. Alternatively, the activity could also be done in small groups with each student being given four or five minutes to introduce their movie poster and book before moving onto the next presenter, similar to the new book cover presentation just discussed. Over the years this presentation seems to be the one that my students enjoy the most and have the most fun with.

## **4. Comic Strip Presentations**

This presentation requires students to read a book of their choice and then tell the basic story in five or six comic-strip style boxes/frames using drawings. Teachers can create their own template, have students make them themselves, or use blank comic templates which can be found online and then printed out. Give students a week or two to read their book and then have them draw the story along with key characters in the style of a comic strip. Tell students to be careful of not giving away the ending of the story though in the final comic box in case their classmates also want to read the book. On the back of the comic-strip handout, have students write notes about the story such as a short summary or list of key characters and their overall opinions of the book they read. Students will be able to quickly glance at these notes during their presentations if they need to. This style of presentation works well in small groups of four or five where each student is given four - five minutes to show their group members their comic strip and introduce their book. When a student finishes their presentation, their group members can ask questions about the book for a minute. After that, the next person in the group goes and the process continues until all members have presented.



## Conclusion

Keeping our students motivated is essential if we want to help them succeed. Students' motivation may wain if they are only reading books all semester or only doing the same style of presentations at the end of each term. By adding novelty and having students do more interesting and/or fun presentations and activities based on their books, it is possible to make them more interested and motivated in class. The presentation ideas provided in this article can all be done individually by students or with partners or adapted into regular in-class activities if necessary. To mix things up in my classes, I sometimes have students do their first presentation by themselves and then have them work with a partner for their second one (or vice versa). This can add a change of pace and help prevent things from becoming too routine or boring in class. Good luck if you try out any of the ideas and feel free to adapt them to better fit your own classroom context.

## REFERENCES

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