

Intensive reading

It is related to further progress in language learning under the teacher's guidance. It provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will provide material for developing greater control of the language and speech and writing. Students will study short stories and extracts from novels, chosen for the standard of difficulty of the language and for the interest they hold for this particular group of students. Intensive reading is generally at a slower speed and requires a higher degree of understanding to develop and refine word study skills, enlarge passive vocabulary, reinforce skills related to sentence structure, increase active vocabulary, distinguish among thesis, fact, supportive and non-supportive details, provide sociocultural insights.

Extensive reading

It develops at the student's own pace according to individual ability. It will be selected at a lower level of difficulty than that for intensive reading. Where frequency word counts are available for the language being learned, extensive reading will conform to a lower frequency word count than intensive reading. Material will be selected whose choice of structure is habitually less complex and whose vocabulary range is less extensive. The purpose of extensive reading is to train the students to read directly and fluently in the target language for enjoyment without the aid of the teacher. Where graded texts are available, structures in texts for extensive reading will be already familiar, and new items of vocabulary will be introduced slowly in such a way that their meaning can be deduced from context or quickly ascertained. The student will be encouraged to make intelligent guesses at the meaning of unfamiliar items. Material

consists of authentic short stories and plays, or informative or controversial articles from newspapers and magazines. A few adaptations of vocabulary and structure will be made. The style of writing should entail a certain amount of repetition without monotony. Novelties of vocabulary should not coincide with difficulties of structure. It means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure and to encourage a liking for reading, Increase total comprehension, enable students to achieve independence in basic skill development, acquaint the student with relevant socio-cultural material, and encourage recreational reading.