

**NATION, I. S. P. AND WARING, R. (2020). TEACHING EXTENSIVE READING IN ANOTHER LANGUAGE. Routledge.**

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For a practising English language teacher-trainer and a second language user who has learnt her second language (English) mainly through focussing on literary skills, this book on extensive reading by Nation and Waring is a long-awaited treat. Dedicated to Krashen, it opens up a whole realm of updated knowledge and research on reading in general and extensive reading in particular. The book begins with an obvious question, “why write a book of several chapters that makes this simple activity (extensive reading) look complicated” (p. 1) and the authors rightly point to the undeserved reduction in popularity of extensive reading as an inspiration for writing this book.

The book deals with the conceptions and misconceptions regarding extensive reading. After introduction of theory and extensive reading pedagogy in Chapter 1, Chapter 2 on graded readers identifies and explains the authors’ position on an extensive reading program, acknowledging criticism and determining effectiveness. In language learning, this is to be welcomed because positioning of graded readers has never been that clear. Chapters 3 and 4 deal with how to set up an extensive reading program. The accompanying case studies provide the dos and don’ts of a successful extensive reading program. Chapter 5 deals with how vocabulary is learnt through extensive reading. The next four chapters discuss findings of research which provide evidence of extensive reading’s impact on vocabulary, fluency, comprehension and motivation of the learners. The chapters are critical in nature, accepting criticism and offering solutions for improved language learning.

Chapter 10 deals with developing reading fluency. Although it is a thoroughly written chapter on what fluency is, how it is measured and its effectiveness in language learning, it seems to be out of sync with the book’s main theme. Here, the authors have discussed and justified several other techniques of developing reading fluency which I feel somehow undermines the original focus of the book which is extensive reading. Another weakness of this chapter is that the authors have presented several techniques for developing reading fluency without comparing their strengths and weaknesses with extensive reading.

Chapter 11 discusses designing research in extensive reading and serves as a guide for researchers focusing on extensive reading. Chapter 12 indicates one of the key goals of the authors, namely to promote entrepreneurship among the readers and practitioners. It addresses the development of graded reader series, their importance and steps to develop materials from designing to marketing. The last chapter leaves the reader ready to explore the vistas of language learning through extensive reading. In this chapter, the authors leave open some key research areas and questions for

researchers. The chapter also seeks to initiate debate on extensive listening, and I hope a comprehensive book on the topic will soon be on its way.

Usually the audience of a book like this are teachers, learners and researchers. This book, however, is one step ahead: it includes the administrators as well. It addresses three levels of understanding i.e. knowledge, practice and application. Addressing aspects of application is a strength of Nation and Waring's text, and one which has the potential to positively influence policy makers and practitioners who may have previously considered extensive reading to be too resource-intensive to implement.

Nation and Waring provide detailed chapters on how to set up and run an effective extensive reading program. After reading these chapters, I am convinced of the efficacy and cost effectiveness of an extensive reading programme as well as the ease of maintenance and potential for positive outcomes. By explaining step by step how to set it up, Nation and Waring make a strong case for the adoption of extensive reading in aid of second language teaching. I have no doubt that these chapters will be extremely beneficial for a wide range of stakeholders. In the last section of the chapter, the authors answer a series of frequently asked questions.

Notwithstanding its outstanding and original content, I feel that the order of the book's chapters is not convincingly logical. The book deals with three major themes, the theory of extensive reading, research in extensive reading and application of extensive reading programs. Therefore, in my opinion, the research chapters could be more impactful if the theory and background chapters were to come first followed by the chapters relating to application. In the current order, after a basic introduction to extensive reading and graded readers, the focus in the next two chapters is directed to the design and set up of extensive reading projects that deal with the application level (Chapters 3 and 4).

Overall, I am convinced that this book is a very important addition to the scholarship on extensive reading. The chapters are methodically focused and written in reader friendly language. Each chapter addresses one particular aspect of extensive reading from start to finish. Another important quality of the book is the addition of the learning resources and online materials that the authors continually refer to. To me, this turns the book into a very useful practical operational guide to teaching reading for second language teachers. Finally, the assertions made in the book are evidence-backed, making it highly authoritative. I am happy to recommend this volume to all ELT professionals, teachers, researchers and students.