

Extending Extensive Reading through the School Library

Associate Professor Loh Chin Ee

<https://www.readingbydesignsg.org>

National Institute of Education, Nanyang
Technological University, Singapore

Extensive Reading World Congress 2023





**What words would you associate with
your library?**

**Why are well-designed and resourced
school libraries so **important**?**

Students in schools with **well-staffed, stocked**
and **funded** school libraries do better than
schools without these resources.

[American Library Association](#)

Three Extensive Reading Principles

- 2.** A variety of reading material on a wide range of topics must be available.
- 3.** Learners choose what they want to read.
- 5.** The purpose of reading is usually related to pleasure, information and general understanding.

The Research Context

Three Future-Ready Libraries



Queensway Secondary School



Cedar Girls Secondary School



Yusof Ishak Secondary School

01

Students want more books, better books and a variety of books

02

Reading spaces and furniture encourage reading behaviours

03

Conduct reading programmes to encourage engaged reading

Three Findings

01

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02

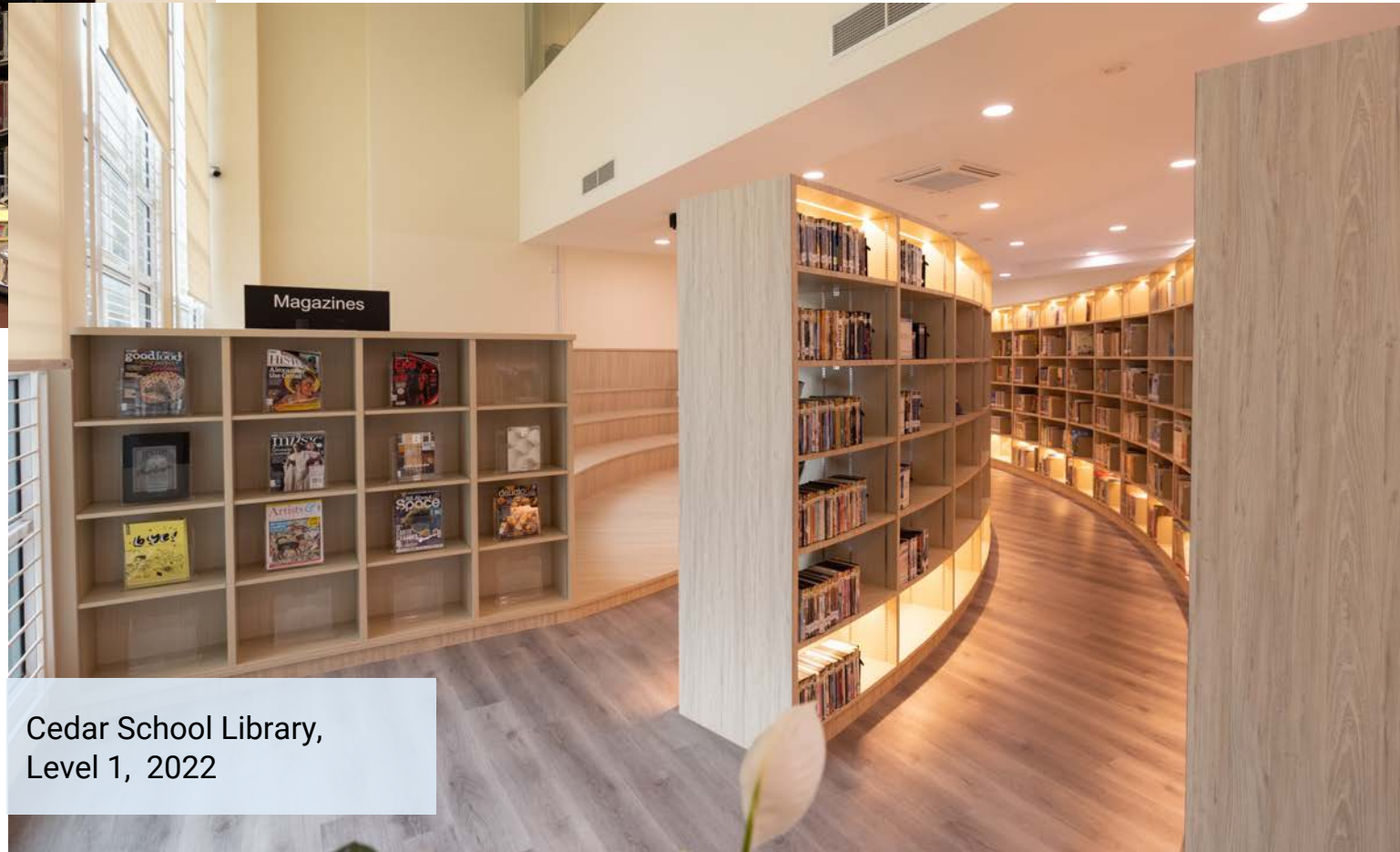
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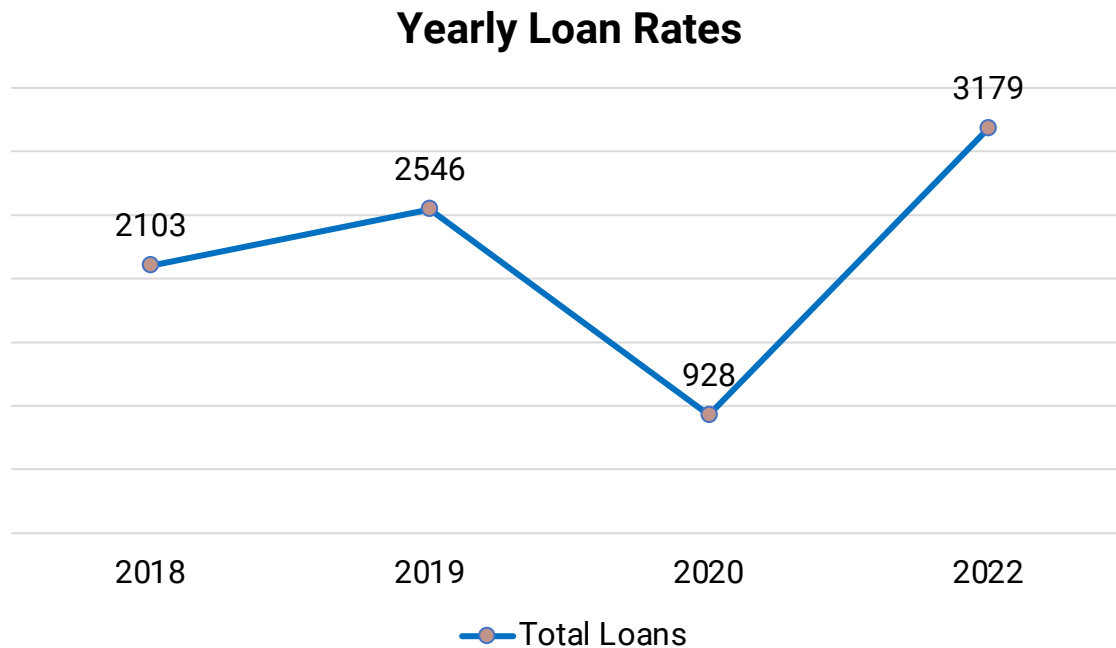
Cedar School Library,
Level 1, 2019,
Pre-renovation



Cedar School Library,
Level 1, 2022



Cedar Yearly Loan Rates 2018 - 2022



* Contextual Information: In 2019, students had scheduled library visits. From April 2020 to December 2021, the library was under renovation. 2022 data is based on student-initiated visits.

Loan rates have increased with the revamp of the new library. Increased unique loan rates also suggest increased visitor-ship and borrowing.

Other observable findings are increased use of magazines and newspapers that are now provided by the school library. Kindles with pre-loaded books are available for loans.



“I like to come to the library to **just sit down and read**. The books are **quite interesting**, meaning I usually just pick one up and not put it back.”

Queensway Secondary School, 2019, Pre-renovation



Queensway Secondary
School, 2022
Post-renovation



Manga draws students to Queensway Secondary's library



Queensway Secondary School has chosen to bring in comics and manga to pique the interest of some of its students who are reluctant to read. ST PHOTO: EUGENE TAN



Amelia Teng
Education Correspondent

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“The library has **a large variety of books** and they have different subjects that you can read, they have English, mother tongue, geography and sometimes I will go there because **my house doesn't always have the required books that I like for me to read.**”

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Close observation in six school libraries in 2017 over a period of 15 days in one year allowed us to understand the user patterns over the school term.

Design patterns and guidelines were consolidated and disseminated through online means.

Schools and MOE have made use of the handbook to guide their redesign projects. We applied these principles to the school libraries we worked with.

DESIGN PATTERNS FOR SCHOOL LIBRARIES

DESIGN PATTERN

READING SPACES IN THE SCHOOL LIBRARY

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READING SPACES IN THE SCHOOL LIBRARY

Different settings inspire different kinds of behaviours.

Figure 1 illustrates an **individual setting that encourages sustained silent reading**. The presence of high-backed single seaters in a quiet corner can provide a quiet space for reading. Placing individual seats near bookshelves also allow comfortable browsing spaces for students.

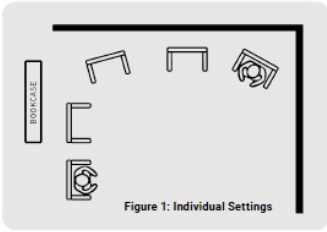


Figure 1: Individual Settings

Figure 2 illustrates a **communal or "coffee table" setting** with a sofa set of various seats around a single table. This setting **encourages socialising** and may be better placed in noisy zones in the library where groupwork and conversation are allowed.

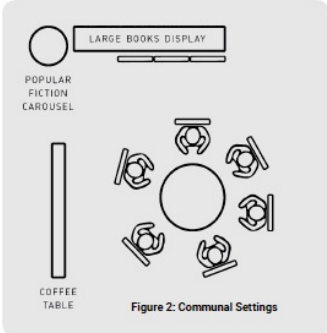
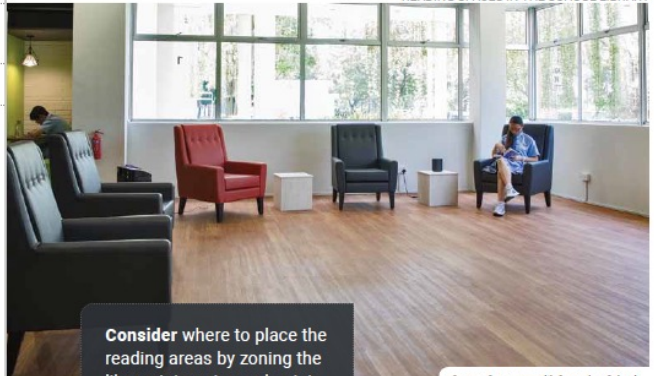



Figure 2: Communal Settings

When purchasing reading furniture, note that **backed seats are more comfortable** than stools and consider ease of cleaning.

Consider where to place the reading areas by zoning the library into noisy and quiet zones. Reading is generally preferred in quiet zones.



Source: Commonwealth Secondary School



Source: Yuan Ching Secondary School

6

7





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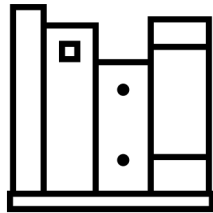
Three Findings

Suggested Programmes



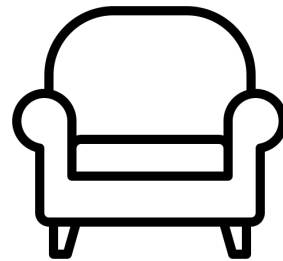
- Book displays
- Blind Date with a Book/ Golden Ticket/ CSI (Crime Scene Investigation)
- Book to Screen Movie Screening
- Instagram Booth
- Poetry search
- Calligraphy workshops
- Author Talks (physical or online)
- Book Talks/ Clubs
- Bookstagram/ BookTok

How can we extend ER through school libraries?



VARIETY & CHOICE

Curate an interesting, wide and age-appropriate book collection.



COMFORT for READING

Ensure there are cozy spaces to encourage reading.



PROGRAMMES to EXCITE

Design programmes to get students excited about books

Two other ideas:

- Involve students
- Create classroom library corners

Read more...

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What Do Children Want to Read? A Case Study of How One Primary School Library Supported Reading for Pleasure

Chin Ee Loh^a, Sujia Gan^b, and Sarah Mounsey^c

^aAssociate Professor, National Institute of Education, Nanyang Technological University, Singapore, Singapore; ^bPhD Candidate, National Institute of Education, Nanyang Technological University, Singapore, Singapore; ^cTeacher-Librarian, Brisbane, Australia

ABSTRACT

In a landscape where children report that they enjoy reading less, parents, educators and policymakers are increasingly concerned about how to engage children in reading for pleasure. School libraries are core spaces for encouraging reading for pleasure. This mixed-methods case study examines the reading choices and preferences of students in one primary school to understand what children read, how their reading tastes change across the primary years, and how the school library supports their reading for pleasure. Findings showed a shift in children's reading tastes across the years as they mature in their reading and interests. Children engage in repeated reading and the multiple reading of many books, series books, and comics remain popular, and recommendations are a key strategy for children to discover new reads. Two key priorities for school libraries keen to promote reading for pleasure emerge: building a contemporary book collection in school libraries that is interesting to children's similar and diverse tastes and creating opportunities for children to find new materials to pique their interest in reading.

KEYWORDS

Primary school libraries;
children reading
preferences; reading for
pleasure; series books;
comics and graphic novels

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Do girls read differently from boys? Adolescents and their gendered reading habits and preferences

Chin Ee Loh^a, Baoqi Sun^b and Shaheen Majid^c

^aEnglish Language and Literature Academic Group, National Institute of Education, Nanyang Technological University, Singapore; ^bCentre for Research in Child Development, National Institute of Education, Nanyang Technological University, Singapore; ^cWee Kim Wee School of Communication and Information, Nanyang Technological University (NTU), Singapore

ABSTRACT

Research on the gendered reading habits and preferences of boys and girls presents them as very different. This study focuses on the gendered reading habits and preferences of Singapore adolescent students (aged 12 to 17) to examine if such polarity exists in their reading habits. Drawing on survey data from 4830 adolescents in five secondary schools, the findings show that, while more girls enjoyed reading compared to boys, both boys and girls preferred to read for pleasure. Although there are some gendered differences in reading preferences, adolescents' preferred reading materials differ less than often portrayed, with convergence in areas such as Adventure and Science Fiction and Fantasy. In the area of reading and technology, the findings suggest that girls read more online, reflecting their tendency to read more in print. More complex understanding of contemporary adolescent reading will allow educators, librarians and parents to better address adolescent reading needs.

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KEYWORDS

Reading habits and
preferences; adolescents;
gender; secondary schools;
reading and technology;
Singapore

The impact of technology use on adolescents' leisure reading preferences

Chin Ee Loh and Baoqi Sun



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