



# Extending Extensive Reading Through Children's Literature

Jo-Ann Netto-Shek

National Institute of Education  
Nanyang Technological University

6<sup>th</sup> Extensive Reading Congress

7-10 August 2023

Bali, Indonesia

# **Extensive Reading: Understandings (Bamford & Day, 1997, 2002; Krashen, 2004)**

- 1. Wide reading in and out of the classroom on a range of topics, formats etc.**
- 2. Use of authentic texts like children's literature.**
- 3. Learner choice and pace**
- 4. Engaging in the act of reading whether supported or not**
- 5. Teacher is a model of enjoyed, fluent reading**

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# Children's Literature: Understandings

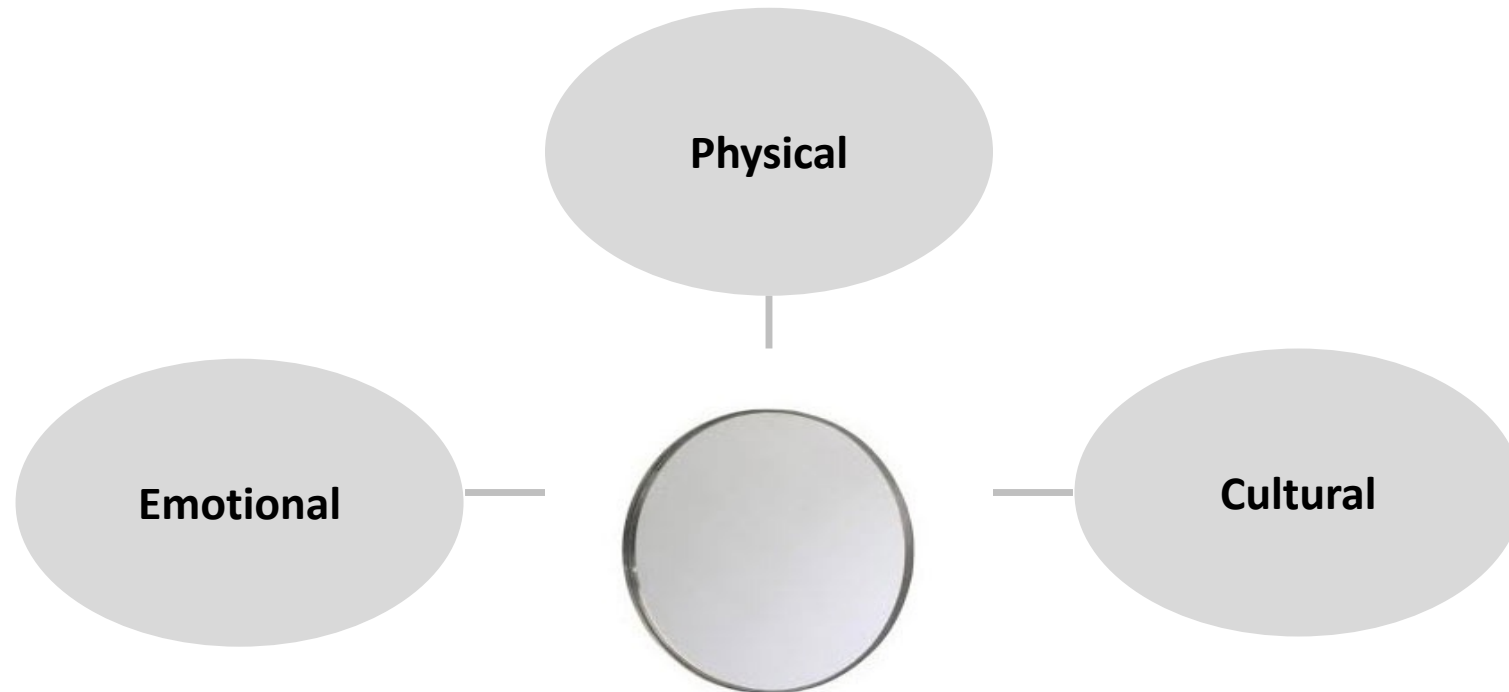
1. "Literature, sometimes called *belles lettres*, is traditionally described as the body of writing that exists because of inherent **imaginative and artistic qualities.**" (Lukens, 2007, p.3)
2. "We choose literature that **promises entertainment** and, sometimes, **escape.**" (Lukens, 2007, p.3)
3. "Literature provides a second reward: **understanding.**" (Lukens, 2007, p.4)
4. "Literature **shows human motives** for what they are, inviting the reader to identify with or react to a fictional character." (Lukens, 2007, p.5)

A close-up, artistic photograph of a camera lens. The lens is the central focus, with its various elements and rings visible. The lighting is dramatic, with a strong blue and purple tint. Technical markings are visible on the lens barrel, including 'ZEP-12 1:2.8' and 'F=3.5CM'. The background is dark and out of focus.

# Literature as Lenses!

# Mirrors

(Bishop, 1990 cited in Johnson, Koss & Martinez, 2017, p.571)



# Mirrors

“...provide us with the opportunity to see ourselves, our own cultures and the universal issues that we experience reflected back at us.” (Kurkijan, Livingston & Siu Run-yan, 2003, p. 390)

# Windows

(Bishop, 1990 cited in Johnson, Koss & Martinez, 2017, p.571)





# Windows

also have the opportunity to look through a window into the lives of others and to put ourselves in the shoes of people with viewpoints, and experiences that are different from our own.” (Kurkijan, Livingston & Siu Run-yan, 2003, p. 390)

# Sliding Doors

(Johnson, Koss & Martinez, 2017, p.569)



# Sliding Doors

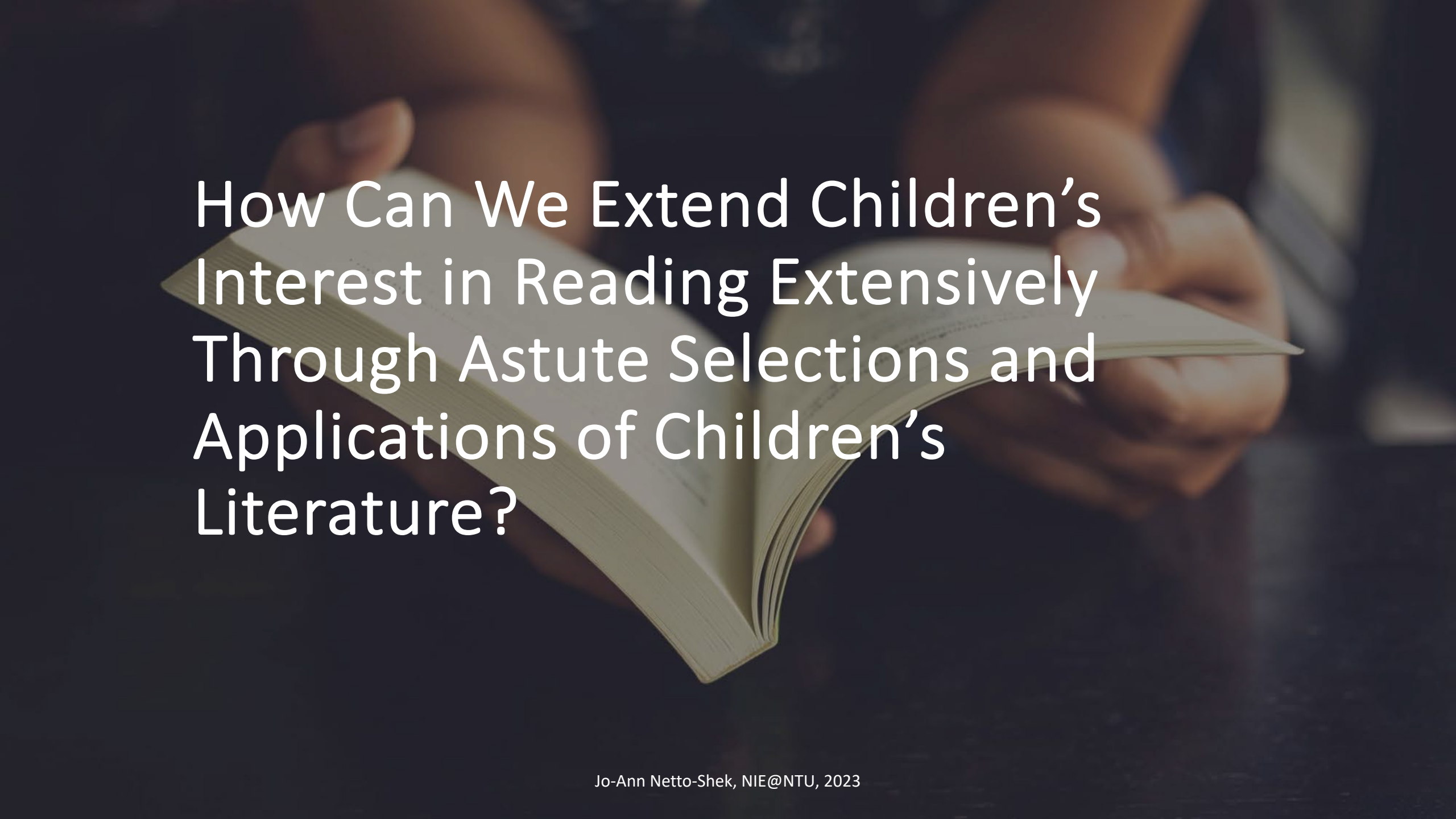
...when readers move through a sliding glass door, they are **changed** and **often empowered to take action.**” (Johnson, Koss & Martinez, 2017, p.569)

# Literature Socialises!

McCallum & Stephens (1998, 2011) point out that **all texts embed ideologies, negative or positive**, and **readers are socialized** through interacting with them.



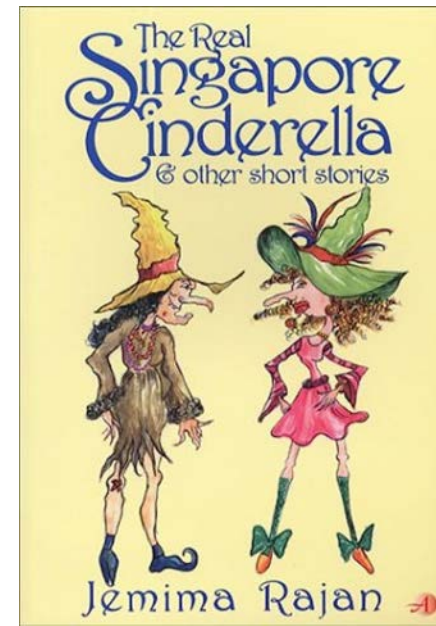
So, here we are....

A close-up photograph of a person's hands holding an open book. The book is held in a way that the pages are slightly curved, and the text is overlaid on the image. The background is dark and out of focus.

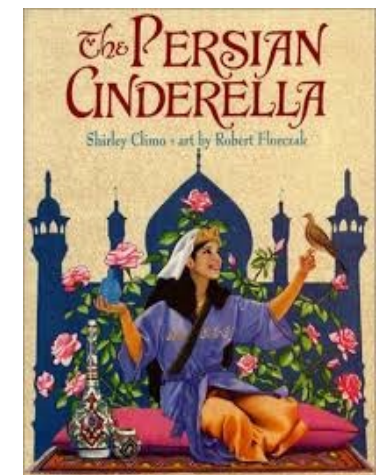
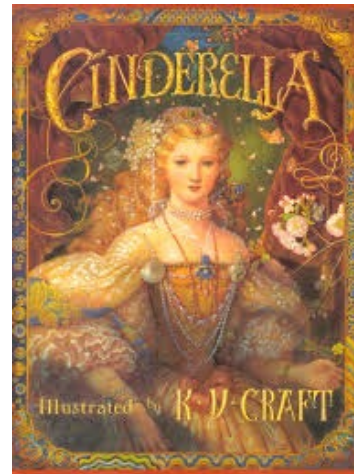
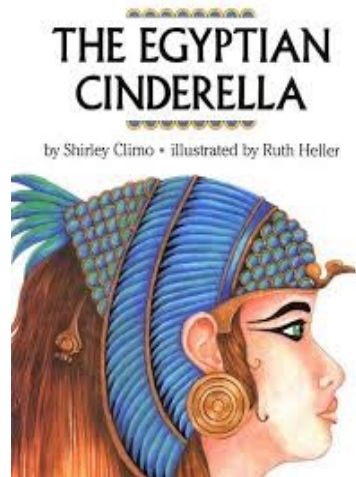
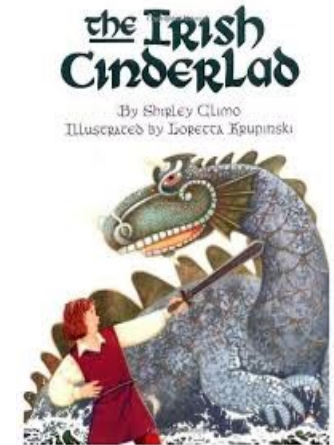
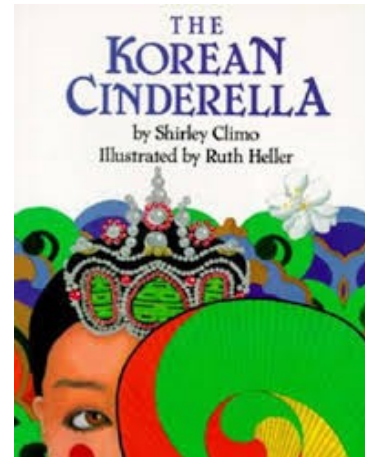
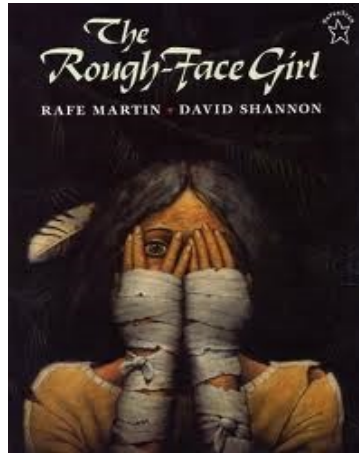
# How Can We Extend Children's Interest in Reading Extensively Through Astute Selections and Applications of Children's Literature?

# 1. Multi-cultural Perspectives of the 21<sup>st</sup> Century World

The world today is a multicultural world. Early appreciation of humanity as multi-people, multi-identity, multi-cultural is crucial for children to move outside of home and country.

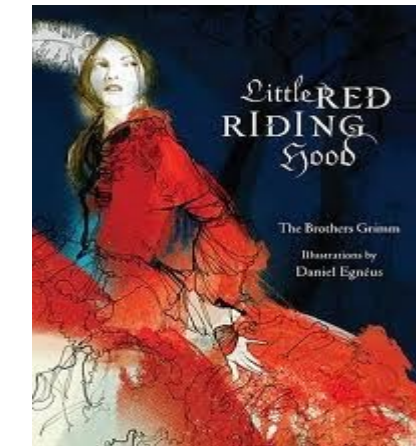
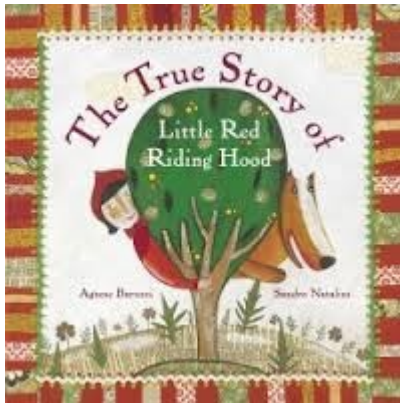
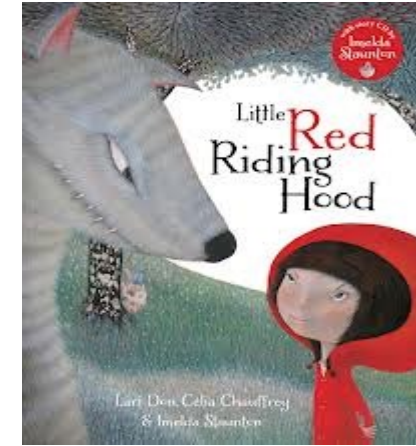
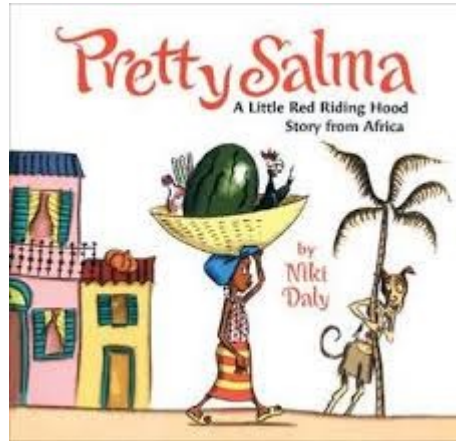
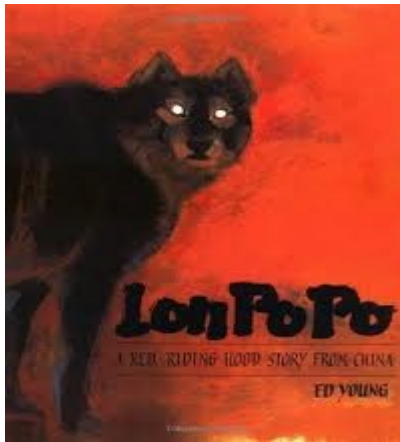


# Multi-Cultural Perspectives Through Folk Stories: Cinderella

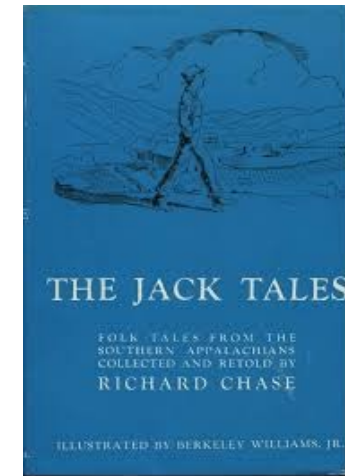
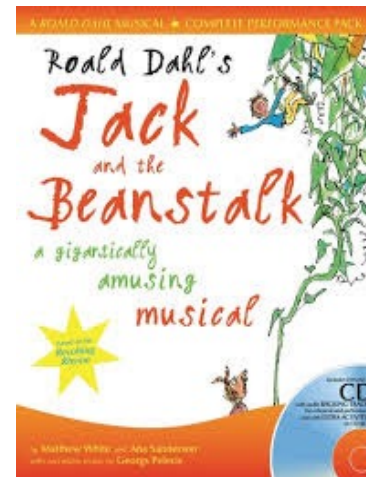
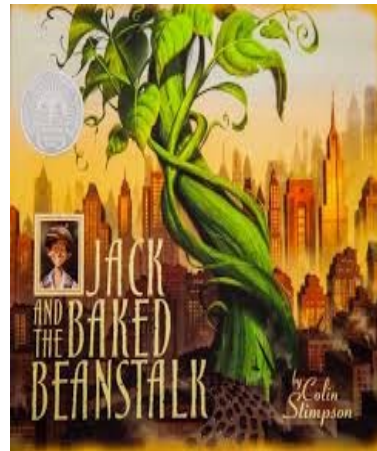
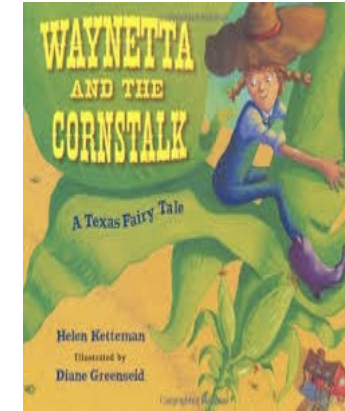
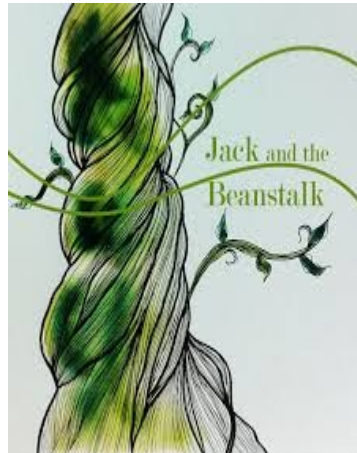




# Multi-Cultural Perspectives Through Folk Stories: Little Red Riding Hood



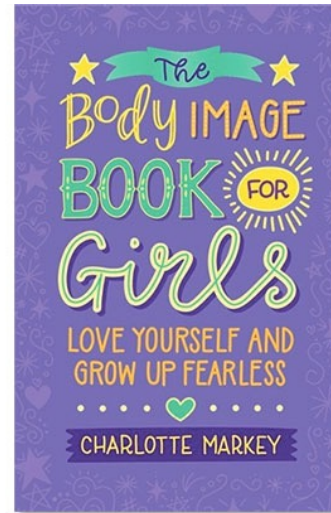
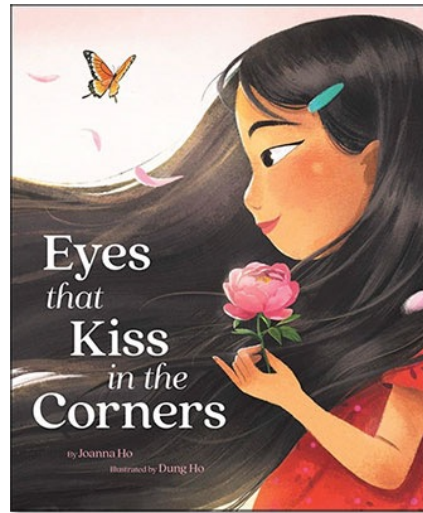
# Multi-Cultural Perspectives Through Folk Stories: Jack & The Beanstalk



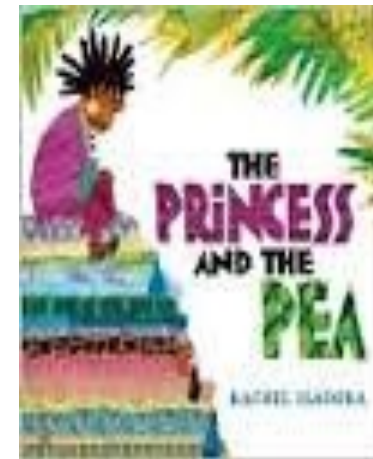
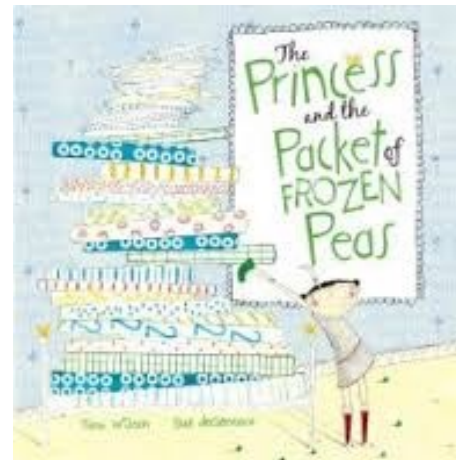
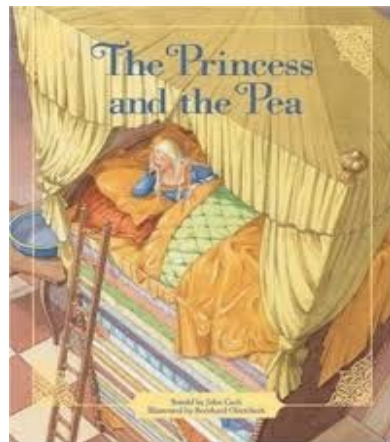
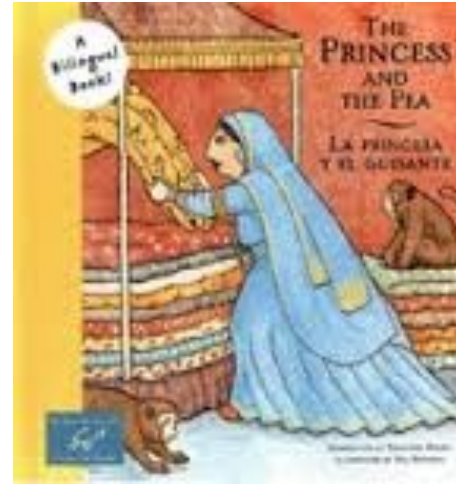
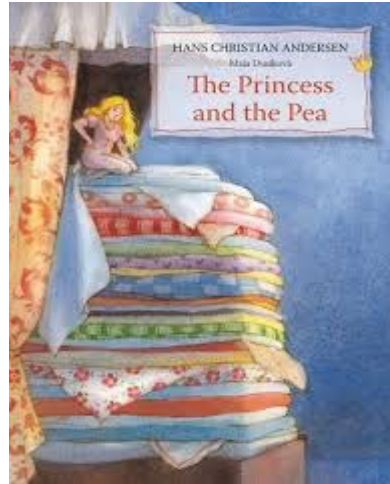
## 2. Changed Identities

**21<sup>st</sup> century discourse is inclusive and respectful of a range of identities.**

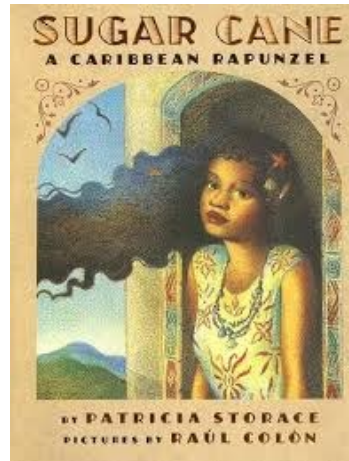
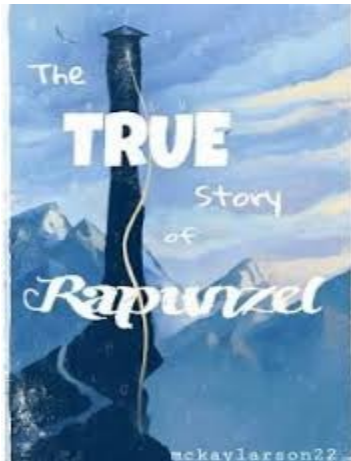
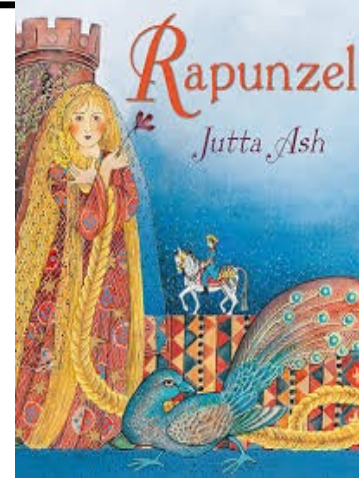
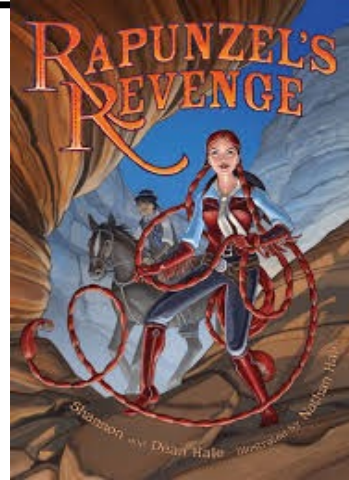
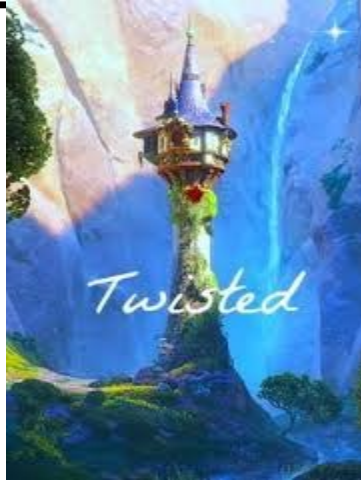
**Mighty girl literature** that empowers girls towards self-determination is a good example of the world of changing identities.



# Mighty Girl Literature: The Princess & The Pea

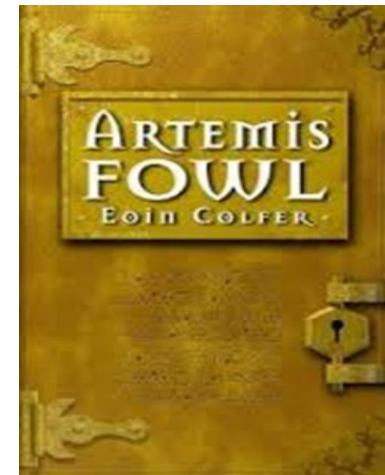
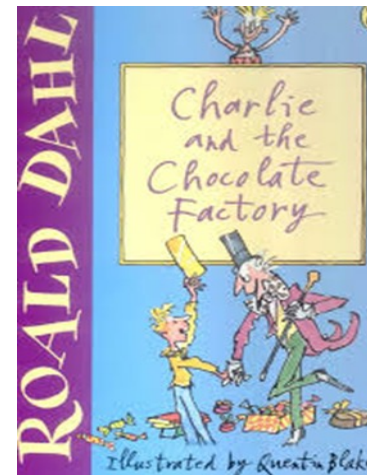
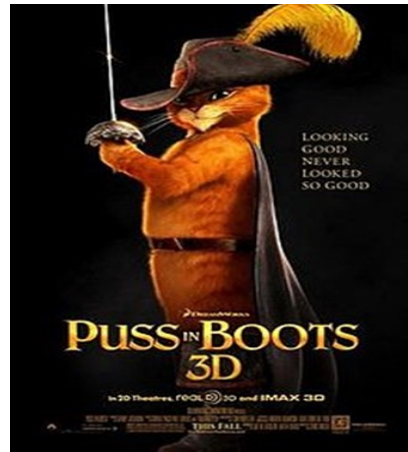


# Mighty Girl Literature: Rapunzel



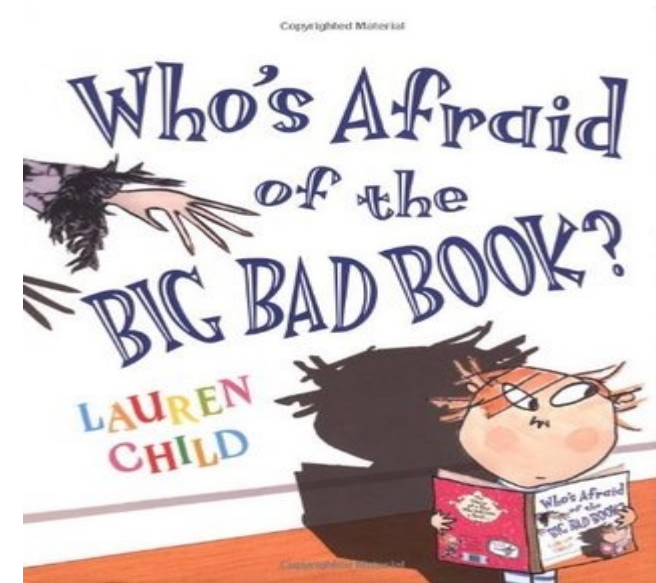
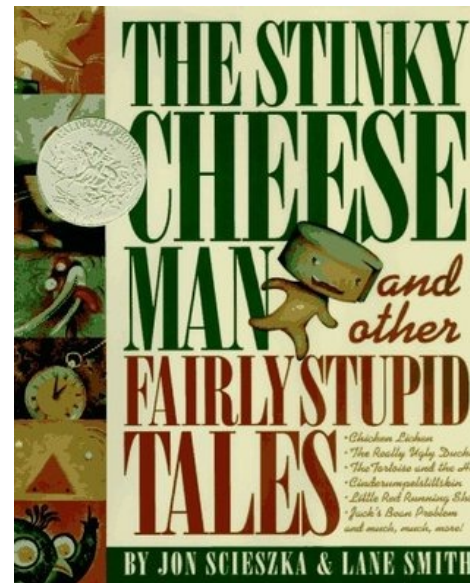
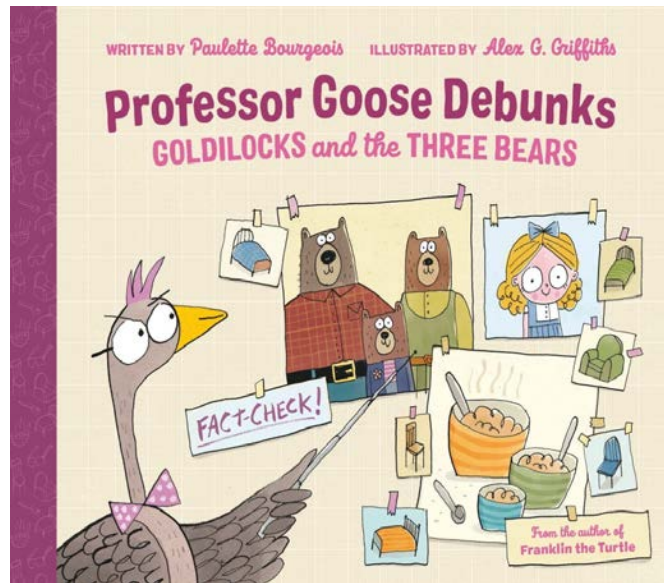
# 3. Educating The Imagination of Children

Fantasy and science fiction literature are particularly good to inspire children to create worlds that are **more equitable, just and fair.**

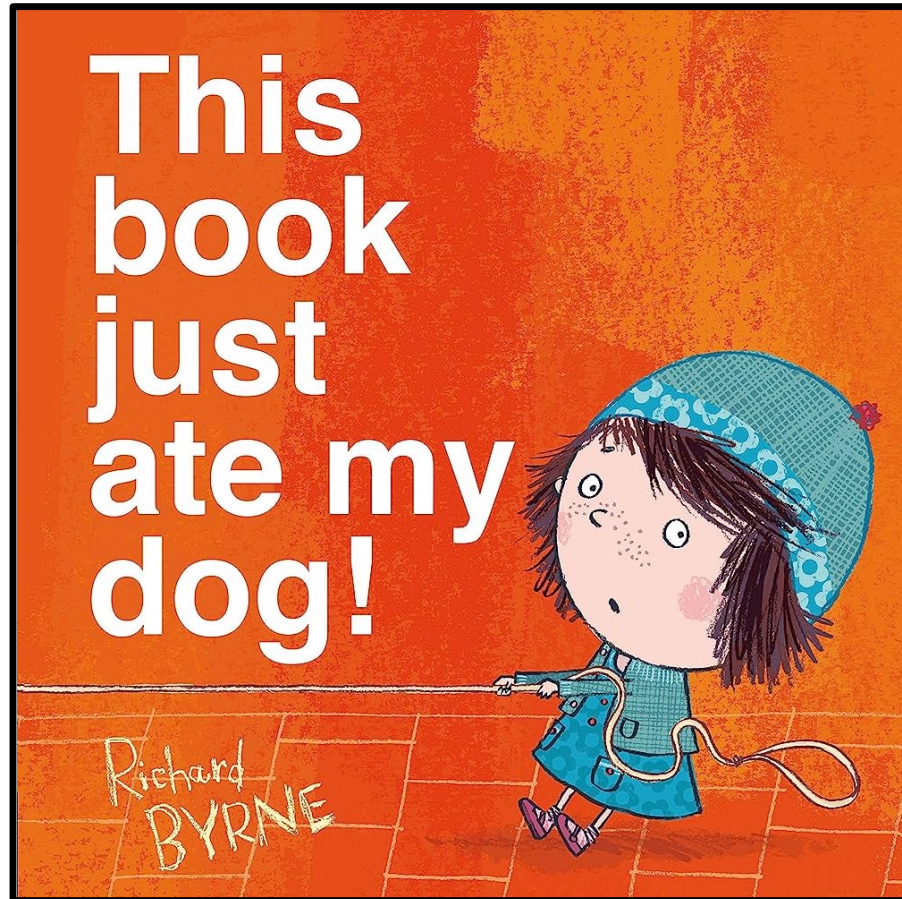


# 4. Post-Modernist Literature

This is a growing category of children's stories that subvert traditional notions of storytelling.



# One Example





# Ways to Encourage Extensive Reading



**Positive Experiences for Reading for different purposes,  
contexts & needs**



# Read-Alouds: Understandings from Research

It is focused interaction between parent/teacher and child. (Fountas & Pinnell, 1996)

It helps children visualize characters, events and story worlds. (Beck & McKeown, 2001).

Translanguaging read-alouds (Kelly, 2022) to use L1 as bridge.

The focus is on the enjoyment rather than the child imitating reading behaviours. (Trelease, 2019)

It models why reading should be valued. (Ceyhan & Yıldız, 2021).

Thank you.