

Nevertheless, creating a reading space will not have sense if we do not dedicate time to it. Normally, extensive reading is considered as a time filler at the end of the lesson. By contrast, students must feel that extensive reading is an important activity to start a truly interest towards it, and nothing demonstrates value more than time. Apart from having the library ready for those who have spare time and fast task-finisher, we can arrange our teaching planning dedicating at least 30 weekly minutes to extensive reading. In this period, we can plan different activities and techniques in order to make it more exciting and dynamic, but always having in mind that this activity is based on student's autonomy and it must be directly controlled by the teacher as less as possible.

Pair reading is one of the most used techniques, and it consist on read a book in couples. One of the students can read and the other points to the text helping him, and then they switch roles. This technique can be also used with small groups of pupils, where each of them can have a role. Another interesting idea here is the model reading behaviour, which consist on providing a model that students can imitate. The best model is undoubtedly the teacher, so it will be very positive that the teacher reads a book at the same time the students are carrying out the activity.

Another idea is to prepare "special days" related to reading. Here, time dedicated to extensive reading in classroom will have a specific thematic and it can be accompanied by some activities and games, in order to motivate students. For instance, we can think up "The poetry day", "Comic's exchange", etc. Furthermore, extensive reading can be linked to new technologies. There is books and tales galore on the Internet, as well as technological devices as e-books or tablets that can be used occasionally.

The role of the teacher regarding extensive reading may be tricky. We should not interfere in the process, but we have to control and prepare it. This means that we will not take part in the selection of the book by the student, we will never force any student to read a book, we will not help him to read it in a direct way and, in the case of carrying out activities, they should be as autonomous and free as possible. The objective here is to prompt unconscious learning of English in an enjoyable way. This does not mean that we will not pay attention to the progresses of the pupils, as our mission is to ensure the readiness of the books, make suggestions, stimulate and encourage. By doing so, we will contributing not only to the acquisition of communicative competencies, but to the global development of this little people. Reading will enable them to enjoy one of the best activities and will give them two powerful tools to face the real world: words and ideas.

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