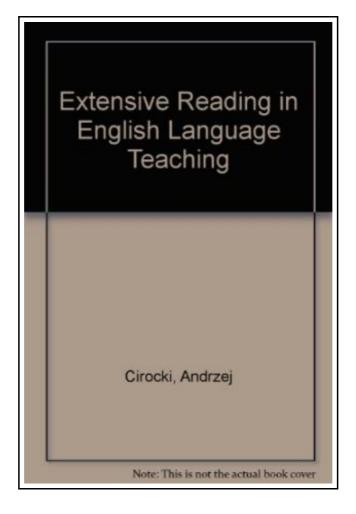
### Extensive Reading in English Language Teaching



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LINCOM, 2009. Softcover. Book Condition: Neu. Dust Jacket Condition: Gut. 1. Auflage. This book presents a wide-ranging examination of extensive reading and its great role in increasing literacy and language development as well as fostering a positive attitude towards reading. The authors are first concerned with theoretical issues pertaining to reading English as a foreign or second language, showing how a theoretical model can be instrumental in helping teachers to encourage their students to learn to read. Then, the authors discuss the place and role of literature in language instruction at different levels, ranging from primary to university, where the term literature denotes both texts written for native speakers and graded texts designed for language learners. Suggestions are provided for integrating extensive reading into the curriculum, establishing a library, and selecting reading materials. The authors also present numerous benefits which can accrue from extensive reading, namely: improvements in learners general language proficiency, reading fluency, vocabulary acquisition, affective changes as well as developing communicative and (inter)cultural competences a priority of the present-day EFL/ESL classroom. Finally, the text provides practical teaching tips, including extensive reading programme guidelines, lesson plans and activities. This innovative book will undoubtedly be a worthwhile reference source for teachers, teacher educators, and teacher trainees for years to come. CONTENTS Table of contents List of contributors Preface SECTION ONE DEVELOPING READING SKILLS IN A FOREIGN/SECOND LANGUAGE DIANA PULIDO Developing reading skills in a foreign/second language JOHN PAUL LOUCKY Enhancing skills essential for effective reading SECTION TWO PROMOTING LITERACY THROUGH EXTENSIVE READING ROB WARING The inescapable case for extensive reading DAVID R. HILL The place and role of graded readers in the EFL context (ER programmes) RONALD P. LEOW Simplified written input and its effects on L2 comprehension: What the research reveals LUCYNA ALEKSANDROWICZ-PEDICH What to read in extensive reading...



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