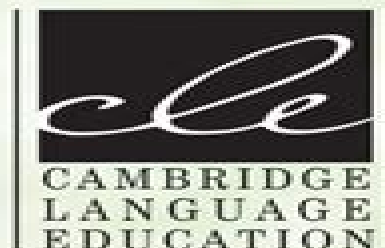


RICHARD R. DAY  
JULIAN BAMFORD

**EXTENSIVE  
READING**  
IN THE  
SECOND LANGUAGE  
**CLASSROOM**



SERIES EDITOR  
JACK C. RICHARDS

# Extensive Reading In The Second Language Classroom

**Victoria Rodrigo**



## **Extensive Reading In The Second Language Classroom:**

**Extensive Reading in the Second Language Classroom** Richard R. Day, Julian Bamford, 1998-01-13 This comprehensive examination of extensive reading shows how reading large quantities of books and other materials can provide students with essential practice in learning to read and help them develop a positive attitude towards reading which is sometimes missed in second language classes The authors first examine the cognitive and affective nature of reading and then offer a wealth of practical advice for implementing extensive reading with second language learners Suggestions are provided for integrating extensive reading into the curriculum establishing a library selecting reading materials and keeping records for purposes of evaluation The text also describes a wide variety of classroom activities to supplement individualized silent reading The information will be useful both for pre service teachers and for teachers and administrators who want to improve the teaching of reading in their second language programs

**Extensive Reading in the Second Language Classroom** Richard R. Day, Julian Bamford, 1998-01-13 This book is a comprehensive examination of extensive reading In this approach to the teaching and learning of second language reading learners read large quantities of books and other materials that are well within their linguistic competence In this text the case is made that extensive reading is an important addition to any second language reading program Extensive reading not only provides essential practice in learning to read but also develops a positive attitude toward reading so often missed in second language reading classrooms The authors provide a theoretical foundation for this approach by examining the cognitive and affective nature of reading They also offer a wealth of practical suggestions for implementing extensive reading including integrating it into the curriculum establishing a library selecting reading material record keeping evaluation and a wide variety of classroom activities to supplement individualized silent reading

*Extensive Reading in the Second Language Classroom* Richard R. Day, Julian Bamford, 2010

*The Role of Extensive Reading in the Second Language Classroom* Monica Christine Page, 2002

**The Benefits of Extensive Reading for Foreign Language Acquisition** Ahmet Yildirim, 2014-11-25 Seminar paper from the year 2014 in the subject English Language and Literature Studies Other grade 2 0 University of Osnabr ck language English abstract Great reading skills are indispensable for a learner of a foreign language in order to succeed in second language learning The aim is to be a good reader who is capable of understanding even difficult texts without much effort Of course modern life has an effect on pupils activities at home so that watching videos or playing computer games can lead to neglect educational activities such as reading books Of course there are numerous pupils who really enjoy reading in their leisure time regarding reading as a hobby Taking pleasure in an activity generally requires ease and comfort As second language learning can sometimes be hard and involves a great deal of expense and effort most pupils have a negative attitude towards reading in a second language At school teachers even strengthen students antipathy towards reading due to the approach they choose that is close and careful examination of difficult short texts also known as intensive reading Another approach to language

learning is extensive reading short ER which is rather a less common approach compared to intensive reading In short extensive reading refers to the idea that pupils read as many books as possible They have to be easy to understand so that pupils read them for pleasure The question now is which of the two approaches contribute most to pupils literary skills In this paper my goal is to prove that extensive reading programs are very beneficial to language acquisition but they are not commonplace due to various constraints imposed on the implementation of extensive reading programs at school At first I will shortly explain what extensive reading really is by giving definitions In order to achieve this I will compare extensive reading with intensive reading which is more common in the context of school Then I will examine the numerous benefits of extensive reading as well as some obstacles which explain why extensive reading programs are difficult to implement At the end I will introduce practical options and possible solutions in terms of implementing extensive reading programs

**Extensive Reading Activities for Teaching Language** Julian Bamford, Richard R. Day, 2004-08-16 This lively collection of over 100 classroom activities allows teachers to exploit fully the language learning potential of extensive reading The activities contributed by teachers who have used them successfully in classrooms all over the world introduce extensive reading to students and link it with the rest of the language curriculum Here is a wealth of ideas for encouraging students to read and for using students reading experiences for further language practice and learning These creative and enjoyable speaking listening role play reading writing and vocabulary activities are suitable for students of all ages and levels Each activity is clearly explained together with a personal note from its author This is a handbook for teachers of general language courses or grammar listening speaking writing or reading courses It is written for teachers both non native and native speaking and for teachers both novice and experienced It will also be of interest to teacher educators *Second Language Acquisition and the Younger Learner* Jenefer Philp, Rhonda Oliver, Alison Mackey, 2008 This new volume of work highlights the distinctiveness of child SLA through a collection of different types of empirical research specific to younger learners Characteristics of children s cognitive emotional and social development distinguish their experiences from those of adult L2 learners creating intriguing issues for SLA research and also raising important practical questions regarding effective pedagogical techniques for learners of different ages While child SLA is often typically thought of as simple and often enjoyable and universally effortless in other words as child s play the complex portraits of young second language learners which emerge in the 16 papers collected in this book invite the reader to reconsider the reality for many younger learners Chapters by internationally renowned authors together with reports by emerging researchers describe second and foreign language learning by children ranging from pre schoolers to young adolescents in home and school contexts with caregivers peers and teachers as interlocutors *Methodology in Language Teaching* Jack C. Richards, Willy A. Renandya, 2002-04-08 An overview of current approaches issues and practices in the teaching of English to speakers of other languages The paperback edition provides an overview of current approaches issues and practices in the teaching of English to speakers of

other languages The anthology a broad collection of articles published primarily in the last decade offers a comprehensive overview to the teaching of English and illustrates the complexity underlying many of the practical planning and instructional activities it involves These activities include teaching English at elementary secondary and tertiary levels teacher training language testing curriculum and materials development the use of computers and other technology in teaching as well as research on different aspects of second language learning Organized into 16 sections the book contains 41 seminal articles by well known teacher trainers and researchers Also included are two sets of discussion questions a pre reading background set and a post reading reflection set This anthology serves as an important resource for teachers wishing to design a basic course in methodology

**K-12 Classroom Research in Language Teaching and Learning** Kate Mastruserio Reynolds,Khanh-Duc Kuttig,2024-07-31 This edited volume presents narratives on a range of methods for research on second language teaching and learning appropriate to the elementary middle and high schools K 12 Teacher researchers in different worldwide contexts narrate their processes to explain and demonstrate practitioner research in context contributors describe their research from exploring the rationale for the project to designing the study analyzing the data and disseminating it As such the book illustrates how K 12 practitioners design gather analyze interpret and strategically employ data to make data driven evidence based and analysis informed instructional assessment and programmatic decisions This volume empowers teacher researchers and allows them to envision research projects in their own classrooms Offering new insights into the researchers thinking processes challenges and solutions and advocating teacher research for understanding learning the teaching of language and the development of SLA this text will appeal to educators and researchers involved in language education second language acquisition TESOL ESL EFL ELT and applied linguistics

**Asian English Language Classrooms** Handoyo Widodo,Alistair Wood,Deepti Gupta,2017-06-14 The teaching of English in the Asian context is always challenging and dynamic because both teachers and learners have diverse linguistic and cultural backgrounds Equally important where English is not widely used outside the classroom English language classrooms are an authentic site of learner engagement For these reasons for all those concerned with contemporary English language teaching ELT in Asia Asian English Language Classrooms Where Theory and Practice Meet provides an account of theoretical orientations and practices in the teaching of English to multilingual speakers whose primary language is not English While covering the fundamental ELT areas e g the teaching of language skills educational literature the use of technology in ELT the role of pragmatics in ELT social psychology of the language classroom and language classroom management with which every language teacher and teacher trainer must be concerned this volume showcases how particular orientations shape ELT practices We believe that practicing English teachers must have a heightened awareness of the theory behind their practice At the same time the theoretical stance must be firmly anchored in actual classrooms Containing newly commissioned chapters written by well regarded and emerging scholars this book will appeal not only to beginning teachers or teachers in

training but also to established teachers around Asia where English is used as a lingua franca If you are a student teacher of English or an English teacher who would like to see what other progressive teachers like you are doing across Asia this is the book you have been looking for     Teaching Grammar in Second Language Classrooms Hossein Nassaji, Sandra S.

Fotos, 2011-03-17 Recent SLA research recognizes the necessity of attention to grammar and demonstrates that form focused instruction is especially effective when it is incorporated into a meaningful communicative context Designed specifically for second language teachers this text identifies and explores the various options for integrating a focus on grammar and a focus on communication in classroom contexts and offers concrete examples of teaching activities for each option Each chapter includes a description of the option its theoretical and empirical background examples of activities illustrating in a non technical manner how it can be implemented in the classroom questions for reflection and a list of useful resources that teachers can consult for further information     Extensive Reading, revised edition Richard Day, Jennifer Bassett, 2016-02-28

Extensive Reading revised edition is the ideal companion for teachers who would like to add the substantial benefits of extensive reading to their language programmes It explains the research that shows how reading for pleasure helps learners to improve their English and guides teachers through the different approaches they can use focusing on The importance of extensive free reading How extensive reading materials are developed and how to choose the right graded readers for the class Introducing and exploiting class readers Developing class libraries Setting up and running reading circles In addition five extensive reading case studies describe projects in a range of learning environments Extra resources are available on the website [www.oup.com/elt/teacher/itc](http://www.oup.com/elt/teacher/itc)     *Using Corpora in the Language Classroom* Randi Reppen, 2010-03-22 Explains and illustrates how teachers can use corpora to create classroom materials and activities to address specific class needs Using

*Corpora in the Language Classroom* shows teachers how to use corpora and corpus tools to expand student learning Together with its companion website this teacher friendly book demystifies corpus linguistics with clear explanations instructions and examples It provides the essential knowledge tools and skills teachers need to enable students to discover how language is really used Clear and concise this volume provides An overview of corpus linguistics Clear explanations of terminology Tasks and activities that invite readers to interact with the material Principled instructions for creating classroom materials and activities including how to create corpora to address specific class needs     ELT in a Changing

World Azra Ahmed, Mehnaz Hanzala, Faiza Saleem, 2014-09-18 A novel ELT resource for language specialists and teachers across the world this selection of papers is a collection of the most compelling and innovative ideas presented at a seminar hosted by the Centre of English Language Aga Khan University Pakistan in January 2011 entitled ELT in a Changing World Innovative Approaches to New Challenges The book is divided into three sections the first of which is Global change and language learning This section offers a guided tour of language teaching evolution highlighting the merits of enhanced language awareness self immersive and input output based learning and innovative pedagogical interventions Section Two

Developments in Second Language theory and practice in Pakistan reveals the findings of the latest research conducted in Pakistan on language policy scholarship the development of traditional and e learning environments the relationship between language learning and immigration opportunities and the impact of language ideologies on individual identities Section Three Learning innovations discusses the need for change and fresh approaches to English language education and highlights the efforts made within the context of Pakistan to ensure the successful implementation of holistic needs based and socially driven curricula Highly readable and virtually jargon free the book will prove to be an excellent resource for those seeking up to date information on the teaching of English in Pakistan and other related parts of the developing world today **La**

**comprensión lectora en la enseñanza del español LE/L2** Victoria Rodrigo, 2018-10-09 La comprensión lectora en la enseñanza del español LE/L2 de la teoría a la práctica presents state of the art theory and teaching practices for integrating reading skills into the teaching of Spanish The book bridges a conspicuous gap between research supporting reading as a key component of language acquisition and actual practice by discussing how to implement reading successfully in and out of the classroom Written entirely in Spanish the book focuses on the needs of Spanish language learners with the goal of motivating students to read in the target language and work with diverse types of texts and genres Written in a clear and accessible manner La comprensión lectora en la enseñanza del español LE/L2 de la teoría a la práctica is an essential resource for teachers of Spanish at all levels It is an excellent reference book for language teachers who wish to integrate reading into the teaching of the Spanish language **Children's Literature as Communication** Roger D. Sell, 2002-10-10 In this book

members of the ChiLPA Project explore the children's literature of several different cultures ranging from ancient India nineteenth century Russia and the Soviet Union to twentieth century Britain America Australia Sweden and Finland The research covers not only the form and content of books for children but also their potential social functions especially within education These two perspectives are brought together within a theory of children's literature as one among other forms of communication an approach that sees the role of literary scholars critics and teachers as one of mediation Part I deals with the way children's writers and picturebook makers draw on a culture's available resources of orality literacy intertextuality and image Part II examines their negotiation of major issues such as the child/adult distinction gender politics and the Holocaust Part III discusses children's books as used within language education programmes with particular attention to young readers pragmatic processing of differences between the context of writing and their own context of reading

**Improving Foreign Language Teaching** Ernesto Macaro, Suzanne Graham, Robert Woore, 2015-09-16 Improving Foreign Language Teaching provides teachers and teacher trainers with a research based structure for the effective teaching and assessment of second languages As well as outlining a model for teacher development the book identifies and exemplifies eight key principles for effective language learning which can be used to guide curriculum design and decisions about classroom pedagogy Improving Foreign Language Teaching also presents practical activities related materials and guidance

on how student progress can be monitored and recorded Based on the research of the authors and other international experts together with the work of a consortium established by the authors and teachers in a range of secondary schools the book focusses on the development of language skills and communicative competence It also proposes an assessment system which better reflects how learners progress in language learning than current models Taking as its starting point the challenge of a curriculum in flux and complex pedagogical approaches this book offers clear research informed guidance for effective planning teaching and learning It will be essential reading for all those concerned with the improvement of language learning and teaching in the secondary classroom

**Task-Based English Language Teaching in the Digital Age** Valentina Morgana, 2023-06-15 This book illustrates the developments of task based language teaching TBLT approaches in relation to the evolution of digital technologies It highlights how technology mediated TBLT principles can support English as a Foreign Language EFL learning and contribute to understanding new classroom dynamics Drawing from the key theoretical concepts of TBLT the author discusses the integration of tasks and technologies from a secondary education perspective which is often under represented in the TBLT literature Morgana looks at how the EFL secondary classroom has been recently re conceptualised as a social place whose boundaries go far behind the traditional school settings This book provides theoretical approaches and classroom implementation practices by presenting four case studies on the different L2 skills reading writing listening and speaking The volume is organised into two main sections The first section focuses on the theoretical approaches to TBLT and highlights the key concepts behind this methodology This section also looks at the recent development of a technology mediated TBLT framework and its implementations in various EFL educational contexts The second section presents four case studies of secondary school EFL learners in Italy Each case study focuses on a different language skill providing examples of classroom practices in both blended and online learning settings Pedagogical recommendations for teachers are provided at the end of each case study The book adopts a multimodal approach and aims at providing scholars in applied linguistics and TBLT practitioners with theories and implementation practices to understand the ways technologies are shaping tasks and mediating students learning processes

**Issues in Applying SLA Theories toward Reflective and Effective Teaching**, 2018-08-30 A reflective teacher as a growth minded person seeks opportunities to continue professional development Reflection not only ignites a teacher s desire for improvement but also inspires continuous learning Through an accurate grasp of self assessment confidence self appraisal a reflective practitioner can plant the seeds of effective teaching This book aims to guide EFL teachers to teach language reflectively and effectively It includes two parts the first focuses on the SLA theories and their impact on language teaching and the second centers on the reflective and effective teaching of language components and skills The editors hope this book will be helpful to those wishing to become effective teachers since this results in nurturing learners cravings to learn in a safe and supportive environment Contributors are Maryam Azarnoosh Anne Burns Graham V Crookes Michael R W Dawson



Richard R Day Akram Faravani Dorothy Gillmeister Christine C M Goh Hamid Reza Kargozari John M Levis John I Liontas  
Shawn Loewen Parviz Maftoon Jennifer Majorana Shannon McCrocklin Hossein Nassaji Ulugbek Nurmukhamedov Luke  
Plonsky Nima Shakouri Jun Tian Laurens Vandergrift Constance Weaver and Mitra Zeraatpishe     Exploring EFL Fluency in  
Asia T. Muller, J. Adamson, P. Brown, S. Herder, 2014-10-04 In EFL contexts an absence of chances to develop fluency in the  
language classroom can lead to marked limitations in English proficiency This volume explores fluency development from a  
number of different perspectives investigating measurements and classroom strategies for promoting its development

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