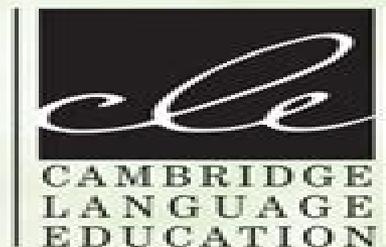


RICHARD R. DAY
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**EXTENSIVE
READING**
IN THE
SECOND LANGUAGE
CLASSROOM



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Extensive Reading In The Second Language Classroom

Richard Day



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, 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 **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 *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

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

Teaching Extensive Reading in Another Language I.S.P. Nation, Rob Waring, 2019-11-20 This comprehensive book by renowned scholars Paul Nation and Rob Waring accessibly covers all aspects of extensive reading in second and foreign language contexts The book serves as a major update to the field on the topic with current research findings on extensive reading as they relate to motivation reading fluency and vocabulary learning among other topics Clear and straightforward it includes case studies strategies and methods for implementing and assessing effective extensive reading in the classroom

and provides resources and tools for preservice teachers of ESL EFL and foreign languages Suitable for programs in TESOL and Applied Linguistics with courses in L2 reading reading instruction TESOL methods and foreign language reading or teaching it will appeal to students and preservice teachers as well as English language teaching professionals and EFL ESL teachers

Bringing extensive reading into the classroom Richard Day, 2010-12-02 Written by experts in extensive reading including Professor Richard Day Jennifer Bassett Bill Bowler Sue Parminter and Mark Furr Describes and explains what is meant by extensive reading and its contribution to language learning Explains what is meant by a graded reader and what makes a good graded reader Understand how a graded readers series is written and how it supports extensive reading Explains how you can use class readers class libraries and class reading circles Includes four Case Studies to provide an insight into setting up extensive reading programmes in Jordan Bahrain and Japan

Handbook of Research on Modern Educational Technologies, Applications, and Management Khosrow-Pour D.B.A., Mehdi, 2020-07-10 As technology and technological advancements become a more prevalent and essential aspect of daily and business life educational institutions must keep pace in order to maintain relevance and retain their ability to adequately prepare students for their lives beyond education Such institutions and their leaders are seeking relevant strategies for the implementation and effective use of new and upcoming technologies and leadership strategies to best serve students and educators within educational settings As traditional education methods become more outdated strategies to supplement and bolster them through technology and effective management become essential to the success of institutions and programs The Handbook of Research on Modern Educational Technologies Applications and Management is an all encompassing two volume scholarly reference comprised of 58 original and previously unpublished research articles that provide cutting edge multidisciplinary research and expert insights on advancing technologies used in educational settings as well as current strategies for administrative and leadership roles in education Covering a wide range of topics including but not limited to community engagement educational games data management and mobile learning this publication provides insights into technological advancements with educational applications and examines forthcoming implementation strategies These strategies are ideal for teachers instructional designers curriculum developers educational software developers and information technology specialists looking to promote effective learning in the classroom through cutting edge learning technologies new learning theories and successful leadership tactics Administrators educational leaders educational policymakers and other education professionals will also benefit from this publication by utilizing the extensive research on managing educational institutions and providing valuable training and professional development initiatives as well as implementing the latest administrative technologies Additionally academicians researchers and students in areas that include but are not limited to educational technology academic leadership mentorship learning environments and educational support systems will benefit from the extensive research compiled within this publication

Encyclopedia of Information Science and Technology, Fourth Edition

Khosrow-Pour, D.B.A., Mehdi, 2017-06-20 In recent years our world has experienced a profound shift and progression in available computing and knowledge sharing innovations. These emerging advancements have developed at a rapid pace disseminating into and affecting numerous aspects of contemporary society. This has created a pivotal need for an innovative compendium encompassing the latest trends, concepts, and issues surrounding this relevant discipline area. During the past 15 years, the Encyclopedia of Information Science and Technology has become recognized as one of the landmark sources of the latest knowledge and discoveries in this discipline. The Encyclopedia of Information Science and Technology Fourth Edition is a 10-volume set which includes 705 original and previously unpublished research articles covering a full range of perspectives, applications, and techniques contributed by thousands of experts and researchers from around the globe. This authoritative encyclopedia is an all-encompassing, well-established reference source that is ideally designed to disseminate the most forward thinking and diverse research findings. With critical perspectives on the impact of information science, management, and new technologies in modern settings including but not limited to computer science, education, healthcare, government, engineering, business, and natural and physical sciences, it is a pivotal and relevant source of knowledge that will benefit every professional within the field of information science and technology and is an invaluable addition to every academic and corporate library.

New Perspectives on CALL for Second Language Classrooms Sandra Fotos, Charles M. Browne, 2013-06-17 This practical handbook is designed to help language teachers, teacher trainers, and students learn more about their options for using computer-assisted language learning (CALL) and develop an understanding of the theory and research supporting these options. The chapters in *New Perspectives on CALL for Second Language Classrooms* synthesize previous CALL theory and research and describe practical applications to both second and foreign language classrooms, including procedures for evaluating these applications. The implementation of CALL at the institutional level is also addressed with attention to designing multimedia language laboratories and creating collaborative CALL-based projects between educational institutions. Although many chapters locate their descriptions of CALL activities and projects within the ESL/EFL setting, the principles and activities described are equally useful for other language settings. The book does not require prior knowledge of CALL, computers, or software. To assist readers, a glossary of CALL terms and an appendix of CALL Web sites are provided. The book also has its own accompanying Web site: <http://www.eribaum.com/callforL2classrooms>, presenting chapter abstracts, author contact information, and regularly updated links to pedagogical research and teacher development sites. By integrating theoretical issues, research findings, and practical guidelines on different aspects of CALL, this book offers teachers multiple levels of resources for their own professional development, for needs-based creation of specific CALL activities for curriculum design, and for implementation of institutional and inter-institutional CALL projects.

7 Steps to a Language-Rich, Interactive Foreign Language Classroom Anna Matis, John Seidlitz, 2019-02-28 The 7 Steps to a Language-Rich Interactive Foreign Language Classroom are research-based strategies designed to increase

comprehensible input and provide low stress opportunities for language output and interaction These practical techniques provide an essential foundation that ensures students are motivated and engaged while offering access points to any target language in a way that is easy to implement and comprehensively scaffolded

New Ways in Teaching Reading Richard R. Day, 2012 This second edition of *New Ways in Teaching Reading* bursts with new activities while retaining many of the features that made the first edition a best seller The activities chosen for this edition are inspired by state of the art trends in teaching reading to English learners Teachers now find numerous creative classroom ready activities in new and expanded categories like the Internet Fluency Young Readers and Extensive Reading The many activities and exercises come from teachers who have used them in their teaching of reading in esl and efl classrooms around the world It is the best possible type of resource one that is contributed by esl and efl reading teachers for esl and efl reading teachers

The Second Language Classroom James E. Alatis, Howard B. Altman, Penelope M. Alatis, 1981

Asian English Language Classrooms Handoyo Puji 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

Journal of Pan-Pacific Association of Applied Linguistics, 2004

Literature, Metaphor and the Foreign Language Learner Jonathan D. Picken, 2007-10-23 The value of work with literature has been argued for extensively in the applied linguistics literature The author builds on this by investigating the FL learner's perspective on work of this nature This empirical research sheds light both on how students deal with the challenge of making sense of literature in a foreign language and how they evaluate the experience of doing this The book highlights the role of metaphor in this experience and concludes with two pedagogy related chapters

□□□□, 2008 University of

Hawaii Working Papers in ESL ,2000

Extensive Reading In The Second Language Classroom Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Extensive Reading In The Second Language Classroom**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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