

Index

A few authors cited in the text are listed in the Index if the reference is either detailed or not connected to a specific work. For a listing of all authors and works mentioned in the book, refer to the References.

academic programs, second language, exten-

```
sive reading in, 44-5
                                                   oral, 148-50
administrators, attitudes of, 167
                                                   reaction reports, 143-8
adult education courses, extensive reading in,
                                                   summaries, 142, 148
                                                   by teacher, 137
affect, 21-31, 165
                                                 book reviews, 148, 153
  attitude in, 22-7, 30-1
                                                 books, see language learner literature; mate-
  impact of extensive reading approach on,
                                                      rials for extensive reading
    35-6
                                                 bookstrap hypothesis, 30-1
  motivation in, 27-30
                                                 bootstrapping, 30
  and second language reading, 21, 24-7,
                                                 Border, Rosemary, 70-1, 75
    28-30, 165
                                                 bottom-up processing, 12
attitude, 22-7
                                                 browsing, 130
  acquisition of, 23-5
  bookstrap hypothesis for, 30-1
                                                 children's literature, 58, 61, 64, 77, see also
  changes in, 22
                                                      materials for extensive reading
  classroom environment and, 25
                                                   books, 98-9
  defined, 22
                                                   magazines, 102-3
  extensive reading and, 26-7, 30-1
                                                 class readers, 46, 47-8, 133-4, 139
  first language reading and, 23-4
                                                 classroom activities, 126-55, 166
  model of, 23
                                                   attitude toward reading and, 25-7, 30-1
  second language reading and, 23-5
                                                   book talks by teacher, 137
  toward culture and people, 25, 26
                                                   class readers, 133-4
authenticity
                                                   classroom environment and, 25
  authentic text, 53-6, 64
                                                   curriculum issues in, see curriculum issues
  communication and, 60-1
                                                   free time, 135-6
  cult of, 53-6, 57
                                                   help for weak readers, 137-8
  defined, 54, 58, 60
                                                   individual counseling in, 127-8
  simplified text versus, 55–6, 59–60
                                                   library resources for, 107-17, 150-3
automatic word recognition, 12-14, 15, 16-
                                                   materials in, see materials for extensive
     18, 20
                                                      reading
                                                   ongoing guidance and, 126-7
Bassett, Jennifer, 67, 68-9
                                                   orientation of students to, 118-25
                                                   postreading activities, 140-55
book reports, 87, 142-50
  book reviews, 148, 153
                                                   read-alouds by teacher, 130-1, 139
  illustrations in, 147-8
                                                   reading laboratory, 134-5
```

book reports (cont.):

217



```
classroom activities (cont.):
                                                curriculum issues (cont.):
                                                   for extensive reading in second language
  rereading material, 132-3
  selecting materials, 130
                                                     programs, 40-4
                                                   homework, 90-1
  sustained silent reading (SSR), 7, 43, 123,
                                                   level of difficulty, 16-17, 91-3, 109, 112,
  teacher as role model for, 26, 129, 136-7,
                                                     121-2.124
    139, 166-8
                                                   materials, see materials for extensive
  timed readings, 132
                                                     reading
classroom library, 113-14, see also library
                                                   orientation of students to, 118-25
                                                   program evaluation, 156-63
    resources
cloze tests, 88-90, 157-8
                                                   student evaluation, 86-90
cognitive processes, 10-20, 165
                                                decoding, phonemic, 13, 15
  automatic word recognition, 12-14, 15,
                                                delivery system, 114
  interactive models for, 12-15
                                                diaries, reading, 87
                                                dictionaries, 93-4, 122-3
  knowledge hypothesis, 14-15, 18-19
  lexical access, 13-14, 15, 17-18
                                                difficulty levels of materials, 91-3, 109, 112,
  phonemic decoding, 13, 15
                                                     124, 172 - 3
  phonological representations, 14
                                                   comfort zone, 92, 121-2
  for second language reading, 15-19
                                                   i minus 1, 16-17, 18, 91-2
  top-down versus bottom-up processing,
                                                   laddering up, 91-2, 96-7
                                                   macho maxim, 92, 110, 121
Cohen, Andrew, 55
                                                drop everything and read (DEAR), 129
comfort zone, 92, 121-2
comics, 104-5
                                                Edinburgh Project on Extensive Reading
commercial language schools, extensive read-
                                                     (EPER), 48, 79, 134, 169-70, 217-18
                                                elaborated text, 59-60, 64, 65
    ing in, 44
communication
                                                EPER, see Edinburgh Project on Extensive
  authentic text and, 60-1
                                                     Reading
  content and language in, 65
                                                evaluation
  simplified text and, 60-1
                                                   of program, 156-63
communicative language teaching (CLT)
                                                   of students, 86-90
    movement, 54
                                                expectancy + value models, 27-8
comprehension
                                                extensive reading approach
  background knowledge and, 59-60
                                                   attitude and, 26-7, 30-1
  knowledge hypothesis and, 14-15
                                                   beginning second language readers and, 18
  level of difficulty and, 16-17, 59-60, 91-
                                                   bookstrap hypothesis for, 30-1
                                                   characteristics of, 7-9
  phonological representations and, 14
                                                   cognitive processes in, 16-19, 165
  questions to check, 141-2
                                                   defined, 5-6
  schema theory and, 14-15
                                                   goals of, 6-7, 45-6, 120, 157, 158-9, 164-5
counseling, individual, 127-8
                                                   impact on affect, 26-7, 29-30
critical thinking skills, extensive reading and,
                                                   impact on knowledge, 18-19
    44 - 5
                                                   impact on sight vocabulary, 16-17
curriculum issues, 40-9, 83-95
                                                   impact on spelling, 37-8
  amount of material to read, 84-6, 123
                                                   impact on vocabulary knowledge, 17-18
  classroom time for reading, 7, 43, 47, 90-
                                                   intensive reading versus, 5, 6
     1, 123, 128-9
                                                   motivation and, 29-30
  dictionary use, 93-4, 122-3
                                                   as pleasure reading, 3-5, 6, 7
  for extensive reading in academic pro-
                                                   scanning versus, 6
    grams, 44-8
                                                   skimming versus, 6
```



extensive reading programs, 81-168	Hill, David, 79, 85, 169
within academic programs, 44-5	homework, reading, 90-1
characteristics of, 7-9	
classroom practices in, see classroom	<i>i minus 1</i> level of difficulty, 16–17, 18, 91–2
activities	in-book opinion forms, 150–3
cost, 46	individual counseling, 127–8
curriculum decisions for, see curriculum	intensive language programs, extensive read-
issues	ing in, 43
evaluation of, 156–63	intensive reading, extensive reading versus, 5,
goals of, 6–7, 45–6, 120, 157, 158–9, 164–5	6 interests, student, 109–11
impact on affect, 35-6	introducing extensive reading, see orientation,
impact on linguistic competence, 37	student
impact on second language reading, 32-5, 38	Statem
impact on vocabulary, 36	Kerr, Rosalie, 72–3
impact on writing, 37	knowledge
institutional support for, 48–9	acquisition of, 18–19
libraries for, 107–17	and cognitive processes, 14–15
materials for, see materials for extensive	hypothesis, 14
reading	and simplification of text, 59
problems of using, 46–8	types of, 18–19
within second language programs, 40-4	Krashen, Stephen, 7, 16–17, 33, 38–9, 104
student evaluation in, 86-90	
student orientation to, 118-25	laboratories, reading, 134-5
studies on effectiveness of, 32-9, 167	laddering up, 91-2, 96-7
time allotted to reading in, 7, 43, 47, 84, 90–1, 123, 128–9	language learner literature, 61, 63–79, 169–72, <i>see also</i> library resources; materials
extracurricular activity, extensive reading as,	for extensive reading
41, 42-4	as art, 74-6
	authentic text in, 53-6, 60-1, 64
fairs, reading, 153-4	authors of, 170
fixations, eye, 12–13	best of English language, 169-72
flow experiences, 30-1	characteristics of, 64–5
free time, 135–6	development of, 64–7, 77, 79, 165–6
free voluntary reading, 7, 33, 39	difficulty levels of, 172–3, see also
	difficulty levels of materials
glossaries, 78	English language publishers of, 217
goals, program, 6–7, 45–6, 120, 157, 158–9,	English language series of, 213–16
164–5	gender of main characters in, 171
Goodman, Kenneth, 20	genres of, 77
Grabe, William, 17, 41	history of, 63, 170–1, see also West,
guidance, ongoing, 126–7	Michael
Baranito, Ongoing, 120 /	importance of content in, 76–7
11 (0.70	reader support and, 77–8
Hannam, Joyce, 69–70	reviews and awards, need for, 169, 171–2
Hedge, Tricia, 67	samples of, 68–74
Heinemann Guided Readers, 66	simplified text in, 56–8, 64–7, 97–8
Helgesen, Marc, 92, 138	learners' own stories, 99–100
high-school foreign language curriculum, ex- tensive reading in 43-4	lexical access, 13–14, 15, 17–18



library resources, 107–17, see also materials for extensive reading	motivation (<i>cont.</i>): model of, 28
budget for, 108-9	and second language reading, 28-9
cataloging and materials for, 112	motto of extensive reading, 121
checkout system for, 113, 115	movie adaptations, 97–8
displaying materials from, 115-16	Mowat, Ralph, 71–2
in-book opinion forms, 150–3	Music Man, The, 3
location of, 112-14	
popular books section, 150	negotiated evaluation, 90
purchasing, 111–12	newspapers, 100-1, 112, 115
size of program and, 107–8	notebooks, reading, 87
student interests and, 109–11	nervenie, renamy, er
student reading levels and, 109, 112	oral reports, 148-50
,,	orientation, student, 118–25
macho maxim of second language reading in-	difficulty levels of materials and, 121–2, 124
struction, 92, 110, 121	goals and, 120
magazines, 92, 102–3, 112, 115	materials and, 124, see also materials for
materials for extensive reading, 47–8, 53–79,	extensive reading
96–106, 169–73, <i>see also</i> classroom ac-	procedures and, 121–2
tivities; library resources	reading requirements and, 123
authenticity of, 53–6, 58–61, 64	reading requirements and, 123
bibliographies of, 106, 133, 172	Palmer, Harold, 5, 6, 9
children's books, 76–7, 98–9	phonemic decoding, 13, 15
children's magazines, 102–3	phonological representations, 14
comics, 104–5	pleasure reading, 5, 6, 7, 31
communication and, 60–1	popular books section, 150
difficulty levels of, 16–17, 91–3, 109, 112,	popular literature, 77, 103–4
121–2, 124, 172–3, <i>see also</i> difficulty	posters, 153–4
levels of materials	
lack of literacy merit in, 47, 96, 97–8	postreading activities, 140–55
language learner literature, see language	answering questions, 141–2 in-book opinion forms, 150–3
learner literature	
learners' own stories, 99–100	oral reports, 148–50 popular books section, 150
magazines, 92, 102–3	rave reviews, 153
motivation to read and, 29, 96–7	reaction reports, 143–8
newspapers, 100–1	reading fairs, 153–4
popular and simple literature, 103–4	summaries, 142, 148
readers, 63, 76–7, 169–217	wall displays, 154–5
reading targets and, 84–7	program evaluation, 156–63
simplicity of, 56–60, 61, 64, 97–8	analysis of results, 162
simplified text in, 56–8, 64, 97–8	audience for, 157
student selection of, 26, 121–2, 130, 150–4	goals of program and, 157, 158–9
translations, 105	methods of, 87–90, 157–62
young adult literature, 104	methods 01, 07 50, 157 02
Mikulecky, Beatrice, 7	questionnaires
Moore, Inga, 76–7	in program evaluation, 157–62
motivation, 27–30	student interest, 110–11
bookstrap hypothesis for, 30–1	questions, comprehension, 141–2
expectancy + value in, 27–8	questions, comprehension, 141-2
extensive reading and, 29–30	Rabley, Stephen, 76–7
materials and, 29, 96–7	reaction reports, 143–8
materials and, 27, 70 /	reaction reports, 175-6



readability formulas, 65–6, 85–6 read-alouds, 130–1, 139	second language reading instruction (cont.): integrating extensive reading into programs
readers, class, 46, 47–8, 133–4, 139	for, 41–4
reading	macho maxim of, 92, 110, 121
affective aspects of, 21–31	problems of, 3–4, 9, 25
cognitive aspects of, 10–20	unreality of, 4, 9
cultural attitudes in, 30, 118–19, 130	Shek, Mei Fung Elsa, 32–3, 167
defined, 11–12	sight vocabulary, 13–14, 16–17, 132
extensive, see extensive reading approach;	simplified text, 56–8, 64
extensive reading programs	authentic text versus, 55–6
interactive models of, 12–15	communication and, 60-1
materials for, see materials for extensive	comprehension and, 59-60
reading	content problems of, 57-8, 65, 76-7
in second language, see second language	language and, 59-60
reading	lists of words in, 57, 66–7
reading ability	literature and, 97-8
helping weak readers and, 137-8	from original text, 56-7, 97-8
motivation to read and, 29	readability formulas and, 65-6
student views, correlation with, 7	simple account, 57
reading aids, 77-8	simple original, 57
reading fairs, 153-4	simplified version, 57
reading laboratories, 134-5	skimming, extensive reading versus, 6
reading requirements, 123	Smith, Frank, 20
reading targets, 84-7	sociocultural environment, motivation to read
record keeping, 87-9	and, 30, 118
book report in, 87-8	"speech-first" view of language learning, 47
reading notebook in, 87	spelling, impact of extensive reading ap-
weekly reading diary in, 87-9	proach on, 37–8
requirements, reading, 123	struggling readers, helping, 137-8
rereading material, 132-3	student evaluation, 86–90
rule of hand, 121–2	book reports in, 87–8
	negotiated, 90
scanning, extensive reading versus, 6	reading notebooks in, 87
schema theory, 14-15	reading targets in, 86-7
school library, 113, see also library re-	reading tests in, 88–90
sources	weekly reading diary in, 87
second language reading	summaries, 142, 148
in academic programs, 44-5	sustained silent reading (SSR), 7, 43, 123,
affective aspects of, 21–31, 165	128–9, 138
cognitive aspects of, 15–19	
culture attitudes in, 30, 118–19, 130	targets, reading, 847
enjoyment of, 3–5	teachers
first language reading versus, 15	changes in roles of, 47, 136–7, 166–7
impact of extensive reading approach on, 35, 167	classroom activities of, <i>see</i> classroom activities
impact of previous experiences with, 24-5,	classroom environment and, 25
119	private libraries of, 114
materials for, see materials for extensive	reading aloud to students, 130-1, 139
reading	as role models, 26, 129, 136-7, 139,
second language reading instruction	166–8
focus of, 164-5	roles and responsibilities of, 166-8



```
tests, reading, 88-90
                                                 vocabulary (cont.):
                                                   incidental learning of, 17-18
time
  classroom, for reading, 7, 43, 47, 90-1,
                                                   reader aids for, 78
     123, 128-9, 138
                                                   rule of hand and, 121-2
  as reading target, 84-5
                                                   in selection of materials, 121-2
timed readings, 132
                                                   sight, 13-14, 16-17, 132
top-down processing, 12
topical knowledge, 18-19
                                                 wall displays, 154-5
translations, 105
                                                 "weighted pages" formulas, 85-6, 95
                                                 West, Clare, 73-4
uninterrupted sustained silent reading
                                                 West, Michael, 5-6, 9, 63, 67, 169,
    (USSR), 129
                                                      170 - 1
                                                 Widdowson, Henry, 57, 61-2
vocabulary
                                                 world knowledge, 18-19
  comfort zone and, 92, 121-2
                                                 writing
                                                   impact of extensive reading approach on, 37
  development of, 17-18
  dictionaries in development of, 93-4,
                                                   in postreading activities, 140-8
                                                 young adult literature, 58, 61, 64, 78, 104,
  impact of extensive reading approach on,
     18, 36
                                                      see also materials for extensive reading
```