## Contents

	The author and series editors	viii
	Introduction	ix
	Section One: Explanation—The nature of reading	
1	Reading and readers	2
1.1	What reading means	3
1.2		3
1.3	What being a reader means	5
1.3	Reading purpose	6
2	Written language: text and discourse	8
2.1	Reading and text	8
2.2	Reading and discourse	14
3	Reading and social role	19
3.1	Reading communities	19
3.2	Literacy events	20
3.3	Literacy or literacies?	21
4	Reading and social context	24
4.1	The immediate context of situation	24
4.2	The institutional context	26
4.3	The wider social context	27
5	Reading and social meaning	30
5.1	Genre	30
5.2	Schemas	33
6	The reading process	39
6.1	Reading as a psycholinguistic process	39
6.2	Reading as a unitary and selective process	42
6.3	Sociolinguistic factors in the reading process	43
6.4	The interaction between reader and writer	43

6.5	Submissive and resistant readers	45
6.6	Intertextuality	47
6.7	Conclusion	50
	Section Two: Demonstration—Teaching approaches and materials	
7	Early reading: teaching and learning	53
7.1	Getting started	53
7.2	Different views of the learning to read process	53
7.3	A skills approach to learning to read	54
7.4	Reading strategies	57
7.5	What do skills and strategies approaches look like?	60
7.6	Links with later reading strategies	62
8	The learning context: roles and purposes of second language learners	63
8.1	The social roles and context of learning of the second language learner	63
8.2	Reading for specific purposes	65
8.3	Reading for general purposes	68
8.4	Reading for pleasure in the second language	68
9	The role of the text in the second language classroom	71
(9.1)	Criteria for selecting material	71
(9.2)	Simple versus authentic texts	76
9.3	Assessing text difficulty	76
(9.4)	Simple and simplified texts	77
9.5	The notion of authenticity	79
10	Classroom reading procedures	82
10.1	Access to the context of situation	82
10.2	Access to content	86
11_	Texts and classroom procedures for critical reading	103
11.1)	Critical approaches to text selection	103
11.2	Heightening learners' awareness of their strategies and roles as readers	111
11.3	A critical reading procedure	114
11.4	Conclusion	122

	Section Three: Exploring reading	
12	Investigating reading in your own classroom	127
12.1	Focus on the reader	127
12.2	Focus on the text	133
12.3	Focus on classroom reading procedures	136
	Glossary	145
	Further reading	149
	Bibliography	151
	Index	157