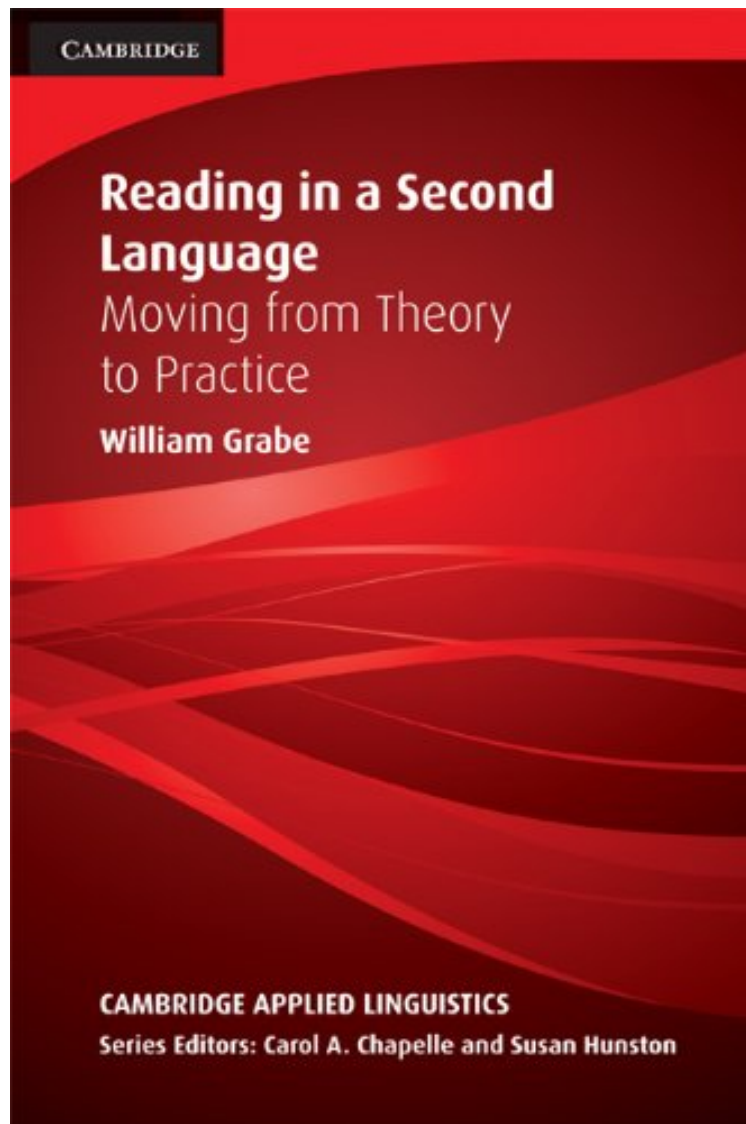


[Library ebook] Reading in a Second Language: Moving from Theory to Practice (Cambridge Applied Linguistics)

Reading in a Second Language: Moving from Theory to Practice (Cambridge Applied Linguistics)

Von Grabe

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Von Grabe : Reading in a Second Language: Moving from Theory to Practice (Cambridge Applied Linguistics) before purchasing it in order to gage whether or not it would be worth my time, and all praised Reading in a Second Language: Moving from Theory to Practice (Cambridge Applied Linguistics):

KundenrezensionenHilfreichste Kundenrezensionen0 von 0 Kunden fanden die folgende Rezension hilfreich. Theories

of reading Von Casey This book makes extremely interesting reading for anyone who wants more than an overview of the theories of reading -- the skills required, how these are developed, etc. However, the author does not spend much time "moving to practice," as the title implies. Teachers will have to figure that out themselves.

Kurzbeschreibung This volume, through a detailed treatment of the cognitive processes that support reading, explains how reading really works. It offers a thorough overview of important and current research, including first language research, which is not often found in second language acquisition (SLA) publications. This book is a true example of applied linguistics; it makes well-defined linkages between theory and practice, discussing the implications and applications of second language reading theories on instructional practices. It is a valuable resource and reference for action researchers, curriculum designers, teachers, administrators, and those interested in exploring theoretical issues grounded in instructional contexts. ber das Produkt This book analyzes important and current theories of reading and their implications for reading instruction. Kurzbeschreibung This volume, through a detailed treatment of the cognitive processes that support reading, explains how reading really works. It offers a thorough overview of important and current research, including first language research, which is not often found in second language acquisition (SLA) publications. This book is a true example of applied linguistics; it makes well-defined linkages between theory and practice, discussing the implications and applications of second language reading theories on instructional practices. It is a valuable resource and reference for action researchers, curriculum designers, teachers, administrators, and those interested in exploring theoretical issues grounded in instructional contexts.