Combining Beneficial Strategies from both Intensive and Extensive Reading Approaches for More Effective and Enjoyable Language Learning

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Both Extensive and Intensive Reading approaches have their advantages to offer at different stages of reading instruction. This article overviews how major comprehension and vocabulary learning strategies and component techniques from these two approaches to the teaching of reading can be made more mutually supportive for first or second language learners. It recommends various activities and instruments to help improve instruction and learning of effective reading strategies through both Intensive (IR) and Extensive Reading (ER) approaches.

Techniques for IR are generally used during in-class instruction and those for ER may be used in school, but the aim is to practice them out-of-class also. This writer's reading model (shown in the Appendix) incorporates various cooperative and communicative learning strategies and activities to make reading programs more balanced and effective, and also more motivating and enjoyable than single approaches (e.g. solo SSR/ Sustained Silent Reading) often are. Activities presented in this article (briefly explained during this JALT Presentation) can be used to increase the effectiveness of both Extensive and Intensive Reading classes.

インテンシブ及びイクステンシブリーデイングの両方ともリーデイング教授法では違った段階に於いて有利である。この論説は包括的な理解力と語彙習得作戦がL1、L2にとって如何にインテンシブ及びイクステンシブリーデイング作戦がお互いをサポートするために用いられているかを示す概観である。インテンシブ及びイクステンシブリーデイングアプローチの両方を用いて教える者と学ぶ者にとって、より効果的なリーデイング作戦として種々のグループ活動や測定方法を用いる事を薦めている。

Components of Fluent Reading and Approaches for Teaching

Reading is a complex, multi-faceted activity, involving a combination of both lexical and text-progressing skills that are widely recognized as being interactive (Rumelhart, l977). This being the case, an enlightened and eclectic combination of many reading approaches focusing on various important reading purposes and strategies is a more realistic way to teach reading, rather than relying solely on a single approach.

Two major approaches have been used for developing reading skills, intensive and extensive reading. Both approaches have important roles to play in helping learners to gain fluency, first in the critical area of vocabulary and word recognition, and then in developing better reading comprehension skills. In addition, foreign language readers benefit from intensive reading and strategies training practice, which help them to develop essential common core vocabulary and speed-reading skills (Mountain, 2003) needed for effective informational reading. Yet students could also benefit from more free-reading outside class, and from instruction in how to do free-reading more enjoyably.

Intensive Reading practice can focus more intentionally on essential core vocabulary, patterns of text organization and types of text processing needed to adequately comprehend text. Intensive reading activities are beneficial for four main reasons: to help learners comprehend written texts, to become more aware of text organization, to learn how to use and monitor effective reading strategies, and to develop general literacy skills necessary to generate productive expressions in L2 (Paran, 2003, p. 40). A well-balanced second language reading program should include three main foci: 1) vocabulary development activities, 2) intensive classroom reading, and 3) extensive out-of-class free-reading activities.

Various reading skills and strategies used by readers to derive meaning from text are noted by Aebersold and Field (1997, p. 16). Grabe (1991) characterized fluent reading as having these six components: 1) automatic word recognition skills, 2) structural and vocabulary knowledge about words, 3) formal discourse structure knowledge, 4) background knowledge about content and the world, 5) skill in using essential reading strategies, evaluative skills and an ability to synthesize or compare texts, and 6) an ability to monitor one's own reading skills and strategies (known as meta-cognitive knowledge).

This Reading Skills Taxonomy (shown in Appendix) is unique in that it incorporates a Depth of Lexical Processing Scale (Loucky 2003b, 2005) as its basic principle for organizing essential lexical processes along with basic types of reading comprehension within its grid. This is the author's (2003b & 2003c) proposed model of the major cognitive phases of reading. These essential text-decoding and meaning-encoding strategies can be systematically taught and practiced by students who want to become more language proficient. Language and language arts teachers need to combine the advantages of both Intensive and Extensive Reading to help learners develop good receptive and productive communication skills. Benefits of Extensive Reading include these characteristics, summarized from Day & Bamford (1998, pp. 6-8):

1) Students read as much as possible . . .

2) A variety of materials on a wide range of topics is available so as to encourage reading for different reasons and in different ways.

3) Students select what they want to read . . .

4) The purposes of reading are usually related to pleasure, information and general understanding. . .

5) Reading is its own reward. . .

6) Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.

7) Reading is individual and silent . . .

8) Reading speed is usually faster . . .

9) Teachers orient students to the goals of the program, explain the methodology, keep track of what each student reads, and guide students in getting the most out of the program.

10) The teacher is a role model of a reader for students. . .

Newman and Green (2004) recommend incorporating Book Clubs into a balanced reading curriculum, which also includes a traditional reading skills textbook. These offer learners opportunities to bond socially, share insights and impressions communally, and select reading materials for free reading outside of class. These built-in support groups enhance motivation by offering them choices among graded readers read and later discussed together in groups. Book club readings are easier than many intensive readings, and stress reading for pleasure as well as developing such skills as "re-telling, summarizing, reflecting, clarifying, recalling details and vocabulary, and sharing their reactions to the story. . . [writing] book reviews to synthesize their understanding of the story and their personal impressions of it" (p. 24). Dubravcic (1994) expanded on these teaching strategies by presenting many other activities.

Steps for using Book Clubs in ESL/EFL Programs include: 1) Forming similar level reading groups so as not to be overwhelmed by readings (if over five unknown words exist/page); 2) Team-building activities, such as choosing a name, and discussing things in a warm atmosphere; 3) Setting up graded readers divided into different levels for Book Club groups to choose (Ex. 5/Semester); 4) Get started by modeling the first book per group; 5) Wean them from over-reliance on translation and dictionary-dependency by teaching good previewing and predicting skills, informed guessing from context, chunking and phrase reading, getting the gist, etc.; 6) Groups make their own reading schedule, building ownership and accountability; 7) Read as smoothly as possible outside of class, re-reading where needed; 8) Present summaries and impressions to one's group, learning to analyze stories using book parts and literary terms; 9) Cooperate in answering any comprehension questions or story flow-charts provided (as in Stern's *World Folktales*); and finally 10) Big Book Clubs can combine reading groups or classes for final, casual book sharing fairs. Here learners can share their insights, retell or act out stories, and discuss character development and literary themes. Then they form new groups for the next set of books read together.

Advantages of using such Extensive Reading approaches along with other language classes, including intensive readers that focus more on particular skills or vocabulary, are that students feel more natural pleasure in free-reading that is shared socially and discussed together in smaller groups without formal tests. After group discussions students often do Book Reports to develop language expression abilities to support opinions and give evidence of having read the books. Since group discussion in social settings provides young people with increased motivation for reading, Newman and Green point out that more "real communication takes place. Of course, these repeated recountings to different audiences only serve to reinforce knowledge of the vocabulary students have been exposed to" (p. 28).

Based on general findings by various reading researchers, Grabe (1991) developed some useful guidelines for reading programs, which need modifications for ideal use in second or foreign language situations, or when computer adaptive testing is used (Grabe, 2000). These include the following seven general principles:

1) Reading should be taught in the context of a content-centered integrated skills curriculum, since content provides motivation and integration reinforces learning.

2) Individualized instruction should additionally be provided in a reading lab, including a range of skills and strategies (timed reading, vocabulary learning strategies, etc.).

3) Sustained silent reading should be encouraged to develop automaticity, confidence, and enjoyment.

4) Reading lessons should take account of background knowledge through pre-, during, and after reading tasks.

5) Specific skills and strategies should be practiced consistently. The nature of these skills will depend on the group and its goals.

6) Group work and cooperative learning should promote discussions of the readings and explorations of different task solutions and textual interpretations.

7) Students need to read extensively and to learn by reading.

    (p. 375).

Most of these skills are focused on in varying degrees in classes using Content-based or Intensive Reading approaches. Many aspects of both IR and ER might be better facilitated by CAI/CALL and Web-based methods and materials, as shown in Table 1.

Table 1. Combining Advantages of Intensive & Extensive Reading

INTENSIVE READING SKILLS versus	EXTENSIVE READING SKILLS
Stresses Development of Specific Reading Skills:	A. Self-Chosen Materials often more interesting
A. Word-Recognition (Basic Elementary Phonics)	B. Broader Cross-Cultural Content Encouraged
B. Meaning Comprehension Skills Stressed	
C. Focused Development of Vocabulary,	C. Faster Reading to Increase Speed
Grammar, Study Skills, Inferencing	
D. Comprehending Details vs. Main Ideas	D. Analytical Reading
E. Understand Literal vs. Inferential Data	
F. Understanding Patterns of Organization	E. Synthetic Comparative Reading (Topical)
G. Transitional vs. Relational Words	
H. Understanding Author's Bias & Purpose	F. Improved Motivation for L2 Reading
I. Reading to Increase Comprehension Speed	
1) Scanning to Locate Specific Information	G. Greater Entertainment & Enjoyment
2) Skimming for Main, General Ideas	(Lower Anxiety & Better Affective Factors)
J. Encourages Repeated Encounters (shown to be needed for acquisition of new vocabulary)	H. Wider Range Reading for Pleasure
K. Often uses Simplified Texts & Exercises	K. Stress on using Authentic Readings

Recommendations

ESL/EFL teachers should help learners focus on and practice beneficial strategies for improving their TL vocabulary, reading skills, and reading fluency. Table 2 presents a "Depth of Lexical Processing Scale", showing essential phases of vocabulary building. These are further spelled out below in the Appendix, which seeks to combine the benefits of both Intensive and Extensive Reading types, techniques, and strategies to improve comprehension and vocabulary development. Pedagogical reasons for a "Strategies Approach" to both vocabulary and comprehension skill development follow.

Due to lack of time for an extensive word by word curriculum and due to the few lessons per week many adult learners have for ESL/EFL reading, a relatively brief but comprehensive and systematic program that teaches essential and effective strategies is necessary, as outlined in the Appendix, including these 12 lexical phases:

Table 2. 12-Phase Depth of Lexical Processing Scale: Taxonomy of Essential Phases of Vocabulary Learning (Combined with Stern's 10 Learning Strategies)

PHASE	1	2	3	4	5	6
TLV Word	**Attend-Assess**	**Access**	**Archive**	**Analyze**	***Anchor**	****Associate**
(Stern, 1975)	*Planning Strategy	*Semantic Strategy	*Active Recording Strategy	*Monitoring Strategy	Mnemonic Linking Strategies	*Empathic Strategy
	7	**8**	**9**	**10**	**11**	**12**
*Stern's 10	*Communication Strategy	*Review/Practice Strategy	*Formal Assessing Strategy	Maximizing Encounters Strategy	*Experimental Revising Strategy	*Internalization Strategies
*Aims to Build up ST Memory	**Activate Productively**	**Review Recycle Practice Strategy**	**Reassess Posttest**	**Relearn Remeet Repeat ReCycle Again**	**Elaboration /Expansion of the L2 Mental Lexicon**	**Automatic Recognition / Production or Internal Assimilation**
**Aims to Embed into LT Memory	"Expressively Use it or Lose it"	Repeat/ Re-meet TLV Again	Reevaluat-ing Strategy	(Richards, 1976: 83)	TLV meet Richard's 7 Fluency Criteria	TLV may be said to be "Fully Acquired"

TLV=Target Language Vocabulary; *Stern included these 10 learning strategies.

This scale can be taught and used in three-step stages or segments. There are also three forms of the scale—8-, 10-, or 12-Part Depth of Lexical Processing Scales. Classes initially may learn the shorter 8-phase scale for self-monitoring. Teachers may use a 10-Phase Scale, where ten points are allocated for each of the first ten stages x 10=100%. If time permits, add activities which require more elaboration/expansion of the L2 mental lexicon, as well as more internalization strategies to build automatic recognition and production, aiming for holistic, full acquisition.

Techniques for building word knowledge introduced by the Jamestown series (2004) include six vocabulary learning activities. Memory building techniques include: 1) *Draw It Game*—sketching what a word represents (best with concrete nouns and actions; 2) *Write It Game*—answering questions about the word's meaning, similarities, or examples; and 3) *Manipulate It*—interacting with new words by listing synonyms, opposites, rhymes, sentences using it, breaking into word parts, or creating word webs of association. Vocabulary learning activities include: 4) *Word Tables*--recording columns of new word information, drawing illustrations of them as memory clues; 5) *Word Grids*--to make mental connections and build various kinds of word associations; and 6) *Word Boxes*—contributing to a class Word Box by giving self-chosen words from reading selections, including definition, selection title, page, and the student's signature. This becomes a fun guessing game for the class, in which contributors can help teach each other unknown terms.

While there are many possible ways of categorizing and defining the complex interactive processes that make up reading, combining these essential comprehension and lexical processing strategies, techniques, and skills of seven basic types of reading (as shown in the Appendix) has proved to be a helpful way to combine the benefits of both IR and ER. Various learning strategies are integrated within this holistic model of reading. Four major characteristics of good reading to include in any effective reading program, whether IR or ER in either L1 or L2 are these: 1) Adjusting reading rate or flexibility, 2) Building comprehension and retention skills, 3) Developing concentration ability, and 4) Critical and creative evaluation and insight. The uses and purposes of these reading types, strategies, and techniques overlap under each of these four categories of effective reading.

The Appendix combines insights about seven basic types of reading with this writer's Depth of Lexical Processing Model (Loucky, 2002, p. 135), which was taught to these students to give them a broader system for combining many effective vocabulary learning strategies together with those of Intensive and Extensive Reading. Basic components which make up each strategy are listed, including optional techniques, to help learners vary their use of these strategies for greater interest, retention, and enjoyment.

Important reading comprehension styles, skills, and strategies for teachers to model for students' regular use are incorporated into this Reading Taxonomy, including Jamestown Educations' six strategies to use during reading: 1) Monitoring comprehension, 2) Solving reading problems, 3) Personalizing or Connecting with real life experiences, 4) Commenting or Interpreting by organizing within advanced graphic organizers (GOs), 5) Visualizing, and 6) Predicting. We would also add another important strategy, 7) Social

Interaction or Sharing about a reading with peers and teachers, a skill which can especially help foreign language learners to develop better productive fluency. Step 4 may be helpfully divided into a) Commenting or Interpreting vs. b) Organizing within advanced graphic organizers, such as Narrative Plot Summaries, Rhetorical Organization Schemes or Flow-Charts, etc. Naturally, well-organized text is easier to process and comprehend.

For each of the seven points above teachers need to *teach, model,* and *provide practice* in appropriate use at strategic points during the reading process. The goal is for these seven effective reading practices to become *active reading strategies for our students*, since they are strategies which efficient readers *use automatically* in the process of reading fluently. A useful acrostic to use when promoting such "Active Reading" is this: an ACTIVE reading teacher is one who:

Activates prior knowledge,

Cultivates vocabulary development,

Teaches for comprehension,

Increases reading fluency, flexibility and speed,

Verifies effective strategies are being used, and

Evaluates individual progress.

Other effective strategies for improving comprehension are shown in the Appendix.

Effective lessons often pre-plan which strategies to teach and practice, as various strategies are needed at different stages of lexical and text-processing. As Rhoder (2002: 498) commented, "Promoting active, mindful reading and teaching students to use strategies is every teacher's responsibility." Four strategies appropriate to use before reading are: 1) Acquiring critical core vocabulary (High-frequency keywords), 2) Activating prior knowledge, 3) Previewing the selection, and 4) Setting a purpose for reading. Various arrangements may be used during reading, such as guided, silent, paired, choral, echo, or radio reading. Strategies which improve learners' comprehension and critical thinking skills include post-reading activities and strategies that help learners to better review, analyze, reflect, and respond to what they have read.

Retelling orally, writing outline summaries, completing exercises, Graphic Organizers (GOs), or other elaboration activities serve to extend comprehension and communication skills. "By sharing their responses, students' involvement in the story deepens. The story becomes more meaningful, and students are more likely to retain what they have read" (Jamestown Education, 2004, p. 19). Students can develop a summary or GO together, thus improving their communication and cooperative learning skills simultaneously. Another technique that uses the advantages of collaboration for language development in content classes is Collaborative Strategic Reading (CSR). By giving learners specific group roles, such as *leader, chunk expert, encourager*, and *time-keeper*, active involvement is stimulated among students. Activities such as recording their learning experiences in CSR learning logs, filling in GOs such as semantic maps, or other vocabulary or comprehension games help to foster greater interest and retention among learners.

During CSR, as described by Klingner and Vaughn (1988, p.73), "students of various reading and achievement levels work in small, cooperative groups to assist one another in applying four reading strategies to facilitate their comprehension of content-area text: 1) Preview… 2) Click and chunk…; 3) Get the gist…; and 4) Wrap-up….Initially, the classroom teacher presents the strategies to the whole class using modeling, role playing, and teacher think-alouds. Students learn why, when, and how to apply the strategies " Prior to reading, recalling relevant background knowledge is appropriate to help learners activate these schema and topical or semantic fields they will be reading about, followed by predicting what the text will be about. During reading learners monitor words, concepts and chunks of meaning, helping each other with repair strategies for areas of text they have not understood. During and after reading learners can be asked to restate main ideas, outlining or retelling these to other learners. Finally, summarizing should be followed by learners reviewing and responding to main ideas or story events by generating their own discussion questions and feedback, or by responding to the teacher or other groups. These steps are all incorporated well in Jamestown texts (Jamestown Education, 2004).

Several major forms of GOs useful at any stage of reading are introduced by the Jamestown series (Jamestown Education, 2004) to help develop *automaticity of use*, all of which are useful techniques for more effectively guiding learners' reading comprehension processes, and several other techniques are given for vocabulary development. The former include the use of: 1) a KWL (charting "What I Know, Want to know, and Learned") Plan for reading non-

fiction, 2) SQ3R (Survey-Question-Read-Recite-Review) for reading textbooks, and 3) Story Maps or Story-Boarding (charting setting, characters, problem, main events and solution) for reading fiction. An excellent example of a text incorporating such reading activities would be Stern's *World Folktales* (1995).

All of these reading comprehension and vocabulary building activities can be effective when combined to help build reading fluency (defined as "smooth, accurate reading at a steady pace"), since students improve more when they are more involved in the learning process (Manginn, 1990). Two additional instructional methods that can help give learners increasing ownership of their reading and vocabulary learning processes are Reciprocal Teaching with Levels of Scaffolding, and Think-Aloud Modeling of effective strategy use. First between teachers and learners, and later within groups, these four strategies are involved in Reciprocal Teaching—Summarizing, Questioning, Clarifying, and Predicting. Likewise four levels of scaffolding accompany it: "Explicit Instruction," and then "Modeling," to "Teacher-led Discussion" of student strategy use, finally reaching "Independent Student Use" of modeled strategies in simple, logical and step by step think-aloud protocols. Instructional Groupings giving students more chances to practice these strategies include Cooperative Learning Methods, Think-Pair Share Collaboration Groups, Interview Pairs, Jigsaw Collaboration extension projects, and Peer or Teacher-Conferencing in which learners receive explicit, substantial, and positive feedback at regular intervals (encouraging them to set/reach realistic learning goals). In addition they can be helped

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to better assess their strengths and weaknesses in both vocabulary and comprehension skills and strategy use, learning to better monitor their progress. Teachers can help learners set or record both reading and vocabulary learning goals after checking for fluency by interviewing them about strategies they are using or failing to use. "Pointing out student's strengths after reading provides encouragement, and focusing on one or two key tasks that will improve the student's reading provides the student with specific goals" (Jamestown 2004, p. 13).

Five things students can be encouraged to do in Cooperative Learning Groups are to: 1) Solve problems together in a calm manner, 2) Cooperate rather than compete, 3) Contribute ideas to the group, 4) Help in making good group decisions, and 5) Listen carefully to learn from each others' ideas (Brown, 1990; Kagan, 1992). Johnson and Johnson (2004) described five essential characteristics of cooperative learning that reading group activities can try to include—"a) positive interdependence, b) considerable face-to-face interaction among students, c) individual accountability, d) explicit social skills instruction, and e) process evaluations following each session. (Klingner & Vaughn, 1999)" (p. 74).

Houghton Mifflin's "Soar to Success" series (1999) integrated instructional steps, guiding student readers through selected "Reflections," "Notes to Clarify," and "Graphic Organizers" in five basic logical pre-reading instructional steps, including: 1) Revisiting—discussing self-selected books with teachers; 2) *Reviewing*—summarizing yesterday's reading; 3) *Rehearsing*—thinking ahead or predicting the day's reading; 4) *Reading*—and discussing, using

"Reciprocal Teaching," becoming teacher or group discussion leader; and 5) *Reflecting and Responding* to one's reading—by filling in "Student Guides" or "Graphic Organizers" or by discussing strategies (e.g. Story Maps) used.

Teachers must first model each new strategy to focus learners' attention and develop their awareness of its potential and importance for achieving better reading comprehension. In "Reciprocal Teaching" students can then take turns assuming a teacher's role to show how they have used one of these four strategies in their reading: 1) *Clarifying*—unclear words or points in the text; 2) *Predicting*—coming story events or what we will learn next; 3) *Questioning*—asking others a question after reading; and 4) *Summarizing*—what has been read and how. Learners should be asked to tell both the gist of stories read and also how they used helpful strategies to figure out new words and meanings. Three excellent prompt questions after reading any story or selection are to ask "Which vocabulary learning strategies most helped you to understand new word meanings?" or "Which comprehension strategies most helped you to understand this selection?" and "How did they help you?"

Good readers have at least these five major characteristics—1) Reading rate flexibility; 2) High levels of comprehension and retention, 3) Ability to focus attention, ask questions, and predict accurately about various texts; 4) Skill in critical evaluation; and 5) High vocabulary levels which facilitate automatic recognition of common words read. Poor readers are hampered by obstacles in some or all of these same areas. Teachers can help learners improve in their use of each of these essential reading areas and

component skills (displayed in the Appendix). Showing learners these strategies and giving students such overall grid taxonomies can also be helpful in raising awareness and ability to monitor their own use of important types of reading comprehension and vocabulary learning strategies.

Applying key concepts of L1 reading research and instruction to L2 situations, effective L1 reading programs generally incorporate these major elements—vocabulary building, daily reading, explicit teaching of key reading skills and strategies, followed by fluency building and practice. Native language arts programs usually integrate reading and literature with other communication skills development. Foreign language learners in particular benefit from a well-focused, intentional, well-integrated, and intensive vocabulary development program.

The Appendix chart of essential reading strategies provides a useful taxonomy to guide teachers and students in their processing of new texts. The Jamestown series also offers excellent sample questions and advanced Graphic Organizers for each of these stages of lexical and text-processing to help guide students in monitoring their use of effective learning strategies. This Vocabulary Learning Strategies Taxonomy (Loucky 2003b, 2005) can be used as a basis for guiding language learners in their vocabulary development, to monitor how deeply learners are processing new terms and text, or where more explicit instruction and computerized tools may be effectively employed to aid their lexical development. Use of such a taxonomy can help learners to simultaneously deepen and widen their processing strategies and use of new TL vocabulary while building higher critical or creative reading and reasoning skills.

Recommended reading software useful for computerized Extensive Reading includes *EyeQ's* World's 100 Greatest People and World's 100 Greatest Books; *ReaderRom's* 10,000 books on 4 CDs and various Atlas and Encyclopedia reference CDs, and *Rocket Reader*. Excellent history reading software is *Eyewitness History of the World*. (More have been highlighted in Loucky 2003b, 2003c, and the Websites below.)

Wider Extensive Reading is helpful for broadening exposure to target language meanings and forms, while Intensive Reading serves to deepen cognitive processing through learning and practicing specific lexical and reading comprehension skills and strategies in a more clearly focused and intentional manner. As more of these steps are systematically incorporated into a student's processing style and repertoire of learning strategies, their lexical processing becomes deeper and more thorough, especially if teachers can help students develop not only more receptive understanding, but also better productive use of new TL structures and meanings.

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Appendix: Combining Benefits of both Intensive and Extensive Reading Types
(Loucky's 2002 Model of Reading Comprehension and Vocabulary Processing)

A. Techniques and Strategies to Improve Comprehension

Reading Types:	**Component Techniques:**	**Strategies:** (Vary from basic to optional with type)
1) SURVEY READING	Determining Purpose	Estimate Time/Difficulty
2) SPEED READING	Overview & Data-Gathering	Skimming or Scanning
3) PHRASE READING	Phrase Reading	Structure by Sense Units
4) CLOSE READING (with Annotations; Do I read ahead, re-read, ask for help?)	Monitoring Comprehension (Do I get meaning? Understand & Repair Break-downs?)	Solve/Fix Reading Problems Summarizing Story Line or Text's Rhetorical Structure
5) INQUIRY READING	Questioning; Data-Gathering	Making Inferences
6) CRITICAL READING (Judgments/Insights/Notes)	Comparison & Synthesis Asking/Commenting about Text	Connecting/Personal Relating Use Graphic Organizers
7) ESTHETIC READING	Visualizing Scene/Characters Evaluating Clues & Guessing Summarizing/Dramatizing	Picturing Action Predicting Outcomes Retelling/Re-enacting

B. Vocabulary Development Strategies

Vocabulary Learning Strategies:	Lexical Processing Phase/Goal/Focus:
1) Attend and Assess—Notice and Evaluate	Evaluate degree of word knowledge
2) Access—Connect	Ascertain or ask meaning in context
3) Archive—Keep (Save & Sort)	Record new word meanings somehow
4) Analyze—Divide & Conquer	Divide by Grammar/Origins/Meanings
5) Anchor—Fix in ST Memory (Avoid Interference of "false friends")	Use Visual/Auditory Mnemonic Devices as ST Cues/Links/Triggers
6) Associate —Relate to Simple Topical Keywords Conceptually & Network them	Organize into Semantic Field Categories; by Collocations/Common Expressions
7) Activate—Use Productively	Actively use expressively ASAP Recall new words from Memory Links; Reproduce/Retell/Re-enact Stories, etc
8) Anticipate—Expect & Predict Meaning in text by looking ahead	Build up one's "predictive Anticipatory Set" skills
9) Reassess Learning–Recheck/Improve	Post-test any TL vocabulary or VKS
10) Relearn/Recycle--Review words missed again in new contexts often to extend & reinforce their meanings and long-term retention.	A. Re-meet TL words again in repeated encounters often for meaning enrichment; B. Build up Automaticity and Long-Term Retention Skills via elaboration activities.

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Keywords: Reading types, techniques and strategies; Intensive Reading; Extensive Reading; Lexical processing taxonomy; Semantic Field Keywords; Graphic Organizers; Reciprocal Teaching and Cooperative Learning Methods

Websites: www.CALL4ALL.US. Author's CALL World Directory is an Encyclopaedia of Internet's major language learning sites, CALL organizations and WebRings, Web Dictionaries in all major languages, 17 Online Reading Labs, text and book readability tools, and word frequency lists/bands that can all help to maximize language learning online; http://www.renlearn.com/ and http://ww.exteniveredin.nt/er/ERChar.html - Extensive Reading Website; http://www.geocities.com/yamataro670/readinglab.htm - Balsamo's Online Reading Lab.

Graded Readers: ABeka Book (http://abekabook.com/); Oxford Bookworms; Longman Easystarts & Originals; Cambridge Variety Readers; Yohan's Ladder Series, etc.