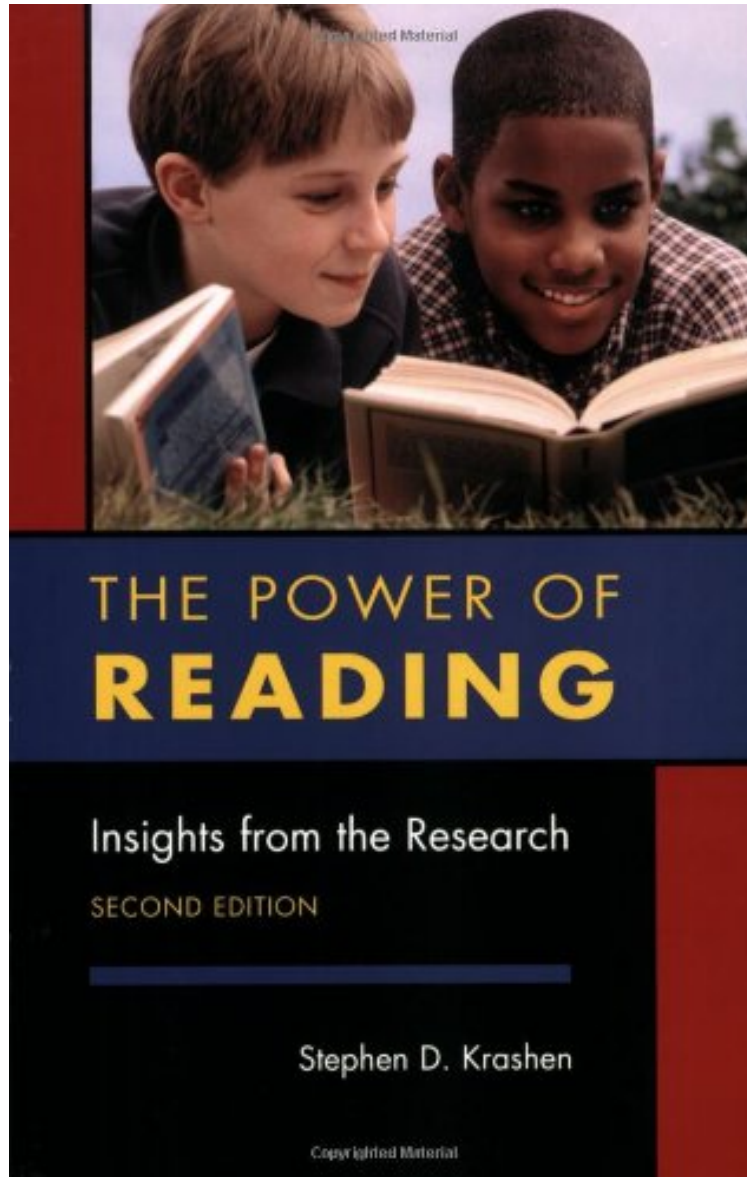


# The Power of Reading: Insights from the Research, 2nd Edition

*Stephen D. Krashen*

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**Stephen D. Krashen : The Power of Reading: Insights from the Research, 2nd Edition** before purchasing it in order to gage whether or not it would be worth my time, and all praised The Power of Reading: Insights from the Research, 2nd Edition:

8 of 8 people found the following review helpful. A Survey that Supports Free Voluntary ReadingBy Elvin OrtizStephen Krashen's argument in this book is no different from his hypotheses on second language learning.

Students will develop full literacy if they are exposed to reading in a natural manner, free from the constraints of skill-learning that often controls classroom learning. Full literacy means that readers develop properly reading comprehension skills, acquire large amounts of vocabulary, improve spelling, and develop writing styles. The research overwhelmingly supports the fact that when students are encouraged to read on their own, and when they read what they like (what Krashen calls Free Voluntary Reading or FVR) readers will benefit exponentially as opposed to the poor effects of direct instruction in the classroom. Although this idea is already popular among educators, Krashen's efforts at documenting the research is definitely appreciated by teachers and professionals in this field. Beside proving that FVR has a strong impact on reading, Krashen discusses in detail and supports with research, the kind of literature that students like to read; examines how helpful this literature helps students in the different types of reading skills; and discusses ways in which schools can address the problem of accessing good reading materials. Krashen does not simplify his case by putting the blame on anyone specifically. He explores the socio-economic factors that impede learners from having access to books and recommends that schools should better equip their libraries with books that kids like to read, for example: comic books, teen romances, children books, mystery and scary books. He also discusses these genre to show why these types of texts benefit learners in becoming literate. He also calls for more money to build better libraries. He also makes a case that reading improves writing skills and develops writing styles, but he admits that not much research has been done on this area. Each section is also accompanied by the effects of FVR on second language learners. Although I agree with Krashen on the FVR, his case against direct teaching is not as compelling as his arguments for FVR. His survey on research on the effects of direct teaching is sparse, and perhaps unfair. Without questioning the enormous benefits of reading on one's own, my own teaching experience shows me how essential direct teaching is as long as it is not limited to drills and pure questioning. I do believe that direct instruction improves significantly on reading comprehension. Other texts that provide research making a case for the importance of direct instruction are William Grabe's *Reading in A Second Language* and I.S.P. Nation's *Teaching ESL/EFL Reading and Writing*. Although these texts address second language reading, they point out to the importance that direct instruction with proper strategies improves reading comprehension skills significantly. Many other texts on reading addressing meaningful strategies to read better also suggest that direct instruction has a great effect. However, Krashen does make one compelling argument: that stressing too much on direct instruction will never compensate for the lack of reading environment that often surrounds the young lives of many poor families. This is a caveat to ask schools to place a greater emphasis on effective reading libraries and to support programs where kids may have access to books that would be attractive to them. In spite of the above disagreement, this book is a must for anyone who wants to enrich the reading world for learners and for novices on research, who may find this book rich in research topics. 1 of 1 people found the following review helpful. Voluntary Reading By Peggy Research based, engaging and informative. What every Reading professional knows- when given free choice, a child will read. Self-selection is the key to engaging readers. 0 of 0 people found the following review helpful. I had to get this for grad school, so ... By KariK82I had to get this for grad school, so it wasn't a pleasure reading - but it was very informative.

Continuing the case for free voluntary reading set out in the book's 1993 first edition, this new, updated, and much-looked-for second edition explores new research done on the topic in the last ten years as well as looking anew at some of the original research reviewed. Krashen also explores research surrounding the role of school and public libraries and the research indicating the necessity of a print-rich environment that provides light reading (comics, teen romances, magazines) as well as the best in literature to assist in educating children to read with understanding and in second language acquisition. He looks at the research surrounding reading incentive/rewards programs and specifically at the research on AR (Accelerated Reader) and other electronic reading products.

"One could term this book as a major cannon in the reading research wars. Krashen builds his case for wide reading by analyzing and presenting in a very readable text hundreds of research studies spanning a century. . . . Whether you read the first edition or missed it, this book is an essential read. And it can be read in one sitting if you just read the marginal notes that guide you through the principle ideas. It is a book to share, discuss, argue about, and use as evidence for strong library book programs and large budgets to purchase books that kids are interested in reading." - Teacher Librarian/Professional Reading "All teachers, librarians, and anyone interested in the reading development of children, young adults, and ESL students will benefit from reading this book." - VOYA "Krashen argues that FVR (free voluntary reading) has a dramatic effect on second-language learners, vocabulary acquisition, cognitive development, and writing style, and is the key to linguistic improvement." - Curriculum Connections/School Library Journal "This title will be of particular interest to language and linguistics professionals and educators concerned with equipping children to navigate their worlds. Highly Recommended." - Library Media Connection "Dr. Krashen continues to make the case for FVR. He explores new research since the book's original edition in 1993, discusses the role of libraries and the importance of reading, and considers the effects of television on reading." - American Libraries About the Author Stephen D. Krashen is emeritus professor of education at the University of Southern California, Los Angeles. He is best known for his work in establishing a general theory of second language

acquisition, as the cofounder of the Natural Approach, and as the inventor of sheltered subject matter teaching. He is the author of numerous books, including *Three Arguments Against Whole Language and Why They Are Wrong* (1999), *Every Person a Reader: An Alternative to the California Task Force Report on Reading* (1997), and *Under Attack: The Case Against Bilingual Education* (1997), all available from Heinemann.