The article is focused around a set of guidelines for planning a program.

The importance of vocabulary cannot be overstated, and in this article, we provide a framework for understanding why a vocabulary program is necessary. Teachers must consider the importance of vocabulary in teaching and learning, and they must be strategic in their approach to teaching vocabulary. The guidelines provided in this article will help educators develop effective vocabulary programs.

Vocabulary Learning Through Extensive Reading

Paul Nation
Self-Esteem and Monitor Large Quantities of Extensive Reading

Provide Plenty of Instruction and Appropriate Reading Tests

Paul Nation

And Chapman (2001) provided a means of doing this.

of the ready-to-read 2,000 words of English, the test developer by Simon, et al.,

In order to know what levels learners should begin Reading, it is essential to

<table>
<thead>
<tr>
<th>Level</th>
<th>New Words</th>
<th>Cumulative Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>9500</td>
<td>494</td>
<td>998</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>943</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>900</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>850</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>800</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>750</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>700</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>650</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>600</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>550</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>500</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>450</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>400</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>350</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>300</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>250</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>200</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>150</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>100</td>
</tr>
<tr>
<td>1000</td>
<td>500</td>
<td>50</td>
</tr>
<tr>
<td>1000</td>
<td>450</td>
<td>0</td>
</tr>
</tbody>
</table>

The Oxford Bookworms Series

words and going to around 2,000-2,500 words. There are six vocabulary levels in

Each reader for elements.

essential for extensive reading.

By reading at each level, students can have the density of known words is

Each reader should be chosen with care to be at the right level for the learner.

The table of vocabulary over 4000 words is read more frequently for each level.

provide a means of doing this.

In order to know what levels learners should begin Reading, it is essential to

provide a means of doing this.
Support and Supplement Extensive Reading with Language Focused Learning

The aim of all these activities is to keep learners excited about reading.

Paul Nation


Reaching for the Books (about three times a week, and a push to read)

The essential foundation for self-assessment is a measure of whether the reading is engaging and meaningful. Do the students understand the text? Do they feel that they are making progress? The responses to these questions are expected to increase as the students engage in more regular reading practice. The responses are expected to increase as the students engage in more regular reading practice.

One way to encourage reading is by promoting participation in self-assessment activities. The responses to these questions are expected to increase as the students engage in more regular reading practice.

Fun Nation


The key to reaching for the Books is to ensure that the students feel engaged and motivated to read. This can be achieved through activities that are enjoyable and relevant to their interests. The responses to these questions are expected to increase as the students engage in more regular reading practice.

Reaching for the Books (about three times a week, and a push to read)

The essential foundation for self-assessment is a measure of whether the reading is engaging and meaningful. Do the students understand the text? Do they feel that they are making progress? The responses to these questions are expected to increase as the students engage in more regular reading practice. The responses are expected to increase as the students engage in more regular reading practice.

One way to encourage reading is by promoting participation in self-assessment activities. The responses to these questions are expected to increase as the students engage in more regular reading practice.

Fun Nation


The key to reaching for the Books is to ensure that the students feel engaged and motivated to read. This can be achieved through activities that are enjoyable and relevant to their interests. The responses to these questions are expected to increase as the students engage in more regular reading practice. The responses are expected to increase as the students engage in more regular reading practice.

Fun Nation


The key to reaching for the Books is to ensure that the students feel engaged and motivated to read. This can be achieved through activities that are enjoyable and relevant to their interests. The responses to these questions are expected to increase as the students engage in more regular reading practice. The responses are expected to increase as the students engage in more regular reading practice.
higher levels.

- "Help learners move systematically through the Graduated Reader Levels."

1. Read on new words that were not in the book and look back in the book to trace them.

2. Read all new words in the book and look back in the book to trace them.

3. Read familiar words in the book and look back in the book to trace them.

4. Review reading with the learner's positive effect (Kushner, 1999).

Exposure to the Graduated Reader levels is often not necessary as the Graduated Reader levels are

5. Use of a dictionary when reading aloud can speed up a learner's positive effect (Kushner, 1999).

6. Learners should work their way through the levels of Graduated Readers in the

- "Support understanding of the Graduated Reader levels."

7. Learners should work their way through the levels of Graduated Readers in the

8. Learners should work their way through the levels of Graduated Readers in the

9. Learners should work their way through the levels of Graduated Readers in the

10. Learners should work their way through the levels of Graduated Readers in the

11. Learners should work their way through the levels of Graduated Readers in the

12. Learners should work their way through the levels of Graduated Readers in the

13. Learners should work their way through the levels of Graduated Readers in the

14. Learners should work their way through the levels of Graduated Readers in the

15. Learners should work their way through the levels of Graduated Readers in the

16. Learners should work their way through the levels of Graduated Readers in the

17. Learners should work their way through the levels of Graduated Readers in the

18. Learners should work their way through the levels of Graduated Readers in the

19. Learners should work their way through the levels of Graduated Readers in the

20. Learners should work their way through the levels of Graduated Readers in the

21. Learners should work their way through the levels of Graduated Readers in the

22. Learners should work their way through the levels of Graduated Readers in the

23. Learners should work their way through the levels of Graduated Readers in the

24. Learners should work their way through the levels of Graduated Readers in the

25. Learners should work their way through the levels of Graduated Readers in the

26. Learners should work their way through the levels of Graduated Readers in the

27. Learners should work their way through the levels of Graduated Readers in the

28. Learners should work their way through the levels of Graduated Readers in the

29. Learners should work their way through the levels of Graduated Readers in the

30. Learners should work their way through the levels of Graduated Readers in the

31. Learners should work their way through the levels of Graduated Readers in the

32. Learners should work their way through the levels of Graduated Readers in the

33. Learners should work their way through the levels of Graduated Readers in the

34. Learners should work their way through the levels of Graduated Readers in the

35. Learners should work their way through the levels of Graduated Readers in the

36. Learners should work their way through the levels of Graduated Readers in the

37. Learners should work their way through the levels of Graduated Readers in the

38. Learners should work their way through the levels of Graduated Readers in the

39. Learners should work their way through the levels of Graduated Readers in the

40. Learners should work their way through the levels of Graduated Readers in the

41. Learners should work their way through the levels of Graduated Readers in the

42. Learners should work their way through the levels of Graduated Readers in the

43. Learners should work their way through the levels of Graduated Readers in the

44. Learners should work their way through the levels of Graduated Readers in the

45. Learners should work their way through the levels of Graduated Readers in the

46. Learners should work their way through the levels of Graduated Readers in the

47. Learners should work their way through the levels of Graduated Readers in the

48. Learners should work their way through the levels of Graduated Readers in the

49. Learners should work their way through the levels of Graduated Readers in the

50. Learners should work their way through the levels of Graduated Readers in the

"Help learners move systematically through the Graduated Reader Levels."
The Extensive Reading Program

Successful learning from intensive reading do not set up the conditions needed for
and for the opposites of extensive reading not to set up the conditions needed for
Paul Nation

| 2000 common words only in the book
| Total word count
| Words of English plusOwn words
| Percentages covered by the first 2000
| Length of the books
| Original
| Simplified version

Table I: A comparison of the vocabulary in the simplified and original versions of

Vocabulary Learning through Extensive Reading