

<p><b>Access</b></p> <p><b>1, 6, 9, 10, 12, 14, 17, 24</b></p>	<p>1. <b>“Instruction that focuses on text structure increases comprehension and learning”</b> (Grabe, W. 2009. page 254)</p> <p>6. “Learners’ language proficiency is not necessarily a good predictor of their comprehension of foreign language texts” (Kern, R. 2000, page 125)</p> <p>9. <b>“Students need guidance and explanations before being asked to use communicative materials”</b> (Brillinger, K. 2003, page 3).</p> <p>10. “Strategic reading cannot be accomplished without the reader’s desire and intent to read more efficiently” (Koda, K. 2005, page 21)</p> <p>12 <b>“Students need explicit instruction in the subskills of reading”</b> (Harvey, P. 2006. page 38)</p> <p>14. “There is persuasive evidence that guessing words from context does not provide a good way of learning precise meanings of specific words” (Grabe, W. 2009, page 275)</p> <p>17. <b>“Students from different cultures have a wide variety of preferences in choosing and elaborating on topics and in organizing and developing their writing.”</b> (Scarcella and Oxford, 1992, page. 121)</p> <p>24. “The knowledge of written conventions and the purpose of reading will determine the approach and attitude the reader will have toward the written text” (Celce-Murcia and Olshtain, 2000, page. 121)</p>
<p><b>Breakdown</b></p> <p><b>2, 3, 5, 7, 11, 13, 15, 16, 18, 19, 20, 21, 22, 23</b></p>	<p>2. <b>“Fluid reading comprehension is not possible without rapid and automatic word recognition of a large vocabulary”</b> (Grab, W. 2009, page 23)</p> <p>3. “Effective readers organize content within a frame that is coherent and accurate” (Grabe, W. 2009, page 9)</p> <p>5. <b>“Students need controlled tasks, not controlled texts”</b> (Kern, R. 2000. page 129)</p> <p>7. “It is easier for students to concentrate on developing skills when processing is not burdened by too much new information” (Brillinger, K. 2003, page 5)</p> <p>8. <b>“Text should provide ample opportunities for students to encounter new chunks of vocabulary in context”</b> (Brillinger, K. 2003, page 4)</p> <p>11. “Accomplished readers continuously adjust their reading behaviours to accommodate text difficulty, text demands, and other contextual variables” (Koda, K. 2005, page 204)</p>

	<p>13. <b>“Teacher monitoring and encouragement are important to keep an eye on levels of difficulty”</b> (Harvey, P. 2006, page 34)</p> <p>15. “Readers should know 95% of the words in a text to read it successfully with instructional support” (Grabe, W. 2009. page 271)</p> <p>16. Understanding text is often <b>“dependent on a recognition of lexical items belonging to the same lexical set and realizing a topic about which the writer and reader have to have shared knowledge.”</b> (Carter, 1987, page. 77)</p> <p>18. “Connotative meaning derives from a mix of cultural, political, social and historical sources, and learners will be aware of this phenomenon in their own language.” (Hedge, 2001, page. 113)</p> <p><b>19 “Consciousness-raising means drawing the learners’ attention to the patterns and regularities of the language- helping them to notice these regularities.”</b> (Thornbury, S. 2002, page. 109)</p> <p>20 “The more our students can identify patterns of use, the better they will be able to read, listen, write and speak.” (Harmer, J. 2001, page.27)</p> <p><b>21. “Improving a learner’s vocabulary does not necessarily mean that there will be a big improvement in reading skills.”</b> (Nation, I.S.P. 1990, page. 119)</p> <p>22. “Not only do we have to recognize the orthographical forms of words, but we have to do it in an automatic and relatively error-free way in order <b>to have anything like fluent reading”</b> (Schmitt, N. 1997, page 4)</p> <p><b>23. “Reading is a dynamic process.”</b> (Nunan, 2000, page. 64)</p>
<b>Conceptualize</b>	
<b>Other</b> <b>4. 25. 26</b>	<p><b>4. “Citizens of modern societies must be good readers to be successful”</b> (Grabe, W. 2009, page 5)</p> <p>25. “Language teachers need to design class activities which capitalize on meta-cognitive training so that students are learning different ways to practice words and expand meaning while they are acquiring it” -if words are linked to strong memories, the words are more memorable (Sökmen, 1997, page. 256)</p> <p><b>26. “Teaching students to become more aware of text structure should be a critical component” of reading lessons.</b> (Grabe, W. 2009. page 260)</p>