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Extensive reading and the development of language skills

F. M. Hafiz, Ian Tudor

ELT Journal, Volume 43, Issue 1, 1 January 1989, Pages 4–13,

<https://doi.org/10.1093/elt/43.1.4>

Published: 01 January 1989 **Article history** ▼

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Abstract

A three-month extensive reading programme using graded readers was set up involving one experimental group and two control groups of ESL in the

UK. The programme, inspired by Krashern's Input Hypothesis, was designed to investigate whether extensive reading for pleasure could effect an improvement in subjects' linguistic skills, with particular reference to reading and writing. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills. A number of recommendations are made regarding the setting up of extensive reading programmes.

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Online ISSN 1477-4526

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