

Third Edition

LEARN by READING

**A COMPREHENSION-BASED
APPROACH TO READING**

FOR
PRE-UNIVERSITY STUDENTS

Massoud Tajadini



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Preface

This edition of Learn by Reading is based on the assumption that learning a foreign language is a meaningful and purposeful activity which normally and naturally occurs in a pre-determined context. On the other hand, the elementary EFL learners have certain needs to achieve. To meet the needs requires textbook designers and language teachers to establish a suitable and logical context for classroom activities. It is here that the present source has tried to fulfill. On the one hand, there has been an attempt to provide an almost convenient context moving from recognition to comprehension. On the other hand, according to the Lexical Approach, learning lexical items and meaning-bearing items is far more important than other components of language. It is claimed that presenting and learning vocabularies are considered more important than focusing on structural items (Harmer, 2000). Thus, the emphasis has been given to presenting and practicing a lot of reading activities at the expense of working on lexical items.

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