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this volume provides a thorough overview of theories of second language reading research into processes of second language reading and places a specific emphasis on the development of tests and large scale assessments this book is a true example of applied linguistics it makes well defined linkages between theory and practice discussing the implications and applications of second language reading theories on instructional practices this paper highlights two lenses that contribute to the understanding of second language reading namely cognitive or psycholinguistic perspectives of reading and sociocultural perspectives the ability to read in a second language is one of the most important skills required of people in multilingual and international settings it is also a skill that is one of the most difficult to develop to a high level of proficiency this article highlights the different purposes of reading the book supports the view that reading in a second language involves more than decoding instead reading is seen as an interactive process whereby the learner s own background and knowledge contribute to understanding reading material reading in a second language understanding reading abilities and their development is fundamental for language comprehension and human cognition

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