

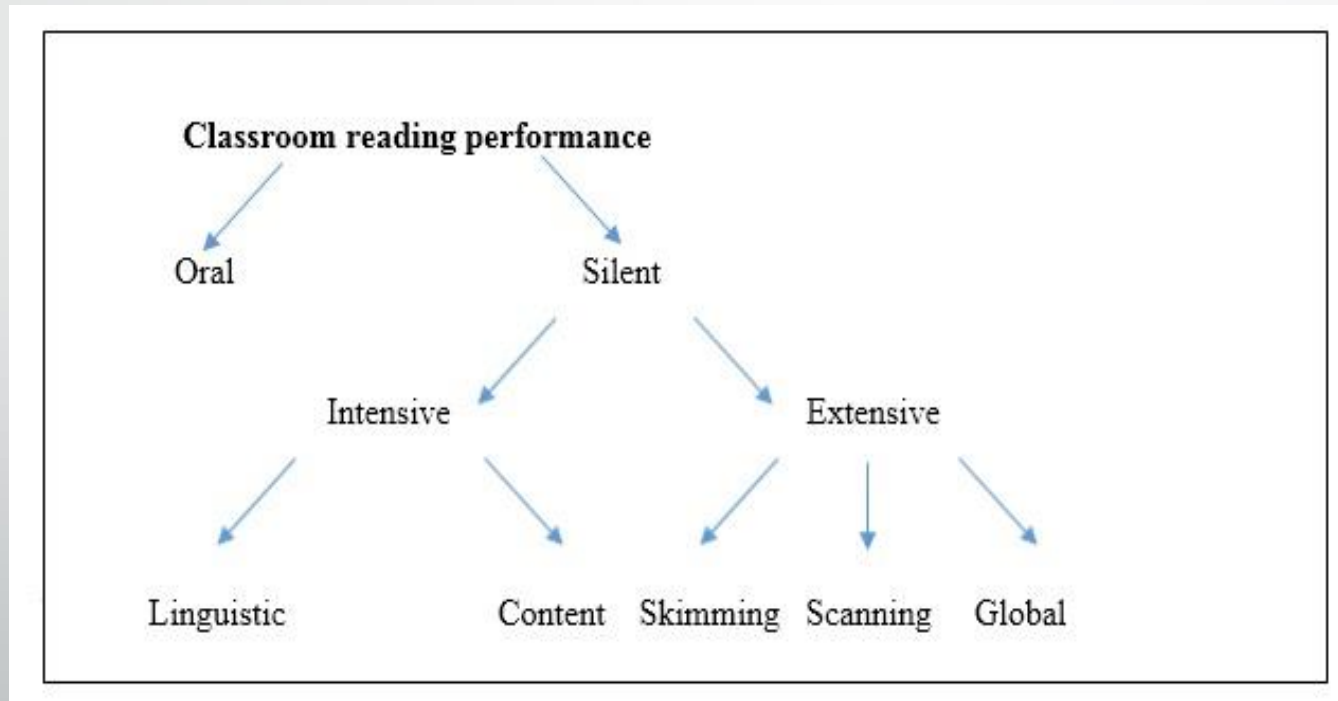


Teaching Reading and Writing

Based on "*Teaching by principles: An interactive approach to language pedagogy, 2nd ed*" by Brown, H. D. (2001).

Types of Classroom Reading Performance

Types of classroom reading performance (Brown, 2001, p, 312)



Types of Classroom Reading Performance

Oral and silent reading

At the beginning and intermediate levels, oral reading can

- Serve as an evaluative check on bottom-up processing skills
- Double as a pronunciation check
- Serve to add some extra student participation if you want to highlight a certain short segment of a reading passage

For advanced levels, too much oral reading can have more disadvantages than advantages

- Oral reading is not a very authentic language activity
- While one student is reading, others can easily lose attention
- It may have the outward appearance of student participation when in reality it is mere recitation

Brown (2001, p, 312)

Types of Classroom Reading Performance

Intensive and extensive reading

- Silent reading may be categorized into intensive and extensive reading. **Intensive reading** “is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage” (Brown, 2001, p. 312). Richards and Schmidt (2010) explain that intensive reading “requires a higher degree of understanding than extensive reading” (p. 212).
- **Extensive reading** “is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, essay, etc.)” (Brown, 2001, p. 313). According to Richards and Schmidt (2010), “Extensive reading means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading (p. 212).

Principles for Designing Interactive Reading Techniques

As suggested by Brown (2001, pp. 313-16)

- 1 In an interactive curriculum, teachers should make sure not to overlook the importance of specific instruction in reading skills.
- 2 Using techniques that are intrinsically motivating.
- 3 Balancing authenticity and readability in choosing texts.
- 4 Encouraging the development of reading strategies.
- 5 Including both bottom-up and top-down techniques.
- 6 Following the “SQ3R” sequence.
- 7 Subdividing the techniques into pre-reading, during-reading, and after-reading phases and building up some evaluative aspect to the used techniques.

Principles for Designing Writing Techniques

As suggested by Brown (2001, pp. 346-48)

Designing Writing Techniques

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graph TD; A[Designing Writing Techniques] --- B[The incorporation of "good" writers' practices]; A --- C[The balance between process and product]; A --- D[Accounting for cultural/literary backgrounds]; A --- E[Connecting reading and writing]; A --- F[Providing as much authentic writing as possible]; A --- G[Framing techniques in terms of prewriting, drafting and revising stages];
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The incorporation of
"good" writers'
practices

The balance between
process and product

Accounting for
cultural/literary
backgrounds

Connecting reading
and writing

Providing as much
authentic writing as
possible

Framing techniques
in terms of
prewriting, drafting
and revising stages

References

- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd ed. Longman: New York.
- Richards, J. C. & Schmidt, R (2010), *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. Pearson Education Limited: Great Britain.