

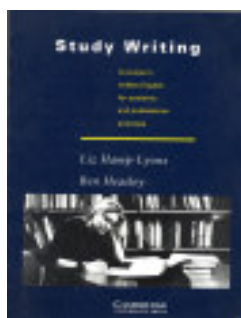
# Suggested Readings

## **Study Writing: A Course in Written English for Academic and Professional Purposes**

By Liz Hamp-Lyons and Ben Heasley

Cambridge University Press, UK

First Published: 1987, Fifteenth printing: 2001  
ISBN 0-521-31558-1



*Study Writing* is a handy book for learners at the upper-intermediate and more advanced levels who need to develop proficiency in English writing for various purposes. A major positive point of this book is its recognition and acceptance of the cognitive and discourse aspects of writing which the authors see as *problem-solving* wherein a writer “faces two main tasks: (a) generating ideas in language and, (b) composing these ideas into a written structure adapted to the needs of the reader and the goals of the writer” (p.1). The book has a total of 12 units of which units 1-9 comprise Part I and introduce a range of writing types for practice. Part I introduces functional types of writing and explores i) the principles of writing (“About Writing”); ii) aspects of grammar that are essential for writing expository texts (“Using Grammar in Writing”) and iii) provides an opportunity to students to write extended texts under fewer constraints (“Consolidation”). In Part II (units 10-12), the authors explore the organization of texts in various ways (structuring, developing and

creating texts) and provides a framework for handling complete expository texts.

Most of the units in Part I deal with relationships of various kinds (spatial, class and linear), while one unit gives a general outline on organizing texts based on general-specific patterns. Almost all tasks require active involvement and reading on the part of the student; for example: Task 4 of Unit I requires the student to read the text and decide whether it has been written from a ‘bird’s eye’ view or a ‘pedestrian’ view. Similarly, Task 5 of Unit 3 asks the student to write definitions of terms such as ‘conditioned reflexes’ which draws attention to the differences between abstract and concrete definitions. Such tasks not only draw on the student’s intelligence but also facilitate a greater understanding of the nuances of writing skills. The book makes ample use of illustrations (maps, diagrams, tables, charts, cartoons, etc.), and these visual aids work in conjunction with linguistic inputs to provide a comprehensive consolidation of the writing exercises.

*Study Writing* envisages writing as a three stage process involving pre-writing, writing and rewriting, and the authors recommend that teachers be involved in the process by participating in it rather than criticizing the end product (the composition). The authors also recommend ‘cooperative writing’, i.e. working with partners and groups, as it makes writing a livelier, more enjoyable and involved practice. In order to develop competence in writing—the last of the language skills after listening, speaking and reading—the author has included a section entitled “Study Writing Yourself”. This

section, which covers both native and foreign language, advises students to engage in the writing process on their own by a) cultivating the habit of reading a wide variety of texts and b) writing regularly (for example in a personal journal). Finally, the teacher's guide at the end of the book has six units (A-F) which provide an excellent overview of how to structure writing sessions; how to make writing interactive; handle reading texts, analyse essay titles; and provide feedback and notes to individual units.

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### **Reading in a Second Language: Moving from Theory to Practice**

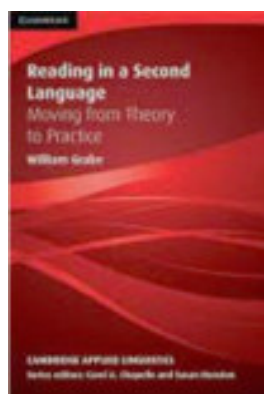
by William Grabe

Cambridge University Press (Paperback)

First published: 2008

Current edition: 2009

ISBN 0521729742



This book is an important contribution in understanding the cognitive process and the pedagogical application for 'reading'. Although it is about second language (L2) reading, it has

a comprehensive review of theories and practices in first language reading research as well. Grabe has given a very detailed account of current research in reading theories in both L1 and L2 studies and their applications in pedagogical practices.

There are eighteen chapters in the book. These chapters are divided into four sections. In part 1, which consists of chapters 1-5, the author discusses academic reading, how reading works at lower processing levels of word and meaning, how reading comprehension emerges, and various complex cognitive concepts and models in reading. Part 2 consists of four chapters about learner differences, leaning to read in L1(s), differences between L1 and L2 reading, socio-cultural sources of reading ability variation and motivation for reading in both L1 and L2. Part 3 also consists of four chapters and covers reading comprehension abilities, research-guided teaching approaches, curriculum development, main-idea comprehension in L2 reading, methods of developing strategic reading and discussions about the importance of vocabulary in reading. Part 4 is about fluency in reading, L2 fluency in word and passage reading, curriculum development and instructional strategies and reading assessment.

This book is an important resource for teachers who wish to teach reading and fluency in reading, and for those who wish to understand theories and methods in teaching L1 and L2 reading. The helpful tips scattered across the book and in the conclusion chapter help teachers with curriculum development and assessment.

Vandana Puri