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BAELS3B (INC grade compliance)

1. Distinguish the following: (5 pts each)
   A. Bottom-up vs. Top-down Approach
   A bottom-up is an approach that emphasizes the written or printed text, it says that reading is driven by a process that results in meaning (or, in other words, reading is driven by text) and that reading proceeds from part to whole. To elaborate, bottom-up portrays processing in reading as proceeding in a serial fashion, from letter to sound, to words, and to meaning. This is the kind of teaching that is commonly used at preschool level. Teachers would start from letting their students familiarize the alphabet as an introduction to learning the target language.
   Meanwhile, top-down reading model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model. In contrast to bottom-up where we start with letters to sound and so on, heavily relying on the text, the top-down approach lets the reader use information and knowledge that might come from outside the text.

   B. content schemata vs. formal schemata
   When we say content schemata, it has something to do with background knowledge or experience of the target language. If readers lack the necessary cultural background knowledge, they still can't comprehend a text. It involves many things, such as topic familiarity, cultural knowledge, conventions, and previous experience of the domain. As culture-centered, this type of schema is the very one that decides readers' understanding of a passage, since whatever kind of writing is read, it must be interpreted under a cultural context because it is a product of that culture.
   Formal schemata have something to do with knowledge relative to the formal, rhetorical organizational structures of different types of texts. Formal schema is "abstract, encoded, internalized, coherent patterns of meta-linguistic, discoursed, and textual organization that guide expectations in our attempts to understand a meaningful piece of language" (Carrell, 1983). We have to develop both content and formal schemata to carry out interpretations of the language effectively. As researchers (Carrell and Eisterhold, 1983) also wrote that language comprehension relied largely on the readers' background knowledge. The text does not carry meaning itself, instead, it provides directions as to what previously acquired knowledge is needed to extract meaning from the text

   C. intensive reading vs. extensive reading
   Extensive reading is concerned with reading different books and other study material based on a similar concept or idea. Extensive reading is the one we do when we read for fun; anything we read that we were not required to is considered extensive reading. In contrast, intensive reading involves reading with purpose. This is a type of reading which includes reading in detail. You must have a purpose such as understanding the topic, learning new vocabulary, or

writing a similar piece. Students need to gain a deeper understanding of what is written. So intensive reading is not a reading you do for entertainment purposes.

2. Choose one sample assessment task from the different types of reading and evaluate it according to the five principles (practicality, reliability, validity, authenticity, and washback). (25 pts)

Interactive Reading: Cloze Tasks

Cloze test is a way of testing where students have to fill in the blanks in a passage of text. Students have to fill each gap with the appropriate word so that the passage makes sense. Usually, a word bank is provided depending on the task's objectives.

Practicality
The task is practical in a way that it's easy to administer as teachers will just need to prepare test papers so students could easily write their answers properly. It's certainly not expensive and the nature of the task makes it stay within appropriate time constraints since most of the time tasks like this, teachers would usually already put a word bank in the test. This task also has a scoring procedure that is specific and time-efficient.

Reliability
A reliable test must be consistent and dependable. It should give similar results which cloze test could definitely give. Reliable in terms of administering the test (cleanness of the test paper, environment, temperature, time allocation), and how the rater will rate the test since it has a clear and specific scoring procedure.

Validity
Cloze tests both cover form-focused and meaning-focused objectives of interactive reading. In cloze test, for students to answer, they need to understand the text first (comprehension) and also have to think of the appropriate word (vocabulary) to fill the gaps. It is also a pretty common test that students could easily view as fair, relevant, and useful for improving their reading skills.

Authenticity
To measure the authenticity of the test, it needs to be able to be enacted in the real world and represent real-world situations/tasks. If the paragraphs/items used in cloze represent real-world situations or are at least meaningful, then the test is authentic. It depends on the test-maker on how natural and how contextualized they want the test to be.

Washback
Tests could give beneficial washback no matter how impossible it is so long as the teacher will give time and space for it. The nature of the test actually does not provide immediate washback

since most of the time, tests like this are considered done after checking. But teachers could definitely provide feedback using the time in pre-reading sessions.