

## **Responses to William Grabe's Suggestions about Teaching Reading - Sousse**

Group 1: Reading should be taught in the context of a content-oriented integrated skills curriculum, since content provides motivation and integration reinforces learning.

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Suggestions:

The text should be motivating and related to what the learners like.

We can show them a picture and ask them to describe and comment.

Read the title and guess what the text is about.

Use a spidergram and ask the learners guiding questions to elicit information which will help them to have a general idea about the text.

Use a tape related to the same topic.

Listen to the beginning of a story, then read to find out what will happen.

What do you remember? Write down 4 sentences.

Read and answer the questions.

Group 2: Individualised instruction should additionally be provided in a reading lab, including a range of skills and strategies (timed reading, vocabulary learning strategies, etc.)

Rabab Mabrouk, Saoussen Bouker, Jdey Amor, Abdelkader Ben Zineb, Adel Mabrouk, Fethi Letaief

Suggestions:

Give tasks based on the pupil's specific skills.

For pupils who need more work in quick reading:

Pupils read a text (which is assigned by the teacher) for 5 minutes. Then, they try to jot down what they remember. The pupils would read the text for 3 more minutes and remember some more details.

Give a question to motivate the pupil's reading.

For pupils who need more time to identify the main idea:

Use different strategies in reading: skimming and scanning.

Give them different websites.

Give them hints to learn vocabulary.

Group 3: Sustained silent reading should be encouraged to develop automaticity, confidence and enjoyment.

Jalila B. Jannena, BouAli Bouassida Emilie, Doukeli Abir, Landolsi Salwa, Zidi Laila, Ben Salem Karima, Lakhel Fehirma, Kahlami Moufida

Suggestions:

The teacher should encourage the learners to read for a purpose by using different reading techniques, for example:

Pre-reading activities:

- Read and choose the visual that best illustrates the text.
- Read the title of the text and predict what the text will be about.
- Think of some words you will probably find in the text. Read and check your answers.
- Look at the picture and read the caption. Guess what the text will be about. Read and find out.

Information transfer: the teacher can ask the learners to read and fill in a table with the right information from the text.

Group 4: Reading lessons should take account of background knowledge through pre-, during- and after-reading tasks.

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Suggestions:

Understanding the text depends on a number of things: our knowledge of the world, our reasons for reading, and our attitudes and beliefs.

The teachers' job is to help create reasons for wanting to read something and help organize the students' thinking so that what they read fits into an existing mental framework.

Dealing with narrative or fiction:

The sequence of events or actions is important. A preparatory stage can involve giving the students a set of pictures which are in random or muddled order. The students' task is to put the pictures or sentences into logical order.

An alternative is to give out diagrams, pictures to label for information transfer

Post-reading phase: dialogue, summary, productive tasks in pair work or group work.

Group 5: Specific skills and strategies should be practiced consistently; the nature of these will depend on the group and goals.

Mehrez M'zonghi, Mustapha Kouni, Bouraoni Oueslati, Chrieh Nabiha, Hassine Kharoula, Richa ben Lazrey, Amiri Lamia, Ben Ntaief Abdelmajid

Suggestions:

Most strategies are practiced in every lesson.

1. Recognition skills: every lesson
2. Vocabulary and structure: every lesson (teaching a new structure or recycling a structure)
3. Form and organization: less frequent
4. Content: every lesson
5. Finding details: every lesson
6. Skills (how to do things): every lesson

Different strategies should be practiced in every session so as to make the lesson motivating and less boring.

Reading: in real life, when we read a text, we use different techniques.

Group 6: Group work and cooperative learning should promote discussions of the readings and exploration of different task solutions and textual interpretations.

Mouna Ben Othmen, Besma Ben Lallouna, Jouini Jahla, Sabri Macir, Mougou Olfa, Ibtissem Bougerra, Imen Ben Khelifa, Adel Kedaki

Suggestions:

Group work involves heterogeneous learners who should take turns in various roles: scribe/secretary, spokesperson, observer.

Cooperative learning concerns more advanced learners who cooperate with low achievers. It is more structures. There is more collaboration between the more skilled and the less skilled pupils in discussions and various task solutions and text interpretations.

Task solutions: different skills used to order to achieve the tasks:

Skimming / scanning =>

- How do you feel about the text?
- Do you agree with the writer's point of view? Why? Why not?
- Suggest possible solutions
- Imagine a different end to the story.
- Suggest another title.
- Draw a cartoon to illustrate the text.
- Interview the main character (have a conversation) and enact the roles

Group 7: Students need to read extensively; students need to learn by reading.

Imad Belaanes, Mrs. Ben Amman Kekaya, Ben Kemla Noureddine, Boutheina Haouala

Suggestions:

Extensive reading can be done through home reading, class reading, jigsaw reading.

Types: stories, narratives in general.

Reading for overall comprehension -> speed reading

Tasks and activities:

- Assign a part for each group
- Information gap filling
- Matching titles with paragraphs
- Reordering events
- Reporting
- Use of ICT
- Information transfer