

Grabe's Guidelines for Teaching Reading

1. Reading should be taught in the context of a content-oriented integrated skills curriculum

Paraphrase: Reading should be taught in context and integrated with other skills.

Suggestions:

a) Pre-reading:

Supply students with relevant visuals (speaking to reading)

Listening: cloze test -> reading

Games (puzzles, crosswords, riddles)

Projects prepared by students (e.g., interviews, questionnaires, reports)

Predicting - the topic, etc.

b) While reading

Silent reading to confirm guesses/predictions and get the gist

Information transfer (fill in a table, competition)

Categorizing lexical items (classification)

Sentence completion

Matching (e.g., synonyms/antonyms/definitions)

Multiple choice

c) Post-reading

Write a summary

Identify the topic sentence

Role-play (speaking)

Contributed by Miss Souad Yahyaoui, Mr. Kttoufi, Mrs. Rama Chriaa Bahourn, Mrs. Rym Tounsi, Mr Hishi Ali, Mrs Chriz Jaziri, Mrs Lilia Chabbeh

2. Individualized instruction - reading lab

Paraphrase: Use varied abilities according to the level of students and their ability to understand.

Suggestions for activities:

Group work with mixed ability groups

Picture story/gap filling/ information transfer

Using aids such as realia, visuals, flash cards, DVDs

Visual auditory kinesthetic activities

Gustatory and olfactory activities

Motivating games and songs

Jigsaw reading

Contributed by: Hielem Massaussi, Dermech Samina, Mounir Meksi, Jebri Hejer, Souha Khsiho

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

Paraphrase: Have the learner read with an objective/for a purpose.

Suggestions:

Show the learner a picture and ask him to read and find out the relationship, if any, between the text and the picture.

Match paragraphs with pictures or titles.
Transfer information into a table or chart.
Read and summarize; produce an oral summary.
Identify the type of text/genre
Read and enact a conversation - role-play
Read and imagine an end to the story.

Contributed by: Salwa Hached, Zrida Hajer, Saaied Hend, Saidi Haithem, Sifi Donia

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

Paraphrase: Reading lessons should take into account background knowledge through pre-, during, and after-reading tasks.

Suggestions:

I. Pre-reading

1. Brainstorming: draw a circle on the board, write a keyword related to the theme, ask students to tell you anything that comes to their minds when they see it.
2. Visual interpretation: put a visual on the board, ask students to interpret it.
3. Personal questions: ask students personal questions related to the theme; have students answer a questionnaire related to the theme.
4. Experiential learning: ask students to look through their mind's eye at an experience they had with an issue or in relation to an issue.

II. During:

1. Predicting: have students read part of the text and ask them to predict what comes next.
2. Elaborating: have students consider one detail in the text and expand on it.
3. Discourse signals: have students stop reading at a linker such as "however" and ask them what they expect the next information will be.

III. After reading:

1. Evaluating information in the text: ask the students to tell you whether they like or dislike/ agree or disagree with what they've learned in the text.
2. Application of ideas: ask students to consider what they think of possible applications of ideas in the text.
3. Parallel writing (twisting): have students write a similar story using the names of their peers as characters.

Contributed by: Mrs. Hend Boujdaria, Mrs. Imen Ben Abderrabah, Mr. Mohammed Lameen Mansour, Mrs. Ben Khelifa Sihem, Mrs. El Mokhtar Hadhami, Mrs. Elouui Samina

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

Paraphrase: You should start by what students already know when you create an assessment to help pupils understand the reading text. Don't assess what they don't know in their background knowledge.

Suggestions: Include a glossary and use comparisons

Contributed by: Hatem Belhaouane, Yasr Chinawi, Sana Nasfi, Rim Ben Ziid, Rim Teemceni

5. *Specific (reading) skills and strategies should be practiced consistently; the nature of these will depend on the group and goals*

Suggestions for teaching skills and strategies at different levels:

Levels	Skills mostly used
7th form	7 - 6 - 9 - 8 - 10 - 12 - 14
8th form	7 - 6 - 9 - 8 - 10 - 12 - 14
9th form	1 - 2 - 3 - 4 - 14 - 13
1st secondary	1 - 2 - 3 - 4 - 14 - 13
2nd secondary	1 - 2 - 3 - 4 - 14 - 13
3rd secondary	1 - 2 - 3 - 4 - 14 - 13
4th secondary	1 - 2 - 3 - 4 - 14 - 13

1- skimming; 2- scanning; 3- inferring; 4- prediction; 5- information transfer; 6- guessing; 7- matching; 8- reordering; 9- multiple choice; 10- finding synonyms and antonyms; 11- correcting false statements with justifications; 12- answering yes/no questions; 13- referencing tasks; 14- finding sentences corresponding to given visuals; 15- using games

Contributed by: Hatem Belhaouane, Aziza Travelsi, Yasr Chinnawi, Rim Ben Ziid, Anel Lagha, Leila Guezmir

6. *Group work and cooperative learning - discuss readings and explore task solutions and text interpretations*

Suggestions:

Jigsaw reading (all levels)

Matching paragraphs with headlines (intermediate to advanced)

Reordering paragraphs

Open-ended text (intermediate and advanced)

Cloze paragraphs (intermediate and advanced)

Reacting to texts (intermediate and advanced)

Interpreting data (intermediate and advanced)

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Suggestions:

Jigsaw reading to enhance interaction

Role-play

Class debate/discussion of the topic dealt with

Expressing attitudes (for/against)

Information transfer in groups

Open-ended dialogues

Drawing

Wall magazine

Project work

Contributed by: Mrs. Mediouni Aida, Mrs. Tlemceni Rim, Mr. Hadeef Mohamed, Miss Werfelli Leila, Mr. Ghrairi Ezzedine, Mr. Jameleddine Aichi

7. Extensive reading

Suggestions:

In class, read and

Identify the type of text (providing alternatives)

Identify the text genre

Identify the topic

Match titles with paragraphs (pair work)

Reorder scrambled paragraphs (group work)

Match pictures with paragraphs

Table completion, ex:

Who	Where	When	What

Identify the connection between subtopic and topic

Guess the topic from title/ subtitles/ headlines/ pictures

Introduction in class:

Information about

a) Characters

b) Setting

c) Time

Reading aloud with a focus on intonation to arouse the pupils' curiosity by stopping the reading at the climax, to be completed as home reading.

Home reading:

Get texts from the class library, short stories/texts from the teacher/Internet

Jigsaw reading - divide pupils into groups to read through a given part of the text

Back in class after home reading:

a) Regroup them in class to fill in each others' gap or to rebuild the text (in class)

b) Check comprehension in class through activities mentioned above

c) Role reversal: the pupils tell the teacher about the progress of events in the story

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