

Grabe's Guidelines for Teaching Reading

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

Suggestions:

Reading to writing:

- a) Information transfer
- b) Sentence completion
- c) Summarizing
- d) Gap-filling
- e) Imitating a model -> parallel writing
- f) Writing the end of a story
- g) Re-ordering of events/sentences according to their occurrence in the text
- h) Paraphrasing
- i) Justifying true/false statements with reference to the text
- j) Categorizing
- k) Filling in bubbles/ spidergrams

Reading to speaking:

- a) Role-play (enacting)
- b) Class discussion
- c) Discourse chair (free)
- d) Turning functions into utterances in the context of a conversation
- e) Expressing opinion -> reacting to a text

Speaking to reading

- a) Brainstorming
- b) Elicitation
- c) Class discussion

Reading to listening:

- a) Introduction reading then listening to listening materials

Contributed by: Sonia Annabi Neffatti, Monia Annabi, Hana Chebly, Emna Fezai Manai, Gafsi Zamouri Khira, Semia Hassani, Kamel Boulaaba.

2. Individualized instruction - reading lab

Suggestions for activities and who would benefit:

- 1) Skimming while timing (those who need to improve reading speed)
- 2) Find words having the same meaning (average readers)
- 3) Matching activities (weak readers)
- 4) Providing a set of words / circle the words related to ... (weak readers)
- 5) Provide a set of words related to the topic (good readers)
- 6) Evaluate ideas / find the writer's opinion / express opinion (good readers)
- 7) Paraphrase (good readers)
- 8) Reorder the events of a story (weak or average readers)
- 9) Summarizing (good readers)
- 10) Predicting the rest of the text (good readers)

Contributed by: Gharbi Abdelmajid, Kraiem Said Mounir, Garouachi Raouf, Chakroun Nourelhouda, Lakhidar Melika, Ben Abid Ratiba, Labidi Mounira

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

Comments:

- 1) The choice of the text is important.
Topic: up-to date, motivating, and relating to background knowledge of the reader
Length of the text: reasonable, otherwise it will be discouraging and boring
Text format: with headlines and captions; with illustrations - lively pictures, caricatures, music
- 2) Pre-reading questions should motivate students; they can guess and read to check their guesses => students will want to read
- 3) While reading, they should infer the writer's purpose and attitude, main idea and target audience.
- 4) How to encourage them to read outside the classroom? Give short stories to read and summarize; read for research projects

Contributed by: Mrs. Khemiri Henda, Mrs. El Aouini Alya, Khammassi Sonia, Kifayn Auratef, Sta Ghattas Winem, Hamada Amel

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

Suggestions for activities:

Warming up:

- Picture description
- Prediction (titles, pictures)
- Picture drawing (prediction)
- Spidergram
- Class discussion (speaking)

During:

- Comparing (situations, attitudes, cultural aspects)
- To be in someone's shoes (how would you react if you were...)
- Picture drawing (adjusting)
- Paraphrasing (expressing ideas in his own words)

Post:

- Role-play
- Summary
- Discussion
- Deducing the message (proverbs, metaphors)
- The final graphic representation

Contributed by: Amel Dhakouani, Ajlani Olfa, Zakraoui Henda, Hamada Sarhane, Norjene Samia, Rim Ghodhbane, Hela El Kefi

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:

Activities/ Groups	Multiple Choice	Info transfer	Cause & effect	Gap fill/ sent. Completion	Guessing meaning	True/ false	Graphic repres.	Matching	Skimming	Scanning	Jigsaw reading	Summar- izing	Reacting	Bkgnd Knowledge
Beginners	very often	often		rarely		often	rarely	often	often	often			rarely	very often
Inter- mediate	very often	often	often	often	very often	often	often	often	often	often	sometimes	sometimes	often	very often
Advanced	often	very often	very often	very often	very often	often	often	often	often	often	rarely	very often	very often	very often

Goals:

Multiple choice: Selecting relevant and irrelevant information

Information transfer: Detailed information, establishing relationship to cause and effect, advantages and disadvantages

Gap fill/sentence completion: Check understanding of words and meaning

Guessing meaning: Ability to understand words from context

True/false: Checking comprehension

Graphic representation: Building vocabulary; semantic mapping

Matching: Establish relations between different parts; coherence

Skimming: Reading for details

Scanning: Reading for gist

Jigsaw reading: Exchanging ideas and information

Summarizing: Develop summarizing skills

Reacting: Expressing one's point of view

Background knowledge: Building background knowledge

Contributed by: Mrs. Ben Fredj Maziha, Mrs. Karoui Saida, Miss Nehnaoui Rachida, Mrs. Zaiem Sonia, M. Ben Ghorbel Abdelfattah

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

Suggestions for activities:

- 1) Discuss the main idea of the text; do you agree or disagree?
- 2) Provide more arguments to consolidate the topic if the text is argumentative
- 3) Categorizing (basic learners) - words related to specific themes
- 4) Role-play
- 5) Reordering events in chronological order (relying on pictures, especially for beginners)
- 6) Pick out sentences expressing different functions (each group holds a function)
- 7) Provide definitions for specific words
- 8) Imagine another end to the story
- 9) Complete specific sentences with reference to the text
- 10) Complete the table with either the cause or the effect

Contributed by: Letaief Chedia, Beji Abdelhamid, Khaled Daghar, Mhibik Rachida, Zammou Saloua, Besma Abidi

7. Extensive reading

Suggestions for activities:

Home reading assignments:

Read and give some feedback

Summary

Drawings

Visual organizers

Graphic representations of text

Reading logs

Reading authentic material

Lyrics

Film synopsis

Fables

Jigsaw reading: "read and share"

Project work: reading about specific topics of interest

Using background-related extra reading material: newspaper articles, biographies, social issues, environmental issues

How to engage students in extra reading activities? How to motivate?

Raise questions and ask students to look for answers in their readings

Read the beginning of a good story and ask students to read on?

Prepare a class debate related to the theme: social or environmental issue, then ask students to read materials to support their point of view

Establish public recognition - have readers publicly rewarded

Contributed by: Moncef Chanai, Jihene Ben Slama, Najet Khalsi, Daly Wided, Besma Smirani, Wachem Basma, Youssef Arifi