Teaching Techniques from Tataouine teachers: Summaries of the Readings

New Ways in Teaching English: Strategies for teaching reading

1) Pre-question: give general questions before reading
2) Do-it-yourself question: learners compose and answer their own questions
3) Provide a title: Learners suggest a title if none was given or an alternative if one was given.
4) Summarize: learners summarize the content in a sentence or two
5) Continue: What might happen next? (story)
6) Preface: What might have happened before? (story)
7) Gapped text: four or five gaps are left; they can only be filled in if the text has been understood
8) Mistakes in the text: Towards the end of the text, occasional mistakes are made (omissions, wrong words) and learners have to find the mistakes
9) Responding: The text is a letter, and learners discuss how they would respond or write an answer.
10) Comparison: Learners have two texts on a similar topic and note similarities or differences in the two texts.
11) Representation of content: The text gives information or tells a story. Learners re-present its content through different ways, such as:
    colouring
    Marking a map
    Lists of or items described in the text
    A diagram indication relationship between items, characters, or events
12) Shadow reading: Learners listen to a taped conversation as they read aloud the transcripts of the tape.

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Guided Reading - from 50 Strategies
the outline
1 Definition
2 Steps
3 benefits
4 Discussion questions

1 Definition:
Guided reading is an approach to teaching reading in a small group setting, while providing individual coaching.

2 Steps:

A- Grouping the students

B Beginning the process :

Look => predict => discuss => model (the meaning of vocabulary) - build (background knowledge)

C Reading aloud but not in unison (many voices at the same time)

* Provide students with copies of the book.
* Encourage reading aloud at their own speed/ pace.
* Walk around / coach each student / listen to them.
*Guide them with questions.
* Incite students to reread the story the time that the teacher coachs all students.

D Pair work for further practice:

* Read for each other.
* Listen to each other.
* Coaching each other.
* Sharing success.

E Teaching mini-lessons based on students' needs.

3 Benefits of guided reading:

* Focus on vocabulary development.
* Individual instruction.
* Group discussion of the story.
* Language interactions (in a small group)
* Individual coaching (each student is coached)
=> support understanding - correct pronunciation - clarify word meaning, misconceptions
(wrong ideas - impressions caused by reading in their second language)

4 Questions :

* To what extent can a clear understanding of vocabulary and sentence structures guarantee a better understanding of the context (meaning of the paragraphs as a whole)?
* How crucial is coaching individuals to enhance pupils self- monitoring and problem solving structures?
* Reading aloud is a very beneficial technique for students to listen to them selves and to each other (mainly shy pupils) those who rarely take part in any discussion (in a group). But the question here is: Will students be able to listen to themselves or to each other while they all speak / read at he same time? Doesn't noise inhibit listening or reading?
* Coaching small groups/ or small classes individually which means one by one / student by student is something that seems ideal/ perfect but sometimes impossible with large classes. How much time are we going to spend on this activity?

NOTE : This is not a real summary it's rather our response and feed back.

GIST : Exploring tough texts - from 50 Strategies
I) SUMMARY
* Definition :
The term 'gist ' has 2 meanings :
1- To read for 'gist' means to read for general idea
2- The acronym 'GIST' stands for Generating Interaction between Schemata and Text.
The interaction is supposed to happen between the **schemata**, that is the past experiences and background knowledge of the learners and the text they will read. This strategy is mainly helpful when pupils are required to read ' tough' texts, that is a long text which is difficult to read and understand.
To implement this strategy in classrooms , there are 7 steps to follow:
Step1 : Identifying appropriate text for GIST
Step2 : Grouping the students
Step3 : Demonstrating the strategy
Step4 : Discussing summary sentences
Step 5 : Reading and summarizing paragraph- by - paragraph
Step6 : Reading and comparing summary sentences
Step7 : Assessing student progress and understanding
The use of collaborative strategies such as GIST is beneficial for students of all ages.

II) QUESTIONS:
1) How to implement this strategy with beginners and intermediate learners who study English as a second or even a third language?
2) How to familiarize our students with such strategy while the texts available in their books are discouraging ?
3) How can we make tough texts manageable while we meet constraints to overcome such as time?

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Interactive read aloud - from 50 Strategies

Interactive read aloud is a strategy that proves to be effective and motivational with beginners and older learners as it enhances comprehension and understanding and refines the reading and speaking skills.
The strategy requires an enthusiastic teacher to read aloud a book with the use of expressions, illustrations, different voices for different characters, gestures and the active involvement of pupils through events-predictions, comprehension checking, discussion, text-structure exploration....
The strategy involves the following steps :
1- Choosing an appropriate book and planning the time for reading.
2- Pre-reading and planning interactions : the teacher should read the book to prepare teaching points and vocabulary, mark places for discussions and predicting next events and connections to other books previously read by the pupils or to their personal experiences.
3- Selecting appropriate sections of reading and stopping places between the readings.

4- Assessing students progress and understanding : the abilities to paraphrase, retell events, draw illustrations and act out scenes all indicate understanding.

Questions for discussions :
1- How far can interactive read aloud be an alternative to silent reading?
2- How can reading, speaking and listening skills be integrated successfully?
3- To what extent are personal experiences important in this strategy?
4- To what extent can we sacrifice pronunciation for the mere sake of comprehension ?