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

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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)
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

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
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:

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<th>Guessing meaning</th>
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**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

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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

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