

# Ministry of Higher Education and Scientific Research

General Directorate of Education and Training  
Directorate of Education in the First and Second Cycles  
Sub-Directorate of Higher Schools

## Educational Course Program for Students of Teacher Training Schools and Their Affiliates

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| Would-be Teacher Profile: Middle School English Teacher                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |             |          | Level: First Year | Semester: 1          |
| Module                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Code | Coefficient | Lectures | TD                | Weekly Hourly Volume |
| Reading Techniques 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      | 2           | 0        | 1                 | 1hour30mn            |
| <b>Targeted capabilities and/or competencies (learning objectives):</b><br>Improving speed and efficiency                                                                                                                                                                                                                                                                                                                                                                                                                            |      |             |          |                   |                      |
| <b>Expected values and behaviors:</b> <ul style="list-style-type: none"><li>- Get rid of the classical way of reading and make the reading session effortless and efficient.</li></ul>                                                                                                                                                                                                                                                                                                                                               |      |             |          |                   |                      |
| <b>Necessary prerequisites:</b> <ul style="list-style-type: none"><li>- This course requires an acceptable reading level that corresponds to the entrance profile.</li><li>- Being able to read and to monitor the understanding.</li></ul>                                                                                                                                                                                                                                                                                          |      |             |          |                   |                      |
| <b>Forms of evaluating the achievement of goals:</b> <ul style="list-style-type: none"><li>- Switch the reading process from classical reading into a technical mode.</li><li>- Being able to identify the type information and what technique corresponds to it.</li><li>- Apply timed tests from different discursive angles in order to improve the speed.</li><li>- Discover all the strategies that improves the monitoring.</li><li>- Monitor the reading skills and learn how to teach them to the future learners.</li></ul> |      |             |          |                   |                      |

| Knowledge resources that feed into the targeted capabilities and/or competencies                                                                                                                                                                                                                                                                                                                      | Pedagogical guidelines for construction, anchoring, and formative assessment                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Hourly volume |
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|                                                                                                                                                                                                                                                                                                                                                                                                       | Theoretical aspect (lectures)                                                                                                                                                                                                                                                                                                                                                                                      | Practical aspect (directed work, applied work)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |
| <p>—This program is designed to systematically introduce and demonstrate various reading techniques and strategies, ensuring that students understand how to apply them correctly. It emphasizes practicing these methods to enhance both speed and efficiency in reading.</p> <p>—During the first semester, students focus on mastering different reading skills through modeling and practice.</p> | <p>In the first semester, the teaching method is based on ‘from theory to practice’; we model each technique and strategy and apply them through timed tests.</p> <p>↪ <b>The Reading Skills:</b></p> <ol style="list-style-type: none"> <li>1. Skimming for gist or overview.</li> <li>2. Scanning for specific information</li> </ol> <p>Characteristics of Accomplished and competent content area teacher.</p> | <p><b>Unit One: Introduction to the Reading Strategies</b></p> <p>↪ <b>The Delavigne Legend</b></p> <p>This section tends to diagnosis the learner’s level of reading and their abilities of monitoring their understanding according to different accents.</p> <ol style="list-style-type: none"> <li>1. The Tale of Bruno Delavigne</li> <li>2. A Tragic Turn, Bruno’s Life in Paris Begins.</li> <li>3. A Big Problem, Bruno’s New Business.</li> <li>4. An Incredible Voyage, Bruno’s Travels.</li> <li>5. San Francisco, Here I am.</li> </ol> <p>↪ <b>The Reading Strategies: skimming, scanning, and detailed.</b></p> <p>They are very rapid reading methods in which you glance at a passage to find</p> | 1h30 per week |

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|  |  | <p>specific information. These reading methods make it easier for you to grasp a large amount of material, especially when you are previewing. They are also useful when you don't need to know every word.</p> <p><b>1- Skimming:</b></p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Examples: newspapers, magazines, Business and travel brochures...</li> <li>a. How to skim?</li> </ul> <p><b>2- Scanning:</b></p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Examples: Flights time tables, Google search list, a graph, a bus schedule, a conference guide...</li> <li>c. How to scan?</li> </ul> <p>Practice<br/>Conclusion</p> <p><b>3- Detailed</b></p> <ul style="list-style-type: none"> <li>a. Definition</li> <li>b. Examples : a notice, a recipe ....<br/>— First test: Pulp Fiction.</li> </ul> |  |
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|  |  | <p>↪ <b>The Communication Strategies:</b></p> <ul style="list-style-type: none"> <li>a)- approximation.</li> <li>b)- Paraphrasing.</li> <li>c)- Invention.</li> <li>d)- Mime / gesture.</li> <li>e)- Appeal for help.</li> </ul> <p>↪ <b>Seven Strategies To Teach Students Text Comprehension</b></p> <p><b>1- Monitoring Comprehension</b></p> <ul style="list-style-type: none"> <li>— Be aware of what they do understand</li> <li>— Identify what they do not understand</li> <li>— Use appropriate strategies to resolve problems in comprehension</li> </ul> <p><b>2- Metacognition</b></p> <ul style="list-style-type: none"> <li>— Identify where the difficulty occurs</li> <li>— Identify what the difficulty is</li> <li>— Restate the difficult sentence or passage in their own words</li> <li>— Look back through the text</li> </ul> |  |
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- Look forward in the text for information that might help them to resolve the difficulty

### **3- Graphic and Semantic Organizers**

- Venn Diagrams
- Story Board /Chain of Events
- Story Map
- Cause /Effect

### **4- Answering Questions**

- Give students a purpose for reading
- Focus student's to think actively as they read
- Help students to think actively as they read
- Encourage students to monitor their comprehension
- Help students to review content and relate what they have learned to what they already know.
  - Give the different types of questions:
- Right There question
- Think and Search
- Author and you
- On Your Own

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|                   |  | <p><b>5- Generating Questions</b></p> <p><b>6- Recognizing Story Structure</b></p> <p><b>7- Summarizing</b></p> <ul style="list-style-type: none"> <li>— Identify or generate main ideas</li> <li>— Connect the main or central ideas</li> <li>— Eliminate unnecessary information</li> <li>— Remember what they read</li> </ul> <p>↪ <b>Effective Comprehension Strategy</b></p> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>1- Direct explanation</li> <li>2- Modeling</li> <li>3- Guided Practice</li> <li>4- Application</li> </ul> |  |
| <b>Exam of S1</b> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

## References

- Afflerbach, P., Pearson, D., & Paris, S. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), pp. 364-373.
- Clare West , Reading Techniques for FCE, Georgian Press
- City of Liverpool Community College. *Reading strategies*. The College, 1993.
- Zinn, Ava. *Strategies for interactive reading*. Harcourt Brace College Publishers, 1996.
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