

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

Would-be Teacher Profile: Middle School English Teacher				Level: First Year	Semester: 2
Module	Code	Coefficient	Lectures	TD	Weekly Hourly Volume
Reading Techniques 2		3	0	1	1hour30mn

Targeted capabilities and/or competencies (learning objectives): Improving reading speed and efficiency....

Expected values and behaviors: Get rid of the classical way of reading and make the reading session effortless and efficient...

Necessary prerequisites:

- This course requires an acceptable reading level that corresponds to the entrance profile.
- Being able to read and to monitor the understanding

Forms of evaluating the achievement of goals:

- Switch the reading process from classical reading into a technical mode.
- Being able to identify the type information and what technique corresponds to it.
- Apply timed tests from different discursive angles in order to improve the speed.
- Discover all the strategies that improves the monitoring.
- Monitor the reading skills and learn how to teach them to the future learners....

Knowledge resources that feed into the targeted capabilities and/or competencies	Pedagogical guidelines for construction, anchoring, and formative assessment		Hourly volume
	Theoretical aspect (lectures)	Practical aspect (directed work, applied work)	
<p>In the second semester, the program shifts towards intensive reading, where students learn to read between the lines, grasp implicit meanings, and improve their comprehension. Additionally, they are equipped with specific tips and techniques for tackling multiple-choice questions effectively, enabling them to analyze options critically and choose the best answers confidently.</p> <p>Critical thinking will be integrated into each unit of reading skills by encouraging students to analyze and evaluate texts systematically. In the initial units, students will be prompted to question the main ideas, identify assumptions, and assess the author's purpose, fostering a deeper understanding beyond surface-level reading.</p> <p>As the program progresses, they will be guided to compare</p>	<p>In the second semester, we inverse the teaching method, from practice, we extract the instructions.</p> <p>↪ The Reading Skills:</p> <ol style="list-style-type: none"> 1. Intensive reading for detailed understanding 2. Reading between the lines or deducing meaning 3. Speed reading. <p>↪ Test 4: The final test is a video intitléd : How the brain learns?</p>	<p>↪ Test N°2</p> <p>Spoon-fed Feel lost at the Cutting Edge The same way as the first test. But the teacher should shorten the duration of reading to 03 mins.</p> <p>↪ Intonation and Stress</p> <p>↪ Games and Activities Tic Tac Toe game, Scavenger Hunt, Go to the board...</p> <p>↪ The Gapped Sentences</p> <p>Pick texts from the book recommended as well as: The M25 Motorway, The Great Pyramid of Giza ...</p> <p>↪ Test N°3: A test from a poster tackling technological devices.</p> <p>↪ Multiple Choices</p>	1hour 30 per week

<p>different perspectives, make inferences, and draw logical conclusions from the texts.</p> <p>In the later units, especially during intensive reading and comprehension exercises, students will learn to scrutinize details, evaluate the credibility of information, and reflect on underlying themes. This consistent emphasis on questioning, analyzing, and evaluating will help develop their critical thinking abilities, enabling them to become more independent and thoughtful readers.</p>		<p>— Definition.</p> <p>— Tips of multiple choices:</p> <ol style="list-style-type: none"> 1. As the text comes first, read it first, intensively. Re-read it if necessary and guess the meaning of any difficult word. 2. Read each question without looking at the alternatives. Then look back at the text, and work out the answer yourself according to the text. 3. Next, read the alternatives and choose the one which is closest to your answer. 4. Eliminate the alternatives that are obviously wrong, and watch out for distracters. 5. Check that you are really answering the question, and that your chosen answer is stated or implied in the text. 6. Try to read between the line by thinking about the writer's feeling and situation. 7. Identify the source, topic and style of the text to help you answer the questions more accurately. <p>— Pick some texts from the book recommended for application as well</p>	
---	--	---	--

		as: Judi Dench magazine interview, an extract from “My Early life” by Winston Churchill, Short Story Competition – £20.000 prize money to be won.	
Exam of S2			

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.
- Reading for academic success: Readings and strategies*. Houghton Mifflin, 2002.