

ESL Developmental Continuum P–10

Teaching strategy – Reading aloud (to students)

Focuses on

Speaking **Listening Reading** Writing

Most useful for students at stages

A1 A2 BL B1 B2 B3 SL S1 S2 S3 S4

Purpose of this activity

Reading aloud to ESL students provides them with a strong and purposeful model of what reading aloud in English sounds like. It also promotes reading as a pleasurable activity. A variety of text types can be used for the teacher to read aloud to promote an understanding of the similarities and differences between how different texts types can be read. As reading aloud to ESL students should be a pleasurable activity and is intended to provide a model of reading aloud, the teacher should do the reading, not individual students.

How this helps ESL students in particular

Reading aloud to ESL students:

- models what good oral reading in English sounds like
- models fluency and accuracy in English
- demonstrates how intonation, pauses, stress and volume can be varied according to the text
- familiarises the students with 'book' language
- exposes the students to a wide range of English texts that they might not be able to read independently
- extends the students' vocabulary and understanding of language patterns in context.

Using Reading aloud (to students) with ESL students

Depending on their background, ESL students may or may not have experiences of being read to by adult readers. Find out about their experiences and ask them to share them with the group to affirm their first language experiences.

When introducing or talking about the text, use language that will help students identify and name important features of the text, e.g. title, author, narrative, character, chapter, poem, nursery rhyme, folk tale, illustration, contents page etc.

Select diverse texts on familiar topics that will allow students to tap into their semantic knowledge and extend the kinds of texts with which they engage.

Select texts with good visual supports.

Pause at different points in the reading to allow the students to discuss their ideas about the text with each other.

Provide copies of the text for students to read individually in their own reading time.

Acknowledgments/reference

Education Department of Western Australia (2004). *Reading: Resource Book, 2nd ed.* Port Melbourne: Rigby Heinemann