



Reading out loud: Perceptions and practices of primary school teachers

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SUMMARY

- 1. The Project: *JÁ SEI LER – Leitura em voz alta***
- 2. Reading Out Loud: from theory to classroom practice**
- 3. The Study: *Reading out loud: Perceptions and practices of primary school teachers***
- 4. Final reflection**

1. The Project ***JÁ SEI LER – Leitura em voz alta***

The reading competence has a determining influence on personal, social and academic success.

We are not born readers, we learn to read and enjoy reading, if our learning and experiences allow it.



1. The Project ***JÁ SEI LER – Leitura em voz alta***

School, family and community, as meaningful contexts for children, play an essential role in promoting reading and creating effective and motivated readers, who share a taste for knowledge.

1. The Project ***JÁ SEI LER – Leitura em voz alta***

Our project assumes that reading should be understood as a primordial tool in accessing other learning, and should continue to represent, by educational agents, families and the community, a reason for care and investment.



1. The Project ***JÁ SEI LER – Leitura em voz alta***

This project started in January 2019 and is intended for children attending the first year of school in 2018/2019, accompanying them along their four-year course in the 1st Cycle of Basic Education (CEB).

The project is sponsored by ISEC Lisboa and is the result of a partnership established with the Municipality of Entroncamento and the National Reading Plan (in Portugal – PNL2027), which established a mutual cooperation protocol that aims at the best performance of the respective missions, taking advantage of each one's potential, and valuing the action of all.



ENTRONCAMENTO
Cidade Ferroviária



1. The Project ***JÁ SEI LER – Leitura em voz alta***

Objectives

- ✓ the promotion of strategies that encourage reading aloud in the classroom, family and community;
- ✓ the study of the impact that the project will have on the future reading practices of the children involved in the project and on changes in reading practices of their families;
- ✓ raising community awareness of the importance of shared reading aloud;

1. The Project **JÁ SEI LER – Leitura em voz alta**

What has already been done

- ✓ Book Offers to Children



1. The Project ***JÁ SEI LER – Leitura em voz alta***

What has already been done

- ✓ Implementation of 10 minutes daily reading aloud in the classroom and family



1. The Project ***JÁ SEI LER – Leitura em voz alta***

What has already been done

- ✓ Commemoration of the International Children's Book Day (April 2) with read aloud by the children and celebration with theatrical readings (organized by the municipality of Entroncamento).



1. The Project **JÁ SEI LER – Leitura em voz alta**

What has already been done

- ✓ Organization of a classroom space for the BOOK



2 - Reading Out Loud: from theory to classroom practice

Several researchers and practitioners have demonstrated the significant impact of the read-aloud practice in different areas of reading development (Sipe, 2000).

They also noted its potential to increase motivation to want to read while building the knowledge necessary for the successful acquisition of reading and writing.



2 - Reading Out Loud: from theory to classroom practice

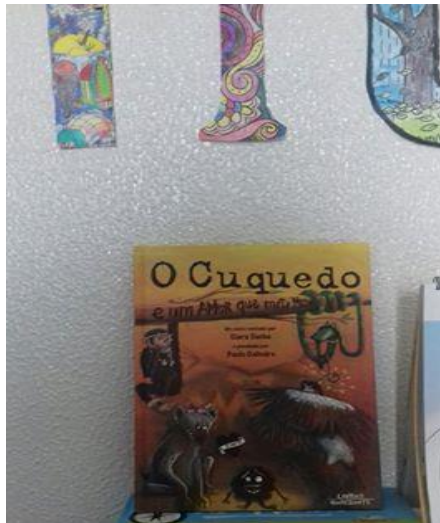
Also, when teachers read interesting texts out loud, some students (especially those who are able to read but choose not to) become more motivated to read themselves. Additionally, students find read-aloud an enjoyable activity and adopt positive attitudes toward reading (Cunningham, 2005).



2 - Reading Out Loud: from theory to classroom practice

Read-aloud practices are powerful because they serve so many instructional purposes to motivate, encourage, excite, build background, develop comprehension.

Preparing preservice teachers to approach read-aloud with knowledge, confidence, and a seriousness of purpose is a central responsibility of teacher educators.



2 - Reading Out Loud: from theory to classroom practice

Fulfilling this responsibility includes making expressive reading expectations clear, selecting a wide variety of read-aloud texts, teaching strategies for choosing and reading informational texts, and reading aloud to preservice teachers to enhance their exposure to literature and model effective read-alouds (Belo & Sá, 2005).



3 - The Study:

Reading out loud: Perceptions and practices of primary school teachers

Goal: perceptions of the importance teachers recognize to reading aloud, on the one hand, and, on the other, to understand which reading-aloud practices develop in class

- ✓ 31 teachers involved in the project *JÁ SEI LER – Leitura em Voz Alta*
- ✓ questionnaire

3 - The Study:

***Reading out loud:* Perceptions and practices of primary school teachers**

Results

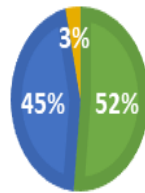
- ✓ 31 female teachers
- ✓ Average age: 49
- ✓ 9 teach to 1st grade; 9 to 2nd grade, 5 to 3rd grade and 8 to 4th grade

3 - The Study:

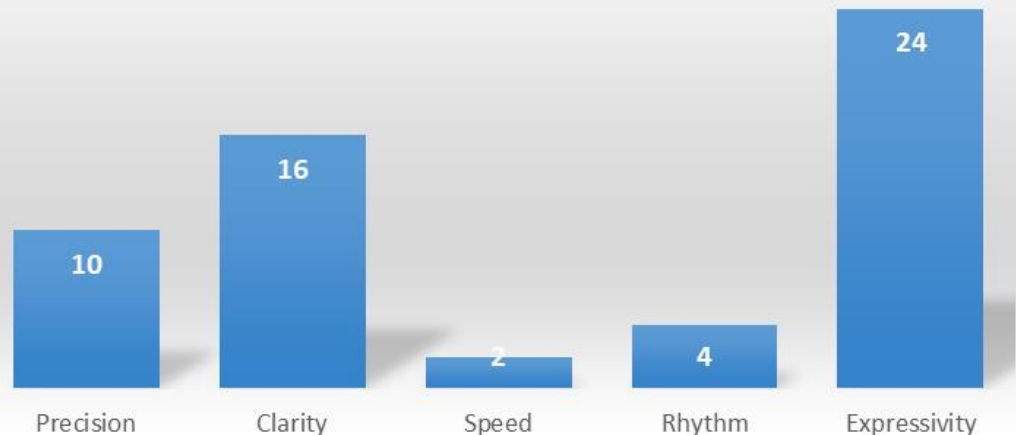
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VALUE OF READING ALOUD IN THE CLASSROOM

■ Indispensable ■ Very important ■ Important



ASPECTS THAT MOST VALUE IN READING ALOUD



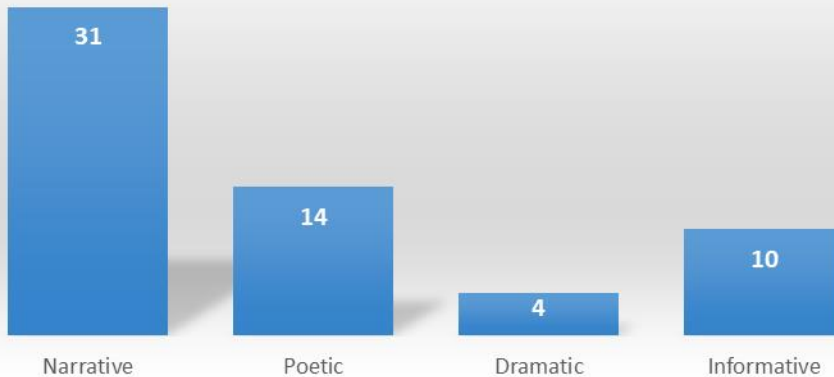
Such perceptions regarding the importance teachers attach to reading aloud clearly indicate that there is an appreciation of them in relation to what is one of the greatest predictors of reading comprehension: expressiveness.

As pointed out by Esteves (2013), reading aloud with expressivity and rhythm builds a bridge with comprehension, and those who read without effortlessness and with an appropriate expression tend to understand better.

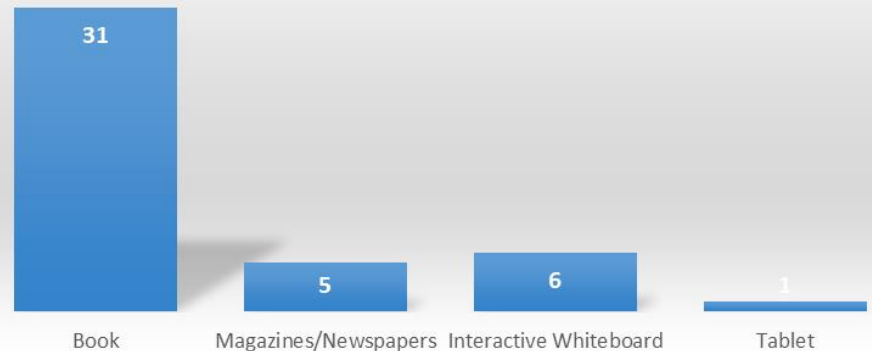
3 - The Study:

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TEXTUAL TYPOLOGY FOR THE PRACTICE OF
READING ALOUD



Support select as the basis for
reading aloud

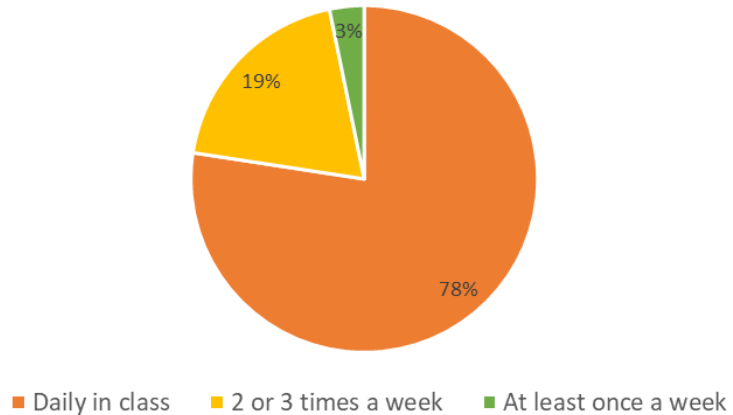


This opinion finds its voice in recent studies that point to paper support as the elected, since it allows a greater understanding of what is read, especially in children. (Delgado, Vargas, Ackerman & Sálmeron, 2018).

3 - The Study:

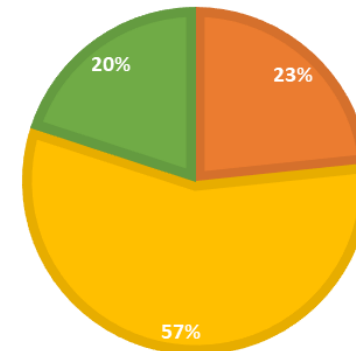
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Classroom read-aloud practices



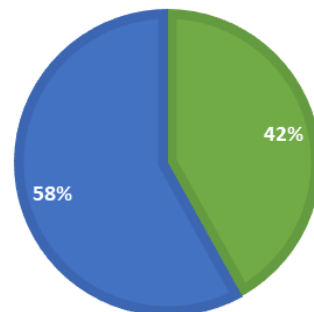
TIME DEVOTED TO THIS PRACTICE

At least 5 minutes 10 to 15 minutes More than 15 minutes



MOMENT OF DAY FOR THE DEVELOPMENT OF READING ALOUD PRACTICES

Moorning Moorning/Afternoon

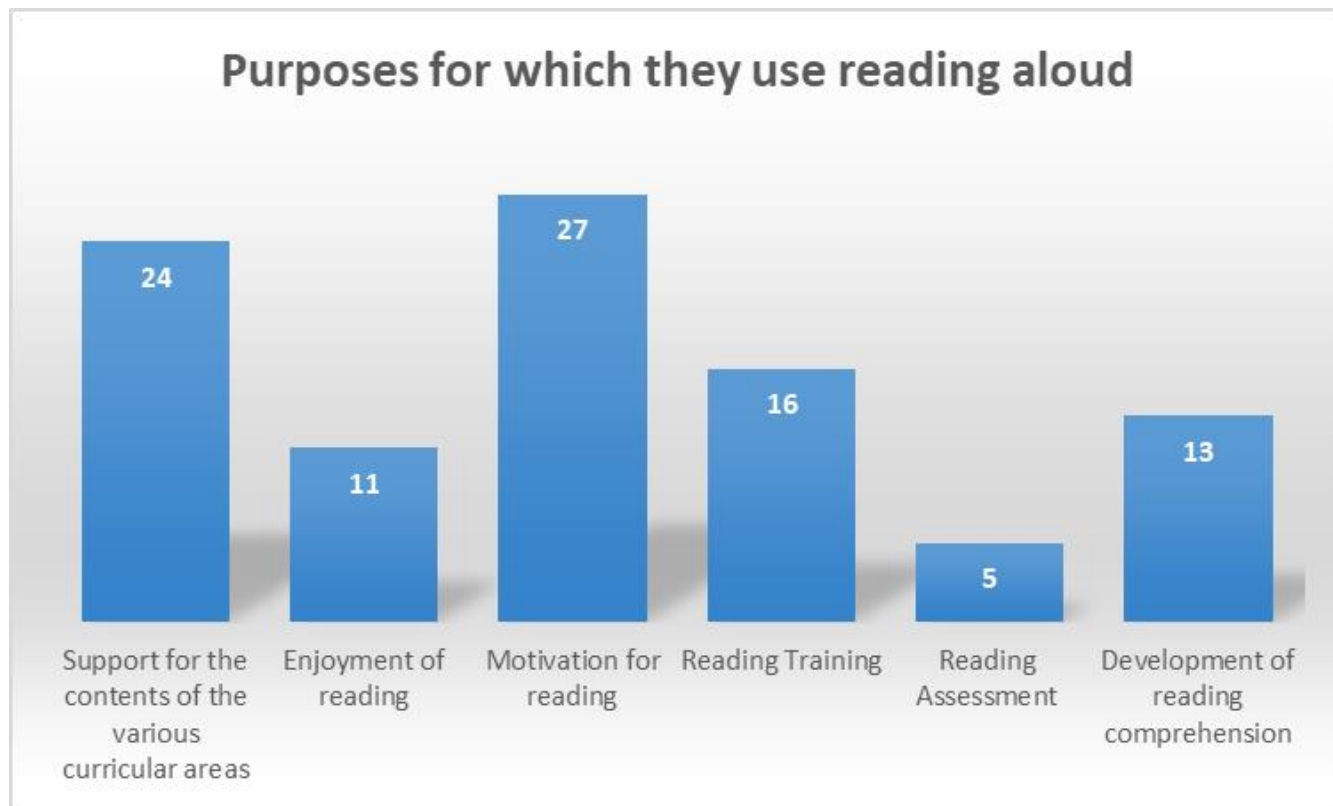


The reading made by the teacher seems to be becoming a central activity in the classroom, occurring daily and, with this, the teachers have shown the students its importance (Belo & Sá, 2005).

Reading aloud to children strengthens the emotional bonds between the reader and the listener, stimulates the pleasure of listening, the pleasure of imagining, facilitates acquisition and development language and gives rise to the desire to learn to read.

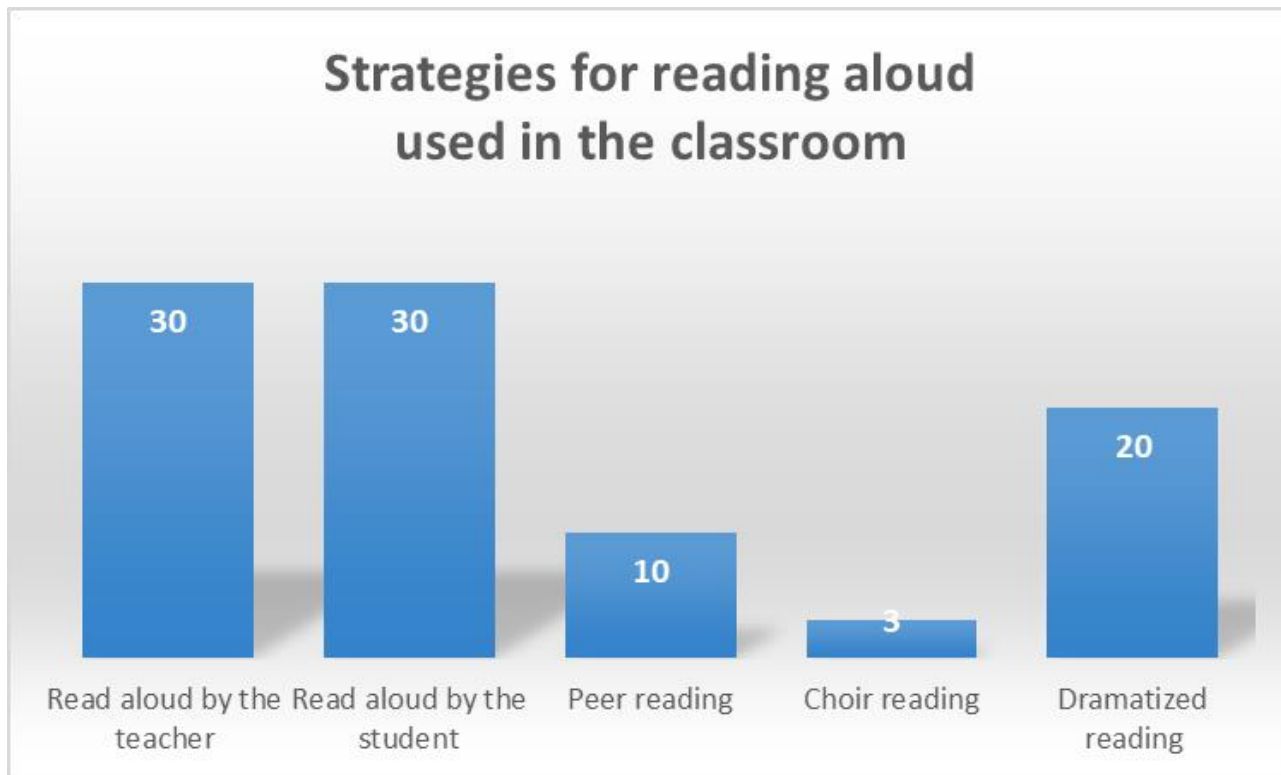
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3 - The Study:

***Reading out loud:* Perceptions and practices of primary school teachers**



It is also important to highlight that 28 out of 31 teachers report talking to students about what they read in the classroom, and 26 teachers point out that their students talk to each other about their readings.

4 - Final reflection

Working reading fluency at school is the challenge proposed to broaden students' experience with texts and to collaborate in understanding what they read.

From here it is possible to see the advantages that the practice of reading aloud can bring to the students, namely the development of questions related to the oral expression, the motivation to the reading; and reflection on the need to understand the text read, since this understanding (or lack thereof) will be mirrored in reading aloud (Silva, 2013).

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OBRIGADA

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