

## How to exploit read aloud strategies to develop active listening skills

**CEFR level:** Any level

**Trinity Qualification(s) type:** GESE and ISE

**Skills Focus:** All skills, but mainly reading and listening

**Resources:** Any reading material is exploitable using read-aloud strategies.

**Description:** Read alouds can be done by the teacher, by the students, and by software as well.

1. Plan ahead what questions you will ask your learners
2. Consider where to pause reading, which allows learners to think and talk about the meaning.
3. Think about how you can involve all learners and create a safe environment for them where they can participate and interact while learning.
4. Use Think, Pair, Share or Write, Pair, Share: give students a minute to process the question, talk (or write something individually) to their partner and share their ideas. Interactive strategies encourage learners to engage in the text and actively listen to others.
5. Can use Mentimeter which allows for online reactions, real-time voting and reflection.
6. Encourage reflection at the beginning, middle and end of the story.
7. Before reading: engage Ls and activate background knowledge about the book or text using the title, visuals, what do they want to know etc.
8. During/while reading: model the strategies you want students to use, for example, Think aloud strategies (where the teacher and/or learners verbalise aloud while reading a section orally, including descriptions of what they're doing as they read.
9. Develops overall language development and by modelling, the cognitive processes are made overtly transparent. Ask questions during the pre/in/post reading stages such as:
  - "What is the problem here?"
  - "What do you think will happen next?"
  - "What would you do in this situation?"
  - "Why did you like or dislike the resolution?"
  - "What is the most important part of the text?"
  - "How would you summarise this chapter?"

Read aloud is only one aspect and the T should also incorporate silent reading to cater for different learning preferences.