

# **Read-aloud Activity: Using Children's Books in the English Language Classroom**

Wen-Yun Liu

## **Abstract**

In order to search for more effective ways to teach English, various language teaching activities and techniques in recent years have been introduced to English teachers at elementary and secondary levels in Taiwan. Reading aloud has long been rooted in the field of ELT in the English countries and has been practiced by language teachers for decades as a useful activity for language teaching. The activity also matches to the concept emphasized by Krashen (1988) that language learning requires meaningful interactions. The paper reviews the present literature on applying read-aloud activity in the English language classroom. The content focuses on: 1. discussing the benefits of teaching and learning English through reading aloud, 2. examining the appropriateness of adopting English children's literature as learning

materials in a foreign language class and 3. describing the process of implementing such an activity in English language curriculum. Literature reviewed in this paper all showed that reading aloud activity indeed can create a supportive English language learning scenario for English language learners and help them develop their language skills in English. In addition, learning English through reading aloud may be a promising way to keep students motivated in English learning while at the same time to have them really work on and with their English.

**Keywords:** Read-aloud, Language teaching activity, Language teaching, Children's literature

## Introduction

Learning a foreign language seems to be a consistent unfailing trend in school curriculum all over the world. English as the world most popular and dominant language as well as the international language used across nations has been designated as a target foreign language to be learned and taught in school education in many countries. Generally speaking, Grammar-Translation historically has been the most frequently used methods to teach English in the school setting. Students are asked to memorize vocabulary, grammatical patterns, idioms and texts, and then are tested with intensive comprehension tests. The underlying theoretical assumption is that if students can learn all the parts of English, they will be able to master English in every aspect, including listening, speaking, reading and writing. However, the results for all these years of experiences showed that most students only acquire basic reading comprehension training and are skilled at doing grammar analysis tests, but their listening and speaking proficiency are far below the levels of their reading capacities. Furthermore, viewing from learners' perspectives, many students have reported that their interest in learning English is ruined because of endless tests, and students taught by this method do not acquire the competence of using English for communication purposes. As a matter of fact, students who attended English language classes that apply Grammar-Translation as the main instructional method normally face a difficulty of lacking experiences and confidence

in using English orally and fluently to communicate with others.

Seeing the disappointing results, many English teachers are now aware of the importance and need of integrating and weaving speaking and listening training into course design. Voices such as students should have acquired and practiced their speaking and listening skills at the same time as they learn reading skills in schools, and students should have been given more opportunities to use the target language for real and meaning purposes instead of setting a goal of passing test have often been brought up by in-service teachers. In order to search for more effective ways to teach English, various language teaching activities and techniques in recent years have been introduced to English teachers at elementary and secondary levels in workshops and conferences held by universities or language institutes in Taiwan. Reading aloud as one of all time favorite reading activities was presented to English teachers in Taiwan as well.

Reading aloud has been recognized to have long been rooted in the field of ELT in the English countries, and conventionally, the materials that are read aloud are trade books of children's literature. Just as reading aloud that has been practiced by language teachers for decades, literature-based curriculum and teaching approach are well adopted and applied by many language teachers in many regions in the United States. Scholars and researchers such as Ghosn (2002), Rosendo (2000), Astorga (1999), and Hadaway & Mundy (1999) all had published articles on the topic of combining read-aloud activity with children's literature. However, reading aloud activity and the idea of using children's

literature to teach English are still quite new and challenging concepts to most foreign language teachers in Taiwan.

Even though language teachers in English countries have been familiarized themselves with reading-aloud and are well trained to conduct this activity in their language classrooms, researchers reported on overuse or misuse of this activity are still often found (Lewis & Hill, 1992). Similarly, professor Huimei Chu (2003), after observing the phenomenon of English teaching in Taiwan for quite a long period, pointed out that the activities that many English teachers currently have applied in the elementary English classrooms are rather entertaining than educational. For that matter, the researcher was intrigued to make an investigation on the application of reading-aloud activity in the English language course.

This paper was meant to be written in the form of a conceptual paper that presented a synthesis of a number of contemporary literatures on reading aloud activity and incorporating children's literature in foreign language teaching. However, a small part of information that was collected from private talks with experienced language teachers who actually applied reading-aloud as a part of their English curriculum plan had also been included and added to support and verify the points presented in the literature articles. By reasoning and going through the thinking process of composing this conceptual paper, I hope to frame an alternative instructional structure for English teaching and learning.

## Why Does Reading Aloud Serve as an Alternative Effective Activity for Teaching English?

Reading aloud has been an important family activity for children of all ages and thus has become a part of cultural literacy tradition in the western countries. Educators, librarians and child language development experts also strongly encourage teachers to read aloud to their students in the classrooms. From the perspective of language teaching and learning, reading aloud is widely used in first-language teaching because there are many benefits of reading aloud with language learners. Research shows that reading aloud has significant effects on literacy acquisition and language development. As it was stated by Durkin (1996), “An important concept in language acquisition is the notion of the learner needing to hear models of language which are comprehensible but also beyond what the learners are able to produce themselves” (p. 15). It is common that learners’ understanding of a new language is far ahead of what they can produce themselves. Through listening to teachers or peers reading aloud children’s books and their own works, English learners have chances for literacy input, which may later help learners in their new language development.

One of the main reasons to learn a new language is to fulfill the need for communication. Besides, students learn a new language more easily when the focus is on meaningful content rather than on grammar and vocabulary only. As Carger (1993) asserted that reading aloud activity

provides English learners with a basis for meaningful communication as they respond to and share reactions to stories. The dialogues created during read-aloud achieve the aim of using a language for communication purposes because English learners will be using English to express their thoughts and to communicate with others, which is not usually covered and emphasized in the curriculum of English education. Thus, learners are given opportunities to explore a new language within meaningful conversational contexts. The action of sharing responses involves application, synthesis and/or evaluation, which are higher levels of language development. This kind of practice will accomplish the purposes of deepening English learner's English learning experiences, improving their ability of using English, helping them internalize the language and then elevating their English competence to a higher level. Besides, the experiences of being able to use English to share inner thoughts and thinking with peers will definitely build a self-confidence and independence for English learners (Hadaway, Vardell, & Young, 2002a).

When teachers read aloud books written in English, they are demonstrating to English learners how the English language is used by native speakers. Cunningham & Allington (2003) brought up a notion that reading aloud to English learners regularly in a way is sending out an invitation to have them join in the "literacy club." In *The Read-Aloud Handbook*, Trelease (2006) discussed that we learn the meanings and spellings by seeing them again and again (p. 3). The same concept can be applied on the aspects of reading, listening and speaking skills. Hall

and Moats (2000) expressed that “repeated reading” (reading the same story more than once to children by their parents and teachers) helps children develop rich language patterns. They stated, “As a child listens to sentence after sentence, he develops a familiarity with a range of possible sentence patterns and how ideas are communicated. The patterns become part of his internal rule system for putting words together” (Hall & Moars, 2000, p. 29).

Therefore, by listening to various texts constantly and the same texts repeatedly, English learners benefit from those experiences because they are introduced to new language usages, vocabulary, and the sounds and patterns of English through a non-threatening context. Hickman, Pollard-Durodolla, and Vaughn (2004) thus concluded that children could learn a significant number of words from listening to oral presentations. They found in their study that much vocabulary acquisition occurred during the experiences of listening to stories being read aloud. Similarly, Fondas (1992) confirmed the idea that reading aloud improves incidental vocabulary acquisition regardless of the reading ability of the children in his study. In the study done by Silverman (2007), a positive correlation between being read to and reading achievement was reported. Gabrielatos (2002) asserted that pronunciation can be improved in a more comprehensive way during read-aloud whereas it happens that the individual sounds and words are usually taught in isolation by ELT teachers in the class. Besides, spoken production and communication can be facilitated when reading aloud activity is used.

Each reader has his/her language pool from which to create and



choose meaning. English learners may know only one way to say something in English and are restricted in their choices of meaning. Through listening to read-aloud by teachers or peers and participating in discussions, they may be exposed to the part of language that they cannot produce themselves and get a chance to glance that part of language from others. So, through reading aloud experiences, English learners learn from each other, and it helps them to expand their language pool and refine their language. Fassler (1998) gave examples of students incorporating responses of peers to rephrase, extend and refine their own language. She reported learning scenes where students often build on each other's sentences or collaboratively create meaningful sentences.

When learners share responses in a read-aloud period, they do not normally know in advance exactly what they will hear, what feedback they will get, what they will say to others' responses, or how the discourse will continue and be developed. Many unpredictable and spontaneous conversations happen during the discussion. English learners practice their listening skills through receiving input from read-aloud and practice their speaking skills through making outputs in having discussions and conversations with others. Such speaking practice will provide a real purpose for developing oral output and listening skills, and assist English learners to acquire new information, develop concepts of how to apply newly acquired information, and of how to get meaning across. It also has advantages in helping learning share their thinking in a cross-linguistic collaboration (Lyster, Collins,

& Ballinger, 2009).

Most important of all, English learners practice their oral language skills with fluency and meaningful expressions when they respond to books being read aloud or when they use English to solve problems (Fassler, 1998). The process of learning a new language does not stop at the stage when English learners reach comprehension-level understanding. The main goal of learning a new language should go beyond this level into the level of internalizing the new language so that learners can use the new language naturally and capably to fulfill whatever needs they may have. To reach that higher level of language development, English learners not only need to be capable of doing translation but should also be able to think in English.

### Why Is It Appropriate to Adopt Children's Literature as Teaching Materials?

It is widely agreed that children's literature, the same as adult literature, has the power to change children's lives and provide opportunities for them to reflect on themselves and to learn about others and the world. Children's literature also plays an important role in helping children learn language (Freeman & Lehman, 2001). However, many people confine children's literature to children only. It is believed by the writer that children's literature should not be limited to children readers; instead, it should also appear on adults' reading lists because stories have no age boundary. Children's literature, including non-fiction,

is mainly a composition of stories. Adult readers might also be moved by the stories and gain something from stories based on their own life experiences, perceptions of various subjects and views of the world. Besides the power and influence that children's literature can play on readers, it is also appropriate to use children's literature as teaching materials in an EFL context.

First, the content of children's literature can motivate the interest of students to learn a new language. As Carger (1993) states, "The use of engaging and motivating children's literature can offer second language readers an exciting entrance into second language literacy" (p. 543). Compared to the textbooks that we usually use in the classes that were written restrictively and purposely to meet the need of teaching certain grammatical patterns or new vocabulary, children's literature is much richer, attractive and interesting in its content and other aspects. Therefore, English learners will more likely be willing to make time in their lives to read English and learn it as a new language. It has also been supported by Hadaway, Vardell, & Young (2002b) that using children's literature can create opportunities for English learners to develop and practice as readers and writers in a new language. Furthermore, bringing in children's literature into English language class can also create opportunities for language learners to practice language in purposeful ways, and the experiences of reading children's literature encourages language learners to construct meaning and to engage in active reading (Rigg & Allen, 1989).

In addition to its enchanting content, children's literature is

created and written in different levels of language difficulties, which can be selected to be used with English learners of various language levels. Because of this unique feature of having quality literary texts written in diverse language styles and language complexities, using children's literature with foreign language learners helps expose learners to a variety of language experiences. Another advantage of using children's literature is that it provides learners with a variety of discourse patterns and rich language in the forms of both oral and written language, for children's literature is categorized into different genres, styles and types. Leki (1992) argued that formal language study should be limited to contexts where the learners understand and get to know the rules. Children's literature, in that sense, is a good example. Through reading trade books of children's literature, English learners have the chance to see how native English speakers use English and to see that there are many ways to say the same thing. Besides, reading aloud may be one of the best ways to encourage English learners to learn English because the story becomes even more enchanting and inviting when it is read with dramatic voices, which may enhance the desire of or may ease the reluctance or fear in language learners (Scott & Ytreberg, 1990). Samway & Whang (1995) described their experiences of reading aloud a book to their limited English students to help them get involved in the book when the students complained that the book that it was boring and hard for them to understand.

Among types of children's literature, the picture book is the one that has been suggested and used often by teachers because both the

pictures and the text work interdependently to tell a story, and the language-rich illustrations create a rich contextualization (Spangenberg-Urbschat & Pritchard, 1994; Hadaway, Vardell, & Young, 2002a). These characteristics help English learners, who may not comprehend every word of the text, to piece together meaning from all available cues, and encourage verbal language development and reading comprehension competence. The other reason that language teachers choose to use picture books is that illustrations can evoke an emotional response and promote aesthetic understanding, which provide language learners with a basis for meaningful communication as they share reactions to stories.

## How Do We Select Books for Read-aloud?

Many teachers and educators suggested that children's literature should be used with learning activities based around themes. Thus, classroom teachers bring in theme related children's books for students to read in independent reading time. Teachers can either choose to read aloud from a group of books that they bring into their classes, from their own read aloud list, or they can read aloud books of students' choices. Barbara Moss (1995) stated, "the key to the successful selection of any book is knowledge of one's students, their interests and their background experiences" (p. 124). Samway & Whang (1995) whose class consisted of some nonnative English speakers mentioned that she selected books based on the interests of her students and on content that could elicit responses. Freeman (1998) also mentioned that teachers

need to choose books whose topic and setting can be related to the readers' own experiences (p. 76).

In addition to this student-centered criteria, in selecting books to share with English learners, teachers need to consider several other principles. First, it is important that teachers select books with authentic sounding language and are good models of language in use because the text becomes an example of the usage of language to English students, and students will imitate the language patterns that they see. Malloy (1999) furthermore emphasized, "the language should be contemporary and succinct" (p. 174). The text itself should show dialogues that will be heard from native English speakers in reality, which is not an often seen characteristic in traditional grammar-centered curriculum in Taiwan. English learners will totally agree with the following description that sentences made according to grammatical formula, although may be grammatically correct, may not be comprehensible or may sound strange to English native speakers. It is hard for English students to imagine the usual ways to say something in certain situations or environments.

Second, text of different lengths and levels of complexity should be offered. Also, texts should have a clear line and support meaning by being predictable. It normally happens that students are at different levels in one class. In order to let the students of different language abilities have a successful experience and to suit and challenge students' language abilities, there is a need to offer children's books in different lengths and levels of difficulties. Providing books that follow a familiar

pattern and are predictable is very useful in helping English learners make meaning from the texts.

Illustration not only plays a crucial role in influencing teachers' decisions in selecting books for read aloud activity but also plays a significant role in helping clarify the plot, constructing meaning in the text and evoking aesthetic understanding. Some of the articles and research findings being reviewed in this paper stressed an affirmative possibility that English readers get a sense of the story through reading the illustrations. Moreover, in the reply to my e-mail correspondence, Anna, an English teacher of the Language Center of the University of Arizona, said that illustrations are especially important to her in book selection because they are the source for most of the class discussions to happen.

Malloy (1999) further emphasized the idea that the pictures themselves should reveal much about the cultural differences (p. 175). It is impossible to separate a language from its culture or to avoid learning cultural information when people learn a foreign language. On the contrary, it is agreed by most foreign language teachers nowadays that there is a necessity to acquire cultural understanding of the group who speak that language in order to build proper communicative competence. Malloy gave an example in her article that her German-as-foreign-language American students, when encountering a new term that describes an event that most German children anticipate, had no clue of what the term means. It was through the use of illustrations that they made sense of the term. Good quality and authentic-looking illustrations are not

only useful for learning a new language but also enable learners to immerse in the culture of another language through an aesthetic experience.

Due to different purposes, teachers have different principles for selection. Cathy from the Language Center of the University of Arizona responded that her primary principle is to choose literature that “problematizes.” She explained, “That is, books that embody some sort of dilemma, or even allude to one that at the same time relates to our life and times as a class.” Sheila, another language teacher from the Language Center, however, voiced a different view that she prefers to use informational books, short stories, true stories or essays that focus on topics about life in America. She also presented her class with books that are recommended by her daughter.

## How Do We Proceed Read-aloud Activity?

### 1. Before read aloud

As it was briefly mentioned earlier, reading aloud is not confined only to the situation of having teachers reading aloud to their students but also includes students reading aloud to their peers. So, in this section both kinds of read aloud activities will be discussed and presented.

After deciding which books to be read aloud to students, teachers must prepare to do the read aloud. They must first read books silently to ensure understanding of text content. They may then practice reading



them aloud and take care to pronounce technical terms correctly. They may also wish to select a format for reading and planning activities that they think will be helpful to their students; for example, Sheila would preview the vocabulary in the book that she would be reading aloud and looked for words that she thought would be problematic to her students. Similarly, Malloy (1999), for example, did a vocabulary unit before she read aloud. The other example drawn from Beck, McKeown & Kucan (2002) is that they draw students to Tier 2 word—the “high frequency words of mature language users” (p. 8). As for student read-alouds, students may also need to understand the text content that they will be reading, check new vocabulary, practice the read-aloud several times and be careful with the pronunciation.

## **2. During read aloud**

Students are expected to be active participants while teachers are reading aloud. To achieve that objective, teachers should encourage oral participation, such as inviting students to make predictions, to share their personal connections and experiences related to the story, to express their opinions of the books, to talk about what they see in the illustrations, to tell stories of their own, or to re-tell the story. Another way to do a read-aloud is to have students read aloud books of their own choices or works of their own. In *Between Worlds* (Freeman, D. & Freeman Y., 2001), Alicia, the bilingual second-grade teacher, described, “First, I gave them time to read the book by themselves or with a partner if they wished to do so. Second, I met with them and asked

them one at a time to tell me what they thought about the book. Third, I had them read the book aloud” (p. 288).

In my private talk with Sheila, she told me about the way that she conducted students’ read-aloud. Every Friday, she would bring in essays, short stories and true stories that she copied from magazines and a cart of children’s books that she checked out from the public library. Usually, she let her students choose stories that they want to read from the copies that she made or from the cart. Then the students first silently read the piece that they chose. After they finished reading the story on their own, they came to Sheila or her intern students, and read the stories aloud. When Sheila practiced read-aloud, she put emphasis on pronunciation. So, she purposely corrected her students when they mispronounce the words.

The other example of conducting reading aloud was shared from a lecturer, Ms. Shih. She asked her students to create an imaginative situation or short story in which they imitated examples or stories written in the children’s books. Similar to teachers previously discussed, she also asked the students to read aloud their words to the class. The reason she gave this assignment was that she strongly believed that students should listen to and get used to different kinds of accents besides the teacher’s.

### **3. After read aloud**

After a read-aloud, teachers can have some follow-up activities. A period of time for discussion and sharing can be assigned to have

students to give comments and ask questions to the person who reads aloud his/her works. Students should be encouraged to interact with and to respond to the teacher's or other classmates' reactions or questions, to discuss the ideas in stories that they could not read and understand for themselves and to make comparisons and contrasts between cultural differences. Teachers should also take part in the activity. They can share their own responses, ask questions, and expand what students have said. They should provide examples and encourage talk when students are struggling with either understanding the texts or with forming sentences to express what they hope to say. Strategies such as "webbing," "graffiti board", "say something" or "sketch to stretch" can be used to help think and explore (Short, 2004). In addition, teachers may also spend time explaining vocabulary, or clarifying terms or abstract concepts.

Sheila, the language teacher whose students coming from different countries, asked students to retell the stories, either with their own words or by using words and phrases from the stories. After that, she asked some comprehension questions about the texts to check the students' understanding about the stories. She told me that very often after her students answered all the questions that she had asked, her students would share their personal connections and responses to the stories. Most of their connections and responses involved telling related personal stories or comparing the differences that they found between their own countries and the U.S. By comparing their own life experiences in or knowledge of home countries with those of the target

culture, students were making sense of the language and the cultural information behind the language.

Based on issues or questions that are brought up during the read aloud activities, teachers may include activities such as “answering open-ended questions, generating writing prompts, launching mini-projects” (Varela, 2008, p. 21). Through doing the extended activities, students get a chance to do further and deeper reflection and thinking, and to review about what they have learned in the read-aloud period of time. This prolonged learning process helps enhancing their understanding of the new language. As it was reported by Brbham & Lynch-Brown (2002) that interactional reading aloud produced statistically significant effects on vocabulary acquisition than a pure reading aloud only did.

## Conclusion

Generally speaking, the research articles and literature articles showed that reading aloud activity indeed can create a supportive language learning scenario for English language learners and help them develop their language skills of the target language. Reading aloud English children’s literature to students on the other hand not only facilitates students to learn in a pleasant atmosphere, makes foreign language learning an active and rewarding process, helps them become more confident with expressive language, but also provides more opportunities for them to actually practice and use English for real and authentic communication purposes. In conclusion, learning English

through reading aloud may be a promising way to keep students motivated in foreign language learning while at the same time to have them really work on and with their foreign language.

## REFERENCES

- Astorga, C. (1999). Text-Image Interaction and Second Language Learning. *Australian Journal of Language and Literacy*, 22: 212-33.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Instruction*. New York: Guilford.
- Brabham, E. G., & Lynch-Brown, C. (2002). Effects of Teachers' Reading-aloud Styles on Vocabulary Acquisition and Comprehension of Students in the Early Elementary Grades. *Journal of Educational Psychology*, 94(3): 465-473.
- Carger, C. (1993). Louie Comes to Life: Pretend Reading with Second Language Emergent Reader, *Language Arts*, Col 70: 542-547.
- Chu, H. (2003). Children learn ABC: Discussion on Curriculum Planning for Young EFL Learners. Paper presented in Symposium on English Teaching and Learning in the Republic of China. Taipei: National Taiwan University.
- Cunningham, P. M., & Allington, R. L. (2003). *Classrooms That Work: They Can All Read and Write*. Boston: Allyn & Bacon.
- Durkin, D. (1996). *Language Issues: Readings for Teachers*. New York: Longman.
- Fassler, R. (1998). "Let's do it again!" Peer Collaboration in an ESL Kindergarten, *Language Arts*, 75(3): 202-210.
- Fondas, L. B. (1992). *The Acquisition of Vocabulary from Reading Stories Aloud*. Nova University. (ERIC Document Reproduction

- Service No. ED 348661).
- Freeman, E. & Freeman, S. (1998). *ESL/EFL Teaching: Principles for Success*, NY: Heinemann.
- Freeman, E. & Freeman, S. (2001). *Between Worlds: Access to Second Language Acquisition*. Portsmouth, NH: Heinemann.
- Freeman, E. B., & Lehman, B. A. (2001). *Global perspectives in children's literature*. MA: Allyn & Bacon.
- Gabrielatos, C. (2002). Reading loud and clear: Reading aloud in ELT. ERIC: ED477572.
- Ghosn, I. (2002). Four Good Reasons to Use Literature in Primary School ELT. *EFL Journal*, 56: 172-179.
- Hadaway, N. & Mundy, J. (1999). Children's Informational Picture Books Visit a Secondary ESL Classroom. *Journal of Adolescent & Adult Literacy*, 42(6): 464-75.
- Hadaway, N., & Vardell, S., & Young, T.(2002a). Linking Science and Literature for ESL Students. *Book Links*, 12(2): 31-36.
- Hadaway, N., & Vardell, S., & Young, T. (2002b). *Literature-based Instruction with English Language Learners*, K-12. Boston: Allyn & Bacon.
- Hall, S. & Moats, L. C.(2000, Spring). Why Reading to Children is Important. *American Educator*, 24(1): 26-33.
- Hickman, P., Pollard-Durodola, S., & Vaughn, S.(2004). Storybook Reading: Improving Vocabulary and Comprehension for English-language Learners. *The Reading Teacher*, 57(8): 720-730.
- Krashen, S. (1988). *Second Language Acquisition and Second Language*

- Learning*. Prentice Hall: International(UK)Ltd.
- Leki, I. (1992). Building Expertise Through Sequenced Writing Assignments, *Reports Descriptive*, 1(2): 19-23.
- Lewis, M., & Hill, J. (1992). *Practical Techniques for Language Learning*. Language Teaching Publications.
- Lyster, R., Collins, L., & Ballinger, S. (2009). Linking Languages Through a Bilingual Read-aloud Project. *Language Awareness*, 18(3): 366-383.
- Malloy, M. (1999). "Ein Riesen-SpaB!" ("Great Fun!"): Using Authentic Picture Books to Teach a Foreign Language, *The New Advocate*, 12: 2, 169-183.
- Moss, B. (1995). Using Children's Nonfiction Tradebooks as Read-Alouds, *Language Arts*, 72: 122-126.
- Rigg, P. & Allen, V. (1989). *When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom*. Urbana, IL: NCTE.
- Rosendo, M. (2000). Book Browse: A Creative Approach to Meaningful Language Learning. *MCT*, 19: 33-38.
- Samway, K., & Whang, G. (1995). *Literature Study Circles in a Multicultural Classroom*. NY: Stenhouse Publishers.
- Scott, W., & Ytreberg, L. (1990). *Teaching English to Children*. New York: Longman.
- Short, K. (2004). Literature Discussion Strategies, Retrieved April 20, 2011 from <http://uacoe.arizona.edu/short/Response%20Strategies/strategies.pdf>.



- Silverman, R. D. (2007). Vocabulary Development of English-Language and English-only Learners in Kindergarten. *The Elementary School Journal*, 107(4): 365-383.
- Spangenberg-Urbschat, K., & Pritchard, R. (1994). *Kids Come in All Languages: Reading Instruction for ESL Students*. New York: IRA.
- Trelease, J. (2006). *The Read-Aloud Handbook*. 6<sup>th</sup> ed. NY: Penguin.
- Varela, A. (2008). Read-Alouds Helpful in High School ESL Classes. *Reading Today*, April/May: 21.