



READING ALOUD PRACTICES BY ESL TEACHERS

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FACULTY OF EDUCATION
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KAMPUS BANDARAYA MELAKA
2010

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**AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL
FULFILLMENT FOR THE DEGREE OF BACHELOR OF
EDUCATION (HONOURS) IN THE TEACHING OF
ENGLISH AS A SECOND LANGUAGE (TESL)**

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LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN

DR. NALINI A/P ARUMUGAM
Penyelia

TARIKH

PUAN AIDA AZLINA HJ MOHD BEE
Koordinator Program
Sarjana Muda Pendidikan (TESL)

TARIKH

DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been duly acknowledged.”

DATE

NAME: NOR AAFINA BINTI MOHD. ZAMIL
STUDENT ID: 2006145901

PENGAKUAN

“Saya akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

TARIKH

NAMA: NOR AAFINA BINTI MOHD. ZAMIL
NO PELAJAR: 2006145901

ABSTRACT

The purpose of this study is to investigate the extent and frequency of reading aloud practices by teachers in ESL classrooms. Specifically, this study is conducted to investigate the frequency of reading aloud practices by teachers in ESL classrooms, the reasons teachers give for reading aloud and not reading aloud during lesson, the types of texts that teachers use for reading aloud activities and how teachers extend the read aloud activity. The data for this study was via the distribution of questionnaires to a sample of 50 respondents. The findings of this study reveal that a majority of teachers do practice reading aloud to their students during lessons because they want to model fluent reading and model word and vocabulary pronunciation. Most of them use literature anthologies as their preferred texts. Other text choices include; poetry books, non-fictional biographies and chapter books. On the other hand, teachers who say they do not read aloud to their students claim that there is not enough time in the day for this activity and that they do not think that reading aloud is an important instructional practice.