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RESEARCH PROJECT:

"APPLICATION OF DIALOGIC READING AS A TECHNIQUE TO INCREASE ENGLISH ORAL PROFICIENCY IN PLAYGROUP CHILDREN AT COLEGIO MENOR SANTIAGO DE GUAYAQUIL DURING THE SCHOOL YEAR 2016-2017"

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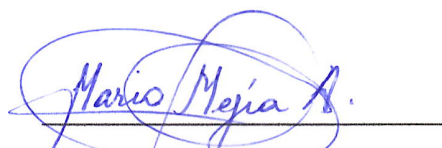**GUAYAQUIL – ECUADOR**

2016-2017

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En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Yo, **MARIO FERNANDO MEJÍA ALARCÓN**, certifico que el Proyecto de Investigación con el tema: **"APPLICATION OF DIALOGIC READING AS A TECHNIQUE TO INCREASE ENGLISH ORAL PROFICIENCY IN PLAYGROUP CHILDREN AT MENOR SANTIAGO DE GUAYAQUIL SCHOOL"**, ha sido elaborado por la señorita **GINNA ESTEFANY BUESTAN BARAHONA**, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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Autor

DEDICATION

I dedicate this research project to:

God, our Holy Father, whose love and guidance has helped me to successfully complete it.

My beloved father, whose love and patience have given me the strength to never give up.

My mother, who has always shown me that there is not such a thing that can be called impossible as long as you work hard to make it happen.

To my siblings, who in one way or another have helped and encouraged me in every step of my life.

To my lovely students who were the inspiration to carry out this research.

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ABSTRACT

The development of oral proficiency in young children has always been a challenging task for almost all English teachers around the world. Many solutions to this problem have been studied and proposed but it is still a controversial issue that most teachers consider is not possible to accomplish. The goal of this research project is to demonstrate that the application of Dialogic Reading, as a technique, has positive impacts on young students' acquisition of oral proficiency in English. This pre-experimental project followed all the steps of the scientific method. To validate the research hypothesis this procedure was followed: first, a pretest was given to an experimental group of 17 playgroup students; after this, the independent variable was activated and two months later, they were given a posttest. The results gathered from these tests were studied and analyzed. It was determined then, that the application of Dialogic Reading, as a technique was one of the factors that positively influenced in the development of the students' oral proficiency in English. It can be inferred then, that the use of this technique when teaching playgroup students help teachers set strong basis for the development of their communication skills. This research also highlights the importance of working on students' speaking and listening skills through dialogues and read-aloud since very early ages.

Keywords: Oral proficiency, Dialogic Reading, language acquisition, speaking and listening, playgroup students.

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Introduction

A lot of research has been conducted in English language teaching and especially, ways in which EFL learners can acquire good oral communication skills. Many researchers provide teachers with a variety of techniques that can help foreign language learners achieve oral proficiency, but little attention has been given to the development of these skills in young learners. As a consequence, many professionals find it difficult to reach. The struggles children present during early ages must be studied in order to assure that strong basis are set since the very beginning of this process. All of the attention given to this problem do not only help teachers to know how to address problems children might encounter when developing their oral skills while learning English as a foreign language. The current research project studies the ways in which this problem can be overcome by the application of Dialogic Reading as a technique. The first chapter will cover the delimitation of the study, broad and specific objectives as well as the population and sample of study. In the second chapter some of the most remarkable psychological and linguistic theories that influence education have been reviewed and have helped the researcher determine the foundations of this research paper on constructivism and cognitivism. The research instruments, results and analysis of these results will be presented in the third chapter to help the reader observe the results of the application of the proposed technique. The application of the proposed project plan, its objectives, content and results can be found in the fourth chapter along with some recommendations given by the author. All the astonishing results gotten with application of this technique will give the reader the chance to validate its hypothesis by himself.

1. Study Approach

1.1. Background of the problem

It is well known by almost everybody that nowadays, English plays such an important role in a person's life because of several reasons. First of all, here in Ecuador the fact that a person is able to speak this language fluently, opens up a bunch of opportunities that enables that person to get a better living since most of the time, better salaries are offered to people who have this skill when applying for a job than to the ones who don't. Additionally, this skill gives them the chance to learn about new customs, places, and cultures and to communicate with people all over the world since English is a universal language.

Even though, public schools in our country do not give English the importance it should have, basing their teaching on traditional strategies that are not effective in nowadays students. These activities include pretty long repetition exercises, many writing tasks but very little activities that focus on the development of conversational skills. All of these give, as a result, students who can write long essays, read and understand written material or even understand some oral input but that can barely produce some spoken English.

Concerned about this situation, the Ecuadorian government has required that every school teaches English and students, who after seeing the reality of this century know how important and useful speaking English is, should be given the opportunity to acquire the ability to develop accuracy and fluency in this language easily by using brand new strategies and leaving out the use of old ones.

At Colegio Menor Santiago de Guayaquil, the acquisition of English is expected to happen naturally inside as well as outside the classroom. Even when students seem to understand it; almost no oral production is found in lower levels, consequently they do not use it to communicate with their peers.

1.2. Statement of the problem

What are the effects of the application of Dialogic Reading as a technique in playgroup students` English oral proficiency at Colegio Menor Santiago de Guayaquil during the school year 2016-2017?

1.3. Objectives

1.3.1. Broad objective.

To analyze the effects of the application of Dialogic Reading as a technique in playgroup students 'English oral proficiency at Colegio Menor Santiago de Guayaquil during the school year 2016-2017.

1.3.2. Specific objectives.

- To identify the theoretical basis that support the application of Dialogic Reading as a technique in playgroup students´ English oral proficiency at Colegio Menor Santiago de Guayaquil.

- To determine the links between the application of Dialogic Reading as a technique and the playgroup students´ English oral production at Menor Santiago de Guayaquil School during the school year 2016-2017.

- To describe the characteristics of the Dialogic reading technique and the most suitable ways to apply it in class.

1.4. Significance of the study

This research project has such an ultimate significance since the need to learn English in order to communicate with others has increased in the last years, people of all ages look for ways to acquire the language easily, in a natural way, instead of forcing themselves to sit for long hours and listen to someone talking about irrelevant topics in another language which is, apart from different, difficult to understand. Even when many academies, schools and high

schools offer a variety of ways to do it, the use of old-fashioned techniques are not the most effective ways to get the aimed result.

Apart from that, most of the time programs to learn English are usually offered to children from, at least 8 years or older, which makes us wonder what would happen if younger children were offered the opportunity to acquire a new language in the first years of their lives, when, according to many theories, children tend to learn more easily.

The pursuit of new ways to get to children and teenagers from this century is such complex and exhausting work, which intrigues several theorists and education specialists. If we do not pay attention to this situation, education in Ecuador will continue being as it has been till now, with few people looking for innovation inside the classroom and even fewer teachers willing to explore new ways to get their students achieve oral proficiency in English language.

Furthermore, if children are not included in teachers 'target when talking about achievement of oral proficiency, the chance to let them get and use the language from very early ages will be left out and therefore it will be more difficult for them to do so later.

This task could be simplified by the application of simple but effective ways which will help not only students, but also teachers and parents to get good results when talking about the acquisition and oral production of a foreign language. Examples of it could be the ability to actually use English when communicating with others from very early ages as playgroup children from Colegio Menor Santiago de Guayaquil.

This research project proposes a new teaching technique that might be applied to pre-school children, making an important impact in the educational community. By applying this technique, we will be innovating, since teachers focus more on reinforcing oral proficiency in higher levels, but if we start doing so since very early ages better results can be gotten.

This research, though, does not only look for children to use basic or everyday expressions to communicate with their immediate adults but to let them develop their imagination and

critical thinking by asking them open-ended questions related to the story they are about to read so they will be, in a close future, individuals with the capacity to stand for their beliefs as well as creative, innovative, independent people confident enough to come up with new ideas and not to feel afraid of talking in public or telling others what they think, which will help society and the country in general, to develop as a community because of the fact that it will promote uniqueness and creativity to every little thing produced, invented, thought, or modeled by students from Colegio Menor Santiago de Guayaquil which could later help others to follow their example, create new groups, movements or brotherhoods that share common thoughts and therefore work together for the social welfare.

The immediate beneficiaries of the application of this technique will be playgroup children at Colegio Menor Santiago de Guayaquil who will be able to communicate with others in the target language spontaneously in a shorter time frame than expected. In the same way, parents will benefit from these results because of the fact that they will not have to spend more money and time on extra English programs. They will use that money and time expanding their children`s knowledge or abilities on any other aspects they consider necessary for them.

Additionally, teachers will have the opportunity to work with a new technique looking for good results in their students` oral proficiency. They will be astonished to see such good results and that will motivate them to keep on looking for more ways in which this technique can help their pupils.

1.5. Scope and delimitation of the study

This research project will take place at Colegio Menor Santiago de Guayaquil which is located at Km 8.5 Samborondon. (See Appendix B. for an image with the school's location).

The target group consists of seventeen four-year-old playgroup students. The aim of this research is to find out the effects of the application of the Dialogic reading technique in playgroup students´ English oral proficiency at the school previously mentioned, during the

school year 2016-2017. At the same time, 3 teachers will fill out a survey to analyze the most suitable ways this technique could be applied in the classrooms. Five members of the school board will fill out a questionnaire to validate with experts the proposal of this research project. It is important to mention that, in spite of the fact that the word "reading" is included in the name of the technique, this research project will only focus on the students' oral production of English as a foreign language without taking into account other language skills.

1.6.   Hypothesis

The application of Dialogic Reading as a technique has positive effects on playgroup students' oral proficiency at Colegio Menor Santiago de Guayaquil.

1.7. Variables and indicators

Table 1 *Independent Variable: Dialogic Reading*

Independent Variable	Conceptual Definition	Operative definition	Dimensions	Indicators	Instruments
Dialogic reading	Dialogic reading is essentially a reading practice using picture books to enhance and improve literacy and language skills.	Dialogic Reading is a technique which helps children develop reading comprehension skills as well as acquisition of language through story telling in a comfortable way for both, teachers and students.	Students' Factors in the application of the technique	Grades: BE: Below Expectations AE: Attempts Expectations ME: Meets Expectations DM: Demonstrates Mastery EE: Exceeds Expectations	Document Analysis: Pretest and posttest
			Teacher´s factors	Teacher´s preparation: High school diploma Teacher´s Bachelor degree Master degree Teacher's background: Teacher's experience Professional development Use of L2 Attendance to seminars Proficiency Levels in the target language: A1. A2.B1 .B2.C1 Teacher´s pedagogical performance in class Use of ICT in the classroom	Questionnaire

Note: This table includes some of the aspects to be analyzed in the independent variable

Table 2

Dependent Variable: English Oral Proficiency

Dependent Variable	Conceptual Definition	Operative definition	Dimensions	Indicators	Instruments
English Oral proficiency	**Oral proficiency** is the ability of an individual to speak or perform in an acquired language	Preschoolers 'ability to use L2 to communicate their ideas, thoughts, and Opinions.	Components of oral proficiency	Students 'performance in class	
			The **phonological component**	A.Demonstrates ability to understand and pronounce English words correctly.	Checklist
				B.Demonstrates ability to combine suitable sounds in L2	
			The **semantic component**	Demonstrates ability to convey meaning	Class observation
			The **syntactic component**	Demonstrates ability to combine morphemes into sentences.	
			Pragmatics	Demonstrates ability to use L2 according to specific situations.	PreTest And Post test

Note: The most important components of oral proficiency as well as ways in which they will be assessed are shown in this table

2. Theoretical framework

2.1. Literature review

For many years, theorists have been working on different strategies and methods which can help others learn English as a foreign language, especially children. Their main objective has always been to help learners to understand and be able to respond naturally to input in the language previously mentioned, as they do in their mother tongue.

We have to sadly say though, that reaching that level, for many Ecuadorian students could be a big challenge not only because of them but also because the some teachers center their teaching on themselves without letting students become active members of the class. This kind of teachers do not encourage learners to participate using the target language so they do not practice it and therefore, cannot improve their English oral skills.

The situations that have been previously mentioned can be avoided if more emphasis is given to improve students' oral production in the target language, from very early ages, by using a variety of strategies such as establishing short teacher-student dialogues, including more reading inside the classroom or even mixing both strategies at the same time.

The problem of EFL students lacking conversational skills has already been analyzed by many researchers all over the world. It seems to be caused by different factors such as, lack of prior knowledge, poor if not any exposure to the target language and very little practice of spoken English inside and outside the classroom.

In this chapter, the main learning theories which are based on Linguistics and Psychology will be discussed. After that, some of the previous research in North and South America and other countries in the world related to how to improve students 'oral proficiency in L2, will be analyzed, too. All of these topics will give us the theoretical basis for this research project.

Finally, in the last two sections, a short definition of the terms used throughout the theoretical framework as well as a brief summary of the main topics covered in this chapter will be provided.

Teaching a foreign language is not an easy task neither it is to learn it. For many years, teachers have been looking for ways in which learning a foreign language becomes something easier to do by their students. Below, some of the research conducted in north and south America are mentioned as well as the results they brought regarding TEFL giving a special focus to how to improve speaking skills in EFL students.

First of all, a short definition of what speaking is and how important it is considered by EFL students and teachers is stated below.

According to Chastain (1998) "speaking is a productive skill and it involves many components." "Speaking is more than making the right sounds, choosing the right words or getting the constructions grammatically correct." (As cited by Prieto 2007)

With this cited, the complexity of speaking and its importance when talking about learning a foreign language arise and this is exactly what encouraged Redondo (2012) to conduct a case study Understanding Strategies for Improving Oral Production Skills among EFL Learners at a Public University in Colombia

In her research, she applied different strategies which aimed to improve oral production among EFL learners by using role plays, songs and cooperative learning but it was after reading the book Kidnapped, by Robert Louis Stevenson and asking students for their opinion that she felt students were actually motivated to use L2 not only to complete the task assigned to them but to change the ending of the book always monitored by her and finding the necessary support when doubts regarding pronunciation or grammar issues arose.

According to Bygate (1987) speaking is "a skill which deserves attention as much as the literacy in both native and foreign languages." (As cited in Leon & Vega 2010)

Similarly, Al Hosni (2014) concerned about how to improve EFL learners, based her research in what stopped young learners in achieving oral proficiency in L2, some of the factors that came up as a result of her research were: linguistic difficulties such as failures in vocabulary use and syntax and mother tongue use, which did not allow them to communicate effectively in L2. All of these factors provoked inhibition and lack of self confidence in EFL students which limited their oral production.

According to Kanclar (2006) there are specific ways in which young EFL learners should be taught, considering the characteristics and abilities which will vary depending on their ages. Being the first years of their lives of extreme importance since this is when more learning can be done. Shadowing a Tape or a CD, Learning the Dialogues, Songs, Poems, Rhymes and Chants are some of the best techniques that she mentions. Kanclar also considers children to be excellent at imitating; therefore, repeating recordings from a CD or tape will help them improve their oral skills. She encourages teachers to do this with the whole group first and let them move to pair work, when they feel comfortable. The use of songs, rhymes and chants is also proposed by her since they are supposed to let learners practice pronunciation unconsciously at the same time they enjoy input in L2.

According to 5tttytytgConsidering that this research project will take place in a school where learners are three or four years old, an analysis of what their abilities and ways to learn are in order for this project to be successful.

2.2.   Theoretical foundations

English Language Teaching has its basis on two major sciences: Linguistics and Psychology. Among the psychological schools that have influenced education the most, we can mention Behaviorism, Cognitivism and Constructivism, each of them with a particular perspective of what learning is and how it occurs. The theories of nature of linguistic signs, transformational

grammar and language learning and acquisition are some of the linguistics theories which can be mentioned in this aspect, too.

2.2.1. *Psychological learning movements.*

2.2.1.1. Behaviorism.

Behaviorism is a movement in psychology that advocates the use of strict experimental procedures to study observable behavior of people (responses) in relation to the environment (stimuli). (Microsoft Encarta, 1997-2000). The behaviorist view of psychology has its roots in the writing of associationists' philosophers, American Functionalist School of psychology and the Darwinian Theory of evolution.

This psychological movement defines the mind as a "black box" where responses to stimuli can be seen and record in a quantitative way, without considering the existence of any mental process. In general terms, learning is considered by behaviorists as a progressive change in human behavior which reflects the acquisition of new knowledge or abilities through experiences. The elements of the learning process, according to this theory are stimulus, response and reinforcement.

Students have a passive role throughout the learning process. They work for some sort of reward and their behavior and development will depend on the environment and the techniques that the teacher applies. The teacher is the one who owns the knowledge and who controls the stimuli. Evaluation is never qualitative and lessons are teacher-centered.

According to behaviorism, foreign language learning is the result of a process of habit formation.

Table 3

Main Behaviorist theories, descriptions and representatives.

Representatives	Theories	Description
Ivan Pavlov	Respondent or Classical Conditioning (Stimulus Substitution)	This theory describes how stimuli that occur simultaneously can produce similar responses
Edward Thorndike	Connectionism:	This theory describes that learning is the formation of a link between stimulus and response.
John B. Watson	Theory of Response of Psychology	This theory states a type of psychological conditioning that is known as reward.
Burrhus Skinner	Operant conditioning	This theory describes how rewards shape and keep behavior.

Note: A brief description of the main Behaviorist theories covered in this research paper is shown in the table above.

2.2.1.2. Cognitivism.

Cognitivism is a psychological movement which involves the study of mental processes such as sensation, perception, attention, encoding, and memory. (Novita Wijayanti, 2013)

The cognitive approach focuses on the mental activities of the learner that lead up to a response and acknowledges the processes of mental planning, goal-setting, and organizational strategies (Shuell,1986). Cognitive theories emphasize the conceptualization of learning by students as well as how the learning process takes place and information in received, stored and updated from time to time. Learning is concerned not so much with what learners do but with what they know and how they come to acquire it (Jonassen, 1991). The acquisition of new knowledge is considered as an activity done in the mind for which internal coding and structuring by the learner is needed.

Students are considered responsible of getting new knowledge by organizing it in their minds, bending new information with prior knowledge as long as they are assisted by their teachers who will give their teaching a prompt structure so learning can take place smoothly.

This psychological movement states that language learning is the result of a mental process in which new information has been stored in the mind and to which students can retrieve to, anytime they need it, in order to use it for different purposes. Considering that new knowledge can be erased when no strong links are found between prior and new knowledge, then this movement perceives foreign language as a group of skills that can be reinforced or forgotten.

From the author's point of view, Cognitivism gives educators a perspective that foreign language learning is actually possible as long as vast learning opportunities are given to students throughout the learning process.

Among the main representatives of Cognitivism, Albert Bandura, Robert Gagnè, Benjamin Bloom and Howard Gardner can be mentioned.

Table 4

Cognitivist theories, definitions and main representatives.

Representatives	Theories	Characteristics
Robert Gagnè	Hierarchy of learning	This theory states that there are specific levels in which the learning process is developed.
Benjamin Bloom	Taxonomy of Bloom	This taxonomy guides teachers to support their students' learning process evolving from the simple to the more complex ones.
Howard Gardner	Theory of Multiple Intelligences	This theory claims that every human being has 8 intelligences, some of them more developed than the others.
Albert Bandura	Social learning	Modeling influences produce learning principally through their informative functions

Note: The most remarkable characteristics of the cognitivist theories that have influenced this research project have been listed above.

Robert Gagnè tried to describe the learning process from the stimulus to the resulting action. In order for learning to take place, certain steps need to occur in specific order: stimulus recognition, response generation, procedure following, use of terminology, discriminations, concept formation, rule application and problem solving (Gagne, 1985). The importance of this hierarchy has its foundations on the fact that it allows to identify prerequisites that should be completed to facilitate learning at each level. The theory has been applied to the design of instruction in all domains (Gagne & Driscoll, 1988).

Howard Gardner developed the theory of Multiple Intelligences during the early 80`s, this theory states that every human being possesses 8 intelligences. Individuals draw on these intelligences, individually and corporately, to create products and solve problems that are relevant to the societies in which they live (Gardner, 1983, 1993). The identified intelligences include linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence (Gardner, 1999).

Table 5

Description of Gardner's Theory of Multiple Intelligences

Intelligence	Definition
Linguistic	An ability to analyze information and create products involving oral and written language such as speeches, books, and memos.
Logical Mathematical	An ability to develop equations and proofs, make calculations, and solve abstract problems.
Spatial	An ability to recognize and manipulate large-scale and fine-grained spatial images.
Musical	An ability to produce, remember, and make meaning of different patterns of sound.
Naturalist	An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.
Bodily-Kinesthetic	An ability to use one's own body to create products or solve problems.
Interpersonal	An ability to recognize and understand other people's moods, desires, motivations, and intentions
Intrapersonal	An ability to recognize and understand his or her own moods, desires, motivations, and intentions

Note: The different intelligences stated by Gardner have been briefly described table 6. Copyright Davis K, Christodoulou J, Seider S & Gardner, 2011. *The Theory of Multiple Intelligences*.)

This learning philosophy is currently applied by teachers in educational settings all over the world, trying to adjust their pedagogical activities to their students' abilities and intelligences, enhancing their construction of new knowledge.

From the author's point of view, taking into account the different ways people learn, is certainly effective in teaching English as a foreign language, especially to children, since there are aspects which attract them more than others and if the target language is introduced considering one of these intelligences as a means of teaching, then the process will be more effective.

Benjamin Bloom

Max Englehart, Edward Furst, Walter Hill, and David Krathwohl collaborated Benjamin Bloom in 1956 to categorize educational goals developing the Taxonomy of Educational Objectives usually known as Bloom's Taxonomy. (Armstrong, n.d.). This taxonomy categorizes educational goals in Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. All of the categories placed after Knowledge were considered "skills" which establishes that knowledge is a necessary condition for the other skills to take place.

Bandura- Social Learning

According to Bandura, modeling influences produce learning principally through their informative functions and that observers acquire mainly symbolic representations of modeled activities rather than specific stimulus-response associations. (Bandura 1969)

This kind of learning has its basis in social environment in which there are at least two people involved; one of them is the one who models the aimed behavior and the other is the observer. This observation is what determines learning since the observer is supposed to imitate only those behaviors who receive reinforcement. Social learning theory offers vast possibilities of application in areas of learning, motivation and self-regulation.

2.2.1.3. Constructivism.

Constructivism is a cognitive movement that equates learning with creating meaning from experience (Bednar, Cunningham, Duffy &Perry 1991). It states that learners are capable enough to use prior knowledge to construct new knowledge basing on their own understanding

the same which creates new cognitive structures. Each student is supposed to build his knowledge basing on his own experiences and adjusting them to the new information he receives from the environment. As a mixture of many tendencies, Constructivism emerges as a new psychological movement in education, being its main representatives Jean Piaget, Lev Vygotsky, David Auzubel and Jerome Bruner.

The constructivist paradigm, considers students as active and responsible participants in the learning process. Teachers are considered guides which promote the construction of new knowledge through indirect teaching, providing the students with learning experiences

Table 6 *Constructivist theories: characteristics and representatives*

Representatives	Theory	Characteristics
Jean Piaget	Theory of Cognitive Development	This theory considers that children construct their understanding of the world after going through specific stages of cognitive development.
Lev Vygotsky	Sociocultural learning	According to this theory, learning occurs through interaction with others and the environment
Jerome Brunner	Learning by Discovery	Learning is an active process in which learners construct new ideas or concepts based on their own experiences.
David Auzubel	Meaningful Verbal Learning	According to Auzubel, learning occurs through two main processes; reception and discovery.

Note: Short description of the most relevant constructivist theories and their representatives are shown in this table.

Jean Piaget (1896 – 1980) studied the basic mechanisms of cognitive development and stated the Theory of Genetic Epistemology, which considers that knowledge is acquired not only because of the stimuli but because individuals are able to construct knowledge by themselves (Airasian & Walsh, 1997; Akyalcin, 1997; Crowther, 1997; Geary, 1995; Hein, 1991;

Heylighen, 1997; Mahoney, 1995; Murphy, 1997; Piaget, 1926; Sexton & Griffin, 1997; von Glasersfeld, 1995; von Glasersfeld & Steffe, 1991; Vygotsky, 1978). Piaget thought that children could build their knowledge when their innate abilities interacted with their experiences, so that the construction of knowledge was a result of the interaction between heritage and experience (Piaget & Inhelder, 1971). This theory influenced in his well-known theory of Cognitive Development. His ideas about the cognitive development of children generated great impact in education, causing the modification and review of the curriculum in many educational systems.

According to Piaget, cognitive development is a process of restructuring knowledge. This process begins with a cognitive structure, or a particular way of thinking. (Singleton, N. C. & Shulman 2014). Every time the child experiences a new situation or any change that may affect that particular way of thinking, disequilibrium will take place. The child needs then, to solve the situation considering what he already knows and what he is experiencing at the moment. This is called adaptation by Piaget (Piaget, 1954). Once the conflict is solved and new knowledge has been acquired, accommodation takes place which allows the child to be in a state of equilibrium once again.

Piaget`s theory has its basis in the assumption that cognitive development (intellectual and affective) happens progressively in 4 different stages which were later called the "stages of cognitive development"; sensorimotor, preoperational, concrete operational and formal operational.

Table 7 *Piaget Theory of Cognitive Development*

PIAGET THEORY OF COGNITIVE DEVELOPMENT CHART		
STAGES	AGE RANGE	DESCRIPTION
Sensorimotor	From birth to 2 years	Identifies object performance, the object stills exist when out of sight. Recognition of ability to control object and acts intentionally
Preoperational	2-7 years	Begins to use language. Egocentric thinking difficulty seeing things from other points of view. Classified objects by single feature.
Concrete operational	7 – 11 years	Logical thinking Recognizes conservation of numbers, mass and weight. Classifies objects by several features and can place them in order.
Formal operational	11 years and onward	Logical thinking about abstract propositions. Concerned with the hypothetical and the future. Create hypotheses and test.

Note: Piaget Cognitive Development Stages. Copyright 2015 Study Lecture Notes.

According to these categories, during the first two years of their lives, children develop their innate drives to more structured concepts, establish their first affective connections and start differentiating emotions. During this period, called the sensorimotor stage, children are mainly egocentric and they do not consider other`s points of view yet.

From ages 2 to 7, the preoperational stage takes place, during this period children start using language to make sense of reality. They start socializing and sharing their thoughts with others through the use of language as sorting objects by different traits and manipulating numbers also happens in this stage.

By age eleven, even when children cannot solve logical operations without concrete objects or events, they begin to develop logic. During adolescence, the formal operational stage goes on up to the rest of their lives. Abstract operations are solved by children without using concrete

materials. They also reach maturity affectively, being able to understand and respect other`s points of view while expressing their own.

Piaget`s theory of cognitive development had and still has great influence in education since he was the first person in suggesting that people involved in education should pay attention to it in order to adjust education to way human beings learn according to their ages.

Meaningful Learning- Auzubel

According to Auzubel, learning occurs through two main processes; reception and discovery. He proposes that content should be introduced to students in an organized way, giving them and idea of what the sequence of learning is going to be. He also considered students will only learn if content is relevant to them and they are able to link this new knowledge to previous one. As certain student's cognitive stage and teaching them accordingly was considered as a responsibility of every teacher.

It was the first time that more focus was given to students, letting them become active participants of the learning process and stopped the tendency of having teacher-centered classrooms. Auzubel proposed that teaching should enable students to associate beginning knowledge with what they will learn, encouraging teachers to facilitate learning by presenting the subject matter to be covered so students can build knowledge in discovery learning activities.

Vygostsky

Vygotsky describes learning as a social process and that the origin of human intelligence is in society or culture. It is supposed to happen first through interaction with others, and then integrated into the individual's mental structure. He considers that the learner is a main participant in the learning process and that he builds his own knowledge through the environment, the people in the environment and some stimulus. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development is limited to a "zone of proximal

development" (ZPD). This "zone" is the area of exploration for which the student is cognitively prepared, but requires help and social interaction to fully develop (Briner, 1999).

According to this theory there are two aspects involved in the learning process of every individual which are actual and potential. Actual means what the learner can actually do by himself and potential what he can do with some support. This theory allows students to become more independent every time and find resources in the environment that can help and support their learning. Their achievements are evaluated based on how much help the learner needs to complete the tasks assigned to them. When applying this technique in Teaching English as a Foreign Language, the teacher finds out what the Zone of Proximal Development is, works within that with the learner, challenging him at times to find solutions to problems that might arise during the learning process by himself so he can move up to a higher level.

2.2.2. Linguistic learning theories.

Table 8

Linguistic theories, representatives and characteristics

Representatives	Theories	Characteristics
Ferdinand de Saussure	Theory of Nature of Linguistic Signs	This theory states that a linguistic sign is a linguistic unit formed by the association of a meaning a symbol which is the sound.
Noam Chomsky	Theory of Transformational Grammar	According to this theory, there is an innate structure which allows the production and comprehension of any statement in any natural language, allowing the acquisition process to take place and the domain of spoken language to require little linguistics input for their proper development.
Stephen Krashen	Theory of acquisition and learning of languages	This theory states that there are 2 ways to achieve communicative competences in a language: through acquisition or through learning.

Note: Short description of the main linguistic theories of language learning

2.2.2.1. Theory of Nature of Linguistic Signs.

Saussure`s theory considers a linguistic unit to be a 'double entity,' meaning that it is composed of two parts; the concept or meaning and a sound-image. (Saussure, 1959).

In his definition, Saussure considers every part of linguistic units as mental processes that take place in individuals 'minds. The concept or idea of what a given word brings to our mind was called signified and the word which actually brings those ideas to our mind was called the signifier. A congenital device for language acquisition is considered to exist and it is called LAD. This is completely opposite to Skinner`s theories of Classical and Operant Conditioning where the mind is considered as something that allows analyzing behavior.

2.2.2.2. Stephen Krashen's theory of language acquisition.

Five hypotheses make up Krashen's theory of second language acquisition:

- The Acquisition-Learning hypothesis,
- The Monitor hypothesis,
- The Input hypothesis,
- The Natural Order hypothesis,
- And the Affective Filter hypothesis.

Krashen states that there are two ways in which a language can be learned: 'the acquired system' and 'the learned system' (Schütz, R., 2014). The 'acquired system' involves a process of meaningful interaction between learners and the environment. A need to communicate is supposed to be the main reason why language is used rather than proper use of the language. On the other hand, the 'learned system' is the result of formal instruction of a language, which implies awareness of rules to be followed when using it.

The Monitor hypothesis points a difference between language acquisition and language learning. In this hypothesis Krashen states that the monitoring function is played by the learner of the language which uses his knowledge of the language to correct his own utterances in L2 while the acquirer of the language uses the language in an unconscious way paying less attention to the rules of the language.

In the input hypothesis Krashen refers to language acquisition only, saying that the individual will acquire the language as long as he is exposed to input in the language that is in a higher level than what he is able to produce. That means that the learner will acquire input that he can comprehend even if he cannot produce it.

The **Natural Order** hypothesis has been studied for many researchers who have suggested that there is a natural order which is followed by acquirers of a language regarding grammatical structures and that that order is somehow predictable. For a given language, some grammatical structures tend to be acquired early while others late. In despite of it, Krashen considers that this grammatical order should not be followed when the aimed result is language acquisition.

To conclude, the **Affective Filter** hypothesis, states that there are some affective factors that facilitates language acquisition such as self-esteem, motivation and anxiety. If anxiety is low while self-esteem and motivation are high, then the acquisition of a language takes place easily yet this does not determine whether the language will actually be acquired. Differing from it, if anxiety is high and self-confidence and motivation are low then it is more likely that the acquisition on language will not take place.

Language learning and learning acquisition

The main difference between language learning and language acquisition is that when someone learns or attempts to learn a language, he is aware of this process whether this process happens unconsciously without formal instruction we are talking about language acquisition. Noam Chomsky (1972) states that language is innate and that "all children share the same internal constraints which characterize narrowly the grammar they are going to construct"

2.2.2.3. Theory of Transformational Grammar.

In 1957, Noam Chomsky proposed the Theory of Transformational Grammar also called Transformational-generative Grammar, which denies the idea that structuralism had previously brought. According structuralism every language is unique, on the other hand, Chomsky

considers that there is a relationship among the elements of a sentence and, therefore among the possible sentences that can be made using a language. Transformational grammar assigns a "deep structure" and a "surface structure" to show the relationship of such sentences. The use of transformational grammar in language analysis assumes a certain number of formal and substantive universals.

SUMMARY

After having reviewed the most important psychological and linguistic theories that influence foreign language teaching and learning, it's important to mention that this research project will be based on the theories of constructivism and cognitivism, taking Vygotsky's theory of the zone of proximal development as one of the ones that make more impact in the present research. According to Vygotsky, there are two aspects involved in students learning: actual and potential. This theory seems to be applicable to this research project since students will be exposed to an everyday input given in the target language produced by adults which already have achieved oral proficiency (proximal) and which will, therefore support them in every situation they might need some help with. Students' prior knowledge will be considered the "actual" component. Similarly, the philosophy of multiple intelligences will also guide teachers to find different ways in which learning can take place in every student, adapting their teaching to the students' needs.

When teachers and students can interact naturally in a casual way, Auzubel's theory appears. According to him, learning occurs by discovery. By applying this technique in the classroom, students will be exposed to new vocabulary and grammar structures which are not going to be introduced to them directly but they will be acquired once they realize there are patterns that can be followed when using them. For example; I like going to school. I like eating chocolate. They will get to know, indirectly, that the verb "like" can be followed by a gerund.

One of the most important theories that guides the present research project is Piaget`s theory of cognitive development. He states that there are 4 stages children experience to develop cognitively. According to these stages, the subjects of this investigation (4-5-year-old students) are in the preoperational stage. In this stage, children start using language to express themselves and they tend to be egocentric in their thinking, which affects understanding and accepting others' points of view. The author considers these characteristics as remarkable for the development of this project since it guides teachers on how to teach these children. Apart from Piaget´s point of view, the author also considered the characteristics listed below:

Table 9

Personality traits of 4-year-old children

SPEECH
❖ Speak clearly on the whole, but they may still not use some sounds correctly, e.g. say 'th' for 's' or 'w' for 'r'   ❖ Ask 'Why', 'When', 'How' questions and ask what words mean tell long stories which may be partly true and partly made up   ❖ Are interested in questions and can argue and give their own ideas about things talk about what might happen or what they would like to have happen   ❖ Know a few nursery rhymes which they can say, repeat or sing.

WHAT THEY ENJOY
Four-year-old children have their own unique personalities and things they enjoy and it is important to support them in their own interests.   ❖ Jokes (especially toilet jokes). They will laugh at and say nonsense or silly words.   ❖ Books and stories with interesting rhymes and words. They may make up rhymes.   ❖ Playing with other children.   ❖ Physical activities.   ❖ Simple computer games

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Some of the linguistic theories this research project will work with are the theory of language acquisition and Krashen's hypothesis of the affective filter. Children will be exposed to the target language, as mentioned before, in everyday situations which will help them acquire the

language naturally at the same time as they can build strong bonds with their caregivers which will help the affective filter to take place and according to Krashen, this will support them through their learning process as well.

2.3. Conceptual framework

- ❖ Assessment: In education, this term refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. (Abbott, S., 2015).

- ❖ Listening Comprehension: Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. These include recognizing speech sounds, understanding the meaning of individual words, and/or understanding the syntax of sentences in which they are presented.
(Nadig, A., 2013)

- ❖ Dialogic Reading: It is defined as a method of reading to preschoolers by Eisenhart (2008) where the adult helps the child become the teller of the story instead of just a listener. Dialogic reading considers that practice in using language, feedback regarding language, and appropriately scaffolder adult-child interactions in the context of picture book reading facilitate young children's

- ❖ Oral proficiency includes the ability to communicate verbally in a functional and accurate way in the target language. A high degree of oral proficiency implies having the ability to apply the linguistic knowledge to new contexts (topics) and situations (Omaggio, 1986). This research project will consider oral proficiency as the main objective to be achieved with the application of Dialogic Reading in everyday classes.

❖ Prior knowledge: The knowledge a learner already has about a topic or subject. It is the past knowledge a learner brings to a new learning situation.

❖ Technique: Carry out a method. It is implementational, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. (Yanto, 2014)

❖ Strategy: According to Frankael (1973), teaching strategies represent the combinations of specific procedures or operations, grouped and ordered in definite sequence that teachers can use in the classroom to implement both cognitive and affective objectives.

❖ Method: A method, is an organized, orderly, systematic, and well-planned procedure aimed at facilitating and enhancing students' learning. It is undertaken according to some rule, which is usually psychological in nature. That is, it considers primarily the abilities, needs, and interests of the learners. (Garcia, 1989)

❖ Theory: A set of assumptions, propositions, or accepted facts that attempts to provide a plausible or rational explanation of cause-and-effect (causal) relationships among a group of observed phenomenon. The word's origin (from the Greek thorós, a spectator), stresses the fact that all theories are mental models of the perceived reality. (Business Dictionary, n.d.)

❖ Procedure: a series of actions that are done in a certain way or order: an established or accepted way of doing something. (Merriam-Webster, n.d.)

3. Research methodology

3.1. Type of research description

This is a quantitative study, which fulfills all the requirements of educational research, and it has the following features: It is exploratory, descriptive and correlational.

Exploratory in the sense that, it attempts to find out the reasons why four- year- old students have pedagogical problems in the classroom and then it seeks to provide information about how they can improve their oral proficiency through the application of the Dialogic reading technique by the teacher.

Descriptive, since it describes situations and events in the classroom, it also interprets the information that was obtained through the research instruments and correlational because the main goal of it is to establish the relationship between the independent and dependent variables of this work.

It is scientific because its theoretical foundations are derived from scientific research. It also shares the characteristics of Pre-experimental research because of the following reasons: an "experimental" group was chosen. A pretest was given to them. After this, the independent variable was activated when the proposal of this research was applied   to them. A post- test was given; finally, the results of it were studied and evaluated.

3.2. Methods and techniques

This is a quantitative research since it emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through tests, questionnaires and surveys. All of the steps of the Scientific method were followed in this study:

A. Observation: Previous class observations evidenced a pedagogical problem related to TEFL: Students at Colegio Menor Santiago de Guayaquil did not talk to each other

using the foreign language. Additionally, they revealed listening comprehension problems and poor interaction among students and teachers.

B. These problems made school authorities and teachers ask themselves the following questions:

- "What impedes students´ interaction in the target language?

- "Are the techniques used in the classroom the most appropriate ones to improve their oral proficiency?"

- "Which innovative strategies should be implemented to enhance students' oral interaction?"

C. To answer these questions, the research hypothesis arose "The application of Dialogic Reading as a technique has positive effects on playgroup students' oral proficiency at Colegio Menor Santiago de Guayaquil. This research hypothesis was validated following the procedure previously mentioned.

D. Finally by using class observations, tests and questionnaires, valuable information was obtained, analyzed and interpreted which led the author of this research project to the final conclusions and recommendations.

3.3. Research instruments

The data was obtained applying the following instruments:

a. A class observation

b. A pretest and a posttest

c. A questionnaire

3.3.1. A class observation form.

A class observation form was conducted following the standards of the English department of the institution where this research was conducted; the main purpose of it was to determine possible pedagogical problems in students' acquisition of oral proficiency, what factors caused

the problem as well as the teachers' performance in class and how they addressed students' learning. It is worth mentioning that this class observation was conducted before the application of this research proposal. (See Appendix C. to see the classroom observation form used in this research project).

3.3.2. Pretest and posttest.

A pretest and a posttest were applied to the experimental group in order to validate the research hypothesis: that is to determine the influence of the independent variable, Dialogic Reading on the dependent variable, student's oral proficiency.

The pretest, which included 9 standards, was given to playgroup students at the beginning of the school year and it allowed to find out possible weaknesses and strengths in the educational process. After this, the dependent variable was activated and finally, 2 months later a posttest was given to the students to evaluate the effectiveness of the proposed technique. (See Appendix D. to see the tests applied to the experimental group)

3.3.3. A questionnaire.

A questionnaire, which included 10 items, was given to 10 playgroup teachers with a specific purpose: to analyze their experience and preparation as well as their knowledge and attitude towards the application of Dialogic Reading as a technique in class. (See Appendix E. for a sample of the questionnaire given to teachers)

3.4. Research population sample and setting

This research work was conducted at Colegio Menor Santiago de Guayaquil in Guayaquil, Ecuador.

The research population was 17 students who were registered in Playgroup level and 10 English teachers who were responsible for the application of the proposed technique.

3.5. Result, findings and analysis

3.5.1. A class observation form

The class observation conducted by the researcher gave the following results:

- Teacher had great classroom management skills and had a great rapport with students. However, it was observed that little opportunity for students to share ideas was given which limited their participation in class.

- Teacher gave clear instructions and students knew exactly what to do.

- Teacher talked to students using L2 only.

- Literal questions were asked to students instead of open ended ones, which impeded them to develop their oral proficiency even more.

3.5.2. Pre and posttest

Students were assessed based on their vocabulary acquisition and use (V.A.); the development of their listening and speaking skills regarding collaboration and comprehension (L&S); and their internalization of the conventions of Standard English language (L).

Students grades will vary from BE to EE, being BE the lowest a students can get and EE the highest grade. During the process of acquiring the skills promoted by the proposed technique, a students can be graded AE which will mean the students attempts expectations, ME= meets expectations or DM= demonstrates mastery.

All of the standards already mentioned along with their specific application will be described in the table below:

Table 10

Standards to be used in the tests

STANDARD	DEFINITION	APPLICATION
Vocabulary Acquisition and Use. (V.A)	The body of words used in a particular language. (Oxford Dictionaries, n.d.)	Students will be assessed based on their curiosity to acquire new vocabulary words as well as on their capability to understand new words with the teachers' explanations.
Speaking and Listening: Comprehension and Collaboration (L & S)	Listening comprehension encompasses the multiple processes involved in understanding and making sense of spoken language. (Volkmar, Encyclopedia of Autism Spectrum Disorders, 2013) Speaking: Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994) (Burns & Joyce, 1997)	Students will be assessed based on their participation in collaborative conversations with diverse partners about playgroup topics and texts with peers and adults in small and larger groups.
Language: Conventions of Standard English Usage (L)	Usage refers to conventions of both written and spoken language that include word order, verb tense, and subject-verb agreement. The applicable conventions of standard English grammar and usage for playgroup children according to the Common Core Standards Initiave (Common Core State Standards Initiave, n.d.) are: Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*) .	Students will be assessed based on their acquisition of the conventions of standard English regarding usage: turning a singular noun into a plural noun when reminded.

Note: Standards used in the pretest and posttest and a short description of them are shown in the table above.

Table 11 *Pretest results*

Students were assessed based on the following standards:

V.A.1. I can ask and answer questions during a story
V.A.2. I can retell familiar stories.
V.A.3. I can show interest in learning new vocabulary by asking questions.
V.A.4. I can understand new words with my teacher's explanation.
L&S.1. I can share ideas about different topics with my classmates and teachers.
L&S.2. I can participate in simple conversations.
L&S.3. I can use 2 or 3 words that I have learned when speaking in groups.
L&S.4. I can use simple words and phrases to express myself.
L.1. I can turn a singular noun into a plural noun when reminded.

GRADES: DM= Demonstrate Mastery, ME= Meets Expectations, AE= Attempts Expectations, BE= Below Expectations.

STUDENT	V.A.1	V.A.2	V.A.3	V.A.4.	L&S.1	L&S.2	L&S.3	L&S.4	L.1.
S1	ME	ME	ME	ME	BE	BE	BE	ME	ME
S2	BE	BE	AE	BE	ME	ME	ME	BE	BE
S3	AE	AE	AE	AE	BE	BE	AE	AE	AE
S4	AE	BE	BE	BE	BE	AE	AE	AE	AE
S5	AE	ME	AE	ME	ME	ME	ME	BE	BE
S6	BE	BE	BE	BE	BE	BE	BE	AE	BE
S7	ME	ME	ME	ME	BE	BE	BE	ME	BE
S8	BE	BE	BE	BE	AE	AE	BE	BE	BE
S9	BE	BE	AE	BE	BE	AE	BE	BE	BE
S10	BE	BE	AE	BE	AE	BE	BE	AE	BE
S11	ME	ME	AE	ME	BE	ME	ME	ME	ME
S12	AE	AE	AE	AE	BE	BE	AE	BE	BE
S13	AE	AE	AE	AE	BE	AE	BE	BE	BE
S14	AE	AE	BE	AE	BE	AE	AE	AE	BE
S15	BE	BE	AE	BE	AE	AE	AE	AE	BE
S16	BE	BE	BE	BE	AE	AE	AE	AE	BE
S17	BE	BE	ME	BE	ME	ME	AE	ME	AE

Note: Results gotten by students in the pretest are shown in this table.

Vocabulary acquisition & use. I can ask and answer questions during a story

Table 12

Pretest Results Analysis of Standard V.A. 1

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	8	47%
Attempts Expectations	6	35%
Meets Expectations	3	18%
Demonstrates Mastery	0	0%
Exceeds Expectation	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group are shown in this table. Analyzed Standard: I can ask and answer questions during a story.
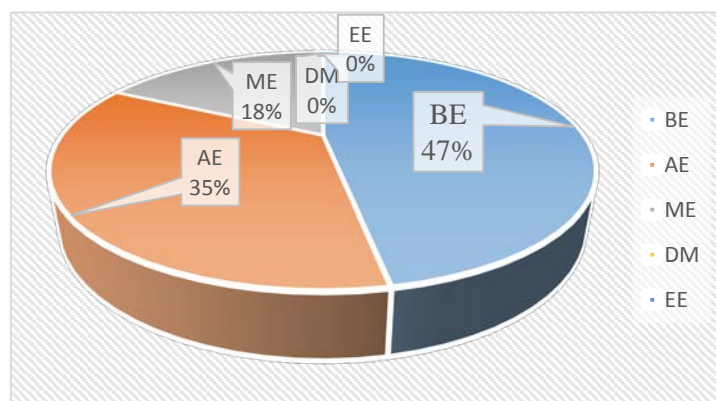
Figure 1 Pretest Results Analysis. Standard: V.A.1

The graph above shows that a high percentage of students has drawbacks in asking and answering questions about a story which also leads to a poor class participation and shows evidences that they need extra support in this task. This low participation might be caused for little motivation from the teacher to promote her students' curiosity in how a story finishes and what happens through the story. Similarly, considering the characteristics of four-year-old children this situation might be caused by students' timidity; therefore, more activities that promote socialization among teacher and students should be done to promote students' willingness to participate actively during read aloud.

Vocabulary Acquisition & Use. (V.A. 2)

Table 13

Pretest Results Analysis. Standard: I can retell familiar stories.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	9	53%
Attempts Expectations	4	23%
Meets Expectations	4	24%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Short Analysis of the results gotten after the application of a pretest to the experimental group are shown in table 4. Analyzed Standard: I can retell familiar stories.
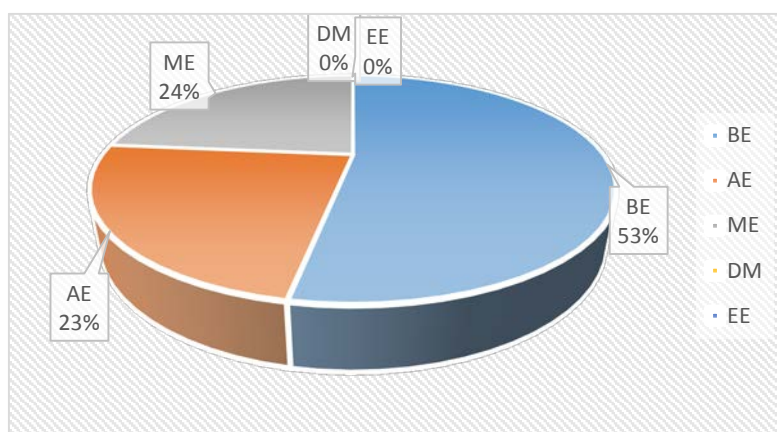
Figure 2 Pretest Results. Analyzed Standard: V.A.2.

As observed in the pie chart above, students have difficulties in retelling stories. It might be due to little practice done in the classroom or because of lack of reinforcement. Students at this age learn whatever they are exposed to as long as it is repetitive and constant. The more practice is done with this activity, the more familiar they will get to I and this will take them to do it more frequently. It might be caused also, because stories are not read frequently to them so that it becomes more difficult to them to recall how it was and therefore the task of retelling it becomes more challenging. Another factor that can cause this situation is the environment in which the story-telling takes place. It should be done in a quiet and silent place to help students concentrate and go along with the story.

Vocabulary Acquisition & Use. (V.A.3)

Table 14 *Pretest Results Analysis. Standard: I can show interest in learning new vocabulary by asking questions.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	5	47%
Attempts Expectations	9	35%
Meets Expectations	3	18%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can show interest in learning new vocabulary by asking questions.
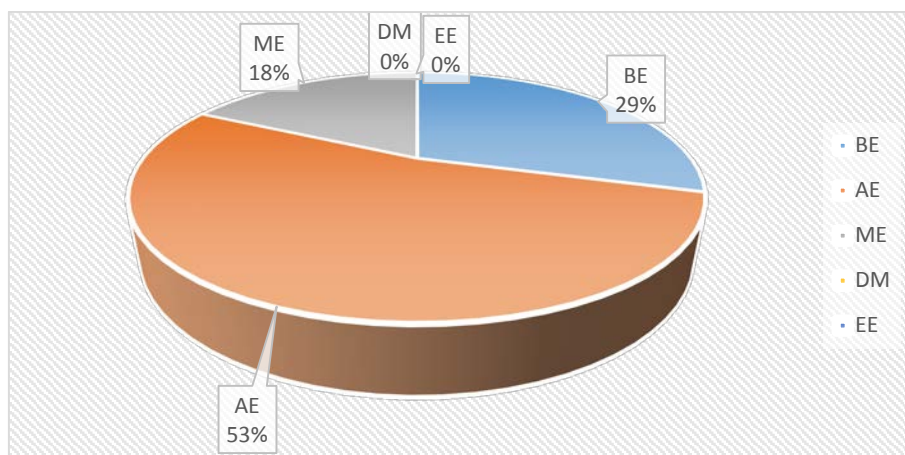
Figure 3 Pretest Results. Analyzed Standard: V.A.3

This graph shows that more than 50 % of learners are not encouraged enough to ask their teacher for new vocabulary words. It might be caused by poor motivation or the use of techniques that are not suitable to students` likes and interests. This situation can interrupt their learning process and limit their oral production.

Vocabulary Acquisition & Use. 4. (V.A.4)

Table 15 *Pretest Results Analysis. Standard: I can understand new words with my teacher's explanation.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	9	53%
Attempts Expectations	4	23%
Meets Expectations	4	24%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	17	100%

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can understand new words with my teacher's explanation.
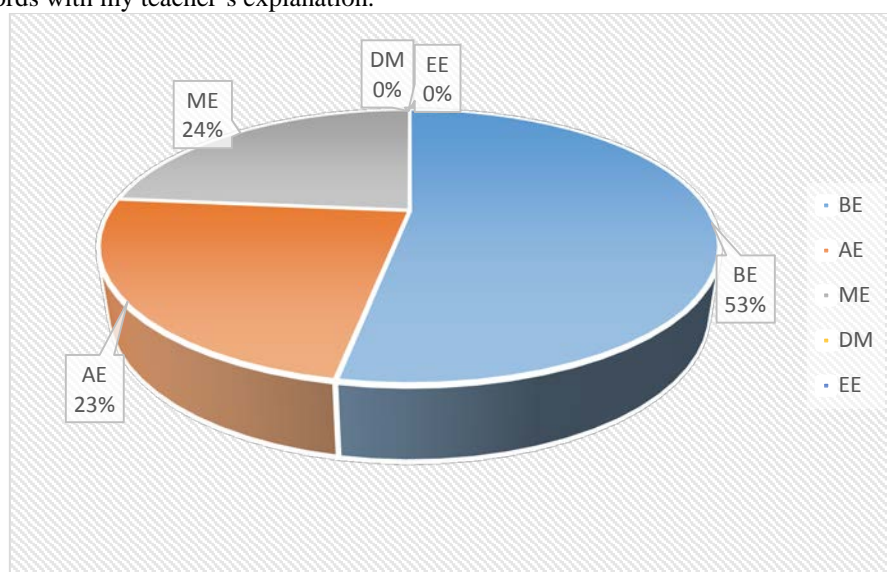
Figure 4 Pretest Results. Analyzed Standard: V.A.4

The graph above exposes one of the most important difficulties children encounter which is understanding new words with the teacher's explanation; some of the factors that might cause this situation are: the use of terms that are too difficult to understand for children which will limit their comprehension, the kind of explanation the teacher gives considering that at this cognitive development students learn better when explaining meaning through context rather than when a too formal definition is giving to them or maybe the way in which the teacher is expressing herself is not clear enough for children to understand her.

Listening and Speaking (L & S. 1.)

Table 16

Pretest Results Analysis. Standard: I can share ideas about different topics with my classmates and teachers.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	10	56%
Attempts Expectations	4	22%
Meets Expectations	3	22%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can share ideas with my teachers and classmates about different topics.
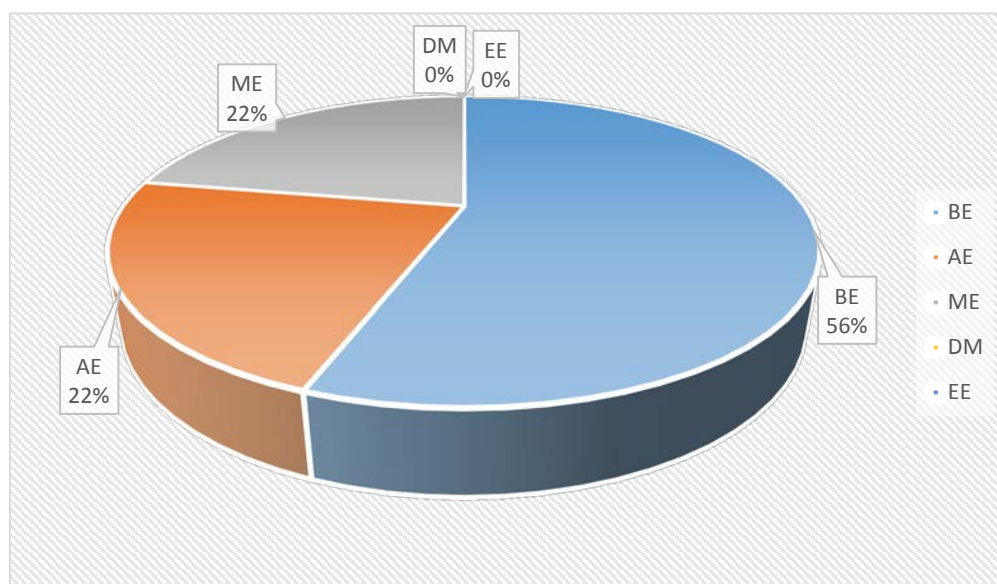
Figure 5 Pretest Results. Analyzed Standard: L&S.1.

According to this graph, there is little sharing time inside the classroom. It might be caused for the use of old fashioned techniques that center the teaching on the teacher rather than in the learners. Teachers can avoid this situation by providing students with different opportunities to express themselves. For example, during circle time students can do show & tell of their favorite books or they can talk to the person next to them about the characters of a story or the beginning, middle and end of a story read aloud by the teacher.

Listening & Speaking. L &.S. 2.

Table 17 *Pretest Results Analysis. Standard: I can participate in simple conversations*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	6	35%
Attempts Expectations	7	41%
Meets Expectations	4	24%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can share ideas with my teachers and classmates about different topics.
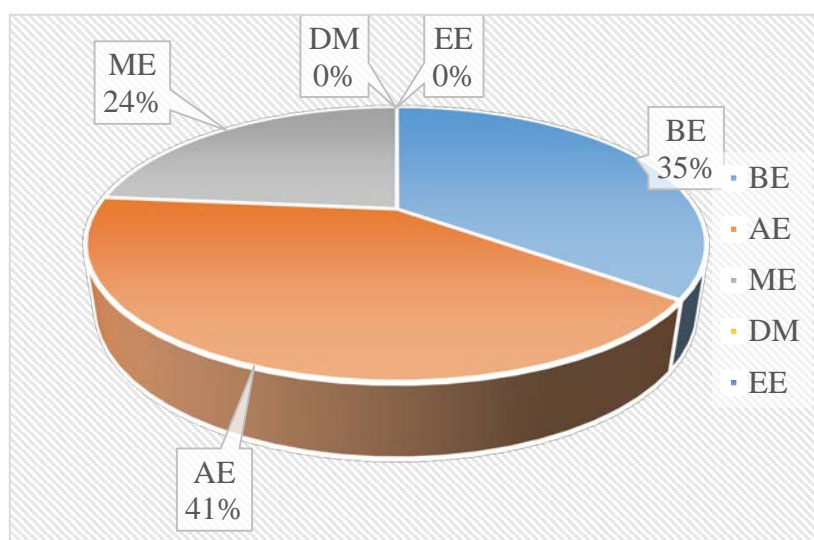
Figure 6 Pretest Results. Analyzed Standard: L&S.2

This graph exposes the fact that even when students do not share their ideas about different topics with the whole class, 41% of them can actively participate in simple conversations. This percentage can be raised by prompting children use simple phrases when speaking and providing them with opportunities to use them. As already mentioned before, the more students practice, the more used they will get to it and the more naturally they will do it. This speaking prompting and reinforcing can be done during storytelling as well as in any other activity to be done inside the classroom.

Listening & Speaking L&S.3.

Table 18

Pretest Results Analysis. Standard: I can use 2 or 3 words that I've learned when speaking in groups.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	7	39%
Attempts Expectations	7	39%
Meets Expectations	3	22%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can use 2 or 3 words that I have learned when speaking in groups.
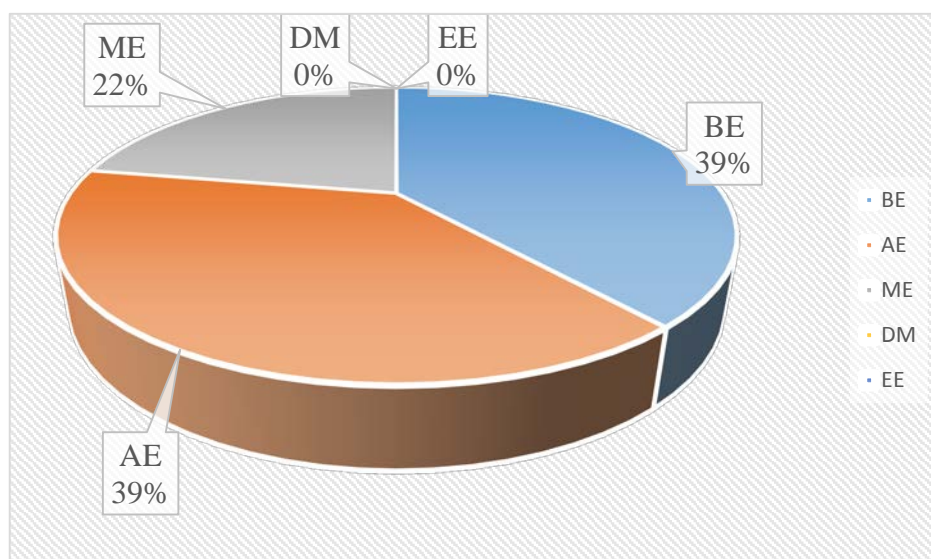
Figure 7 Pretest Results. Analyzed Standard: L&S.3

The graph shown above illustrates that 39% of students do not use 3 or 2 words they have learned in simple conversations but the same percentage can actually do it. This gives the author a hint that more reinforcement should be given to vocabulary words inside the class, maybe by playing memory games with them or having them pasted in a specific part of the class with a picture that shows their meaning so students can look at them every time and remember them or by making them use those words in a sentence during circle time or before reading a book.

Listening & Speaking L & S. 4.

Table 19 *Pretest Results Analysis. Standard: I can use simple words and phrases to express myself.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	6	35%
Attempts Expectations	7	41%
Meets Expectations	4	24%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can use simple words to express myself..
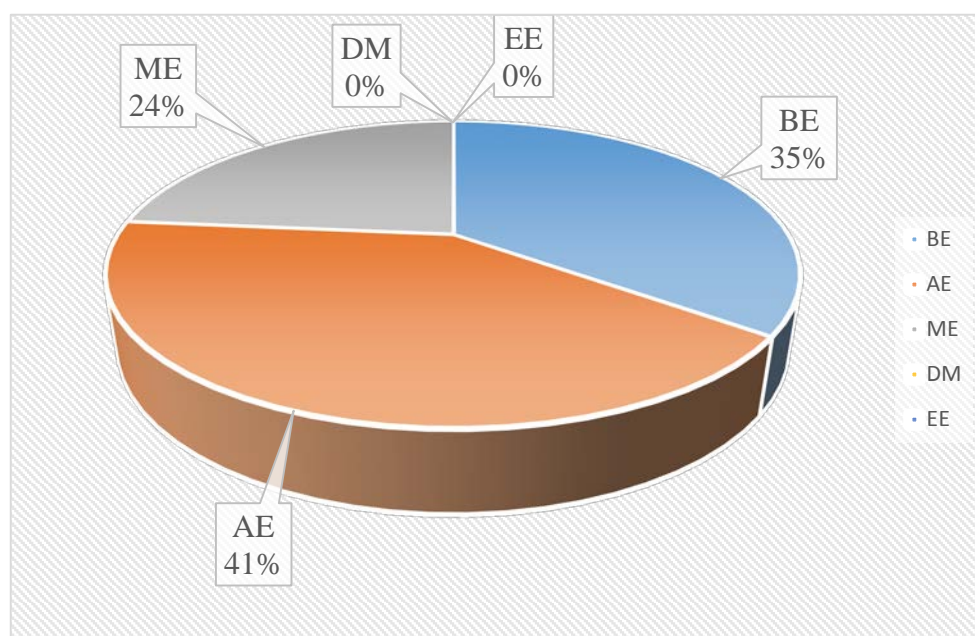
Figure 8 Pretest Results. Analyzed Standard: L&S.4

According to this graph few percentage of students express themselves by using simple words and phrases. The author highlights again, the importance of applying games to prompt the proper use of these expressions, especially during circle time or during storytelling, where according to the proposed technique, students are expected to answer questions regarding the story read by following prompts that the teacher explains and uses first. By doing it every day, children will handle them better and therefore the percentages can vary.

Language. (L.1)

Table 20

Pretest Results Analysis. Standard: I can turn a singular noun into a plural noun when reminded.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	12	70%
Attempts Expectations	3	18%
Meets Expectations	2	12%
Demonstrates Mastery	0	0%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a pretest to the experimental group. Analyzed Standard: I can turn a singular noun into a plural noun when reminded.
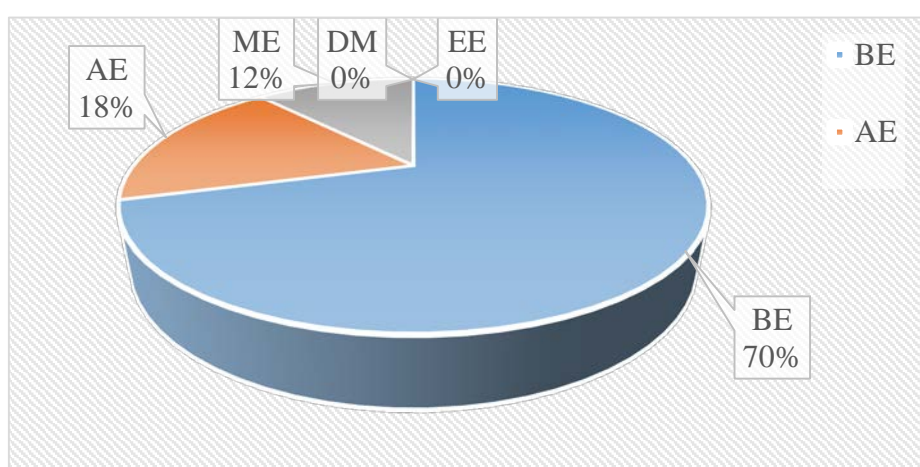
Figure 9 Pretest Results. Analyzed Standard: L. 1.

This graph reveals one of the biggest weaknesses in the classroom, 70% of students do not turn a singular to plural even when they are reminded to do so. Even when this is considered the most difficult skill to be acquired by students since they are learning new vocabulary and a new language and sometimes do not pay attention to the conventions of standard English, the author considered it a very important skill that should be reinforced by teachers. It might be by the use of TPR activities; for example, make a column using 5 linking cubes!" students will have to stand up and get the 5 cubes to complete the task. After this, the teacher should prompt students to say "I have 5 cubes". The same procedure can be followed to ask students to get only one cube, but this time some emphasis should be given to the difference in saying "cubes" and "cube".

- Posttest

After 2 months of applying this technique in the classroom, students took a posttest.

Students were assessed based on their vocabulary acquisition and use (V.A.); the development of their listening and speaking skills regarding collaboration and comprehension (L&S); and their internalization of the conventions of Standard English language (L). The grades which were used to assess students' progression were the same that were used in the pretest.

BE: Below expectations
AE: Attempts expectations
ME: Meets expectations
DM: Demonstrates mastery
EE: Exceeds expectations

In the following pages, a short analysis of the results gotten in the posttest will be shown. It is important to mention that they will be presented by grade and that a brief description of them will be given as well. In general terms, the author can mention that the results gotten by students in the posttest portraits the improvements achieved by them after the application of the proposed technique. After providing readers with a short interpretation of these results, the author will include a comparative analysis of both, the results gotten in the pretest and in the posttest.

Table 21 *Posttest results*

Students were assessed based on the following standards:

V.A.1. I can ask and answer questions during a story
V.A.2. I can retell familiar stories.
V.A.3. I can show interest in learning new vocabulary by asking questions.
V.A.4. I can understand new words with my teacher's explanation.
L&S.1. I can share ideas about different topics with my classmates and teachers.
L&S.2. I can participate in simple conversations.
L&S.3. I can use 2 or 3 words that I have learned when speaking in groups.
L&S.4. I can use simple words and phrases to express myself.
L.1. I can turn a singular noun into a plural noun when reminded.

GRADES: DM= Demonstrate Mastery, ME= Meets Expectations, AE= Attempts Expectations, BE= Below Expectations.

Standards

Students	V.A.1.	V.A.2	V.A.3	V.A.4	L&S.1	L&S.2	L&S.3	L&S.4	L.1.
S1	DM	DM	DM	DM	ME	DM	DM	DM	DM
S2	ME	BE	BE	AE	DM	DM	DM	ME	AE
S3	ME	BE	BE	BE	BE	BE	BE	BE	BE
S4	AE	ME	AE	DM	BE	BE	BE	BE	BE
S5	ME	BE	AE	BE	BE	BE	BE	BE	BE
S6	DM	AE	AE	BE	AE	AE	BE	AE	AE
S7	EE	DM	DM	DM	DM	DM	DM	DM	DM
S8	AE	AE	AE	BE	AE	AE	AE	AE	AE
S9	ME	AE	AE	AE	AE	AE	AE	AE	AE
S10	BE	AE	AE	AE	AE	AE	AE	ME	AE
S11	DM	DM	ME	ME	ME	DM	DM	DM	AE
S12	ME	ME	AE	AE	BE	ME	ME	ME	BE
S13	AE	ME	ME	ME	ME	DM	ME	ME	BE
S14	AE	ME	ME	ME	ME	ME	ME	ME	BE
S15	BE	ME	ME	ME	ME	ME	ME	ME	ME
S16	BE	ME	ME	ME	ME	ME	ME	DM	ME
S17	DM	DM	DM	DM	DM	DM	DM	DM	ME

Note: Results gotten by students in the pretest are shown in this table.

Vocabulary Acquisition and Use. V.A.1.

Table 22

Posttest Results Analysis. Standard: I can ask and answer questions during a story.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	3	19%
Attempts Expectations	4	25%
Meets Expectations	5	31%
Demonstrates Mastery	4	19%
Exceeds Expectations	1	6%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can ask and answer questions during a story.
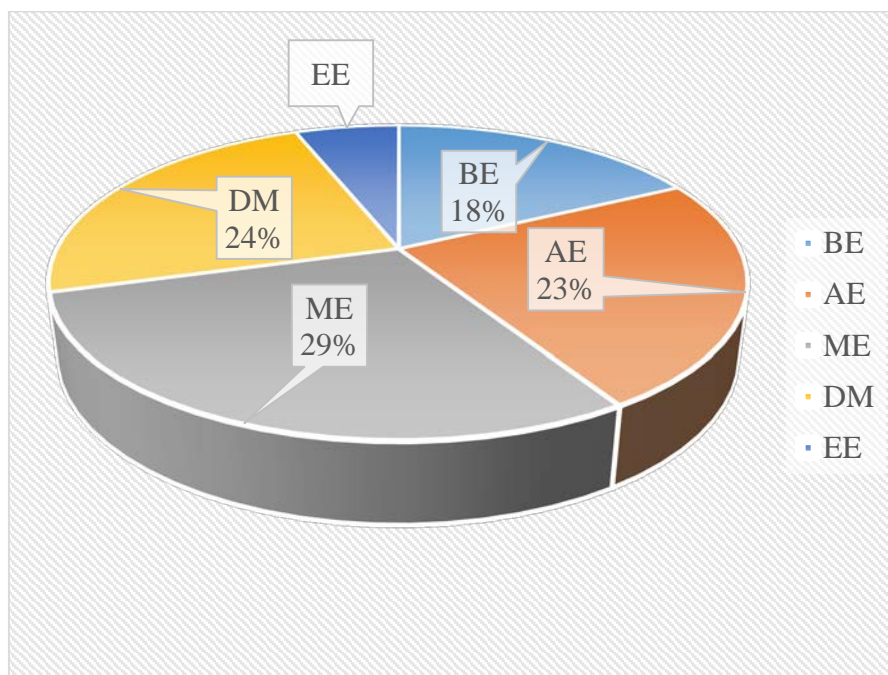
Figure 10 Posttest Results. Analyzed Standard: V.A. 1.

The graph above shows how students' participation in asking and answering questions has greatly increased due to the vast opportunities to practice this skill that were provided to students during the application of the proposed technique. Students were allowed to ask questions before, during and after storytelling.

Vocabulary Acquisition and Use. V.A. 2

Table 23 *Posttest Results Analysis. Standard: I can retell simple familiar stories*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	3	18%
Attempts Expectations	4	23%
Meets Expectations	6	35%
Demonstrates Mastery	4	24%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can retell familiar stories.

Figure 11 Posttest Results. Analyzed Standard: V.A.2.

From the information given in this pie chart, it is easy to observe that students' participation in retelling familiar stories has improved, but there are some students who still need more support on it. The teacher read the same story 2 or 3 times in different days in order to make students familiar with the stories and to provide them with many opportunities to practice the skill analyzed before: Asking and answering questions during. By doing this, students were able to remember the stories in an easy way and therefore, the retelling was an easier task for them to perform as shown in the chart above.

Vocabulary Acquisition and Use. V.A. 3.

Table 24 *Posttest Results Analysis. Standard: I can show interest in learning new vocabulary*

by asking questions

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	2	12%
Attempts Expectations	7	41%
Meets Expectations	5	29%
Demonstrates Mastery	3	18%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can show interest in learning new vocabulary by asking questions.
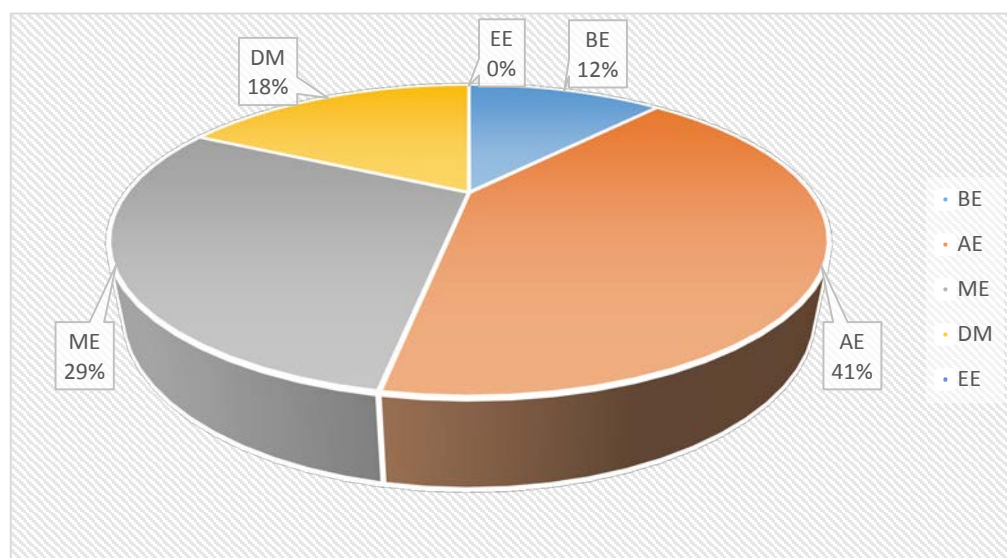
Figure 12 Posttest Results. Analyzed Standard: V.A.3.

By providing students with various opportunities to participate before, during and after storytelling, as explained before, not only their class participation increased but also their interest in learning new vocabulary. As they were motivated to actively participate, they were looking for ways in which they could express themselves in the foreign language which shows the impact that the technique has had in students' behavior and curiosity in using L2 for every situation where oral communication was needed.

Vocabulary Acquisition and Use. V.A. 4.

Table 25

Posttest Results Analysis. Standard: I can understand new words with my teacher's explanation.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	4	23%
Attempts Expectations	4	24%
Meets Expectations	5	29%
Demonstrates Mastery	4	24%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can understand new words with my teacher's explanation.
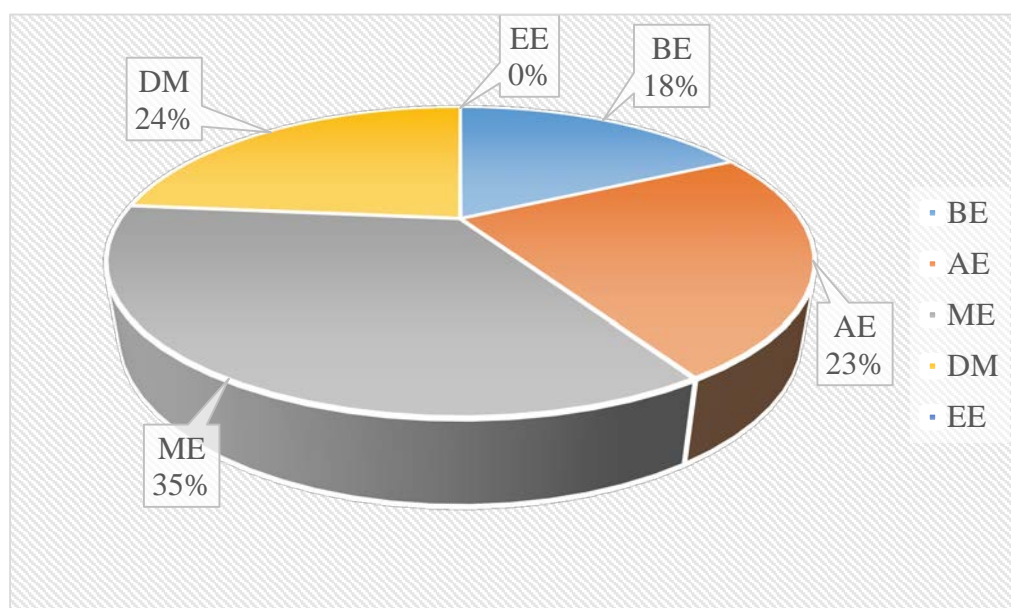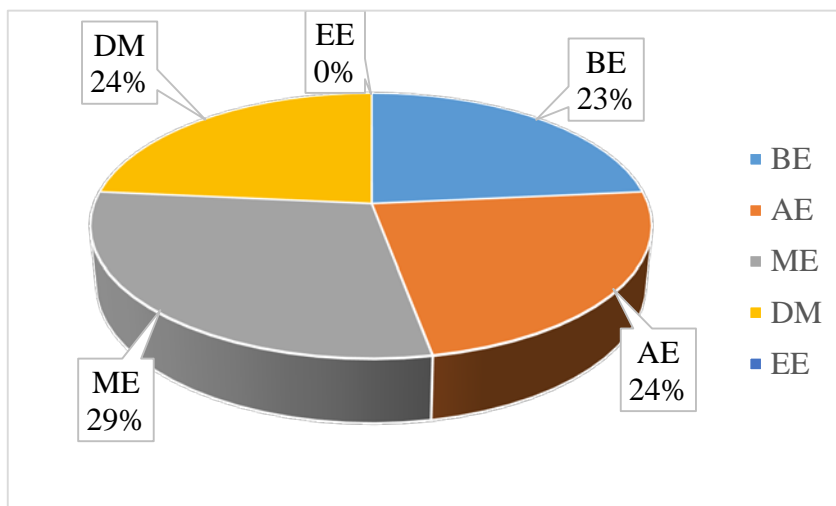

Figure 13 Posttest Results. Analyzed Standard: V.A.3.

By improving the ways in which explanation was given to students from long definitions to short-in context explanation, students' comprehension of the meaning of new words increased as the graph above reveals. The application of this technique also helped 24% of the students to master this skill which shows one of the benefits gotten by the application of the proposed technique. The other recommends to continue applying it in class and use it along with read aloud.

Listening & Speaking (L & S. 1.)

Table 26 *Posttest Results Analysis. Standard: I can share ideas about different topics with my classmates and teachers.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	4	23%
Attempts Expectations	4	24%
Meets Expectations	6	35%
Demonstrates Mastery	3	18%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can share ideas about different topics with my classmates and teachers.

Figure 14 Posttest Results. Analyzed Standard: L&S. 1.

Another benefit of the application of Dialogic Reading in the classroom was the opportunity to create a stronger rapport with students, after the application of this research proposal, students showed an improvement in their ability to share simple ideas about different topics with their classmates and teachers. It demonstrates that not only their communication skills have improved but also their capacity to socialize and share ideas freely with adults and children of their same age. The results gotten in this standard let the author perceive that the technique influences the development of both, social-emotional and communication skills.

Listening & Speaking L&S. 2.

Table 27 *Posttest Results Analysis. Standard: I can participate in simple conversations.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	3	18%
Attempts Expectations	4	23%
Meets Expectations	4	24%
Demonstrates Mastery	6	35%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can participate in simple conversations.

Figure 15 Posttest Results. Analyzed Standard: L&S. 2.

The graph above exhibits how the percentage of students who can start and keep a simple conversation differs from the percentage gotten in the pretest. According to this graph, the opportunities given to students to have a conversation with the teacher and their classmates have made them reinforce this skill which will help them improve their oral proficiency in the foreign language.

LISTENING & SPEAKING L&S. 3.

Table 28

Posttest Results Analysis. Standard: I can use 2 or 3 words that I've learned when speaking in groups.

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	4	24%
Attempts Expectations	3	18%
Meets Expectations	5	29%
Demonstrates Mastery	5	29%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can use 2 or 3 words that I've learned when speaking in groups.
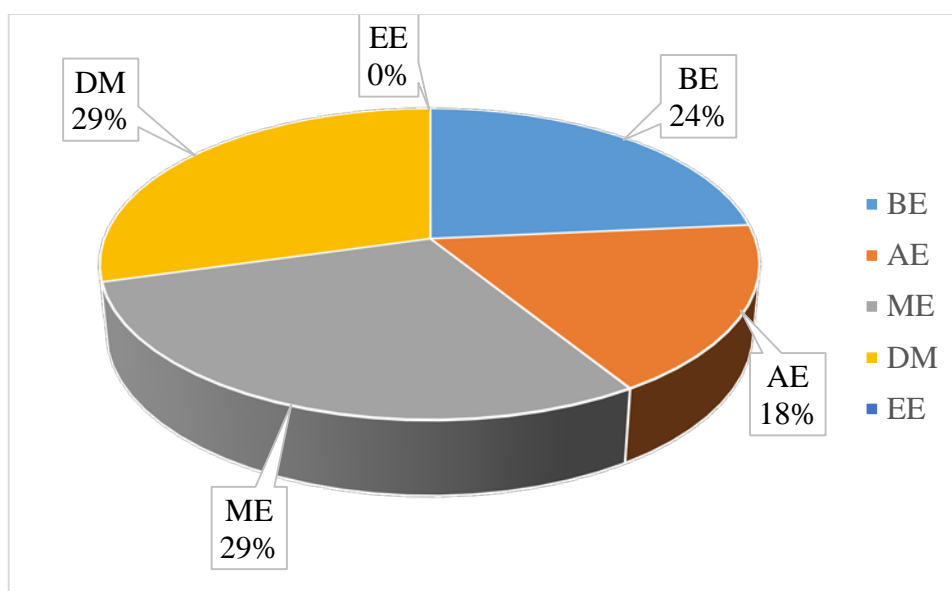
Figure 16 Posttest Results. Analyzed Standard: L&S. 3.

The graph shown above illustrates that 29 % can use 2 or 3 words learned when speaking which gives good insights of the results of the technique applied since when words are used frequently, they become usual for students and they can recall and use them easily. Some of the s in which this skill can be improved are: print and place those words in a place that students can look at them and read them every day or by asking students to use them during and circle time prompting and giving support to the ones that need it.

Listening & Speaking L&S. 4.

Table 29 *Posttest Results Analysis. Standard: I can use simple words and phrases to express myself.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	3	18%
Attempts Expectations	3	18%
Meets Expectations	6	35%
Demonstrates Mastery	5	29%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can use simple words and phrases to express myself.
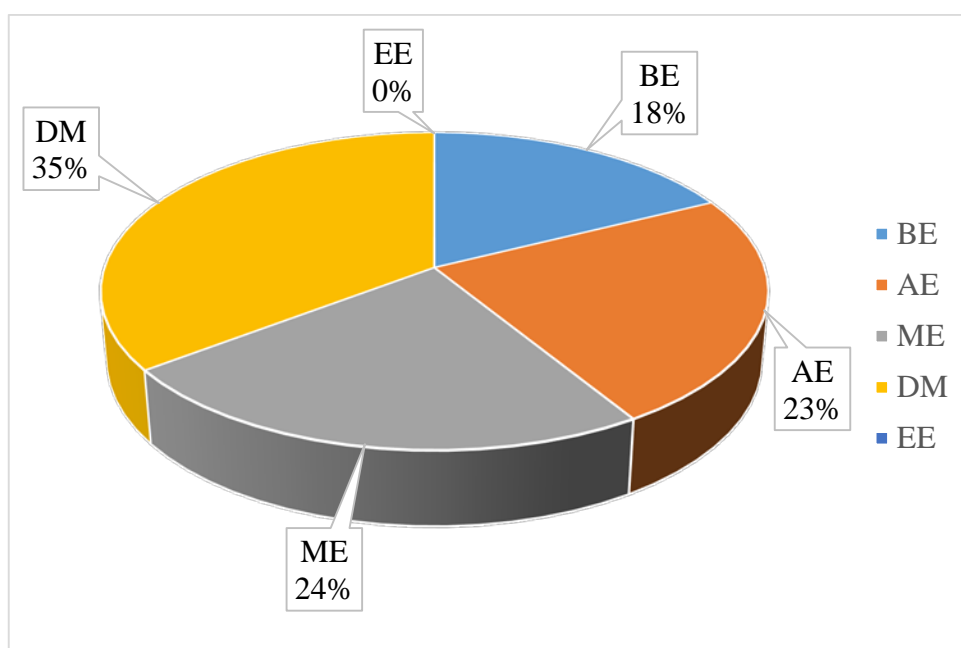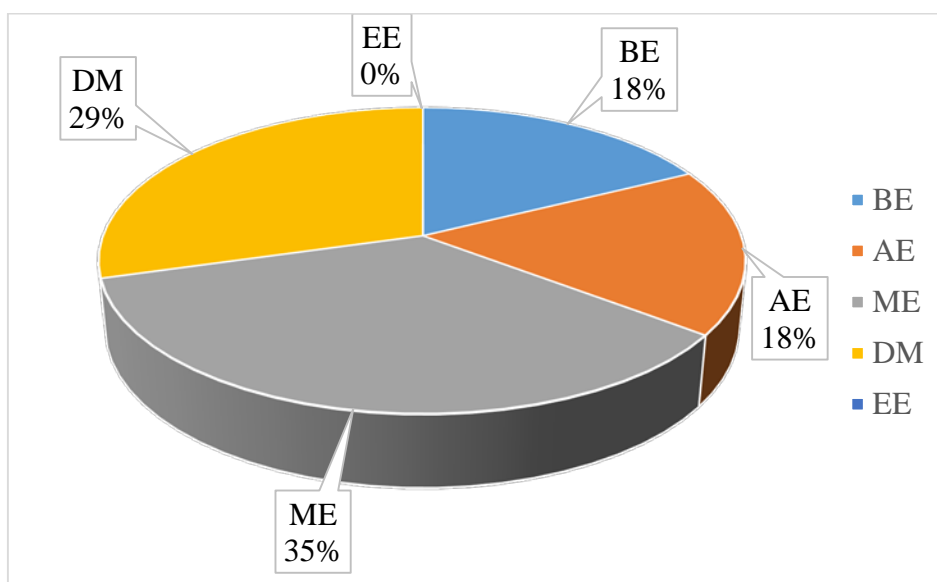

Figure 17 Posttest Results. Analyzed Standard: L&S. 4.

This graph states that 64 % students have improved their abilities to express themselves by using simple word and phrases. This improvement can be considered as a global result of the technique applied by the researcher as well as the frequency in which it was applied and the proper use of it by the teacher. The use of simple expressions by children when establishing short conversations with others is an ability that was reinforced at every moment according to the recommendations given by the author. Even when it was positive, teachers need to continue working on it to achieve the aimed result completely.

Language (L.1)

Table 30 *Posttest Results Analysis. Standard: I can turn a singular noun into a plural noun when reminded.*

DESCRIPTION	FREQUENCY	PERCENTAGE
Below Expectations	6	35%
Attempts Expectations	6	35%
Meets Expectations	3	18%
Demonstrates Mastery	2	12%
Exceeds Expectations	0	0%
TOTAL	**17**	**100%**

Note: Results gotten after the application of a posttest to the experimental group. Analyzed Standard: I can turn a singular noun into a plural noun when reminded.
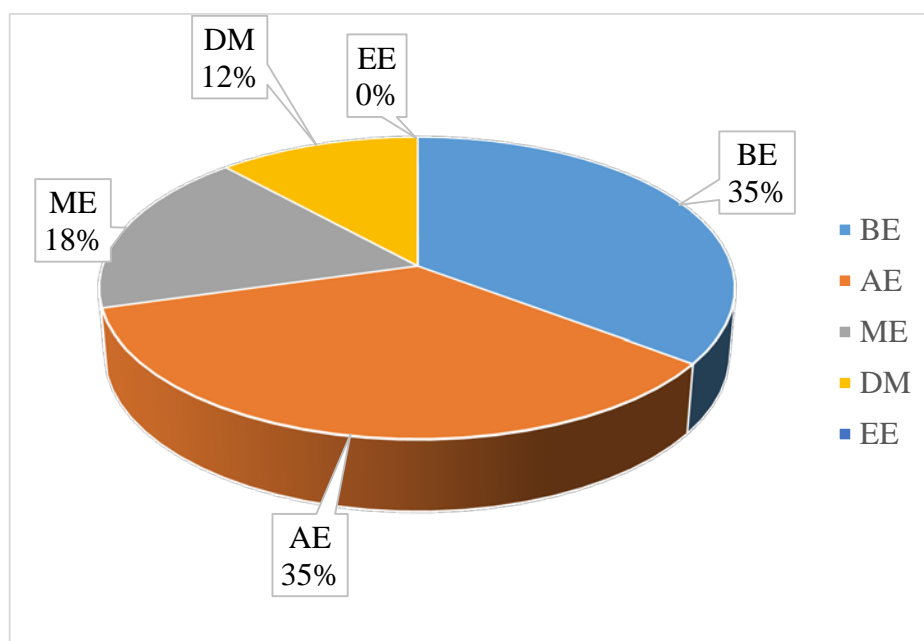
Figure 18 Posttest Results. Analyzed Standard: L.1.

This graph reveals that the biggest weakness found in the classroom when applying the pretest has been successfully addressed since now only 35% of students are below expectations and a 12 % already master it. Even when the results have been positive, the author highlights the importance of continue working on it.

Pretest and posttest comparative analysis

Once the pretest and posttest results have been obtained, a comparative analysis needs to be done.   The components of this analysis are charts as well as graphs along with brief interpretations of them. The analysis will be based on the percentage of grades gotten by students in each of the standards assessed. It is important to mention that the charts will be presented by grade and not but standard as it was done before. Also, the author considers it important to high light that two trends will be perceived in the final results: an upward trending since most of students will achieve better grades and therefore, an improvement can be seen on the graphs and an decreasing trend since the percentage of students who got the lowest grades will tend to decrease after the application of the proposed technique.

Below Expectations
Attempt Expectations
Meets Expectations
Demonstrate Mastery
Exceeds Expectations

The first grade to be analyzed will be Exceeding expectations, this grade was to be given to students which overpass the expectations set by the teacher in all the standards already mentioned before.

Table 31 *Pretest and Posttest Comparative Analysis- Exceeds Expectations*

Standard	Pretest	Posttest
I can ask and answer questions during a story.	0%	19%
I can retell familiar stories.	0%	0%
I can show interest in learning new vocabulary by asking questions.	0%	0%
I can understand new words with my teacher's explanation.	0%	0%
I can share ideas about different topics with my classmates and friends.	0%	0%
I can participate in simple conversations.	0%	0%
I can use 2 or 3 words that I have learned when speaking in groups.	0%	0%
I can use simple words and phrases to express myself	0%	0%
I can turn a singular noun into a plural noun when reminded.	0%	0%
Total	0%	19%
Average	0,00%	2%

Note: The percentage of students who exceeded expectations in both, pretest and posttest are shown in this table.
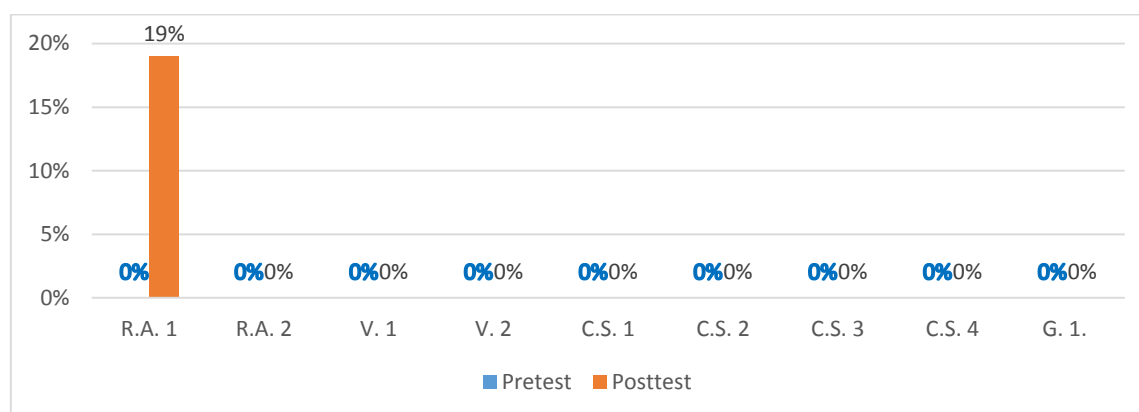
Figure 19 Pretest and Posttest Comparative Analysis- Exceeds Expectations

The graph shown above exhibits that 19% of students exceeded the expectations set by the teacher. They could answer and ask questions during a story without any help. This points out the impact of the technique applied to students and how they benefited from it. Even when the percentage of students is low, the author highlights that contrary to having 0% of students able to exceed expectations in the pretest given at the beginning, some of them actually did in the posttest. The fact that this grade is the highest a student could get and having already mentioned the characteristics of the population of this research, it is considered a success to get 19% of students exceeding expectations.

Table 32

Pretest and Posttest Comparative Analysis- Demonstrate Mastery

Standard	Pretest	Posttest
I can ask and answer questions during a story.	0%	31%
I can retell familiar stories.	0%	12%
I can show interest in learning new vocabulary by asking questions.	0%	29%
I can understand new words with my teacher's explanation.	0%	24%
I can share ideas about different topics with my classmates and friends.	0%	18%
I can participate in simple conversations.	0%	35%
I can use 2 or 3 words that I have learned when speaking in groups.	0%	29%
I can use simple words and phrases to express myself	0%	29%
I can turn a singular noun into a plural noun when reminded.	0%	12%
Total	0%	190%
Average	0,00%	21%

Note: The percentage of students who demonstrated mastery of the evaluated skills in both, pretest and posttest are shown in this table.
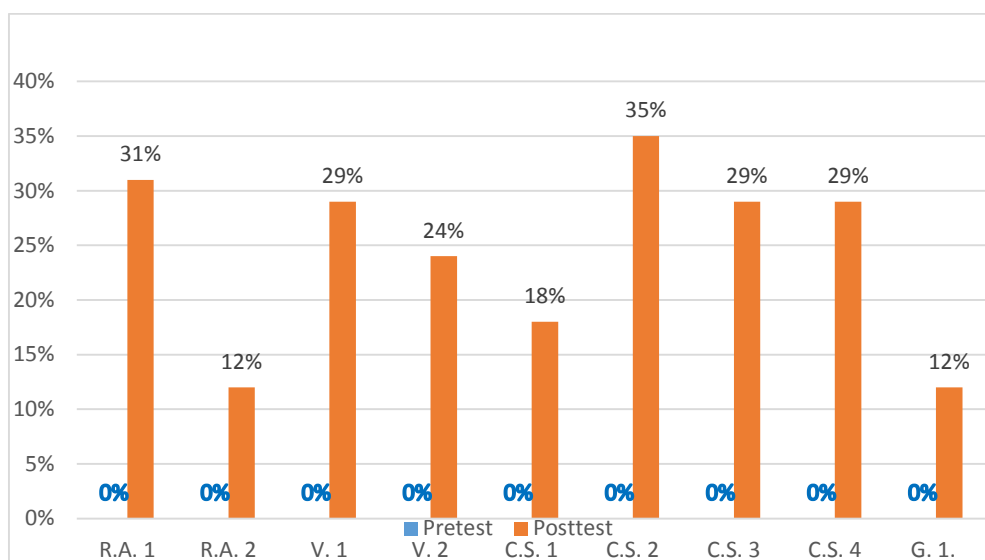
The author considers this graph as the most remarkable one since it portraits the progress of students at their highest point. As the reader can observe, students' achievement of the first standard increased from 0% to 31% which exhibits the impact of the technique applied to students and how successful it was. Similar results were gotten when assessing the other standards. This leads the researcher to perceive positive effects of the application of this technique.

Table 33 *Pretest and Posttest Comparative Analysis- Meet Expectations*

Standard	Pretest	Posttest
I can ask and answer questions during a story.	18%	25%
I can retell familiar stories.	24%	35%
I can show interest in learning new vocabulary by asking questions.	18%	18%
I can understand new words with my teacher's explanation.	24%	29%
I can share ideas about different topics with my classmates and friends.	22%	35%
I can participate in simple conversations.	24%	24%
I can use 2 or 3 words that I have learned when speaking in groups.	22%	29%
I can use simple words and phrases to express myself	24%	35%
I can turn a singular noun into a plural noun when reminded.	12%	18%
Total	188%	248%
Average	20,89%	28%

Note: The percentage of students who met expectations in both, pretest and posttest are shown in this table
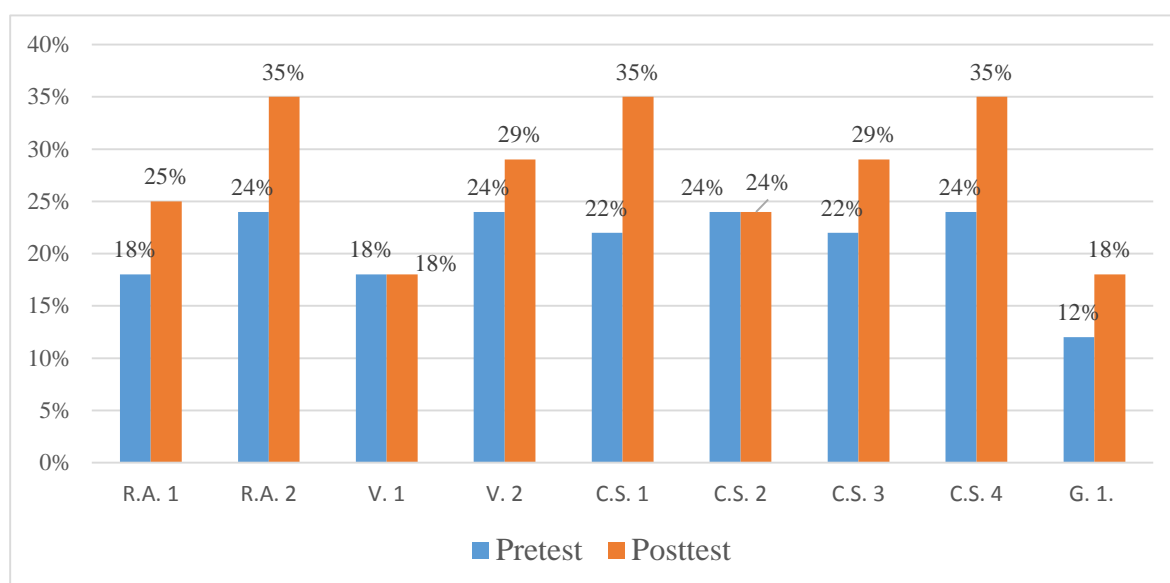
Following the "*Demonstrates mastery comparison chart,* the chart previously displayed illustrates the improvement achieved by students in all the standards they were assessed by. It is clear to perceive that the technique which was applied had positive effects in students' performance which will later help them improve their oral proficiency acquisition as well as their educational foundations.

Regarding the next two grade charts to be analyzed, the author emphasizes the fact that since these are the two lowest grades to be achieved they will tend to decrease instead of the opposite. For this reason, any confusion that might come out should be analyzed or questioned to the researcher.

Table 34 *Pretest and Posttest Comparative Analysis- Attempt Expectations*

Standard	Pretest	Posttest
I can ask and answer questions during a story.	35%	19%
I can retell familiar stories.	29%	35%
I can show interest in learning new vocabulary by asking questions.	35%	53%
I can understand new words with my teacher's explanation.	23%	24%
I can share ideas about different topics with my classmates and friends.	22%	24%
I can participate in simple conversations.	41%	23%
I can use 2 or 3 words that I have learned when speaking in groups.	39%	18%
I can use simple words and phrases to express myself	41%	18%
I can turn a singular noun into a plural noun when reminded.	18%	35%
Total	283%	249%
Average	31,44%	28%

Note: The percentage of students who attempted expectations in both, pretest and posttest are shown in this table.
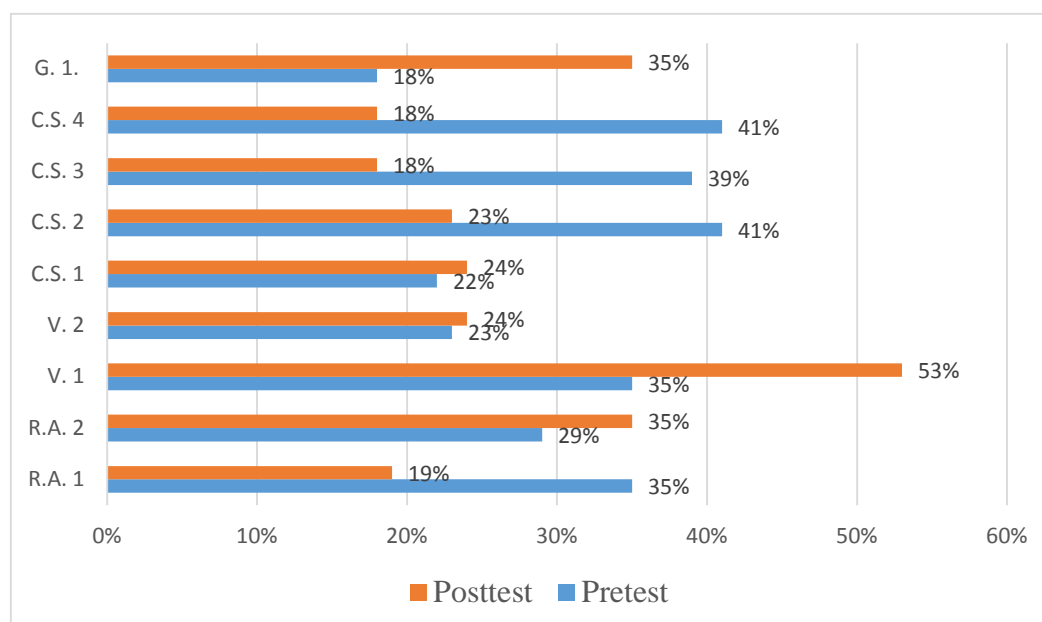
The chart previously showed portraits two trends: an upward trend and a decreasing trend. The upward trend will be analyzed considering the percentage of students that got the lowest grade in the pretest and which, influenced by technique, and could achieve the grade being analyzed now. Considering this trend, the reader can observe effortlessly, that the percentage of students who got attempts expectations is higher in the posttest than in the pretest which is a positive result since it gives the researcher a hint that it has encouraged students to improve their performance. On the other hand, the decreasing trend should be interpreted considering that students who attempted expectations at the moment of applying the pretest have shown some improvement in their performance which has helped them to achieve the next category, meets expectations. Therefore, the percentage of students might be lower in some standards as in C.S.4. In which 41% of students attempted to use simple words and phrases to express themselves   but needed more reinforcement and which decreased to 18% after the application of the technique since it helped them meet the expectation.

Table 35 *Pretest and Posttest Comparative Analysis- Below Expectations*

Standard	Pretest	Posttest
I can ask and answer questions during a story.	47%	19%
I can retell familiar stories.	53%	18%
I can show interest in learning new vocabulary by asking questions.	47%	29%
I can understand new words with my teacher's explanation.	53%	23%
I can share ideas about different topics with my classmates and friends.	56%	23%
I can participate in simple conversations.	35%	18%
I can use 2 or 3 words that I have learned when speaking in groups.	39%	24%
I can use simple words and phrases to express myself	35%	18%
I can turn a singular noun into a plural noun when reminded.	70%	35%
Total	435%	207%
Average	48,33%	23%

Note: The percentage of students who performed below expectations in both, pretest and posttest are shown in this table.

	R.A. 1	R.A. 2	V. 1	V. 2	C.S. 1	C.S. 2	C.S. 3	C.S. 4	G. 1.
■ Posttest	19%	18%	29%	23%	23%	18%	24%	18%	35%
■ Pretest	47%	53%	47%	53%	56%	35%	39%	35%	70%

■ Posttest ■ Pretest
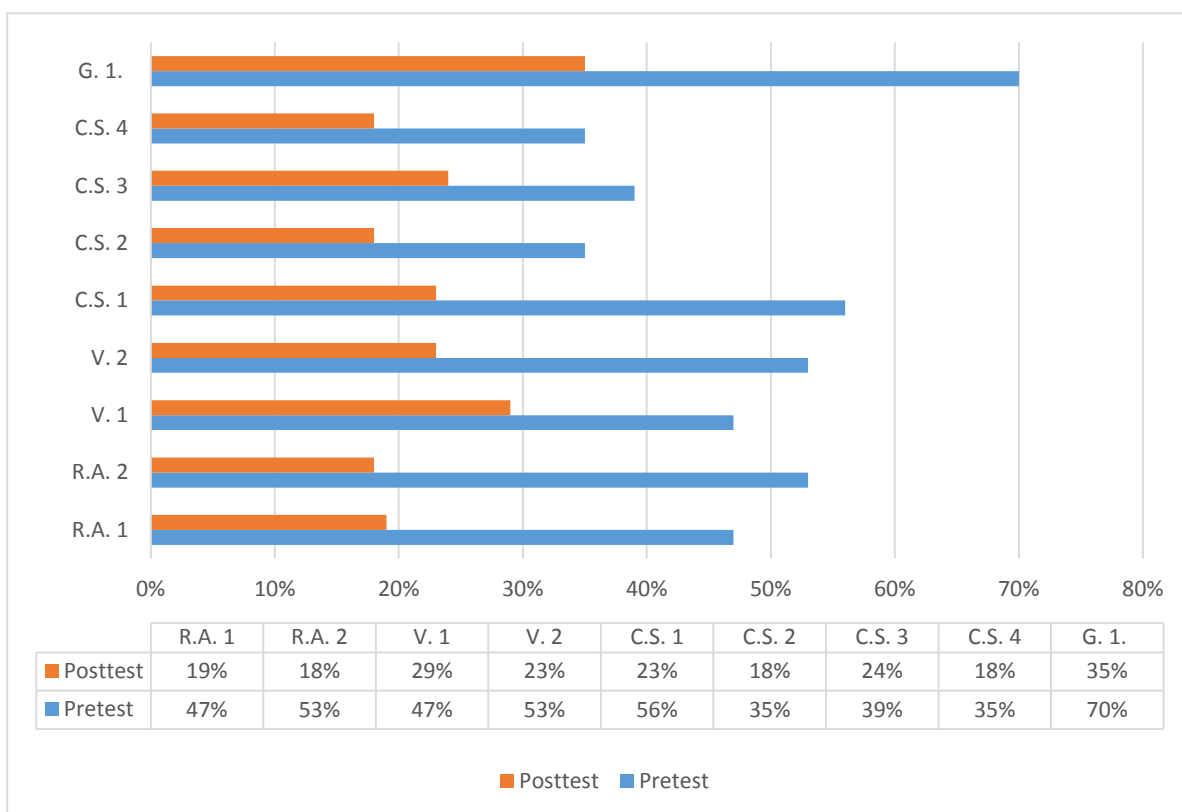
Just as explained in the previous graphic, the trend of the percentages of students who are still performing below expectations tended to decrease in comparison to the percentages obtained in the pretest. This graph gives the readers and the researcher a clear idea of how significant the application of this technique was having results as impressive as the fact that 35% students improve their performance regarding their grammar skills as observed when assessing the last standard.

This result gives the researcher the power to indicate that the application of the technique was successful and that it accomplished the aimed results helping students to build strong foundation for the development of their oral proficiency.

3.5.3. Questionnaire for the teachers

A short questionnaire was given to 10 playgroup teachers in order to collect valuable data regarding their teaching background, expertise and qualifications. The results as well as a brief interpretation of them are shown below.

Table 36 *Questionnaire results- Question 1. Where did you learn English?*

DESCRIPTION	FREQUENCY	PERCENTAGE
High School	4	40%
University	2	20%
English Academy	0	0%
English Speaking Country	4	40%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the first question are shown in this table.
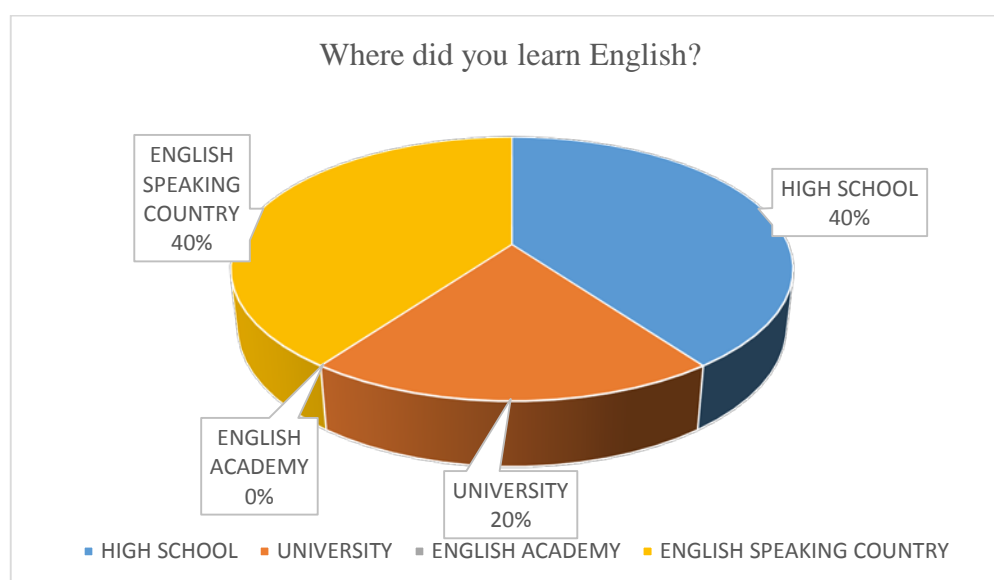
Figure 20 Question 1. Results Analysis.

By observing the chart above, it is easy to observe that 40% of teachers learned English in an English speaking country. This will be very beneficial for students since they will be exposed to input given by people who have already interacted with native people and have experienced daily life in there, which will provide students with all the everyday expressions and even idioms used in an English-speaking country.

Table 37 *Questionnaire results- Question 2. What level of education do you have?*

DESCRIPTION	FREQUENCY	PERCENTAGE
High School Diploma	2	20%
Bachelor´s degree in Education	6	60%
Master`s degree in Education	2	20%
Ph D	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the second question are shown in this table
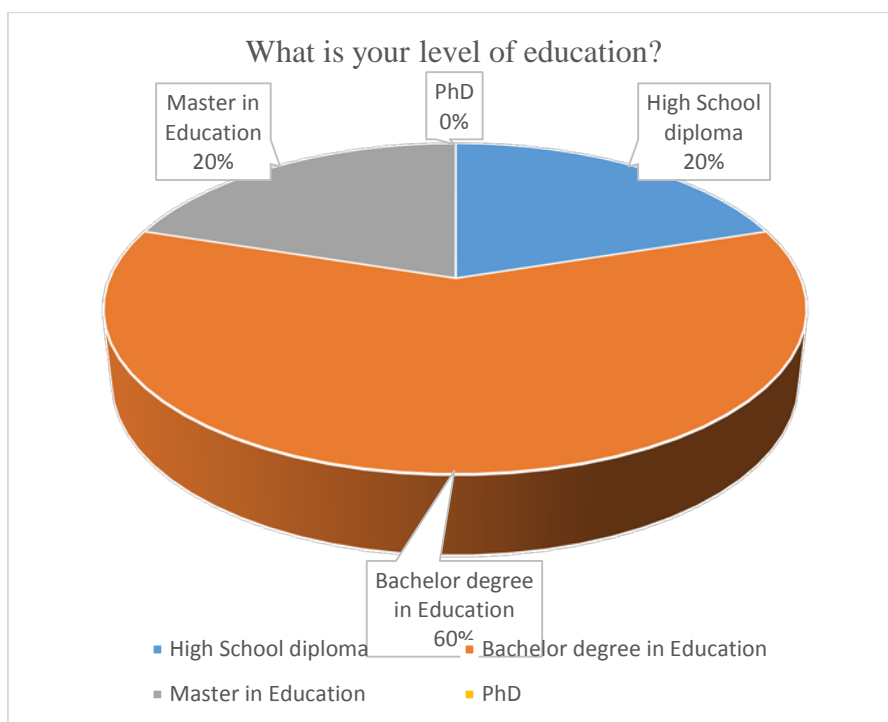
Figure 21 Question 2. Results Analysis.

The chart showed above, demonstrates that most of the teachers have completed their studies in Education which gives the author the idea that most of them are familiar with the theories of language learning and therefore will recognize the importance of addressing students' needs by adapting their teaching to them as well as any other adaptations that can be done in the curriculum or in the way children should be taught according to the characteristics of a given group.

Table 38 *Questionnaire results- Question 3. How many years of teaching experience do*

you have?

DESCRIPTION	FREQUENCY	PERCENTAGE
1 to 5	4	40%
6 to 10	5	50%
11 to 15	1	10%
16 to 20	0	0%

Note: Results gathered from the questionnaire given to teachers in the third question are shown in this table

Figure 22 Question 3. Results Analysis.

As reported by this chart, most of teachers' experience varies from 1 to 10 years. The author

can infer then, that teachers have had experience teaching children of this new era and therefore,

they will understand that there is a difference between traditional teaching and nowadays'

teaching and techniques. One of the main differences to be considered is that children from this

generation are exposed to various input in the foreign language due to globalization, the

development of new technology and the boost of new educational theories. Apart from it,

teachers should consider the background of students and their exposure to everyday situations

as well as their access to content given in L2 (movies, TV programs, etc.)

Table 39 *Questionnaire results- Question 4. How often do you use L2 in your class?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	8	80%
Almost always	2	20%
Sometimes	0	0%
Never	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the fourth question are shown in this table
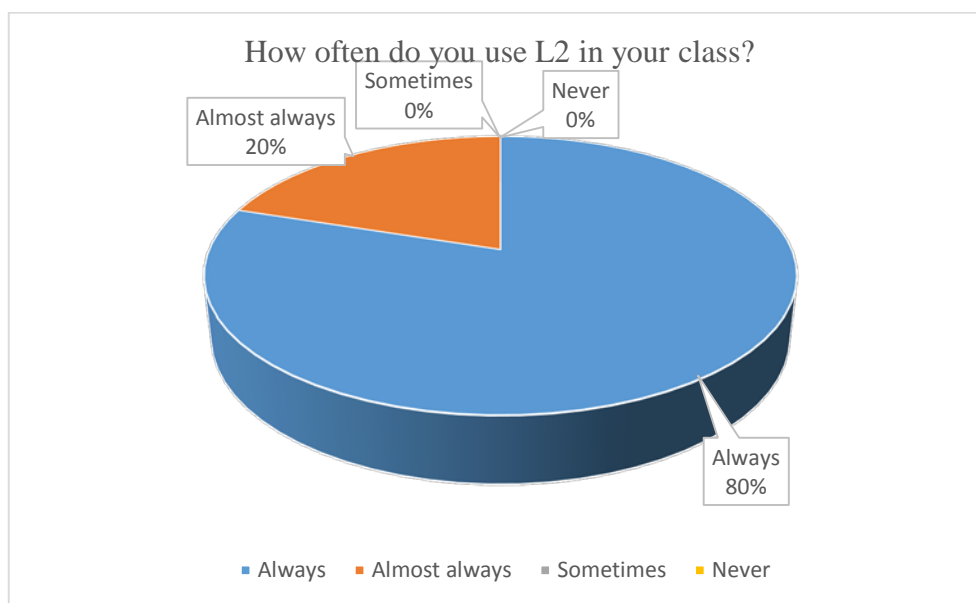
Figure 23 Question 4. Results Analysis.

This graph shows that the majority of teachers use L2 inside the classroom which will promote an "Only-English environment" among children and will support their learning. By making students familiar with this environment, children will improve their oral proficiency skills. On the other hand, 20% of teachers mentioned they use L2 almost always which makes the author wonder in what situation they do not do so and the reasons why.

Table 40 *Questionnaire results- Question 5. Have you taken a proficiency exam lately?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	10	100%
No	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the fifth question are shown in this table
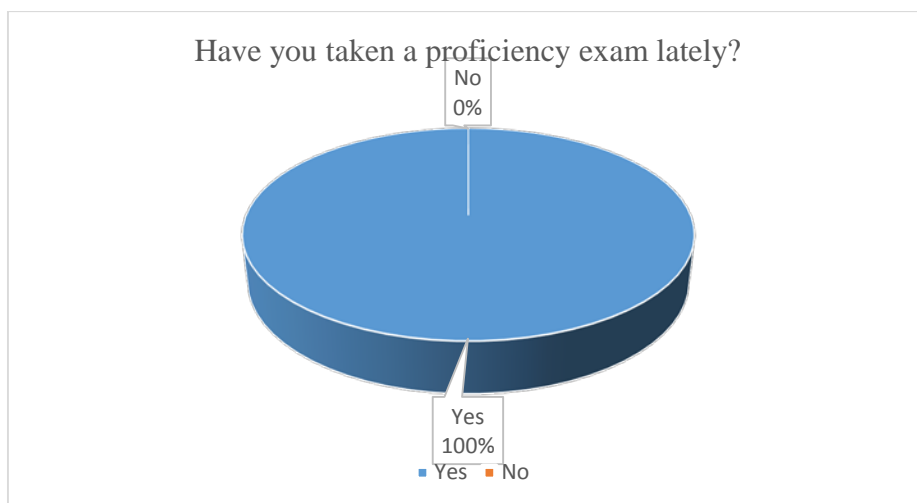
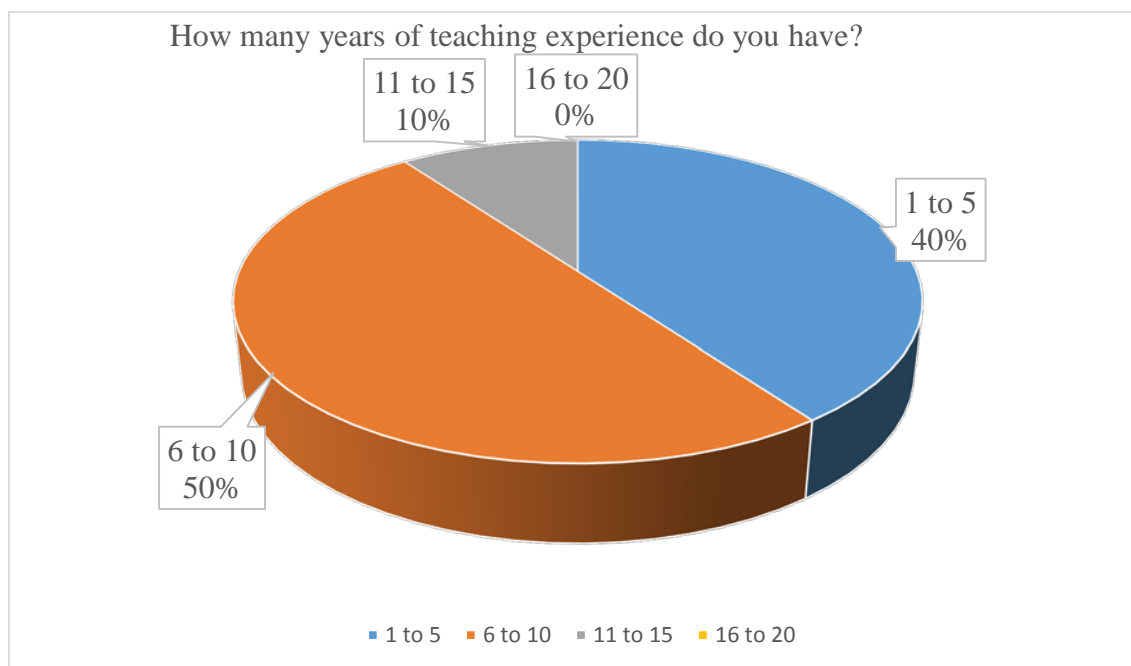*Figure 24 Question 5.. Results Analysis.*

As cited in the previous chart all the teachers have taken a proficiency exam. It can be inferred then, that all of them have had certain kind of preparation before taking it. This preparation assures that they are professionals who are highly and frequently trained as it also ensures their tendency to have a high level of English language. This proficiency level shown by teachers will have a positive and direct impact on students' performance since they will be exposed to their input and will rely on them to set the basis of their oral proficiency skills.

Students´ exposure to this input will also reinforce their basic speech skills as pronunciation and articulation of simple words, by having proficient speakers in charge of this exposure, it can be assured that strong foundations will be set on students' oral communication skills.

Table 41 *Questionnaire results- Question 6. What level of English proficiency do you have?*

DESCRIPTION	FREQUENCY	PERCENTAGE
A1-A2	0	0%
B1-B2	9	90%
C1	1	10%
C2	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the sixth question are shown in this table
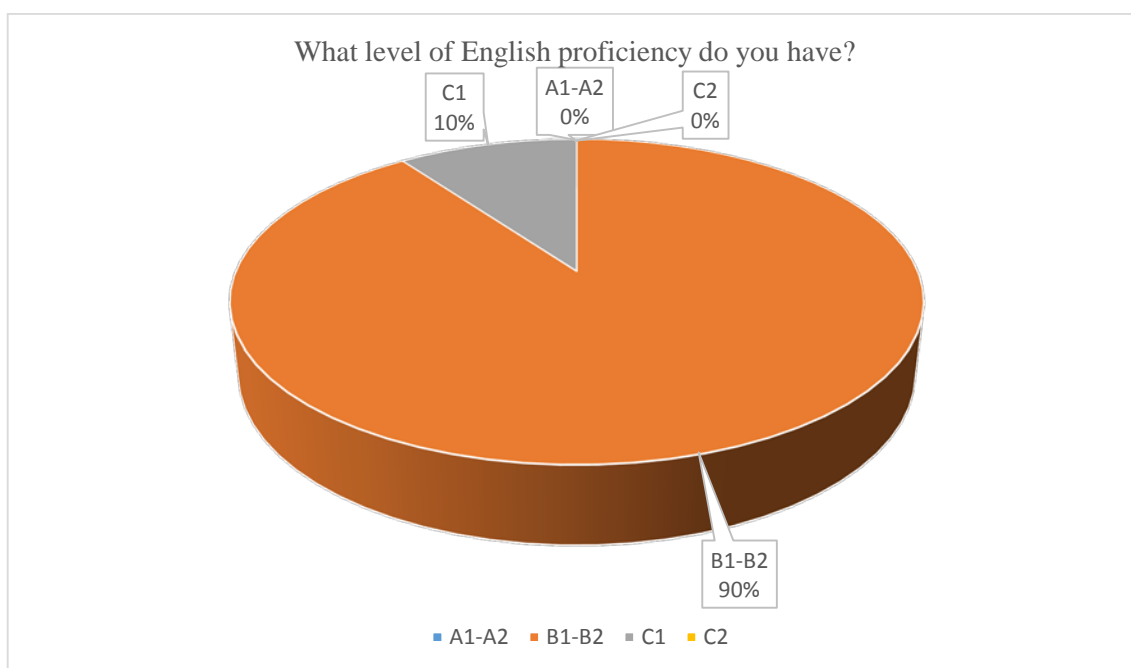
Figure 25 Question 6. Results Analysis.

In agreement with the graph, it is stated that most of the teachers have between B1 and B2 level of proficiency of English which confirms the idea that students will always be exposed to well done input by proficient adult speakers. It is even better when one teacher has a C1 level since that teacher can help the other ones out in case they might need it. As mentioned before, teachers' proficiency will be of great help to students who will be asking questions or looking for new terms to use when communicating with others in the target language.

Table 42 *Questionnaire results- Question 7. How would you rate your teaching?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Good	1	10%
Very good	4	40%
Excellent	5	50%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the seventh question are shown in this table

Figure 26. Question 7. Results Analysis.

According to this graph, most of the teachers rate their teaching as excellent and very good, this let the researcher look at their teaching as being prompt and precise, able to help students accomplish all the objectives set at the beginning of the year by the curriculum. The researcher was glad to see these results but was also intrigued that a 10% of them said their teaching was good. Maybe they rated their teaching as good since they consider some improvement can be made so it can be better and therefore, more support to students can be given.

Table 43 *Questionnaire results- Question 8. How would you rate your classroom management skills?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Very good	6	60%
Good	3	30%
Not bad	1	10%
Needs improvement	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the eighth question are shown in this table

Figure 27. Question 8. Results Analysis.

Regarding teachers' classroom management skills, the chart shows that most of them consider they have very good and good classroom management skills. It means teachers know how to handle difficult situations that might take place inside the classroom, regarding students' behavior or know how to adapt their own teaching if learning disabilities or lack of resources are found in the class. In despite of it, there is a 10% of teachers that consider their classroom management skills are just "not bad".

Table 44 *Questionnaire results- Question 9. Have you attended to any workshop or seminar*

lately?

DESCRIPTION	FREQUENCY	PERCENTAGE
Yes	4	40%
No	6	60%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the ninth question are shown in this table
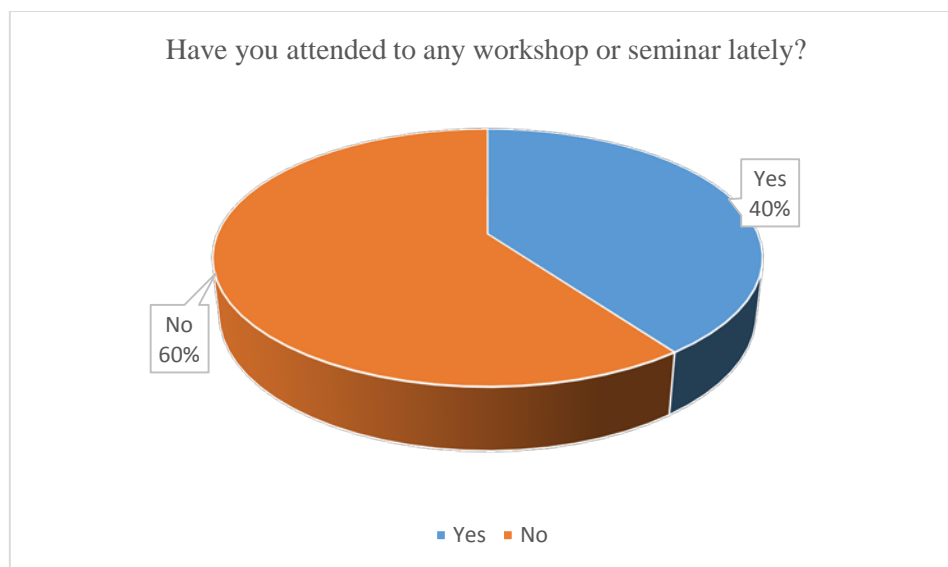
Figure 28. Question 9. Results Analysis.

Considering all the results gotten up to now, the ones showed in this pie chart captivated the

author's attention since even when most of the teachers have got bachelor's degrees and have

about 10 years of teaching experience, only 40% of them have attended to seminars lately. It

might be caused by several reasons as the lack of training offered in topics that teachers consider

interesting and linked to their approach of learning, the absence of free training or by the lack

of time from teachers to attend workshops and seminars. It seems to be necessary to provide

more in-service training to teachers.

Table 45 *Questionnaire results- Question 10. Do you use ICT in your classroom?*

DESCRIPTION	FREQUENCY	PERCENTAGE
Always	6	60%
Almost always	2	20%
Sometimes	2	20%
Never	0	0%
Total	10	100%

Note: Results gathered from the questionnaire given to teachers in the tenth question are shown in this table

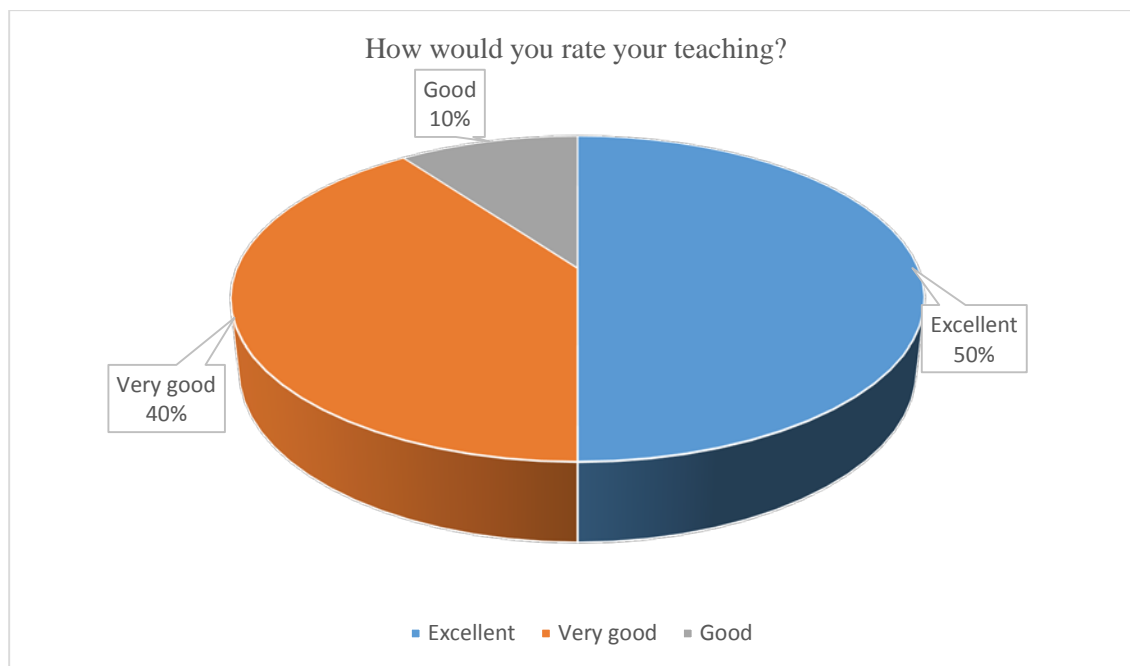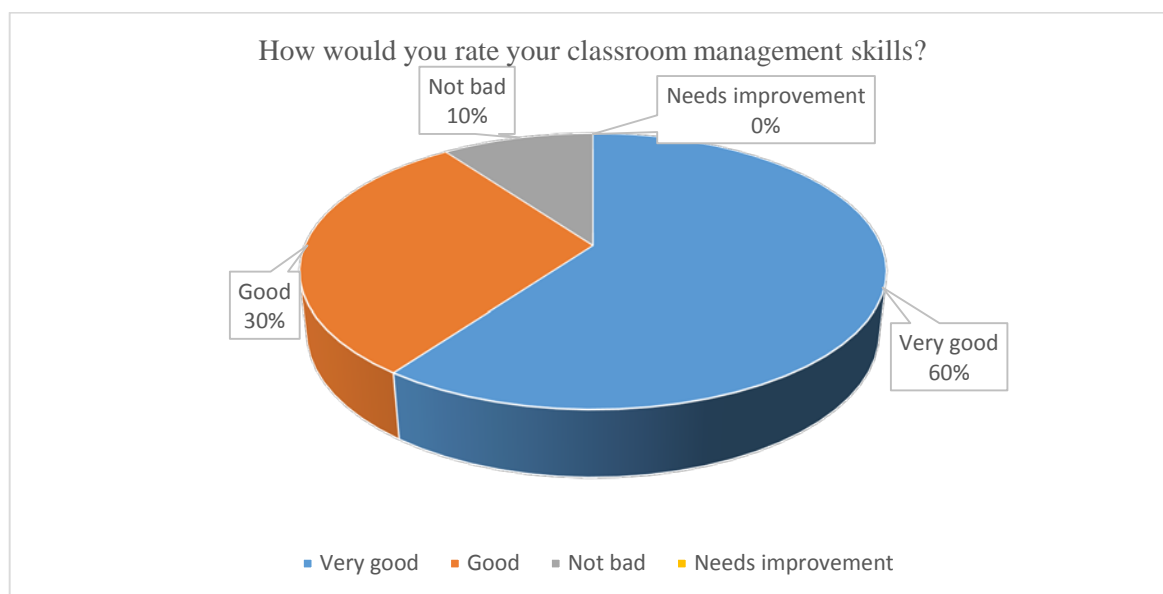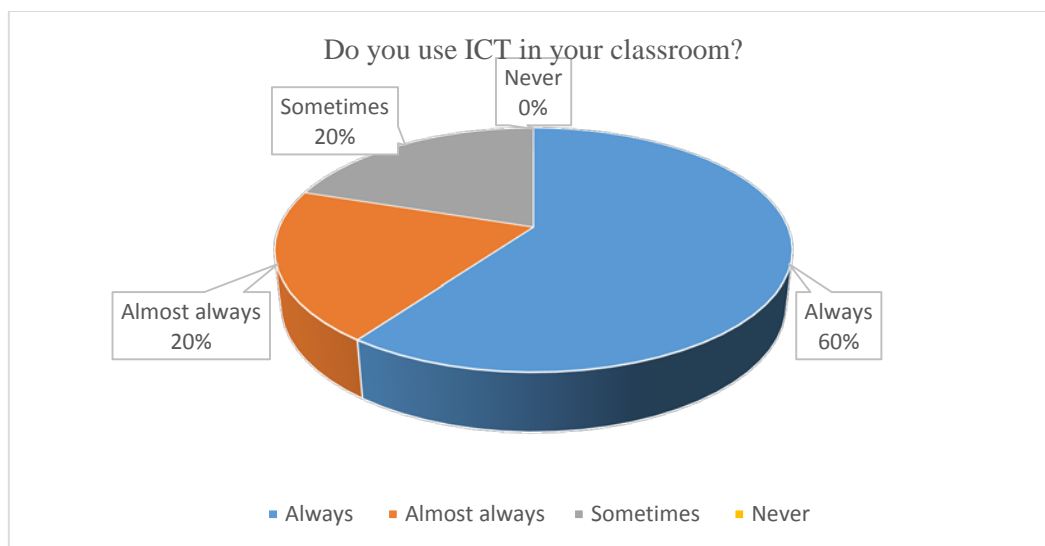*Figure 29. Question 10. Results Analysis.*

When teachers were asked whether they use ICT in the classroom and how often, it was observed that most of them did it constantly. Even though, there's a 40% that does not do it. Considering the characteristics of this era's students it is pretty important to include the use of technology and to use it for educational purposes. By using technology in the classroom, teachers let students feel they are being taught in the same context in which they live, where the use of ipads, tablets, smart boards, internet, etc. is something normal and that they can use it for educational purposes, too. For example, the teacher can download e-books which students can practice with by looking at the pictures and saying how they think the story will be or by using apps that allow teacher check students 'understanding of the story; for example, making them draw the characters of the story in an ipad.

4. Proposed project plan

4.1. Title

WORKSHOP: APPLICATION OF DIALOGIC READING AS A TECHNIQUE TO IMPROVE PLAYGROUP STUDENTS' ORAL PROFICIENCY

4.2. Justification

This workshop is necessary since it will expand teachers' perspective about ways in which they can use Dialogic Reading as a technique to improve children proficiency since very early ages. The need for this workshop arises since it has been observed that children are not producing enough spoken language as they should in the classrooms.

The workshop to be held will influence the way in which students are being taught and it will bring positive effects on the development of their oral proficiency skills. The proposed project plan will also benefit teachers since they will enrich their methodologies and will add more to their expertise.

Similarly, teachers' enrichment will lead the school to stablish new ways in which young students can acquire oral proficiency demonstrating that playgroup children can develop their basic communication skills in L2 as long as they are taught using techniques that promote oral communication and interaction.

This research project proposal will contribute to the development of English language teaching to young learners, giving them the opportunity to acquire a foreign language in an interactive way since very early ages. Additionally, this will open up a bunch of opportunities to their lives, as being able to communicate with people from all over the world, getting to know new cultures and even better job opportunities when they grow up since English is considered an international language.

4.3. Objectives

4.3.1. Broad objective.

To determine the most suitable ways in which Dialogic Reading as a technique can be applied in all playgroup classrooms at Colegio Menor Santiago de Guayaquil to improve students 'oral proficiency during the school year 2016-2017.

4.3.2. Specific objectives.

To compare Dialogic Reading and other techniques and their impact on students' acquisition of oral proficiency.

To describe the characteristics of the Dialogic reading technique.

4.4. Content framework of the proposed project plan

The author of this research proposes, as a project plan, a workshop on the application of Dialogic Reading as a technique to improve student's oral proficiency. Considering that the proposal already mentioned highlights reading as a way to achieve this goal, the author included a brief summary on the importance of reading in early ages.

- IMPORTANCE OF READING IN EARLY AGES

Many researchers have found how helpful reading is to promote and encourage four and five-year-old children express themselves, get familiar with situations and know how to react to them as it also gets children into the concept that every print carries a message. Even though, sometimes the importance reading should get is not given to it what makes it difficult for kids to learn how to read and use the language which brings further academic problems when in higher grades but not because teachers do not want to do so but because they do not know how or they are even unaware of the benefits it brings to children and to themselves.

Some of the benefits that highlight the use of reading are:

- It strengths the relationship children-teacher/ children-caregiver
- It supports and establishes the basis of the main speech skills

- It enhances communication skills.

When reading with a child, at least two people are involved, the teacher and the child or the child and any caregiver, as in early years is when social-emotional intelligence is developing, reading results as a great way to create and strengths the relationships between these people which will also help children feel relaxed and comfortable to express themselves since they feel the adult involved has taken some time to share with them, and therefore they want to be reciprocal with it by sharing their thoughts about the reading or experiences related to it, too. All of this can be considered as an advantage for teachers which can use storytelling as a means to improve not only comprehension but oral communication in young children.

Regarding English language teaching, if a child wants to share his ideas with the person who is telling the story to him, then he will use voluntarily the language. The teacher can then use this situation as a way to teach the second language and encourage children to use it, what is better since it is the child the one looking for help to use the language, he will not refuse to do it and a chance to build and improve speech skills if the teacher takes proper advantage of it to do it. Similarly, considering that children are always imitating what they see in others, during story time they will be willing to imitate the teacher so they will try the best to look and sound like him which will help them improve their pronunciation. Then, it doesn`t matter how many times they try, they will persist until they accomplish it, which will help them improve speech skills, too.

- DIALOGIC READING

Dialogic Reading is defined as a method of reading to preschoolers by Jones & Eisenhart (2012) where the adult helps the child become the teller of the story instead of just a listener. Dialogic reading considers that practice in using language, feedback regarding language, and appropriately scaffold adult-child interactions in the context of picture book reading facilitate young children's language development (Whitehurst et al. 1988).

This technique is an interactive way of reading which emphasizes on the importance of asking questions to children and making of them main participants during storytelling. By using dialogic reading, the adult increases the standards for the child's verbalizations over time, following the principle of the zone of proximal development (Vygotsky, 1978). That is, the adult continually encourages the child to say just a little more than the child would naturally; this scaffolding is thought to lead to more rapid development in the child's language skills than would occur spontaneously. (Zevenbergen &Whitehurst, 2003).

According to Arnold et al., 1994; Whitehurst et al., 1988), children who were involved in storytelling and then asked questions related to the story, improved their language abilities and increased their vocabularies. Children also demonstrated an enhanced knowledge of print concepts such as distinguishing among words, pictures, and numbers or successfully identifying people who were reading amid a picture of people doing various activities. It must be said that not only the fact of asking questions is necessary to get these results but also expand their responses and praise the children's effort more than anything so they feel they can keep trying.

According to Kiely (2014), the basis of dialogic reading as a technique is the PEER sequence. This is a short interaction between a child and the adult.

The adult:

Prompts the child to say something about the book,

Evaluates the child's response,

Expands the child's response by rephrasing and adding information to it, and

Repeats the prompt to make sure the child has learned from the expansion.

Supposing that the teacher or the caregiver is reading a text about 3 mice who got trapped in different jars of paint. The cover page should be shown to children at the beginning and there should be asked "What can you see here?" Immediately, a prompt should be given to children: "I see 3 mice". Tell me, "what do you see?" this time, as the kid already know what he is

expected to say, he is more likely to say the proper answers. The storytelling should continue until the caregiver finds another good opportunity to ask the children one more time "what do you see here?" This time the prompt will not be given to students since the purpose is to evaluate students' answers. Once all of these steps have been covered, the teacher can expand students' answers by saying: for example "first, I saw the mice in the yellow paint, then I saw them in the blue paint. "What other place did you see them in?" This time, children should be encouraged to say longer sentences in order to expand their answers.

4.5. The proposed project plan

The proposed plan was held on July, 27 2016. Ten playgroup children from Colegio Menor Santiago de Guayaquil attended to it and it lasted 45 minutes. (See Appendix F. for pictures of the workshop given to playgroup children)

The timetable can be found below:

TIME	ACTIVITY
1:30 – 1:45	Teachers arrive and fill out a short questionnaire regarding their teaching background.
1:45 – 2 : 00	Teachers play a short game: "I never have ever.." regarding their teaching experiences and best practices
2 : 00 – 2:15	A short clip regarding the importance of reading is projected to teachers. Discussion about the video takes place.
2:15-2:30	Dialogic Reading is explained to teachers with authentic material. A short demo is done by the speaker.
2:30 – 2:45	Teachers get in groups and prepare a demo for the audience on how to use dialogic reading.

4.6. Validation of the proposed project plan

WORKSHOP "APPLICATION OF DIALOGIC READING AS A TECHNIQUE TO IMPROVE PLAYGROUP STUDENTS' ORAL PROFICIENCY"

SUPERVISOR INFORMATION

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Rating Scale

Aspects	Very Significant	Significant	Somehow Significant	Not that Significant	Not Significant
Introduction					
Objectives					
Relevance					
Sequence					
Presentation					
Depth of Study					
Language					
Comprehension					
Creativity					
Impact					

Comments: _____

_____

_____

_____

MSc. Xiomara Ortega
Early Childhood Principal
Colegio Menor Santiago de Guayaquil

4.7. Impact of the proposed project plan

The proposed project plan will have significant impacts not only in the way playgroup teachers will start delivering their instruction but also in the way children will acquire oral proficiency in English. Now that teachers have a better idea on how to promote interaction inside the classroom, they can apply this knowledge when teaching young learners and promote the use of L2 during school hours. Some ideas on how to do this will be explained further in the following pages. These includes asking open-ended questions, doing some show & tell sessions with the kids, linking stories to children's personal experiences and some others.

As stated before the use of Dialogic Reading, as a technique, will also become one of the factors to set strong basis in students' acquisition of oral proficiency in the target language since the will be exposed to input given in L2 and they will be prompted, supported and encouraged to use it in everyday situations. All of these, will promote the development of students' socio-emotional skills since interaction will be fostered and used as means of communication. The importance of the development of these skills has its basis on Piaget's theory of Cognitive Development which states that children at this age are going through the preoperational stage where conversation is developed. Providing children with a warm, caring environment where they can practice the target language while feeling confident and safe will set the most appropriate setting for children's acquisition of English as a second language and most importantly, to the development of their oral proficiency in this language. Similarly, the school will benefit from the application of the proposed project plan, since this technique will be applied not only in one of the classrooms but in all.

All of the reasons mentioned above highlight the impact of the proposed project plan and the urge of its application in early childhood classrooms to improve young learners' oral communication skills in L2.

CONCLUSIONS

After having analyzed the main Psychological and Linguistics theories that influence English language teaching and having centered this research project on the basis of Constructivism and Cognitivism, the author proceeded to apply different research instruments to determine whether a pedagogical problem was to be found in the playgroup classrooms at Colegio Menor Santiago de Guayaquil. After applying different research instruments as a pretest, a posttest, a questionnaire for teachers and a class observation, the problem could be defined as "playgroup students at Colegio Menor Santiago de Guayaquil lack the sufficient oral proficiency skills in English". This led the research to examine the pretest results and quantify the percentage of students who were having struggles acquiring this skill.

The results of the pretest exhibited that the aspects observed by the researcher during a class observation were real, 0% students demonstrated mastery in any of the standards assessed. Considering this situation, the author applied dialogic reading as a technique to improve students' oral proficiency for 2 months and after that, a posttest was given to them again to validate they hypothesis: "The application of Dialogic Reading as technique has positive effects on students' oral proficiency.

Once students took the posttest and the results were analyzed, the author could validate her technique since a great improvement of students' skills was shown. Percentages of students who demonstrate mastery increased from 0 % to 35% in the standards assessed.

All of these gives both, the author and the reader, the power to state that the application of the technique was successful and that all the aimed results were achieved.

RECOMMENDATIONS

Applying a new technique inside the classroom can be challenging and scary at times, even more when not too much information about it can be found. Dialogic Reading, in spite of being a technique which brings positive results, is not well known by educators yet. The use and application of this technique could be defined as simple and easy to put into practice. The author suggests the recommendations listed below to be taken into consideration before the application of it.

- Be flexible

Some teachers tend to over control the class, they want to know what is to be done, why and how. It is not bad to plan the lesson in advance and have materials ready, but the way students are taught should be based on students' interests. As already mentioned in the previous chapter, the present research project has its basis on Cognitivism and Constructivism. Teachers should be familiar with the philosophy of multiple intelligences proposed by Howard Gardner. According to it, there are 8 intelligences human beings can have strengths in and that teacher should adapt their teaching to students' intelligences. So, when applying Dialogic Reading technique, teacher should try to address each of his students' intelligences, adapting the activities to be perform by students according to it. For example; If students have strengths in their kinesthetic intelligence; TPR activities should take place as "role-play the story or imitate the movements of the characters while storytelling. Similarly, if their musical intelligence is more developed, warm-ups or wrap-ups should include songs, chants, etc. and so on.

- Ask open-ended questions

One of the main objectives of applying Dialogic Reading as a technique is to increase students' oral proficiency in English. The more opportunities students have to express themselves, the more confidence they will get and therefore, the more they will tend to do it. When asking students questions, avoid asking only literal questions as who the character was,

what happen first, then and after that but go beyond that and ask: how would you have felt if you were the character? How do you think the character felt? Which could be another ending for this story? All of these questions will develop students' critical thinking and make them focus not only in retelling but also comprehending and developing new ideas.

- Let students be around books all the time

Even when four-year-old students cannot read yet, they can start developing interest in reading which can be reached by surrounding them with books. Having a specific area of the classroom designed just for encourage reading is extremely important. The place should be cozy and attractive for children to visit it and stay there for some periods of time. Teachers should display as many books as possible, in an organized way and let students get them and enjoy picture walks. It is important to reinforce this technique considering that four year old children cannot read yet but by doing picture walks their imagination is working and they start making up how the story could be in their minds. Whenever possible, teacher should approach the student and start asking open-ended questions about the books they have been observing.

- Use L2 all the time

The proposed technique works even better when only L2 is used, since students get used to input given in the second language and put more effort into using it too. The final goal of applying this technique is to improve students' oral proficiency; therefore, the constant and proper use of the foreign language must be reinforced and supported by teachers all the time.

- Use big books

From the author`s point of view, using books that have big, colorful pictures and big words, enhance students more in the book since their attention is caught by the picture and give them an idea of what they are about to hear.

- Encourage parents to apply the technique at home

Even when parents might claim they do not have enough time to read to their children, teachers should find a way to talk to them about the importance of reading to children and the benefits they might get from it. Teachers should promote the use of this technique to parents by showing them some videos of how it is applied and talking to them about the improvement their children have shown since the application of it.

- Link stories to students 'personal experiences.

As stated by the Constructivist theory, learning occurs in a process of knowledge construction. Teachers should try to make students base their new learning in previous knowledge they already have. For example, when reading a book about animals, the teacher might say "which animal will appear now¿" do you remember the animals we talked about last week (in case you have studied animals before), which of those animals do you think will appear. In order to make this happen, and to let and promote students' active participation, teachers should ensure that the books that are chosen for read aloud are related directly or indirectly to the content previously reviewed in class.

- Promote respect among one another

The purpose of this technique is to make students express themselves freely inside the classroom. As most of students will be willing to share their ideas and points of view, it is important to talk to them about respect and ways in which people can show it. Respecting others' turns, respecting others' ideas, accepting others´ points of view even when they disagree with them. Considering the characteristics of children at this stage, the preoperational stage according to Piaget Theory of Cognitive Development, children tend to be egocentric; therefore, a lot of effort should be put from the teacher to make them internalize the concept of

sharing and respecting. If all of these recommendations are followed when applying the proposed technique, good results can be granted.

- Focus on both, social-emotional and communication skills

As already mentioned, this technique will help students develop both, their oral communication and social-emotional skills. One way in which these skills can be reinforced is by organizing show & tell sessions with the kids during school hours. These sessions should be better hold during arrival time so students can feel more comfortable inside the classroom and the use of the language starts from early hours. Also, do not feel afraid of providing your kids with small turn & talk time or asking their parents for pictures about what students did over the weekend, project them and ask students to talk about that, but do not forget to prompt and support them when necessary.

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APPENDIX

Appendix A. *Consistency Matrix*

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INSTRUMENTS	METHODOLOGY
What are the effects of the application of Dialogic Reading as a Technique in playgroup students` English oral proficiency at Colegio Menor Santiago de Guayaquil during the school year 2016-2017?	To analyze the effects of the application of Dialogic Reading techniques in playgroup students' English oral proficiency at Colegio Menor Santiago de Guayaquil during the school year 2016-2017	The application of Dialogic Reading as a technique has positive effects on playgroup students' oral proficiency at Colegio Menor Santiago de Guayaquil.	**Independent variable:** Dialogic Reading **Dependent variable:** Playgroup students' English oral proficiency	Document analysis Checklist 2 oral proficiency Tests	Application of a Pre-test and a post-test to determine the impact of Dialogic Reading as a technique in students' oral proficiency.

Note: This table shows the problem this research project aimed to solve and the methodology used to achieve it.
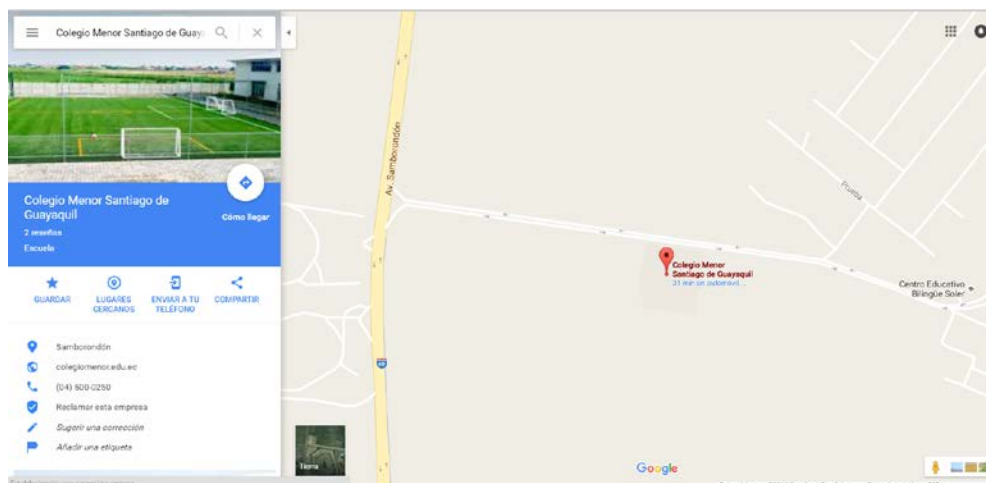
Appendix B

Figure 30 Colegio Menor Santiago de Guayaquil Location.

Appendix C. A classroom observation form

	Teacher's name: Irene Beltrán		Date: May 16, 2016		
	Evaluator's name: Ginna Buestán		Class/ Time: Playgroup Fireflies/ 9:30 am		
	Elements Observed	Observed	Somewhat Observed	Not Observed	Not Applicable
1	All students are actively engaged in learning activities		X		
2	Teacher manages student behavior effectively		X		
3	Learning objectives are visible in the classroom	X			
4	Teacher addresses individual student needs effectively (as needed)		X		
5	Teacher periodically checks for understanding		X		
6	Effective physical arrangement and visual landscape is evident			X	
7	Teacher naturally integrates the Character counts values into the learning			X	
8	Teacher incorporates elements of Authentic Literacy (student reading, writing, and talking)			X	
9	Teacher provides feedback for learning		X		

Note: Aspects that were evaluated during the class observation are shown above.

Evaluator's comments: Teacher has objectives written on the board which let observers know

what the aim of the lesson is. She checks students' understanding of instructions but sometimes

it becomes difficult for her to manage the class.

Appendix D. Pretest and Posttest

Students were assessed based on the following standards:		
V.A.1. I can ask and answer questions during a story V.A.2. I can retell familiar stories. V.A.3. I can show interest in learning new vocabulary by asking questions. V.A.4. I can understand new words with my teacher's explanation. L&S.1. I can share ideas about different topics with my classmates and teachers. L&S.2. I can participate in simple conversations. L&S.3. I can use 2 or 3 words that I have learned when speaking in groups. L&S.4. I can use simple words and phrases to express myself. L.1. I can turn a singular noun into a plural noun when reminded.		
Start a dialogue with the child to check his understanding of the story read. Make use of the given prompts to encourage student to answer or keep talking if he does not do it himself. Grade his answers with and without support to analyze his understanding. Circle the grade that fits best to student's performance.	BE: Student does not show comprehension of the text even when support and prompt are provided. AE: Student shows little comprehension of the text only when support and prompt are provided. ME: Student shows limited comprehension of the text with little support. DM: Student shows satisfactory comprehension of the text without support. EE: Student shows excellent comprehension of the text and mentions important facts and additional ideas.	
STANDARDS	PROMPTS	GRADE
V.A.1. I can ask and answer questions during a story Expected answers and questions: *I see a bear. I think it is ….. I think the second/ third/ fourth animal is a ……* *Is it a bear? Is it a (any animal they can come up with)?* *Additional ideas: student mentions the colors of each animal and/or some characteristics of them.*	What animal do you see in the front cover? Which animal do you think brown bear will run into first? Which animal will be the second/third/fourth one?	EE DM ME AE BE
V.A.2. I can retell familiar stories. Expected answer: First, Brown Bear sees a bird, a duck, a horse and other animals and at the end, it sees a teacher and children. *Additional ideas: student mentions why Brown Bear sees a teacher and children at the end.*	Which animal does Brown Bear sees first? Then? Can you mention all the animals Brown Bear sees? What does Brown Bear sees at the end?	EE DM ME AE BE

V.A.3. I can show interest in learning new vocabulary by asking questions. Expected questions: How do you say rojo/ Amarillo/ verde/ rana/ pez/ in English? *Additional ideas: Student asks for words that are not included in the text to expand his comments about the story. For example; frog legs, fins, beak, etc.*	If student refers to the characters of the story using words in Spanish and English, he will be asked to say the phrase again using only English. Using phrases as: You say brown bear seeas a bird rojo. How do you say rojo in English?	EE DM ME AE BE
V.A.4. I can understand new words with my teacher's explanation. Student will be taught new vocabulary words: duck/dog/bird/frog/sheep and he will be asked to use them in a sentence Expected answers: I see a duck/dog/ bird/ frog/ sheep. *Additional ideas: student uses the vocabulary words for longer sentences as I see a yellow duck in the park.*	What animal is this? Let's use that word in a sentence. For example: I see a dog. What do you see?	EE DM ME AE BE
L&S.1. I can share ideas about different topics with my classmates and teachers. *Teacher shows the pictures of the animals reviewed in the story and asks: Do you have any of these animals? Do you know what sounds they make?* Expect answers: I have a dog./The duck makes quack quack./ The sheep makes baa baa./ The frog makes *Additional ideas: Any other coherent idea related to the topic.*	Do you have a dog/ bird / frog? I have a dog. His name is Shaggy. Do you have one? What sound does a dog/sheep/duck/frog make?	EE DM ME AE BE
L&S.2. I can participate in simple conversations. *Teacher shows the picture of a cat and asks What animal is it? Teacher answers: It is a black cat. I am going to ask you some questions and I expect you answer in the same way, remember to say It is, then the color and then the animal.* Expected answers: It is a brown bear/ white dog/ yellow duck/ red bird / green frog/ black sheep. *Additional ideas: Any sentence that includes more details about the animals reviewed in the story.*	What is the name of this animal? What color is this animal? Can you say both things together? Can you use *It is.."?*	EE DM ME AE BE

L&S.3. I can use 3 words that I have learned when speaking in groups.		EE
Teacher and teacher assistant play a memory game with the child. Each player flips a card and says the name of the animal that appears.	I see you have the picture of an animal that flies/hops/ lives in a farm. It is a …	DM
		ME
Expected answers: bird/ sheep/ frog	Wow. What a beautiful animal. Is that a bird/sheep/frog?	AE
Additional ideas: student mentions all the new vocabulary words and even some others that have not been reviewed.		BE
L&S.4. I can use simple words and phrases to express myself.	What animal is it?	
During the game, teacher holds up the card she gets and says. It is a duck. It is a yellow duck. A duck makes quack, quack. Teacher assistant does the same. Student is supposed to follow the same prompt when his turn comes.	What color is it?	EE
		DM
	What sound does it make?	
		ME
Expected answers: It is a …….. It is a (color) (name of the animal) It makes (sound)	Remember to say: It is a……. Do not forget you mention the color first.	AE
		BE
Additional ideas: Any other coherent idea related to the topic.	Can you put all your ideas together?	
L.1. I can turn a singular noun into a plural noun when reminded.		EE
Teacher shows a picture of one cat and says "It is a cat". Then, the teacher shows the picture of many cats and says "These are cats" Look, that I said "cats" because there are many cats in this picture. I am going to show you some picture and I want you to tell me what they are.	Look in this picture I see many, then these are …..	DM
		ME
	Here I only have one. It is cat, but in this picture there are many. These are…..	AE
		BE
Expected answers: These are dogs/sheeps/frogs/ ducks/ birds.		
Additional ideas: Any other plural nouns student mentions by himself apart from the ones asked.		

Appendix E. A questionnaire for teachers

A questionnaire for the teachers

The following questionnaire aims to collect data regarding your teaching experience and background before the application of a new technique to improve students' oral proficiency. It will take less than 5 minutes to fill out. Please, circle the answer that fits best to you. All the information provided in this questionnaire will remain anonymous and will be used for research purposes only.

Thank you for your help!

Question	Option 1	Option 2	Option 3	Option 4
Where did you learn English	High School	University	Academy	English Speaking Country
What level of education do you have?	High school diploma	Bachelor in education	Master in Education	PH. D.
How many years of teaching experience do you have	1-5	6-10	11-15	16-20
How often do you use L2 in your class?	Always	Sometimes	Almost never	Never
Have you taken a proficiency exam lately?	Yes	No		
Which level of proficiency do you have?	A1-A2	B1-B2	C1	C2
How would you rate your teaching?	Very good	Good	Not bad	Needs improvement
How would you rate your classroom management skills	Very good	Good	Not bad	Needs improvement
Have you attended to any seminar/ workshop lately	Yes	No		
Do you use ICT in the classroom	Always	Almost always	Sometimes	Never

Figure 31 Questionnaire for the teachers

Note: A sample of the questionnaire given to teachers is shown in the table above.

Appendix F. Proposed Project Plan: Workshop "APPLICATION OF DIALOGIC READING

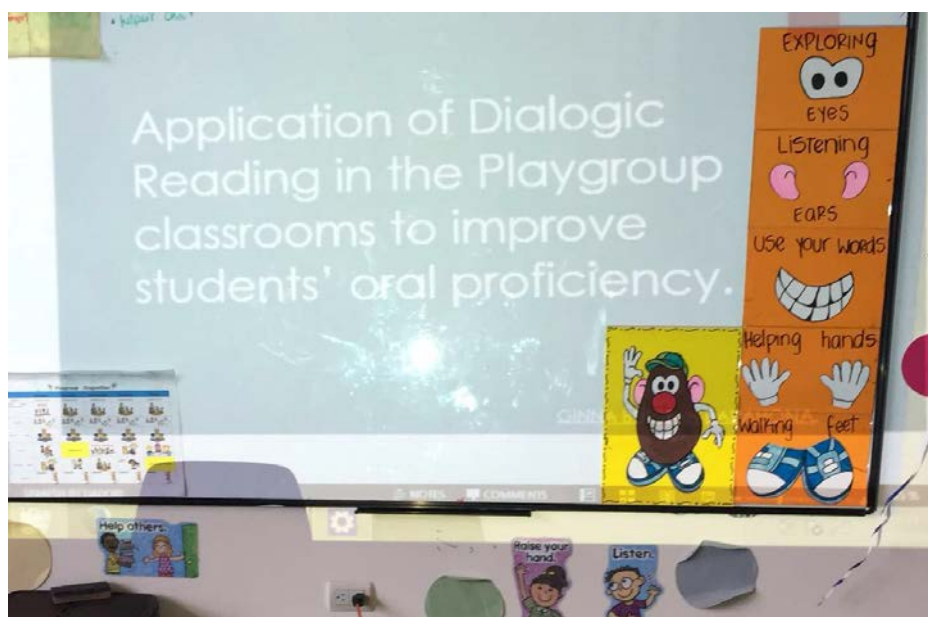AS A TECHNIQUE TO IMPROVE PLAYGROUP STUDENTS' ORAL PROFICIENCY"

Figure 32 Workshop held at Colegio Menor Santiago de Guayaquil

Figure 33 Ginna Buestàn hosting a workshop about the application of Dialogic Reading

Figure 34 Workshop attendees watching a video about the importance of Reading

Figure 35 Ginna Buestàn during a demo class on how to apply Dialogic Reading

Figure 36 Playgroup Children actively participating during the demo class

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TÍTULO Y SUBTÍTULO: "APPLICATION OF DIALOGIC READING AS A TECHNIQUE TO INCREASE ENGLISH ORAL PROFICIENCY IN PLAYGROUP CHILDREN AT COLEGIO MENOR SANTIAGO DE GUAYAQUIL DURING THE SCHOOL YEAR 2016-2017"

AUTOR/ES: GINNA ESTEFANY BUESTÁN BARAHONA	TUTOR: MSc. MARIO MEJIA
	REVISORES: PhD. MARGARITA LEÓN MSc. FRANCISCO VALENCIA MTEFL. XAVIER TORRES
INSTITUCIÓN: UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	FACULTAD: EDUCACIÓN

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ÁREAS TEMÁTICAS:

ENSEÑANZA DE INGLES COMO LENGUA EXTRANJERA

PALABRAS CLAVE: (términos con el que podría ubicar este trabajo)
Oral proficiency, Dialogic Reading, Playgroup children, Listening comprehension, Listening & Speaking skills.

RESUMEN: El presente trabajo de investigación evalúa las formas en las que la aplicación de Dialogic Reading como técnica influye positivamente en el desarrollo de la proeficiencia oral de estudiantes de la sección playgroup del Colegio Menor Santiago de Guayaquil durante el período lectivo 2016-2017.

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DIRECCIÓN URL (tesis en la web):

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Analysed Document: GINNA BUESTAN- FINAL RESEARCH PAPER.docx (D21299252)
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http://edglossary.org/assessment/
https://mydreamarea.wordpress.com/2013/01/05/cognitivism-theory-of-language-teaching-and-learning/

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