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**DIALOGUES AND SHARED READING ACTIVITIES AS
STRATEGIES TO IMPROVE INPUT SKILLS IN STUDENTS OF
FIFTH GRADE FROM SUN VIEW SCHOOL DURING THE
FIRST TRIMESTER OF 2022**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

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Abstract

The present investigative study focused on the usage of dialogues and shared reading activities, as a strategy to improve the input skills of fifth grade students at Sun View School during the first trimester of 2022. The researcher aimed to help the population under study to enhance their reading, listening, and speaking skills through the implementation of dialogues and shared reading activities within the weekly, biweekly, or monthly lesson plan. Throughout the study, the researcher applied several instruments with the purpose of gathering samples that might help with tangible measurements the investigation. Some of these instruments were a monthly lesson plan, diagnostic activity as the introductory assessment, dialogue reading activity, shared reading activity, and a closing activity to finalize the data collection process. After concluding with the collection of samples, the instructor provided a formative feedback checklist to inform the students about their areas of opportunity and strengths. With these instruments the researcher performed a triangulation of data to evaluate the effectiveness of the suggested methods as a tool for the improvement of the students' input skills. The researcher expected to find alternative ways that magnify the positive impact that these reading techniques might have on the students in order to enhance their learning process and help them feel more comfortable with their second language acquisition process.

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CHAPTER I

Introductory Framework

1.1 Problem Statement

According to Tari Putri Utamim (2020), “Dialogue is a classroom technique used for practicing functions of language like greeting, agreeing, disagreeing, apologizing, suggesting, asking information, etc.” This conveys some of the most important communicative responses and patterns that we use on a daily basis. This is crucial when working towards an effective and fluent development of a foreign language. There is a rich history of research into classroom talk; however, wide agreement prevails on the benefits and importance of interaction and talk in the classroom. It is acknowledged that learning is most effective when students are engaged in cognitive restructuring of their own understanding and knowledge through dialogue that allows them to reflect on their thinking (Wells, 2007).

The importance of dialogue implementation, when teaching a foreign language, goes further than just enhancing the academical aspects such as practicing reading, listening, and speaking, as it also invites the respondent to be critical and thoughtful when replying back to a given question or statement. Shared reading dialogues and educational dialogues prevail when reinforcing such skills. Educational dialogue can be called “shared thinking,” in which the participants are open to one another’s’ ideas and seek to reach understanding of each other (Phillipson & Wegerif, 2017). Throughout the English learning path, learners might face certain obstacles such as lack of confidence when providing their criteria and input, or while responding to a question or statement, as well as, hesitating to find accurate words or vocabulary to express

their ideas thoroughly, and feeling discomfort when pronouncing, enouncing, and articulating the foreign language's phonemes.

It is important to point out that some educational institutions do not include shared readings or dialogic readings within their academical curricula, and if it is indeed included, it is not treated as a priority, but like a filler activity. Shared readings and dialogic readings are very important when attempting to teach the students how to integrate and develop good communicative skills. These techniques and methods gather all input skills at the same time; consequently, it is necessary to implement shared readings and dialogic readings as lesson assessments with their corresponding evaluation percentage. Other relevant aspect to point out is that facilitators constantly hesitate when it comes to the best corrective approach for learners. Throughout this investigative project, the researcher will further investigate which type of mediation or corrective strategy is more effective and how students react upon each corrective strategy and what causes a stronger impact.

Research Question

1. What is the effect of dialogue and shared reading usage as a teaching technique on fifth grade students at Sun View School during the first trimester of 2022?
2. Which corrective methods are effective and beneficial for the students' learning process?

1.2 Objectives

The objectives of this study pretend to enhance the development of active listening, speaking, and reading skills in fifth grade students at Sun View School during the first school trimester of 2022 by implementing the usage of shared readings and educational dialogues as an English teaching strategy. Moreover, the researcher pretends to prove that the use of dialogic

readings during the Reading lessons not only helps to improve one's conversational skills and oral fluency, but also, they stimulates the interpersonal multiple intelligence due to the interaction that proceeds from sharing a reading with peers and using educational dialogues, as well. In addition, the students are required to work along as a team by taking turns to read the section that corresponds to each character from the story, scene, debate, conversation, among other types of dialogue pieces. In addition, the researcher wants to prove as well, that this is a very effective and interactive method to become a more fluent speaker in the foreign language because it helps the reader to stay focused and maintain a good reading pace, since the dialogue needs to be followed accordingly. Finally, shared readings and educational dialogues as listening and speaking practice, take a remarkable effect on the improvement of intonation patterns, enunciation, pronunciation, and articulation of words.

In order to do this, it is necessary to provide individualized attention to students, since the teacher can listen in real time and evaluate the student's performance in a very organic way. This will enable the teacher to tackle and correct whatever issue the learner is presenting through an immediate intervention. The possibility to correct the error in real time through an immediate observation will make it easier for the teacher to notice a trend that has to be corrected on a specific student, and be aware of what it needs to be worked on and reinforced. Dialogue and shared readings are a very effective strategy to educate the students on the importance of reading periodically as a habit, and how constantly reviewing and practicing these reading patterns will get them to get familiar with the process and will help them increase their fluency and proficiency level.

Students need to be stimulated and motivated to interact with others while working on the proper development of their academical skills. Nowadays human interactions and bonds have

decreased enormously due to the exponential growth of virtual communication and the massive influence it has on the newest generations, which includes the target scope of the present study, who are 19 fifth grade students ranking from approximately nine or ten years of age. The student's role on the present investigative study will be to be engaged on shared and dialogic readings while tested and indirectly evaluated by the teacher, to assess the process, and notice if there is a response after the given stimulus. After noticing and analyzing the strengths, individual needs, and areas of opportunity of each student, the teacher continues or modifies the lesson plan design until complying with all the requirements needed to accomplish the main goal, which is to help the fifth-grade students to improve their oral skills in the English language during the first trimester of 2022. The researcher hopes to be of help and more importantly, to create a positive impact on the students and change their negative perception about public speaking tasks.

1.2.1 General Objective

To find effective teaching strategies based on the use of dialogues and shared reading, that can be applied during Reading or Speaking lessons either remotely or in person, to improve the basic input skills' development in the specific community of students that the present investigation's methods and instruments will be applied on.

1.2.2 Specific Objectives

1. To find areas of opportunity within the input skills' development process of the students, that can be tackled and improved effectively.
2. To implement the use of dialogues as a way to reinforce and better understand the conversational structure of the foreign language.

3. To provide the students with the confidence to willingly participate on dialogic reading activities in public.

1.3 Justification of the Study

The researcher wants to find ways to help enhancing the input skills' development process of fifth grade students at Sun View School during the first trimester of 2022. The researcher will apply several strategies based on a thorough and intensive research that was previously done before creating and looking for the instruments and tools to apply on the population of students. The researcher will also take samples of the students' performance and will provide formative feedback at the end, as a way to point out the students' needs and strengths.

1.3.1 Theoretical benefit

This research wants to highlight and emphasize the importance of implementing reading and oral activities on a regular basis within the weekly, biweekly, or monthly lesson plan, as an alternative to stimulate and enhance input skills on the students' learning process. This is crucial for the students' appropriate oral development and to build confidence when replying to a question or statement, as well as when sharing personal criteria and providing an input of their own. When reading any type of text, the students reinforce merely their reading skills; however, when reading a dialogic piece, the stimulus and cognitive requirements must go further since they are asked to interact directly with their peers in real time throughout dialogic reading. This is not only beneficial for the students to feel comfortable and safe while participating on a dialogic reading with other class peers, but also when interacting with people and conveying a message that they want to express. Working with dialogic readings also provides the students with the

foundations and the basic communicative tools they need to maintain a fluent and eloquent conversation with any other speaker, despite of their level or age.

1.3.2 Practical benefit

The researcher hopes that the activities would prove a beneficial impact on the way students perceive public speaking tasks and how they act upon those. In addition ~~Also~~, the present study aims to create a space, during the reading lessons, where students can feel they are practicing the pronunciation and enunciation of the English phonemes, while learning new vocabulary based on a specific jargon or topic discussed during the dialogue reading activity. These types of wholesome reading activities also give the teacher the chance to analyze the students 'speaking and listening progress in a more tangible way and additionally, allows the teacher to provide immediate feedback, which is required to tackle the spotted issue.

Finally, the researcher is looking to encourage the students to enhance their reading habits by working on their individual needs. This can be reflected when sharing a dialogue with any other classmate during the reading lessons. The teacher or instructor will be able to determine the improvement of each one of the students and analyze their collective response, as well as how they evolve as a whole. This will facilitate the process for both ends. In addition, this will help the students getting used to the process of receiving immediate feedback and embracing and applying it effectively; instead of satanizing the evaluative or corrective work.

1.4 Antecedents

For the investigative project's antecedents, the researcher gathered up some academic sources of information to make sure the study has a solid backbone and a concrete structure, and that the instruments intended to be applied are helpful, student-centered, and will benefit the

target population. According to Fountas & Pinnell (1996), guided reading methods are fundamental for the students while working on their input skills' development. A guided reading technique that can be effectively applied as an exercise for fifth grade students is dialogue reading. The present investigative project pretends to help students to enhance their input skills.

Based on Grover, *Whitehurst's Dialogic Reading: An Effective Way to Read Aloud with Young Children* (2002), dialogue reading is a very wholesome way to implement, practice and digest shared reading techniques for students. As mentioned by Gallagher quoted by Bolin, shared reading can be easily presented to a young or novice audience of learners, since it can be accomplished through the use of mentor texts that can be clearly modeled. Mentor texts are considered to be well-written books that educators use as models, so students can easily implement reading and writing strategies into independent writing.

A crucial part of the instructor's task is to go alongside with the learner during the dialogue reading exercise, provide guidance, share suggestions, and point out the miscues or errors proactively. McNaughton and Glynn (1981) reported an experimental comparison of immediate versus delayed correction of oral reading miscues. In terms of assisting the reader, the way in which the instructor corrects the learner determines the outcome. There must be a testing and evaluating stage of the learner's individual characteristics, strengths, and areas of opportunity for the instructor to better understand which type of corrective method to apply. Moreover, according to research published by Clay (1979) and others (Goodman & Burke, 1973; Weber, 1970), the identification skills and capabilities for self-correcting are interdependent in early instruction, meaning that learners who previously received instructive corrections, should be able to naturally recognize when there is a miscue or error that needs to be immediately rectified.

In addition, Swain's (1985) investigative study states that correction and treatment of miscues helps students with their learning process, whether the feedback is explicit or implicit. Explicit feedback can happen through *explicit correction*, which means that the instructor points out the error right after it happened, or questions related to the well-formedness of the learner's utterance. Another form of corrective feedback is the implicit one, which includes practices such as recasting. These dialogue and shared reading techniques have been very accessible and helpful for instructors and teachers of a young learners, since dialogue and shared reading exercises promote an enhanced development of the print and vocabulary words, as they are pieces of reading fully designed to have attention getters, repetitive story lines, among other features of a shared reading piece (Hudson & Test, 2011). The influence and impact of dialogue and shared reading practices is very noticeable when teaching young learners. Based on Goldong & Wass (2014) and Vygotsky, 1934/1985), shared reading, dialogue reading, and repeated readings are common interventions to support many different language skills with one text that is accessible to primary students. The corrective activity is a crucial part of the learning process. The researcher's idea is to apply several corrective measurements when proceeding to collect data and analyzing which one works more effectively. With the present investigative study, the researcher pretends to apply three corrective activities: immediate corrective feedback, delayed corrective feedback and recast. Swain's (1985) study suggested that treatment of errors helps students learn better, whether the feedback is explicit or implicit. The main idea of the researcher is to find which corrective method works better with each type of reader.

1.5 Scope

1. The investigative project wants to find a proactive way to implement dialogue reading and shared reading as a strategy to help fifth grade students to improve their basic input skills: listening, reading, speaking.
2. One of the main goals expected is to provide the students with the tools to feel confident while working on a dialogue reading or shared reading activity with another classmate or group of classmates.
3. Finding a way to create an appealing approach for the students to be genuinely interested about working on dialogue or shared reading related activities.
4. Teaching the students the correct structure, intonation, and pronunciation patterns to be properly equipped when working on a dialogue or shared reading exercise.
5. Modeling the correct reading structure including pronunciation, falling, and rising intonation, and mouth gesticulation.
6. Providing the students with immediate and delayed corrective feedback as a way to show them their strengths and areas of opportunity.

CHAPTER II

Theoretical Framework

In this section, the researcher expects to effectively compile relevant information regarding the theoretical framework that constitutes this research and its objectives. First, the reader will be able to find, the literature review section, which will contain information regarding the chosen tool, in the case of this specific investigative project, the shared or dialogue reading. It will also contain valuable information about shared reading's description, structure, methods,

techniques, and materials that will be applied and used within the lesson in order to take the corresponding samples. Moreover, the researcher will go through the steps to design and prepare a lesson, where shared and dialogue readings are used as the main source to enhance the students' input skills and furthermore, their output skills.

In addition, the literature review conveys all the informative guidelines in regard to reinforcing and tackling reading issues in the most effective way possible, as is very important to take into consideration when implementing shared and dialogue readings as a lesson task. Likewise, the present section will contain two parts about the theories that the investigation is based upon and how these gather important information for the process that the investigation needs to go through to attain the expected results. As per this section, the researcher pretends to enclose details and data that are necessary to better understand the purpose and importance of the present research study and how by accomplishing the objectives, the student will become a more confident and conscious reader and, by instance, a more fluent and comfortable speaker.

1.2 Literature Review

The present study wants to enhance the students' input skills through the use of shared or dialogue readings. The input refers to the processible language the learners are exposed to while listening or reading. The study aims to help students enhance their input abilities. Moreover, if the student and instructor commit and work hand to hand with consistency, these practices might also help with their output competences. The output, on the other hand, is the language that students produce, either in speaking or writing, basically the productive areas. Regular exposure to reading and books has a long list of benefits for children; for example, reading expands exposure to language and new vocabulary; builds foundational skills such as prediction,

sequencing, and summarizing; and introduces characters and worlds far beyond a child's family or neighborhood. In short, reading is really powerful for children.

One of the advantages of reading is that it engages various parts of the reader's brain. When an individual reads, they exercise their comprehension abilities and their analytical abilities. It fires up their imagination and stimulates the memory centers of their mind. Moreover, it helps to recall information, as well as stabilize their emotions. Reading is one of the best ways to learn a new language or gain mastery over a known one. When an individual learns through stories, they learn much faster. Learning words through context is one of the most organic ways to understand their meaning and improve vocabulary. This also helps to gain knowledge about colloquial terms. Reading is not just about picking an article and going through it, but it is a cognitive, multifaceted process wherein the reader actually recognizes the word and comprehends it to understanding its meaning. Our brain needs to be stimulated to function properly and foster ideas. Reading requires to have the patience to build a cognitive perspective. This is considered to be a prime brain-stimulating activity to sharpen the reader's mind. Individuals engaged in reading have a slower memory decline than those who avoid reading. It also improves memory and builds focus.

Throughout the present investigation, the researcher will implement dialogue and shared readings as the main reading activities. These are very complete tasks that can be effectively applied as a wholesome reading and speaking activity in the classroom. Dialogue readings are pieces of reading that two or more people share to alternate participation and bring into life a specific character or characters within the given storyline. The students take turns to join the sequence as they wait for their designated character to take part into the story. There are four main forms: the dialogue-report; a stenographic account of a conversation; the dramatic dialogue,

which transforms a historical dialogue for literary effect; the fictional dialogue; and the didactic discourse, where the dialogue is only a framework. For the present study, the researcher/instructor will work with the dialogue- report reading structure.

Dialogue readings consist of several important aspects such as connotation, denotation, and tone. Denotation is the word used to refer to the dictionary definition of a word. In paralogic sentences, 'skinny' and 'thin' have the same denotation. However, they differ in their connotation or the feeling that a word invokes. To understand lines in a play or reading, you first must be able to read the literal meaning of the words - their denotation. Then, you have to think about the feelings that the words invoke - their connotation. When it comes to the tone, the reader must emphasize the intonation, either if it is falling or rising, based on the storyline's connotation and denotation. Dialogue reading can be a valuable tool for developing literacy skills by modeling how good readers think and interpret, it teaches learners to become better readers and fluent and confident speakers.

Reading comprehension/dialogues provide an opportunity for reading, speaking, and listening practice. It can improve skills such as print awareness, oral language, active listening, and comprehension. Many learners need controlled speaking practice, and scripted dialogues help them to gain confidence. Applying dialogue readings as a resource can give the students the opportunity to not have to strain in order to understand new items or words and a chance to review and reuse the functional language presented by their teacher. The teacher has to look for a proper dialogue text that suits the level of the students, their age, their previous knowledge, and interests, so that it can be an appealing activity for them.

According to Grover (2002), children who read dialogues are substantially ahead of children who read traditional texts of language development. Children can jump ahead by several months in just a few weeks of dialogue reading. These types of reading exercises convey many benefits and challenges that are necessary for the optimal development of the students' input skills, as it gathers multiple structures and definitely challenges the students to follow the piece of reading correctly, participate actively, and remain prepared for their turn again. Moreover, dialogue readings are interactive and very complete for students of all ages and levels, as well as effective with both fiction and non-fiction texts and student-centered pieces.

There is a wide range of options, books and material that contains dialogue and shared readings, short stories, fables, and other pieces that include dialogue lines. These activities are good for students who still feel uncomfortable when reading publicly, since they will not be reading alone, they will embody a character that has an active interaction with another character throughout the story plot. It is an optimal option for students who actually struggle to interact in real life with their peers, as they will notice everyone can make mistakes, have emotions towards their designated characters, make comments about the story plot, and embrace the activity's purpose. Furthermore, shared reading is an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher, instructor, or other experienced reader.

During the shared reading, the students read aloud an engaging text that provides opportunities for them to expand their reading competencies. A shared reading is an experience that happens when students join in with the reading of a book/text with support and guidance from the teacher. Students read with the teacher and classmates a book with large text (normally referred to as a big book) to gain confidence and enjoyment. The goals of the first reading are to

ensure that students enjoy the text and think about meaning. After the first reading, students take part in multiple, subsequent readings to learn more about the text. Students observe an expert reading the text with fluency and expression, using hand gesturing, intonation, emphasis, among other features of active reading; consequently, this modeling exercise helps the novice reader to understand how to reproduce the printed text in an oral form, when to pause, when to raise their tone of voice, and how to bring the piece of reading to life.

Implementing shared reading provides struggling readers with the necessary support, as it allows students to enjoy materials that they may not be able to read on their own and ensures that all students feel successful by providing support to the entire group. A good exercise for this specific type of reading activity is to implement the “popcorn” reading method, also known as Round-Robin reading. Popcorn reading is a shared reading classroom practice in which students read a text aloud by taking turns. The instructor or teacher asks a specific student to proceed with the reading after another peer concluded with their assigned part. It helps the students remain focused, since they can be unexpectedly requested to continue. When it comes to shared reading, the text’s font must be large enough for all the students to see it clearly. It is through shared reading that the reading process and reading strategies that readers use can be demonstrated and materialized.

In shared reading, children participate in learning critical concepts on how print works, get the feel of learning, and begin to perceive themselves as readers. Some beneficial aspects of shared readings are the opportunity of allowing students to enjoy materials that they may not be able to read on their own, help learners expand their vocabulary, and demonstrate decoding and comprehension strategies. Moreover, it also ensures that all students feel successful by providing support to the entire group. This strategy (1) helps novice readers to learn about the relationship

between oral language and printed language, (2) assists students in learning where to look at and/or focus their attention, (3) supports students as they gain awareness of symbols and print conventions while constructing meaning from the text read, (4) assists students in making connections between background knowledge and new information, (5) focuses on and helps to develop concepts about print and phonemic connections, (6) helps in teaching frequently used vocabulary and idioms, (7) encourages prediction in reading, (8) contributes on developing a sense of story, and (9) increases comprehension. Shared reading is one component of the balanced literacy framework that will guide students to improve their reading skills by providing opportunities to increase fluency and comprehension through a simple, repetitive text read aloud in a group setting. This can be accomplished through the use of mentor texts, such as creatively written shared reading books. Mentor texts are considered to be well-written books that educators use as models so students can easily implement reading and writing strategies into independent writing (Gallagher, 2014; Herman & Owles 2014).

Shared reading is easily adaptable to fit the needs of an elementary or primary school classroom. This practice promotes sight word recognition, vocabulary acquisition, and determining author craft such as using rhyming words or discovering patterns in the author's writing. Early reading stages build a range of reading strategies that will later help students decode and comprehend with meaning in order to go beyond the text when creating narratives through writing. Using simple texts such as big books with patterns and rhyme will allow students to analyze how and why the author chose to write in the way he or she did. Through this process, students will begin to write more like authors; in other words, they will include repetitive phrases and rhyming words that make his or her story more enjoyable to the reader.

Shared reading is also supported as a practice used to assess age-appropriate literature through reader-listener interaction, in which a story is read aloud and student interaction is supported. Within shared reading, repeated readings are common interventions to support many different language skills with one text that is accessible to primary students (Goldong & Wass, 2014; Vygotsky, 1934/1985). Students are asked to read alongside the teacher throughout repeated readings, as well as point out any author craft that was used to make each text more interesting and attainable. Many times, big books are displayed and used during shared reading, so all students are able to visualize the pictures and print simultaneously to improve reading comprehension and promote metacognition throughout the reading process. Stories designed for shared reading often have attention getters, repetitive story lines, and symbols paired with words to help the reader successfully read the print and vocabulary words (Hudson & Test, 2011). The teacher or instructor, by acting as a bridge, enables students to increase his or her insights that will later support him or her in the reading process independently.

To prepare a reading lesson, the instructor or teacher must design a lesson plan based on the curricula, schedule, and subjects that the institution works with. Usually, dialogue and shared readings belong to the reading lessons, but they can be accommodated to the institution's academic offer since their teaching approach can cover different areas such as Speaking and Listening, as well. Another positive aspect regarding dialogue and shared reading is that these activities also entitle fellow students to respectfully intervene, if necessary in the event that the main reader is struggling or hesitating; ensuring that all students feel successful by providing support to the entire group. Shared reading provides an excellent opportunity for teachers to model the integrated use of cueing systems and strategies that can be applied to unfamiliar

reading. New concepts and strategies are best introduced during shared reading before guided practice or independent reading takes place.

The shared reading experience also provides the teacher with the opportunity of sharing different genres or types of books with students and familiarize them with some of text features. Some examples of the variety of print materials that can be used for shared readings tasks are big books and lap books, wall charts or stories, poetry, chants or legends, classroom news, language experience stories, text constructed and used on overhead projector. According to the blog Literacy For All, shared reading is an evidence-based instructional approach. Its focus is on the interaction and meaning making that occurs when a child and adult look at or read a book together. Shared reading would benefit any emergent reader, regardless of their age, and can be done individually or in small groups. During shared reading, the focus is on interaction and making meaning, the teacher or instructor reads with the student and not for the student, as the goal eventually is for the students to lead the interactions. Consequently, teachers and instructors have as task to guide students, encourage engagement and interaction, and support communication.

Two different but related approaches for structuring shared reading interactions are CAR (comment, ask, respond) and CROWD (completion, recall, open ended questions, wh-questions and distance, all within the CAR's guidelines. Based on the educational web blog from the Victoria State Government, shared reading is part of a suite of practices the teacher can use to support the teaching of reading. It is located at the higher end of teacher support in the Gradual Release Model (Duke and Pearson, 2002). Initially, the focus of the reading is on meaning and enjoyment. Once understanding is established, the teacher can reread the text to explicitly demonstrate reading strategies and engage in problem solving using meaning, structure, and

visual information. Shared reading usually involves the whole class and the teacher reading an enlarged text (e.g., big book, website projected via the interactive whiteboard or large screen TV) that is beyond the level students can read by themselves. Big books are traditionally one of the most common shared reading text types, as the text and illustrations are enlarged for student viewing. The purpose of the enlarged text is that students can follow the words as the teacher reads. Initially, the teacher may do much of the reading. However, as students become more familiar with the text, they will assume more control, particularly at repetitive sections or when rhyme and rhythm are present. Students are expected to be actively engaged whilst the teacher is reading, following the text and when confident, joining in and reading with the teacher.

Moreover, shared reading provides opportunities for the teacher to expand vocabulary and understand idioms that are characteristic of the target language, read fluently with expression and confidence; promote pleasure and enjoyment with texts; demonstrate decoding and comprehension strategies; demonstrate concepts of print such as left to right, return, sweep, top to bottom, left page before right page; demonstrate how to use meaning, structure, and visual information cues to assist reading; and teach phonics and phonemic awareness. Shared reading is a strategy that can support the teaching of the Big Six elements of reading: oral language, early experiences with print, phonological awareness, phonics, vocabulary, fluency, and comprehension. In addition, effective techniques in regard to shared or dialogue reading tasks, may vary depending on the students' needs. Therefore, it is important to create diagnostic tasks when it comes to the reading area, as well in order to determine the level of comprehension and how comfortable the students feel when developing these tasks. The teacher or instructor has to state the foundations prior to decide which techniques to implement when it comes to shared or dialogue readings.

A shared reading session may be conducted in many ways, depending on the needs of the students and the teaching objectives determined by the teacher. Shared reading with strong teacher support and guided reading with less teacher support are two ways the teacher can give students practice and immediate feedback, as they develop the skills and strategies necessary for successful decoding and comprehension. This section will provide a brief description of how to conduct a shared reading session. This description will be divided into three reading sections: Before, During, and After reading.

Before: In shared reading, the teacher introduces the story, talking about the title, cover, and title page. It is a good time to engage the students in what they see in the cover picture, and what they think it tells them about the story to be read. Do not neglect the back cover of the book, as it often provides an interesting picture clue to what will happen in the story. During the introduction, the teacher conducts a picture walk through the book, briefly pointing out specific character's actions or events and asking probing questions to engage the students in thinking about the pictures and story, but not telling the story.

During: The very first reading is generally for enjoyment. The teacher points to each word as it is read. Students are asked to follow along "with their eyes." Moreover, the teacher should read the text as naturally as possible, phrased, and fluent, though you may choose to slow the pace just a little for students to join in. Model realistic reactions to the text and use appropriate voice intonation. Again, the teacher may pause from time to time asking students to predict a word, phrase, or to make predictions about what is happening. During the read, the teacher may ask students to confirm their predictions by asking, "Were you right/correct?"

After: After reading, the teacher can take students back to the point of making predictions, whether at word or story level. Then, she can ask how they knew they were right or how they knew if their prediction was not quite correct. Giving students this chance to talk about their thinking is very powerful and ensures their full participation. Moreover, the teacher asks open-ended questions and helps students to build connections with the text by activating students' prior knowledge to the theme or main idea of the book. The second and subsequent readings allow the students to chime in with now familiar words and phrases. In some cases, students and teachers can take turns reading (e.g., the teacher reads the left side and students the right side).

Shared reading activities need to be thoroughly explained to the students prior to develop the tasks. The teacher or instructor has to first determine the story, dialogue, scene, or piece of reading that its appropriate for the students' level, age, previous knowledge base, and vocabulary or wording. Later, they can also determine the participative role for each one of the students, and finally the teacher or instructor must explain that they will provide immediate feedback while working on the shared or dialogic reading task. This practice does not intend to cause frustration or embarrassment on the students, but more so than anything, to clarify immediately any sort of knowledge gap that might be causing discrepancies in terms of the expected outcome. Shared reading along with strong teacher support and guided reading with less teacher support are two ways the teacher can give students practice and immediate feedback, as they develop the skills and strategies necessary for successful decoding and comprehension. For the present investigative project, the researcher aims to find the most effective type of shared or dialogic reading to apply during Reading or Speaking lessons and provide the students with the tools and requirements they need to become fluent and comfortable speakers and readers. This comes along

with a direct and immediate intervention from the teacher or instructor while working on a specific dialogic or shared reading task.

Moreover, it is necessary that when structure, intonation, or pronunciation issues are pointed out, the teacher has to tackle and correct them immediately, as it is easier for the instructor to find the root of the cause and change the narrative for the student. The sooner the better, so the disassociation process can be quicker. In addition, in this way, the students will feel supported and, by instance, they will understand that any sort of immediate feedback can be very positive for their development. These types of practices, if applied correctly, will help the students redirect their fear of being corrected publicly into perceiving it as positive and useful. McNaughton and Glynn (1981) reported an experimental comparison of immediate versus delayed correction of oral reading miscues. Their data indicated that both initial identification of words (accuracy) and self-correction of miscues during oral reading were influenced by the timing of correction; in other words, how long it would take for the instructor to point out the error or miscue.

The present report draws on the same data to examine further how proficiency was affected and, in particular, the role that self-correction might have played. In the study carried out by McNaughton and Glynn (1981), six average second year readers (mean age = 6.8 years) received four alternating phases of 7 or 8 daily sessions. During distinct phases every miscue was either corrected immediately within 5 seconds or corrected after a delay when the reader reached a phrase or sentence boundary. No other instruction occurred, and other conditions were kept constant across phases (e. g. a consistent procedure for prompting corrections). The readers were corrected while individually reading 150–200-word books taken from the classroom graded series. Moreover, during alternate sessions each reader also read a second book at the same

graded level. They did not receive instructions (i. e. through the correction of miscues) while reading on this second set of books. Another difference was that the first set were familiar to that the group of readers, who were given a general introduction to the stories a day before the oral reading sessions. Measures from the second set of books were designed to show the continued effects of the different correction procedures when independently reading more difficult material. Miscues occurring during independent reading were chosen for analyses because the reader received no instruction (via the correction of miscues), which might have obscured the effects specific to timing.

All miscues were ignored, unless readers did not attempt a word, in which case they were asked to continue reading after a pause of not less than 10 seconds. Thus, the effects of a second potential source of influence, repeated interruptions were also minimized. Faced with these data, the explanation of how accuracy may be affected by the timing of correction is an important question. One explanation focuses on the control exerted over self-corrections by immediate teacher correction. The primary effect of the procedure was to minimize opportunities to engage in activities which enabled a miscue to be corrected by the reader, rather than someone else. A published research by Clay (1979) and others (Goodman & Burke, 1973; Weber, 1970) suggested that identification skills and capabilities for self-correcting are interdependent in early instruction. This means that students should also be aware of some miscues and errors by themselves and should be able to correct the issue immediately whilst working on the task. This may be so instinctive and neutral, that is why the study emphasized on meaningful units and (as for these readers) used texts containing "natural" language sentences which were familiar and had predictable meaning.

Under these conditions, early readers are described as adopting a general oral reading strategy which reduces their initial dependence on extensive identification of graph phonemic information. The strategy emphasizes anticipation on the basis of syntactic and semantic cues with responding based on integrating this information with that gained from selective attention to informative graphic cues. Self-corrections can be seen as an outcome of monitoring activities, particularly relating to the meaning of what is being read. They also supply a back-up system, which allows for an efficient anticipation strategy and for guaranteeing that the text meanings are fully gained. The importance of these characteristics of self-corrections was assessed via additional analyses of readers' miscues when reading independently.

Correcting students' errors is an important educational concern for teachers and instructors. Educational researchers have been concerned with how teachers deal with student errors during academic instruction, how instructors point out miscues, and what methods they implement to improve the situation or fulfill the need. It has been strongly recommended that teachers choose a specific error correction procedure and then use it consistently instead of applying several corrective techniques. While the same error correction procedure may not be effective with all students or in different academic areas with some students, teachers should be cognizant of their responses to student's errors since it impacts the way this information will be processed and used in further situations by the student. Indeed, they should empirically evaluate the effects of different error correction procedures with their own students until it is evident which form of correction is the most effective to apply. The importance of errors and their correction has never been ignored by teachers of second languages, as well as practitioners in first language acquisition. Second language acquisition (SLA) researchers have claimed that the feedback provided during conversational interaction facilitates the acquisition process. Helpful

interactional processes include the negotiation of meaning and provisions of recasts. Both can supply corrective feedback to let learners realize that their utterances were problematic.

Recasting is another form of modelling and a language facilitation strategy. The recast occurs when the instructor modifies a learner's utterance by adding new or different grammar (syntactic) or word meaning information (semantic) information. For this strategy to be implemented effectively, the instructor or teacher must use recast frequently to help students get used to the sudden interventions and emphasize with loudness and pause time the corrected or added information. Swain's (1985) study suggested that treatment of errors helps students to learn better, whether the feedback is explicit or implicit. Explicit feedback can take two forms: *explicit correction*, in which the response clearly indicates what the learner said incorrectly, or questions related to the well-formedness of the learner's utterance. Another form of feedback would be the implicit one, which includes corrective practices such as recasting, where the instructor does not point out the miscue or error as such, but immediately tackles the miscues with the correct structure of the utterance. Instructors can consider using recasting as a way to provide learners with feedback, so in this way students will be able to "unlearn" the utterance and remember the correct way of implementing the desired structure.

Some people, though, have focused on the different modes of corrective feedback and wished to find out which of the different methods of giving feedback employed by the teacher is/are more fruitful. However, there is a fact that over-correction or poor correction techniques can be demotivating and misleading for learners and, especially when oral performance is focused, may lead to reluctant speakers who may never try out a new language or even to speak at all. Therefore, teachers need to be aware of when to correct learners' errors so that learners' speaking abilities will be promoted without damaging their confidence. Corrective feedback is a

response by which the addressee intends to correct the speaker's erroneous utterance. The incorrect utterance can consist of grammatical errors, meaning errors, or inappropriate use of lexical items. Corrective feedback is a response to a learner's erroneous utterance by i) indicating where the error has occurred; ii) providing the correct structure of the erroneous utterance; or iii) providing metalinguistic information describing the nature of the error, or any combination of all of these. Once the instructor acknowledges and determines the most efficient corrective method for the students' necessities, the corrective process should flow thoroughly.

1.2 Theory

The present investigation is based on several theories that were developed and tested previously on the usage of dialogues and shared readings as a technique to teach the oral skills. According to Gillian Brown and George Yule in their book *Teaching the Spoken Language: Approach Based on the Analysis of Conversational English* (Australia: Cambridge University Press, 1989), "Speaking is one of the skills that have to be mastered by students when learning English. It is important for students to know definition first." Many experts define speaking in diverse ways, for example Brown and Yule stated that "Speaking is to express the needs—request, information, service, etc. The speakers say words to the listener not only to express what in his mind, but also to express what he needs whether information service." Most people might spend their everyday life communicating with others. Revell defines communication as follow "Communication, of ideas, of opinions, of feeling." Therefore, communication involves at least two people where both sender and receiver need to communicate to exchange information, ideas, opinions, views, or feelings.

The usage of dialogues as a teaching technique has been implemented for long time as one of the most effective aural-oral methods. According to Mauricio Pilleux author of *Dialogue: A Useful Tool in Language Teaching*,

As far as teaching is concerned, modern language teachers have seen the emphasis placed on the aural-oral method. This tendency has arisen as a reaction against the 'grammar method' or memorizing of the rules as a vehicle for learning a foreign language. This reaction has been reinforced by great strides made in linguistics in the last fifty years from which many methods and techniques now being used in the teaching of English have been drawn.

Speaking and Reading go hand to hand when it comes to teaching and learning a foreign tongue. These are skills of the language and are key in terms of communicating and expressing the speaker's input. As teachers and instructors, we should start by introducing and stimulating the oral areas of the language, prior to introduce any other skills. If students or learners in general, know how to manage themselves accurately while orally expressing an idea or concept, they will most likely know how to produce a written composition in the correct way.

In regard to providing the corresponding corrective feedback while reading a piece of shared reading, some theories state that some language teachers suggest that students' errors should be corrected immediately when the aim of promoting accuracy. Consequently, attention to errors at this stage may improve the chances of later correct use of language. On the other hand, some others state that it is best to provide a gentle and delayed correction techniques, which are required in order not to damage the flow of the activity (in this study speaking) or the confidence of learners. Although, most theories do coincide on the fact that the most effective

corrective feedback method when it comes to oral production, it should be based on the students' needs and level.

III Chapter

Methodological Framework

In the methodological framework section, the researcher will state the main approaches, investigative methods, and tools that will be used in order to execute the tasks. The students will be tested accordingly, since the researcher will provide material that has been filtered and adjusted to the students' interests and level. This section of the investigation project contains information such as the Research Approach and Research Design details which explain the investigative methods the researcher is using and sticking to throughout the investigation to make sure the development of the testing process can be effective and nourishing. It also contains the details about the information sources and data collection instruments used to elaborate the investigation's data base. The researcher gathered the information and compiled the most relevant extracts of each literary piece to enhance the study's accuracy and neutrality regarding the topic. Most of the sources are books related to studying and practicing the skills that the researcher is trying to improve through dialogic reading. The material and instruments such as the shared and dialogue readings that will be provided to the students for the testing process, were thoroughly compiled after a long research process and filtered afterwards into sections to better suit the needs of the students and work on their areas of opportunity in depth. The material's complexity and level will periodically increase throughout the research's process to ensure that the students will be constantly challenged and asked to go further and dive deeper on their previously attained knowledge. The researcher will also use several corrective techniques to experiment how to assertively perform the corrective tasks while developing the lesson.

3.1 Research Approach

The research approach used by the researcher to structure this specific investigative study was the qualitative research approach, which is used to acknowledge how people experience the world and to better understand their perspectives. Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate innovative ideas for the research. Moreover, qualitative data is the descriptive and conceptual findings collected through questionnaires, interviews, or observation. Analyzing qualitative data allows to explore ideas and further explain quantitative results.

There are many approaches to a qualitative research, but most tend to be flexible and focus on retaining rich meaning when interpreting data. The researcher used the narrative research method as the main focus from the qualitative research approaches. The narrative research method provides the researcher with the opportunity to analyze, paraphrase, and adapt the information to the investigation. This method has a more interpretative nature. A passage from the instructive *Qualitative Research Methods: A Data Collector's Field Guide* by Family Health International, states that,

The strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. It provides information about the “human” side of an issue – that is, the often-contradictory behaviors, beliefs, opinions, emotions, and relationships of individuals. Qualitative methods are also effective in identifying intangible factors, such as social norms, socioeconomic status, gender roles, ethnicity, and religion, whose role in the research issue may not

be readily apparent. When used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data.

The researcher broadens the information selection by including input and criteria and shaping the sources' data into the actual information that needs to be retrieved.

3.2 Research Design

According to Torill Moen, Norwegian University of Science and Technology, "Narrative research is increasingly used in studies of educational practice and experience, chiefly because teachers, like all other human beings, are storytellers who individually and socially lead storied lives." Narrative research is thus the study of how human beings experience the world, and narrative researchers collect these stories and write narratives of experience (Gudmundsdottir, 2001). Even if narrative inquiry is a relatively new branch within the qualitative or interpretive research tradition, much has already been written on the topic. When reading about narratives and narrative research, one is left with the impression that the focus of attention becomes diffuse, spread in many directions. Very often, the concept of narrative is used in connection to how to represent a qualitative research study. This passage states how the Narrative Research method works, how the researcher can take the authors' words, analyze them, and filter the information accordingly. Some researchers have focused on the narrative approach as a method of inquiry (Carter, 1993; Connelly & Clandinin, 1990; Gudmundsdottir, 1997, 2001), which is a research genre situated within the qualitative or interpretive research family. Others have claimed that the narrative approach is not a method but, rather, a frame of reference in a research process, wherein narratives are seen as producers and transmitters of reality (Heikkinen, 2002). Torill Moen states

that the narrative research pretends to deliver the message in the most objective and neutral way, but while taking into consideration the human factors and perspectives that each passage carries with it. Every source that was included on the research study, was previously reviewed, and thoroughly analyzed in order to provide a valuable input.

3.3 Information Resources

As per the information resources, the researcher will explain the primary information resources and secondary information resources, accordingly. The used information resources involve thesis and investigative projects under the same research scope, books and informative blogs related to improving the students' input skills through the use of shared and dialogue readings.

Primary Information Sources

Primary information resources are those which provide a firsthand testimony or direct evidence of the given data. This means that the information came out as organic and neutral as possible, since only the original author has intervened. According to Healey Library, University of Massachusetts, they are immediate, first-hand accounts of a topic from people who had a direct connection with it. Primary sources can include texts of laws and other original documents, newspaper reports by reporters who witnessed an event or who quote people who did, speeches, diaries, letters, and interviews - what the people involved said or wrote, original research, datasets, survey data, such as census or economic statistics. Photographs, video, or audio that captured an event. For the present investigative study, the researcher included thesis projects as a primary information source. With the first investigative project, the researcher was able to determine what are shared reading and dialogue readings respectively, how they work

individually and collectively, how the teacher or instructor can apply them effectively during Reading lessons, how to choose the appropriate written piece for the studied group of students, and how to provide immediate feedback that will be taken constructively and will nourish and enhance the learning process.

Secondary Information Sources

Secondary information sources provide second-hand information and commentary intervention from other external researchers. A secondary source describes, interprets, or synthesizes primary sources. According to Healey Library, University of Massachusetts, secondary sources are one step removed from primary sources, though they often quote or otherwise use primary sources. Moreover, they can cover the same topic, but they add a layer of interpretation and analysis. Secondary sources can include most books about a topic, analysis, or interpretation of data, scholarly or other articles about a topic especially by people not directly involved, documentaries (though they often include photos or video portions that can be considered primary sources). Other examples of a secondary source are publications such as textbooks, magazine articles, book reviews, commentaries, encyclopedias, almanacs. For the present investigative study, the researcher used a great selection of secondary sources such as dialogic reading books, reading books, speaking books, regular textbooks with shared readings, essays, etc. In the case of this specific study, as secondary source of information, the researcher used extracts and data taken from books and blogs that contain information regarding the investigation's topic. This was very useful in terms of expanding and getting a wider point of view of the outcome that one can receive from the different techniques and methods that can be applied when implementing shared and dialogue readings as a strategy to enhance the students' input skills.

3.4 Analysis Categories

For the present investigative project, the researcher implemented the qualitative research variable focus. Qualitative research involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for a research. This specific approach aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds (Ellie Fossie, 2002). Some of the instruments used to gather information to sustain the present investigation were thesis projects based on the writer's perspective and involvement in the discussed topic, books, and academical blogs or articles. Besides working with verified academical information resources to further understand how to attain the expected objectives; the researcher implemented several instruments to collect some real samples of the population of students, their previous knowledge and learning behaviors.

3.4.1 Reading

According to Cambridge Dictionary, reading is the skill or activity of getting information from books, or an occasion when something written, especially a work of literature, is spoken to an audience.

3.4.2 Lesson Plan

A lesson plan is a detailed description of the instructional strategies and learning activities to be performed during the teaching or learning process.

3.4.3 Diagnostic Reading Activity

A diagnostic assessment is an activity that assesses a learner's current knowledge base or current views on a topic/issue to be studied in the course. A diagnostic reading assessment is used to assess students' proficiency in each of the five skills of reading: vocabulary, phonemic awareness, phonics, fluency, and comprehension. It is mostly performed and evaluated orally or in a written form.

3.4.4 Dialogues

A dialogue is a conversation that is written for a book, play or film. Conversations among characters of a story. A serious exchange of opinion, especially among people of groups that disagree.

3.4.5 Shared Reading

Shared reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

3.4.6 Popcorn Reading

Popcorn reading, which can also be known as Round-Robin reading, is a classroom practice in which students take turns reading a text aloud. Typically, this is done with longer passages, like textbook chapters or chapters in a book of fiction. Popcorn reading is often utilized by reading instructors to determine who is going to be the next student to participate.

3.4.7 Classroom Activities

Classroom activities are evaluated, and non-evaluated assessments or exercises created by the teacher or instructor to introduce and reinforce topics discussed during lessons. Throughout

the implementation of effective classroom activities, the students can increase their skills or effectiveness in a specific area by engaging multiple learning styles. The main objective of these activities is to support the enhancement process of the student's understanding. Nowadays, it is highly recommended that teachers and instructors take into consideration all multiple intelligences when planning their classroom activities, with the purpose of creating wholesome content that would help the students learn, hold onto the information, and enjoy the lesson.

3.4.8 Immediate Corrective Feedback

Corrective feedback is a form of performance feedback used to improve the students' achievement. When it comes to immediate corrective feedback, the instructor or teacher intervenes immediately right after the miscue and states the correct form of the utterance mostly through recast technique.

3.4.9 Recast

Recast is a technique used in language teaching to correct learners' errors in such a way that communication is not obstructed. The instructor waits for the reader to briefly pause to interrupt and point out the reader's miscue. To recast an error, the instructor repeats the error, clarifies the word, and asks the reader to repeat the correct utterance. Then, the interlocutor models the word for the learner to visualize aspects like pronunciation, gesticulation or meaning. Finally, the learner repeats the word in the correct way and continues reading.

3.4.10 Delayed Corrective Feedback

Delayed corrective feedback is an oral correction at the end of an activity rather than shortly after the mistake was made. Delayed feedback enables you to correct students without interrupting them, which is often a very sensible thing to do.

3.4.11 Formative Checklist

A checklist is a list of items that need to be evaluated either in a formative or summative way after performing a specific task. This feedback checklist is given to the students afterwards with the corresponding observations, comments, and suggestions for improvement.

3.5 Data Collection Instruments

All data collection instruments that get to be applied on the studied population are key to assess important aspects of the students' learning process. Some of the aspects evaluated during the diagnostic assessment are the learners' previous knowledge basis, areas of opportunity, strengths, academical development, personal and interpersonal behaviors, among other features that the researcher might find relevant during the sample collection process. The researcher aspires to take great advantage of the instruments in order to obtain favorable results within the fifth grade students at Sun View School during the first trimester of the present year. The chosen data collection instruments are first, a full lesson plan designed to cover four Reading lessons with the specifications and details about the implemented activities and instruments, as well as an introductory reading piece consisting of a short adaptation of the story "The Poor Man's Wealth" by (Rod Usher, 2011). The story's plot was is about a farmer praising his mental peace over material richness and wealth. The researcher provided the students with the worksheet for the oral diagnostic assessment. This introductory exercise was for the students to read

individually, so that the researcher could acknowledge their weaknesses in terms of the reading structure, comprehension, recognition of the phonemes, patterns, intonation, and pronunciation.

During the second lesson, the researcher applied the first dialogue exercise: Season of Discontent, page 50 (Oxford Discover 6th Second Edition, 2017). The story was projected on a screen directly from the book's remote platform, with a noticeable font, so that the students could read from their seat. The story's plot was about the weather season having an argument on the negative and positive aspects of each other. In this specific assessment, the story's active characters were six: Summer, Winter, Spring, Autumn, the child, and a narrator. For this scenario, the researcher gave the instructions to the students and grouped them in teams of six students to participate actively on the dialogue reading. The students were instructed to take turns, so everyone would be able to participate actively.

As per the third lesson, the students were requested to read a fable whilst using the shared reading technique. The students read Chatterboxes, page 80 (Oxford Discover 5th Second Edition, 2017). This reading consisted of nine paragraphs of over five lines each. The article was about the way that animals communicate with each other in terms of warning fellow species of possible dangers, looking for food, a partner, etc. The teacher instructed the students to read the piece by applying the "popcorn" shared reading technique, where the instructor randomly chose the next reader to continue with the storyline, forcing all the potential readers to follow the reading individually. The story was also projected on a screen directly from the book's remote platform, with a noticeable font, so that the students could read from their seat.

As per the fourth and final lesson, the students read the story Magdi and the Dolphin, page 72 (Oxford Discover 5th Second Edition, 2017). This story combined both dialogue and shared

reading techniques, which provided the instructor with the option of interchanging roles and taking samples of the students while performing both reading techniques simultaneously. The instructor provided the students with corrective feedback when needed. In the event of a fault or miscue, the instructor interrupted if considered relevant to correct a miscue. This corrective activity might have had two approaches, immediate or delayed. Immediate correction means that the teacher or facilitator, injects snap corrections while the student is speaking (or even writing). On the other hand, delayed correction techniques are corrections a teacher uses sometime after a learner has made an error. This is usually done to avoid interrupting fluency practice, although there are other reasons also. Subsequently, the students would receive a short formative checklist with some observations based on their performance, strengths, areas of opportunity, and useful tips to apply whilst working on these particular reading techniques. The instructor provided this final feedback in the form of a printed worksheet for the students to visually recognize what input skills they need to work further on and what they already master.

CHAPTER IV

Data Analysis

In this chapter, the researcher determines the effectiveness of the instruments used to perform the study and the ways to assess the obtained results afterwards. In terms of the examination process, the population of students went through a series of assessments where dialogues and shared reading activities were utilized as tools to offer a tangible sample of how these reading exercises might benefit a novice reader, how they might help them improve their input, verbal-linguistic, interpersonal, and intrapersonal skills, and how they might impact their personal perception of the learning and corrective process. The researcher pretended to create and try some research instruments on the population of students and based on the outcome, to choose the most effective ones to implement as a regular activity within the subject's lesson plan.

As part of the assessments, the students were asked to read individually, performed some shared reading activities, read the lines of some of the characters of the given story, and embodied the fictional part. The researcher observed the students' behavior, taking samples of the students' performance, their reaction after each corrective intervention regardless of the approach (immediate or delayed), how they stored feedback and applied it on a further situation. The students' development was assessed based on their pronunciation, intonation, reading patterns/structure, active listening, and print awareness. The researcher intervened through immediate and delayed corrective feedback when needed and applied the recast technique in order to point out the students' miscues and state the correct way of implementing the utterance. The researcher corrected the students' miscues through the recast technique. The researcher also provided an official printed formative feedback report that contained a checklist to show which were the students' areas of opportunity and which areas were already covered. Throughout

this chapter, the researcher collected all data samples needed to prove the theory that dialogue, and shared reading are enhancement activities to help improve the students' input skills.

4.1 Analysis and Interpretation of the Results

Throughout this section, the researcher analyzed the ways and results after the implementation of the chosen instruments mentioned and explained in the previous chapter. The population of students in which the present investigative study was based, had a total number of nineteen students with different academical necessities and backgrounds. On a general view, all these students live within the Metropolitan area, in a middle/upper class household with their respective families. Most of the students have been attending the same primary school since first grade, but seven out of the total number had periodically joined throughout the years.

The researcher implemented the studied reading techniques with the expectancy of finding a beneficial outcome and helping the students achieve their input skills optimal development. After introducing the purpose of the investigative study to the students, the researcher proceeded to gather the individual diagnostic sample through an introductory reading assessment. Therefore, the students were requested to read "The Poor Man's Wealth" (Rod Usher, 2011) individually in a one-on-one brief session with the researcher. The researcher could also take samples by observing the students' behavior and performance during the first individual reading activity. After this brief introductory lesson, the researcher started applying the main instruments: dialogues and shared reading exercises as a strategy to improve the students' input skills, which was is the main objective of the project.

During the second lesson, the students read the dialogue reading "Season of Discontent" page 50 (Oxford Discover 6th Second Edition, 2017) by taking turns as the dialogue consisted of

six characters: Narrator, Summer, Winter, Spring, Fall, and the child. The students were gathered into groups of five as per the researcher's request and read the dialogue by following the story's sequence and actively waiting for their turn. The researcher applied the immediate corrective method, where students were corrected immediately in case there are any miscues or errors and if they were hesitant with the pronunciation of certain words. The researcher collected samples based on the students' performance while reading the dialogue assessment. During this exercise, the researcher could notice the reaction of students when receiving immediate corrective feedback.

After collecting the corresponding samples based on the dialogue assessment, the researcher proceeded to apply the shared reading assessment. The students were requested to read "Chatterboxes" page 80 (Oxford Discover 5th Second Edition, 2017). The researcher applied the pop-corn technique where the students were randomly asked to continue reading the story. The researcher made sure every student participated actively in the activity. The researcher provided formative feedback to the students after they finished reading their corresponding lines, not immediately.

For the last assessment, the researcher chose a reading that combined both, dialogue reading and shared reading structures, which was "Magdi and the Dolphin" page 72, (Oxford Discover 5th Second Edition, 2017). The researcher thought of this assessment in order to assess and evaluate if the students were able to apply all the given feedback. The miscues regarding some specific vocabulary words were different throughout each story, since all stories' content and plot was different, but some other miscues, like intonation patterns in questions or statements are standard and must be followed appropriately in every reading. When the samples were finally taken, the researcher prepared a formative feedback checklist to give constructive suggestions

that intend to contribute with the students' improvement. The feedback checklist contained two charts, one for the dialogue assessment and one for the shared reading assessment, as well as space for the observations.

4.1.2 Lesson Plan

A lesson plan is a detailed description of the instructional strategies and learning activities to be performed during the teaching/learning process. The researcher designed a structured lesson plan with all the specifications about the sessions, the objectives, the learning outcome, and how to perform each activity with the students. This was a monthly lesson plan which contained all the information about the four lessons that the researcher needed for implementing the instruments and collection of the samples. The lesson plan is further attached as *appendix figure 1*.

4.1.3 Diagnostic Activity

A diagnostic activity or assessment is a sample taken by the instructor that assess a learner's current knowledge base or current views on a topic to be studied or discussed. As per the present study's diagnostic or introductory assessment, the students were asked to read a very brief passage which consisted of seven short paragraphs and nineteen lines approximately. The story's name was "The Poor Man's Wealth" by the author Rod Usher (2011). This short story was perfectly suited for fifth grade students due to its length, vocabulary, and structure. It also contained a very nice moral message at the end. The diagnostic assessment (*appendix figure 2*) was handed to the students through a printed worksheet, which was used to perform the activity and kept by the students afterwards. The students were requested to participate on the activity individually. All the students were able to take the introductory assessment. The following figure,

shows the population of students that surpassed the amount of five miscues while reading the short story.

Figure 1

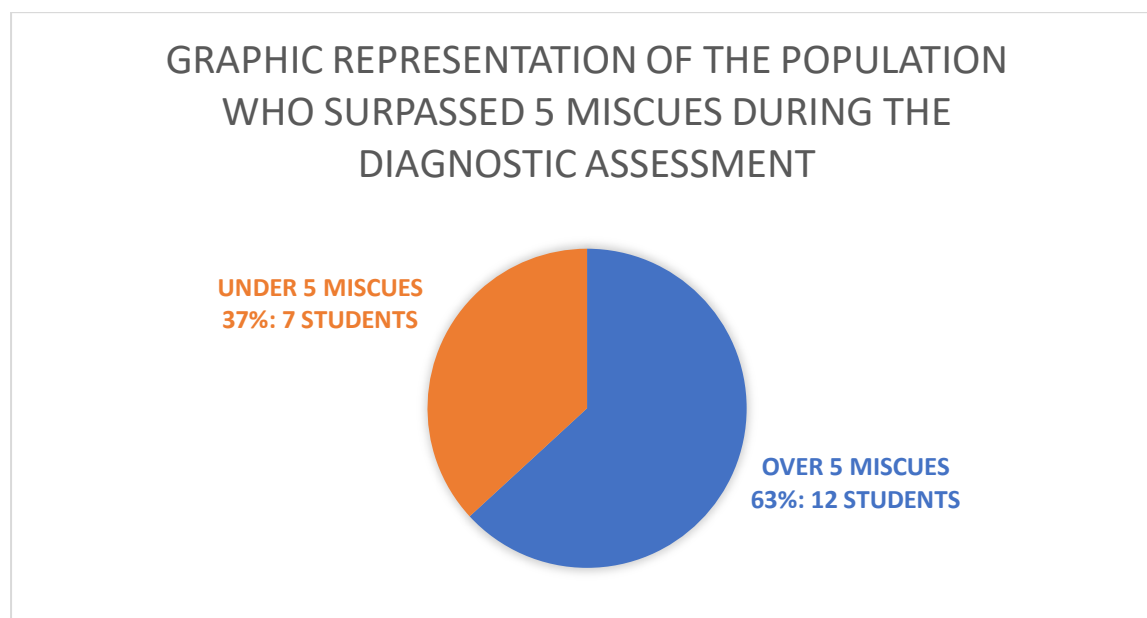


Figure 1 represents the number of students who surpassed five miscues during the diagnostic reading assessment. Source: Researcher's own creation.

The researcher applied immediate corrective feedback to point out the students' miscues and used recasting as a method to show the student the correct version of the utterance. The instructor tackled the miscues through immediate corrective feedback and recasting. When there was an error, the researcher would point it out immediately causing the students to feel impacted about the sudden interruption; most of them were able to remember not to repeat the incorrect utterance and continued applying the correct one instead.

4.1.4 Dialogue Reading Activity

A dialogue is a conversation held between two or more people as a feature of a book, play, or movie. As per the first investigative instrument, the researcher decided to choose a dialogue reading activity attached on *Appendix figure 3*. The researcher selected a dialogue of six active characters and a narrator. The students took turns by gathering up on teams of six students to participate on the reading of the dialogue. The dialogue story's name was "Season of Discontent" page 50 (Oxford Discover 6th Second Edition, 2017). This story was about a school play where five students represented and acted as the four weather seasons and a mediator child: Summer, Winter, Spring, Fall, and the child. The four seasons were constantly talking about their advantages and the others' disadvantages, as the child tried to mediate and explain how every weather season is important and is a crucial complement to the other weather seasons. The narrator explained how the students impersonate the seasons and how the discussion proceeded until they acknowledged the child's criteria. As shown in *appendix figure 3*, the dialogue consisted of twenty-three dialogic interactions between the characters and eleven interventions from the narrator. The vocabulary was suited for fifth and sixth grade students and the phonemic structure can be easily recognizable for a novice reader with an intermediate level. The researcher applied the immediate corrective method to assess the students' reaction, behavior, and to create an impact that would help the student "unlearn" the utterance. Most of the population of students had at least one miscue while reading their line; although, the majority were able to unlearn the incorrect utterances and started applying the correct structure right after been corrected by the instructor during their performance. *Figure 2* shows the number of students who repeated the miscue or did not self-correct the incorrect utterance after receiving immediate corrective feedback. The researcher used recasting to indicate the correction of the utterance.

Figure 2

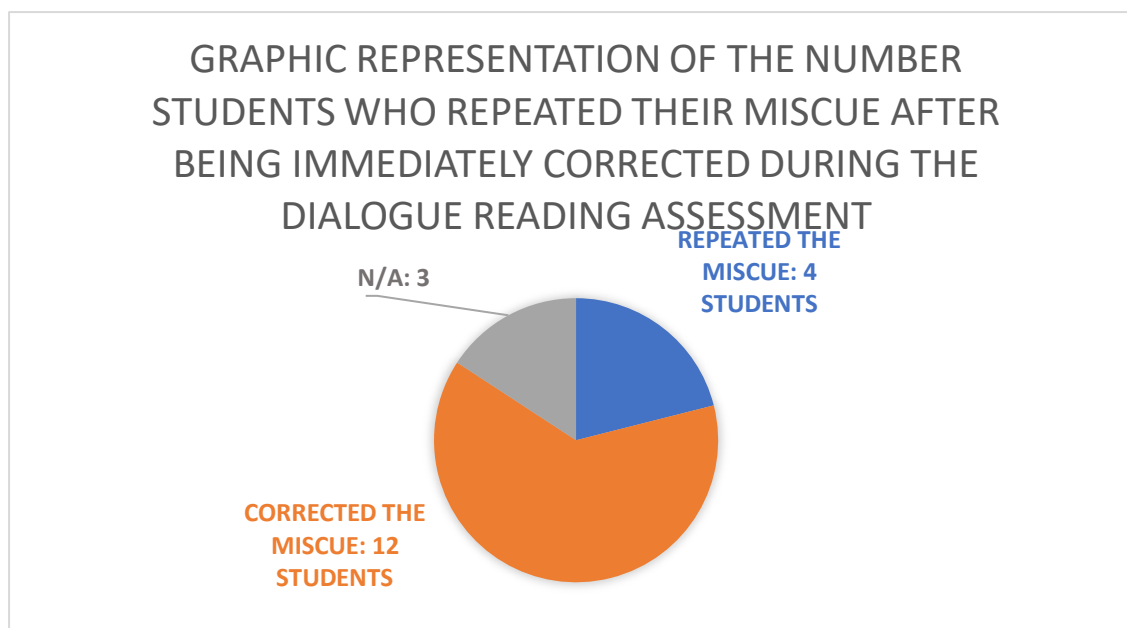


Figure 2 represents the number of students who repeated their miscue after being corrected during the dialogue reading assessment. Source: Researcher's own creation.

While reading the text, sixteen students had to face the same utterance twice after being corrected once. Out of these sixteen students, twelve were able to hold the information and remember not to repeat the same mistake. On the other hand, the remaining four had the same miscue more than once, even after being previously corrected through immediate corrective feedback. All students paused the reading when getting interrupted, listened to the correction, repeated the corrected utterance, and continued reading accordingly.

4.1.4 Shared Reading Assessment

During the third lesson, the researcher decided to apply a shared reading assessment as the investigative instrument. The students were requested to read the short story “Chatterboxes” page 80 (Oxford Discover 5th Second Edition, 2017). The article’s plot was about the multiple ways animals communicate with each other. This written piece contained sixteen paragraphs. The

researcher chose ~~professor chooses~~ to implement the popcorn reading technique during this session. This means that students would be randomly asked by the researcher ~~instructor~~ to continue reading the text. As per this activity, there was a total number of seventeen students, since two students were absent during the third session. The reading was distributed within the present students, who were requested to take turns, so they could all participate in the activity.

Figure 3 shows the number of students that were accurately following the storyline and were able to continue the reading without hesitation when requested to.

Figure 3

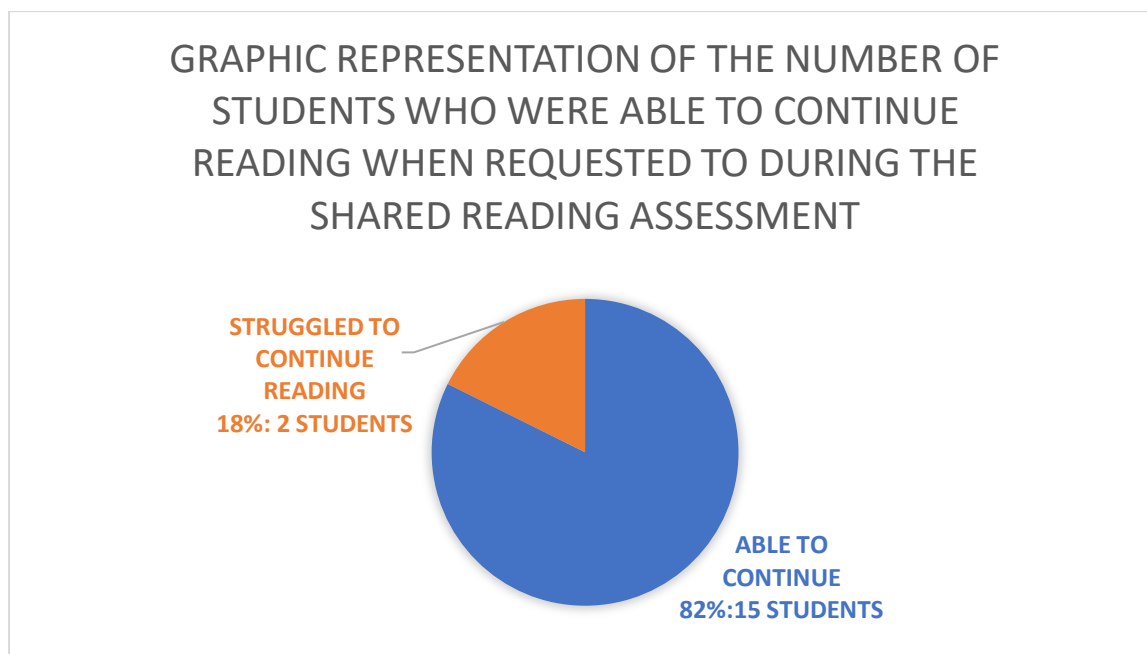


Figure 3 illustrates the number of students who were able to continue reading when requested to. Source: Researcher's own creation.

The figure shows that the majority of the population was able to continue the reading when the researcher requested them to do so. The researcher implemented the popcorn reading distribution technique; this forced the students to intently follow the reading since they were

unaware of who would be asked to continue. Out of the full number of students, only two were hesitant about were to continue reading. The researcher indicated the students were to continue reading, so they could proceed.

4.1.5 Concluding Activity

For the final activity, the researcher chose a reading activity with both, dialogic and shared reading features. The researcher asked the students to read the short story “Magdi and the Dolphin” page 72 (Oxford Discover 5th Second Edition, 2017). This short story’s plot was is about a little fisherman named Magdi who was saved from a storm by a dolphin. The story consisted of twenty-three paragraphs. The students were asked to read the story by taking turns while the researcher called out the next reader to continue. The students were previously instructed to follow the story individually as anyone could be requested to continue reading aloud. Some students could achieve the task, while some others lose the thread with the interventions or other distractions. All these data samples were collected and further analyzed. *Figure 4* shows how many students were able to continue reading when asked to during the last reading activity.

Figure 4

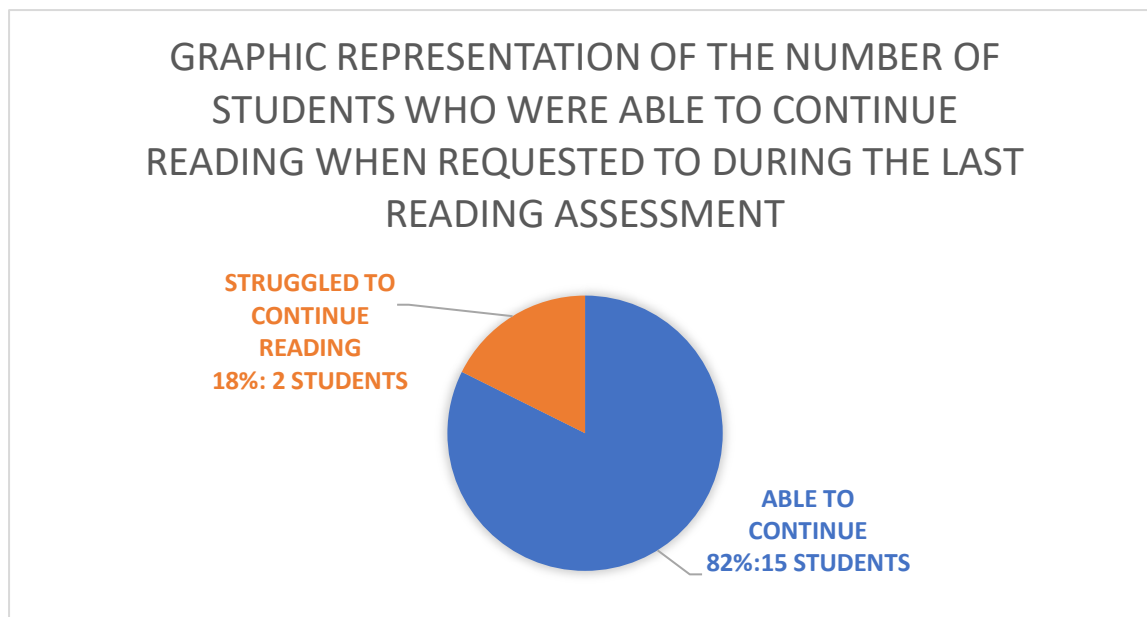


Figure 4 shows the number of students who were able to continue reading when requested to during the last reading assessment. Source: Researcher's own creation.

4.1.6 Formative Feedback

After concluding the data collection process, the researcher was finally able to gather all the needed information to realize if the study would have a valuable impact or if the outcome was not the expected one. The researcher provided a final formative feedback report with all the aspects to discuss in terms of the students' performance. It was a constructive and optimal way to provide the students with suggestions to reinforce their learning process. The formative feedback would be provided as a checklist of the activities that the students were asked to perform during the data collection process. This checklist consisted of two charts; the first one based on the dialogue reading assessment and the second one based on the shared reading assessment. These checklists included some suggestions, observations, and tips for the students' improvement.

Figure 5

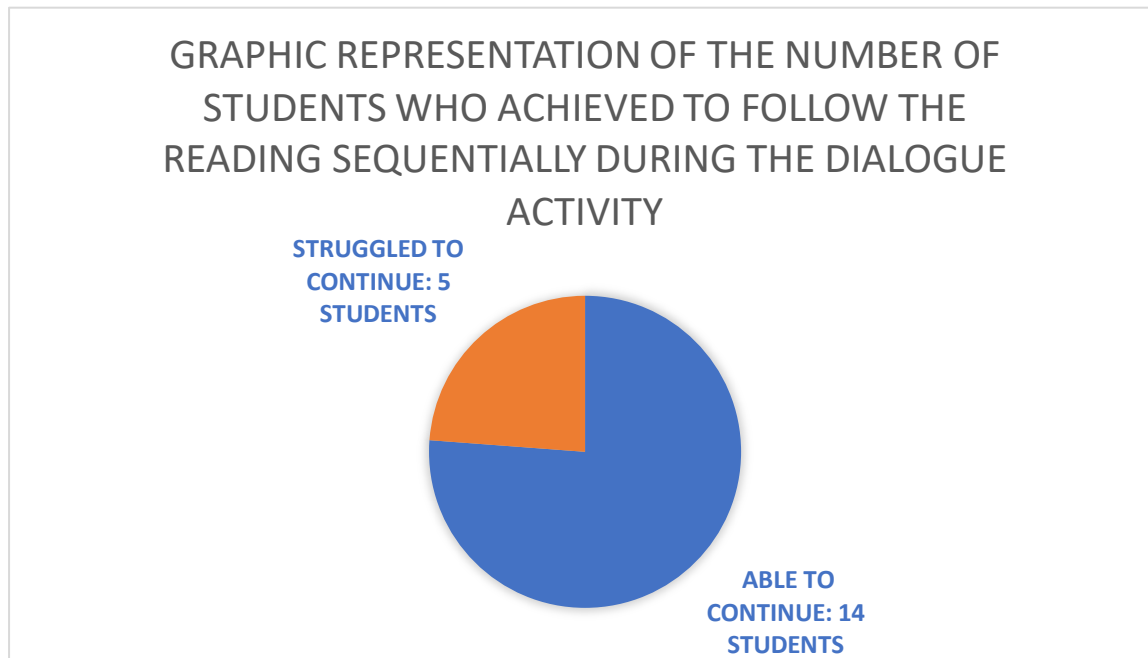


Figure 5 shows the number of students who achieved to follow the reading sequentially during the dialogue activity. Source: Researcher's own creation.

Another item from the feedback checklist considered the students who were able to follow the correct intonation pattern and phonemic structure when reading. The instructor corrected the students who had miscues while reading the given text. The corrective method involved immediate interventions, the researcher would pay close attention to the students' performance and would immediately intervene in the event of a miscue or error. The researcher applied recasting to point out the correct form of the utterance. Figure 6 shows the number of students who were able to follow a correct intonation pattern and phonemic structure when reading.

Figure 6

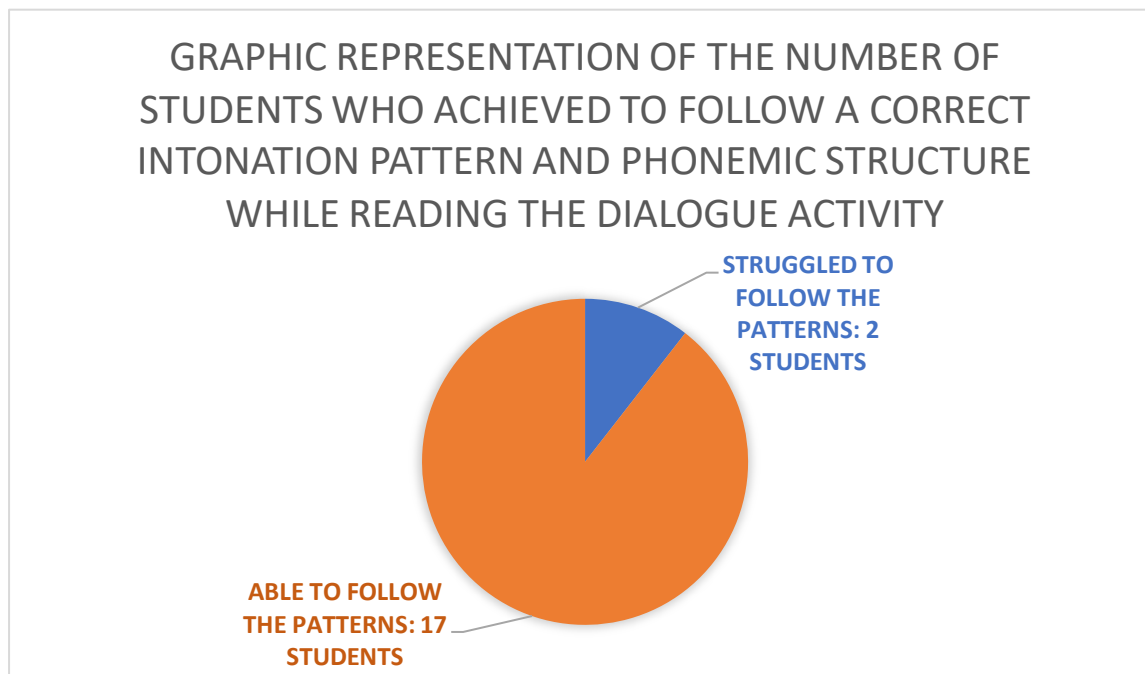


Figure 6 shows the number of students who achieved to follow a correct intonation pattern and phonemic structure while reading the dialogue activity. Source: Researcher's own creation.

The type of miscues that were evaluated on this specific item had to do with the students' reading structure (e.g.: falling and rising intonation when required, oral emphasis on punctuation, etc.). In addition, it considered if the students were able to perform the reading by following the appropriate intonation patterns and tone based on the denotation and connotation of the given text. The researcher intervened during the exercise when required and applied the recast corrective method.

Furthermore, as per the third item in the dialogue assessment checklist, the students were assessed regarding their ability to recognize their turn to read through active listening. Meaning that the students should have been able to continue reading from where the previous reader stopped by been asked to do so. The researcher applied the popcorn or round-robin technique.

Figure 7

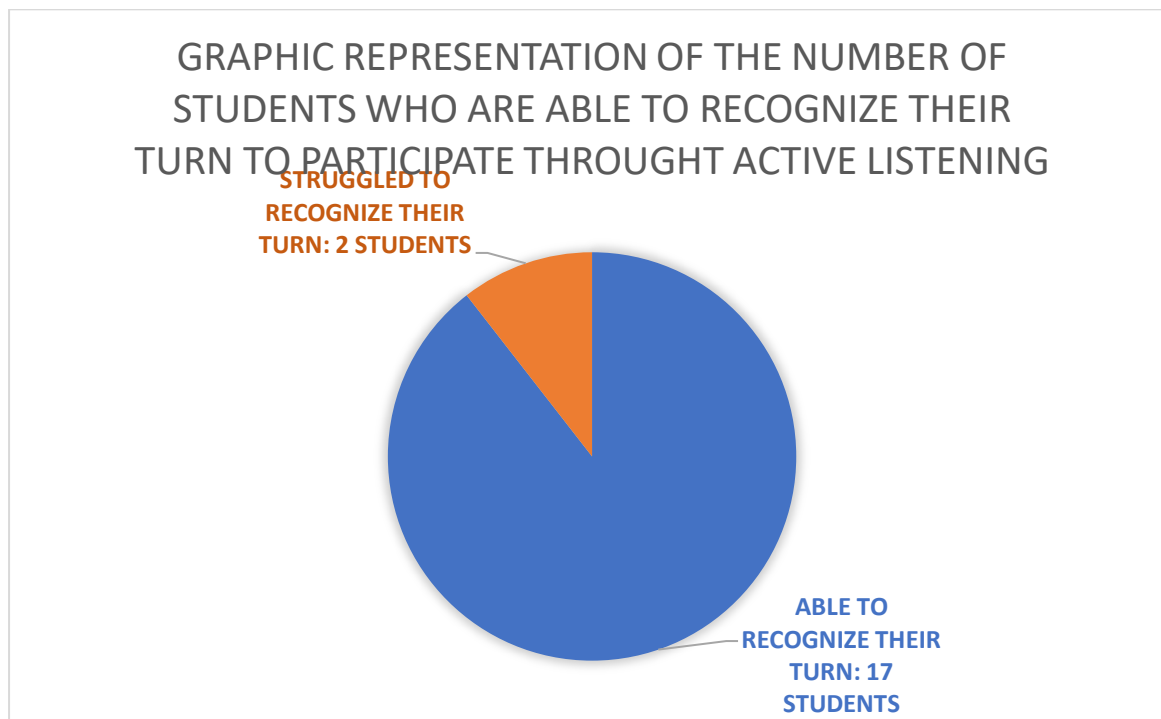


Figure 7 illustrates the number of students who were able to recognize their turn to participate through active listening. Source: Researcher's own creation.

Most of the population of students were able to continue reading when asked to.

Although, two students from the group were not able to recognize their character's turn was next within the dialogue's sequence line. By observing the students' behavior, the researcher was able to perceive that the foremost reason why the students with faults were not able to recognize their turn to participate, was mainly because they were distracted and not sequentially following the reading, more so than any other reason, such as academical difficulty or struggle.

The researcher also created a checklist for the shared reading assessment where some aspects of the students' performance during the shared reading activity were evaluated, as well. During this activity, the researcher decided to implement the delayed corrective method to help tackling the students' errors. The researcher would wait for the student to finish reading the

paragraph to proceed with the corrective intervention. The researcher would write down the students' miscues on a paper sheet and then would give the students corrective feedback based on those incorrect utterances. The researcher pointed out the miscues and corrected the utterances by using the recast corrective method. The first item from the shared reading activity's checklist evaluated if the student was able to follow the reading sequentially. The following figure states the number of students who were able to read sequentially and the number of students who were not able to. This item assessed if the learner was able to follow and read the storyline correctly, paragraph by paragraph and line after line. This specific item had to do with the interpersonal and linguistic skills, but it was also related with the visual-spatial abilities of the student.

Figure 8

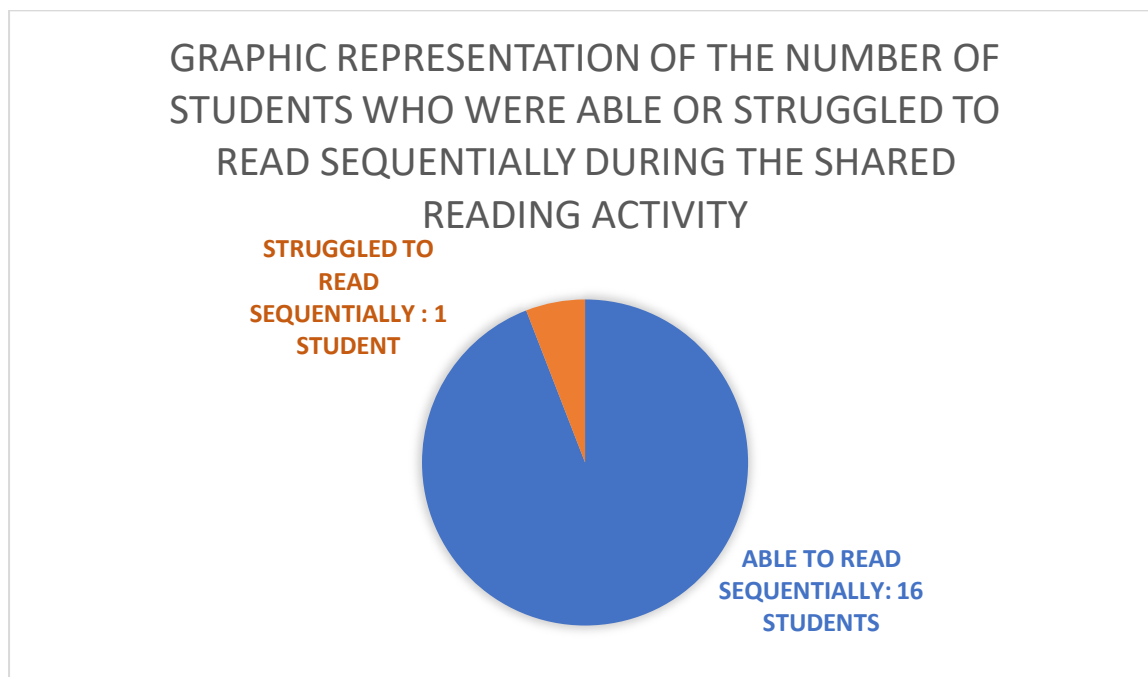


Figure 8 shows the number of students who were able or struggled to read sequentially during the shared reading activity. Source: Researcher's own creation.

Through the second item of the checklist, the researcher evaluated if the student achieved correct intonation pattern and phonemic structure when performing the shared reading activity. The students had to emphasize tone and adjust their intonation depending on the punctuation, denotation, and connotation of the reading. The researcher applied the delayed corrective method to point out the students' miscues and the conventional recast intervention to state the correct form of the utterance.

Figure 9

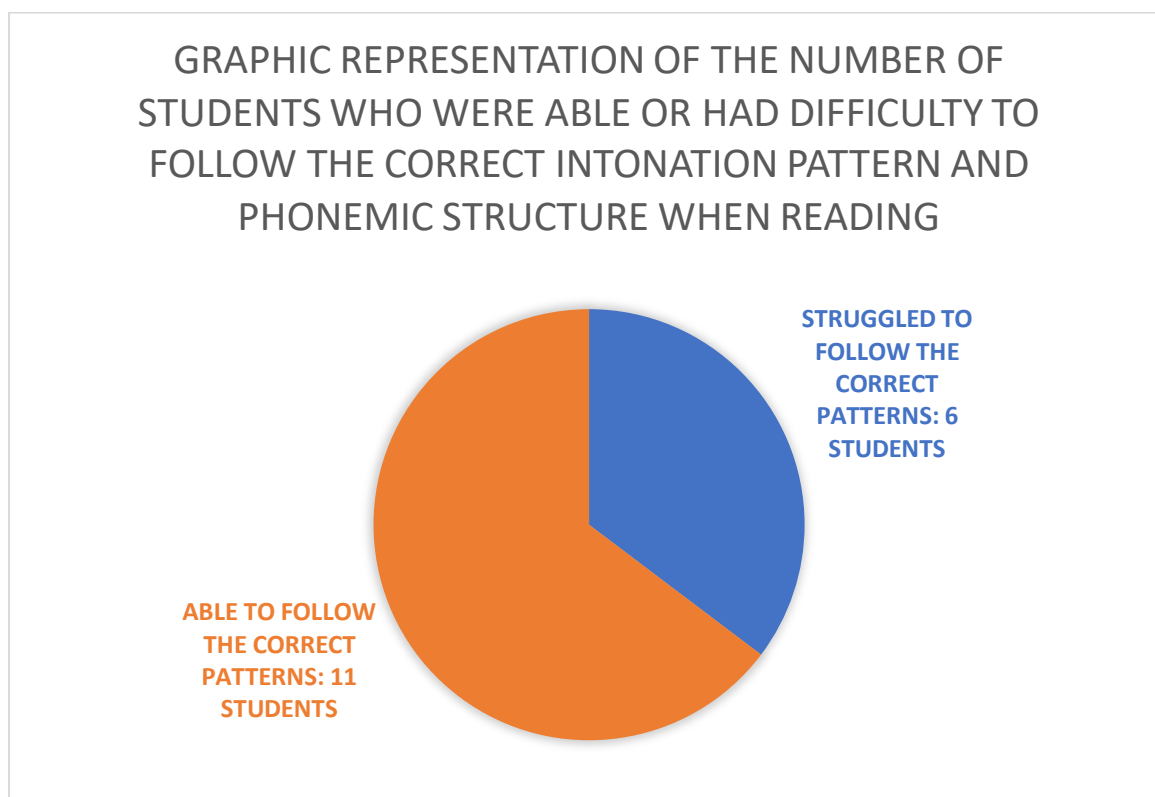


Figure 9 shows the number of students who were able or struggled to follow the correct intonation patterns and phonemic structure when reading. Source: Researcher's own creation.

For the last item within the shared reading activity's checklist, the researcher also evaluated the students' performance in terms of reading comprehension, with the purpose of proving that the understanding of the denotation of a dialogue has a huge importance when it

comes to follow the story sequentially, intonate with accuracy, emphasize the tone, etc. It is crucial to understand what its being read to read it appropriately. The researcher asked a single question related to the story's plot to each one of the present students. Some students were able to answer the given question accurately and some others answered mistakenly. Most of these questions had to do with the characters' actions, names, and outcome of the plot.

Figure 10

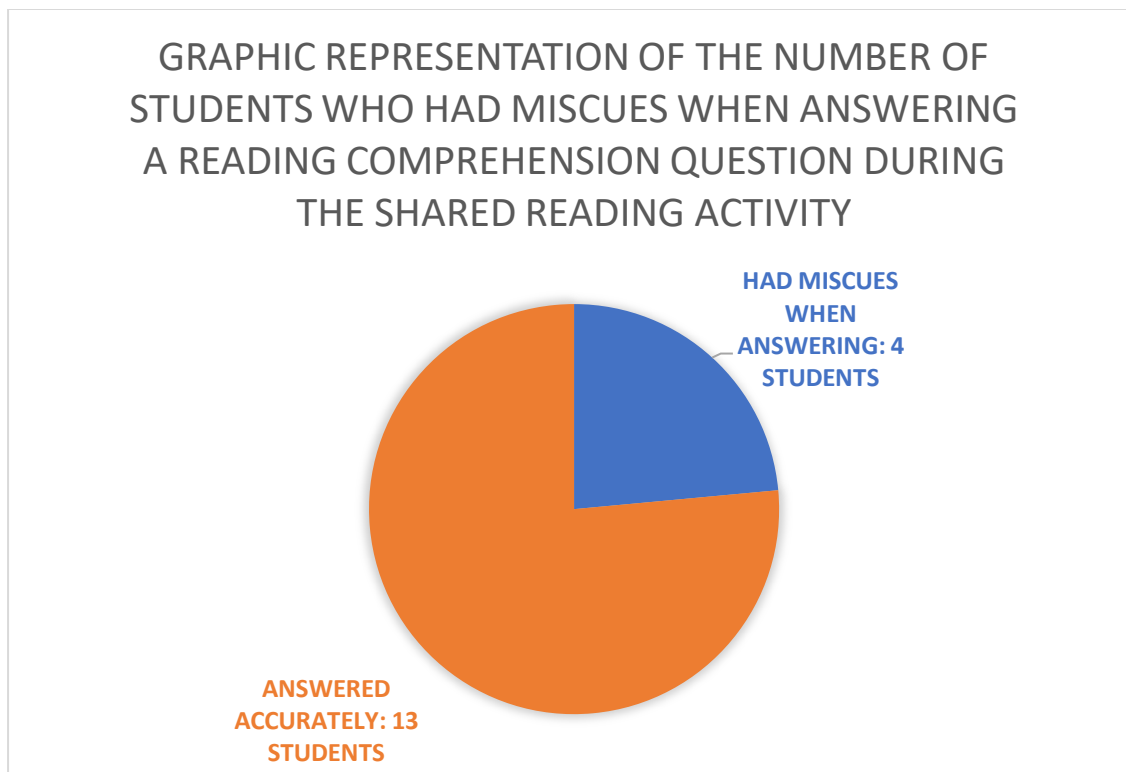


Figure 10 represents the number of students who had miscues when answering a reading comprehension question during the shared reading activity. Source: Researcher's own creation.

To correct the miscues or instances, the researcher asked the student to rephrase the answer and provided clues about what happened in the story to guide the student into the correct answer. Although, the students got a brief period of time (3 minutes approximately) to think

about the possible answer, if the student was not able to participate, the researcher would ask another student to willingly answer the question. This feedback sheet included personalized suggestions and observations regarding the students' individual work during the data collecting process. Most of the observations pointed out some specific and very relevant miscues that the students need to be aware of to avoid repeating the same error. Another piece of advice that was given to the students through this formative feedback sheet, was that if they are struggling to follow a story or text sequentially, they can use a bookmark to visualize the line that they need to focus on during the reading. As part of the final activity, the researcher provided the students with materials such as construction paper and a template worksheet to create their own personalized bookmark (*appendix figure 4*), as an invitation to implement this practice.

CHAPTER V

Conclusions and Recommendations

In this chapter, the researcher proceeds to conclude the data collection process and analysis of analyzes the results to see the tangibility and veracity of the attained conclusions. There are important factors to highlight when it comes to the concluding section of the project. The researcher planned four sessions of five activities in total. The diagnostic or introductory activity was applied through a short reading that conveyed simple features of the literacy structures; therefore, it can be stated that the denotation and connotation of the text were easy to digest and reproduce and it also contained a moral message. Afterwards, the students worked on the dialogue reading activity and the shared reading activity, and the researcher took samples and annotations to create a formative evaluation chart to provide the students with valuable feedback and suggestions to help improve their input skills and learning process. Finally, the set of activities were finalized with a reading that involved both literacy features to assess the students' level of attainability after receiving immediate or delayed feedback.

5.1 Purpose of the Conclusions

The purpose of the conclusions is to provide the students with the tools needed to enhance the learning process, specifically building strong input skills. The main path chosen by the researcher was the implementation of dialogue/conversational readings and shared reading activities. When collecting the data and experimenting with the population of students, the researcher noticed some trends and behaviors that needed to be corrected in order to get a fructuous outcome. However, for the most part, the population responded very well to the

activities, their performance was acceptable, thorough, and most important, they seemed to feel comfortable and happy while working on the assessments.

5.2 Conclusions

The information that will be provided in the following section intends to give an answer to the objectives that were raised at the beginning of the research after having applied all the data collection instruments, taking the corresponding samples, and providing the corrective feedback, when needed, to the population of students. The researcher will provide an answer to the effects of using dialogue and shared reading as strategies to improve the input skills in-fifth grade students at Sun View School. In a general scope, the main goal of the investigative project was to find effective teaching strategies based on the use of dialogues and shared reading that could be applied during Reading or Speaking lessons either remotely or in person, to improve the basic input skills' development of the students under study.

5.2.1 To find areas of opportunity within the input skills' development process of the students, that can be tackled and improved effectively.

As per the first objective, the researched intended to find areas of opportunity within the input skills' development process of the students, so that these can be improved effectively. Throughout the implemented activities, the researcher was able to notice some behaviors or actions that needed to be corrected for the optimal growth of the students' learning process. The researcher created and gathered instruments to facilitate the data collection process. With the first instrument, the researcher was able to perceive that a portion of the population of students tended to lose track of the sequential reading. In addition, there were some pronunciation mistakes and miscues that needed to be corrected; therefore, the researcher clarified them by using the recast

corrective method. When the student had a pronunciation fault during the introductory assessment, the researcher would immediately intervene and emphasize the correct form of the utterance.

Furthermore, during the dialogue reading activity, the researcher also noticed that part of the students struggled to continue reading when they were asked to do it randomly. As part of the reading strategy, the researcher applied the popcorn reading or round robin technique; consequently, the students had to continue reading where the last reader had left off. Some of the students were not able to continue reading, since they were not following the reading. Therefore, as a corrective method the teacher would periodically walk through the students' seats and point out the actual section of the reading where the reader was working on, to bring the students' attention back to the storyline. With the pronunciation miscues, the researcher implemented the recast method a to model the correct way of pronouncing the utterances. Consequently, the students would repeat the correct form of the utterance and continue with the reading afterwards, all this within seconds. During the third activity, the students were requested to read a story by following the popcorn or round robin distribution technique. This time, after a miscue, the chosen corrective method used, was delayed corrective feedback, so the researcher waited for the student to read the passage and then, she pointed out the miscues and errors to correct.

5.2.2 To implement the use of dialogues as a way to reinforce and better understand the conversational structure of the foreign language.

The aim of the investigation was to allow students to work on their input skills development, but also to communicate and express their thoughts and needs. The main goal of utilizing the

dialogue or shared reading method was to assist students on their journey of improving their listening and reading skill. Moreover, ~~but~~ it was a noticeable trend to receive questions and opinions from the students, side comments about the story's plot, the characters' behaviors and decisions, the story's outcome and moral. In addition, the students requested help and some advice in terms of the proper pronunciation of a word. All these aspects required the students to orally communicate with the researcher, so it was proven that the implementation of dialogues and shared readings goes further than just performing as a reader or listener, as it also forces the students to produce, which demands them to use their output skills, linguistic skills, and critical thinking. Some of these students were very fluent and able to communicate a clear message and some others struggled and hesitated when trying to communicate their thoughts or when asking a question. Nevertheless, while assisting the students with their questions, the researcher immediately corrected any miscues or errors and recast them to provide the students with guidance and confidence to ask or offer their opinion on any further scenario.

5.2.3 To provide the students with the confidence to willingly participate on dialogue reading activities in public.

Part of the investigation's purpose was to provide the students with the tools needed to reinforce their confidence while reading a dialogue or shared reading piece. Some students were very confident and willing to participate on the reading activities, while some other felt more anxious and "on the spotlight" while performing the same activities. As a part of the researcher's tasks, it was to provide the students with assertive guidance during the process, so they did not feel punished or embarrassed while receiving feedback or corrective instruction. The idea was to

allow students to receive feedback in a natural and positive way. The researcher implemented direct (immediate or delayed) feedback and recast as the corrective methods.

5.3 Restatement of the Research Question

The original problem stated by the researcher at the beginning of the research was "How to help fifth grade students to improve their input skills development process during the first trimester of 2022?" In order to provide effective results, the researcher applied a series of instruments to collect data samples and state the students background knowledge, learning behavior, and response. In first instance, the researcher applied a diagnostic assessment to state the students' individual previous knowledge and reaction. During the next two sessions, the implemented instruments helped the researcher throughout the data collection process, by taking samples of the students' performance during a dialogue reading and a shared reading group activities.

5.4 Unexpected Results

As per the unforeseen outcome section, the researcher was able to discover some unexpected results during the development of the project. During the data collection process, the students went through a series of activities to test their progress regarding their basic input skills. First, the students completed a basic diagnostic reading activity. At the beginning, they seemed to struggle when following the reading sequentially; however, later they were able to master that specific area of opportunity. As the resolution of this outcome, the researcher implied that some students felt certain "peer pressure" to continue reading sequentially and accurately to respect their given turn. By the time the students worked on the third reading activity, they were more organized and structured in terms of following the reading sequences and patterns.

Another trend that was noticeable by the researcher, was the students' behavior when they were unexpectedly asked to continue with the reading. At first, the students reacted heavily and hesitant, but after several activities the students felt more confident and motivated when asked to participate; in fact, some of them requested to be taken into consideration as the next reader. As per the unexpected resolution of this outcome, the researcher implies that students were able to build confidence when it came to reading aloud and started to perceive public reading as appealing and enjoyable.

Another unanticipated aftereffect was that some students were not able to continue reading when asked, since they struggled to follow the reading. Based on some of these students' performances, it was implied that they had difficulties and areas of opportunity regarding their visual-spatial skills' development. These students needed the researcher to come up with an effective and tangible solution towards the issue. To further assist the students, the researcher provided them with some bookmark templates to decorate and personalize as they wished. The main objective of this sub-activity was to use these bookmarks as tools to facilitate the task of proactively following the reading.

5.5 Recommendations

It is considerably recommended for instructors and English teachers as a foreign language to implement dialogue readings and shared reading as strategies to enhance the students' input skills. The theory was proven on a group of fifth grade students at Sun View School through several 40 minutes sessions, where students had to participate in a series of individual and group activities. When introducing the activity, it is important to explain the guidelines thoroughly and clarify any concerns or doubts to make sure that the students would be prepared when asked to participate. The instructor should be able to previously analyze the reading, its vocabulary, level

of difficulty, and content; for the material to be useful, enjoyable, and comprehensible for the population of students. After analyzing and choosing the material and introducing the activity, the instructor needs to follow the reading intently, so that any miscues or errors on the students' end would be corrected, accordingly. Throughout this investigative project, the researcher chose to implement the "recast" corrective method which consists of reinstating the correct utterance to avoid further confusion. In other word, usually after the miscue, the instructor intervenes immediately and states the correct form of the utterance, so the student rephrases and continues. This has a positive impact since students remember the correction and start applying the correct the utterance instead. It is crucial for the instructor to be really patient and willing to help each student in the best way possible for this activity to become a wholesome experience with a positive impact on the students learning process.

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Annexes

Figure 1: Lesson Plan

Sun View School
Weekly Plan

Teacher: <i>Ximena Hernández Vargas</i>	Month: <i>March</i>
Subject: Reading 5 th Grade	

Linguistic Objectives	Mediation Strategies	Evaluation of Learning Outcome
<ul style="list-style-type: none"> To introduce the investigation and its purpose to the students. To measure the students' input skills level. To correct the students' possible miscues and errors. To provide the corresponding feedback for the students to be aware of their strengths and areas of opportunity. 	<p>Warm up: 1.1 The teacher will introduce the dialogue and shared reading activities to the students and will explain the purpose of the testing/sample collecting process.</p> <p>Development: 2.1 The students will read "The Poor Man's Wealth" by (Rod Usher, 2011) individually as a diagnostic assessment for the instructor to measure the students' current knowledge level and reading behaviors. 2.2 The teacher will display the dialogue reading "Season of Discontent" page 50 (Oxford Discover 6th Second Edition, 2017) for the students to read by gathering into groups of 5 (winter, summer, spring, fall and the narrator) and taking turns respectively. The instructor will point out immediately any faults or miscues if necessary. 2.3 The teacher will display the shared reading piece "Chatterboxes" page 80 (Oxford Discover 5th Second Edition, 2017). The students will be asked to read the story by applying the popcorn technique, where the teacher will ask a specific student to continue reading as per request. Each student will read two to three lines minimum. The teacher will correct the miscues after each student concludes their piece of the reading. 2.4 The teacher will display the story "Magdi and the Dolphin" page 72 (Oxford Discover 5th Second Edition, 2017). This reading piece contains dialogues and shared reading sections. The students will be asked to read by taking turns as per the teacher's request. The teacher will provide immediate and delayed feedback. 2.5 The students will create a personalized bookmark by using construction paper and a template sheet given by the teacher.</p> <p>Conclusion: 3.1 The students will complete the assessments with the teacher's instruction and will receive corrective feedback when required.</p>	<ul style="list-style-type: none"> The teacher will provide immediate and delayed corrective feedback to the students. The teacher will provide a checklist feedback sheet with the observations.

Figure 2: Diagnostic Activity

The Poor Man's Wealth

Ramchand and Premchand were neighbors. Ramchand was a poor farmer. Premchand was a landlord.

Ramchand used to be very relaxed and happy. He never bothered to close the doors and windows of his house at night. He had deep sound sleeps. Although he had no money he was peaceful.

Premchand used to be very tense always. He was very keen to close the doors and windows of his house at night. He could not sleep well. He was always bothered that someone might break open his safes and steal away his money. He envied the peaceful Ramchand.

One day, Premchand call Ramchand and gave him a boxful of cash saying, "Look my dear friend. I am blessed with plenty of wealth. I find you in poverty. So, take this cash and live in prosperity."

Ramchand was overwhelmingly happy. He was joyful throughout the day. Night came. Ramchand went to bed as usual. But, to-day, he could not sleep. He went and closed the doors and windows. He still could not sleep. He began to keep on looking at the box of cash. The whole night he was disturbed.

As soon as day broke, Ramchand took the box of cash to Premchand. He gave away the box to Premchand saying, "Dear Friend, I am poor. But, your money took away peace from me. Please bear with me and take back your money."

Moral: Money can not get everything. Learn to be satisfied with what you have and you will always be happy.

What would the four seasons be like if they were people? They are all really different from one another. They might have trouble getting along. How would they decide which one would make the weather? Children find special qualities to love in every season. So in this play, a child is able to show the four seasons how to play fair.

(The lights come up. On stage are four actors, each wearing a mask that represents each season. The actor playing **SPRING** is standing in the center of the stage. **WINTER**, **SUMMER**, and **FALL** stand off to the side. In front of **SPRING**, a **CHILD** is sitting in a lawn chair, wearing a pair of red rubber boots).

SPRING: I am the most important season – when I arrive, all the plants begin to grow! I’m obviously very powerful, so I should be the one who makes the weather. I...

WINTER: (Interrupting): Spring is your speech going to take an eternity?

SUMMER: What about you, Winter? The last time you were in control, The rest of us froze! By the time I started making the weather, I felt like I’d been living on a glacier!

FALL: Isn’t anyone ready for a transition? I feel that we could all use a nice change.

SPRING: (Holding up a green watering can) All of you, stop talking while I’m trying to talk. It’s extremely irritating. You should be enjoying my spectacular rain showers.

(**WINTER** walks over and stands in front of **SPRING**. The **CHILD** takes off the red rubber boots and puts on a hat and a scarf.)

WINTER: Well, guess what, Spring? Your time is up. I’m putting myself in control! So who’s in the mood for a blizzard?

(**SPRING**, **FALL**, and **SUMMER** stamp their feet to get warm as **WINTER** blows cold air.)

SUMMER: This is ridiculous. I hate being cold!

WINTER: Oh, you always say that. Just relax! You’ll adapt and get used to it.

(**SUMMER** walks over to **WINTER** and stands in front of **WINTER**. The **CHILD** takes off the hat and scarf and puts on a pair of glasses),

SUMMER: Get your sunblock, everybody. It’s time for vacation and fun in the sun because Summer is running the show now!

FALL: (quietly) Nobody cares about me. I’m not warm enough for Spring and Summer, and I’m not cold enough for Winter. I’m impossible to categorize accurately.

(**FALL** taps **SUMMER** on the shoulder. **SUMMER** ignores **FALL**, **FALL** hesitates, The steps in front of **SUMMER**. The **CHILD** takes off the sunglasses and puts on a sweater.)

WINTER: Can we stop wasting time with Fall? Sometimes he can’t even make a decent frost! I can cover everything with ice and snow! I can literally stop traffic!

SUMMER: Don't other seasons deserve and opportunity to shine, Winter?

WINTER: Not Fall. He's too unexceptional.

FALL: Just because I'm the season that causes life to wither and decay doesn't mean I don't have feelings! I'm more powerful than any of you.

(SPRING jumps in front of FALL.)

SPRING: No, I'm the most powerful! I can be soft and warm, or I can be stormy and tempestuous!

(The CHILD starts to put on the red rubber boots, but SUMMER jumps in front of SPRING. The CHILD starts to put on sunglasses but takes them off when WINTER jumps in front of SUMMER. Soon, all four seasons are trying to get in front. The CHILD is now wearing a sweater, the sunglasses, the scarf, the hat, and one of the rubber boots. The CHILD gets up and faces the seasons.)

CHILD: That's enough! Stop arguing!

(The four seasons stare at the CHILD.)

CHILD: Listen, you are all powerful and important. And, like it or not, you all need each other. You just need a schedule you can follow consistently. Spring, you start. You get three months.

SPRING: Three months? Wow!

WINTER, FALL and SUMMER: That's not fair!

CHILD: You're all going to get three months. First Spring, then Summer. After that it's Fall's turn, and last, Winter. Everybody gets exactly the same amount of time, and everybody takes turns. It's called cooperation!

SPRING: Cooperation! What a great idea! No more arguing!

(The CHILD takes off the scarf, hat, sweater, sunglasses, puts on the second red rubber boot, sits down on the lawn chair, and gives a big sigh.)

CHILD: I doubt that, but at least life will be more predictable!

(Lights out).

***Page 80 (Oxford Discover 5th Second Edition, 2017).**

Chatterboxes – Shared reading activity.

Do you think animals can communicate? No? Think again! There are three main types of animal communication, and they all happen for different reasons.

Communication Between Animals of the Same Species

Defending Territory and Attracting a Mate

Many animals are communicative. Hippos, for example, communicate underwater by making noises called grunts and bellows. On land, the volume of their bellows can reach 115 decibels. That's as loud as a thunder or a jet plane! They communicate with each other to defend their territory, which is their own space. Hippos bellow when they fight other hippos and when they want to attract a mate.

Food

Honeybees do a special kind of dance called the waggle dance when they find nectar, water, or pollen. The dance is like a map of their journey. The dance helps other bees locate the nectar, water, or pollen.

Danger

Most animals have predators that want to kill and eat them. Lions, cheetahs, and eagles' prey on vervet monkeys, so the monkeys have alarm signals for each predator. Rabbits thump their powerful back paws on the ground to warn other rabbits of danger. Beavers slap their tails hard against the water to scare away any foxes and alligators that approach.

Warning

Predators threaten their prey, so what animals need is a warning sign. Rattlesnakes have a rattle on the end of their bodies that they shake when they feel threatened. The loud noise scares away predators. Similarly, wolves growl and show their teeth to warn enemies that they will fight.

Food

A type of lizard, called a gecko, and an insect called treehopper cooperate with each other. They both eat honeydew, a sweet, sticky liquid that trees produce. The gecko sees the treehopper vibrating its stomach, so it knows that the treehopper is eating honeydew. The gecko shakes its head to indicate to the treehopper that it wants honeydew. Why does the treehopper behave like this? Its possible that the gecko protect the hopper from predators.

The honeyguide is a bird that eats beeswax and helps honey badgers find honey. Although it is good at finding beehives, the honeyguide has difficulty getting into the hives. The honey badger eats honey, but it has trouble finding hives, and so these two animals collaborate. The honeyguide expresses itself by making noises and flapping its wings to attract a honey badger. Once the honey badger has climbed a tree and broken open the hive, it eats the honey and opens a broad space for the honeyguide to eat too.

Communicating Between Humans and Animals

Dolphins, apes and parrots are the animals that have communicated the most with humans. A famous bonobo ape, Kanzi, was the first non-human to learn language the way children do, by listening and observing. A scientist said that Kanzi had learn 450 word using a keyboard. He also told us that Kanzi was learning new things every day.

Alex was a grey parrot who, like most parrots, could imitate words, but he could also identify objects, color and shapes. He died when he was 31. His last words to his trainer, Dr. Pepperberg, were: ‘‘You be good. I love you.’’ Dr. Pepperberg said Alex had started to learn the alphabet. Every time Alex got a letter right, he told Dr. Pepperberg that he wanted a nut!

***Page 72 (Oxford Discover 5th Second Edition, 2017).**

Magdi and the Dolphin – Concluding activity.

Magdi looked out of the window and saw clear blue skies. ‘‘Yes!’’ he shouted. ‘‘It’s a beautiful day! I can go fishing.’’ ‘‘Hi, Dad! Bye, Dad! It’s a beautiful day! See you later!’’ shouted Magdi. He was excited that he was speaking very, very fast. He sprinted out of the house with his fishing rod.

‘‘What did he say?’’ asked his sister as she plodded slowly towards the window to look out at him.

‘‘He said it was a beautiful day for fishing,’’ chuckled Magdi’s dad with a big smile on his face. ‘‘He’s always happy when he goes fishing.’’

Magdi raced to the beach and untied his red fishing boat. *Maybe today I’ll catch a fish for dinner!* he thought. He waded out in the warm, blue water, pushing the boat until it floated. Then he jumped into it and paddled toward some rocks.

Magdi looked over the side of the boat and saw a lion fish. He knew that lion fish were very dangerous; they could sting you. Magdi sat and watched quietly as it dove under the boat and disappear under a rock. Next, he saw a parrot fish, with its shiny blue, purple and green scales, gliding through the water. *Parrot fish are tasty,* he thought. *Maybe today I’ll catch a parrot fish.* Magdi put a piece of bread on the hook of his fishing rod and threw the fishing line into the water. Then he threw more bread into the water to attract the fish. Suddenly, hundreds of fish swam up to the boat. There were bright yellow fish, black-and-white fish that looked like zebras, fish with long noses, and big, fat puffer fish. Magdi knew all their names. He beamed with delight. *Maybe I won’t catch any fish today,* he thought. *They’re beautiful! Maybe today I’ll just watch them.* Magdi pulled his paddles into the boat, turned onto his stomach to watch the fish, and fell asleep in the warm sun.

Magdi woke up feeling chilly. Looking up, he saw black skies. Big waves were shaking his little red fishing boat, and it was drifting out to sea.

Two of Magdi's friends, Malik and Ali, were jogging along the beach. They looked scared. "Hey, Magdi! Magdi!" they shouted. "Come back! There's a storm!" Their words floated across the water, carried by the wind.

"What did you say?" Magdi yelled. "We said that there was a storm!" shouted Malik and Ali. "Come back!"

Uh-oh! thought Magdi. He tried to paddle towards the beach, but the waves pushed him further away. A huge wave crashed onto his boat, throwing him into the water.

"Oh no! Help! Help!" Magdi cried. But just at that moment felt something under the water. A very big something! Then, to his surprise, he was moving through the waves at high speed, heading straight for the beach. He looked down and saw a beautiful, grinning face. It was a dolphin! The dolphin splashed and jumped through the water, carrying Magdi on its back. The dolphin used its powerful tail to propel its body to the water.

When they got to shallow water, the dolphin dropped Magdi on the sand and then swam up and down in front of him.

"Thank you, my friend," whispered Magdi. Every day afterward, Magdi and the dolphin played in the ocean. The dolphin taught Magdi tricks, such as how to dive deep down to the ocean floor, how to float, how to glide through the water, and how to stay away from a storm!

Figure 3: Checklist

Sun View School - Dialogues and Shared Reading Assessments

Student: _____

Formative Checklist

<u>Dialogue Activity</u>		
	YES	NO
✓ The student is able to follow the reading sequentially.		
✓ The student follows a correct intonation pattern and phonemic structure when reading.		
✓ The student is able to recognize his/her turn to read through active listening.		

<u>Shared Reading Activity</u>		
	YES	NO
✓ The student is able to follow the reading sequentially.		
✓ The student follows a correct intonation pattern and phonemic structure when reading.		
✓ The student understands the story's plot.		

Observations: _____

Figure 4: Bookmarks

