

**Universidad Internacional de las Américas VICERRECTORÍA  
ACADÉMICA**

**SCHOOL OF EDUCATION AND FOREIGN LANGUAGES**

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

**The use of Dialogues as a strategy to improve the oral skills on  
sixth graders at IDI during the second quarter of 2022**

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**22 de Julio de 2022**

## **Dedicatory**

To mi family Roger and Joshua Arroyo, as well as my mother Adriana Villegas for the unconditional support. For the tears and the laughter, we've had during all these years of effort my effort and their effort supporting every way I choose to explore. Thankfully I didn't have to do it alone. I wouldn't have enough words in the world to thank the support you have given to me these whole years one way or the other.

To my aunt Karla Arroyo as well as my Uncles Adrian Arroyo and Emmanuel Arroyo who supported me since my childhood and encouraged me during the whole learning process. For teaching me that love its not always there just to hug or kiss, but a well as it is to correct and guide someone you love.

To all of my cousins Juan, Marco, Juan Ignacio, Jasmin Ramirez. Roger (chino) Arroyo Quiros. Which in their own way encouraged me to follow my dreams and to never give up in the process.

To professor Maria Eugenia Zuñiga who was and still is a great mentor to me. For teaching me how to become a great professional, as she did. For always having time to help me with anything I needed from her. I profoundly thank her for al the support and the help she has given to me in such short time. Special thanks to the Instituto de Desarrollo de Inteligencia for letting me work within their institution, and for trusting me with their most important resource. The students who were always at the disposition of helping and learning as they learned from me, I learned a lot from them.

## **Abstract**

This work is a study done in order to verify the possibilities the use of dialogues have as activities in the learning process, in order to help students improve their oral skills. This method is a repetition method that provides the students a space to practice their speaking by reading a dialogue provided by the researcher, so the students can practice their communicating skills in an easier way, as well as they are in a controlled environment to do so.

The idea is to study the effects this kind of method can have in sixth graders from a private institution. Then from the results, get a conclusion about the effectiveness of this method nevertheless, verify through its data to see if it would be useful in other learning centers of the English language, such as: technical high schools, public schools, or even language learning centers.

This type of exercise would have to fulfill certain requirements, in order to be considered useful not only in private education. Being easy to understand for the students being one of the important factors.

As a matter of fact, the research will talk about the importance of improving the oral skills of the students with constant practice. This being one of the most difficult parts of the English to master. The technique proposed being a means to an end, this means that the method of dialogue using can be a great way to provide the students a unique space for them to practice their communicating skills in a fun easy way, so that they can improve in the different oral skills through non monotonous repetition.

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# Chapter I

## Introductory Framework

Teaching English can be tough, but one of the most complicated parts of it is teaching students the oral part. For this part, the students must be interested in learning the topic. Students and people worldwide get vocabulary from different forms according to their learning skills, but repetition and listening are always important parts of this skill.

The researcher believes using dialogues can be a great technique to encourage students to practice their oral skills without feeling the pressure of being evaluated or even feeling pressured not to make a mistake.

Listening is a great way to improve our oral skills, which is the main concern of the investigation. It can help the students develop their hearing and remember some pronunciations just by hearing them somewhere. As English live (2014) explains, "Speaking and listening to other people in English helps to boost your faith in your abilities and banish the doubts inside your head. So, it is a confidence booster, but there are many more ways in which speaking the language can improve your English skills, fast."

The researcher might have to think about providing the students with a couple of visual examples to make sure they interiorize the vocabulary of complicated words in the text to be given to the students. They were even given an example of a really good English speaker to help them with the vocabulary words they did not know how to pronounce. As English live explained, students might gain some confidence if they get to copy the pronunciation from experts or people who are usually in contact with the language. Professors, Actors. Native

English speakers these are some of the ideas the researcher believes could help as an example for the students to listen to the text before they get to read it on their own.

Finding an activity to get the auditive potential from the kids will be necessary. In order to get an important improvement in their oral skills, first, the students will need to hear and understand the reading. An advised technique by Brown (2001) is "Read-aloud which are effective tools to use with literature circles to introduce the available books to the students. In this use, it is important to choose chapters or shorter selections from all the books that will elicit interest in the students. An alternative approach is for teachers to spend a few minutes daily reading a whole book with the class. For example, an acquaintance recently related an experience from when she was in fourth grade. Her teacher read *Bridge to Terabithia* aloud to the class. She and her classmate felt the shared grief of Leslie's death. She said she had read the book herself before and was saddened by the death, but hearing it and experiencing her classmates' surprise and unhappiness heightened the experience for her. The sharing community makes the affective dynamic more intense, just as the cognitive aspects of reading have more impact when they are experienced and discussed immediately."

From this information, the researcher can interpret that a read-aloud activity might be an important complementary exercise needed for the students to familiarize themselves with the vocabulary and sounds they were not too familiar with. This can be correctly incorporated into the dialogue reading technique. The author mentions that the second strategy cannot be made or adapted to the activities because it takes too much time. In essence, it is time the researcher will not have because the activities are planned for a couple of lessons. It will be impossible to assure that the professor in charge will continue to follow the routine implemented in those classes. Each professor has their preferred methods of teaching. That is

why an exercise that requires constant implementation will be out of the question for the investigation's objectives to be fulfilled.

Auditive learning has proven to be important when learning a new language. Rose (2022) continues by explaining: "Audiotapes can be used in various ways in the classroom. One effective method is to focus on specific elements of a work. For example, I have several short selections from Will Hobbs' *Jason's Gold* that I use to help my students better appreciate the vital setting he creates. Listening to books helps students to understand the development and evolution of characters and the interrelationships among them. For example, Ellie in Joan Bauer's *Squashed* deals with her struggles within the context of the public competition of the giant pumpkin growing contest. Students have indicated that they enjoy the humor of this book even more by hearing it on tape or reading it aloud."

From the information explained before, the researcher can infer that using audio or videos about the dialogues the students will face later on is a great way to prepare the students' auditive part of the brain to remember the pronunciation of keywords to be used in reading the dialogues.

Another important statement made by Rose in the paragraph above is that students feel motivated when interacting with topics they like, in this case, books, but it does not always have to book. To make students take an interest in the activities done in the dialogue reading. It can be movies, tv series, or even games they like. The students will be more motivated if they are dealing with something they usually enjoy and put an effort to interpret their favorite shows and characters better, so acting in a fragment of a movie they like might be the key to making the students like the exercises and make themselves give the best they

can to recreate some iconic scenes they enjoyed watching, as well as they will enjoy while acting them.

In the dialogue technique, one thing that becomes important is listening. Students must listen to the same conversation repeatedly before actually reading it themselves. Professors usually give examples of how to read the dialogues and pronounce them correctly. Therefore, it is necessary to help students with good listening strategies. The students' whole learning process is based on listening to a professor explaining the topics. That is why it is important to give the students proper tactics to not only listen but to pay attention to what they are hearing.

Students tend to panic whenever they are asked questions. As English Live (2017) explains: “When you’re talking to an English speaker, all that you’ve learned in your language studies so far need to be on call at a moment’s notice. Essentially, speaking a language helps to move your knowledge of grammar, vocabulary, and pronunciation from the back of your mind to the front, or from your ‘slow memory’ to your ‘quick memory.’ Given time, this will improve your fluency and memory too.”

It is believed that our memory remembers best the things that we normally put to practice, use or need on a somewhat regular basis; therefore, through the practice of oral skills, students might be able to force their memory in order to make them have on their "Quick memory" the concepts, vocabulary, and structures they have seen during this whole time. The idea is to give them some activities, so they get a chance to put those concepts and theories into practice, to further on getting a positive advance in the oral skills of the student from sixth grade that will be part of the different activities the researcher has in mind.

This information can make the researcher realize that working with sixth-grade kids might involve dealing with similar situations. The information is valuable because now the researcher knows he will have to create a way to fight the tension this situation creates in students to obtain the best results possible during the dialogue activities.

English live (2017) explains: "Try to think of it as 'muscle memory, which is important to athletes and musicians too. When you're learning guitar, it is all very well sitting down and memorizing every possible chord, but until you start strumming those strings and putting the chords into practice it is very hard for you to play fluently. The more you play, the more you build up your 'muscle memory,' and your fingers automatically know where to go without you having to think about it – this begins to happen with your language skills when you start to speak the language out loud."

As this professional in the field of teaching explained, watching classmates' or teachers' way of speaking might be an important help for those unsure of their speaking skills to attain new knowledge and reproduce the pronunciations on their own.

The researcher pretends to give several examples to students in order for them to get used to that kind of pronunciation. Afterward, they will be given plenty of time to recreate the dialogues with a partner, bringing the investigation to the next point.

At EF English Live (2017), it is believed that the most exciting part about learning a new language is communicating – it is the real reason we fall in love with languages in the first place – we want to have the ability to talk to anyone, from anywhere in the world. When you have enough skills under your belt to open up your mouth and chat to people, really

using the language, it is genuinely exciting. Talking to people in their language is challenging, too – trying to keep up with the speed of the words, the new words and sentence structures you are not used to, slang words and dialects –the challenge and excitement can be incredibly motivating.

There is no better motivator than face-to-face communication. Nothing beats the feeling of holding your first 10-minute conversation with someone in English. Knowing that you have managed to hold a conversation for this long is such a big incentive to one's confidence, and you want to improve and improve from there on.

Communication with a native speaker is always complicated. Therefore it is important to provide the kids with a safe environment to make them feel comfortable speaking the language they are learning. It is not an easy job getting students to feel confident about their oral skills in a language they barely dominate, unlike their native language. Students get hooked when they can tell the improvement they made. That is why the need to practice communication skills becomes important. In order to improve those skills, techniques such as dialogue reading can come in handy to provide students a specific space in which they have the possibility of having a conversation in English, without having to remember every structure every word they have been taught, but just the pronunciation because they have the words in the worksheet.

Speaking English aloud helps expose gaps in your vocabulary and grammar. When you are talking to someone and struggling – whether it is to finish a sentence or understand what they are saying, it shows you instantly what you do know and what you do not, where you are doing well, and what you need to improve. You can learn from your mistakes, and

often speaking with a native English speaker is the quickest way to correct them – they can point out where you are going wrong and help you improve more quickly.

The vast majority of English speakers will be happy to help you, they will not judge you, and this is where having a language partner can be a real advantage. Speaking regularly with someone you trust and feel comfortable with will encourage you to speak the language even more.

This being said, the intent is to create an environment secure for students to feel free to express and talk freely in English, even if they make mistakes. The intention is to make students express themselves fluently while correcting their mistakes clearly, but with the certainty that no one will make fun of or ridicule them for making mistakes.

Language is a tool for communication, and this part of the learning process is so important. When studying at home alone, it can be very hard to recreate the communicative side of learning a language. Speaking and listening in a foreign language will boost those practical communication skills that textbook learning never will, which is why our school offers group and one-to-one lessons. That is why the intent is to make them communicate with their classmates through this technique and with a given script.

Speaking what you have learned is important for your language studies and you as a human being! Going to an English-speaking country and not speaking the language leaves you isolated, so never be afraid to reach out and speak – through communicating, we can grow as people and help grow our vocabularies! Making new friends and opening up new

possibilities to travel, job prospects, holiday opportunities, and even finding love – speaking a new language opens doors in surprising ways.

Given the information, the researcher thought that the dialogue using technique could be important to reach the main objectives proposed by Wil in the article about oral skills improvement because it would allow students to practice their pronunciation and reading skills while learning new vocabulary all in one task. The dialogue using pretends to give the students a different method other than the: "Repeat after me" method everyone knows and can be exhausting.

Therefore, it is important to improve the language teaching of oral skills, so students can begin to practice talking and get used to hearing English. So that when you are not speaking it you can listen to other classmates or actors from movies, singers in songs. What is needed from them is to catch interest in the language.

In this work, the investigator will propose a series of exercises that pretend to improve how students learn English orally and get their attention towards the language.

These exercises focus on using dialogues to have a better dynamic in the class, more communication between the learners, and force them to use a second language to communicate between them. The last part is the most complicated because students normally tend to talk between them in the language that they feel more comfortable with, their mother language.

In order to reinforce oral skills, 6<sup>th</sup>-grade students of the Instituto de Desarrollo de Inteligencia (IDI) will face the use of dialogues in several exercises to determine the effect this will have on the time of teaching English as a second language.

### **1.1 Problem Statement**

English teaching in Costa Rica has always been a problem teaching the language's oral part. According to CNN (2018), Most of the countries in Latin America have a weak domain and knowledge of the English language. This domain generally decreased in the last year (2017 reference). Costa Rica is placed as moderate in the 36<sup>th</sup> position globally and second in Latin America, which means Costa Ricans are not that bad, but still not enough to make the country visible for having a fine domain of a second language. In order to do that, Costa Rica's teaching methods need to evolve.

As time passes, new methods are required to keep the students' interest in the topic and adapt to the COVID-19 pandemic reality the world is facing. In order to do so, the old shaped techniques teachers all around the globe have had to update their teaching strategies in order to make virtual and presential classes possible simultaneously. These teachers have had to more and more apply technology to their usual class management by learning how to use this tech and apply certain webpages, sites, apps, or even meeting applications to interact with their students in the time being. Therefore, in this investigation, the investigator is looking for a new technique to teach oral English to students. The use of dialogues is the one to be put to trial by 6<sup>th</sup> graders from the IDI private educational center.

## **1.2 Objectives of the Investigation**

### **1.2.1 General Objectives.**

Evaluate the effects of using dialogues as a technique to develop oral skills in sixth grade students from Instituto de Desarrollo de Inteligencia.

### **1.2.2 Specific Objectives.**

Identify key words in sixth graders from Instituto de Desarrollo de Inteligencia. From their normal learning process through the use of the dialogue technique.

Test the importance of repetition in the learning of oral English, through the use of dialogues in sixth grade students from Instituto de Desarrollo de Inteligencia.

Improve the use of oral English through the use of dialogues in sixth grade students from Instituto de Desarrollo de Inteligencia.

## **1.3 Justification of the Study**

Oral skills are the most complicated ones to acquire when it comes to learning a new language. Speaking, vocabulary wideness and understanding as to getting used to the language are very important aspects to acquire when it comes to improving your English knowledge.

This investigation intends to understand the effects of dialogue using exercises to improve the students learning of the oral part of the language.

This investigation intends to understand better how this technique affects these students, for it is effective to help use it in different environments, not only in private but in public educational centers. This investigation will first affect 6<sup>th</sup> graders from a private institution, but the intent is to prove that it can be effective for English education around the countries' different learning centers.

The techniques to be used pretend to improve the writing, listening, and speaking skills to provide a complete learning method are different from the usual methods used to teach oral skills, among others. (Richard,2021) They represent real-life speech. They teach culture in different social situations. Scaffolding learning leads to improved conversation ability. These aspects mentioned by Mr. Richard are reasons why the investigator believes the investigation can be of great value to the learning population. They not only pretend to reinforce oral abilities, but while reading the dialogues and memorizing, they improve other important skills along the way.

#### **1.4 Antecedents**

According to Meinwald (2020), “barely appreciated through translation’s glass, Plato is a great literary artist but, he also made notoriously negative remarks about the importance of writing. Similarly, although he believed that one of the purposes, if not the main purpose of philosophy, is to enable one to live a good life, by composing dialogues rather than treatises or hortatory letters he omitted to tell his readers directly any useful truths to live by. Since the

era of Plato dialogues were studied and believed to be important in the understanding of any language.”

Plato saw dialogues as an important base for acquiring and understanding a new language. The researcher, based on this information, feels positive about the fact that dialogues can be a useful strategy to teach English out of the ordinary methods seen in the researcher's country. Normally the methods are very straight to the point and full of grammatical theory practices.

Some institutions do not even take the time to go deeper in pronunciation or practice repeating. Repeating is the most common teaching method there is to find in Costa Rica's English oral educational system. However, as the word explains, it is repetitive and can turn into a boring interaction for the students. This can lead to a loss of interest from the students in the language. The researchers' main concern is the loss of interest from students in the English language. The method pretends to break with that monotonous routine and give the students an activity that can vary.

Adi Nugraha (2018) states, "English Teachers should use dialogues as an alternative to improve the students' English skills, especially their speaking ability and fluency." In his thesis, Adi explains that he applied Indonesian dialogues. Hence, he understood that they are good tools to improve several aspects of teaching and learning to process and improve the students' English skills, especially speaking ability and speaking fluency. The investigator plans not only to reply but to prove the effectiveness or ineffectiveness this type of technique can have in Costa Rican education. Costa Rica's education is too different from the one in Indonesia. However, at least this concludes that in that zone, the technique applied by the

investigator had more upsides than downsides to bringing into the way they normally teach English orally in that region.

According to Tangkit (2019), "speaking activities involving a drama element makes learners take an imaginative leap out of the confines of the classroom. It also provides a useful simulation for real-life language use. Helps create situations that learners are likely to encounter when using English in the real world. In this thesis, the investigator touched on several learning techniques to identify their effect on the selected population. One of them was the use of drama/acting/dialogue used to interpret different situations."

The investigator determined that this technique helps students loosen up while speaking a different language from the mother one and allows them at the same time to practice with their classmates over an already specified lecture which can calm some student's nervousness by already giving them something established to work with students who may feel uncomfortable "being themselves" in a second language.

According to Smith (2006), "Most of the teachers answered they consider grammar to be only a 25% important in the learning of a new language, even though grammar is one of the skills that requires more time to manage correctly they answered with a 42.75% of the time that should be directed strictly to this skill. In this job, the investigator will focus on the oral part of learning a second language: oral skills. These skills take lots of time, too, such as grammar, because they require practice and error. Students will not always have a teacher on their back to help them, which is why the dialogue technique comes in handy. This technique gives students freedom from a teacher-instructed class 100% to make it more student-focused and encourage group interaction and co-working.

Anwar (2019) talks about techniques used while learning to speak. He explains the techniques used by non-teachers. The students practicing by themselves can acquire more vocabulary overall, but they tend to ignore basic grammar rules while practicing by themselves. This research helps to know that students can be self-inspired up to a certain point. However, the author also suggests that teachers have a fundamental role in encouraging them to investigate and motivating them to self-study. This work intends to support the student by creating a known environment for them to practice their English pronunciation carelessly through dialogue.

### **1.5 Scope**

This project is done to update the old teaching methods and turn them into new methods that can get students' interest back in order for Costa Rican education in the English field to offer a renovated teaching method for oral skill development. The proposed activities will be done considering the country and the world's pandemic needs. By the end of the investigation, this work pretends to innovate with a new method of teaching oral English in private education that later on could be applied to any educational process: public or private. The method also pretends to be useful for on-site and from-home education due to the world's situation.

In order for the researcher to apply the method effectively, there is some preparation needed before the activities are even applied to the students, for example:

The researcher will meet the student group to understand their academic needs. This will be needed to develop a plan that fits their academic needs. To create activities students enjoy doing as they improve their oral skills. Then the researcher will develop a program that

fits the student's capabilities. Once the previous study is done and a fitting program for the students, they (students) should be able to follow the exercises. Given the grade of knowledge, they handle it normally.

In the lesson planning, another aspect to consider will be making sure to create fitting dialogues to help students practice vocabulary words or word structures that can be of use for them in their normal learning process. When it comes to lesson planning, it will be necessary for the researcher to create activities matching the students' grades and study topics. In addition, the researcher will need to speak to the professor in charge to understand a little more about the program the students are following. With that information considered, the researcher will develop activities that fit the 6<sup>th</sup>-grade level the students possess to improve from thereon.

The kind of activities the researcher has in mind need some materials to be prepared, which could be useful for the dialogue techniques to be applied—having all the planning ready. It will be necessary to work on the material to give the lessons. Presentations, worksheets, movies, samples. Some scenario preparation and settings so prepared for the kids acting in the class might come in handy. This will work as extra motivation for the kids to have some visuals to have fun while doing the conversation themselves. Preparing a scenario for one dialogue-acting activity will be no easy task, but it is a must in the process the researcher has in mind. It will be necessary to create and bring the materials to the class already prepared in order to give life to a set-up of one movie scene, in order to have students

recreate the scene in a more colorful movie scenario—all of this to give them extra motivation to act their parts.

Speaking of worksheets. This will put the students to the test with the dialogues practicing. The worksheets will also measure once the technique is done; the sheets will help measure the students' improvement in the oral part of the language. We will have some aspects to be evaluated previously explained to the kids, so they can understand what is being evaluated and expected them to improve during the duration of the technique and its respective activities.

Some visual aids might also come in handy, like; movies or video samples of the dialogues. When it comes to movies (as a sample for a dialogue), display a famous movie for them to recognize and feel familiarized with the dialogue and the characters. The dialogues will be taken from a famous kids' movie, so the students will get more into the plot and try to act the best they can to recreate the scene. Then the researcher will use videos as samples of dialogue. Videos demonstrate how to pronounce some words so students can replicate them. Some representation from the professor and researcher, so they can familiarize themselves with the correct way of vocalizing the conversations they will face later.

## Chapter II

### Theoretical Framework

The research's focus is to understand if dialogue used as a teaching oral English strategy in school level, might be a valid innovating method to teach students English efficiently.

There are some factors to understand before getting to teach the classes with those activities. First of all, why is it important to strengthen our oral skills while learning a foreign language or a second language? For the research to obtain good results it is important to understand oral skills, what they are and why they repercuss so much in learning a new language. Then, what are dialogues, how do we properly apply this into teaching? It is important to set the basis for the exercises to be applied with the sixth-grade students. Among other important aspects to be set before even planning the activities and how the technique will be implemented, it is important to study everything that has anything to do with teaching oral English at school level, at the same time as important information about the dialogue technique usage.

In order for the researcher to develop this technique first, it is necessary to understand how to properly create dialogues, for the technique to be successful it is imperative that the researcher knows how to create efficient and well-made conversations, which can suit the student's topics or academic needs. As Rose (2022) gives advices on how to create efficient dialogues with six important points to consider: "Main rules for writing dialogue:

1. Each speaker gets a new paragraph. Every time someone speaks, you show this by creating a new paragraph. Yes, even if your characters are only saying one word, they get new paragraphs.
2. Each paragraph is indented. The only exception for this is if it's the start of a chapter or after a scene break, where the first line is never indented, including with dialogue.
3. Punctuation for what's said goes inside the quotation marks. Any time the punctuation is a part of the person speaking, they go inside the quotes so the reader knows how the dialogue is said.
4. Long speeches with several paragraphs don't have end quotations. Overall, if one character is speaking for so long, they have separate paragraphs, the quotation marks on the end are removed, but you start the next paragraph with them.
5. Use single quotes if the person speaking is quoting someone else. If you have a character who says, "Man, don't you love it when girls say, 'I'm fine'?", the single quotes indicate what someone else says.
6. Skip the small talk and focus on important information only. Unless that small talk is relevant for character development, skip it and get to the point, this isn't real life and will actually feel more fake if you have too much. "

This information can be very useful while creating dialogues for the activities the kids will participate in. This information lets the researcher know important aspects to take into account while writing his own conversations. Some advices about what not to do and important parts of the dialogues that needed to be included into every conversation. For the exercises to be useful for students' oral development.

The order as explained by Rose it is one of the main characteristics of this type of text, therefore this kind of exercises are really easy to understand for the students, if it's done the right way it should be easy to differentiate the pauses and speakers in the dialogue from the other. This information provided by Rose lets the researcher know that dialogues are really complex to be made correctly, because they have to be correctly ordered and must only contain important facts. If this exercise is done incorrectly, it would be no different than repeating over and over after the professor. The exercises done incorrectly can become large and monotonous and that is a must avoid in the research's objectives.

Communicating skills are absolutely necessary for us as humans to be able to interact between us. The impossibility to do this can create barriers and difficulties to some things as easy as going to the supermarket, answering a question, or problems by misspelling a word. The researcher heard a story from an English professor who traveled to the United States for a season. This professor had a real struggle because she wasn't very confident in her speaking abilities so she answered with short sentences. This professor had a real hard time adapting to the Americans' accent she needed a friend's assistance every time she was in a conversation. She explained that when she was alone it was a real struggle to successfully communicate. She had no other choice than to throw herself to the lions and start speaking, practicing in real-life situations.

That story can truly be an alert to why it is so important to practice your communication abilities, if you have the possibility. The dialogue technique creates real-life conversation simulations to allow the students do what the professor couldn't and that is to practice in a safe environment before having to use their knowledge in a real-life situation. This technique

will allow students to practice as much as they want, in order for them to improve little by little the speaking skills they have developed until now.

The oral skills are really important not only to learn a new language, but in our daily lives to interact with people from our environment. Therefore, it is really important to know how to properly express ourselves in different situations. As Rigg (2019) explains “Strong oral language skills form the foundation of literacy and academic success. A solid foundation of oral language helps children become successful readers and strong communicators. These skills also foster a child’s confidence and overall sense of wellbeing. This information can let the reader know that oral skills development is constant and truly necessary to be improved in our daily lives, but is it as important in the learning process as well? Rigg (2019) follows to explain: “The development of these skills requires a rich language environment which in turn creates a high-quality learning environment. A rich language environment is one in which there are regular and varied language experiences including multiple opportunities to:

- listen to a range of quality children’s picture books
- asking & answering questions
- talk about experiences
- storytelling & retells”.

Rigg believed that practicing and improving the oral skills could get the students a nice and rich environment to interact and learn new words, in order to better express themselves. The teacher having an important job in developing these different activities that could help the kids’ development in the oral department of the language. The techniques there suggested

can be of true importance for the researcher at the time of planning the corresponding activities that the kids will face in order to better improve their oral skills and overall knowledge in the language.

The ability to apply oral language effectively impacts all areas of a child's life; from their ability to learn in the classroom, their relationships with others, and their academic achievement; to their sense of self. There is evidence reporting that reduced oral language competence can lead to mental health problems, such as depression and anxiety, which may persist into adulthood.”

The researcher believes dialogues are an easy way to create real life conversations or social interactions, but in a controlled environment. According to Shilpa (2021) “category wise dialogues for everyday conversation. The daily English conversation dialogues are given to benefit your life and activities and words. You must emphasize your words and sentences because it makes you an impactful and valuable person. The main reason behind learning any language is to be able to communicate or to express oneself.”

Shilpa (2021) states that dialogues can be of great use in order to practice and develop our oral skills and communication with other people in the target language. The researcher's target is to improve oral skills in sixth grade students from a private school, so it means the method suits the goal this investigation has. Shilpa explained that dialogues are a great practice for real life experience conversation, which is vital if we want to communicate well with others, besides getting our own place in our normal environment. That being said communication skills become the key to a healthy life and a better way of expressing in a foreign language through practice.

Shilpa (2021) continues explaining: “The reason behind learning English is also no exception. What is the need for learning English if you don’t need it to communicate with others? And if you think in a different way, then, what is the result of learning this language if you fail to express yourself through it?”.

The researcher believes that dialogues are a great way to practice communication because they give you a chance to do it without the social pressure of having to create your own words in a new environment. They are completely the opposite. The dialogues are already written, so students don’t have to overthink the words they will use, more than that they will have the possibility to practice with a classmate which they know from class every week they spend time together, that is why the researcher believes it will be easier for them to practice in a controlled environment with people they know. The method is simple to develop. This can suppose a great advantage for the students as well, because they will understand the dynamic pretty easily. Usually when students don’t understand an exercise they tend to leave it for later, but they never retake the chance to practice, due to the fact that they never really understood in the first place.

The dialogue exercises pretend to be easy to understand and short, so kids don’t get bored reading too much, but enough for them to make improvement in a certain topic.

The author Shilpa (2021) follows explaining: “There are many speakers who have a good hold on grammar but when it comes to daily English conversation dialogues, they start fumbling. But this situation can easily be avoided by learning some basic daily life English dialogues and practicing those.”

The researcher believes not only costarican, but Latin English teaching formally tends to focus to much on the theory that, sometimes we forget to practice exercises focused merely on the oral part of the language to just let students flow with vocabulary and explain themselves as they think how to do it. Therefore, this investigation wants to prove that these exercises are quick, easy to implement, and can truly help students improve their oral skills in the target language (English) as a foreign language.

The researcher thinks that these activities will be a great opportunity to put the students to test their socializing in the English language with their partners. This being really important because they need to keep practicing the language to, not only improve, but to retain their previous knowledge and put it to test with people they know and interact with every day.

The author Shilpa (2021) explained dialoguing to be necessary for real life interaction and communication the technique itself is really complete the web page even offered different types of real-life situations in different dialogues. All this for students and teachers to practice all sorts of situations, as well as different vocabulary words,

Shilpa (2021) also exposed on her work that good grammar not always gives a fine domain of the oral skills the language has. Therefore, English oral skills can be easily practiced with this type of exercise as it is the dialogue technique. It is a sort of repetition technique, but it certainly does not fell as that kind of exercise. It is different, interactive and can vary depending on the dialogue that there is to be read. Even if you have a poor management of the oral skills this exercise allows you to practice it in a fun easy way your oral skills and gives you a chance to learn from the rest and improve.

This research will take place in a private school from the area of San Jose, Hatillo. The investigation as explained before will be done with sixth grade children. Therefore, it is important to understand how to properly teach this kind of kids according to their age and grade. As this web page explains Resilent Educator (2020) “Make learning fun. One of your main duties as an elementary school educator is to provide an educational foundation for the future. At the same time, you want students to look forward to entering the classroom each day. Fortunately, you can use many strategies to create a learning environment that engages students and ignites their intellectual curiosity. Incorporating unique activities into the daily routine helps students to find learning enjoyable rather than a chore.”

In this web page they explain that it is important to remember that at the end of the day they are just kids yet, in order for teachers to fully attract their attention it is important to keep innovating the teaching methods used, at the same time keep developing new activities that can fit their educational needs and get their attention. If the professor gets to create a fun activity or lesson, it will surely get the students attention and interest towards the topic seen at the moment. The researcher believes getting their attention will be a primordial point to obtain good results in the investigation therefore the researcher plans to create an activity using a famous movie for kids that is very famous, in order to get the students interest in the topic and making them get more into the activities prepares for those classes.

Teaching to kids is not always easy. They tend to distract a lot and they have a lot of energy, so they normally can't stay still for a long amount of time. The researcher believes that the activities the students will be put to test should be dynamic and interactive. All of these to get the students to properly interact within the class, but without losing the focus

from the main topic. According to Finger (2016) “working with children is exhausting because they have a lot of energy and you need to be on your game all day long.”

Leslie Finger (2016) explains on the website some of the cons of working with elementary level students. In fact, the writer explains that there are more pros in working with kids than cons. This can the researcher an idea of the adversities to be found while applying the techniques the researcher has in mind. The researcher can also point out from the writer’s description that working with kids is also an advantage to his investigation. Normally due to the fact that they are kids there is still a chance that the information the researcher will provide in these classes might be easier to address than if the activities were planned for high school students.

The high schools’ disadvantages, as the researcher preferred to work with elementary students, are that the level of knowledge between same grade classmates grows bigger as the students fail to retain topics seen in previous levels. Other aspects that can contribute to widen the knowledge gap between them is when they constantly move from one school to the other, or even going from public to private education can create great gaps when it comes to the English learning. In Costa Rica it is well known that private education is more focused into bilingual teaching than public educational centers.

Given that information the researcher preferred working with sixth graders from a private school to verify if the technique is well accepted in a more equal environment, speaking of English level of knowledge. If the technique gets good results there are lots of ways the technique could be implemented in public education or even in high school level of

teaching, with a few changes to fit the level of English they have and the common interests the students have between them as classmates.

The use of dialogues can be a great strategy to practice oral skills, nevertheless the strategy can also help students focus on other aspects than just the pronunciation of the words. Of course, pronunciation is important, but it is not the only important aspect of speaking. Intonation, pace, vocabulary, word stress and fluency while speaking. According to Beare (2017) “Dialogues can come in handy when working on stress and intonation. Students move beyond focusing on single phonemic pronunciation issues and concentrate instead on bringing the right intonation and stress to larger structures. Students can play with meaning through stress by creating dialogues that focus on stressing individual words to clarify meaning.”

The researcher will make sure to instruct the students to work other aspects not only the correct pronunciation of the words, but the whole combo of important aspects that take place when speaking a foreign language. The researcher given the information will further on develop an evaluation chart that gives importance to the other aspects of oral skills as much as it does to the pronunciation of words. The researcher understands that developing a good speaking takes more than a couple of lessons to improve, to truly get to the students it is needed a connection, time, work, and compromise. Nevertheless, time in the essence is something the researcher and the investigation don't have the exercises themselves will be only a couple of lessons. The true challenge here will be to connect with the students with such a little amount of time to interact, so the activities have to certainly and accurately get the students attention, in order for the investigation to be a complete success and demonstrate

that way that the technique itself can be of some value for future generations of teachers to incorporate in their usual agenda of teaching.

According to Harville (2022) “For me, the most frustrating part about these encounters is knowing the answer deep-down, but being too surprised in the moment to find the words to answer. For some ESL students, these unpleasant encounters happen almost every time they’re expected to speak English. Despite all the work they’ve put into building their vocabulary and mastering their pronunciation, they freeze up when asked a question in English.”

Sometimes the pressure can play against a student. They feel so put in the spot sometimes when asked to come to the whiteboard or even when the whole class turns back at them because the professor asked a question. This kind of scenarios pictured by Mr. Harville are what the researcher wants to avoid during the research, if the conditions meet the requirements the method can truly be of use and proven to be a valid teaching method. In order for the researcher to achieve that it is important to create a safe environment for the students to feel free of expressing themselves even if they make mistakes. As explained previously in the theoretical frame this precise method is actually really good for making students avert the pronunciation mistakes sometimes and just let go reading and acting out their scripts. Due to the fact that this method is really complete and it gives students the opportunity to practice the whole speaking part of the language, by making the pronunciation seem as important as the other aspects like intonation, pace, among others.

This method can truly create an opportunity for the students to feel safe and read comfortably with their classmates as they feel like a mistake is not the end of the world. To feel like the evaluator is not only interested in the way they pronounced that mistake in the

last part of the dialogue. They can feel safe as well knowing that is between known classmates. The script can also help in the creation of a good environment for them to interact. Seeing the words in the paper and not having to go to their quick memory knowledge for vocabulary and word structure, can also provide some comfort in the students knowing that they just have to follow the work sheet.

As Harville (2022) continues to explain: “This activity is quite simple—you’ll assign students to different parts in a dialogue, and have them read their parts out loud. Your role is to follow along to help with pronunciation, work through errors and answer questions. As students get more comfortable, encourage them to “act out” their scripts, adding emotion to match the words. You want to make sure that everyone has enough speaking time, so try to choose relatively short dialogues and make sure every student gets a chance to roleplay.”

The activities the researcher has in mind to develop with the students are quite similar to what Mr. Harville explains as guided roleplaying they get the work sheet to work with an already completely written dialogue, which they only have to follow and read as it is. Given the nature of the exercise it is really simple to implement, as it is easy for students to understand. The exercise is a perfect fit for kid, in order for them to keep developing their oral skills in English as they have enough time to practice before-hand a real conversation with a stranger or similar situation.

The researcher will make a couple of different dialogues for the students to have enough practice, beforehand checking their progress. Of the dialogues one at least will be taken from a famous movie for them recognize and feel related to the reading. Then the researcher will create some other dialogues focused on phonetic mistakes the students frequently have, in order to give them practicing time with words they usually struggle. The

movie dialogue will help the researcher understand the pronunciation errors they might present.

Based on that and the initial evaluation the researcher will create a couple more exercises with words they had troubles with before. The purpose of his method is to create enough practice situations for students to get an improvement in a topic they usually are struggling with. The method is really simple learning through practice, through repetition. Students will also be given an additional help by hearing the lectures from the professor and researcher as an extra help with the vocabulary pronunciation and so on. The idea is to cover the whole different types of learning needs as some students are more listeners, some are more visual, and some others like the repetition method to finally learn a topic through several do overs that is by reading repeatedly or watching it multiple times.

The researcher will provide them these different alternatives because not all students are the same when it comes to learning they can learn faster or slower. The method is also important because some methods are more effective with certain types of students. Therefore, it is imperative to fully implement the methods available. The more methods the greatest the probability of success the investigation will have with the selected group.

The dialogues are a truly amazing technique that can vary depending on the vocabulary students are learning, depending on their level, and depending on the situation that better suits the content they are looking at the class, among other certain aspects.

The technique allows variable possibilities to different real-life conversations, scenarios possible for students to confront. It means the technique will always vary depending on the vocabulary seen and what the professor thinks will better suit the topic. This flexibility is what gets the researchers attention towards the technique infinite scenarios going from something as simple as inviting a friend to a party, social interactions at a certain place to

more complex scenarios as asking for directions, or even using technical slang for a specific job or work the person might have such as: medical language, technological, or even laws kind of slang. These aspects are another great thing about the use of dialogues as technique to apply with elementary level students.

In this investigation, the researcher will focus on six main areas that must be confronted to apply this strategy correctly in class and these are: Tips on improving the oral English. The dialogue technique. Teaching at school level. Teaching at a private institution. Dealing with the technological era changes. Benefits and reasons to apply the dialogue using techniques. The main objectives of the technique research will be explained as it follows.

### **1. Tips on improving the oral English.**

In order to establish an efficient oral teaching technique, it is needed first to establish what the Oral skills effects on socializing are and how to imply them in the technique to be used. According to Nguyen (2022) “Thanks to English, people with completely different native languages—maybe Hindi, French and Japanese—can sit down and have a conversation together.

English now spans across countries and cultures, and the ability to speak it well will open many doors for your career and social life.”

The more fluent you are in English, the more interesting, exciting and insightful conversations you can have. Social interactions are the key to several ways of developing our

daily life experience, besides the better you are at communicating can also open doors for your future working opportunities to keep growing up.

It enables life-enriching experiences like traveling, studying and working abroad, not only in the US but also many other countries where English is widely spoken. The world is your oyster (the world is yours).

The technique can also help you improve your English-speaking skills without a classroom partner or stressful lessons. It's totally possible to have fun and master speaking a language at the same time. They learn new vocabulary while practicing their oral skills in regular basis within the duration of the technique.

Pronouncing the words correctly is the key to eloquence, but it is not everything. This article will take you beyond the foundational aspects to reach communicative competence.

One of the main social benefits from it is that people from all around the globe careless of their situation, hobbies, beliefs, culture can communicate only by knowing the same language and having a decent pronunciation. English as it is recognized to be the main second language all around the world in countries that do not have it as a first language. This gives different culture population to communicate negotiate, bargain, interact and exchange information if they have a decent understanding of the language itself and a nice pronunciation.

According to Dewita & Amri (2018) "techniques used by English teachers in teaching speaking at SMAN 3 Padang. They explain that teachers' roll is not only to teach skills domain, but to transfer the students' knowledge. The leave very clear that professors must choose wisely the techniques to apply to different classes and students, so the methods can be enriching for the learning process they will face. "

The researcher in order to fulfill his investigation goal must adapt correctly the method to the students that are going to be taught. It is imperative to know the students first to prepare the class according to students needs and likes. In order to have a class that can be beyond expectation, at the same time to be of good use towards the rest of their learning process. For them to retain the topics the researcher must understand the way the learn and think, so the class can be adapted to be exceptionally for the population the researcher will teach. Further on this will apply for every class differently depending on their academic needs, hobbies, interactions, among others. This technique is easier than others being applied right now, but by being an oral teaching technique it has its own complexity.

## **2. The dialogue technique**

According to Paulikova. (2018) “speaking is one of the most important skills when it comes to learning English. The author explains that speaking allows us to share knowledge and share cultural differences with the people who speak the same language. The author then explains that modern teaching has given more and more importance every time to the oral part of the language, by its great importance in learning the language. Even when they neglected oral skills a couple of years ago, they refused to focus on that aspect of the language.”

According to this information the author infers that speaking is really important to communicate with others careless of differences, if they have a good management of the same language, they are going to be able to share their knowledge, culture, experiences and most importantly to interact with each other. The dialogue technique is main focus is to practice speaking. The technique can reinforce other areas as reading and writing and

comprehension, but the dialogue technique was created for students to work on the oral part of the language in a fun way independently of the topic.

Given the fact that speaking is being given such importance this brings the author to believe that the dialogue technique might suit the oral teaching part of the language, even more than other techniques employed until today.

Skidmore & Murakami (2016) the authors compare the usual old school methods with the school uniform, as something you must stick with within classes, but something you get rid of as soon as you get out of school. In order to avoid that the authors in their book explain and promote the importance of the dialogic method as an alternative to provide variability in teaching oral skills to students.

Taking that information into account, the researcher believes the method is going to be a great success, but it is a technique that will require him to know the population to be evaluated first before he gets a hand on preparing the class. For the method to be fully effective and to get the most of it. It will be necessary that the investigator creates something specially for the class he will be teaching. All of that based on their specific interest, hobbies and behaviors.

The investigator understands that every class is different therefore he needs to make content specifically for them to show improvement it is of none use that the investigator prepares a master class for people who know tons of the language, if the students he will teach are below average level of their year or so.

Major et al (2018) “dialogue is a means to transform social relations in the classroom, and to raise awareness about relations in society at large. Dialogue is a way to recreate knowledge as well as the way we learn. It is a mutual learning process where the teacher poses critical problems for inquiry. Dialogue rejects narrative lecturing where teacher talk silences and alienates students.”

Based on the information given the researcher can infer the importance of dialogues. It changes the way reading a dialogue was usually seen as just reading plainly as it was a simple text or piece of paper, but farther from reality as that is, the authors explain that the dialogue reading is more of an interpretation of how the people form the script felt while doing it, at the same timing adapting to the plot they are reading. Dialogues are not just a simple reading, but they are a way to tell a story without narrating. Instead, students get to interact and emulate real life situations with the texts given for it. Intonation pronunciation, if done correctly. The ways to improve it are by mere demonstration or giving them a visual example of how to read and interpret a dialogue.

As complicated as it might sound reading a dialogue can also enhance intonation pronunciation, if done correctly. The ways to improve it are by mere demonstration or giving them a visual example of how to read and interpret a dialogue.

Dialogues also give teachers and students an excuse to interact with each other in a different language. You do not need a topic or to be best friends or anything to act you part. That is the magic of dialogues. As the author explained it gives students the opportunity to interact and create connections between them. Making possible a better organization and an absolute improvement in the students’ teamwork.

### **3. Teaching at school level**

According to Zein (2018) “classroom management for teaching English to young learners. Setting a fine classroom management can set the stage for a better class participation greater class satisfaction and fewer disruptive behavior form the class.”

From the previous paragraph the investigator understands that in order to teach youngsters from school level professors must have a fine classroom management. For the researcher to apply correctly the technique proposed, it is imperative that he has a fine way of approaching the student members, besides being able to control students misbehaving conducts that might disrupt the ambience in the class and their progress with the activities.

The researcher will take into account those conduct tips in order to make the class more efficient. Even if the method is viable, still the researcher only has two classes to make it work and obtain results out of the method chosen. Therefore, it is necessary that the time he is in the institutions to be efficient and concise. School young students have the willingness to learn, but they are still kids, so they might get anxious or unsteady by being bored or remaining in the same position, even when they do not do nothing they get upset and start to talk over the professor and distract unwillingly the rest of the class. The method needs to work against all that, but the researcher himself should have a fin class management to be able to apply the method.

In order for teachers to keep their students interest it is necessary to keep creating and adapting to new content. The students at school level tend to be really active, so teachers need to have dynamic activities, besides that their classes need to change and surprise their students to get their attention. According to Ayeni (2017) “teachers’ classroom management

and quality assurance of students' learning outcome in secondary schools in Ondo State, Nigeria. Ayeni assures that one of the keys to get to higher level students as in high school level for example, is to be able to innovate as a teacher and a guide for the kids. “

The researcher from this information could point out that for teachers to get the best teaching experience and results, one must be innovating the teaching process. As explained before one of the main struggles this project might find is the lack of interest from students towards learning English. In order to keep students' interest, we must keep innovating our teaching methods, that is actually something that could support this investigation's main purpose which is bringing new simple to apply techniques to teach oral English at different educational centers.

#### **4. Dialogues to learn vocabulary.**

Dialogues tend to benefit different areas of the English learning in this project though the emphasis is in the oral skills improvement. Practice and new vocabulary attainment are the main goals of this project through the different activities they will face.

The author Wallwork (2018) explains the fact that in his book he placed real life situation vocabulary to be learned in a word search kind of exercises to make it from a hobby to a regular activity you might enjoy. From the information the author provided the researcher can conclude that dialogues can be a fair way of teaching vocabulary and oral English because this method gives students the possibility to affront real life situations, and its respective vocabulary by replying a scene and following a script from a movie or theatric play, among others.

To give students the chance to practice useful scenarios and vocabulary they might use in the future, but with classmates in a safe controlled environment.

This gives the researcher the idea that new innovating methods have become more and more popular to professors and students, in order for education to change and advance in different educational methods. Not only for the Oral skills, but in general for the English teaching format to evolve and adapt to the actual times. In Costa Rica it has been difficult to adapt to these changes, but professors are trying their best to get a hand on the new technologies to implement in their classes. There is where this investigations benefits must act. To prove that old fashioned methods, need a little refreshment. That new ideas like the dialogue using technique are yet to be important to English teaching as much as oral skills are important to the learning of the language. Mainly as it is for grammar to have enough time to practice the students' oral skills.

## **5. Dealing with the technological era changes.**

Professors need to keep their classes updated to match the imminent technological updates. Therefore, to make classes dynamic teachers have found themselves in the need to use different technological aids to maintain their students' attention, due to the changes of times within the educational process.

According to Arnseth et al (2018) the authors explain that in order to fully get students' attention not only the games are necessary, but to have a good class planning and good ways to engage their students. From this explanation the researcher understood that

professors are starting to realize that sometimes the old ways are just not enough. These authors started research in games as a support to improve students learning capabilities along-side innovating technological exercises and games. The researcher also could infer that good classroom management, planning and a good approach to the students are great ways to increase the success rate the technique might produce once it is applied.

The researcher will as well, try to use technology to adapt to the technological needs that the pandemic situation caused all around the globe to make the dynamic more interesting and available for virtual class students who can receive the class and its dialogue using techniques.

## **6. Benefits and reasons to apply the dialogue using techniques.**

The researcher strongly believes that dialogues can be of use to modern oral English teaching. The researcher will create several different activities, in order to keep students occupied and active during the classes. This to make students get the best outcome out of the teaching method to be implemented by the researcher. According to Ontesol (2021) the strategy can be used to develop learner's fluency by showing them what can be said and at what point. This then gives them with a framework to use to install their own ideas or even to create their own scenarios, scenes, paragraphs, among other writings that could be created parting from the vocabulary learned by this method previously.

When you decide to incorporate dialogues into your lessons, you're giving your students another dimension with which to practice using the target language. Instead of sitting in rows at desks/tables getting their heads filled with information just repeating or reading, apart from that, dialogues give learners opportunities to practice the language.

From this information the researcher thinks that this technique can be of real help for students to get out of routine and to feel in a secure ambience to practice and make mistakes if necessary. Students from this technique can focus on practicing real life situations that can help them further on when they need to implement what they learned in English classes.

Students would also have the freedom, once they get a hand on more vocabulary and word structure, to create their own scenarios and written works to read in class and act them to make the activity more dynamic, in order for it to be a more real-life situation than a: "I am at class being qualified" kind of scenario. This could help, according to the information, students to loosen up and relax while they are able to practice freely the language in a controlled situation scenario. So rather than learning about the language, they're given structured opportunities to practice and enjoy while at it. Using dialogues could be practical and of some benefit for the students.

## **2.1 Literature Review**

The investigator chose the dialogue using method to teach the oral part of the language to 6<sup>th</sup> graders from a private institution. In the following part of the investigation, it is going to be developed what the investigator believes it is going to happen, or benefits to be brought by the technique to be presented to the selected population. The investigator

understands this technique has a lot of potential to develop into a new interesting and functioning stratagem activity that can vary according to students' and professors' needs, not only student adaptable, but could be adapted for topics to be convenient for professors to use in different situations.

### **2.1.1 Theory #1 Using dialogues can stimulate the students' interest in the English language**

Pilleux (1969) as it follows, the author explains that dialogues allow students to practice reading, writing, and speaking in a foreign language all of this in a controlled environment within certain words and grammatical limits. He then explains that the dialogue using techniques enable students to have the perfect atmosphere to interpret the scripts to express their own emotions and feelings, and show interest in it and cooperate with their classmates.

Given the information the researcher can infer that the students have certain freedom, even though they are reading a script, and that can make the students to assimilate the technique faster. It can make students realize that they are not just following the same teacher's orders over and over again, but they are given a script to interpret. This can make learners feel like they are valued and also their opinions about the script, vocabulary and the topic.

All of this helps with the main purpose of the investigation which is to provide students a different method to learn oral English and practice, all of this by giving them an activity that is not repetitive and can be used in different scenarios and for different topics.

The researcher understands by the information given that the dialogue technique can give some liberties to students once they get a hand on how the method works, as well as it can draw their attention back to being interested in the language.

The researcher believes that one of the main problems for students to understand the topic, is the loose of interest in the language. Some students do not understand how important English really is in grown-up life, therefore the technique pretends to draw back that attention from students by presenting a fun technique they might like.

### **2.1.2 Theory #2 Using dialogues can improve students' pronunciation**

According to Richard (2021) he had a good experience with dialogues while learning a second language himself, he said it helped his students as well to develop their listening and reading skills. Richard assures that this technique can help students become better listeners and readers.

The researcher's approach is to take all the skills that might be improved through this method, and prepare a good class scenario for students to feel free to express themselves and practice the language, without being afraid of being mocked on or to feel ashamed of speaking in other language they do not manage as well as the mother one.

The importance of dialogues is really well described by Mr. Richard oral skills are meant to be improved by repetition, but if we give students fun scenarios, or a scene from their favorite movies that can actually help the repetition process to not be as boring as other methods for improving oral skills suggest. The method is really simple, so students can feel comfortable by participating even if they do not have a good pronunciation or a wide knowledge of the language because they are given something to follow as easy as a script or

a lecture. This allows the teacher to assure they are going to keep practicing in a somewhat controlled environment.

Students will have the possibility to have real conversation experience hand to hand with their other classmates, all of this in order for them to improve such important aspects as the pronunciation. Students can get professors assistance or even their own classmates help. The idea is to encourage students to work with each other, so they can feel a warmer environment to practice freely.

### **2.1.3 Theory #3 Using dialogues helps students increase their vocabulary while reading the scripts or making them.**

According to Hasanah (2018) “the collaborative dialogue technique is the way to join two or more individuals’ grammatical knowledge in the construction of the conversation.” It is explained as well from a previous researcher according to Mousa Ahmadian et al (2014) they explain that collaborative dialogues can help the students acquisition and retention of new vocabulary.

The researcher is positive about the fact that the technique itself is really complete. This technique can give the students several benefits not only in their oral skills, but also social real life situation skills. Second, they can get the chance to practice their grammatical and reading knowledge while reading the document, and students might be able to create a collaborative environment which can improve the classes’ interaction and teamwork.

In order for students to have that they have to interiorize the method and acquire enough vocabulary from the activities to have more freedom and create their own scenarios. That being said, if students accomplish it, it might bring the possibility of comfortable environment to practice for them once they feel good about the knowledge and vocabulary, they must acquire from the technique first. It is said that if you have plenty knowledge, it makes you feel less nervous. This could be applied to all kinds of real-life situations: expositions, dating experience, being in the same school. This kind of comfort scenarios is what it is meant to be created as environment for students to practice. And all of that achievable through the acquisition of knowledge.

## **Chapter III**

### **Methodological Framework**

Now that the investigator has more information as to how to apply the technique, and how it might be implicated positively to the population, the researcher is about to develop a plan to make the technique work in order for it to be according to the student's needs, as well as the best way to adapt it to a vocabulary familiar to what they have studied in class.

The dialogue is meant to help students practice and embrace some vocabulary seen before in class, but to have a more dynamic and fun way to make students remember it more easily. The oral skill is really difficult to practice, sometimes it might be seen as repetitive or boring, and some students might feel embarrassed when talking in English, so in order for students to change that mindset, the investigator will propose a sort of dialogue acting, reading, practicing dynamic activity.

Further on the investigator will also explain the method to follow for the data collection and the way he is going to evaluate the effectiveness of these dynamics. It is yet to be defined in this chapter the way the researcher is going to evaluate the information obtained, whether it might be qualitative or quantitative. The information that the researcher has by now indicates that a qualitative analysis might be more useful for this kind of investigation. Even though the investigator is still to begin with the design of the investigation, while that is still pending, the focus of the study in terms of quantity and quality is yet to be defined.

### **3.1 Research Approach**

Improving the students' oral skills is not an easy job, which is why we use different methods, in order to supply enough ways for students to pick whichever they like and remember the correct pronunciation of the words seen in class. The dialogue method is pretended to be a great help for the researcher to ensure a clear way for students to improve the oral part of the language.

As the author explained by Beare (2020) "students move beyond focusing on single phonemic pronunciation issues and concentrate instead on bringing the right intonation and stress to larger structures. Students can play with meaning through stress by creating dialogues that focus on stressing individual words to clarify meaning."

Based on the information proposed by Mr. Beare and the information from previous chapters we understand that the research can benefit several areas of English oral skills, if applied correctly, so the researcher's approach is to make students replicate the technique on their own to practice and so, but without a predetermined dialogue or script. The importance of this project is that students can improve their oral skills and recreate the technique as they want and with the scenario they like, all of these by using the vocabulary learned before, so other than creating an innovative technique for oral teaching, the main focus is to create own thinking and independent studying students that can appreciate the importance of English learning in these difficult times. Not only in Costa Rica it is like that, but in the whole world, because of the situation lived is worldwide, students will have to adapt to the new times and social requirements being English as a second or first language is an important requirement

to interact with people from all around the world, acquiring a job or just as a socio-cultural approach to other countries realities.

The English language can open all those possibilities for everyone who dedicates enough time to study it and learn its basics.

As the author cited by McLeod (2019) "what's the difference between qualitative and quantitative research, is the process of collecting, analyzing, and interpreting non-numerical data, such as language skills. Qualitative research can be used to understand how an individual subjectively perceives and gives meaning to their social reality.

Qualitative data is defined as non-numerical data, such as text, video, photographs, or audio recordings. This type of data can be collected using diary accounts or in-depth interviews, and analyzed using grounded theory or thematic analysis.”

Mr. McLeod explains that qualitative information can be measured in many ways, unlike quantity. The researcher will go on with an old-fashioned interview/survey method to address the students' improvement after the activities and their grades of satisfaction with the method presented. Therefore, this investigation will follow the format of applying these instruments to the professor and students to get their opinion based on the experience they had in the class with the researcher.

### **3.2 Research Design**

This research paper's goal is directed to oral English teaching through dialoguing exercises. This project will happen at the school level of teaching in a private institution,

tested on sixth graders. The intent is for students to enjoy the topic, for them to be able to feel passionate about learning a new language like it is, in this case, the English language. With a fun innovating method, in order to improve their oral skills, as they expand their vocabulary knowledge and pronunciation.

This research is meant to quality improvement in the knowledge of the English language, pronunciation, and vocabulary learning. Therefore, the evaluation will be of quality and not quantity. The main purpose is to determine if the students learned from the method implemented by the researcher, whether than quantifying how much did they learn from it. This will be measured after they have had both classes and they will be handed over a survey about the experience and knowledge acquired during the activities.

#### Dialogue worksheets

These worksheets are texts in the shape of a conversation between two characters, in order to make students practice real-life conversations through a dialogue.

The sheets will contain one dialogue from recognizable or famous movies, or theater plays, among others to select, that students can feel attracted to or related to them. This is in order to make the experience easy going for them These dialogues will have various participants to promote teamwork and co-relating between classmates. The first dialogue is meant to be very simple and small for them to get a hand on the technique first and the second one is a little bit more elaborated than the other one to reinforce the vocabulary seen before. Conversations are meant to be from 2 to 4 participants tops. There will be two additional dialogues created by the researcher based on observation. To determine keywords

or grammatical structures that are challenging to the students in general. Based on that the researcher will create the other two dialogues. Those will be additionally provided for the students to read and developed in different activities. Completely different exercises from the one about the movie.

### Lesson plans

A lesson plan is a way teachers usually organize the activities they have planned for a lesson. These templates usually include the time expected for the activity to last, expected students' responses to the activities and a clear organization of the order in which the activities will be developed during a lesson or several lessons planned in the same scheme.

The lesson plans will be used to prepare and somehow arrange the exercises in a specific order so that when the researcher starts with the activities, he can follow a specific order in which the activities will be made. This will help as well to manage the time at the researcher's disposition, and it will allow doing all the activities nearly at the established time frames. These lesson plans are also useful to determine in the short term if the students' reaction to the activities is near as expected during the planification process.

In order to create a compelling exercise, the researcher is going to design two different classes with two different approaches to dialogue using techniques. One of them will be to give the students dialogues from a very famous movie they can all easily recognize. This will help the students lose some tension as they will act in one of the most iconic scenes in this animated movie. The researcher will show them the scene itself for those who do not

recognize it, or if they do, just to remember the scene, so students can be up to the task and how it is pronounced every word correctly. In this first class, the students will get an easy task or a short version of the scene to read, just to make sure they get a hand on the dynamic and have fun while watching the fragment of the movie.

In the second-class students will face a longer dialogue the researcher will provide them and have them work in groups to make sure they can all relate and have fun while acting the scene this dialogue will reinforce the vocabulary seen previously in the class they had before. They will have the possibility to act that dialogue out with a scenario created by the researcher and brought to the class for them to enjoy a little bit more the acting experience.

The researcher will ask the students to mark the words they do not understand and have them explained to students. The students will be selected randomly to share one of the words they didn't understand, so every other student can as well remember once the meanings are provided. All of this is to expand their vocabulary knowledge. Students and their professor will be handed in the second class a sheet with some questions about the activity like or dislike, and on the other hand, some questions to secretly evaluate the knowledge they acquired from both lessons. These questions will be handed to students. The professor instead will answer a survey about if he/she thinks the activity will work, at the same time that the students acquired knowledge from the method proposed by the researcher.

Evaluation Chart.

The evaluation chart is a tool to measure certain aspects of a specific topic. This chart helps give a note or a number to the knowledge presented by the student in certain fields of

his/her knowledge on the topic. In this case, they will be used to rate the students on different factors about oral skills-

The evaluation charts are part of the evaluation process they will be sheets with a certain text on them, so students can read and be evaluated with the chart through their actual oral skills. Later on, the same text will be used to evaluate how students improved at the end of the technique-implemented activities.

The surveys will contain different aspects to be evaluated by the students, like pronunciation and intonation, among other factors to be later on analyzed and evaluated as important numbers for the investigation, and further conclusions.

This process will help the researcher understand better the population measured, and the reach the technique had. With this information, the researcher can conclude if the technique might be useful within different environments or if it is only applicable to private education, or even identify if the technique was not helpful at all.

The idea is for the technique to work in all the possible environments, so these samples will also help determine if the technique could be applied in a virtual class kind of environment, in order for students to not feel left over, or to feel excluded from their classmates who got the lesson in the classroom.

### **3.3 Information Sources**

As a primary source of information, the students from sixth grade will be the primary source of this investigation 7 students overall. From the Instituto de Desarrollo de

Inteligencia. The researcher thought the best way to obtain strong results in the oral skills area would be with private institution students, who are constantly exposed to more hours of English classes. Private education in Costa Rica is usually more focused on bilingual education than public school. Therefore, this technique being a method that works through repetition and constant practice, the researcher thought the best would be to do it at a private school.

At the same time, 6<sup>th</sup>-grade students were the choice to perform this research investigation, because the students at this level usually are evaluated in a somewhat accumulative way. The students practice the topics they have seen in previous years, so they can have all those topics fresh in their minds for when they start college. Picking a topic to improve in this context would be easier for the research, but that's not it, the practice would be more useful to these students because they are already having to overview those topics in their normal lessons. That would allow a more profound analysis from the researcher to compare the results with the usual teaching methods used by the professor in charge.

The students will be submitted to an evaluation of the reading they will perform in front of the researcher. The reading will help determine the student's level of oral English before and after the activities.

When it comes to secondary sources for this investigation in this investigation the secondary source will be the texts provided to students at the beginning and the end of the exercises, in order to measure their improvement in the oral part of the language. Evaluated through an evaluation chart. Students will be submitted to a short text to be evaluated on 4 oral skills aspects. Pronunciation, fluency, intonation, and vocabulary management. It was

decided to test the students through this method because it was more effective for time disposition purposes inside the classroom, to have the students evaluated by the researcher himself than running questionnaires or quizzes, which would deliberately require more time to review them and to establish the results for the investigation.

Tertiary: No tertiary sources on this investigational process are to be acknowledged here.

### **3.4 Analysis Categories**

It is important to determine the acting course of this investigation. Whether there is going to be a quantitative or qualitative analysis of the results.

First, we need to understand each of the categories.

Madisha (2018) explains quantitative analysis: "Quantitative analysis is often associated with numerical analysis where data is collected, classified, and then computed for certain findings using a set of statistical methods. Data is chosen randomly in large samples and then analyzed." The researcher believes a quantitative analysis can better suit the investigation he is running, so the investigation will focus on the numbers the students obtain in certain different parts of the oral skills.

Madisha (2018) then explained what is qualitative analysis: "Qualitative analysis is concerned with the analysis of data that cannot be quantified. This type of data is about understanding and insights into the properties and attributes of objects (participants).

Qualitative analysis can get a deeper understanding of "why" a certain phenomenon occurs. The analysis can be used in conjunction with quantitative analysis or precede it.”

The qualitative part explains why certain interactions happen. It has to do with data that cannot be interpreted with numbers.

### 3.5 Data Collection Instruments

The research will be done with two evaluation charts one to be applied at first to evaluate the level of English the students have before the exercises, and one to be delivered at the end of the research to determine the improvement the students had during the activities planned. The evaluation will focus on four topics: pronunciation, intonation, fluency, and vocabulary management. Each point is to be evaluated from 1 to 5 being 1 the lowest score and 5 being the highest. The researcher chose this method to evaluate students given the fact that he needs solid numbers of improvement. Determined that a rubric is a way to get an exact number according to the oral skills the kids had before and after the activity.

The students will be evaluated with the following rubric:

Chart #1 Standard evaluation chart

Points to be evaluated	Excellent 5pts	Good 4pts	OK 3pts	Regular 2pts	Needs improvement 1pt
Pronunciation					

Intonation					
Fluency					
Vocabulary management					
Total					

We cannot exactly just ask the students if they feel like they improved their oral skills from the activities. That is why the researcher as an expert on the topic will run a test dialogue for the students to read so that he can evaluate students point by point according to the level they are at. The results will show how the students performed in a particular situation, in this case, the researchers 'professional criteria will have to act to get an exact number according to the student's development during the activities. Evaluation charts are also quickly done not unlike tests or pop quizzes.

During the activities, students will be delivered three dialogues to practice in different activities to be explained later on in the lesson plans. Additionally, they will have another smaller dialogue to be used as the one they will read to be evaluated with the chart proposed in the previous paragraphs. The technique was chosen because of its variability at the time of creating exercises to work those scripts. Another factor that inclined the balance to choose the dialogue technique was the fact that this technique allows the kids to focus equally on all different aspects of the oral skills practicing not only obtaining vocabulary and pronouncing it correctly, but the pace, intonation, fluency are some important factors that other methods can leave somewhat aside to focus on how to pronounce the words correctly.

### **3.6 Collection data process and data analysis**

The initial evaluation will be performed at Instituto de Desarrollo de Inteligencia in a class with 7 students from sixth grade. The students will be first evaluated in the first class at the beginning of the lesson to get the results of the student's level of English before the exercises start. Here the researcher will evaluate the students at the time he gets into the classroom to measure the level of English the students had before the investigation. Here is where the evaluation charts will be first used. In the first class at the beginning, the researcher will provide the students with a worksheet with all the dialogues they will read during the lessons. The researcher will give them a little bit of time with the sheet and the introductory dialogue which will be the one evaluated by the researcher. Students will have time to familiarize themselves a little with it, then they will proceed to read it to the researcher, in order for the investigator to give the students a note on each of the skills evaluated. This evaluation will be done at the beginning and at the end of the activities to contrast the improvement the students have had since the beginning of the technique.

Consequently, they will be provided with worksheets containing the three dialogues they will read during the three lessons. Students will have visual examples from the professor the researcher and their classmates before they get to read the dialogues with their partner to be assigned. Students then will proceed to read the dialogues upfront of the class with their partners. After reading the three dialogues, the students will be then evaluated to see if there was any progress in their oral skills during the time, they practiced the activities proposed by the researcher. In the end, the students will be submitted again to the first paragraph they read

to see if there was any improvement since the activities started. The researcher will use the evaluation chart once again to determine if there were any positive changes.

Then the data will be analyzed in a general way in order to get the conclusions, the researcher will analyze the numbers as a group and not as an individual improvement, there will be four charts which will compare day one vs final day numbers, in order to fit the four objectives evaluated in the chart the students were evaluated with.

### LESSON PLANS.

Institution: Instituto de Desarrollo de Inteligencia

Teacher: Roger Arroyo

Topic: Dialogues                      Time: 30min

Grade / Level: 6<sup>th</sup> grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
* Practice oral skills through the use of dialogues *Improve reading skills through dialogue activities to increase their vocabulary.	First students will watch a video fragment of the movie Shrek to familiarize yourself with the dialogue they will act on later.	Show a video fragment of the movie "Shrek" to help students understand the context and reply to the word	-Video bin. -Worksheets with the correspondin g dialogues. -Movie to reproduce on the pc.	10mins	Students' visual and auditive skills will be put to the test by watching the dialogue first.



Institution: Instituto de Desarrollo de Inteligencia

Teacher: Roger Arroyo

Topic: Dialogues Time: 30min

Grade / Level: 6<sup>th</sup> grade

Objectives	Activities	Procedures	Materials	Time	Evaluation
* Practice oral skills through the use of dialogues	The professor and the researcher will act on the dialogue the students will read and practice later on.	Students will listen to the professor and researcher/professor's dialogue to know how to correctly spell the words.	-Video bin. - Worksheet	10mins	Students listening skills will be put to the test. They will listen to the pronunciation first, and then they will be evaluated their pronunciation when it is their turn to replicate the dialogue reading.
*Improve reading skills through dialogue activities to increase their vocabulary.	To let them hear how the words are spelled correctly.	Students will read the text previously acted within the worksheets provided to know if they are capable of replying it the closest to the previous performance.	s with the corresponding dialogues.	12mins	
* Strengthen their oral skills through visual and auditive repetition and examples from videos and classmates.	Second dialogue practice for students. The professor will provide a different dialogue for the students to read in pairs. Then they will try it on their own in groups of two, so they can practice the oral part on their own with their assigned classmate.			8 mins	

	<p>Make them choose 5 words they did not understand and look them up, write the meaning and share them with the class.</p>				
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Institution: Instituto de Desarrollo de Inteligencia

Teacher: Roger Arroyo

Topic: Dialogues                      Time: 30min

Grade / Level: 6<sup>th</sup> grade

<b>Objectives</b>	<b>Activities</b>	<b>Procedures</b>	<b>Materials</b>	<b>Time</b>	<b>Evaluation</b>
* Practice oral skills through the use of dialogues	Students will help decorate the classroom with objects the ss	Students will help elaborate a	*Sheets. *Presentation papers.	10 mins	The students will be evaluated on

<p>*Improve reading skills through dialogue activities to increase their vocabulary.</p> <p>* Strengthen their oral skills through visual and auditive repetition and examples from videos and classmates.</p> <p>* Make students interact in a colorfully decorated environment, so they can feel comfortable and practice between them without the fear of speaking in front of the class</p>	<p>teacher will bring to create a scenario to fit the 1<sup>st</sup> class dialogue of the movie Shrek. Then students will act the dialogue in groups of two within the scenario created. Professor will provide the third worksheet with a different dialogue for the students to read then they will read one by one piece of the dialogue depending on whom the professor chooses to read. Students will read the paper they were given before the dialogue activities, in order to see if they improved</p>	<p>scenario, in order to activate the first dialogue given in the first class. The students will act on their dialogues with one classmate in groups.</p>	<p>*Worksheets *Drawings. *Color markers.</p>	<p>10mins.  5 mins  5mins</p>	<p>their oral skills to match improvement from the <sup>first</sup> time they were given the text up until now after several dialogues. They will be evaluated through the same rubric from the introductory text.</p>
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	their oral skills. Since the activities started.				
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## **Chapter IV**

### **Data Analysis**

In this chapter, the researcher will show the results of the investigation and proceed to analyze the outcome obtained from the evaluation chart applied to the sixth-grade students from Instituto de Desarrollo de Inteligencia.

First, we need to understand the importance of the data analysis process itself. As Shamo and Resnik (2003) explain “data analysis is a process or systematic application of statistical tools used by researchers to derive insights over the years. It helps in reducing voluminous datasets into smaller segments whose mass structuring brought new ideas and interpreting the results. Nowadays, researchers rely on the data to provide immense value to their research and explore information through processes known as Data Mining. Sometimes it is needed to be unbiased while recognizing the pattern, expression and results. Data analysis entails unforeseen information that might not a researcher come across at the initiation of research, therefore when a researcher begins data mining processes, the journey of exploratory research starts simultaneously.”

The data collected through investigation is immensely useful to give reliability to the research. Therefore, analyzing this data will give an important outcome of how the investigation went and help the researchers acknowledge facts they didn't even consider at the beginning of the investigation. Of course, there might also be facts that were considered to happen, because the investigator had to research a lot on the topic, so some of the outcomes might already be expected by pure information analysis. That is why it is always

important to take time to analyze the numbers to understand the true value of the investigation conducted. The analysis of the data obtained can help organize the investigation even more based on the numbers obtained we can infer several different facts if the data was analyzed correctly. This helps the investigation to have a certain order of the results and the information itself.

#### **4.1 Analysis and Interpretation of the Results**

In this chapter based on the numbers obtained the researcher will determine the solution to the research question, as well as will test the hypothesis structures until now to see if the results behave as expected or on the contrary, there are unexpected results obtained from the investigation made.

From the data obtained we get to put it in statistics as real numbers for a project done to determine the viability of a teaching method, in this case, the effects of dialogue used to improve oral skills in sixth-grade students in a private school. To better determine those results, it is necessary to analyze the data obtained from numbers, to describe the importance of the investigation and its apports to the English education process as it is. To prove if this technique can have a positive or negative acceptance within the evaluated population of students.

##### **4.1.1 Observation.**

At first, the students' recent knowledge before the activities, was put to test with a short dialogue reading the students read to the researcher, for them to have their oral skills evaluated beforehand the activities started. The researcher handed over this worksheet with the dialogue to evaluate.

In the introductory reading, the idea is to first understand the overall level of English the students have, to determine which aspects can be improved and how to address them during the activities.

At first, the researcher thought the students were outgoing they accept the researcher from the first minute. The kids were really curious about the lessons planned for them. They were cooperative, sometimes they dispersed their attention. The researcher had a rough time getting them to concentrate because the first activities were not as interactive and more about evaluation than the ones at the end. Later on, the investigation of the lessons proposed by the researcher caught the students' attention. After that, it was easier to interact with them and they started to understand a little better the main objective of the dynamic. The kids had a great development letting themselves go while reading and interacting with their classmates through the dialogues from each of the activities.

Students at first noticed you could tell they were struggling with the -ed terminations, so the rest of the dialogues focused a little bit more on those kinds of words to have them practice while reading the dialogues.

The class was a standard equipped classroom but the activities did not require anything too sophisticated to be implemented therefore, the space the class had was enough to have the students come up to the front and act their dialogues without trouble.

As to the professor in charge she had a lot of experience in the English teaching field, you could tell she was an old-school kind of teacher, but the pandemic made her update some aspects of the way she taught the classes. The professor was really strict, but the students respected her, for she had a balance in which she was good to the students, but didn't allow them to be lazy in classes.

From the students, you could tell the classes the professor was teaching to them were productive, as they improved in the different fields English teaching has. Of course, as it is in every English teaching process. Sometimes to practice some grammar mistakes the students have, there are some sacrifices to be made when it comes to oral practicing lessons dedicated to that field.

#### **4.1.2 Evaluation rubric**

This will be the chart used to evaluate the student's knowledge before and after the activities prepared by the researcher. It will have four focus points to be determined on a scale from 1 to 5 1 being the lowest and 5 being the highest. This chart was done like this to let the students know that not only the pronunciation is going to determine their score of oral skills.

For references look for Chart #1 Standard evaluation chart

#### **4.1.3 Questionnaire.**

The students were asked to read the whole sample dialogue once they finished, they were asked a question to determine the last value: "Vocabulary management" they were asked a general question about the reading, for example: What was the nickname the little sister had? Or why was the older brother sad? Questions like that to determine if the students understood what the text was about, and even more to see if they recognize the vocabulary words they were reading in the dialogue. The idea was to evaluate 4 different aspects of the oral skills the students have and will have after the research activities are done.

At first, the researcher could tell that the overall level wasn't that low, to begin with, but some of the students you could tell were new to this school and had a little gap compared to their classmates. These students will not be addressed differently and they will take part in the activities in the same ways as the other students to analyze their development.

The students had a good reading pace, but whenever they encountered a word they didn't know how to correctly pronounce, they panicked. Their reading pace slowed down and their fluency was affected by that. As long as the troubling words the researcher discovered a pattern in which most of the words that troubled the vast majority of students were regular verbs in past. The students seem uneasy trying to read those words. The researcher determined that making upgrades in pronunciation and vocabulary handling would be the first step to making students improve in those areas

As to the fluency and the intonation, the researcher understood that to make progress in those areas it would be necessary to provide students with lots of visual and auditive examples, so they could develop their hearing and that would eventually make them correctly imitate the correct way to pronounce words that were troubling them in the beginning.

The points in the evaluation chart will be addressed with the following requirements for each grade: Excellent (5pts) students made no more than 1 mistake in that field. Good (4pts) The students made 2 to 3 mistakes in that field. Ok students made 4 to 5 mistakes in that field. Regular students made 6 mistakes in that field. Needs improvement the students committed 7 or more mistakes in that field.

Chart #2 Results Before the activities

Points to be evaluated	Excellent 5pts	Good 4pts	OK 3pts	Regular 2pts	Needs improvement 1pt
Pronunciation		3 students	3 students	1 student	
Intonation	3 students	3 students		1 student	
Fluency	2 students	5 students			
Vocabulary management	1 student	3 students	3 students		

Before the activities started the numbers were like this: In pronunciation, 3 students got a good, 3 students got an Ok, and 1 student got a regular note.

In intonation 3 students got excellent, 3 students got a good, and 1 student got a regular note.

In fluency 2 students got Excellent, and 5 students had a 4 note.

In Vocabulary management, there was 1 student who got an excellent, 3 students who got a good, and 3 students who had an ok.

The results were standard, but as expected no more than one or two students would get a 5 score in their vocabulary management and pronunciation. The rest of the skills amongst the students were even there was not a great difference between the students overall. That makes the research a little bit easier to be developed. Now the researcher has an idea about how to proceed with the next activities.

At first, some of the students had numbers lower than 3 or 3's. They had a lot of problems with pronunciation and intonation. The -ed termination was a constant problem pronouncing it for each of the students individually, even the most gifted ones had one or two mistakes in that area.

Chart #3 After the activities.

Points to be evaluated	Excellent 5pts	Good 4pts	OK 3pts	Regular 2pts	Needs improvement 1pt
Pronunciation	2 students	3 students	2 students		
Intonation	5 students	2 students			
Fluency	4 students	3 students			
Vocabulary management	1 student	4 students	2 students		

After the activities the students' numbers were:

In pronunciation 2 students got an excellent, 3 students got a good, and 2 students got an ok note.

In intonation 5 students got an excellent and 2 students got a good note.

In fluency 4 students got an excellent and 3 students got a good note.

In vocabulary management, there was 1 student who got excellent. 4 students got a good and 2 students got an ok as a note.

In the end, students got to improve all the skills, some skills more than others, but the information lets us know that the kids had lots of upgrades in some of the most difficult parts of the oral skills to improve. These were intonation and fluency. These two were the ones most benefited skills from the activities planned by the researcher. This was difficult to obtain because when students don't have a lot of vocabulary or are not as skilled in the language as other students they tend to pace down at the time of reading, as they repeat over and over words, they are not sure if they spelled correctly, but this was correctly addressed in the activities therefore, the students acknowledged that rule and improved a lot their reading pace and tone of voice while doing the activities.

Having 4 and 5 students getting a 5 on intonation and fluency lets the researcher know that the kids developed more skills focused on reading and speaking pace because they were focused on imitating the videos and representations they saw, in which the characters spoke at a certain level of speed and tone of voice. By mannering those behaviors, the students were able to focus on those two points of oral skills, rather than the other two pairs of oral skills presented. Given the numbers in pronunciation and vocabulary management, the researcher can point out that, those skills require additional exercises to complement the ones done under the dialogue technique to upgrade the improvement ratio on those skills. Regular repetition is a key factor for those skills to better improve in the future.

#### **4.1.4 Interview.**

The researcher had an interview with the class teacher to better understand the teacher's point of view according to her experience as a professor.

She explained her students were energetic. So, the researcher should create innovative tactics or exercises to catch the student's interest and focus on the activities during the time they were doing the exercises. The professor mentioned that she liked the technique and that it seemed very interesting and applicable to any topic regardless of the situation. The professor explained to the researcher that most of the students had a really good level of English, but some of them were just integrating into the institution, so they had to adapt to the level of English they had in a short amount of time.

After that, the professor explained she believed that the students were difficult to handle, but they are really into learning they put an effort to improve the topic, even when they were so uneasy and active during the lessons.

The professor considered it important to practice oral skills, she continued explaining how the classes are mostly focused on pronunciation and grammatical structures. She thought at the end that the activity was productive to better evaluate and practice the students' speaking abilities and skills.

## **4.2 Didactics Guide**

First, apply the evaluation for each student while reading the trial short dialogue. Then the students will watch the fragment of the movie Shrek to visualize and listen to the pronunciation, mood, and pace while speaking the characters while reading the dialogue. T

The professor and the researcher will proceed to do an interpretation of the dialogue so the students can get their hearing used to some of the vocabulary words that were implemented in the dialogue of the movie. Afterward, the students will proceed to act on the dialogues themselves the ones from the movie and the ones meant for them to practice

their oral skills. The students will read the 2<sup>nd</sup> dialogue as the researcher will choose a different student from the class to read the line, so students have to be ready to read any of the lines.

Finally, the last worksheet will be read between the students in pairs and asked questions about the lecture, to determine if they understood the vocabulary from the dialogue. In the end, the students will have to read the evaluation dialogue again to evaluate their progress during the activities.

Figure1 Pronunciation results chart

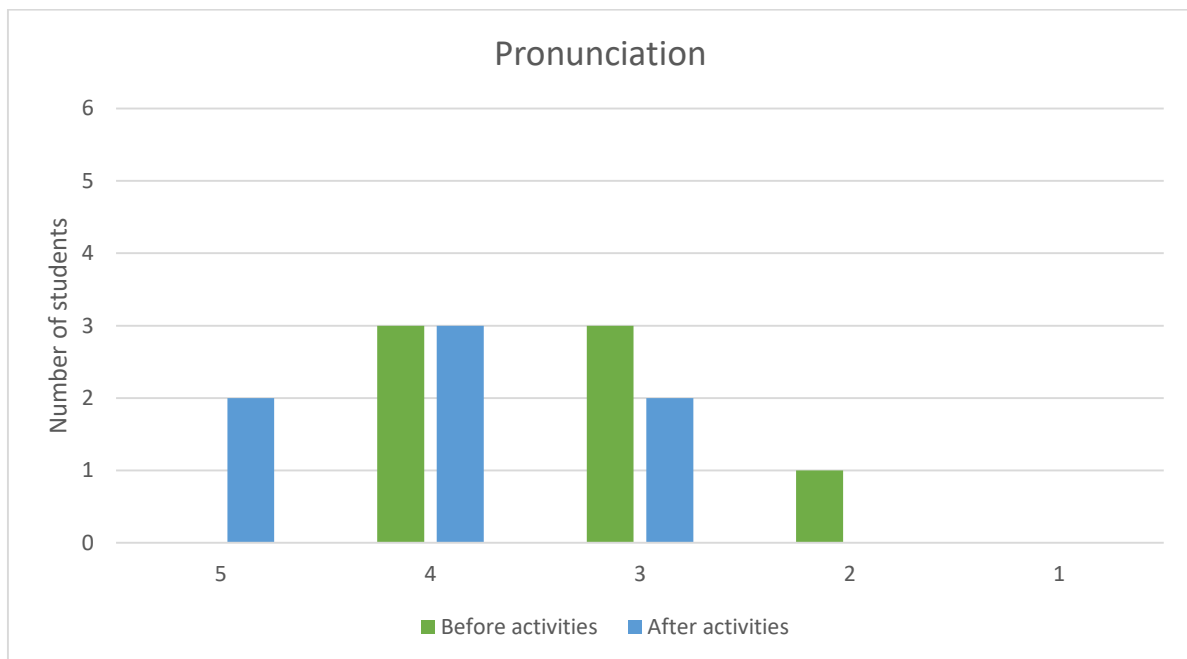


Figure 1. After the activities there were students with a 5, the number of students in 4 was the same, in 3 there was one student less compared to the beginning and no students with a 2.

This was the most difficult part to get improvement activities like this regularly can help the students improve this part of the oral skills, but with the amount of time and activities the researcher had to interact with the students, it was too ambitious to think there would be a larger improvement in this specific area. Still, some improvement was made in the end no students had a regular 2 result in their reading evaluation.

Pronunciation was expected to be one of the factors to be most benefited from, but it was far from reality. The students improved the pace of reading and the tone of voice they used even more. They learned some pronunciations during the process and got their grades in pronunciation improved, but not as much as expected in the beginning.

Figure 2 Intonation results chart

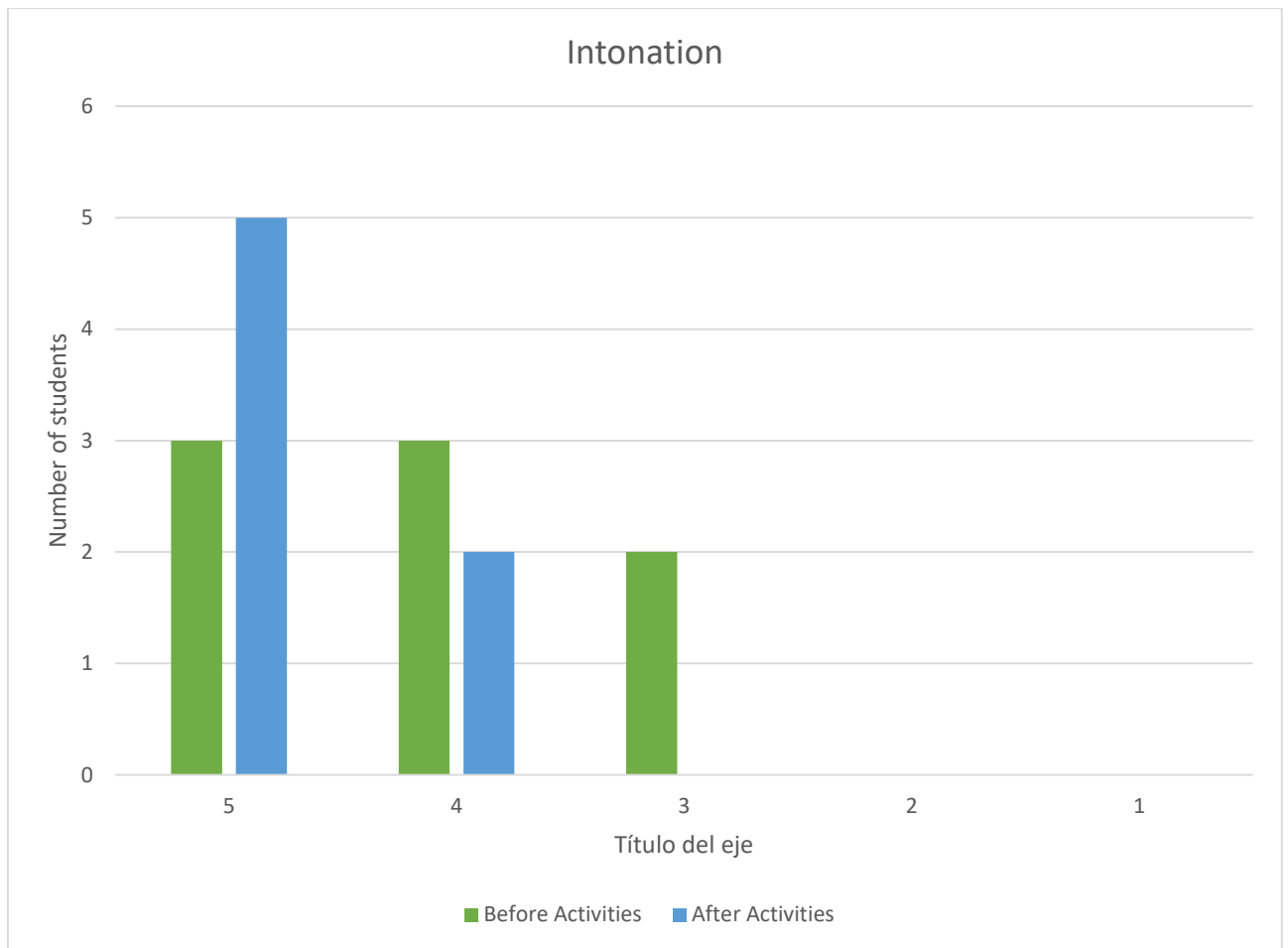


Figure 2. At the end of the activities, there were 5 students with five or two more students unlike at the beginning, with one less student at 4 and none at 3.

Intonation was one of the sections the students made the most improvement in while doing the activities the researcher asked the students not to worry if they made a mistake or didn't know how to pronounce the word correctly just to keep reading at the pace the reading required. And intonation improved a lot when they didn't stop at every word they didn't know how to properly pronounce. In this part, the students made a better representation during the activity of the movie Shrek. Students got into the activity and made their best to imitate the emotions, ups, and downs in intonation, and the intensity the characters from the movie had while reading the dialogue. The setting created might have been an extra

motivation for the students to give themselves into acting without shame and have fun doing it.

Figure 3 Fluency results chart

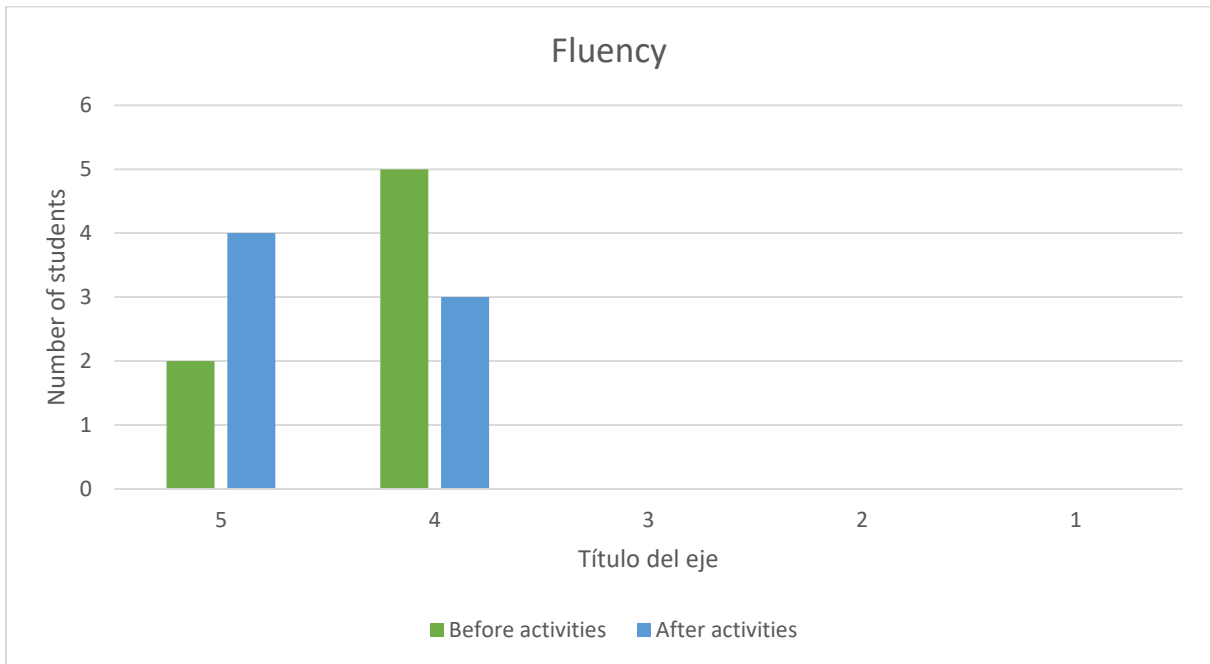
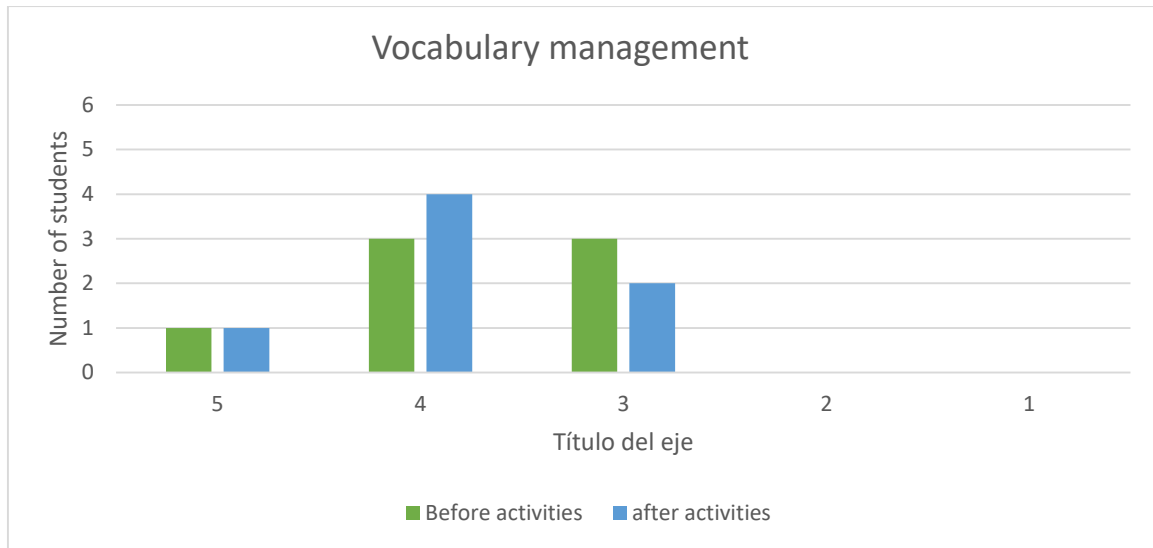


Figure 3. At the end of the activities, there was an increase in the number of students who got a 5 in fluency, so the number of students with 4 decreased at the end.

In fluency, students had great numbers once they started to worry less about their mistakes. Students improved a lot the pace at which they read the dialogues and had some great upgrades in this objective. The students were excited to interpret a famous movie dialogue that they put all their effort into imitating the voices and pace of the speech the characters did in the movie this led to great progress in this field.

Figure 4 Vocabulary management results chart.



*Figure 4. At the end of the activities, there was an increase in the number of 4 values in vocabulary management*

When it came to the vocabulary management the expectation was high as well as it was for the pronunciation part, but it was utopic to believe students would take to themselves a lot of the vocabulary words taught in the dialogue activities this part would have required more emphasis and more writing repeating, to fully get the potential of improvement out of the students. The dialogue method might be of some use but it needs to be complimented with activities to work on their memorizing skills such as taking notes and repeating after the professor. Sentence creation activities and such to compliment the speaking part of this point.

## Chapter V

### Conclusions and Recommendations

#### 5.1 Purpose of the Conclusion

This conclusion of work is the part in which we normally summarize the resume of the results obtained during the investigation, but it is not just a quick overview of what the investigation was about. As Tablas-Mejia (2021) implies: "Conclusions aren't simply an overview of a paper. Instead, they should reiterate why your research is important. While it is helpful to include a summary, that is only the beginning. If done well, conclusions can leave readers feeling both satisfied and hungry for more. Effective conclusions help readers reflect on what they just read, draw connections to existing knowledge, and spark their desire to further explore the subject. Ultimately, your conclusion should help readers answer the following question: Why should I care about this topic?".

The conclusion is the part in which we the researcher let the people know what is the importance of that investigation, how it can be applied to the main purpose of the research, and most importantly make the readers understand and think about your findings and the conclusion is not always the end of the investigation, as it might sometimes be the beginning of another research based on the one you did. Different objectives may be, or even a further reach than the one the first researcher decided to focus on.

That is why conclusions tend to be so important they are the way the researcher makes the readers truly analyze and understand the importance the investigation had for future references in the field, as it all started with a small research paper.

## **5.2 Conclusions**

### **5.2.1 Improve the use of oral English through the use of dialogues in sixth-grade students from Instituto de Desarrollo de Inteligencia.**

The students showed a great improvement in two out of four areas of the oral skills targeted for this investigation. The students improved the most on intonation and fluency. Refer to figures 2 and 3. The vocabulary management and pronunciation were not as benefited by the exercises as the other two objectives were.

These results can be due to the importance the researcher gave to providing the students with a safe environment for them to practice without pressure. This might have caused those other two points to be unconsciously devalued by the students.

The exercises the researcher planned might as well have been an important point in the fluency/ intonation's massive improvement. The exercises allowed the students to act, instead of just instructing them to have a conversation, the researcher provided them with a scenario, for them to feel like they were acting in a movie instead of just reading a boring worksheet with a dialogue on it.

Even if students focused on other oral skills their pronunciation and vocabulary management improved a little. The researcher found out the students were having too much trouble, in general, pronouncing the words ending in -ed. The exercises consequent to the one from the movie Shrek was specifically done, to force them to practice those pronunciations as they read all the dialogues from the different activities. Even when there was so little time there was still somewhat improvement in the pronunciation and vocabulary management the students presented from the beginning until the end of the activities.

### **5.2.2 Test the importance of repetition in the learning of oral English, through the use of dialogues in sixth-grade students from Instituto de Desarrollo de Inteligencia.**

The repetition technique was quite useful when trying to get the students to act their parts as the characters from movies do. Surprisingly as they got more and more examples of how to properly pronounce and intonate the emotions the characters felt, they lost their fear and started to perform the emotions correctly they gave intensity to the reading such as the actors from the movie did, as well as the professor and the researcher did on the presentation they did for the kids.

The students learned some pronunciation of certain words they heard during the presentations of their classmates, professors, and the movie fragment they saw. The students didn't feel like the repetition was boring, in fact, due to the activities being so different from each other they didn't even feel the boring repetition they normally don't like. As the professors tend to abuse one teaching technique that consists in telling the students to repeat after them so that they can get the pronunciation through simple and obnoxious copycat exercises.

Repetition in this investigation has proven to not only be useful for pronunciation improvement but for all of the aspects that are part of speaking abilities. The oral skills the students improved the most are good examples of that.

### **5.2.3 Identify key words in sixth graders from Instituto de Desarrollo de Inteligencia. From their normal learning process through the use of the dialogue technique.**

During the research, the investigator realize that most of the students were having problems with the regular verbs -ed ending. They were pronouncing the "e" as we do in Spanish, but encourage them into the fact the "e" is never pronounced that the ed terminations even when they have three possible pronunciations, they never would have to pronounced the "e" on those kinds of words.

To reinforce that dialogues number #3 and #4(refer to dialogues number 3 and 4) had some ed pronunciations in the text to force them to be constantly face to face with these words.

Given the kind of activities students faced finding out more words that they were struggling with was a little complicated. The researcher couldn't give enough emphasis to the vocabulary and pronunciation, in order to have good results in such short time the researcher had to sacrifice the pronunciation a little. These two objectives are something that needs to be constantly in practice, by doing this during three lessons wouldn't be enough time to improve in that part of the oral skills pronunciation is something they need to practice frequently, in regards of improving and retaining their previous vocabulary and pronunciation knowledge.

As an example, how many times do parents have to correct little kids, in order for them to correct the words normally pronounced badly or vaguely. Therefore, in order to improve more than done in the investigation, those points need to be constantly being put to trial by the professor in charge. To conclude the technique can properly detect key words

they students are failing to pronounce correctly, but to improve the pronunciation it is needed more time than the researcher had, in order to work the words pronunciation or grammatical background with the students. They surely can improve in a short-term(refer to figures 1 and 4), but the best results will show when they are constantly put to work on those mistakes on a regular basis.

### **5.3 Restatement of the Research Question**

At the beginning of the investigation, we had a simple question to answer. Are dialogue using activities useful to improve sixth-graders' oral skills?

Given the results obtained from the investigation we can conclude that dialogues can be of great use to improve the students' oral skill. This technique provides the students the time and space to interact with each other and communicate in a simple way by just reading a dialogue. The activity requires a somewhat constant application. It can be also useful to accompany another topic.

The work also demonstrated that in short time it can show good results, but this activity was determined to get it's best results out from repetition and constancy. It is true the investigation had great improvement, but its main potential is in repetition, so the more you can use it the better results you will obtain out from this technique.

In conclusion the technique to show short-term improvements can be used and efficient, but repetition is the key to improve the results to be obtained from the dialogue using techniques.

The technique can be used alongside other techniques to complement the oral part practice of the topics presented by the professor.

#### **5.4 Unexpected Results (If any)**

At the end of the investigation, the researcher realized that the dialogue technique implemented, would actually improve the aspects he thought were the ones to get less benefit from the type of activities presented. Which were intonation and fluency. The whole objectives and goals of the research were presented as improving the students' pronunciation, at the same time as they expanded their vocabulary knowledge during the activities.

Maybe it was the way the activities were implemented, but the intonation and fluency were the aspects the students better corrected while reading the students didn't take too much into account the mistakes they made, but they did care about the pace of reading, pauses and tone of voice and intonation they used while reading the dialogues.

It doesn't mean they cannot improve pronunciation or vocabulary handling. Eventhough, there still were some improvements in those areas, but maybe the students had a safe environment to practice enough to improve the most complicated points when it comes to speaking a foreign language you don't dominate.

There was one student that didn't had that improvement in fluency and intonation, because even in Spanish she has troubles expressing feelings through her speaking, so she had a rough time improving her intonation and fluency. Even when the researcher asked her to keep reading even if she had a mistake, she stopped. This can be attributed to the advanced knowledge she has in English grammar and speaking skills, so she stopped because she in fact knew she was making mistakes and didn't like to make them.

Instead, she made improvement in the other parts of the oral skills she improved the vocabulary management and the pronunciation of some words she didn't know beforehand. At being unable to improve in those parts she unconsciously focused on the vocabulary words she didn't understand at first.

The students at first given the nature of the exercises were a little bit skeptic about acting and who wouldn't, if you are not used to, it might be frightening. The students eventhough, were really accepting when it came to acting with the props the researcher prepared for them.

It was really satisfactory to look at the students and being able to see them doing their best to act their part as they saw on the movie and the professor's examples

## **5.5 Recommendations**

If you want to focus on the pronunciation, the researcher recommends creating complementary exercises to work specifically in vocabulary pronunciation. Otherwise making notable improvements in that area will be complicated. These objectives require more time to be spent perfecting the students spelling the words correctly.

The dialogue technique is a great method to help the students practice their communicating skills non-stop, so this activity can be done every once in a while, to reinforce vocabulary words seen in class. It can be used as well to reinforce some grammatical structure the students are struggling with. The professor in charge can create dialogues specifically that frequently use the structure to be practiced. Even when they are mostly improving their oral skills as they read it they will get used to the sequence of words the structure normally has. This activity while they read can help the visual students

memorize other aspects of the oral skills. This technique as explained before can work well to complement some topics.

While applying this technique the researcher would strongly recommend to try not to run before you can walk. Meaning, focus on one oral skill at the time (max of two). If you want to focus on vocabulary and pronunciation its ok, but do not try to go full at once asking students to intonate, pronounce, be more fluent and work the words they find difficult because that won't happen. In this kind of technique, the students need practice to improve a specific skill, so it is important to give them that space and help as possible with their questions. Dialogues are a great technique to practice, but practice needs time.

That way professors can make sure that what the students are learning has strong basis forged with enough time for them to practice the skills one by one.

To create a good dialogue is vital in order for the students to easily understand the exercise and focus their full time into reading reputedly the dialogue before they have to read it in-front of the class. A good dialogue can save you a lot of questions and time lost when the students don't understand the activities.

This technique implements a way of repetition that students don't find boring unlike just copycat the teacher's pronunciation. The students from this private school easily adapted to the main purpose of the exercises. The good part is that the technique is so simple that it can be implemented in lower levels in which the kids know how to properly read.

Public education can also benefit from using this technique and could be a great way to make those students interact in English, which is something that seldomly happens in these

educational centers. The kids learn the structures, but they are never able to practice what they learn and with time they lose the order and start speaking in disorder.

The technique is a great window for public education students as well to practice their oral skills and improve them in a controlled environment, as the professor in charge helps students correct important basics as the students read the conversation and interact with their classmates during the activities. Usually, students don't interact in English not even in English classes, so these exercises can force the students in a safe way to interact with each other in the target language, even when they have not as much vocabulary as private education students have.

## **Annexes**

In this work there were used three dialogues within the activities prepared for the 6<sup>th</sup> grade kids from Instituto de Desarrollo de Inteligencia.

Sample #1 Evaluation dialogue Dialogue #1

Dialogue reading to be evaluated.

"Ana," said Kyle, "I need help moving this box of toys for the garage sale. Can you help me?"

"I am coming!" Ana put her book down and moved to lift one side of the box to help her brother. She looked down into the box. "Hey!" she said. "You can't give away your Harry Potter collection!"

"Well, I am not taking them to college with me." Kyle smiled at his little sister. "Do you want them?"

"Yes!" Ana smiled back. "I will read them all again, and it will remind me of how we used to pretend to be Harry and Hermione."

"They are yours, Squirt." As Kyle smiled at his sister, he realized how much things would change in the next few days.

Annex #2 fragment from the movie Shrek.

Shrek movie's dialogue.

**Narrator: Donkey and Shrek are now walking through the fields heading away from Duloc. Shrek is munching on an onion.**

**DONKEY:** Let me get this straight. You're gonna go fight a dragon and rescue a princess just so Farquaad will give you back a swamp which you only don't have because he filled it full of freaks in the first place. Is that about right?

**SHREK:** You know, maybe there's a good reason donkeys shouldn't talk.

**DONKEY:** I don't get it. Why don't you just pull some of that ogre stuff on him? Throttle him, lay siege to his fortress, grinds his bones to make your bread, the whole ogre trip.

**SHREK:** Oh, I know what. Maybe I could have decapitated an entire village and put their heads on a pike, gotten a knife, cut open their spleen and drink their fluids. Does that sound good to you?

**DONKEY:** Uh, no, not really, no.

**SHREK:** For your information, there's a lot more to ogres than people think.

**DONKEY:** Example?

**SHREK:** Example? Okay, um, ogres are like onions. (He holds out his onion)

**DONKEY:** (sniffs the onion) They stink?

**SHREK:** Yes - - No!

**DONKEY:** They make you cry?

**SHREK:** No!

**DONKEY:** Oh, you leave them in the sun, they get all brown, start sproutin' little white hairs.

**SHREK:** No! Layers! Onions have layers. Ogres have layers! Onions have layers. You get it? We both have layers. (he throws away the onion and walks off)

**DONKEY:** (trailing after Shrek) Oh, you both have layers. Oh. {Sniffs} You know, not everybody likes onions. Cake! Everybody loves cakes! Cakes have layers.

**SHREK:** I don't care... what everyone likes. Ogres are not like cakes.

**DONKEY:** You know what else everybody likes? Parfaits. Have you ever met a person, you say, "Let's get some parfait," they say, "Hell no, I don't like no parfait"? Parfaits are delicious.

**SHREK:** (Yelling) No! You dense, irritating, miniature beast of burden! Ogres are like onions! End of story. Bye-bye. See ya later.

**DONKEY:** Parfaits may be the most delicious thing on the whole damn planet.

**SHREK:** You know, I think I preferred your humming.

**DONKEY:** Do you have a tissue or something? I'm making a mess. Just the word parfait makes me start slobbering.

Annex #3 third dialogue

Maria: Hi John, how are you today?

John: I'm fine thanks for asking. How about you.

Maria: I'm good as well, sorry to ask but, did you make it to Tom's party last night? I didn't see you there.

John: Oh! was it yesterday, I completely forgot about it. I'll apologize to John later for missing the party.

Maria: What a shame you didn't make it it was really good everyone liked it a lot even Steve who was a little shy at first, but he really became a part of the party dancing solo on the dance floor and everything. He had some crazy moves.

John: Really? Steve? WOW that really is surprising. Well, I better go get Tom a birthday present anyway to apologize. See you later Maria.

Maria: Wait John, did you do the Spanish homework already?

John: I completely forgot.

Maria: I was wondering if Kate helped you yesterday, but I can tell she forgot too.

John: Yes, she did. Can you help me instead?

Maria: Yes, I can meet me at the library in two hours. Make sure you at least have the first two exercises finished. Otherwise, it will be too much homework to do in so little time.

John: Understood, see you their teacher Maria.

Annex #4 Fourth Dialogue.

Henry: Hi Marcus, do you want to come with us to the beach?

Marcus: Sure guys, when are we going then?

Henry: Let's meet at the A-Mart just outside of town, so that we can get supplies for our vacation. Sounds good?

Marcus: Yes, I'll meet you there.

Marcus: Did you bring everything we need Henry?

Henry: I think so.

Marcus: Let's check really quick. Towels, sun block, soda's?

Henry: Yes, check all those.

Marcus: Plastic plates, glasses and coal for the barbeque?

Henry: Oh no! I forgot the coal for the barbeque. I wanted to go so fast I forgot those things as well. Wait for me I'll go back to the store and get them.

Marcus: Ok, make sure you don't run this time. We still have plenty of time to get there.

Henry: Phew! it was a great day with the guys at the beach, right?

Marcus: Yes, it was, but wasn't it a little bit too hot, I mean even for the beach?

Henry: Well, it was. Remember when Hannah missed the swing at the watermelon? Ha-ha that was really funny.

Marcus: Yes, it was really fun to look at. I missed you guys a lot at my new high school.

Henry: I can tell we all feel the same.

Marcus: Thanks for going to my house and get me invited. I had a great time.

Henry: Hey no problem, bro you know we are just a few blocks away. Anytime.

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