

Storybook reading strategies to enhance English skills with preschool children in Honduras

Estrategias de lecturas para desarrollar el inglés en los niños de preescolar en Honduras

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Abstract

Storybook reading is an effective tool in the classroom. It goes beyond a time of enjoyment; it can also be an ideal strategy for working in various areas and contents. It is thinking on this input of storybook reading that preschool teachers must value the practice of reading stories as a productive time in the class. It is important for educators to know the strategies used for reading story books, and applying them appropriately in the classroom, to make it a fun and educational experience for the teacher and the students. This article introduces the use of reading strategies used by the preschool teachers in some bilingual schools in Tegucigalpa. Also, the article shows the results from the observation of these reading activities. The findings of this study show how some teachers in this country use storybooks to teach English.

Keywords: preschool teachers, reading animation strategies, storybooks

Resumen

La lectura de cuentos es una herramienta eficaz en el aula. Significa algo más que tiempo de diversión dado que también puede ser una estrategia ideal para trabajar diversas áreas y contenidos.

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Los maestros de preescolar deben valorar la práctica de la lectura de cuentos como un tiempo productivo en la clase. Es importante que los educadores conozcan muchas estrategias para la lectura de libros de cuentos, y que las empleen de manera apropiada, para que sea una experiencia provechosa y divertida tanto para los estudiantes como para el docente. En este artículo el uso de estrategias de lectura utilizadas por los maestros de preescolar en algunas escuelas bilingües de Tegucigalpa, Honduras, con énfasis en los resultados de la observación de las actividades de lectura. Los hallazgos de este estudio muestran cómo algunos maestros en este país utilizan los cuentos para enseñar el idioma inglés.

Palabras clave: estrategias de animación de lectura, libros de cuentos, maestros de preescolar

Introduction

Reading a book provides children with great experiences into the world of literature and social involvement. Thus, it is important for educators to know the strategies used for reading story books, and applying them appropriately in the classroom, to make it a fun experience for the teacher and the students. Gillandres & Castro (2011) refer to “When reading stories aloud, teachers need to use strategies that maximize the opportunities for the children to understand the text, which will help them to develop their vocabulary and listening comprehension” (p. 91).

Spite of the literature available about using books to teach reading in preschool is vast, there are no studies done in Honduras about this topic. This research project aims to investigate how teachers use stories in the teaching of language to preschool students in some bilingual schools in Tegucigalpa, and their interaction when fostering the development of children’s English language skills, by documenting the strategies of teachers when they read to children. When the teacher reads stories to children it has an impact on their overall development and future learning.

Additionally, considering that children like to hear stories, most of the time, preschool teachers use them as a type of activity: to read a storybook to an individual child or to a group of children. There are usually reading corners or book places in every classroom, where teachers schedule this activity.

Since the researcher has more than 5 years of experience as a preschool teacher, she experienced the necessity of preschool teachers to know how to apply strategies in appropriate and effective ways to explore the storybooks functionality. When every new school year begins, the students are required to bring a story book to share with their classmate at school and to keep it inside the classroom in a reading corner. She has also observed that some of those books were too long for the student's age, and most of the students were not paying attention during the reading activity.

Even more, when talking to her preschool colleagues about reading stories, we observed that they had some doubts on how to do this activity in the right way.

We thought that reading a story book could not just be reading the content from the story, but how one shares it with the children; this makes the difference. Then, we became interested in investigating how teachers read stories to preschoolers.

However, teachers know that the use of storybooks is one of the most important tools teachers can use to support the development of early language and literacy skills. Based on the observation from the researcher, one can find that many teachers have a lack of information on strategies on how to read story books to the preschoolers, to stimulate the student's attention and to enrich its learning's.

Literature Review

Preschool education

Pre-school education is known as a program that prepares children for primary schools. It takes the form of nursery, daycare, or kindergarten. Several authors have different points of view about the term preschool education. According to Kozulin (2003) the term preschooler is used by post Vigotskians to describe those children between ages 3 and 6; which is the period when this instruction goes through its initial stages. It is when children use language to transform their perception and begins to shape their attention, memory, imagination, and way of thinking. Honduran education has also made great improvements regarding preschool education.

The National framework from the Honduran Curriculum (CNB, 2015) states that six-year-old children have the opportunity to build their personality, identity, and autonomy; in which they can go beyond the family environment through school atmosphere and other similarities. The Organización de Estados Iberoamericanos, [OEI] (2001), mentions the Honduras Education Law, Title II, Chapter I of preschool education, Article 19 in which it is stated that: “La Educación Preescolar es la que recibe el niño en las escuelas de párvulos o jardines de infancia, con el objeto de guiar sus primeras experiencias, estimular el desarrollo de su personalidad y facilitar su integración al medio” (p. 41)²

▪ *Purpose of preschool education and preschool education in Honduras*

Preschool is an opportunity for children to be creative and to begin opening their minds under the guidance of teachers who have been trained in youth development and learning theories. Also, children’s basic skills are developed while they are participating in preschool education. For some authors during “... the preschool period, gross motor abilities are highly developed, with running, jumping, and balancing usually occurring age 2-3” (Luby, 2006, p. 48).

The preschool education in Honduras has the responsibility to assist children ages 5 to 6. Preschool education is supported from the public sector and also through private and private bilingual schools. The Fundamental Law of Education Art. 8 establishes that one year of preschool education is mandatory and also responsibility of the State. Art.21, also, states that this level of education is free of charge, compulsory and has the purpose to facilitate the development and growth of children in all areas of their lives (La Gaceta, 2012).

The Importance of storybooks in preschool education

It was assumed that children learn to read and to write well only after they entered elementary school. However, it does not mean that young children should not be in contact with books; teachers may stimulate a child’s interest in reading by reading stories to them. Reading stories is a great activity that allows children to develop vocabulary and listening comprehension skills.

²the Preschool Education receives children from nursery schools or kindergartens, to guide their early experiences, stimulate their personality development and facilitate their integration into the environment” (p.41)

According to The National Institute of Education, Anderson, Hiebert, Scott & Wilkson, (1985) refer “the single most important activity for building the knowledge required for eventual success is reading aloud to children” (p.23). Thus, reading to children may help them learn about different topics and to understand how the story is structured. They will also learn that (1) text is a word written down, (2) letters in specific order form a word, and that (3) there are spaces between words, as well as it may facilitating their formal reading.

Types of storybooks for preschool education

Children’s world books are vast and children’s first experience with literature demands to be enjoyable. A child’s linguistic knowledge is limited at this age; adults have to find ways to make a book interesting. Hopkins (2009) suggests that the books have to include familiar characters: kids love to see familiar faces. These books transmit security and control in a world that at times may seem very large and scary. Also, there are storybooks for daytime, naptime and bedtime; stories with simple, sweet text are the perfect choice for snuggling before bed. It is significant to allow young children to be able to handle different types of books, at the same time, the adult or the teacher needs to understand that the book has a different value or interpretation and can be presented in different ways using objects, puppets or toys.

As teachers of young children, we know there are many types of books that can help them develop their minds as readers and attract them into the world of reading. The big books are one more option. It was noted that the use of big books guide children in identifying the item. An enlarged image is likely to make the item easier for your child to be familiar with the item. Curtain and Dahlberg (2004) state that using big books enables early language learners to learn to read first by “reciting and memorizing, recognizing sight words, and decoding the text . . . and to begin matching oral language with the written word” (p. 91).

Teaching ESL speaking skill strategies in preschool

Teaching English as a second language is one of the most rewarding jobs. This can be true when teaching children under the age of 5, where fun classes are required almost all the time. At this age their speaking skills are limited, so the use of effective teaching is essential to students when



acquiring the new language. To maintain a young child's attention in a classroom, one has to make them enjoy the class and laugh. "Successful early learning occurs when both teachers and children are actively engaged" (Klein & Knitzer, 2006, p.16). There are several Teaching ESL speaking skill strategies in preschool. The Supporting Bilingual Children in the Early Year Foundation Stage (EYFS, 2008) presents useful strategies for developing communication in English. For instance: "Self-Talk- Where this strategy, Parallel Talk, Repeating, and Modeling" (p. 9). Also, Kosur (2012) provides some tips for Educators that ensure the linguistic success of their ESL preschoolers. Some of the tips are following:

Educator should speak clearly and slowly with short, simple sentences that contain age-appropriate vocabulary.

1. Communicate with facial expressions and gestures so that children who do not understand the words can figure out the meaning of the utterance from the context. For example, look and point at a clock or watch when asking, "What time is it?"
2. Pay attention to the facial expressions and body language of the students for signs of understanding or confusion.
3. Use the same language (vocabulary and syntax) for repeated activities and tasks to reinforce memorization and learning.
4. Pause frequently to allow for time for students to process the meaning of the utterance.

The storybooks as teaching strategies used by the teachers

There are several benefits teachers should know about the use of strategies to read storybooks. Teachers can use some reading strategies to engage, motivate, and be sensitive to children's needs (Zucker, Ward and Justice, 2009). Moreover, teachers should plan the class to read storybooks. In addition, the authors Beauchat, Blamey & Philippakos (2012) believe that a good read-aloud activity for Pre-K and primary varies in length; however, a good rule of thumb is between 15 to 25 minutes long. Beauchat, Blamey & Philippakos present some tips to think of read-aloud experience:

In terms of what happens before reading, teachers should begin with a good book selection—what book will match both your literacy instruction and your students' interests well? During, be enthusiastic, expressive, and dramatic. Weave in meaningful literacy instruction, and involve the audience through their participation and after reading it is necessary to summarize the central idea of the text, and the literacy or skills you practiced. Ask students what they thought about the text and why. (2012, p. 5).

Also, Beauchat, Blamey & Walpole (2010) recommend to use three comprehension activities with young children: “taking a picture walk to build background knowledge, making predictions about the text, and retelling what happened in the story” (p. 49).

How to use books to develop English skills in preschool children

The proposal in this framework is to present a list of suggestions from some authors to facilitate the use of books, recommending the English skills in preschool children. There are so many ways to use stories in the classroom that make possible the student's learning. Sometimes, several teachers want to use stories but they do not know how to start with them. “One of the most important things to know is that when reading stories aloud, teachers need to use strategies that maximize the opportunities for the children to understand the text, which will help them develop their vocabulary and listening comprehension”. (National Association for the Education of Young Children, 2011, p. 2) According to Bleakley (2012) reading aloud builds skills like vocabulary recognition, comprehension, and print awareness. She considers that if teachers make use of this activity, they have to choose books without a lot of text on each page and they have to read the book several times until they are familiar with it. They also have to show students the front of the books and tell them the name of it and the name of the author, and they have to give students a short introduction about the story before reading the book. Also, they should read the book with enthusiasm, and remember to give the student a brief explanation about the unfamiliar vocabulary.

Reading aloud to young children is a fantastic shared activity that promotes early language skills. Teachers can apply this activity every day by including several strategies during the reading to



teach English. As this brief literature review shows, there are a great variety of ways teachers can use to make the teaching of English in preschool a fun and enriching moment.

Stages of reading development

Learning to read is part of the developmental process and then teachers should know the stages of learning to read their students to be successful readers. According to the Chall (1983) there are 6 stages of reading development:

Stage 0- Pre reading, approximately six months to six years the child retells story looking at the pages of books, names, few words and phonological awareness.

Stage 1- Initial reading and decoding (6 – 7 years old); in this stage children learns relation between the letter and sounds, code breaking of letters and sounds.

Stage 2: Confirmation and fluency (7 – 8 years old); children read simples, familiar stories and selections with increasing fluency. Reading comprehension begins and most of the children may read 100-140 words per minutes.

Stage 3: Learning the new (9 - 11years old & 12 – 14 years old); reading is used to learn new ideas, to gain new words, to experience new feelings, children read with purpose to learn, to expository text and technical words begin when reading more complex text.

Stage 4: Applying multiple perspectives (personal, disciplinary & critical) (15 - 17years old); the readers may read complex materials, compare and evaluate multiple points and developing vocabulary.

Stage 5: Constructing & reconstructing knowledge and practice (18 year old and beyond); reading is for personal use of knowledge, synthesis and hypothesis.

Studies done in the field

There are many articles and studies that have been done about reading in preschool. However,

there are two relevant studies that could be used to summarize the work done by teachers and scholars as they try to teach using story books in the preschool classroom.

First, the study by Bay, D., & Cetin, O. (2014). Storybook Reading Strategies of preschool Teachers in the USA and Turkey examines storybook reading strategies of preschool teachers in the USA and Turkey. It shows the time teachers spend doing reading activities in both countries.

It was conducted in two preschool classrooms with three and four-year-experienced two classroom teachers, located in Kirikkale in Turkey and in East Lansing, MI, in the USA. Each teacher was observed during 15 reading activities, so this study totally examined 30 storybook reading activities.

The second study by Dunst, C., Simkus, A., & Hamby, D. (2012). Effects of Reading to Infants and Toddlers on Their Early Language Development; it had the purpose to understand the effects of reading to infants and toddlers in a meta-analysis of six intervention studies which included 408 participants.

This meta-analysis is one of two Centers for Early Literacy Learning (CELL) reviews that examine the effects of early-onset shared reading to infants and toddlers. The goal of the meta-analysis reported in this CELL review is to ascertain if interventions increased the frequency and type of reading to infants and toddlers have beneficial effects on the intervention group participants' language outcome.

Methodology

This study has a qualitative approach for several reasons. First, according to Bogdan et al. (2003), in general, qualitative research methods are especially useful in discovering the meaning that people give to events they experience and that are precisely what we proposed as objective in the study.

▪ *General objective*

To know how teachers use story books in preschool for the teaching of English language to develop the reading competences in children.

▪ *Specific objectives*

To identify the skills and competencies developed by teacher's storybook reading in preschool children.

To describe how preschool teachers from the cases studied use storybooks to teach language to their students.

To classify the different types of books used to read stories to preschool children.

To characterize the strategies used by teachers while teaching English as a second language.

To analyze how teachers are using storybooks, what they do and what strategies they use to enrich the learning process in preschoolers.

▪ *Research questions*

What competencies and skills are developed while reading storybooks to children at preschool level?

How do preschool teachers use storybooks to the children to teach English?

What are the different types of books used by teacher to read stories to preschool children?

What are the strategies used by the teachers while teaching English as a second language?

How are teachers using storybooks in preschool?

What are the strategies that the teachers use before, while, and after reading storybooks?

Study design

The research adopted a descriptive point of view; this technique allowed exploring the perceptions and experiences of the participants in relationship to the object of study, providing a detailed profile of how teachers use storybooks for teaching English language at bilingual schools in Tegucigalpa. The study intended to obtain information and to describe the process of how teachers read storybooks to children.

A case study is basically what the researcher developed throughout the whole qualitative research process in which description is done as much as possible to provide a clear view of what is being done when reading storybooks to preschoolers. The phenomena under research were the strategies used by each one of the teachers who participated in the study to read storybooks to preschoolers. These teachers are a selected, group of qualified preschool teachers who work in the participant bilingual schools in Tegucigalpa city.

Categories

A category system was conducted to allow all of the data to be categorized systematically. All of the ideas based on the strategies from different subtitles from the literature review were adopted. Based on the information from each subtitle, the researcher elaborated a checklist guide including some important aspects to be observed before, during, and after teachers read a storybook. Here we provide some examples of the categories for each question from the interview: selection of books, frequency of reading time. And also some examples of categories from the checklist: introduced the story, showed the cover and ask for predictions, etc.

Coding system

Coding has to do with ways to represent the participants, institutions, instruments, etc., without having to name them all the time. Also, coding helps into the researcher compromise with the participants to keep the secrecy and anonymity of the participants. We designed the coding system to understand which strategies teachers used before, during and after reading. Teachers took decisions freely, like choosing the story, its materials, and the strategies to use.

This example shows exactly what the coding is about. For the interviews, the Schools and participants were coded using letters and symbols (S1L where S=school, 1 =Number it appears in the tables, and L the initial letter of the school's name), this was done because the information is just pertinent to the researcher

Subjects and participants

The study was conducted in 10 private bilingual schools in Tegucigalpa, Honduras. As we know, there are many bilingual schools in Tegucigalpa, but not all of them allow visitors, and even worse, researchers in order to conduct a study. In that sense, 10 preschool teachers were considered. The 10 teachers were female, with ages between 21 and 44 years old. The participants had at least 3 years of experience in teaching a pre-school level. Each teacher had approximately between 16-20 students in the classroom.

Data Collection

To perform this study the researcher used interviews, checklist, and research diaries to collect the data, which allowed the researcher to observe, register and analyze the actions happening in their natural environment.

a. Interview

This instrument had 11 open-ended questions that were set in an interview-guide. As part of the interviewing process, the researcher recorded the whole interview to verify and to catch deep details about each of the topics addressed during the conversation.

b. Checklist

The researcher elaborated a checklist as an instrument for verification of the general guidelines performed by teachers and the strategies used to do the book reading activities. The checklist had three moments which were under observation: strategies used by teachers before, during and after reading a book.

c. Research diary

This instrument was certainly one of the most important tools during this study; it allowed the researcher to document details from the ten teachers during each reading activity. The diary was used to write about concerns and questions that came about during the two whole days of observations in each reading class. It was observed teacher's attitudes towards reading stories, communication with children and time spend with the students. Also, we observed the children's positive reactions. Every event possible was registered in the diary. Additionally, the diary also included notes we considered important about things that happened during the interviews and the observations conducted for this study.

▪ *Analysis of data*

Several techniques were used during the analysis to explore and process the data. Each one contributed to the final stage of the study by allowing the data to be viewed from different perspectives. For data reduction, the researcher performed this activity processing the mass of qualitative data obtained from the interviews, observation guide, and research diary, reducing and organizing the content in units of analysis or categories, writing summaries and discarding irrelevant information.

The data was organized and processed, and then the results are presented as a narration as the events occurred while the teachers read storybooks to children.

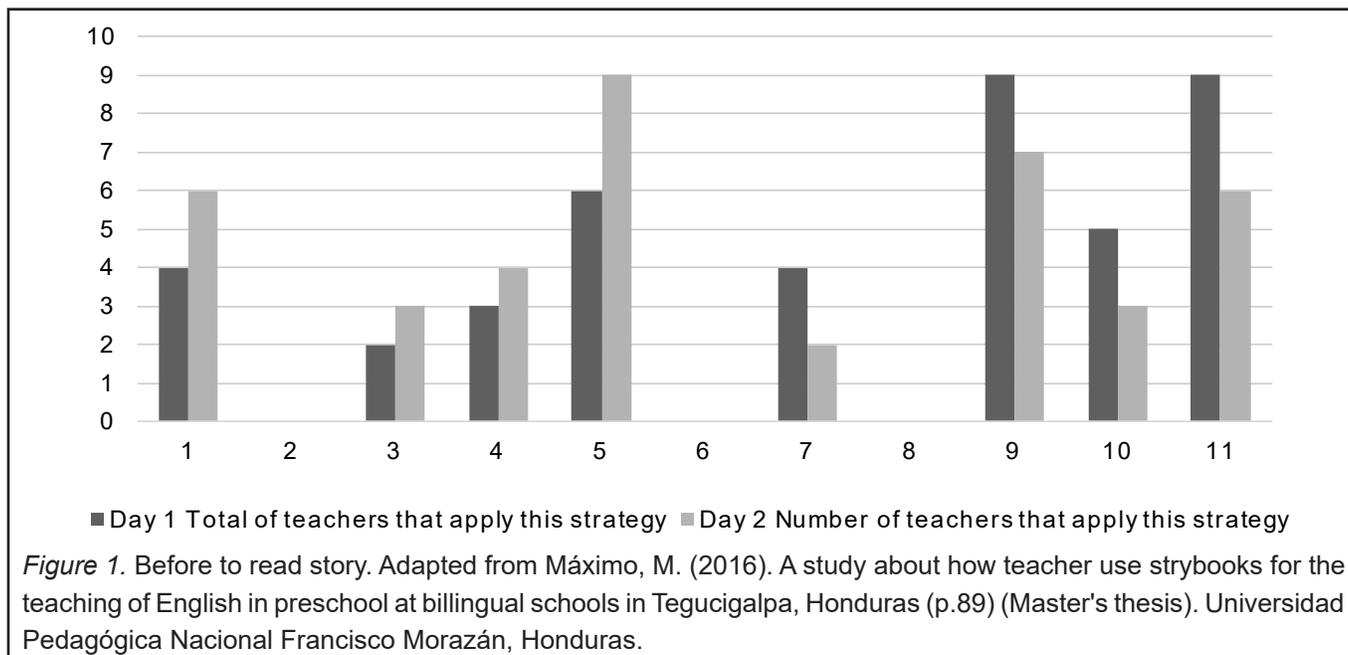
Results

In this section, we describe the analysis of all the data collected from the interviews, checklist, and research diary. Each group of data was organized in a different way and presented as a narration. First, for the interviews, the information was transcribed, compared and then the answers of every participant were analyzed at the same time. At the end, all the answers were compared to get the main finds from the interviews.

Finally, regarding the checklist, a table providing the information obtained was designed, which

included the data from the first and the second-day of observation; then, the results were resuming in a graphic and also in a narrative form.

Before the reading



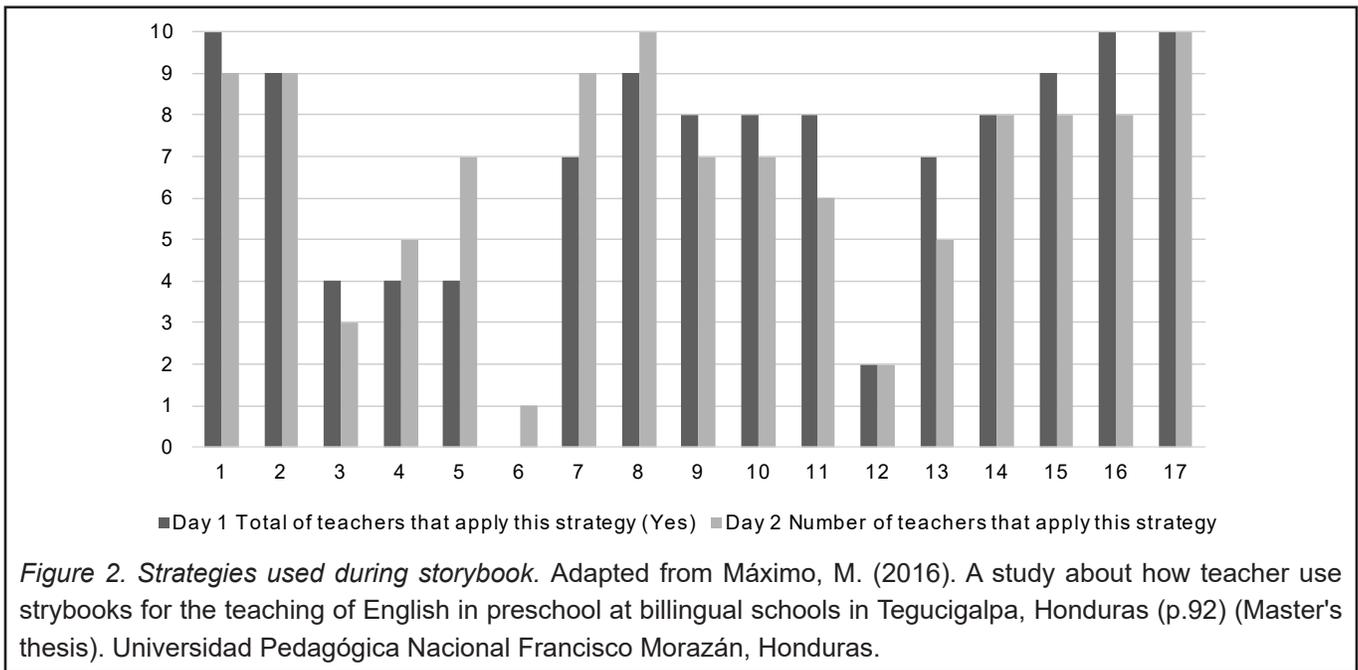
The strategies are the following: 1-She introduced the story before reading. 2- Mentioned the name of the author. 3- Showed the cover and makes predictions before reading a text. 4- Encouraged the children to pay attention to the story. 5-Explained that there is an order from left to right and top to bottom; the book has a cover, title, authors, etc. 6-The teacher placed the children in a circle or in an appropriate area for reading, and they choose books on topics that interest children. 7-If the book was big; teachers place the book with the group of children so that children can visually follow the lines read.8-The story was brief and clear. 9- Shared knowledge and experiences that were related to the story being read. 10-They had selected reading material early. 11- They were reading at the same height of children.

The data collected showed in the first observation day only four of the ten teachers introduced the story before reading it. While, on the second day of observation it was found that six teachers did it.

In both days of observation, only two teachers mentioned the name of the author when reading the book. It's a way for the kids to know who created the stories and this way the kids will get a costume to mention writer's stories.

The researcher observed that three teachers showed the cover and made predictions before reading a text, moreover, for the second day there were four teachers that did it. Another aspect observed was that most of the teachers used encouraging words towards the children to pay attention to the story. Some teachers placed the children in a circle time or in a place where they can share the stories and chose books on topics that interested to the children. In addition, just a few teachers have big books. Most of the teachers choose brief and clear storybooks. According to the data, for the first day, half of the teachers shared knowledge and experiences that were related to the story being read; but, the second day it was less than five who applied this strategy.

During the reading



The strategies are the following: 1- She emphasized the images and the relationship with the context. 2- Allowed the children participate during reading. 3-Made predictions about what follows in the text. 4- Repeated interesting words or rhymes while reading or at any other time.



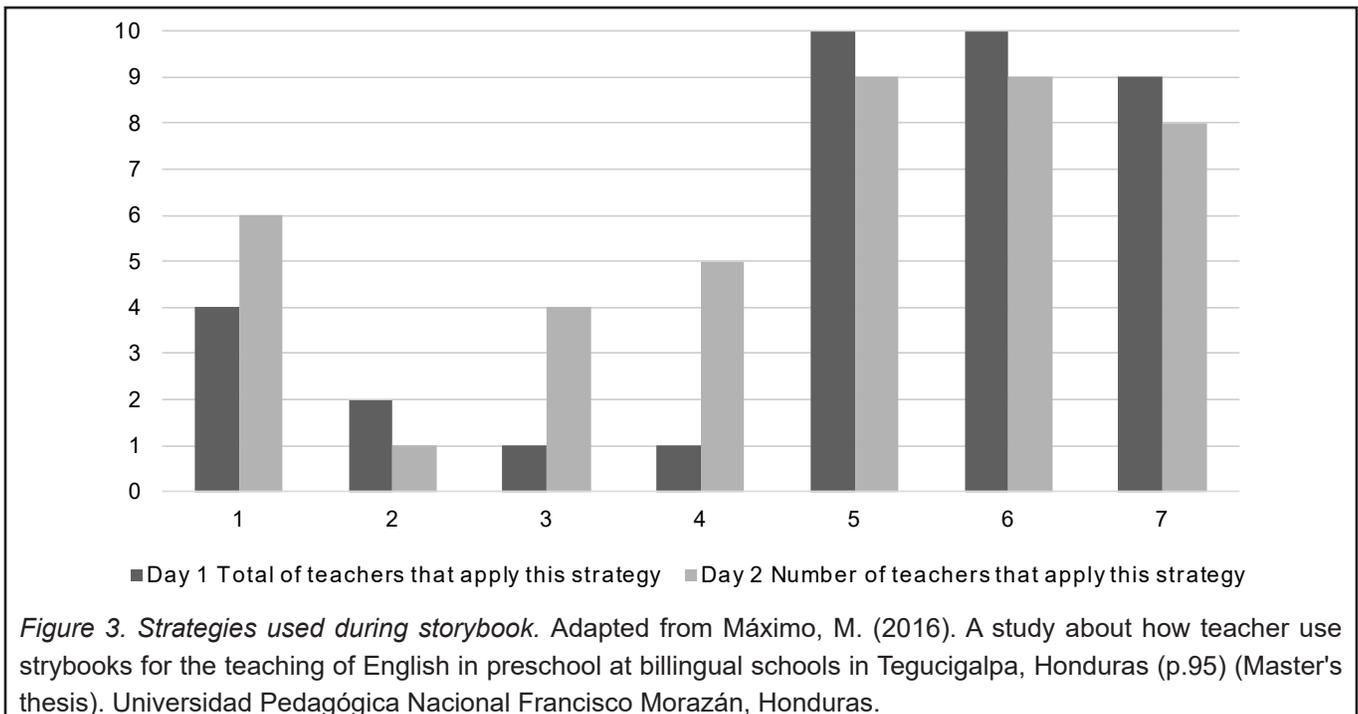
5-As you read, was showing the words so that children can become familiar with the literature. 6-Teacher emphasized the children to use words heard and speaking are represented by a series of graphic marks called letters. 7- The teacher used illustrations to clarify a word or sentence. 8-Showed the illustrations as you progress in reading. 9- Encouraged children to pay attention. 10- Used proper expression and enthusiasm, so as to constitute a model of good reader in front of them. 11- Introduced new words using gestures, pictures or using definitions. 12- Used different voices to represent the various characters in the story. 13- Asked the children to name unknown words. 14-In the reading process checked if the children understand the text. 15-The teacher can catch the student's attention through the language. 16-While was reading; attend to the interest and other reactions of children during reading. 17-The teacher's read the story with their children around without giving back.

The checklist showed that the first day of observation the ten teachers emphasized on the images and the relationship with the context from the story, while on the second observation, only one teacher did not do it. For the first and second day almost all teachers allowed children's age four between 5 to participate during reading. Less of the half of teachers made predictions about what follows in the text and repeated interesting words or rhymes while reading or at any other time. For the first day four teachers were showing the words so that children can become familiar with the literature while they were reading, but for the second day seven teachers used this strategy. Both days, almost all teachers told the children to use words that they heard and practice them in their speaking, the teacher showed the children that the letters are series of graphic marks in the books and that we can learn how to read them, and they also used illustrations to clarify a word or sentence.

During the two days of observation in each class, between seven and eight teachers in both days, encouraged children to pay attention and used proper expressions and enthusiasm, so as to constitute a model of a good reader in front of them. However, almost ten teachers showed the illustrations as they progressed in reading. More than half teachers introduced new words using gestures, pictures or using definitions. Just two teachers during these days used different voices to represent the various characters in the story; they asked the children to name unknown

words and during the reading process checked if the children understood the text with the strategies that teachers applied. In addition, it was observed that nearly all teachers could catch the student’s attention through the language content; while they were reading, they paid attention to the interest and other reactions of children during reading, and read the story with their children without going back.

After the reading



The strategies are the following: 1. The teacher repeated important words. 2. It ended with an activity. 3. Allowed the students make comments about the story, and to share with each other their impressions. 4. Established positive comparisons between characters and children. 5. Read the entire story. 6. The story was fun and interest to children. 7. Praised the children when they participate.

On the first day of observation, four teachers repeated important words to children, while the second day six did it. Less than five teachers after reading a story applied an activity that has relationship to the story. None of them allowed the students to make comments about the story,



and to share with each other their impressions. Most of the teachers read the entire story, and praised the children when they participated. Most of the teachers looked for stories that were fun and catch the interest of children.

Triangulation

The triangulation used for cross-checking and verification of data was done through the use of the information collected from teachers' interview observation guide, and the research diary.

The interviews result it was observed through the ten teachers interviewed, most of them choose a book according to the topic they are going to teach and the frequency they read a storybook to children is almost every day. Only some teachers preferred to read a storybook once and twice a week.

The checklist results, we detected that less than half of ten teachers made predictions about what follows in the text and repeated interesting words or rhymes while reading or at any other time.

The research diary all teachers dedicated time to read the story, but it was observed that many teachers do not have a specific time to do it.

Findings

Most of teachers interviewed believe that reading storybooks helps their student's comprehension and vocabulary, and improves their speaking skills. Also, the study shows that the teachers use the storybooks to teach English by making questions about the story, repeating short words from the story, or repeating the vocabulary.

In spite of the teachers' choice of brief and clear stories, one found different points of view about the types of books used by them to read to children. Most of them chose a storybook according to the topic they are teaching. However, it was observed that one educator preferred to have a storybook with different stories, and then decided what story would be read from this book. Besides, it appears from the results that the use of big books is still limited.

It is suggested that preschools authorities support the teachers to receive trainings about storybook strategies. Because, knowing reading storybooks could be more successful, by accelerating children's oral vocabulary and listening comprehension. The way books are shared with children matters (Dickinson, 2001) emphasizes that effective read-aloud are those in which children are actively involved asking and answering questions and making predictions rather than passively listening.

It was common that before reading a storybook most of teachers used to select reading materials in advance and encourage the children to pay attention to the story. Though, few of the ten research participants lacked to explore others strategies that could be applied before such as: introducing the story before reading it, showing the cover, making predictions before reading text the book, and mentioning the name of the author. To explain that there is an order from left to right and top to bottom; the book has a cover, title, authors, etc. Also, forgetting reading at the same height of children. Few of the teachers placed the children in a circle or in an appropriate area for reading, but they chose books on topics that interest children. An important fact mentioned by the teachers is that almost all classrooms did not have a corner or appropriate area for locating the children during story time. In addition, the study showed that most of the teachers do not use reading at the same height of children.

We also conclude that while the teachers were reading the story, most of them used a variety of strategies like: emphasizing the images and the relationship with the context; allowing children to participate during reading; they used illustrations to clarify a word or sentence; showed the illustrations as you progress in reading; encouraged children to pay attention; used proper expression and enthusiasm, so as to constitute a model of good reader in front of them.

Also, most of the teachers introduced new words using gestures, pictures or using definitions; asked the children to name unknown words; in the reading process checked if the children understand the text; and the teacher's read the story with their children around without giving back. It is worth noticing that a small number of teachers made predictions about what follows in the text, and used different voices to represent the various characters in the story.



According to the data, after reading storybooks, even though all of teachers read the entire story **and it** was fun and interest to children, it was observed that most of teachers did not give opportunities to the students to make comments about the story, and to share each other their impressions. Furthermore, at the end of the story, the teachers were not sure what they could work with their students about it. It is also important to mention that teachers did not use enough strategies to support children's speaking skills.

Finally, we can conclude that teachers would like to know more strategies to read a book, to catch the student's attention and to control the students to pay attention.

Recommendations

This study suggests that the practice of reading storybooks to the students is essential to make the students become future good readers, especially since they are young. Krashen (as cited in Jain, 2014) states that "when students read for pleasure, when they get 'hooked on books', they acquire, involuntarily and without conscious effort, nearly all of the 'language skills' many people are concerned about" (p. 149).

The study also suggests that knowing and using special strategies to read storybooks has been effective because they help the children to maintain their interest in the story and help the teachers to reach effectively these children.

Therefore, this study confirms that the teacher may create opportunities for children to develop their listening comprehension, their ability of replaying different questions and to practice their vocabulary knowledge throughout reading sessions.

Moreover, we recommend this kind of research should also be done for different age classrooms and settings for understanding the preferred strategies by Honduran teachers.

Finally, is recommended to apply the data instrument following the correct order, first the interviews and then the checklist in order to facilitate the researcher understanding what they said.

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