ABSTRACT

Storytelling and listening skills can benefit foreign language learners since they are used by teachers in education in order to help students acquire a foreign language. We know the four skills (listening, reading, speaking and writing) are important in the foreign language learning process; however, in our opinion, listening is the most important skill to develop when the students learn another language, since we are listening all the time in our daily lives. We should adequately develop the listening skill in our students.

Storytelling is an effective tool to improve the listening skill in children. Therefore, teachers have to consider storytelling as an important motivating teaching resource, since it has the power of enriching and making people interactive in the English class with students, especially when working with children because they enjoy learning English through stories, so their learning will be easier.

Using storytelling in the EFL classroom will help children to develop the listening skill. In this way, they are going to enhance the development of vocabulary, thinking and interaction between teacher and students. The purpose of introducing stories and activities in the classroom is to give teachers a good material to develop the target language effectively.

KEY Words

Storytelling  Listening Skill Children  EFL Classroom
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CARRERA DE LENGUA Y LITERATURA INGLESA

“Storytelling: How to Develop Listening in Children 8 to 10 in EFL Classroom”

Tesina previa a la obtención del Titulo de Licenciada en Ciencias de la Educación en la Especialización de Lengua y Literatura Inglesa.

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CUENCA-ECUADOR

2012
AUTHORSHIP

ALL THE CONTENTS OF THIS MONOGRAPH IS THE EXCLUSIVE RESPONSIBILITY OF ITS AUTHORS

____________________  _____________________
TOA PICHIZACA                                                   CECILIA URGILES
DEDICATION

I want to dedicate this research work to my parents because they have always supported me during my studies from the beginning to the end, unconditionally and they have been with me during the happy and difficult moments of my life. Also, I want to dedicate this work to my two sons, Jose Luis and Leone, and to my husband because they have given me strength and motivation to achieve my goals to become a better person and a better professional.

Toa

I want to dedicate this work to my parents because they have always supported me during my studies from the beginning to the end, unconditionally, and they have been with me during the happy and difficult moments of my life. Also, I want to dedicate this work to my daughter because she gives me strength and motivation to continue working and studying to be a better person and a better professional.

Cecy
ACKNOWLEDGEMENT

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In addition, we want to thank our teachers who taught us daily how to be excellent professionals and for being patient and helpful.

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INTRODUCTION

The purpose of this research is to suggest some strategies to develop the listening skill with activities in the EFL classroom by means of storytelling. This research focuses on children aged 8 to 10 in order to involve them in the development of vocabulary, thinking, and interaction between teacher and pupils. This work is made up of six chapters.

The first chapter mentions in detail the problem, the justification and the objectives of this work. Thus, it provides general information about the topic.

The second chapter deals with the ways we have to improve the listening skill in children in the EFL classroom, specifically through the use of storytelling. According to this study, storytelling is a framework for guided inquires that use storytelling resources as a foreign language source. Finally, this chapter also discusses the importance of the listening skill activities through storytelling into the classroom.

The third chapter provides information about the methodology used to collect data. Interviews and surveys were used to get information about the teachers' knowledge regarding storytelling.

The fourth chapter provides an analysis of the results of the interview and survey. Also, chapter five presents some activities which were developed through the use of storytelling to develop the listening skill in the learning process.

Conclusions and recommendations are presented in the last chapter.
CHAPTER I

1.1. Topic
Storytelling: How to Develop the Listening Skill in Children Aged 8 to 10 in the EFL Classroom

1.2. Description of the Problem

This research work tries to suggest strategies to improve the listening skill in children aged 8 to 10 through storytelling in an EFL classroom.

According to our experience, we have realized that listening is an important skill for kids. But students are worried about the learning of the listening skill in English, since they think it is difficult to learn, as well as teachers are worried about how to approach the teaching of this skill. In this aspect, our research tries to suggest some appropriate activities to improve the listening skill since there are suitable materials and strategies which help learners and teachers to create good environment so students may feel comfortable. For example, the use of storytelling in the classroom. By nature, children enjoy stories. This can be connected to teaching a foreign language, but we have experienced that the process of storytelling is not accomplished in an appropriate way as expected. Therefore, learning becomes routine and not very motivating. As a result, students feel bored, discouraged, and do not understand the message. This situation can be overcome by implementing listening activities in order to engage the students in dynamic and fun stories. That is why we suggest teachers to use storytelling appropriately to develop the listening skill in children and help them fulfill their expectations.
1.3. Justification

We have chosen our topic for two reasons: first, to suggest the use of storytelling in the classroom in order to encourage the use of language in a real context, as well as to help students understand the message. Second, we want to produce material to motivate children, and thus to help them improve the listening skill through the use of storytelling.

We know English is an important element to communicate around the world. However, it is very important to use strategies to help children understand English by telling interesting stories to them. In this way, listening activities will provide with some hints to use the foreign language correctly. This kind of learning motivates children to become fluent in English, so listening activities give productive tactics to understand vocabulary, phrases, intonation, and sounds. Through these activities, children will be motivated to use the language, which will give them the opportunity either to understand the language or to share some ideas. Moreover, we consider it important to use the listening skill in the classroom since it motivates, engages, and improves fluency. This means children will enjoy learning English because we should choose stories which will be centered on themes of their interests, which will help them understand the story and to improve their listening ability.

Since we consider the use of listening activities in the classroom through storytelling important, we are going to develop and collect material to make some activities, which can help students practice the listening skill.
For this purpose, we believe that the answers to the research questions below may express what the goals of our project are.

- How should storytelling be used to develop the listening skill in children aged 8 to 10 in an EFL classroom?
- Which are the stages to follow to carry out good listening comprehension?
- How are the comprehension activities assessed?

1.4. Objectives

1.4.1. General Objectives

To highlight the importance of storytelling as a tool to improve listening in children aged 8 to 10 in an EFL classroom.

1.4.2. Specific Objectives

- To suggest some strategies to improve listening through storytelling.
- To select appropriate stories to develop listening in an English class.
- To design a booklet with storytelling to develop the listening skill in children aged 8 to 10 in an EFL classroom.
CHAPTER II

LITERATURE REVIEW

2.1. Storytelling in the Foreign Language

Wright states that people have been told stories during their lives from the moment they were born and it has not stopped since they became teenagers or adults. Everybody has some stories to tell someone. “We are storytellers” (Wright). In education, all students need stories because they show the meanings of words (Wright). Also, storytelling plays an important role in primary EFL education. For example, recent studies are now showing how storytelling is an effective strategy to improve the listening skill in young learner. Gaab states that “TPRS (Teaching Proficiency through Reading and Storytelling) is an input-based approach to teaching language that focuses on the systematic instruction of vocabulary in a highly comprehensible, personalized and contextualized manner. When teachers use this technique, they help students to scaffold language. It is necessary that students understand the input which gradually acquires more complex form. Input progresses according to the level and age of the students. This input contains language the students already know as well as language that they have not learned yet.

First of all, we have to consider the importance of storytelling in the foreign language classroom. According to Storytelling On-line, it is treated as an art form by means of which we maintain our heritage, through “traditions, learned skill, and most importantly, develop our limitless imaginations.” (qtd.Fitzgibbon and Wilhelm 22). In this way, storytelling benefits children in different areas and it must be managed in an appropriate way; for example, storytelling enhances the development of vocabulary,
interaction between teacher and pupils, early literacy development (Arnau19), development of thinking (Isbell et al.) and listening skills.

Isbell et al. explains that through storytelling the new language or the target language is acquired by the learner in a subconscious way. When the input is so comprehensible, “the language is acquired subconsciously distracting from grammar point” (Gaab). It is important to bear in mind that the teacher has to use interesting topics, and do interesting activities. There are some especial strategies that will help teachers and students to tell stories in the foreign language classroom. It is important that a storyteller knows the story perfectly. Also, the story should have a setting, a location, good atmosphere, and sounds. And the structure of the story should be related to the plot. Also, it is necessary that the story should be divided into introduction, body, and conclusion (Hendrickson. 11). Also, when you are a storyteller in the classroom, you can choose to share. So Wright states that you should share “some of your experiences with students” if you have enough time; this way you can “help to establish a special rapport with the class.” Besides, Wright explains that in a “listening comprehension” classroom students are trained for real communication since they perceive you “as a person, not just a teacher.”

2.1.1. Stages of Storytelling

Moreover, Bauer suggests that “the most important element in good storytelling is finding the right story to tell.” First, storytellers have to choose a story that children like. Second, when a story has been selected, it is important to relate it to the listeners’ experiences. Also, storytellers should consider the listener’s age and their educational
backgrounds and interests according to their level of listening aptitude in the foreign language. A good story should also have a theme that it is clear and understandable with authentic characters. The plot has to develop the events in a correct way, full of suspense, and it should have an interesting end; as a result, listeners can be satisfied with the story. (qtd. in. Hendrickson 10).

Also, storytelling has to be conducted in an appropriate way. According to Arnau, in his book “Metodología de la Enseñanza del Inglés,” storytelling has three stages in order to be used in class in this way: Before you tell, while you tell, and after you tell. (25).

2.1.1.1. Before telling

Ellis and Brewster state that before telling the story, the teacher has to use activities to relate to the content of the story. For example:

1. “Make the students familiar with the content of the story. This includes activities such as:

   • Remind children of other stories with similar content.
   • Set the scene by means of drawings representing the children’s experience related to the story.
   • Provide a summary of the main story-line before hand.

2. Make the children more familiar with the concepts of the story by using the following activities:

   • Remind pupils of nay related concepts or aspects of the curriculum covered in other classes.
• Remind children of the other stories which draw upon the same or a similar concept.

3. Pre-teach or revise some of the key language items in the story. This refers to activities that:

• introduce key words.
• introduce or revise sentence patterns or expressions.

Also, it is important to suggest the vocabulary in the class; it could be used through a diagram or word map; in this way, children have a proof of what they know about the theme and what they are going to hear later in the story.” (qtd. Arnau.28)

2.1.1.2. While telling

Ellis &Brewster explain that while telling the story, the activity must be focused to make learners recognize appropriate information. The teacher has to use flashcards in sequence in order to tell the story as well gestures, mimes, movements. In this way, it helps students to understand the content of the story. Moreover, the teacher checks students’ understanding by using yes/no questions, Wh-Questions, according to the students’ level. Another way to do it is by having students understand the story is to tell it in an incorrect way by using other words, different from the ones in the story, in order to make students reflect about key vocabulary. (Ellis &Brewster.qtd.Arnau 30-31).
2.1.1.3. After telling

The last stage is, after telling a story, doing some activities, which deliver opportunities to carry on with the process of understanding, to link the conversation between the story and the language and to link classroom learning with the world outside (qtd. Arnau 32-34). And they show some important characteristics, like:

1. “Consolidation: This activity helps to lengthen and associate language since it can be introduced through a story.

2. Find a product or a collective event: This activity can be carried out by means of greeting cards, puppets, plays, parties, or research topics, like collecting information.

3. Integrate skill work where the students can be included in other skills, such as reading, writing, interviews, etc.

4. Autonomus learning: Students improve a part of interest and it consists of individual work, group work, and class project.

5. Short – term and long- term: Short term is role-playing activities and long –term activities, where students develop their stories.

6. Creativity: This activity helps children have the opportunities to express their own ideas using creativity.” (Arnau 32-33)

Another important activity we can do in a classroom after telling a story is having the teacher check the sequence of the story through action or pictures. Also, when using puppets, we can make role play activities so that students improve their understanding of the story, in a way that they can develop hearing comprehension of certain elements in
particular. When making a rhyme, the objective is to help the class memorize parts of the story so that students practice rhythm and intonation; the last objective is cross-curricular content (33-34).

### 2.1.3. Benefits of Storytelling

Arnau states the benefits of storytelling in a foreign language. The first important benefit is that storytelling improves the children’s listening skill effectively. Researcher Ellis informs us that “storytelling is the most effective way to develop the listening skill” (qtd. In Isbell et al.) Storytelling improves listening in children because children like to listen to stories. McGrath et al. reports that “Young children naturally enjoy stories.” The children’s emotion towards storytelling can be used to improve the listening skill. Also, the teacher has to bear in mind some principles of teaching, such us using movements, “object and picture,” to show the meaning of the target language, allowing children to experience the new language through music and stories. By using plenty of materials and activities to convey the meaning, by making students be responsible, by teaching grammar through word function in a real context and by checking the “child`s progress” (Scott &Ytreberg 5-6). In addition, in order to develop the listening skill, the early literacy development is another benefit of storytelling. Storytelling develops reading because children are exposed to a variety of stories. Moreover, storytelling enhances the development of vocabulary. It is used in real contexts and it is necessary to repeat it several times. This way, children can understand the message. Also, Cooper says that storytelling is the “ideal method of influencing a child to associate listening with pleasure, of increasing a child’s attention span and retention capacity, or broadening vocabulary, and of introducing a child to the symbolic use of language” (qtd. Fitzgibbon and Wilhelm).
Some researchers, such as Farrel, Nessell, and Manguere, agree that storytelling increases vocabulary acquisition. (Isbell et al).

A study conducted by Trostle and Hicks tried to determine whether children who heard stories performed better in comprehension and vocabulary tests as compared to children who read stories. The children were between the ages 7 and 11 and heard the same stories presented differently. Children in the storytelling group scored significantly higher on both the comprehension and vocabulary measure. Trostle and Hicks suggested that further research was needed to examine the use of storytelling with younger children, preschool to 7. (qtd.in Isbell et al.) Hence, we have to bear in mind certain characteristics of children’s ages since “there is a big difference between what children of five can do and what children of ten can do.” (Scott & Ytreberg 1). For example, eight to ten year olds are different from young children. “Eight to ten years old can tell the difference between fact and fiction; they can understand the abstract and symbols, generalize and systematize.” (Scott & Ytreberg 3-4). Also, another benefit is that storytelling develops children’s thinking. Since a storyteller uses the spoken word, listeners hear this word and make up the image in their mind. According to Collins, storytelling is a useful tool “in the education of primary children.” She states that stories enhance a conceptual framework for thinking, which allows children to shape experiences into a world they can understand. Stories allow them to mentally map experiences and see a picture in their heads; telling traditional stories provide children with a model of language and thought that they can imitate.
(qtd in Isbell et al.). Finally, storytelling allows the interaction between teacher and pupils.

According to Zeece, Malo and Bullard, eye contact is another major difference between storytelling and story reading. With a book, focus is on the text and illustrations. Without a book, the children look at the teller and the teller looks at the children. This increased interaction, through eye contact, makes the experience more personal (qtd in Isbell et al.).

When the story is told by the teacher, the children begin to ask some questions and they remember the story; this way they can practice speaking (Fitzgibbon & Hughes 23).

In addition, considering the importance of storytelling it is important to know about the listening skill.

2.2. Listening Skills

According to Rixon, the teaching material to establish listening comprehension must focus to help students, such as “recognizing the speaker’s emotional attitude, or the relationship between speakers as well as understanding the situation where the language is used.” Students are motivated to “pay attention to such thing as tone of voice, volume and speed as clues to what the speaker is thinking or feeling as well as to actual words used”(6-7).
2.2.1. Stages of the Listening Lesson

Likewise, Rixon states the different stages of the listening lesson.

2.2.1.1. Pre-listening

First, *pre-listening*, which consists of preparing the students to achieve the most important part of the passage.

2.2.1.2. While-listening

Second, *while-listening*. This stage consists of “Challenging and guiding them to handle the information and messages in the passage”.

2.2.1.4. Post-listening

Finally, *follow-up*. This consists of making reflection on the language of the passage (sound, grammar and vocabulary) (64).

In summary, Rixon states that sequence of listening lessons and discussion of answer involves the following steps. First, the teacher selects appropriate text for the students. Second, the teacher has a short conversation with students in order to make them feel comfortable. Third, the teacher starts the lesson by introducing the title or some “visual clues” (Sccott & Ytreberg, 52) and she/he formulates questions about them. Then the students’ idea is writing on the board. Fourth, the teacher introduces the text either by playing recorded text or reading it to the students the first time; and the student’s ideas have to match the ideas in the passage. Likewise, the teacher formulates some questions to ensure the understanding of the topic. When the teacher tells a story, it is necessary to tell it clearly and to repeat it, that is, she/he “can re-tell the story again and again as she/he goes along” (Sccott & Ytreberg 21). However, reading a story and telling the story
are different processes. According to Scott & Ytreberg, in their book “Teaching English to Children,” telling stories to children of all levels means that you can use your own simple words according to their levels; you retell the story again and again; you should apply some principles, such as eye contact, gestures, and facial expressions (29). According to Scott & Ytreberg, when the teacher reads aloud the story from the book, she/he can not change the words, that is, she/he must use the same word since “children like their favorite stories repeated; and they will very often be able to tell you the story word by word” (30). Fifth, the teacher gives students appropriate activities in order to have them answer or think about them. They can work either in groups or pairs. In this stage, students can make very little mistakes (Scott & Ytreberg 37) and the teacher gives feedback. Finally, students work on a “task-oriented activity” in which they experience the new language and “find a solution by themselves.” (78)

2.3. Activities for Listening

Another aspect to consider to develop the listening skill is the activities used to achieve it. Exercises which allow students to listen for information should be the focus part of any intensive listening lesson. This type of exercise may be used in the while listening of the lesson. Other listening exercises related to listening information can be charts, pictures, drawings, put thing in order, false or true, identify exercises, listening for mistakes etc.

In conclusion, storytelling is a useful tool in language teaching since it benefits learners in many ways. For example, it develops the listening skill, vocabulary, early literacy development, children’s thinking, and it enhances interaction by allowing good
rapport in which children feel comfortable to learn. However, the introduction of storytelling must be carried out in an effective way. The process of introducing storytelling involves the use of plenty of material and activities. Likewise, we have to consider the three stages of listening and storytelling, and also we have to focus on the listening activities.
CHAPTER III
METHODOLOGY

3.1. Basic Methodology

The method in this work is deductive, which consists of the study of theories previously accessible. For example, the books that offer a long range of interest to our study is *Developing Listening Skills*, written by Shelagh Rixon, and *Metodología en la Enseñanza del Inglés*, by Joaquin Arnau. These two books enhance knowledge about storytelling and the listening skill. Likewise, we have carried out a survey and interviews. After the collection of information, we have analyzed and classified information according to the interests of our study.

3.2. Interview

In order to get more information about our topic, we interviewed Lcdo. Rafael Argudo from the University of Cuenca. He helped us to answer some open questions (See Appendix 1). This interview was very helpful since it provided us with new insights of our topic.

3.3. Survey

Also, we carried out a survey at “Hermano Miguel Elementary School” to fifteen children aged 8 to 10. They answered some closed questions (See Appendix 2) related to storytelling. This survey gave us information which shows us that they like stories, as well as how much they were engaged with stories. This information would help us manage our topic and make our final project.
3.4. Book review

We reviewed some interesting books, such as *Teaching English to Children* written by Wendy A. Scott and Lisbeth H. Ytreberg; *Developing Listening Skills*, written by Shelagh Rixon, and others, as well as we reviewed some articles on the topic in order to get more information about it. After these book reviews, we found out that we need to develop activities to help students learn in an amusing and interactive way.

3.5. Data-processing planning

After the survey, we realized that children like stories, such as fables, fairy tales, and legends. We also realized that they love to act out these stories and fables. In this way, students not only have fun, but also learn English, which is a teacher's goal.
CHAPTER IV

4.1. Result, Analysis and Interpretation

All of the fifteen children we surveyed said that they like stories because they are interesting and fun. They also said they liked them because they have beautiful pictures. In addition, we believe and they support early literacy development.

**DO YOU LIKE STORIES?**

Two of the fifteen children like fairy tales, three of the fifteen children like folk tales, and ten of the fifteen children like fables. Also, they mentioned that they like legends, and horror stories.

**WHAT KIND OF STORIES DO YOU LIKE?**

Seven of the fifteen children like having someone reading a story for them because in this way they say that they understand better. But eight of the fifteen students prefer reading the story themselves because they already know reading and they feel interested in it as they go along.
DO YOU LIKE HAVING SOMEONE READING

A STORY TO YOU?

 Twelve of the fifteen children want the teacher to act out when she/he tells them a story. Although two of the fifteen children want the teacher to use puppets, one child wants the teacher to use pictures in sequence.

WHEN THE TEACHER TELLS A STORY, WHAT WOULD YOU LIKE TO SEE?

Atahualpa’s death is their number one story, followed by Pinocchio and Cinderella.

LIST THREE OF YOUR FAVORITE STORIES
Twelve of the fifteen children feel interested when someone tells a story. Two of the fifteen children feel fun, but one child feels bored.
Twelve of the fifteen children remembered the name of the last story that someone told them, which were Atahualpa’s Death, Three Little Pigs, among others. But three children did not remember.

DO YOU REMEMBER THE NAME OF THE LAST STORY YOU WERE TOLD?

Eleven children said yes, but four children said no. Children ask questions about the story because they do not understand the meaning of a word. Children do not ask when they have understood the story.

DO YOU ASK QUESTIONS TO YOUR TEACHER WHEN YOU DO NOT UNDERSTAND THE STORY?
Fourteen of the fifteen children said yes because they want to share the message of the story with their partner. And one child said no.

ARE YOU ABLE TO TELL THE STORY TO YOUR PARTNER AT THE END OF THE CLASS?
CHAPTER V

Suggested Classroom Activities

Based on our survey, we did listening activities focusing on Fables, Fairy Tales, and Legends.

5.1 Fables

According to, Kidsinco,

“A Fable is a short imaginary tale that teaches a moral or a lesson. The story can be in prose or verse. In a Fable, animals often talk and act like people. An author of fables is called a fabulist. Some fables are passed down from generation to generation, and from place to place, and they are created by people, and its purpose is to teach good habits.”

5.1.1. Fables – Based Activities

Title: The Boy who Cried Wolf

Level: 8-10 Beginners

Age: 8-10

Objective: Listening for general information.

- Class work: Individual work, Group work, and whole class.

  Have short chat with children

- Stick a picture about the story (See Appendix 3) and ask about it. In order to prepare them to what they are going to listen.

- Present the vocabulary (see Appendix 4)
• Play the recorded story (CD track 1)
• Tell the children that you are going to listen to a story about a boy who used to lie. Tell children it by using pictures (See Appendix 5). Repeat it again and again as you go along and formulate some questions in order to help children to understand.

• Drawing. Tell the children three statements about the story (See Appendix 6). And ask them to take out a sheet of paper and to draw what they listen.

• True/False. Tell the children you are going to listen me about some facts of the story (See Appendix 7). Before you listen look at these four statements:

• Role play: Divide the story into three scenes (See Appendix 8). Make role play cards for each scene. Divide the class into groups of five students. Give them specific roles.

Title: The Rabbit and the Tortoise

Level: 8-10 Beginners
Age: 8-10
Time: 45 min.
Objective: Listening for general information

• Write on the board the title “The Rabbit and the Tortoise.” Then show the pictures (See Appendix 9) and explain a short background about them. Then formulate some questions, such as where they live, what their features are.

• Present the vocabulary: (See Appendix 10 )

• Tell them that you are going to listen to a story (See Appendix 11) about a rabbit and a tortoise. Tell it to children by using pictures. Repeat it again and again as
you go along and formulate some questions in order to help children to understand the story.

- Put the things in order (See Appendix 12). Divide the class into groups of four people. Give each one of them two pictures. Tell the children to order the pictures of the story while you are telling the story.
- Listen for mistake (See Appendix 13). Tell the children the story again, but this time tells it by making some mistakes. Tell the children that you are going to put up your hand when you hear a mistake and the teacher correct it with children.
- Role play: Divide the story into three scenes (See Appendix 14). Create role play cards for each scene. Divide the class into a group of seven people. Give them specific roles.

Title. The Fox and the Crow

Level: 8 to 10 year old beginners

Objective: At the end of the lesson the students will be able to use can and can’t to talk about abilities.

- The teacher plays a song containing the sounds of animals. (CD, track 5)
- Theteacher sticks pictures that illustrate certain features of the characters of the story in order to make students have some idea about it and to motivate them to pay attention to what they are going to listen. (See Appendix 15)
- Theteacher shows the meaning of the vocabulary by using pictures of animals. (See Appendix 16); at the same time, the teacher explains what they can/cannot do, as well he/she asks students what they can/cannot do by using mimes.
- Theteacher tells the story through a CD. Students listen. (CD track 3) (See Appendix 17)
- The teacher works with the whole class. The teacher gives students a worksheet. (See Appendix 18). Students listen to the sound and put a tick on what they can/cannot do (CD track 5).

- The teacher works with the whole class. The teacher gives students a worksheet (See Appendix 19). Students listen the story again and cross out the incorrect word of the story.

- Work with whole class. The teacher gives students a worksheet (See Appendix 20). The teacher describes the animals. Then the students identify the animal.

5.2. Fairy Tales

According to scholastic,

“A fairy tale, or wonder tale, is a kind of folktale or fable. In these stories we meet witches and queens, giants and elves, princes, dragons, talking animals, ogres, princesses, and sometimes even fairies. Marvelous and magical things happen to characters in fairy tales. A boy may become a bird. A princess may sleep for a hundred years. A seal may become a girl. Objects too can be enchanted — mirrors talk, pumpkins become carriages, and a lamp may be home to a genie.”
5.2.1. Fairy Tale- Based Activities

Title: The Princess and the Dragon

Level: 8 to 10 year- old beginners

Objective: Students will be able to use the Simple Past.

- The teacher plays “Simon says…….”
- The teacher sticks a picture showing the characteristics of the story.
  (See Appendix 21), in order to make students get some idea about the story and to motivate them to understand what they are going to listen to.
- The teacher illustrates the meaning of the vocabulary by using pictures.(See Appendix 22)
- Students repeat the new words.
- The teacher plays the tape. (CD track 4).(See Appendix 23)
- The teacher tells the story and asks students to put the pictures in correct order.(See Appendix 24)
- Students fill in the missing words according to the sequence of the story.(See Appendix 25)
- The teacher gives the students worksheet (See Appendix 26) students listen to the teacher and fill in the missing information.
5.3. Legend

According to virtualmuseum,

“A legend is a narrative that people tell as a true story. Sometimes the details are difficult to confirm, but usually the story names people and identifies locations. The person telling the story usually does not claim to be an eyewitness to the events, but heard it from someone who knows someone who heard it from someone who was really there... Legends often contain a moral or a lesson and are told to uphold the values of the community. They often involve supernatural or religious elements.”

5.3.1. Legend- Based Activities

Title: “Cantuña”

Level: 10 year- old beginners

Objective: Students will be able to know the costumes and traditions of a country.

1. Discussion: The teacher asks students the following questions. (See Appendix 27)

   • The teacher writes the following words on the board. (See Appendix 27)
   • The teacher tells the story through the use of flashcards. (See Appendices 28-29).
   • Students have to fill in the information about the story. (See Appendix 30)
   • The teacher asks some questions based on the story. (See Appendix 31)
Teacher tells the story again and students listen. After that, teacher gives them sheets of paper with unscramble sentences about the legend. Then students put in order the sentences according to the legend. (See Appendix 32)
CHAPTER VI
Conclusions and Recommendations

5.1. Conclusions

In conclusion, we can say that the listening skill is not a difficult skill to learn and teach since recent research enhances both teachers and students suitable activities in order to improve this skill by simply using storytelling in the classroom. Likewise, storytelling and listening have three stages, which are: Before telling, while telling, and after telling a story, and pre-listening, while listening, and post listening respectively.

In this way, students will pay more attention; they will be concentrating on language because it will not be boring. Everybody likes stories, which help students remember new words, sound, phrases. Besides, students will be able to understand the message of the story by using the correct sequence for events.

Applying storytelling inside the classroom is a good way to teach and learn. The Students’ motivation will increase and their enthusiasm for participating will help them to learn what the teacher wants to teach them.

As we know, if we want that our students learn the English language, we have to create a good environment inside the classroom. We have to know our students’ needs. Thus we can select the correct stories and use them in class to teach English.

The purpose of our topic is to emphasize on the importance of the listening skill through storytelling and to offer teachers listening activities exercises based on storytelling. These stories presented in the booklet that accompanies this work have been designed in order to help students develop the listening skill through language and
content using their imagination. The use of storytelling in the EFL classroom is proposed to make English classes interesting and interactive for students.

5.2. Recommendations

We recommended this project because it will suggest some good strategies on how to use storytelling to improve listening in an EFL class for children aged 8 to 10. We have found out that if a teacher uses a very interesting story, full of colorful pictures, and make students act out, students can engage in the story. In addition, we have realized that children aged 8 to 10 like to perform and act out. This is what a teacher has to bear in mind.

Also, we have realized that the process of telling a story enhances children to become confident because there is a lot of interaction between the teacher and children. Moreover, teachers need a lot of material to convey the meaning of the spoken word, so they should use REALIA, flashcards, miming, facial expression, voice intonation, movement, among other ways. Also, the interview gave us some good ideas related to storytelling that we can develop when developing our students’ listening skill in class because it is related to the English Learning process.

This project provides teachers with useful strategies to improve the listening skill. We hope the ideas and activities we have design way be beneficial for foreign language teachers that work with little kids in our school.
Works Cited


Gaab, Carol, “*The relevance of teaching proficiency through reading and storytelling to modern teaching.*” *Language magazine* March 28th 2011: Print.


Wright, Andrew. “*You are a story absorber and a story teller.*” 2012. Web. 28 Apr. 2012.


Imagines taken from: Google.
APPENDICES
Appendix 1

INTERVIEW

1. What is storytelling?

2. How do you relate storytelling and the listening skill?

3. What is the objective when you tell a story in an English class?

4. Can storytelling engage students through the listening skill?

5. How can you get the students´ concentration in class through storytelling?
Appendix 2

Survey

1. Do you like stories?
   Yes: ____  No: ____

   Why: _________________________________________________________

2. What kind of stories do you like?
   - Fairy Tales: ______
   - Folk Tales: ______
   - Fables: ______
   - Others: ________________________________________________

3. Do you like having someone reading a story to you?
   Yes: _____ No: ______

   Why: _________________________________________________________

4. When the teacher tells a story, what would you like to see?
   - Pictures Sequence:___
   - Puppets: ___
   - Act out: ___
   - Others: ________________________________________

5. List three of your favorite stories.
   - __________________
   - __________________
   - __________________

6. When you listen to a story, how do you feel?
   - Fun: ___
   - Interested:___
   - Bored:___
   - Others: ________________________________
7. Do you remember the name of the last story that was told to you?
   Yes: _____ No: _____
   Which: ________________________________________________

8. Do you ask questions to your teacher when you do not understand the story?
   Yes: ____ No: ____
   Why: __________________________________________________

9. Are you able to tell your partner the story at the end of the class?
   Yes: _____ No: _____
   Why: __________________________________________________
Appendix 3

Fig 1
Appendix 4

Fig 1. Bored  Fig 2. Shepherd boy  Fig 3. cry out  Fig 4. rush up

Fig 5. cook  Fig 6. broomstick  Fig 7. pitchfork  Fig 8. stick

Fig 9. hill  Fig 10. villagers

Appendix 5

The Boy Who Cried Wolf

Once upon a time, there lived a young shepherd boy. The shepherd boy felt so bored with his life. “It’s no fun. I have to stay up here all by myself. Isn’t there anything fun to do? He tried to come up with something exciting. Finally, he had a good idea. “Yes! I have an idea! It will be lots of fun!”

He went around the hill and cried out loud. “Wolf! Wolf! A big hungry wolf! Help me! Please, come and help me!” “Ba, ba, ba, ba…” “Wolf?” “Oh, no!”

Hurry up!” Let’s go up and help the shepherd boy.” Every one rushed up to the hill.

A cook came up with a frying pan.

“Is everything alright with the sheep?”

An old lady came up with a broomstick.

“Oh, did you get hurt?”

A farmer came up with a pitchfork.

“Freeze! You bad wolf”

An old man came up with a stick.

“You are not hurt, are you?”
The villagers were worried about the shepherd boy and the sheep. Everyone looked around, but there was not wolf. Where is the wolf?" Hahahahaha, what wolf?" You cried, wolf!" "You were all fooled, ha! Ha! There is no wolf. It was just a game. Hahahaha!" "Oh, I was scared. " "I ran so fast. I can`t even breathe." "Don`t ever lie again, boy!" "Don`t do that again." The villagers went back to town.

The next day, the shepherd boy was bored again.

"It was lots of fun yesterday, but it`s no fun today. Lots of people came up here yesterday, but no one is here today. Why not has some more fun?"

So, he decided to call the people again. He went around the hill and cried out loud. Wolf! Wolf! A big hungry wolf! Help me please, come and help me?" Wolf?" "Oh, no!"

"He tricked us yesterday." It must be true, this time. Hurry up let`s go up and help the shepherd boy."

Everyone rushed up to the hill again. The village people looked around, but there was no wolf. Where is the wolf?" Hahahaha, what wolf? You were all fooled again. There is no wolf. It was just a game." "You, bad boy!" You fooled me again!" The villagers were very angry and went back to town.

A little later a wolf really appeared. Huh! Wolf! Wolf! A big hungry wolf! Help me! Please, come and help me!" "Ba, ba, ba, ba..."

The boy cried out. Help me, please! A real wolf!"

The villagers did not believe the boy this time.

"Is he telling a lie again?"

"He fooled as twice."

"It can be true

We won`t go." Not this time."
Nobody wanted to go and help the boy. The shepherd boy was afraid and the wolf was happy. “That’s good. Nobody is coming. I’ll catch them all.”“The wolf is killing all the sheep. And nobody is coming! Why did I play the game?”

He regretted what he had done. But it was no use because it was too late.

Appendix 6

ACTIVITY 1

Listen to the teacher and draw while you listen

- A cook with a frying pan
- A lady with a broomstick
- A farmer with a pitchfork
Appendix 7

ACTIVITY 2

**The correct one**

a) Once upon a time, there lived a young shepherd boy. T

b) He went around the hill and cried out loud. Wolf, wolf! T

c) Villagers rushed up to the hill. T

d) Villagers found no wolf. T

---

**WORKSHEET**

NAME: _________________________________

DATE: _________________________________

CLASS: _______________________________

—

Listen to the Teacher and put a tick if these statements are True/false

<table>
<thead>
<tr>
<th>SENTENCES</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Once upon a time, there lived a young shepherd boy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) He went around the hill and cried out loud. “Wolf, wolf!”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Villagers rushed up to the hill.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Villagers found a wolf killing the sheep.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now listen to me while you listen decide if the statements above are True or False and put a tick.
Appendix 8

**Role play:** Divide the story into three scenes. Make role play cards for each scene. Divide the class into groups of five students. Give them specific roles.

**ROLE PLAY**

**FIRST SCENE**

**NARRATOR:** Once upon a time, there lived a young shepherd boy. The shepherd boy felt so bored with his life. He tried to come up with something exciting. Finally, he had a good idea. He went around the hill and cried out loud.

**BOY:** “Wolf! Wolf! A big hungry wolf! Help me! Please, come and help me!”

**NARRATOR:** Villagers rushed up to the hill to help the boy.

**VILLAGERS:** Wolf?”

“Oh, no!”

Hurry up!” Let’s go up and help the shepherd boy.”

**NARRATOR:** The villagers were worried about the shepherd boy and the sheep. Everyone looked around, but there was not wolf.

**VILLAGERS:** Where is the wolf?”

**BOY:** Hahahahaha, what wolf?”

You cried, wolf!”

“You were all fooled, ha! Ha! There is no wolf. It was just a game. Hahahaha!”

**NARRATOR:** The villagers went back to town.

**SECOND SCENE**

**NARRATOR:** The next day, the shepherd boy was bored again. So, he decided to call the people again.

**BOY:** Wolf! Wolf! A big hungry wolf! Help me please, come and help me?”

**NARRATOR:** Everyone rushed up to the hill again. But there was no wolf.
VILLAGERS: Where is the wolf?"

BOY: Hahahaha, what wolf? You were all fooled again. There is no wolf. It was just a game."

NARRATOR: The villagers were very angry and went back to town.

THIRD SCENE

NARRATOR: A little later a wolf really appeared.

BOY: Huh! Wolf! Wolf! A big hungry wolf! Help me! Please, come and help me!"

NARRATOR: The villagers did not believe the boy this time. Nobody wanted to go and help the boy.

WOLF: “That’s good. Nobody is coming. I’ll catch them all.”

BOY: “The wolf is killing all the sheep. And nobody is coming! Why did I play the game?”

NARRATOR: He regretted what he had done. But it was no use because it was too late.
Appendix 9

Fig. 1  **Rabbit** “openflexo.com”


Fig 2. “bridlewoodriding.blogspot.com”

Istockphoto.web.2012
Appendix 10

Fig. 1. Goat

Fig. 2. Pig

Fig. 3. Cow

Fig. 4. Shoot ahead

Fig. 5. Take a nap

Fig. 6. Beat/win

Appendix 11

The Rabbit and the Tortoise

Once upon a time, there was a rabbit. “Ah… ah…” I feel sleepy. I feel very sleepy.” Then he hopped down the hill and met some friends, the pig, the goat and cow. “Hi! Oink, oink.” “Hi! Bleat, bleat.” “Hi! Moo, moo.” “Good to see you. I am bored, let’s play together.” “Play together?”

They met the tortoise. “Hi, tortoise! I am happy to see you.” “Hi rabbit. I am happy to see you, too.” “Hi, pig! Hi, goat! Hi, cow!” “Hi, we are happy to see you.” “Tortoise, you´re so slow that the first time I see you; I thought you were a rock! Hahaha! Look at me. I´ve got long, long legs and I can really go! From now on, call me speedy, everybody.”

The rabbit didn´t stop. “In a race, I come in first. Always, I never, ever lose. But look at the tortoise. He must be the laziest animal in the whole world!” “Rabbit! Eh… Speedy! It´s enough. “Cow is right. Tortoise is our friend.” “And he is nice “What can he do?” “I can run.” “Can you run? Okay, Let´s have a race.” “Fine!”

The next day at noon, all the animals came to see the fun. “How are you doing?” “Fine. You know what? Tortoise is almost 100 years old.” “Poor tortoise!” “Why don´t we start over here? Let me draw a line.” “Okay!”
Then they needed a finish line. “Do you see the pine tree over there?” “Where? I can’t see it.” “On top of the hill.” “Yes. I can see it. I can see the pine tree.” The old tortoise couldn’t see well. “Look at the tortoise! How can he beat me? Victory is mine. Hahahahaha.” The race was about to start. “Tortoise, are you ready? “Yes, I am ready.” At last the cow called out. “Ready, steady, go!” “I must run fast. I can win. Tortoise is slow. I must run fast.” “I must go fast. I can win. I am not slow. I must hurry.”

The rabbit shot ahead and ran briskly for some time. “Where is the tortoise? Ha-ha, I can’t see him. Haha, I win.” Tortoise just crossed the bridge. “Where is the rabbit? I can’t see him.” “I must hurry. I must hurry. But I am tired.” Rabbit was tired, too. Rabbit sat down under the mushroom tree. “Poor guy! Even if I take a nap, he can’t catch up with me. Ah … I feel so sleepy.” Tortoise sweated heavily. He walked to the mushroom tree where the rabbit slept. “Oh, rabbit is fast asleep. Sweet dreams, rabbit. I must hurry.”

Tortoise was almost at the finish line. “Wow, almost at the finish line. I did it. I did it. 10 more steps to go. 10, 9…” “8, 7, 5, 4, 3, 2, and 1” At last, tortoise won the race I am the winner. I came in the first.” “You did it, tortoise.” “You are the winner.” “Congratulation!” “Where is the rabbit? What is he doing?” “I lost. Tortoise won the race!”

Appendix 12

Putting things in order. Divide the class into groups of four students. Give each one of them two pictures about the story. Tell the children to order the pictures of the story while you are telling the story.

ACTIVITY 1

Listen to the teacher and put in order the pictures of the story.

Pictures

Story that teacher tells.

Once upon a time, there was a rabbit.

“Ah… ah…” I feel sleepy. I feel very sleepy. “Then he hopped down the hill and met some friends, the pig, the goat and cow.

“Hi! Oink, oink.”

“Hi! Bleat, bleat.”

“Hi! Moo, moo.”

“Good to see you. I am bored, let’s play together.”
“Play together?”

They met the tortoise.

“Tortoise, you’re so slow that the first time I see you; I thought you were a rock! Hahaha! Look at me. I’ve got long, long legs and I can really go! From now on, call me speedy, everybody.”

“What can he do?”

“I can run.”

“Can you run? Okay, Let’s have a race.”

“Fine!”

The next day at noon, all the animals came to see the fun. The rabbit shot ahead and ran briskly for some time. Rabbit was tired, too. Rabbit sat down under the mushroom tree. Tortoise sweated heavily. He walked to the mushroom tree where the rabbit slept.

Oh, rabbit is fast asleep. Sweet dreams, rabbit. I must hurry.”

Tortoise was almost at the finish line. At last, tortoise won the race

I am the winner. I came in the first.”

“You did it, tortoise.”

“You are the winner.”

“Congratulations!”

“Where is the rabbit? What is he doing?”

“I lost. Tortoise won the race!”
Appendix 13

ACTIVITY 1

Listen the teacher telling the story and put up your hands when you find the mistakes.

Story that teacher tells with mistakes

Once upon a time, there was a cat “Ah… ah…” I feel sleepy. I feel very sleepy. “Then he sat down the hill and met some friends, the pig, the goat and cow.

“Hi! Oink, oink.”

“Hi! Bleat, bleat.”

“Hi! Moo, moo.”

“Good to see you. I am bored, let's play together.”

“Play together?”

They met the dog.

“Tortoise, you’re so slow that the first time I saw you; I thought you were a rock! Hahaha! Look at me. I’ve got long, long legs and I can really go! From now on, call me speedy, everybody.”

“What can he do?”

“I can dance”

“Can you run? Okay, Let’s have a race.”

“Fine!”
The next day at noon, all the animals came to see the house. The rabbit shot ahead and ran briskly for some time. Rabbit was tired, too. Rabbit sat down under the mushroom tree. Tortoise sweated heavily. He walked to the mushroom tree where the rabbit slept.

Oh, rabbit is fast asleep. Sweet dreams, rabbit. I must hurry.”
Tortoise was almost at the finish line. At last, tortoise lost the race
I am the winner. I came in the first.”
“You did it, tortoise.”
“You are the winner.”
“Congratulation!”
“Where is the rabbit? What is he doing?”
“We lost. Tortoise won the race!”

Correct one

Once upon a time, there was a rabbit. “Ah… ah…” I feel sleepy. I feel very sleepy. “Then he popped down the hill and met some friends, the pig, the goat and cow.

“Hi! Oink, oink.”

“Hi! Bleat, bleat.”

“Hi! Moo, moo.”

“Good to see you. I am bored, let’s play together.”

“Play together?”

They met the dog.

“Tortoise, you’re so slow that the first time I see you; I thought you were a rock! Hahaha! Look at me. I’ve got long, long legs and I can really go! From now on, call me speedy, everybody.”
“What can he do?”

“I can dance/ run.”

“Can you run? Okay, let’s have a race.”

“Fine!”

The next day at noon, all the animals came to see the fun. The rabbit shot ahead and ran briskly for some time. Rabbit was tired, too. Rabbit sat down under the mushroom tree. Tortoise sweated heavily. He walked to the mushroom tree where the rabbit slept.

Oh, rabbit is fast asleep. Sweet dreams, rabbit. I must hurry.”

Tortoise was almost at the finish line. At last, tortoise won the race.

I am the winner. I came in the first.”

“You did it, tortoise.”

“You are the winner.”

“Congratulation!”

“Where is the rabbit? What is he doing?”

“I lost. Tortoise won the race!”
FIRST SCENE

NARRATOR: Once upon a time, there was a rabbit.

RABBIT: “Ah… ah…” I feel sleepy. I feel very sleepy.”

NARRATOR: Then he hopped down the hill and met some friends, the pig, the goat and cow.

PIG: “Hi! Oink, oink.”

GOAT: “Hi! Bleat, bleat.”

COW: “Hi! Moo, moo.”

RABBIT: “Good to see you. I am bored, let’s play together.”

PIG, GOAT, AND COW: “Play together?”

NARRATOR: They met the tortoise. Rabbit began to joke and he challenge to a race.

RABBIT: “Tortoise, you´re so slow that the first time I see you; I thought you were a rock! Hahaha! Look at me. I´ve got long, long legs and I can really go! From now on, call me speedy, everybody.”

PIG, GOAT, AND COW: “Rabbit! Eh… Speedy! It’s enough.

RABBIT: “What can he do?”

TORTOISE: “I can run.”

RABBIT: “Can you run? Okay, Let´s have a race.”

TORTOISE: “Fine!”
SECOND SCENE

NARRATOR: The next day at noon, all the animals came to see the fun. The rabbit shot ahead and ran briskly for some time. Rabbit was tired, too. Rabbit sat down under the mushroom tree. Tortoise sweated heavily. He walked to the mushroom tree where the rabbit slept.

TORTOISE: Oh, rabbit is fast asleep. Sweet dreams, rabbit. I must hurry.”

NARRATOR: Tortoise was almost at the finish line.

TORTOISE: “Wow, almost at the finish line. I did it. I did it. 10 more steps to go. 10, 9…”

PIG, GOAT, AND COW: “8, 7, 5, 4, 3, 2, 1”

THIRD SCENE

NARRATOR: At last, tortoise won the race

TORTOISE: I am the winner. I came in the first.”

PIG: “You did it, tortoise.”

GOAT: “You are the winner.”

COW: “Congratulations!”

PIG, GOAT, AND COW: “Where is the rabbit? What is he doing?”

RABBIT: “I lost. Tortoise won the race!”
Appendix 15

Fig. 1 “how-to-draw-funny-cartoons.com”

Fig. 2 “how-to-draw-cartoons-online.com”
scarterfield, Jeff.web. 2007-2011
Appendix 16

FIG 1.

FIG 2.

FIG 3.

FIG 4.
Appendix 17

The Fox and the Crow

One day, Mr. Fox took a walk in the woods. It was a fine bright morning.

“Lalalala. What a wonderful day! I love the fresh air. I love the blue sky. Lalalala. What a wonderful day!”

The happy fox was singing and dancing.
Mr. Fox looked up at the sky just as Ms. Crow flew by.

“Look! A crow! She has a peace of cheese. Umm… I love cheese! It looks delicious.

Mr. Crow landed on a tree branch.

“Sniff, sniff. That smells great! I want that piece of cheese. But how? Aho! Yes, I´ve got an idea.”

Mr. Fox had a plan to get Ms. Crow´s cheese.

Mr. Fox walked towards the tree.

“Good day, Ms. Crow. I am Mr. Fox. Nice to meet you. It´s beautiful day, isn´t?”

Ms. Crow said nothing.

“Oh! You look beautiful. You look very beautiful today. You are the most beautiful bird.”

Ms. Crow puffed herself up with pride.

Mr. Fox continued.
Your feathers are very attractive. How bright your eyes are! Your eyes are very attractive, too.”

Ms. Crow became proud and happy.

And Mr. Fox went on.

“You are the queen of all birds. Yes, you are. You must have a beautiful voice. Let me hear a sweet song. Please, queen of all birds.”

Ms. Crow thought, the fox could be right. Who is the queen of all birds? I am who are the most beautiful birds? Of course I am. Look at my lovely feathers. How glossy they are!”

Ms. Crow opened her break to sing.

“CAW - CAW-C-CAW-W-W

The cheese fell down. Poor Ms. Crow watched the piece of cheese drop, drop, drop, and drop. It didn`t stop until it popped into Mr. Fox`s mouth.

“What a silly crow! You are the most stupid bird! And it was the most delicious cheese! Thanks for the cheese, Ms., silly crow. Hahahaha!”

And he ran off into the wood.
Appendix 18

ACTIVITY 1

WORKSHEET

NAME: _________________________________
DATE: __________________________________
CLASS: _________________________________

Listen and put a tick with the correct.

<table>
<thead>
<tr>
<th>Sound of animals</th>
<th>CLAIM</th>
<th>FLY</th>
<th>SWIM</th>
<th>RUN</th>
<th>JUMP</th>
</tr>
</thead>
<tbody>
<tr>
<td>RABBIT</td>
<td>can</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>can’t</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LION</td>
<td>can</td>
<td></td>
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<td></td>
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</table>
1. Listen the story and cross out the incorrect word of the story.

- Once upon a time on a sunny day, a crow saw a piece of cookie.
- He flew and sat on a branch of a chair. So he could eat his cheese in peace.
- The dog was watching the crow.
- Your beautiful black eyes are rare in the world.
- The bird was so proud.
- He wanted to dance.
- The crow opens his eyes the piece of cheese fall down.
- The fox picks it up and walk.
Appendix 20

ACTIVITY 3
WORKSHEET

NAME: _________________________________
DATE: _________________________________
CLASS: _______________________________

Listen and match the correct animal.

[Images of various animals]

[Check boxes for matching the correct animal]
Appendix 21
Appendix 22

Fig 1 King

Fig 2 Queen

Fig 3 Prince

Fig 4 Princess

Fig 5 Ogre

Fig 6 Knight

Fig 7 Dragon

Fig 8 Tower

Fig 9 King’s land

Fig 10 Cave

Fig 11. Gold

Figures: “learnenglishkids.britishcouncil.org” Carolyne, Andrew
Appendix 23

The Princess and the Dragon

Once upon a time there were a king and queen who lived in a golden castle with their beautiful daughter.

One night an ugly ogre captured the beautiful princess, and locked her up in his tall, dark tower. The king and queen were very sad. They promised to give a bag of gold to the knight that rescued the princess. All the knights in the land wanted to rescue the princess. They rode to the tower as fast as they could. The ugly ogre roared with anger when he saw the knights. His roar was so scary they rode away as fast as they could.

One day a friendly dragon was flying over the ogre's tower when he heard the princess cry for help. The dragon flew down to the tower, took a big breath and blew the ogre far away over the mountains and into the ocean.

The dragon rescued the princess from the tower and gently put her on his strong back. They flew high in the sky. The dragon and the princess flew to the tower, and the castle, over the mountains and caves, and out toward the deep blue ocean. The princess was so happy to be free and she kissed the dragon. All at once, he turned into a handsome prince and they lived happily ever after.
ACTIVITY 1

1. Listen and enumerate the story in correct order.
2. Fill in the blank with the correct verb following the story.

THE PRINCESS AND THE DRAGON

Once upon a time there ______ (be) a king and queen who _____ (live) in a golden castle with their beautiful daughter.

One night an ugly ogre ______ (capture) the beautiful princess and _____ (lock) her up in his tall, dark tower.

The king and queen _____ (be) very sad. They ______ (promise) to give a bag of gold to the knight that ______ (rescue) the princess.

All the knights in the land ____ (want) to rescue the princess. They _____ (ride) to the tower as fast as they could.

The ugly ogre _____ (roar) with anger when he____ (see) the knights. His roar _____ (be) so scary they_____ (ride) away as fast as they could.
One day a friendly dragon \textit{(be)} flying over the ogre's tower when he \textit{(hear)} the princess cry for help.

The dragon \textit{(fly)} down to the tower, \textit{(take)} a big breath and \textit{(blow)} the ogre far away over the mountains and into the ocean.

The dragon \textit{(rescue)} the princess from the tower and gently \textit{(put)} her on his strong back. They \textit{(fly)} high in the sky.

The dragon and the princess \textit{(fly)} to the tower. The princess \textit{(be)} so happy to be free and she \textit{(kiss)} the dragon. All at once he \textit{(turn)} into a handsome prince and they \textit{(live)} happily ever after.
ACTIVITY 3
WORKSHEET

NAME: _________________________________
DATE: __________________________________
CLASS: __________________________________

1. Listen and write the words according to the picture.

I'm the ____________
we live in the__________

I'm the ____________

I'm the ugly
__________
I live in the
__________

I'm the beautiful
__________

I'm a ____________

I'm the friendly
__________

This is a bag of
__________

QUEEN DRAGON CASTLE OGRE KING TOWER KNIGHT PRINCESS GOLD
Appendix 27

a) Have you ever listened to the legend of Catuña?

b) Have you ever talked about the Indian Cantuña?
Some Franciscan priests wanted to build a church in Quito. They offered the job to an Indian called Cantuña. He accepted the job.

He started building the church. After many years, the church was still not finished. The Devil offered to complete the job. He set a condition. Cantuña agreed.

The next day the Devil visited Cantuña. He asked for Cantuña's soul. Cantuña did not give him his soul. He showed the Devil a missing stone in the church. He saved his soul. He finished the San Francisco church and he thanked God.

Cantuña died in Quito in 1784. Today there is a chapel called Cantuña’s chapel near the San Francisco Church.

Appendix 29

ACTIVITY 1

WORKSHEET

NAME: ____________________________________________

DATE: ____________________________________________

CLASS: __________________________________________

2.2. Students have to fill in the blanks using the words from the box.

```
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</tr>
<tr>
<td>Quito</td>
<td>soul</td>
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<td></td>
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CANTUÑA

Some Franciscan priests wanted to build a _______ in Quito. They offered the job to an Indian called _______. He _______ the job.

He started building the church. After many years, the church was still not finished. The________ offered to complete the job. He set a condition. Cantuña _________.

The next day the Devil visited _______. He asked for Cantuña’s soul. Cantuña did not give him his _______. He showed the Devil a missing _______ in the church. He saved his soul. He finished the San Francisco church and he thanked God.

Cantuña died in _______ in 1784. Today there is a chapel called Cantuña’s chapel near the San Francisco Church.
Appendix 31

ACTIVITY 2

WORKSHEET

NAME: _________________________________

DATE: _________________________________

CLASS: _________________________________

Answer the Following question according to the story.

1. Who offered Cantuña the job?
   ____________________________________

2. Did Cantuña accept the job?
   ____________________________________

3. Who offered to complete the job?
   ____________________________________

4. Did Cantuña accept the job?
   ____________________________________

5. What was the condition the devil purpose Cantuña?
   ____________________________________

6. Could the Devil get the Cantuña's soul?
   ____________________________________
Appendix 32

ACTIVITY 3

WORKSHEET

NAME: __________________________________________

DATE: __________________________________________

CLASS: _________________________________________

2. Teacher tells the story again and students listen. After that, teacher gives them sheets of paper with unscramble sentences about the legend. Then students put in order the sentences according to the legend.

He showed the Devil a missing stone in the church.

Some Franciscan priests wanted to build a church in Quito.

They offered the job to an Indian called Cantuña.

The Devil offered to complete the job.

He set a condition. Cantuña agreed.

The next day the Devil asked for Cantuña’s soul

He saved his soul.

1. Some Franciscan priests wanted to build a church in Quito.

2. Some Franciscan priests wanted to build a church in Quito.

3. They offered the job to an Indian called Cantuña.

4. The Devil offered to complete the job.

5. He set a condition. Cantuña agreed.

6. The next day the Devil asked for Cantuña’s soul

7. He saved his soul.
Appendix 33

Attachment CD.