



UNIVERSIDAD DE CUENCA

FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

Escuela de Lengua y Literatura Inglesa

**“Victorian Fairy Tales to Develop the Speaking Skill for Children of Sixth Level of
Basic Education at Maria Auxiliadora High School”**

Trabajo de titulación previo a la
obtención del Título de Licenciada
en Ciencias de la Educación en la
Especialización de Lengua y
Literatura Inglesa

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Cuenca-Ecuador

2016



RESUMEN

Este trabajo de investigación analiza los resultados de un estudio realizado en el Colegio Privado María Auxiliadora en la ciudad de Cuenca, en el uso de la narración como una estrategia comunicativa para mejorar la habilidad de hablar Inglés de los estudiantes de Inglés como lengua extranjera. En este trabajo se intentará demostrar que la narración es un método pedagógico adecuado para desarrollar las habilidades de hablar en estudiantes de sexto nivel que están inscritos en las clases de inglés como lengua extranjera. Los resultados significativos se reportan usando una Rúbrica dos veces: antes del proceso y después del mismo. La prueba estadística utilizada fue de Wilcoxon y el valor crítico fue 0,05. Los resultados mostraron una mejora en todos los cinco componentes diferentes de la rúbrica. La conclusión más importante es que los cuentos de hadas victorianos pueden ser incluidos dentro de la clase y que motiva a hablar el idioma Inglés.

Palabras clave: Cuentos de hadas victorianos, habilidad de hablar, El gigante egoísta, El flautista de Hamelin, clase de idioma Inglés



ABSTRACT

This research paper examines the results of a study conducted at Maria Auxiliadora High School in Cuenca, on the use of Storytelling as a communicative strategie for improving the English speaking skill of the students studying English as a foreign language. This paper will attempt to demonstrate that storytelling is a suitable pedagogical method to develop speaking skills in students of sixth level who are enrolled in classes of English as a foreign language. The significant results are reported using the Rubric two times before the process and after of it. The statistical test used was Wilcoxon and the critic value was 0,05. The results showed improvement in all of the five different components of the rubric. The most important conclusion is that Victorian Fairy Tales can be included inside the class and it motivates to speak English language.

Keywords: Victorian Fairy Tales, speaking skill, The Selfish Giant, The Pied Piper of Hamelin, English language class



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INTRODUCTION

Currently, the English language is one of the most important languages in the world. Yet, learning English as a second language, presents some difficulties in the learning process. Speaking English with natural accuracy and fluency, as our research examines, for most people represents a great challenge. It is a well-known fact that speaking is a difficult skill to acquire. (Hetrakul)

Old fashion methods, such as focusing primarily on grammar and vocabulary, to teach English are still being used in public and private schools. As a result, the pupils feel discouraged when trying to learn the language. Motivation plays a very important role in learning, and it is demonstrated in the performance of the students when an assessment is applied.

Since ancient times, storytelling has been used as a tool to pass on ideas, thoughts, and legends, besides providing entertainment and education. According to previous research related to the learning process, some experts claim that English must be taught using interesting methods, such as TPR or Audio-Lingual Method to avoid the misconception that English is boring and stressful. In the past, the teacher has always been considered the main agent in the learning process. However, new theories have shown that he or she is only a facilitator in the classroom. In current times, the student is considered to be the most important part of the learning process. Although, the teacher is not the main actor in this process, he or she is expected to guide his or her students to awaken eagerness in learning English as a second language. It is due to this fact that teachers should look for new alternatives to get their students engaged in learning English. One of the alternatives to get students' attention could be storytelling. This research is



going to focus on the use of fairy tales, specifically, Victorian fairy tales in the English language learning process among a select group of high school students.

The method used will be to tell portions of, selected Victorian fairy tales to students. The students will then be asked to continue the story. Before introducing the fairy tales into their curriculum, the vocabulary necessary to develop each unit will be taught to the students. The research question is whether or not the English language speaking skills of the students is enhanced using storytelling as a pedagogical method. The research question will be answered by examining the students' ability to create their own story by using the newly acquired vocabulary.



DEDICATION

This thesis research is dedicated to my family, especially to my parents Blanca and Javier, who have always helped and encouraged me to achieve my goals. Thanks for their understanding, love, and support. Without their effort and love, it would have been impossible to succeed in my career. I would like to thank to my brethren, who supported me through their prayers and words of encouragement. The help of God was vital to finish my career, and the credit goes to him. Praise the Lord!

Paola



DEDICATION

I want to dedicate this thesis research to my parents because they have helped me during all my life and my career. They have shared my happy and sad moments, and they have always encouraged me with their useful advice. Also, I want to thank God since without his protection and guidance, I would not have achieved my goal. Finally, I want to express my gratefulness to all those people who supported me during this process.

Tania



ACKNOWLEDGMENT

First, we would like to express our gratefulness to God for giving us the strength to go through this process.

Also, we want to thank to our family and friends for their support and help. A sincere thanks to our Thesis Director, Master Jean Paul Jara V, since his guide and ideas have been essential to lead us through the whole process.

Finally, we want to express our gratefulness to our bosses and coworkers for their understanding.



CHAPTER I THE PROBLEM

1.1 Purpose

The main purpose of this thesis is to encourage teachers and students of Maria Auxiliadora High School to change their negative point of view regarding English classes, and to make them aware of the usefulness of storytelling to improve speaking skills.

1.2 Problem

The students feel insecure when speaking English, they are afraid of making mistakes. As a result they lack fluency. They see English as a very difficult subject and feel frustrated when trying to say something without finding the appropriate words. This hinders the students' performance with the subject and spoils a great deal of the learning process of the foreign language. This can be solved by avoiding the use of the same old-fashion techniques of teaching and integrating a dynamic method to revolutionize the education system and its corresponding results.

What this work proposes is to give the students the opportunity to develop their creativity and fluency in the English language. This paper proposes the application of four lesson plans. The objectives will be achieved by telling the students Victorian fairy tales through the use of storytelling techniques. The aim is to demonstrate that the students can learn more easily through this innovative method that allows them to have an active role in the construction of their learning. When the pupils are engaged in storytelling, they feel relaxed and free to express their thoughts. This exercise enables them to speak fluently about an interesting



issue with an acceptable length. It is important to emphasize that the great advantage of using storytelling is that the students become confident about what they say.

1.3 Justification

In present times, the English language is considered the global language. This language is spoken and taught throughout the world. The English language has become the International language of business and diplomacy and is the most common language used to access information sources. Consequently, the English language is no longer simply an alternative, but rather it is a necessity. English proficiency is now required for professionals in fields such as education and business.

Generally, teachers have only focused on old and traditional ways of teaching English. Namely, using only grammar exercises and vocabulary lessons. Using this method, students gain little knowledge about the English language and are not able to use the language to communicate effectively.

Although, students in high schools learn a great deal of grammatical structure, this English learning process has become like a daily routine for them. Most students feel bored, and they are not interested in learning this subject. Teachers should make their classes more practical and fun in order to get the students attention.

We chose to develop the speaking skill because most students don't have the chance to practice their English outside the classroom and that is why they need a lot of practice while they are learning the language in class. (Hill)



Perhaps speaking is the most challenging skill for a teacher to develop in his or her students. By using their own language the pupils are capable of expressing all their emotions and thoughts, and they are expected to do the same using English. (Hill)

Most people like listening to fairy tales, especially young children. Human beings enjoy imagining themselves in another place with magic events because we can flee reality for a while. So it is no wonder that when someone is telling a story, everybody is looking forward what is going to happen. When we are telling a story, the students interact and even predict the following events. For this reason, this research supports the appropriateness of using storytelling as an innovative method in the learning process of the students.

Storytelling helps both the teacher and the students to create an interesting and fun class. Younger students are very active and creative, and storytelling encourages them to use their vivid imagination. The idea of this topic is to help the pupils achieve meaningful learning where they can get involved and develop their own stories through speaking skills and, also they can communicate easily with one another.

Through the use of fairy tales we can get the students interested in the class and willing to participate without feeling pressure to do it. It is important to highlight that the strength of this project would be that there is a relaxing atmosphere. Besides getting new vocabulary to improve their performance in speaking, the pupils learn several moral values and important teachings from each story.



Using fairy tales offers several advantages of which teachers can take advantage. One of the qualities that make fairy tales and nursery rhymes so appealing is the fact that they cannot be erased from the mind. Sometimes this is because a story is particularly vivid, sometimes because a rhyme, over time, has become progressively better developed and thus easier to remember.

It is important to take into account that to develop the speaking skill teachers should provide the students with the necessary tools, that is, the target language. They need to learn a good deal of vocabulary to progress in communicating their thoughts. We must guide our pupils by means of free and controlled practice. It is suitable to keep in mind that when students are working on free oral activities, the purpose is to get them to say what they mean, to express themselves. (Hill)

The acquisition of vocabulary plays a very important role in the process of learning the English language, and we have to take into account the way that young learners acquire vocabulary at their age. Children at sixth level of school learn vocabulary by matching, circling and coloring pictures. (Loop)

“Knowledge is stored in two ways: linguistically and nonlinguistically. Knowledge that is presented nonlinguistically is stored in the form of mental pictures or physical sensations such as sight, sound, smell, touch, taste, and movement. Using both linguistic and nonlinguistic methods of learning helps students recall and think about information. Because ELLs cannot rely solely on linguistic ability to learn and retain Knowledge in a new language, nonlinguistic methods of learning are



particularly important for them, namely, realia, graphs, maps, and demonstrations.” (Hill).

Another advantage of teaching fairy tales is that the students can achieve a great deal of vocabulary, necessary in their communication process. The fairy tales we have been selected for this project are: *The Selfish Giant, The Princess and the Pea, The Pied Piper of Hamelin, The Magic Fish Bone, The King of the Golden River, and The Reluctant Dragon.*

For the above stated reasons, using fairy tales will be a very useful tool in the English learning process for nine year olds. Taking advantage of Victorian fairy tales will result in an increase of the students’ vocabulary and thus in the speaking skill quality and length. It will awaken in the students an interest in learning about themes of importance all over the world. (Cavalieri)

Finally, this research could serve as a source of information and investigation for Literature students and people in general who want to do research on this specific kind of fairy tale.

1.4 Objectives

The main objective of this research is to improve the English speaking skills through the use of Victorian fairy tales for the students of sixth level of Basic Education at Maria Auxiliadora High School. This aim will be achieved through the application of storytelling into the classroom.



1.4.1 General Objectives.

- To improve the English speaking skills through the use of Victorian fairy tales for students in the sixth level of Basic Education at Maria Auxiliadora High School.

1.4.2 Specific Objectives:

- To analyze each story that will be applied in the classroom.
- To measure the fluency, accuracy, and length of the speaking skill before and after the application of storytelling in the classroom.
- To support the theoretical aspects of storytelling for improving speaking skills.
- To design four lesson plans with some specific stories and activities to feedback speaking skills in an English class.



CHAPTER II: LITERATURE REVIEW

2.1 Definition of Narrative

Narrative is defined as “a way of ordering events and thoughts in a coherent sequence that makes them interesting to listen to. It therefore has a strong oral heritage” (Sacanlan). These are the elements which are distinguished in a narration: the narrator, the characters, the context or environment, the action, the introduction or presentation, and the development and outcome (Sweetland).

The previous definition points to the essential characteristics of the narrative and the main elements that comprise it. Cabrera and Pelayo added the concept of dynamism to the whole story:

"Narration is one of the forms of expression used by most people. It is to equivalent to telling (someone) facts or events, fictional or real in nature, occurring in space and time " (124).

The chain of words, statements, and events described shape the particular meanings of certain stories. This construction is called narrative, which, as defined by Prendinger, consists of the speech through which an agent tells a story. This agent is called the narrator, and is set apart by the specific difference between a story and other speech genres (Prendinger 62).

A closer definition of narratological studies was developed by Rudrum, who pointed out that narrative consisted of representing at least two events or situations in a time sequence without neither presupposes or involves the other



(Rudrum 1). This definition allows one to expand the narrative possibilities to other people and to communication fields such as films, theater, and comics.

The narrative primarily concerns man although the characters may be animals, things or inanimate objects, they are always transmitted through a filter of humanity. That is, behind every narrative would be the human condition (Fog 16).

Mieke Bal points out three features upon which a narrative is founded: 1) the person becomes a spokesman narrative, 2) the parts in the narrative are divided; and 3) the content connects actors with events.

In turn, one branch of narratology has developed a theory consisting of three basic and essential points of the narrative components: 1) an initial situation (presentation of the characters, place, time and situation that guides events), 2) a complication or transforming forces, or disturbance launching the dynamics of the actions of the protagonists, and 3) a decision, or balancing force, that removes the obstacle introduced by the complication, and returns you to a new situation balancing different from baseline character (Camps, Colomer y Cotteron 85).

2.1.1. The Story

It is useful to establish a list of differences between the story and the novel, because the latter is a narrative form that shares certain characteristics with the story. Fournier presented a list of areas in which the story and the novel differ from each other:



- "The description in the short story is part of the argument, while in the novel it is an additional element"
- The dialogue in the novel serves for the analysis of the characters; it allows the reader to know more.
- The time in the short story should be brief and intense, that is, despite referring to countless years, you must have the drive unit; whereas in the novel, time is not a limiting factor.
- The novel is a story macrocosm and microcosm, that is, has the same elements as the novel but performed with greater agility and brevity" (Fournier 111 - 112).

Dey developed a definition of short story which points to a feature that might be considered essential. This is the requirement that the story hold a high-end aesthetic quality. This is what suggests the following definition:

"Short story prose, as much as it rests on a real happening, always reveals the imagination of a single narrator. The action consists of a series of events intertwined in a plot where the stresses and strains, graduated to keep a hold on the reader's mind, eventually resolved in an aesthetically satisfactory outcome " (Dey, CUENTO I 12).

Other authors also note a peculiarity of the short story over the other forms: its brevity. Del Rey provides a precise definition of the short story:

"A fictional narrative prose relatively brief in the length which has been prepared and transmitted through writing. The same type tale, linked to its oral origins, requires its length to be relatively short, the need for



which, initially so that one could retain it in memory and reproduce it more or less faithfully without difficulty" (9).

In turn, del Socorro presents a definition that encompasses some of the points already allocated to the short story, that is, its brevity (synthesis capacity) and its highly aesthetic pretension. In this regard: "The short story is a narrative of a fictitious action, simple and brief character development. They offer a wide range of issues and in their development, the author has added freedom to draw on all the poetic resources and to use the most varied tones (del Socorro, Robles y Raygoza 84).

2.1.2. Types of Stories

With respect to the stories, there are a variety of stories which allow us to work easily with children. These tales help the pupils in the process of learning in order to create an atmosphere where they can increase their skills. "Research has indicated that if a positive classroom atmosphere is created, students will learn better and engage more which means that it is one of the most effective and powerful tools teachers can use to encourage children's learning" (Zhang).

Fable: a traditional story usually about animals that teaches a moral lesson (Macmillan).

Legend: a story from ancient times about people and events that may or may not be true (Oxford Learner's Dictionaries).

Myth: is an idea or story that is believed by many people but that is not true (Merriam-Webster).



Parable: is a short story that carries a religious or moral value (Smith).

Proverb: a short saying as a piece of advice” (Books).

Fairy Tale: A children’s story about magical and imaginary beings and lands (Oxford Dictionaries Language Matters).

2.1.3. The Narrator

As Harris points out, any definition of the narrator must be started from the clear distinction “from the author, often easily confused with the narrator, but really endowed with different ontological and functional status” (173). In simple terms, one should not fall into the mistake of confusing the opinions, worldviews, ideologies, or prejudices of the narrator with the author, although they may agree on one aspect or another. In this regard: "The narrator is, therefore, a construction of the author, and it can be projected ideologically, ethically, culturally or any other kind of attributes. A series of relationships between authors and narrators are resolved within highly broad technical and literary options" (Harris 173).

That is, there may be a projection and not necessarily a complete transposition of the author in the narrator. Moreover, being protagonist of the story, the narrator has a voice, which can be seen through constant "intrusions and acts of subjectivity that distill the aforementioned ideological choices" (Harris 174).

Several types of narrator:

- Autodiegetic narrator: He who relates his own experiences as a central character in the story; in a situation involving important semantic and



pragmatic consequences. Usually an autodiegetic narrator situation develops through the use of the first person pronouns.

- Heterodiegetic narrator: in this case, he tells a story that is alien, because he is not integrated as a character within the diegetic universe. The heterodiegetic narrator is in a state of otherness about the events narrated; in this regard, "he is outside the action, as a witness (...) it is not uncommon that this narrator is placed at a later time position in relation to history" (Harris 175).
- Homodiegetic narrator: This narrator explains what he has lived as an active participant in the events narrated and directly known to him, although he is not the main character of the story (Harris 176).

2.1.4. The Characters in a Story

Díaz Arenas recalled that the characters stand out among all the elements of a story, mainly because of human nature. In the narratology they are also called actors.

In turn, in order to properly establish the characteristics of a character, you should consider certain aspects:

- Prosopography: external traits
- Etopeya: interior traits
- Function and role performed in the plot (hero, helper) (Díaz Arenas 35).



2.1.6. The Narrative Time

Ryan indicates that the element or constitutive condition of the narrative is temporary. He adds: "(...) facts, not mere statements of affairs, can be represented and connected in a narrative; at least two events are required for a narrative, and the connection between them must be at least temporary and not necessarily logical" (Ryan). That is, although there is an illogical, irrational, or absurd connection between the elements of a narrative, time is always developing. Time, in this sense, is the most important element of narrative.

"It is common that a narrative is able to have a variety of times. You can name the time in which it is told, the time elapsed in the story that can change in many years in just a few seconds or minutes, the tense, or the simplicity of the past, present, and future." (Robles, Raygoza y Ramos 63).

Marguerat and Bourquin explain how it works or how time is handled in a narration:

"When a narrator says: three years passed, he is pointing to a susceptible period being measured with the help of a calendar, it is the time of the story; his speech, however, has evoked very briefly that time frame. If the same narrator refers extensively the meeting of two characters and details of their reactions so thorough, you will be introducing a reverse distortion between the (short) time in the story, and the time or length of the story" (141).



There are some temporal patterns in short stories. Here are the most important:

- External or historical time is when the account takes place. It may be explicit or inferred from the atmosphere, characters, and customs.
- Internal time: the time that takes place through the events in the story. It can be a lifetime or several days. The author selects the interesting moments and ignores moments he judges to be unnecessary (Domenech y Romeo 1).

2.1.7. The Narrative Structure

Lluch identifies six basic elements of the narrative sequence:

- Sequence of events: as time progresses.
- United theme: unity is guaranteed by the existence of a subject-actor.
- Transformation: during the sequence of events states a change from misfortune to happiness, from poverty to wealth.
- Unity of action: the sequence is an inclusive process that starts from an initial situation and come to a final situation.
- Causation: the plot is created through causal relationships between events (Lluch 48).

2.1.8. Narrative Space

It is impossible to conceive of a story that is not circumscribed, somehow, in a space that gives information to the reader, not only in relation to events but also with respect to the objects that populate and furnish the fictional world; it is inconceivable, in other words, that an event narrated is not registered in the area



described. Pimentel highlights the crucial importance of space for setting the story, characters, and events. The author adds that the description of space in narrative must create the illusion of space or place. As with other aspects and elements of the narrative, the space can also be of various kinds.

Note that the environment is an element that is closely related to the characters and the plot, because through it you can see reflected stages of mood, thoughts, or emotions.

2.2 History of Fairy Tales through the Ages

Through the ages, humans have been involved in telling or listening to stories (Widrich). This has occurred in order to turn the story into a positive message or an idea that can guide us properly in daily life. Most tales have been focused on a combination of the real and the fictional world.

All societies know and have famous fairy tales. The term “fairy tales”, according to the Cambridge Dictionary it is defined as a traditional story written for children that usually involves imaginary creatures and magic. For some authors “fairy tale” has a different meaning; Mr. G. K. Chesterton says that luckily for the preservation of storytelling, there were several wise men such as librarians, counselors, and erudites, who kept this art alive.

An important feature that is worth highlighting is that “Teachers discovered that children could easily recall whatever historical or scientific facts they learned through stories. Children realized they made pictures in their minds as they heard stories told, and they kept making pictures even as they read silently to



themselves. Just hearing stories made children want to tell and write their own tales” (Greisler).

Throughout time, the use of stories has been seen as an example for daily life. All of us have been involved in listening to stories which were told to us by our parents or grandparents (Estrada).

2.3. Victorian Fairy Tales

The kind of fairy tale chosen for this research is the Victorian fairy tales. This specific group of stories has been selected because of its suitability for young children. In general, people might think that all fairy tales are filled with fantasy, innocence, magic, and peace. However, this is far from true. Fairy tales have always existed in English history, but what few people know is that they were brought from many countries in Europe (Lam). Fairy tales, in their original forms, aimed to entertain adults. Although the Brothers Grimm’s collection of stories contain some of the most famous characters throughout literary history, their stories also contain a great deal of violence and negative feelings (Greenspan).

If we look into the content of the first fairy tales, especially the Grimm’s, we can tell that those were meant for adult entertainment (Lam). They include adult issues like premarital sex. “In the original version of *Rapunzel*, published in 1812, a prince impregnates the title character after the two spend many days together living in “joy and pleasure.” Although the Grimm’s removed the sex content from their later editions of *Rapunzel*, violence became more evident in their fairy tales. We can see a clear example of this in *Snow White*. At the end of the tale, the evil



stepmother is forced to dance in hot iron shoes and consequently she dies (Greenspan). Another dark theme of their stories is Anti-Semitism.

“In ‘The Jew in the Brambles’ the protagonist happily torments a Jew by forcing him to dance in a thicket of thorns. He also insults the Jew, calling him a ‘dirty dog,’ [...] During the Third Reich, the Nazis adopted the Grimms’ tales for propaganda purposes. They claimed, for instance, that Little Red Riding Hood symbolized the German people suffering at the hands of the Jewish wolf, and that Cinderella’s Aryan purity distinguished her from her mongrel stepsisters” (Greenspan).

The Brothers Grimm did not intend their books to be read by children, but when children became their principal audience, the authors had to review the content of their tales (Greenspan). Their goal was not to provide entertaining reading, but to preserve Germanic tales. These 1800s collectors wanted to preserve their history; however, they caught their audience’s attention with the material they published. “While they created volumes that are far different from contemporary fairy tales, their contributions are still influential in literature and literary analysis today” (Bayer).

Taking into account these themes, no wonder 17th century English society was shocked by of such foreign tales. Primitive fairy tales were perceived as a threat against the innocence of children (Lam). The appearance and popularity of these tales among children aroused concern in common individuals, and interest in authors. These concerns led to the appearance of a new kind of fairy tales, Victorian fairy tale, which “aimed to contribute to the preservation of the young and



innocent from the dangers which threaten them in the form of child and juvenile literature (Trimmer). Victorian authors focused their attention on moral issues. They rewrote the classic fairy tales but encouraged grasping a moral lesson such as avoiding jealousy, envy, vanity, greed (Lam). One of these was Charles Perrault, who undertook the task of rewriting the foreign tales to give them a moralistic and suitable tone for local children. He highlighted spiritual beauty over physical beauty. Mrs. Trimmer, a Victorian fairy tale author, compiled his thoughts:

*Beauty's to the sex a treasure,
We still admire it without measure,
And never yet was any known,
By still admiring, weary grown.
But that which we call good grace,
Exceeds, by far, a handsome face;
Its charms by far, surpass the other,
And this was what her good godmother
Bestow'd on Cinderella fair*(Mrs. Trimmer,103)

2.4 Theoretical Framework of Storytelling

According to Melissa Northway, “Storytelling is the art of conveying a series of events in words, images and sounds, which are often supported by creative thinking or exaggeration” (Melissa Northway, Storytelling: The Importance of Storytelling).

Stories have always been an important element of every culture and society, and because of that, human beings get entertainment, education, and the



benefit of preserving culture and knowledge (Storytellingday.net). However, to achieve all these goals by using this art, we need some key elements: plot, characters, and a narrative point of view. We also need the setting, that is, “the place, social conditions, mood, or atmosphere in which our story takes place” (Vetter). Also, the plot is important, involving the events and the sequence. If it is well developed, it serves as the hook for the readers to be eager to know what happens next. Another prevailing element consists of the characters, their personalities, and interests.

“Once upon a time, oral storytelling ruled. It was the medium through which people learned their history, settled their arguments, and came to make sense of the phenomena of their world”(Greisler).But as time went by, the written word appeared, then only the wealthy could have access to the knowledge. Everywhere man turned, there was plenty of written material such as pamphlets, books, and paper. As a result, written word had unthroned the oral one. However, common people continued to tell stories, especially at bedtime. Unfortunately, “storytelling as a tool for learning, was almost forgotten” (Greisler).

Luckily for the preservation of storytelling, there were several wise men such as librarians, counselors, and erudites, who kept this art alive. An important feature that is worth highlighting is that “Teachers discovered that children could easily recall whatever historical or scientific facts they learned through stories. Children realized they made pictures in their minds as they heard stories told, and they kept making pictures even as they read silently to themselves. Just hearing stories made children want to tell and write their own tales” (Greisler).



Storytelling is a very important tool to pass on knowledge. Teachers can take advantage of this to develop speaking skills in their students. According to Goddar, a well-known poetry and fiction and non-fiction article writer, “stories spark creativity, open the mind, and allow the child to explore in a way that is possible only through fiction ”(Goddar).

Nobody knows for sure where and when storytelling began, but we have some clues through which we can trace this ancient and gripping art. The oldest form of storytelling is believed to be mainly oral (Mark). As time went by, it was combined with gestures and expressions. Later on, each story “was told using a mixture of oral narrative, music, rock art and dance” (Hamilton). Stories were kept because they were passed down from generation to generation, thus the cultural heritage of each society was preserved.

Storytelling is a very interesting topic to research. And if we stop to think, a very important question comes to our mind: What is the reason humans tell stories? The answer can be found in patriotism or pride. It is estimated that human beings began to tell stories to have an excuse for failure (Horace).

For example, a story might explain why the local army lost a war. The fact of including the intervention of supernatural forces or misfortune, gave our ancestors a chance to relieve the shame of their defeat and avoid showing their weaknesses. Before the invention of paper, primitive men used many resources to share their local stories. Caves paintings and carved trunks of living trees were used to represent the stories in pictures or writing (hieroglyphs) (Stevens). These helped the storyteller to remember the story.



As families gathered to form groups called clans, *“the storyteller, who was good at telling heroic events or other important events of the tribe, began to reach a position of respect and power. People found them interesting and began to listen to them. The priest, the judge, and the ruler were perhaps the earliest to use this art effectively in the history of storytelling. Storytelling days were considered important”* (Horace).

Before the invention of writing, human beings had to store all data in their memories to keep information, but this involved some limitations, like not having remembering facts. (Normans). Therefore, the storyteller needed to be a very good listener to trap as many stories in his mind as possible. If he was a good storyteller, he could gain the respect of every member of the tribe (Patti).

“He could easily find an audience, eager to devour every exciting bit of information in his stories. These stories were also shared with others in faraway lands. When people traveled, the stories traveled with them. And when they returned home, they brought with them exciting new tales of exotic places and people” (Estrada).

This research aims to trace that was told. According to this research, the oldest surviving story in history, it is the epic Gilgamesh. It talks about the prowess of a famous Sumerian king. As found in Storytellingday.net, “the earliest known record in the origin of storytelling can be found in Egypt, when the sons of Cheops entertained their father with stories” (Gilgamesh). “The story was carved on stone pillars for all to see, which spread the story around very quickly” (Bamber).



Stories have always fascinated human beings. As time has gone by, storytelling methods have changed, but eagerness to tell and hear stories remains the same. Stories even have a great effect in the way we see life (Donald).

However, for great stories to exist there should be great storytellers with several stories in every culture. A very famous compendium of exciting stories is “The Arabian Nights.” We may find this collection of tales very interesting, and it has a surprising background. The legend says that Scheherazade started to tell stories in order to save her and her fellow citizens’ lives (McCaughrean). She was one of the young slaves of Sultan Shahryar, who upset by his wife unfaithfulness, decided that no other woman would cheat on him.

“Shahryar marries a new bride and has her executed the next morning. This continues until Scheherazade, the Grand Vizier's daughter, marries the king. Every night she tells him stories stopping at dawn with a cliff-hanger, so the king will delay the execution in order to hear the end of the story. Traditionally Scheherazade tells her stories to save her husband from his tyrannical ways more than to save herself from the gallows” (McCaughrean 76).

Another storyteller we have heard about is Aesop. He became famous not because of his life 2.000 years ago, but for the collection of fables he wrote down. Since the fables were released, they have reached every generation throughout the world. His tales involve mainly animal characters which have movement, speech, and wisdom. But the most charming feature of his tales is the appropriate moral contained in each story that he had developed (Donn).It seems that he did



not write down any stories, but rather he was known for being a great storyteller. His stories had such an impact on the society of his time that after his death, advantaged people who could write took the task of writing down his tales for the future generations to enjoy them (Donn).

The study of storytelling reveals that there are plenty of different kinds of stories. Myths, legends, fairy tales, fables, ghost tales, and epic stories constitute an important part of our background. Some of the stories were used to explain intriguing events such as floods, droughts, earthquakes, fire, storms, thunder, tidal waves, and lightening. These stories very often contained the participation of gods and goddesses (Rebillot). These factors linked people together with a common heritage and set of beliefs.

The act of telling and listening to stories is believed to be one of the several factors that define us as human beings. No other species of animal has the skill of making up, telling and listening to stories, as well as understanding the moral and assimilating each story into everyday life (Patti).

“Experts sometimes separate oral stories into two main groups: Märchen and Sagen, which are German terms. There are no exact English equivalents. Märchen, consisted of loosely translated “fairy tales” taking place in a kind of different “once-upon-a-time” world, pointing to nowhere-in-particular. They clearly indicate that they are not to be understood as true. [...] Sagen, on the other hand, are supposed to have actually happened. These “legends”, occurring at a particular time and place very



often, draw much of their influence from this fact. Even with the intrusion of supernatural, it does so in an emotionally loaded manner” (Bruner).

2.5 Advantages of Using Storytelling in the Classroom

Storytelling is a technique that catches the students’ attention, especially the attention of children. The technique of using storytelling in the classroom offers several advantages to the teaching and learning process. One of the strengths of this method is that it contains a very appealing ingredient, magic (George Lucas Foundation). It helps control the students because when they listen to a story, they get involved in it thanks to their vast imagination.

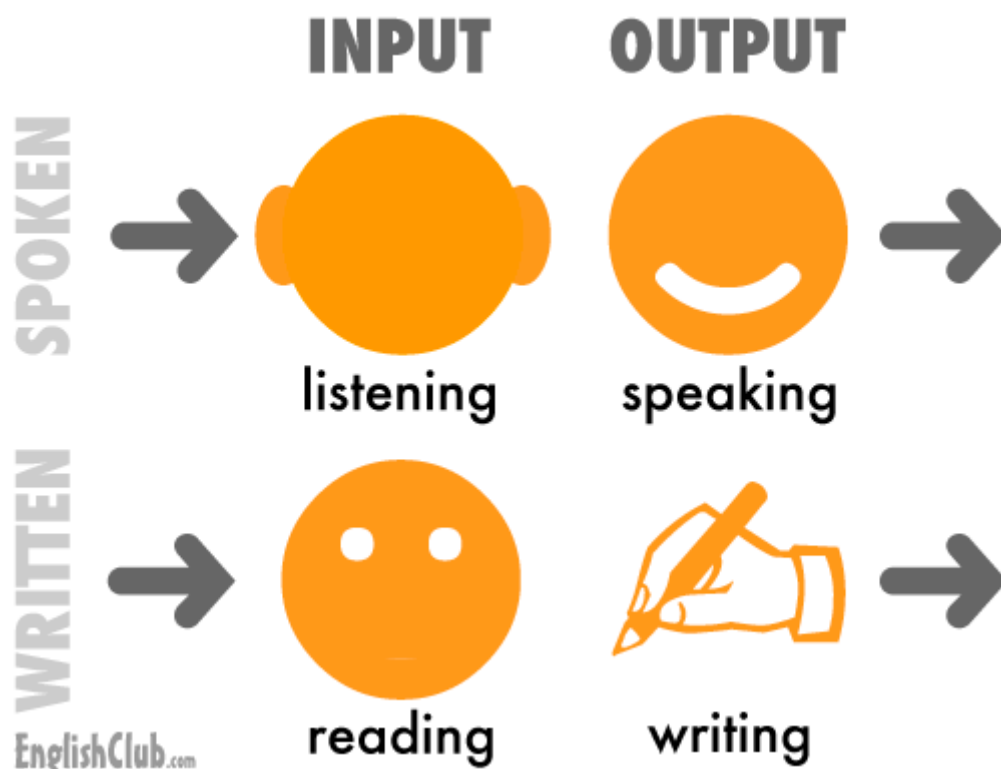
It allows them to fulfill their dreams by becoming one of the characters of the story. In that way, they can live in a parallel world. In that moment, the girl could be a princess, a fairy, or an ogre. Then once the story has finished, they come back to reality after having enjoyed fantasy for a while. This process takes place because of their incredible creativity. As a result, they are eager to listen to the outcome of a story (Gold). We can tell that they are living a magical moment by looking at their faces. Their eyes and mouths are wide opened while they are listening to a story. This entertaining experience helps them to remember the story and acquire the knowledge or skills that they are expected.

Storytelling encourages people to keep talking about the tale (Eric).The moral of the story, which the reader internalizes, can be applied to their daily lives. Listening to a detailed description of a tale gives the clues to express opinion on a moral issue. Stories are considered to awaken the interest of kids and urge them to read more stories. As a consequence, they develop an interest in reading. They

do this by exploring new tales and reading the previous ones again (George Lucas Foundation). “Reading stories to your children helps in making them get acquainted with the language as well as in learning new words and phrases. This is also a great way to teach your child new words and pronunciation on a regular basis” (Shah).

It is a well-known fact that to learn a language we need to go through the four skills, namely, listening, speaking, reading, and writing. There are two groups of skills, input skills and output skills. In this project my aim is to get the students to talk more fluently. To reach this goal, it is essential that they listen to a great number of stories to have tools to produce new language (S. Zhang).

Graph 1: Input and Output Skills





Source: englishclub.com

It can awaken students' interest by applying the lead-in activities. "Lead-ins actually introduce the theme of the lesson and are used to activate schemata, the student's prior knowledge or experience of the topic. They may also include activities to check knowledge, preview or pre-teach some language points (Rhalmi). "By doing this, enthusiasm rises in the class and whets the students appetite for listening to more tales, especially when the stories have an explicit moral or a meaningful lesson for real life" (Rhalmi).

By means of storytelling, we can instill virtues and pass on abstract concepts to our students. Kids love listening to stories (Warren, Theme Station). As a result, teachers and parents can benefit from this fact to convey qualities like wisdom, courage, and honesty since an early age.

Another advantage of using storytelling is that once the students finish listening to a tale, they are eager to make up their own stories and write them down. They want to tell about the new stories they have created to others. Also, when students listen to a story, they feel comfortable enough to participate and give opinions and new ideas for the story, thus enhancing communication in the room (Coskie).

Moreover, using the technique of storytelling "improves listening skills." (George Lucas Foundation). It gives the students an expectation of knowing what is going to happen later on. While the story is told, the pupils can actually picture it



in their minds. This fact guarantees that the students have meaningful learning (George Lucas Foundation).

Also, storytelling gets the students involved in their own learning process. In addition, it encourages the ones who like to act, and it develops the taste for art in those who have not discovered their talent for acting. Everybody likes to participate in stories by listening or telling them, no matter their age or nationality. Storytelling can be “enjoyed by children from kindergarten to the end of elementary school” (Wheatley).

“Storytelling has more benefits as an effective method of instruction, because it involves many mediums of communication for example use of gestures, song, and dance. It also molds characters and provides enjoyment. Stories broaden the knowledge of children and the cultural beliefs and activities. It also establishes good relationships among pupils and their teacher” (Chamunorwa).

“Most children usually have a lesser attention span and find it difficult to concentrate on something for long. Also, they end up talking more, rather than listening. Storytelling ensures that children are not only more attentive, but are also keen to listen and understand” (Shah).

At school, a method that is used for children's learning is storytelling. To achieve good readers in the classroom, the teacher must convert the storytelling into a dynamic process, in which the reader, the text, and the context converge (Robert).By joining the reader with his own thoughts, the text, with the author's



ideology, and context that frames the community; one can better understand the rationale behind each story.

“The success of education is reading. So let us give more stories to students. It would seem that this was the solution, but it is not. The issue, as specialists say, is not in reading but in the reader (Guerrero 54).

To achieve a linguistic talent in children, it is necessary to consider the influence of early reading experiences. This, because storytelling is an activity that involves both intellect and emotion. If as a child, an individual received great pressure to read, probably he will consider this activity a punishment, which will turn him off to books forever (Building).

For storytelling to be beneficial in every respect for human beings, it is important that there is a degree of enjoyment to reading. There is no use a text that is not read by the reader for enjoyment, as noted by the following author. It is when this starts to get into the depths of the book that reading makes sense. Otherwise, it becomes a simple phonetic interpretation of signs we have printed on a piece of paper or on a screen. Therefore, it is vital that teaching reading is taught for its value for enjoyment. This is what makes it so attractive to those who have been given the opportunity to be fond of reading (Guerrero 46).

It is important for storytelling in the classroom, to satisfy the variety of preferences that occur among individuals. To better select texts, it is important to look closer at the student. If possible, allow for the students to make their own



selection. In many cases, a specific type of reading for some subjects is necessary.

Storytelling is the main method to acquire existing media culture because it provides contact between literary art and other art forms, the environment, and the thoughts of others (Ríos). In addition to human development, storytelling brings acculturation, transmission of ancient knowledge to new generations, and the union of these with new ideas; these two characteristics, acculturation and human development are provided through the motivation for reading that the child feels.

According to Harold Bloom, by reading stories it is possible to expand knowledge. Since thought is linked to our individuality, thoughts conveyed in words by different authors can pass knowledge from person to one another.

With storytelling in the classroom, we can approach teaching in a more comfortable way. Different art forms of storytelling can be used such as films and the performing arts and through stories teachers can also contribute to human development and comprehensive training. Stories provide a comprehensive understanding of the world. Also, with storytelling a broader environment than that in which we live is expanded to us. We can pass on the knowledge and characteristics of a society (Warren). With storytelling, the children are able to enrich their fantasies, to improve their everyday language, and to develop reading skills.

Finally, it can be concluded that storytelling in the classroom is presented as an ideal medium for the transmission of culture, and therefore of human development. Storytelling links past, ancestral thought and the current,



contemporary ideology. So reading becomes the means by which the child learns, which will drive him to acquire a social and individual culture and thus contribute to the development of society.

CHAPTER III: METHODOLOGY

3.1 Basic Methodology

This chapter deals with the methodology used to develop this research. In order to develop this research, qualitative and quantitative methods were applied. Quantitative methodology was used because some important data had to be taken into account and reported. The qualitative method was used to understand how perceptions, feelings, emotions, and opinions about storytelling could be taken into account. To support this methodology, a pretest and a post-test were applied through surveys, and one interview. The surveys and the interview were necessary in order to analyze the results of the use of storytelling in a classroom setting to improve speaking skills. Besides applying the mentioned techniques to achieve accurate results, a compendium of four lesson plans to include the six proposed fairy tales was carefully designed. In order to adapt the stories to teach young pupils, each story has activities to facilitate assimilation and use of new vocabulary. Also, the children's needs were considered while developing the lesson plans.



The methodology used is quasi-experimental because this is an intervention process using a group of 30 grade six students at Maria Auxiliadora Primary School. The purpose is to prove the hypothesis, that Victorian fairy tales can improve the level of English speaking skill. This prospective study will apply a rubric to measure the speaking skill of the students. The study is longitudinal because there is a measure before and after the intervention process. Finally, the study uses a descriptive analysis of the variables and relational analysis to compare the first and the last measure.

This research cannot be considered a complete experiment because the researchers did not use a control group to see the differences between the implementation of Victorian fairy tales method of instruction and the traditional method of instruction.

3.2 Data-gathering techniques

In order to carry out this research, it was necessary to apply the following methods. The bibliographic method was used in order to collect scientific information regarding the use of storytelling to improve speaking skills. Also, the qualitative and quantitative methods were taken into account in order to collect data from students.

The sources used to collect information related to this research included books, web sites, and articles. The next step was to create a survey in order to evaluate the students' perceptions about fairy tales. This survey was applied to 30 primary school students of Maria Auxiliadora. The mentioned survey was carried out on December 2, 2015 (see appendix #1).



The following step in the process was the application of 4 lesson plans using storytelling (see appendix #5) as a tool to improve students' English speaking proficiency. Subsequently, the interview was administered on December 11, 2015, (see appendix #3). The interview consisted of seven questions related to the use of storytelling in the EFL classroom.

3.2.1 Survey

It was necessary to identify the main characteristics of the sample group and their knowledge of fairy tales in order to select a suitable intervention process. Researchers used a survey composed of 25 questions (see appendix # 1) concerning the didactic material that the teacher uses to teach English as a foreign language; the personal interests of the students; and the level of class participation of each student. Nineteen questions were posed using a Likert Scale, which operated with the level of agreement with some affirmative sentences. The Scale used four numbers: 0 represents never, 1 almost never, 2 almost always, and 3 represents always. The last two questions were multiple response options allowing the student to select the materials that the teacher uses to teach English and the Victorian fairy tales that the students were familiar with before the implementation of the process.

This instrument was used before the process to show the overall ability and context of the class and to plan the implementation of Victorian fairy tales within the class.



3.2.2 Interview

The interview given to the students was composed of seven different questions about the method used during the intervention process (see appendix #3). These questions were about what students liked, what they considered interesting, if the tales could be used again, the best story, student's recommendations, and if they were interested in talking about the fairy tales outside the class.

This instrument was used only after the intervention process because the researchers were interested in knowing the opinions of the students about their work during the development of the four lesson plans (see appendix #5).

3.2.3 Pre-test and Post-test.

The researchers considered that it was necessary to assess the students' proficiency regarding English speaking skill. Therefore, they decided to apply the same instrument before and after the implementation process to obtain accurate information. The rubric of the PALS program (see appendix #2) was used before and after the process because it shows the level that the students had at the beginning of the process.

The researchers considered that the instrument to be applied should be able to measure oral proficiency. Therefore, they asked three questions in order to assess the students' level in terms of speaking.

The applied rubric was taken from the PALS program (see appendix #2), Performance Assessment for Language Students (Fairfax County Public Schools).



It evaluates six sub-skills such as: task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. Each item evaluates four important sub-skills being graded from $\frac{1}{2}$ to 4 points. The total points are converted into raw score, percent, grade, and rating. The raw score spans 24 points and has four classifications: EE (Exceeds Expectations) which indicates that the result is over 21 points, ME (Meets Expectation) which shows results over 16 points, AME (Almost Meets Expectations) which indicates the result is over 10.5 points, and DNME (Does Not Meet Expectations) which indicates that the results obtained a grade less than 10.5 points. The questions that the researches applied in order to assess the students speaking proficiency were the following:

- What is your favorite fairy tale?
- Why do you like that story?
- What was it about?

At the end of the intervention process the researchers evaluated the students again using the same rubric to measure how each student's competence in the English language was modified along the process. To obtain this measure, the researchers considered the final ability of each student in terms of speaking skill. To ensure the reliability of the process, the researchers asked the same questions when they applied the post-test. The objective of this posterior assessment was to know if the students had improved their competence when they speak in English.



3.2.4 Variables

There are six variables, which were used to compare the improvement in the speaking skill. These six variables are task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. All of them are ordinal variables because each one corresponds to a scale, which is graded from $\frac{1}{2}$ to 4 points. The addition of all of the variables shows the final raw score over 24 points.

3.3 Data-collecting

The materials applied in Maria Auxiliadora High School were valuable and relevant to this research. Those materials were focused on the listening and speaking skills. The process of application was divided into six sessions over the course of two weeks. In this time, four lesson plans were designed, with the objective of encouraging children to learn the English language through interesting activities (See appendix 5).

In addition, the development of the class was concentrated on a selected list of Victorian fairy tales. In each session, pupils worked with extra material in order to reinforce the respective vocabulary corresponding to each class, (see appendix #5). During the storytelling application, the teacher provided authentic materials such as videos, worksheets, flashcards, and projectors. These were effective tools to attract the learners' attention since most of the children like to learn through this type of technique. All the classes were carefully planned based on the three phases of knowledge: anticipation, construction of knowledge, and consolidation, in order to prove the effectiveness of storytelling. In this research,



the child was the main character and the role of the teacher was only that of a facilitator or guide. Through storytelling the young learners not only developed competence in speaking skill, but they also were educated concerning values. The stories contained positive messages of honesty, forgiveness, helpfulness, and love.

The data collecting process included the following steps: 1) gaining permission from the authorities of the High School, 2) presenting the project to the English department director, 3) obtaining approval of the authorities, 4) presenting the project to the students, 5) applying a poll with the help of the survey, 6) observing classes to assess the initial ability of the students, 7) the application section 8) implementing of the interview to know the impressions that the students had subsequent to the intervention.

3.4 Ethical Aspects

The information obtained was and will continue to be kept strictly confidential. All information collected is for the sole purpose of scholarly research and in no way will affect the physical or psychological integrity of the students. All benefits are expressed in this research without any risk for the children, their parents, or teachers.

3.5 Hypothesis

Students will improve their speaking skill after the use of the technique of storytelling with Victorian Fairy Tales during four lesson plans of English language classes at Maria Auxiliadora High School.



CHAPTER IV: ANALYSIS AND RESULTS

4.1 Analysis and Interpretation

It was necessary to reduce raw data down to an understandable level so that any person can effectively comprehend the essence of this research, regardless of the level of knowledge or profession. To achieve this purpose, the researchers made use of charts to analyze the obtained data.

The statistics used for the survey analysis are the mean, standard deviation, and percentages, to expose the survey results, which indicate the characteristics surrounding the speaking skill. Also, the mean and the standard deviation were used to measure the behavior of the participants in the pre-test and the post-test. The mean is the sum of all scores divided by the number of observations, and the standard deviation is a number that shows how scores are spread around the mean.

In order to compare the performance before the treatment with the performance after the treatment, the statistical test called Wilcoxon was applied. The level of significance is 0.05. If the results of the p value are less than 0.05, it is



acceptable that the students improved their speaking skill. So, the hypothesis that the results of the rubric are better after the intervention process is true, not only if the mean is better, but also if the p value is less than 0, 05. Therefore, it is important to know the p value to show the confidence level of the information in relationship to the mean.

4.2 Survey Analysis

In order to support the research about storytelling, it was important to analyze the answers of all the students who were going to participate in the research. The study was based on the opinions of thirty students who were vital to the accomplishing of the aim of this research. The researchers wanted to find a reliable instrument to achieve accurate results, therefore; they chose the given survey in order to be able to get the general perceptions of the sample group.

The answers in this survey gave a general idea about how often storytelling was used to teach English to children, and how useful this tool was. In this case, the majority of students answered positively, and most of them liked storytelling. One of the most important objectives of using stories in a classroom setting was reaching an improvement in the children's speaking skills. They improved their abilities while they were working with stories.

There were five questions about the students' perceptions related to their teacher. These five questions were averaged in order to obtain a grade for the teacher (see appendix #1).

Table 1 About the teacher



	Mean*	Standard Deviation
1. Teacher presents the issues very clearly	2,63	0,56
2. Teacher communicates the objectives clearly	2,40	0,77
3. Teacher permanently speaks English	2,23	0,73
4. Your English Language professor asks you to work in pairs or groups	1,80	0,85
5. Teacher uses a vocabulary that you can understand	2,63	0,67
Grade teacher	2,27	0,45

*Mean: mean a scale of 0 to 3, 0 represents never and 3 represents always.

According to the results, the students have a good perception about their teacher because they consider that she uses a very clear way to communicate and vocabulary that they understand. This may be due to the fact that their teacher is not a native speaker and because of that, she does not talk very fast. This gives the students the chance to understand the subject more easily than if they would have a native speaker as their English teacher.

Students noted that teacher does not always communicate objectives clearly and speaks only English, but it is not the lowest score. The answer that has the lowest score is that the teacher does not have the students work in pairs or in groups, which the mean indicates an average of almost always (Mean 1.80). According to this answer the teacher does not use this technique in class very often. Finally, the students gave 2.27 of some characteristics around the performance of the speaking skill of their teacher.

Table 2 About the class

	Mean	Standard Deviation
1. The classes are interesting because talks about interesting themes	2,23	1,01
2. Teacher encourage our conversation, even when she is not in class	1,67	0,88



3. Teacher encourage to give our opinions in English	2,47	0,78
4. I think the English language class is not boring	2,37	0,67
Rating classes	2,18	0,61

The results about the class considered four indicators of an appropriate class because the mean is 2.18, which shows that almost always the class is excellent. The highest result is that the teacher encourages the students to speak in English, followed by the one that affirms that the class is not boring, and the teacher talks about interesting themes. It could be considered a low indicator that t **Table 3** About themselves aged enough to use English when she is not working in class. This is due to fact that they do not have someone to talk in English outside the class, therefore; they cannot be skilled in the language if they don't practice by speaking in English outside of the classroom.

	Mean	Standard Deviation
1. You like to read stories or cartoons	2,20	2,23
2. You have read a story in English	2,00	,98
3. You talk to your partner about what you have read	1,33	,92
4. You speak in English to perform the tasks requested by the teacher	1,93	,98
5. You understand what your teacher asks you to do	2,37	,72
6. You talk without many pauses	1,80	1,00
7. Teacher has a pronunciation that helps you express what you mean	2,27	,87
8. You know enough words in English to speak with a "gringo"	1,86	,85
9. You like to participate in class	2,53	,68
Rating themselves	2,04	,49

To get a complete picture of the context of the class, the questions above were applied to find an opinion about them. The highest result refers to student



enjoyment of class participation, which can be understood as a highly positive attitude with a mean of 2.53. Most indicators show that the students almost always read stories or cartoons, have read a story in English, understand when the teacher is speaking, or take advantage of the teacher's pronunciation to improve their own ideas.

As can be seen in the above chart, the lowest scores are related to speaking English with someone else. It is difficult for students to overcome the fear of making mistakes while conversing in this language. It is notable that they do not feel confident enough to express their thoughts in any language other than Spanish. At the end, the rating of the characteristics about speaking skills of the students had a mean of 2.04.

Table 4 Materials used in class

	Number of students	Percentage
Board	29	97
English book	26	87
Movies and videos	22	73
Computers	21	70
Cards and illustrations	14	47
Stories General	11	37
Games for conversation (eg. Inf.Gap)	11	37
Graphic Organizers	9	30
Personal testimonies	8	27
Projector	5	17
Fairy tales	3	10

In order to find out which materials the teacher commonly uses, students were asked to select the materials that they considered as very often used in the class. The results showed that the materials which are the most used are the board, the English book, movies, videos and computers. All of them are used over



70% according to the students' choices. Some other materials like cards, stories, games, graphics, and testimonies are used less than 47%. It is interesting to note that most of the students (90%), agreed that their teacher has not used fairy tales to teach before. For their teacher is difficult to extend the ordinary classes using a lot of activities involving multimedia techniques because of the time constraint of the class which is, two hours a week.

Table 5 Fairy tales that the students knew before the intervention process

	Number of Students	Percentage
Princess and Pea	1	3
Pied Piper of Hamelin	11	37
The Selfish Giant	0	0
King of the Golden River	1	3
The reluctant Dragon	0	0
The Magic Fishbone	0	0

The last question was about fairy tales in class, the researchers wanted to know if the students had heard, at least in Spanish, specific tales which were to be implemented in the class. The results showed that there was only one tale, The Pied Piper of Hamelin that was familiar to the students. Only 37% of the class, had heard it previously. Therefore, the sample group is a suitable one to apply the research about storytelling.

4.3 Rubric Results

It was necessary to evaluate the speaking performance of the students before and after the research. Because of that, it was worthy to search for an instrument to measure their proficiency. However, for this to be acknowledged, the researchers need to have a validated rubric with the necessary criteria to assess



the students speaking skill. The rubric for this research was taken from the PALS program, Performance Assessment for Language Students (Fairfax County Public Schools). It evaluates six sub-skills such as task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control. Each item evaluates four important sub-skills being graded from $\frac{1}{2}$ to 4 points (see appendix #3).

Table 6 Results of the Rubric

	Pre-test		Post-test		P value
	Mean	Standard Deviation	Mean	Standard Deviation	
Task completion	2,73	0,64	3,32	0,59	0,001
Comprehensibility	2,78	0,57	3,47	0,61	0,000
Fluency	2,65	0,71	3,32	0,53	0,000
Pronunciation	2,83	0,58	4,55	5,78	0,000
Vocabulary	2,83	0,58	3,37	0,63	0,003
Language control	2,85	0,51	3,40	0,52	0,001
Total	16,55	3,11	20,37	3,15	0,000

All the results have a p value less than 0.05, so the hypothesis that the students improved their speaking skill is true. In this way, task completion at the beginning was 2.73 and at the end ascended to 3.32. This result can be explain by the fact that at the beginning the students answered with a few words because they have not listened to a lot of fairy tales. Therefore, they could not give eloquent answers. Also, comprehensibility improved from 2.78 to 3.47. Fluency was 2.65 in the first measure, but at the second it was 3.32. Pronunciation had 2.83, then 4.55 (the best indicator). These results may be explained by the fact that the students were exposed to the language for a considerable period of time, so at the end they became accustomed to speaking English.

Vocabulary in the beginning was 2.83 and when the intervention finished was 3.37. Language control began with 2.85 and finished with 3.40. This



improvement may find its reason in the fact that the students learned a great amount of new words. As a consequence, they become more fluent and developed an acceptable lexicon. Finally, the sum of every indicator in the beginning was 16.55, which approaches the benchmark of almost meets expectations. At the end of the studies this was improved to 20.37 which definitively meets the benchmark of exceeds expectations. According to the results, it can be seen that storytelling benefits the students' competence in the speaking skill.

4.4 Interview Analysis

The researchers considered that it was necessary to have an impartial and objective criteria about their performance during their classes, the possible mistakes, and useful suggestions to improve the classes. After the intervention process, the researchers decided to apply an interview (see appendix #3) to the students in order to have their point of view regarding storytelling and the possible suggestions to improve English classes. It was a written interview and consisted of seven open questions to ask about the students' opinion about teaching English through storytelling. Of course, the researchers used this instrument only to know what the perception of the students was in terms of their personal opinions (see appendix #3).

There were many positive opinions about the implementation of fairy tales and only a few comments which did not reflect great satisfaction. According to the interview, there was a student whose opinion can summarize the general perception of the pupils. She said:



I liked PowerPoint presentations, videos, when the teacher told the story, the pictures, when we drew the end, and when we created and wrote an ending to the story.

Students liked not only the plot of the story, but they also liked the materials that the teacher used during the class.

Regarding the plot, a student commented that she liked the tales "...because in the stories incredible things happened", another student said that it was interesting "...because the characters were cute". The few students that had heard the stories before commented that "Some were not very interesting". For most of the students the stories were very new, so they enjoyed the plot. That was one of the features which showed the interest of the students during the classes. The particular situation of the students who had heard The Pied Piper of Hamelin before was not a big problem, because they helped their partners to understand the plot.

The teacher asked the students if they would like the stories to be re-used in their classes. Some opinions were "I liked it a lot because I enjoy learning stories", "Yes, because I want to learn more stories", and "It is fun to listen to fairy tales". The study did not identify any student who rejected the idea of using fairy tales in the classroom. One student said that she wanted to hear not only fairy tales, but other realistic tales because she feels that she is not a little child anymore.

In general, the analysis of the interview reveals that the students considered that the classes were very useful and interesting. They also express that they



would like to be taught through stories because they think it ensures an ease on the teaching learning process.

According to the preferences, there was a question about which story the students liked best. The ranking of the answers are: in the sixth position, The Magic Fishbone, in the fifth position, The King of the Golden River, in the fourth position, The Reluctant Dragon, in the third position, Princess and the Pea, in the second position, the Pied Piper of Hamelin, and in the first position was The Selfish Giant.

Table 7 Ranking of the favorite fairy tales.

	Number of Students	Percentage
Princess and Pea	4	13
Pied Piper of Hamelin	5	17
The Selfish Giant	15	50
King of the Golden River	2	6
The Reluctant Dragon	3	9
The Magic Fishbone	1	3

The Selfish Giant interested fifteen students and some of them commented it was because they identified with the story and its message. The question “In which way do you think your abilities have improved after using these stories?” produced some interesting answers like this one: “I can now talk without many pauses; I think I can use more words than before”.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions



The previous research was aimed to demonstrate that storytelling can improve the students' speaking skill. After the application process and analyzing the collected data, the authors can conclude that there was improvement in the speaking skill by implementing the use of Victorian fairy tales for students in the sixth grade of Basic Education at Maria Auxiliadora High School. The measures of task completion, comprehensibility, fluency, pronunciation, vocabulary, and language control, have improved significantly after the implementation.

Moreover, along the second chapter there are many details about each tale and the decision to use them in the class. The researcher was very successful because of the appropriateness of the stories taking into account the age of the sample group. As said in the two first chapters, Victorian fairy tales are free of violence, sex, or other unsuitable contents. These tales are The Selfish Giant, The Princess and the Pea, The Pied Piper of Hamelin, The Magic Fish Bone, The King of the Golden River, and The Reluctant Dragon. The story that the theory says that is going to be more interesting was The Selfish Giant and surprisingly the Pied Piper of Hamelin, the latter has some versions in Spanish language. However, the authors decided to use this story in order to have analyze if the students lost their interest.

On the other hand, the interest to measure the speaking skill, at the beginning, was focus on fluency, accuracy, and length of the speaking skill, but it was found another kind of measure based exclusively on the speaking skill. The applied instrument is a validated Rubric which includes five components: task completion, comprehensibility, fluency, pronunciation, vocabulary, and language



control. This rubric assess accuracy inside of every component, but did not consider explicitly the length of the speaking as a valid criteria to measure the speaking skill. Of course, the length is implicit in the vocabulary and in the language control.

According to many authors, storytelling is an important characteristic of human beings through which people learn, especially kids. Children like not only to hear, but to tell stories and to participate in the plot. An important author said “Storytelling ensures that children are not only more attentive, but they are also keen to listen and understand” (Shen), so the speaking skills are involved in the storytelling application. Through this research, the authors could confirm this theory.

In order to be able to teach storytelling, four lesson plans using six Fairy Victorian tales here were designed. The plans contain stories like The Selfish Giant, The Princess and the Pea, The Pied Piper of Hamelin, The Magic Fish Bone, The King of the Golden River, and The Reluctant Dragon. It has been included communicative strategies to feedback speaking skills during six different English classes. The teacher told portions of the selected story, and then the students tried to guess what happened after. The structure of each lesson plan was to present the aim of the class, 1) warm up with a game; 2) introduction of new vocabulary using cards or flashcards; 3) the meaningful practice which include the storytelling and an activity to talk in class.

Along the classes, the children showed a positive attitude because it was easy to tell that they enjoyed working with stories. Moreover, most of the students



liked to participate in class. For example, when the teacher was telling the story of *The Pied Piper of Hamelin*, she asked the students to follow her outside the classroom as if they were the rats that the piper was enchanting through his playing. She did the same request to represent all the children that followed the piper out of the city of Hamelin. In both cases, almost all the students raised their hands to volunteer to represent the rats and the children with the same eagerness. These activities made possible the interaction between the teacher and the students creating a friendly environment. Through the use of this method, the learners got the free development of their skills using their imagination and creativity.

5.2 Recommendations

After the intervention process, six recommendations were proposed as a result of the process and the students' opinions. For each conclusion, a recommendation has been designed.

Through the use of storytelling, the accuracy, pronunciation, fluency of the students was positively affected. The researcher considered that it is interesting to measure the speaking skill, but maybe it could be more interesting if a research proposal is made to combine the measurement of this skill with the listening skill. This is because during the storytelling the students must hear and understand the gist of the story, to give a summary or create an end for it.

Students know in Spanish language some Victorian fairy tales like *The Pied Piper of Hamelin* which does not obstruct them to talk about them inside the class. This fact is indifferent for the students because when they hear the stories in



English, they recognize the story, and they enjoy it again. Therefore, fairy tales can be taught regardless if students have listened to them in Spanish before.

Another important recommendation would be that it is important to use a validated Rubric to know the level of English speaking skill instead of trying to measure the length of the speaking skill, which is not very objective.

Storytelling should be used as a way to improve the speaking skill, but it is hard to try to use one tale per class. Therefore, it is important to use a story during two or three different classes in order to complete the process and obtain an outcome.

The researchers considered that it would be very useful to create a booklet containing well known Victorian tales in order to compile these stories to reinforce reading. This can motivate the students to read more often.

Finally, it would be very interesting to apply Victorian Fairy tales throughout the school year in order to approach the students' interests, especially if they are kids, because teenagers are not very interested as children are in tales.

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Appendices

Appendix 1

ENCUESTA PARA ESTUDIANTES DE INGLÉS

Edad del estudiante	Grado y curso	Fecha y hora de aplicación
Nombre del estudiante		

Estimado(a) estudiante, su opinión acerca de la forma como el profesor de inglés realiza sus clases es muy importante para buscar formas atractivas de enseñar. A continuación se presentan una serie de aspectos relevantes en este sentido, para que valore el desempeño del docente de inglés, a usted mismo, así como las clases en general. La información es confidencial, así que le pedimos que marque con una equis (X) frente a cada aspecto que mejor represente su opinión.

1. La última vez que empezaron una clase el profesor entregó la planificación SÍ NO

CALIFIQUE AL PROFESOR

- 2. Presenta los temas con mucha claridad
- 3. Comunica claramente los objetivos de cada clase
- 4. Permanentemente habla inglés
- 5. Le hace trabajar en parejas o en grupos
- 6. Utiliza un vocabulario que Ud. puede entender

Nunca	Algunas veces	Casi siempre	Siempre
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CALIFÍQUESE A USTED

- 7. Le gusta leer cuentos o historietas
- 8. Ha leído un cuento en inglés
- 9. Conversa con sus compañeros acerca de lo que ha leído
- 10. Habla en inglés para realizar las tareas que pide el profesor
- 11. Comprende lo que le pide hacer su profesor
- 12. Habla sin muchas pausas
- 13. Tiene una pronunciación que le ayuda a expresar lo que quiere decir
- 14. Conoce suficientes palabras en inglés para hablar con un gringo
- 15. Le gusta participar en clases

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CALIFIQUE A LAS CLASES

- 16. Son interesantes porque tratan temas llamativos
- 17. Aborda temas que le gusta conversar incluso cuando no está el profesor
- 18. Me estimulan a opinar en el idioma inglés
- 19. Son aburridas

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. ¿Cuáles de los siguientes recursos usa el profesor para desarrollar sus clases?



Pizarra	_____	Películas y videos	_____	Tarjetas e ilustraciones	_____
Computadores	_____	Cuentos en general	_____	Juegos para conversar (ej. Inf.Gap)	_____
Libro de inglés	_____	Cuentos de hadas	_____	Otros	_____
Testimonios personales	_____	Organizadores gráficos	_____	Cuales _____	_____
				-	

- 21. ¿Ha escuchado alguna vez el cuento La princesa y el Chicharo? _____
- 22. ¿Ha escuchado alguna vez el cuento El Flautista de Hamelin? _____
- 23. ¿Ha escuchado alguna vez el cuento El Hueso de pescado mágico? _____
- 24. ¿Ha escuchado alguna vez el cuento El rey del rio dorado? _____
- 25. ¿Ha escuchado alguna vez el cuento El dragón reacio? _____

Appendix 2



Level 1 Speaking Tasks Analytic Rubric

Task Completion

- 1 Minimal completion of the task and/or responses frequently inappropriate.
- 2 Partial completion of the task; responses mostly appropriate yet undeveloped.
- 3 Completion of the task; responses appropriate and adequately developed.
- 4 Superior completion of the task; responses appropriate and with elaboration.

Comprehensibility

- 1 Responses barely comprehensible.
- 2 Responses mostly comprehensible, requiring interpretation on the part of the listener.
- 3 Responses comprehensible, requiring minimal interpretation on the part of the listener.
- 4 Responses readily comprehensible, requiring no interpretation on the part of the listener.

Fluency

- 1 Speech halting and uneven with long pauses and/or incomplete thoughts.
- 2 Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts.
- 3 Some hesitation but manages to continue and complete thoughts.
- 4 Speech continuous with few pauses or stumbling.

Pronunciation

- 1 Frequently interferes with communication.
- 2 Occasionally interferes with communication.
- 3 Does not interfere with communication.
- 4 Enhances communication.

Vocabulary

- 1 Inadequate and/or inaccurate use of vocabulary.
- 2 Somewhat inadequate and/or inaccurate use of vocabulary.
- 3 Adequate and accurate use of vocabulary.
- 4 Rich use of vocabulary.

Language Control

- 1 Inadequate and/or inaccurate use of basic language structures.
- 2 Emerging use of basic language structures.
- 3 Emerging control of basic language structures.
- 4 Control of basic language structures.

Name _____

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Fluency	½	1	1½	2	2½	3	3½	4
Pronunciation	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4

Raw Score: _____ /24

RAW SCORE	PERCENT	GRADE	RATING	RAW SCORE	PERCENT	GRADE	RATING
24	100%	A	EE	12	73.0%	C	AME
23.5	98.3%	A	EE	11.5	72.0%	C-	AME
23	96.6%	A	EE	11	71.0%	C-	AME
22.5	94.9%	A	EE	10.5	70.1%	C-	AME
22	93.4%	A	EE	10	69.0%	D+	DNME
21.5	91.9%	A-	EE	9.5	67.9%	D+	DNME
21	90.5%	A-	EE	9	66.7%	D	DNME
20.5	89.2%	B+	ME	8.5	65.4%	D	DNME
20	88.0%	B+	ME	8	64.0%	D	DNME
19.5	86.8%	B	ME	7.5	62.7%	F	DNME
19	85.7%	B	ME	7	61.2%	F	DNME
18.5	84.7%	B	ME	6.5	59.6%	F	DNME
18	83.7%	B	ME	6	57.9%	F	DNME
17.5	82.7%	B-	ME	5.5	56.1%	F	DNME
17	81.8%	B-	ME	5	54.3%	F	DNME
16.5	80.8%	B-	ME	4.5	52.2%	F	DNME
16	80.0%	B-	ME	4	50.1%	F	DNME
15.5	79.1%	C+	AME	3.5	47.9%	F	DNME
15	78.3%	C+	AME	3	45.5%	F	DNME
14.5	77.4%	C+	AME	2.5	42.9%	F	DNME
14	76.6%	C	AME	2	40.3%	F	DNME
13.5	75.7%	C	AME	1.5	37.4%	F	DNME
13	74.8%	C	AME	1	34.5%	F	DNME
12.5	73.9%	C	AME	.5	31.6%	F	DNME

EE: Exceeds Expectations; ME: Meets Expectations;
AME: Almost Meets Expectations; DNME: Does Not Meet Expectations

Converted % Score: _____ %

If you use points in your grade book, use Conversion Chart B or the following formula:

$$\frac{\text{converted \% score} \times \text{max score}}{100} = \text{student points}$$

(To divide by 100 move the decimal point two places to the left.)

FINAL GRADE: _____



Interview

Responda a las preguntas dando su opinión personal.

1. ¿Qué es lo que más le gustó de los cuentos de hadas?

2. ¿Le gustaría que se vuelvan a utilizar en sus clases?

3. ¿Cuál fue el cuento que más le gustó?

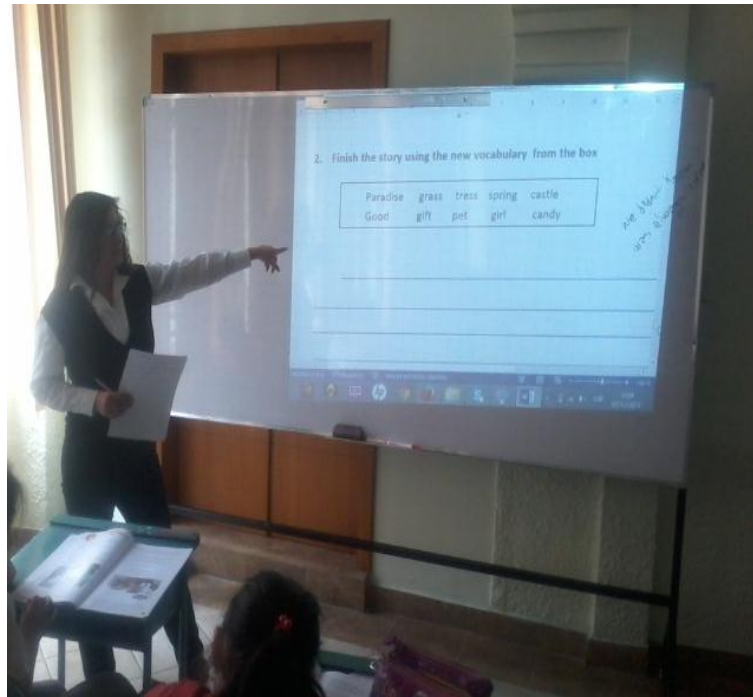
4. ¿En que ha mejorado después de utilizar estos cuentos?

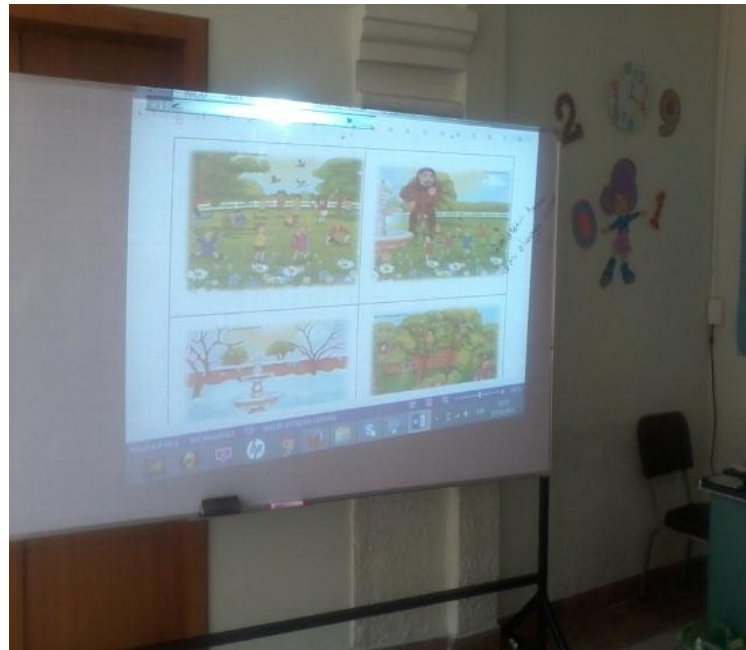
5. ¿Qué recomendaría al profesor respecto al uso de cuentos de hadas?

6. ¿Le gustaría contarle los cuentos que escuchó a otras personas?

7. ¿Qué moraleja fue la que más le gustó de todas las historias que escuchó?

Appendix 4









Appendix 5

Lesson Plan #1

The Pied Piper of Hamelin



The town of Hamelin was once full of rats. They ate all the food, troubled sleeping babies, and made a lot of noise. The people had grown tired of the rats but were unable to do anything. Even the cats were not able to kill the rats.

One day, a handsome man came to town. He was called the Pied Piper. He went to the Mayor and asked him, "What will you pay me if I free your town of every single rat?" The mayor offered fifty pounds to the Pied Piper.

Happy with the offer, the Pied Piper started playing his pipe. Hearing the song every rat came out from its hole and started following him. The Pied Piper kept on playing his pipe and the rats followed him. The piper walked up to the harbour with millions of rats behind him and led them into the water and waited till every rat had drowned.

Now the town was free of the little devils and the people were very happy.

After all the rats were dead, the Pied Piper returned and asked the Mayor for his money. The Mayor said that he could only give him twenty pounds for such an easy job. Now that the rats were dead, the Mayor thought that there was nothing to worry about. But the Pied Piper wanted to teach him a lesson. This time he played a different tune. Hearing his music, the children came out of their houses. They started following the piper, dancing and shouting. The elders watched in didn't belief as the Pied Piper led the children far, far away. The Mayor sent his men to look for the piper and bring the children back but none could find the lost children.

Aim of the lesson: by the end of the class, children will be able to develop the speaking skill through stories and new vocabulary .Also, they will be able to tell stories based on their own experiences.

1. Warm up:

The shopping bag

- Teacher says a short sentence about what he/ she bought yesterday on the market then the student repeat the phase and add another item.
- The message is passed along from one student to another with their own information.
- The final student say the message he/she received.

2. Introduction of new vocabulary.



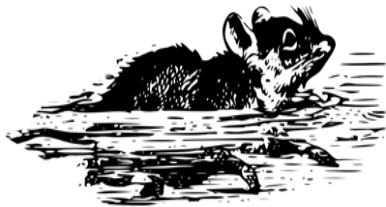
Tired



rats



pipe



Drown



harbour



piper



Shout



believe



dead

- Showing flashcard about vocabulary related to the tale.

2. Repetition of new words with students
3. Individual repetition



3. The meaningful practice

The Pied Piper of Hamelin



The town of Hamelin was once full of rats. They ate all the food, troubled sleeping babies, and made a lot of noise. The people had grown tired of the rats but were unable to do anything. Even the cats were not able to kill the rats.

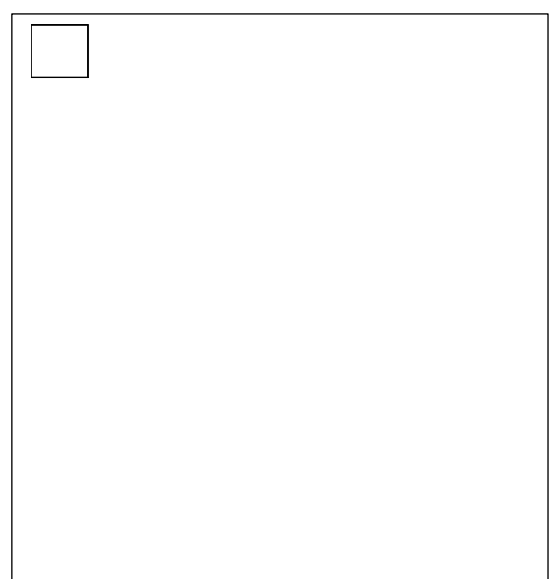
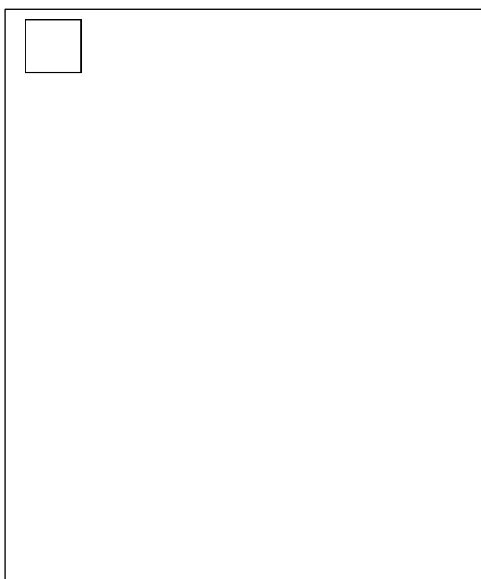
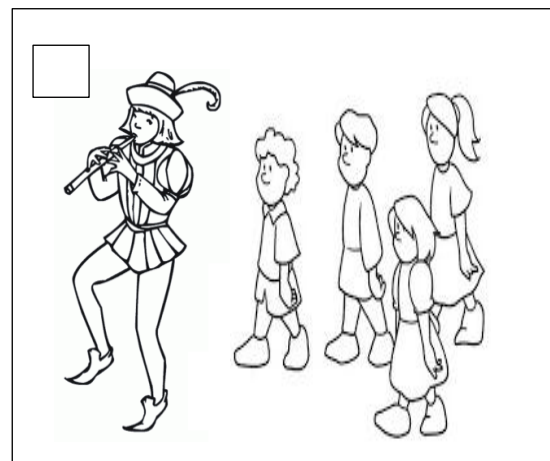
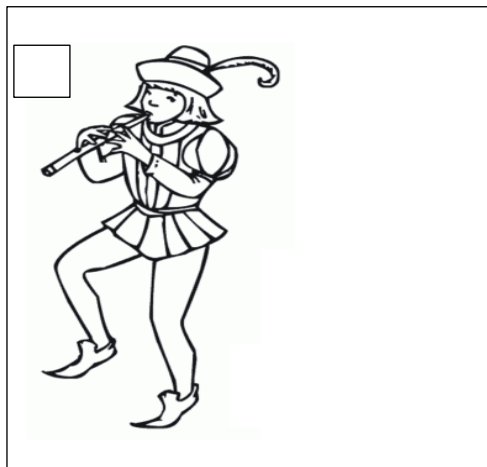
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4. **Feedback:** Number the pictures to order the story. Then draw two more pictures to finish the story.



Lesson Plan #2

THE SELFISH GIANT



Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It had lovely green grass, peach trees and rich fruits. Birds sang there and children played. The giant went to visit his friend's house. When he came back to his castle, he scared the children and they went away from the garden. The giant built a high wall all round it. Now the children had no place to play and were sad. That year spring came all over the country but not in the giant's garden. It remained covered with hail. No flowers bloomed neither did the birds sing. One morning the Giant was in bed when he heard some lovely music. He found flowers in the garden, the birds singing and found children on the branches of the trees. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. There was a little boy in that corner who could not climb the trees. The giant came out and helped him to climb the tree. He also played with the children. The little child kissed the giant. This melted the giant's heart. The children played every day in the garden after school. One afternoon the little child was missing. The giant looked for him daily but couldn't find him. Years passed. The giant grew old and weak. One winter morning that child was again seen in the garden. The giant ran to him and found that the child had prints of nails on his palms and feet. The child said that they were the sad. He said he wanted to take him to his garden, which was the Paradise. That afternoon the children found the giant lying dead and covered him with flowers in the garden.



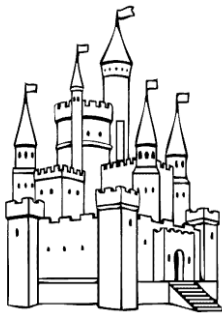
Aim of the lesson: By the end of the class, children will be able to develop the speaking skills through stories and new vocabulary. Also, they will be able to tell stories based on their own experiences.

1. Warm up:

—The broken telephonell

- a. Students are organized in a line.
- b. Teacher whispers a statement to the first student.
- c. The message is passed along from one student to another.
- d. The final student says the message he received out loud.

2. Introduction of new vocabulary



Castle



spring



tress



Hail



Paradise



Frost

3. Meaningful Practice





- There was a very selfish giant, and he lived in a castle. The giant went to visit his friend's house. Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden. It had lovely green grass, peach trees and rich fruits. Birds sang there and children played. They thought "How happy we are here!"
- When he came back to his castle, he scared the children and they went away from the garden. He asked the children, "What are you doing here? He said, "This garden is mine, and nobody can play in it, just myself!"
- The giant built a high wall around the garden. Now the children had no place to play and were sad. They thought "How happy we were there!" That year spring came all over the country but not in the giant's garden. It remained covered with hail. No flowers bloomed neither did the birds sing.
- One morning the Giant was in bed when he heard some lovely music. He found flowers in the garden, the birds singing and found children on the branches of the trees. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees.
- But in one corner of the garden, there was a little boy who was too small to reach the trees, and he could no climb. He was very sad and cried. This melted the giant's heart.

4. Feedback

Finish the story using the new vocabulary from the box

Paradise	grass	tress	spring	castle
Good	gift	pet	girl	candy

The KING of the GOLDEN RIVER



In the ancient country of Styria, there lay a beautiful and fertile valley called Treasure Valley. Surrounded on all sides by high mountainous the region never knew famine. There never was a drought or floods. Treasure Valley produced bountiful crops of apples, grapes, and honey. Above the valley, beautiful cataracts fell in torrents. One of these shone like gold in the sunlight and just thus was named the Golden River.

Treasure Valley was owned by three brothers, Schwartz, Hans, and Gluck. Schwartz and Hans, the older brothers, they were very stingy and ambitious. They farmed the valley and didn't pay nothing their employees, all the time were beating them. They kept their crops worth double until they have high profits. Gold was on the floors, but the brothers never gave charity. Neighbors nicknamed them the Black Brothers.

The youngest brother, Gluck, was a good and honest twelve-year-old lad. He was kind, although he couldn't do anything to help poor people because he was afraid of his brothers. One night, the evil brothers awoke to hear a terrible storm; the next day they found the whole valley was in ruin. The land became a desert, the brothers didn't have money they left the valley and went to the city to become goldsmith. A small man said that the solution to this would be that someone climbs the mountain and put 3 drops of holy water then Hans went to the mountain. On the road he found people who asked for help but he didn't help them.

Moments later, he was a black stone like his brothers Schwartz. Then Gluck went to the mountain there he found individuals dying of thirsty, a puppy, a child, and an old man. Gluck was charitable and gives them the holy water. The puppy turns into the King of the Golden River, who told what happened with his two brothers. Immediately, Gluck dropped the holy water into the river, and it traveled to the Treasure Valley which became a fertile valley again. Finally, Gluck was the new owner a wealthy man, who never was an ambitious without forget that the Golden River, was Known as the Black Brothers due to the two brothers who were bad people.


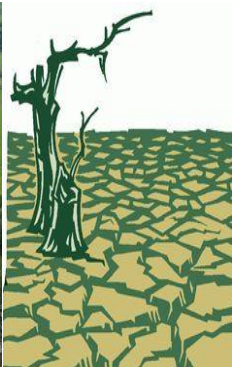













Aim of the lesson: by the end of the class, children will be able to develop the speaking skill through stories and new vocabulary .Also; they will be able to tell stories based on their own experiences.

1. Warm up:

Simon says

- a) Teacher make two groups in order to play
- b) Teacher says word and students have to show the things they hard.
- c) Example Simon says bring me the pencil: the first student who brings it is the winner.

2. Introduction of new vocabulary.

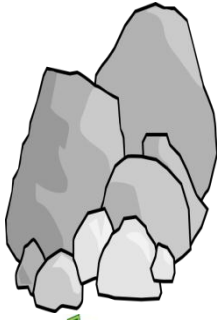
<p>Valley</p> 	<p>Famine</p> 	<p>drought</p> 	<p>floods</p> 	<p>plenty</p> 
<p>Cataracts</p> 	<p><u>stingy</u> <u>/ambitious</u></p> 	<p>Beat</p>  <p>Police Brutality</p>	<p>High profits.</p> 	<p>Ruin</p> 
<p>Goldsmith</p> 	<p>Stone</p> 	<p>thirsty</p> 	<p>drop</p> 	<p>Fertile</p> 

1. Projecting flashcard about vocabulary related to the tale.
2. Repetition of new words with students
3. Individual repetition.





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3. The meaningful practice



In the ancient country of Styria, there lay a beautiful and fertile valley called Treasure Valley. Surrounded on all sides by high mountains the region never knew famine. There never was a drought or floods. Treasure Valley produced bountiful crops of apples, grapes, and honey. Above the valley, beautiful cataracts fell in torrents. One of these shone like gold in the sunlight and just thus was named the Golden River.

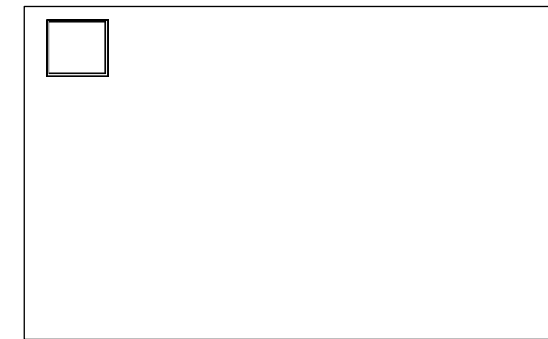
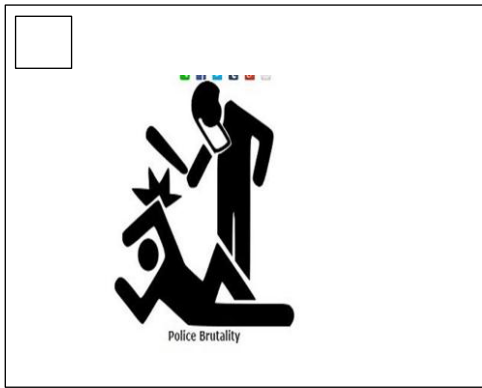
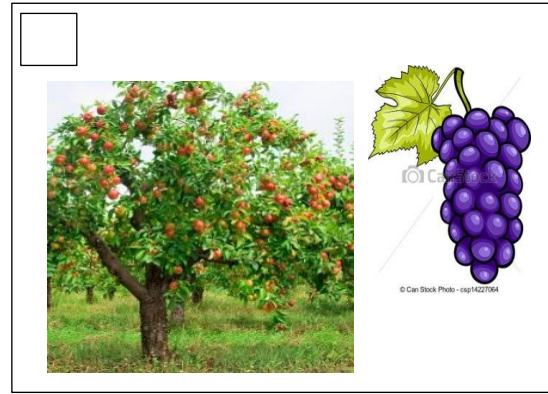
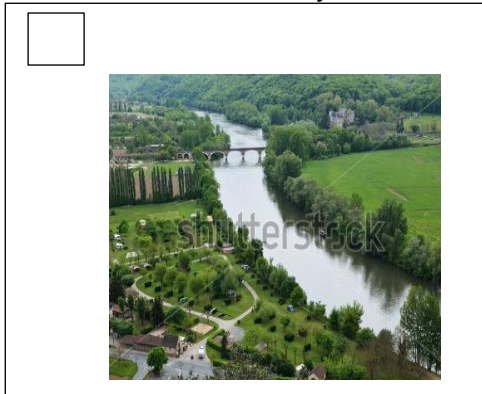
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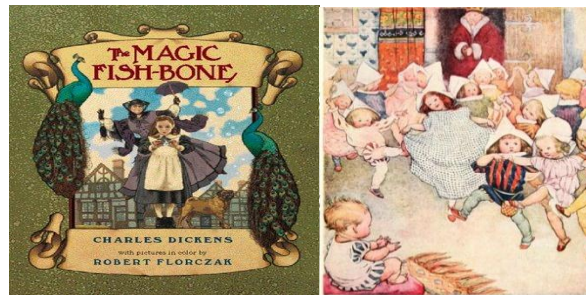
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Finally, Gluck was the new owner a wealthy man, who never was an ambitious without forget that the Golden River, was Known as the Black Brothers due to the two brothers who were bad people.

4.Feedback: Number the pictures to order the story. Then draw two more pictures to finish the story.



Lesson Plan #4



Alicia, age seven, is the oldest of 19 children. She lives with her father, King Watkins I, and her mother the Queen. Alicia takes care of all the Princes and Princesses, and they all take care of the baby. The King works in a government office where the salary's pay was never often enough! One day he stopped at the fishmonger's to buy some salmon and met the Good Fairy Grandmarina. Grandmarina instructed him to tell Alicia to save the fishbone that is left on her plate after the salmon is eaten and to polish it till it shines like mother-of-pearl.

If she saves that fishbone until just the right moment, and then makes a wish, her wish will be granted. But she must use it at the right time. Then she kept it in her pocket.

The problems continued. One day a small terrier (dog) frightened one of the little princes so badly. He cut his hand in a glass door but she didn't use the magic fishbone. Alice stitched up the wound. Her father asked her about the magic fishbone. She said that there is not the right time.

Various catastrophes were in the family, but Princess Alicia didn't call upon the powers of the magic fishbone. Moments later, appeared prince so they fell in love. A half-hour later, Prince and Princess Alicia were married in a lavish ceremony. The fairy godmother blesses them with 35 children, none of whom will ever have the measles. Finally, she took the fishbone and throws it to the terrible terrier next door. He choked on it and died.















Aim of the lesson: by the end of the class, children will be able to develop the speaking skill through stories and new vocabulary .Also, they will be able to tell stories based on their own experiences.

1.Warm up:

Mime

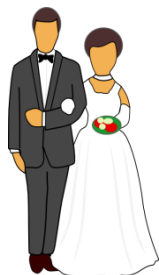
1. Teacher makes two groups in order to do the game
2. Teacher calls to the front one member of each group and gives a sentence written in a piece of paper, which describes a simple activity.
3. Students mime the activity. The others students try to guess the situations.

2. Introduction of new vocabulary.

<p><u>Government office</u></p> 	<p><u>Fishmonger</u></p> 	<p><u>Salmon</u></p> 	<p><u>Fishbone</u></p> 	<p><u>Terrier</u></p> 
<p><u>Stitched up</u></p> 	<p><u>Wound</u></p> 	<p><u>Prince</u></p> 	<p><u>Married</u></p> 	<p><u>Lavish</u></p> 
<p><u>Godmother</u></p> 	<p><u>Measles</u></p> 	<p><u>Chokes</u></p> 	<p><u>Die</u></p> 	

1. Showing flashcard about vocabulary related to the tale.
2. Repetition of new words with students
3. Individual repetition

Tale





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3. The meaningful practice



Alicia, age seven, is the oldest of 19 children. She lives with her father, King Watkins I, and her mother the Queen. Alicia takes care of all the Princes and Princesses, and they all take care of the baby. The King works in a government office where the salary's pay was never often enough! One day he stopped at the fishmonger's to buy some salmon and met the Good Fairy Grandmarina. Grandmarina instructed him to tell Alicia to save the fishbone that is left on her plate after the salmon is eaten and to polish it till it shines like mother-of-pearl.



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4. Feedback



Teacher explains the instructions to students work
Look at the pictures and match with the correct word.



Fishmonger



Stitched up



Die



Measles

Chokes



Fishbone



Godmother

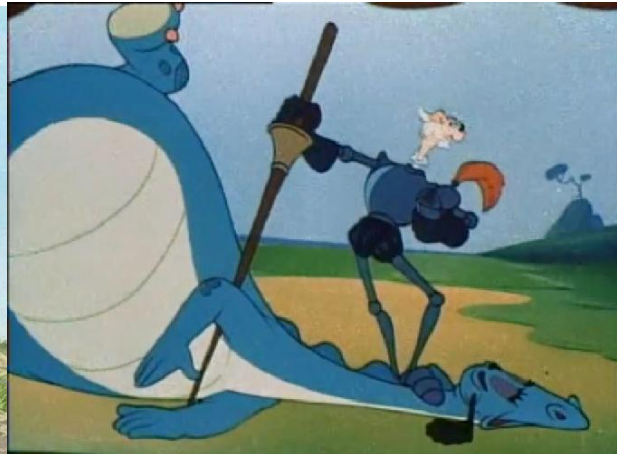
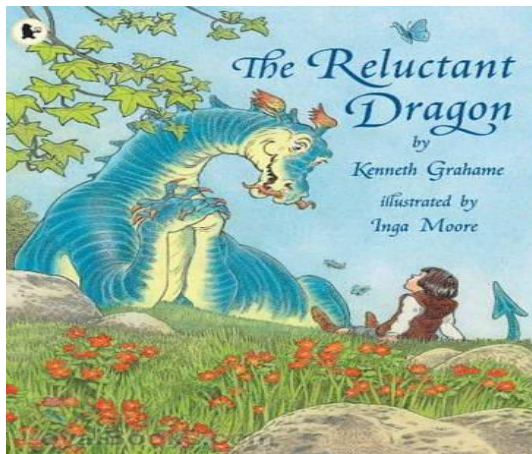


5. Finish the story using the new vocabulary from the box

Fishbone godmother die fishmonger gold

Lesson Plan #5

The Reluctant Dragon



The story started when a young shepherd boy discovered a dragon named Spike residing in a cave near his family home and village. The young boy quickly befriends the dragon. Moreover, the dragon demonstrated a love for poetry which confirms his intelligence. Matthew and Spike used to play all days. The boy went to the house and told the villagers about the dragon. But the townspeople perceived him as a danger to them all. Although the young boy said it was his friend nobody believed, that this animal had good intentions. Subsequently, a brave Knight, St. George, was called to frighten the dragon away. I will scare him away; said the Knight. Matthew was very worried for Spike. Why you are sad said Mr. George. “The boy answered the dragon is my friend, and he’s not scary to all.”

The next morning everyone was sleeping the Knight and Matthew were to search the dragon. George saw that it was very friendly and he didn’t fight to him. Then the boy had an idea George and Spike would pretend to fight. Spike and the knight said that was an excellent idea. The next day, all the villagers arrived to see the fight of George and the dragon. But Matthew, the dragon and the Knight made the loudest noise they could in order to pretend they were fighting. Finally, villagers thought they are having a big battle; suddenly Spike appeared and said “I give up” then all the villages cheered they were happy and returned to the village. The boy and the dragon play all the day.

Aim of the lesson: By the end of the class, children will be able to develop the speaking skill through stories and new vocabulary. Also; they will be able to tell stories based on their own experiences.

1. Warm up:

Define and mime

- a) Teacher explains the activity to children – say a word and describe it e.g. an animal: "It has 8 legs. It's brown or black. It's big or small." Simultaneously, mime the animal (its looks, movements).
- b) "Confirm their answer by nodding your head and say: "Yes, very good. It's a SPIDER."
- c) Continue the game with some students.

2. Introduction of new vocabulary.



Shepherd



dragon



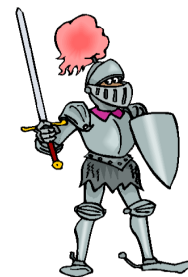
cave



Village



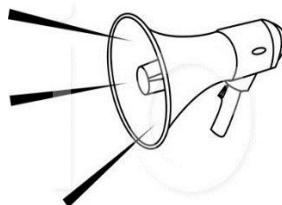
Townspeople



Knight



fight



noise

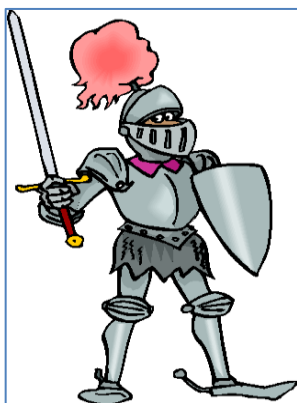
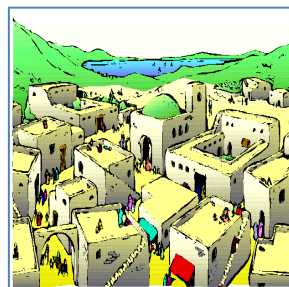
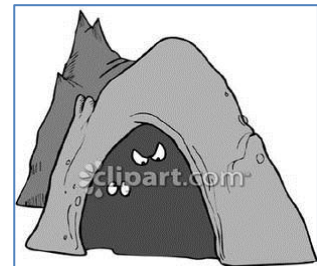


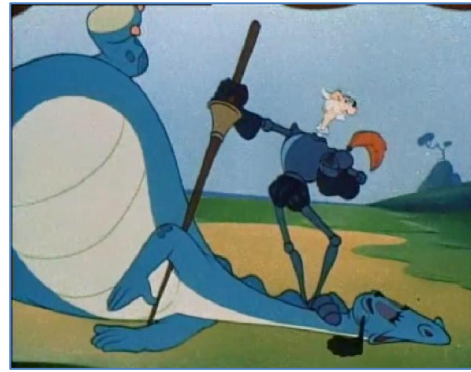
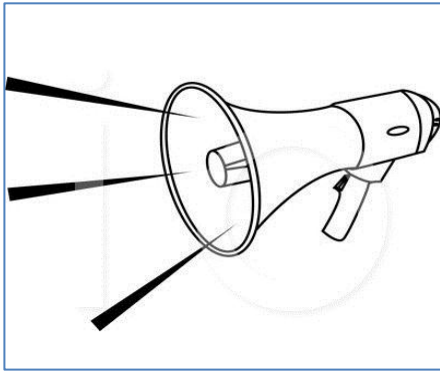
battle



cheer

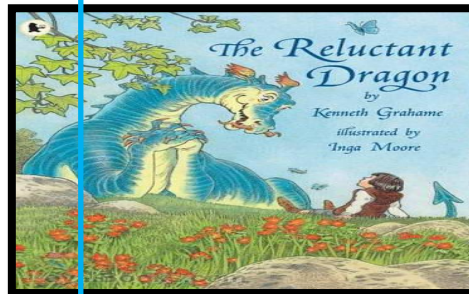
1. Projecting flashcard about vocabulary related to the tale.
2. Repetition of new words with students
3. Repetition in group.





3. The meaningful practice

The Reluctant Dragon



The story started when a young shepherd boy discovered a dragon named Spike residing in a cave near his family home and village. The young boy quickly befriends the dragon. Moreover, the dragon demonstrated a love for poetry which confirms his intelligence. Matthew and Spike used to play all days. The boy went to the house and told the villagers about the dragon. But the townspeople perceived him as a danger to them all. Although the young boy said it was his friend nobody believed, that this animal had good intentions. Subsequently, a brave Knight, St. George, was called to frighten the dragon away. I will scare him away; said the Knight. Matthew was very worried for Spike. Why you are sad said Mr. George. “The boy answered the dragon is my friend, and he’s not scary to all.”



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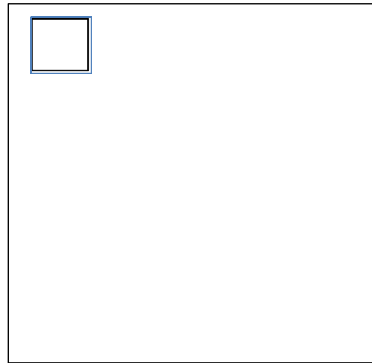
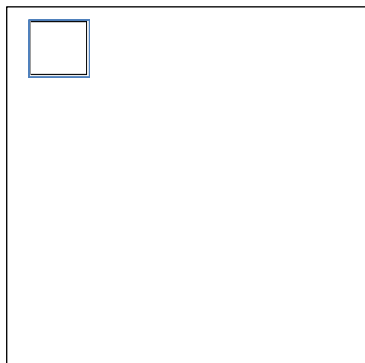
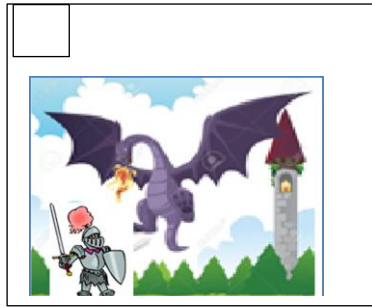


4. Feed back

Teacher explains the instructions to students work

Students have to look at the pictures and write the number in order.

At the end student draw the missing pictures to complete the tale.





There was once a prince and he wanted a princess. He travelled around the world to find one, but there was always something wrong. There were plenty of real princesses, but always they had something which was not quite right about them. At last he returned to his palace, and he was very sad because he wanted a real princess for his wife

One evening there was a terrible storm; it thundered and lightened. It was a terrible night. In the middle of the storm somebody knocked at the palace gate, and the old King went to open it. It was a princess who stood outside, but she was in a terrible state from the rain and the storm. The water streamed out of her hair and her clothes.

‘Well we shall soon see if that is true,’ thought the old Queen, but she said nothing. She went into the bedroom, took all the bed clothes off and laid a pea on the bedstead. Then she took twenty mattresses and piled them on top of the pea, and then twenty feather beds on top of the mattresses. This was where the princess was to sleep that night. In the morning they asked her how she slept.

‘Oh terribly bad!’ said the princess. ‘I have hardly closed my eyes the whole night! Heaven knows what was in the bed. I seemed to be lying upon some hard thing. It is terrible. Everybody thought she will be real princess because she had felt the pea through twenty mattresses and twenty feather beds. Nobody could have such a delicate skin like she.

So the prince took her to be his wife, for now he was sure that he had found a real princess, and the pea was put into the museum and they were very happy.

Aim of the lesson: by the end of the class, children will be able to develop the speaking skill through stories and new vocabulary .Also, they will be able to tell stories based on their own experiences.

1. Warm up:

Word-chain

- a) The teacher says a word out loud.
- b) Students take turns to come up with a new word starting with the last sound of the preceding word.

2. Introduction of new vocabulary.



Plenty



Palace



Storm



Thunder



lightening



streamed out



Bedstead



Matress



feather beds



Pea

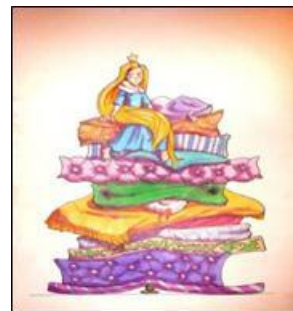
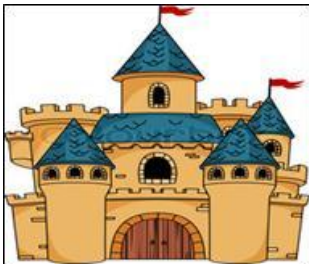


Princess



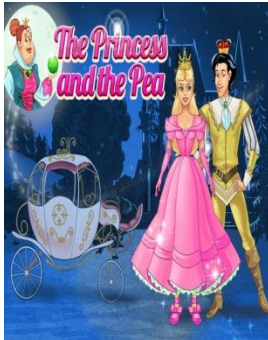
museum

1. Projecting flashcard about vocabulary related to the tale.
2. Repetition of new words with students
3. Individual repetition



3. The meaningful practice

The Princess and the Pea



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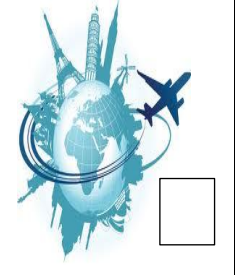





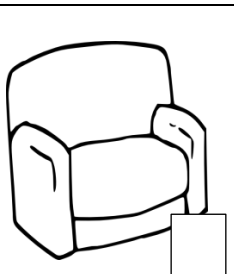



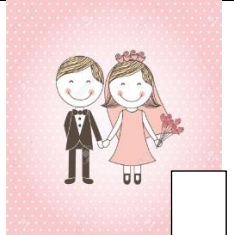
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So the prince took her to be his wife, for now he was sure that he had found a real princess, and the pea was put into the museum and they were very happy.

4. Feed back

The teacher reads the story again.

- ❖ Children have to look at the pictures and listen to the teacher. Students have to check all the pictures that refers to the tale
- ❖ Students have to create a new beginning and end of the story using all the pictures already checked to create a similar tale told in the class.
- ❖ Children tell their new story to the classmates.

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