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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Storytelling as a Tool to Teach English to Children in the Second Level of

Basic Education in “Yanuncay” School

Trabajo investigativo del Curso de  
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Título de Licenciada en Ciencias de la  
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Lengua y Literatura Inglesa.

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### Resumen

Este trabajo de investigación se centra en el uso de la narración y algunas estrategias para llamar la atención de los niños en una clase de Inglés. Se han examinado los efectos de la narración en el desarrollo de la comprensión auditiva y expresión oral en los niños de segundo nivel en la Escuela Primaria Yanuncay. Un pequeño folleto ha sido diseñado con algunas historias y actividades específicas para dar la oportunidad a la retroalimentación en el desarrollo de la comprensión auditiva y expresión oral que se aplicarán en la clase. Por otra parte, se han analizado algunos aspectos teóricos de autores que apoyan esta investigación. Además, este estudio se ha basado en métodos cuantitativos y cualitativos, mediante la aplicación de encuestas y entrevistas a los profesores y alumnos de la Escuela Primaria Yanuncay.

Esta investigación se ha desarrollado en tres capítulos. El primer capítulo trata de la situación real en las clases de inglés en la Escuela Yanuncay, los problemas que plantea la enseñanza de Inglés en esa institución, y el uso de la narración como una posible metodología para estimular a los niños a aprender Inglés. El segundo capítulo presenta las teorías de los expertos que han utilizado la narración con resultados positivos. El tercer capítulo se muestra la aplicación de encuestas y una entrevista con el fin de estudiar los resultados y sacar conclusiones con respecto a la importancia del uso de la narración como una metodología para mejorar las habilidades de escuchar y hablar.

Palabras clave: narrar, escuchar, hablar, habilidades, retroalimentación.



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### Abstract

This research paper focuses on the use of storytelling and some strategies to get the children's attention in an English class. The effects of storytelling in the development of listening and speaking skills in children of second level in Yanuncay Elementary School have been examined. A booklet has been designed with some specific stories and activities to give the opportunity for feedback in the development of listening and speaking skills to be applied in class. Moreover, some theoretical aspects of storytelling from authors that support this research have been analyzed. Also, this study has been based on quantitative and qualitative methods, by applying surveys and interviews to teachers and students of the Yanuncay Elementary School. This research has been developed in three chapters. The first chapter deals with the actual situation in the English classes in the Yanuncay School, the problems involved in teaching English in that institution, and the use of storytelling as a possible methodology for stimulating children to learn English. The second chapter presents theories of experts who have used storytelling with positive results in the classroom. The third chapter shows the application of surveys and one interview in order to study the results and draw conclusions with respect to the importance of using storytelling as a methodology to improve the listening and speaking skills.

Key Words: storytelling, listening ,speaking, skills, feedback.

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### **Dedication**

This monographic research is dedicated to our family, professors, and all those persons who helped and supported us to achieve this important goal.



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### **Acknowledgement**

We would like to thank our parents who encouraged us in the development of this monographic investigation.

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### Introducción

El idioma Inglés se ha convertido en uno de los idiomas más utilizados en todo el mundo. Esta lengua se enseña en las escuelas, colegios, universidades o instituciones. Es por eso que el profesor tiene que encontrar la mejor manera de enseñar es mediante el uso de la metodología apropiada. Es importante que los estudiantes logren un aprendizaje significativo. En el caso de la escuela, a la que se dirige esta investigación, los niños como un grupo vulnerable necesitan ser guiados con especial cuidado. Una de las herramientas más adecuadas para conseguir la atención de los pequeños alumnos, es el uso de la narración. A través de esta técnica, los niños pueden desarrollar las cuatro habilidades, pero sobre todo la capacidad de escuchar y hablar. Esta investigación se centra principalmente en estas dos habilidades para ser mejorado a través de cuentos. Contar historias anima a los niños a aprender mediante el uso de su propia imaginación y creatividad. Las clases han sido diseñadas para ayudarles con actividades específicas a desarrollar la comprensión auditiva y expresión oral.



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### Introduction

The English language has become one of the most popular languages used around the world. This language is taught in schools, high schools, universities, or institutions. That is why the teacher needs to find the best way to teach it by using the appropriate methodology. It is important that students achieve meaningful learning. In the case of schools, to which this research is addressed, children are an extraordinary group that needs to be guided with special care. One of the most suitable tools to get the little pupils' attention is by using storytelling. Through this technique, children can develop the four skills, but especially the listening and speaking skills. This research is mainly focused on these two skills to be improved through storytelling. Storytelling encourages kids to learn by using their own imagination and creativity. According to the learners' necessities, some lessons plans, with specific activities, have been designed to help them.



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## **Storytelling as a Tool to Teach English to Children in the Second Level of Basic Education in “Yanuncay” School**

### **Chapter I THE PROBLEM**

#### **1.1 Purpose**

This information will be addressed to encourage teachers to use storytelling as a tool to teach English to children in second level at Yanuncay School, and develop their listening and speaking skills.

#### **1.2 Problem**

Children need to feel motivated when they study; however, some teachers work only by following a book, without using extra activities or something which encourages the children to study. As a result, the class becomes a daily routine for them; they have to come to class, present homework, do some classwork, and go home. Children get bored, and they hate learning English at all cost. To control this situation, teachers should use storytelling to get pupils' attention when they are working in class. Storytelling engages the pupils in a nice and positive environment where they can be free and authentic. Moreover, children develop two of the required skills like listening and speaking.

#### **1.3 Justification**

This topic will promote the idea of motivating English teachers to use storytelling in the classroom as a main tool to teach a language. Nowadays, almost all children are very active and have a wide imagination; that is why storytelling makes them get involved, and makes English vivid. Storytelling is a

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good method to make children participate in class. They can share in class what they are feeling. So it is possible that children feel motivated when they tell or listen to a story because they can use their body, gestures, voice, ideas, and imagination to develop it. Moreover, children can learn through storytelling and they can forget about everything and concentrate just on the story. In order to reinforce this research, a booklet will be created, which will contain useful stories. The purpose of this material is to help children develop and improve listening and speaking skills.

### 1.4 Objectives

The main objective of this investigation is to develop listening and speaking through the use of storytelling in children of the second level in Yanuncay Elementary School; and also this research will be supported with theoretical aspects of storytelling for listening and speaking skills. For this objective some stories will be analyzed and applied in the classroom.

#### 1.4.1 General Objectives

- To develop listening and speaking through the use of storytelling in children of the second level in Yanuncay Elementary School.

#### 1.4.2 Specific Objectives

- To support the theoretical aspects of storytelling for listening and speaking skills.
- To analyze stories that will be applied in the classroom.



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- To design a booklet with some specific stories and activities to feedback listening and speaking skills in an English class.





## Chapter II: LITERATURE REVIEW

### 2.1 Framework of Storytelling

The Cambridge dictionary defines Storytelling as “the art of telling stories”

Storytelling is a human ability used to “tell” a specific event through body or facial expressions, words, or pictures to other people. Storytelling makes vivid and colorful all those existing “words” in a story. (Martin) Through the use of storytelling children can be creative and interact in a natural environment developing both listening and speaking skills. “Oral storytelling supports children’s learning and development differently than stories read aloud from books. It gives children the opportunity to use their imagination, communicate effectively, increase their social awareness, and build community.”

(Berkowitz10)

Working with children is not an easy task, but it can be an amazing experience. In order to encourage children to learn there exists one of the most manageable tools: this is storytelling. Storytelling is a great method for helping children to enjoy learning because they can express their feelings and emotions through stories. (Wright 5)

#### 2.1.1 Using Storytelling to Facilitate Learning English as a Foreign Language

Storytelling is one of the most useful tools to approach teaching English to children. An important research by Michael L. Locket, educator and storyteller, reports that the use of stories for children is an excellent way to



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introduce a language. It is also an easy and a fun way to develop and improve children's skills while providing a meaningful learning experience. (Locket)

While this research continues to explain the use of storytelling, it will be easy to realize that this method has many advantages to help children to learn. The author argues in his report that "storytelling is the oldest method of communication in the world. One only has to imagine how in the earliest of times primitive man used sounds, gestures and words to convey ideas and stories." Notice that he remarks on the importance of using this tool even from the oldest times. (Locket)

Throughout time, people have improved the art of telling stories using reality and imagination. So in this way it is possible to gain authentic communication. In Locket's report, he mentions some important philosophers such as Socrates, Plato, and Confucius. They used stories to catch people's attention. Also he says "In Israel, Jesus told parables (stories) to awaken beliefs and illustrate principles." (Locket)

Everyone remembers their childhood, and one of the best memories is usually when their parents told us stories. Also, almost all enjoy the times when we remember our favorite teacher making fun activities with stories. Storytelling has always been an excellent tool for getting children's attention. The importance of stories is that they always give us a message, and teach us something essential for life. (Eades 9)

As an English teacher, it is difficult to know students completely, their likes or dislikes. That is why storytelling helps the teacher to approach children

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through stories. This is the best way to get their attention, because children love to listen to stories, and they identify with them.

Through this tool teachers can help the pupils develop and improve their abilities, such as listening, speaking, reading and writing. The purpose of using storytelling is to motivate children to learn and also to understand the subject. Nowadays, almost all pupils are very active, and have a wide imagination; that is why storytelling makes them get involved in any story and makes it vivid.

Storytelling is a good method to make children participate in class. They can share in class what they are feeling. So it is possible that children feel motivated when they tell or listen to a story, because they can use their body, gestures, voice, ideas, imagination to develop it. Moreover, children can learn through storytelling and they can forget about everything and concentrate just on the story. (Wright 15)

The teacher plays a fundamental role: to teach and help children to develop their skills. Children learn about what they listen to, especially little pupils. Listening is one of the most important skills that the teacher needs to help pupils develop and improve in order that they can get the idea of the story, and they can understand it. After developing the listening skill it is easier to go on developing the speaking, writing, and reading skills. Storytelling is the most accessible tool, especially for teachers who want to approach teaching English to children in a way that is meaningful to students and that gets students involved. (Wright 16)



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### 2.1.2 Integrating Language Skills

Cynthia Andrew notes that storytelling is a good methodology for integrating the four skills in the language. It also permits the development of the children's language abilities, such as acting, listening, and speaking.

"Storytelling emphasizes a positive, collaborative, and supportive classroom learning environment in which English language learners could develop skills in listening, speaking, reading, and writing." Storytelling supports children's oral communication skills. The use of storytelling can easily be integrated into language learning, and helps to develop language proficiency in students.

(Andrew 2)

### 2.1.3 Storytelling and Language Learning

Storytelling lets children create their own knowledge by using their imagination and by comparing their ideas with others. Since stories get pupils' attention, they are the best teaching tool for a teacher to connect with the students. In addition, stories can be used with all levels, not just for children, since stories can be chosen according to the age and level of the students. Stories involve complete activities. In addition, ESL and EFL storytelling is effective in fostering diversity in classrooms of students from different cultural, religious and linguistic backgrounds. (Andrew 3)

### 2.2 Types of Stories

There are a great variety of stories to work on with children either in the school, or at home. Stories and the activities used with them are an excellent



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tool to use in the process of teaching-learning to create a nice environment in the classroom.

**Fables** - These stories are not based on facts and use animals as characters; e.g. “The Fox and the Grapes” and “The Lion and the mouse.”

**Folktales** - They are traditional stories in which ordinary people win most of the time; for instance, “The Magic Orange Tree.”

**Legends** - Stories based on the real life of a person; for example, “Robin Hood”, “King Arthur”, and the “Knights of the Round Table.”

**Myths** - These are stories based on gods and heroes such as “The Pirate Gang” and “Pandora’s Box.”

**Parable** - They are stories related to fiction, such as “The Sower and the Seed” from the New Testament of the Bible.”

**Sacred Stories** - They are focused on a particular culture and religion, such as “Jesus” or “Buddha” and “The Good Samaritan”.

**Fairy or Traditional tales.-** (myths, legends, wonder tales, and fables). - They are stories told orally and handed down from generation to generation, such as “Little Red Riding Hood” or “The Three Little Pigs” (Mckay)

### 2.3 Strategies to Apply Stories

The author of the book *Oral Storytelling*, Doriet Berkowitz, describes some important strategies to apply stories:

- Learn a few simple stories. Use fairy tales, folktales, and stories from your life.



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- Tell stories with phrases that are repeated and can be easily remembered and predicted by children, such as “Goldilocks and the Three Bears,” “We’re Going on a Lion Hunt,” The Enormous Potato, and “The Little Old Lady Who Was Not Afraid of Anything.”
- Identify parts in the story which children can perform physically or with which children can express themselves through words and sounds. Invite children to act out or make sounds for these parts.
- Ask questions related to the story that prompts children’s imagination and comprehension. For example, “Why do you think Goldilocks chose to sleep in the baby bear’s bed?” or “How do you think she feels once she’s found the perfect chair?”
- Re-tell stories that children enjoy. The more familiar they become with a story or character, the more they will want to perform it independently.
- Understand and accept that children may interrupt. This means they are engaged and wish to share their ideas. Find ways to integrate their ideas in the story without losing momentum.

(Berkowitz 12)

### 2.4 The Teacher as Storyteller

Each person has a distinctive ability for telling a story to other people.

Such is the case of the teacher, who is directly responsible for responding to all the doubts that a child has when listening to a story. The teacher has to find the



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right balance of telling stories thus creating in children a great feeling of euphoria and emotions. Storytelling is creative work. In this aspect the teacher has to give life to the story and add emphasis in order to make the story vivid for children. The teacher needs to find the appropriate words to catch the children's attention.

Most children do not know the new words that appear in the story, so the teacher, once again, has to help children and make them feel secure and cared for. When the teacher uses storytelling as a tool to teach, she/he has to make sure that the stories have the appropriate lesson and will stimulate learning. It is even better if children can create their own stories or have a chance to think about the stories. Children can give their own opinions and participate with their ideas.

In order to strengthen this research, the author Jennifer M. Fox Eades gives important suggestions in her book called *Classroom Tales: Using Storytelling to Build Emotional, Social and Academic Skills*. The purpose of this book is to help children and teachers expand their minds through storytelling, and also to achieve effectual learning. Teachers play a fundamental role in teaching and helping children to develop their skills. Children learn from activities that reinforce the speaking, writing, and reading skills. Storytelling is the most accessible tool, especially for teachers who want to approach children in a new and effective way. (Eades 11)

The teacher is the pillar to keep the harmony in the classroom. Working with little kids is a great experience, but it also requires hard work. Andrew

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Wright writes in his book some significant suggestions concerning the teacher's attitude and the use of stories in class. He exposes the importance of using the body, gestures, voice, etc., while he/she is telling a story. For example, the use of an appropriate tone of voice is essential to keep the children's attention and to avoid some distractions. "The potential variety of the human voice includes the following: pitch, volume, rhythm, softness/harshness, pace, and pause." The use of these vital points depends on the teacher, the children, and the type of story that is going to be applied. For that reason, it is necessary to know the kind of group that the teacher is going to work with, the student's needs, and the choice of a suitable story to use in class. (Wright 13)

Language is another point that the teacher has to be aware of. It is necessary to use the appropriate words or phrases; they have to be clear and easy to understand for children. The body, face, and gestures are a way of a real communication. Wright says: "It is probably true that we communicate as much or more through our bodily and facial movement as we do by the words we use." (Wright 17)

The use of storytelling is an ancient practice that has helped teachers to encourage children to learn and even enjoy learning. Listening and speaking are two of the most important skills that the teacher wants to develop and improve in the students. Children can understand stories. Also stories stimulate the development of writing and reading skills, and increase interest in literature. (Eades, 12)





## 2.5 Activities to develop Listening and Speaking skills

Monir Nazir Atta-Alla explains in her article “Integrating Language Skills through Storytelling” that “the integration of language skills can be achieved through involving students in hands-on communicative language learning activities.” It is important that children feel involved in class during communicative activities (Atta-Alla). Here is a selected list of communicative activities which develop children’s listening and speaking skills. For the development of the lesson plans some activities are taken from the book: *“Evaluating and Selecting EFL Teaching Materials”* by the author Alan Cunningsworth.

### 2.5.1 Listening Activities

- “Put your hand up”. - This activity fits perfectly when children are learning the “sound system” but principally when they are listening to a specific word. The teacher reads a paragraph and kids put up their hands when they hear known words.
- “Mime Stories”. - This exercise gives pupils the opportunity of acting out while listening to a story. In these stories, the teacher reads and acts out next to the children at the same time. It is a good technique in which the teacher gets involved with young learners.
- “Listen and draw”. - It is an interesting activity since the children love to draw. Because the drawing of a picture is not an easy job, the teacher chooses “simple” vocabulary to use in the class. It is useful for reinforcing the learning of new words.



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- “Listen and Color”. - In this kind of activity, the teacher can make the language vivid by combining “numbers and colors.”
- “Listen for the mistake”. - This technique can be applied with pictures from the text or extra flashcards. The facilitator makes mistakes in the reading. The children have to focus on listening to identify the mistake.

### 2.5.2 Speaking Activities

- Using a mascot. - This is a really interesting activity for young learners. Through this technique the teacher can tell the stories using “puppets or a class mascot.” It helps the facilitator to keep eye contact with his/her pupils.
- Chain work. - For this exercise some “picture cards” are selected. The students take the cards from a “pile.” Student A chooses one card and asks student B about the picture; for instance, “Do you like bananas?” and so on.
- Using objects. - In this case, children can communicate in as real a way as possible using their own material. This kind of practice permits children to select material for their learning. The children have to bring to the class “something unusual in their pockets.” The teacher has to prepare two models of dialogues in order that the students choose the dialogue they like the most. The vocabulary should be clear and precise.



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- Role play. - This activity is characterized by performing the role of another person. It can be used with all ages and levels since the vocabulary selected will be according to the pupils' needs. Through these exercises the students will be able to speak without getting bored. The selected dialogue should not be too complex because children do not have a very large vocabulary. (Cunningsworth 23, 24, 25, 34, 38, 39, 40)

### 2.6 The Art of Reading or Telling Stories

John Walsh maintains that storytelling must not be memorized since it must flow naturally. Probably the person who is telling the story could get confused, but memorizing is not always the solution. Telling a story without memorizing permits the teller to use the imagination to make predictions, put a sequence of events together, interpret tone naturally, and develop the skills necessary for learning and interacting well with others. (Walsh 10)

#### 2.6.1 "Reading a Story"

##### Advantages

- The teacher only reads the story
- There are no grammar mistakes in the reading
- By reading stories constantly children feel motivated to use books as a tool of investigation.

##### Disadvantages

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- While reading children cannot understand completely.
- Keeping eye contact with pupils can fail since the eye is focused on the reading.

### 2.6.2 “Telling a Story”

#### Advantages

- Telling a story based on personal experiences thus giving a familiar touch.
- Stories cause a feeling of euphoria in listeners, as if the story were real.
- The use of visual material such as flashcards and images are aids that complement when telling a story.
- The language for communication is easily understood.

#### Disadvantages

- There is the danger of memorizing each word and the whole sequence of the story.
- The fact of telling an event without a guide sometimes leads to confusion as far as grammar is concerned. ( Martin)

This research will be based on deductive/quantitative methods. The deductive method will be applied because we will analyze important points of view from experts who know about the use of storytelling in class. An interview will be developed and based on the techniques applied by the interviewee. This interview will clarify any existing doubts. In addition, the quantitative method



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will be used through the application of a survey to the teachers in Yanuncay School, which will be an aid for this research.

### Chapter III: METHODOLOGY

#### 3.1 Basic Methodology

This information contains the methodology that was used to develop this research. For this purpose the quantitative and qualitative methods were applied. Quantitative methodology was used because some important data had to be taken into account and reported. Also, for this investigation the qualitative method was used. In this method, feelings, emotions, and opinions about storytelling were taken into account. To support this methodology, a pre-test and a post-test were applied through surveys, and one interview. Those surveys and the interview were needed in order to analyze the results of the use of storytelling in class. Moreover, a booklet was designed with ten stories to use with children. In order to adapt the stories to teach little pupils, each story has activities according to a specific grammar point; also the children's needs were considered in developing the lesson plans.

#### 3.2 Data-Gathering Techniques

The following part of this monograph gives the results of the surveys and an interview which were given to the teachers.

##### 3.2.1 Survey Analysis

In order to support the research about storytelling, it was important to analyze the answers of some teachers who know about this theme. The study



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was based on the opinions of five teachers who were helping in accomplishing this task. This survey contained ten questions that indicate some essential answers about how storytelling was used in class. The investigation was done at Yanuncay School at 11:00 am on a day in June. The teachers from this institution supported this investigation by sharing their opinions and experiences about the use of storytelling.

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 teachers answered positively, and most of them use storytelling to engage children.

The second question was related to the first one; that is, almost all the teachers use storytelling to teach. The principal reason given was that the use of storytelling in class has positive results in the process of teaching English to children. Notice the fourth chart which positively showed that children learn a great deal if the teacher uses storytelling. The teacher could verify that children learn while they are listening to or reading a story.

One of the most important objectives of using stories in class was reaching an improvement in the children's skills. They improved their abilities while they were working with stories. Children loved to listen to stories in class, and the majority of teachers confirm this fact in chart six. According to charts seven and eight, the teacher could learn a lot, at the same time that children do. However, he/she sometimes might find difficulties during the process of teaching, and also, for the children, it was not easy to understand everything.



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Therefore the teacher had to be a guide to help the children in the process of learning.

As a conclusion, the use of storytelling is an excellent tool to teach English to children. It is easy to realize that this method helps children to learn. Moreover, this technique could be applied all the time; and also storytelling should be part of the curriculum to be applied in class.

Before applying storytelling to children of the second level of Yanuncay elementary school, a survey was made in order to know the concerns of the young learners about the use of stories in the classroom. The poll contained ten questions related to the frequency with which they listen to stories, either at home or at school. The survey for children was easy to answer, with basic questions according to the level of English of the pupils. However, it was really necessary to carry out this survey because the views of the children were the most important aspect in this research. Their answers were helpful in making all lesson plans that were going to be applied during the time of using stories in class. This inquiry was applied in Yanuncay School with students of second level; the same students that were to participate in the study. The number of students who participated was a total of fifteen students, a very small number of children, with whom it was easy to work. The questions applied were of the “Yes” or “No” kind considering that the kids did not have a wide vocabulary. Children’s responses were reflected in the graphs attached, and were key words to the preparation of teaching materials used in the application of the stories in class. As a general answer thirteen pupils said that they love to listen to stories,

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especially when their parents or teachers tell them their experiences; meanwhile, only two of them said that they did not like stories. Of the fifteen interviewees, eight of them commented that some stories were familiar to them since their parents told them folktales at an early age. Of course, all learners agreed that their teacher use stories in class for reinforcing vocabulary. Another important question was if students understand the message of the stories, to which most of them said “yes” and three of them said “no.” Related to the frequency of using stories in the classroom, nine of them explained that stories were used in class commonly; on the contrary, six learners mentioned that they would like to use tales more often.

Almost everybody agreed that storytelling is an innovative technique to learn English, and to develop the skills of the language (reading, writing, listening, and speaking.) Thirteen of the fifteen young kids mentioned that they like to tell stories because it is the perfect time to establish real communication with classmates and the teacher.

### 3.2.2 Interview Analysis

As part of the survey made with the teachers and students of Yanuncay elementary school, it was necessary to have an interview with a teacher who was working with children. This interview had the objective of learning the opinion of an expert who had experience in the use of stories in the classroom. The interview was carried out on May 15, 2013 in the Yanuncay School at 10:30 a.m. Licenciada Ximena Jácome, an English teacher of the same institution,





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was interviewed. This interview was based on twelve pre-selected questions for getting clear and concrete results. These answers were useful in our research. The duration time of the interview was about thirty minutes, in which all doubts were cleared. The type of questions used for the interview was subjective in order to extract only the answers that would be pertinent. According to this expert, working with stories is a good methodology because it gets students' attention. Storytelling is considered as an "art" since it permits the development of the four skills: listening, speaking, reading, and writing, but principally listening and speaking. The use of storytelling in the classroom is considered one of the best strategies for teaching vocabulary to young pupils in an interesting and pleasant way.

By applying stories in the classroom, children feel motivated to learn; it is the perfect time for interaction in a natural way between the teacher and the students. The use of visual materials is another complement when telling a story. It permits the students to associate the story they are listening to with the images given. Pictures are an excellent tool for working with young learners without them getting bored. The frequency with which this teacher uses stories in her classes is three hours out of the five hours of class she has. She explained that there is a great difference between telling a story and reading one. Obviously, when a teacher tells a story the children pay more attention because they feel familiar with the stories.

Storytelling is considered not only a technique for getting children's attention, but also for developing the most important skills, listening and

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speaking. It is the way in which learners feel relaxed and free to express their own feelings and ideas. When working with stories, students enjoy learning the English language because it encourages them to be creative, and open to tell stories based on their own experiences. It is important to know the environment in which a class takes place, and the materials teachers are going to use in the teaching-learning process.

For education, stories are considered a good option for learning a second language, since it helps students to be integrated into the “society” and able to communicate any message in their future life. She explains that her principal objective with the use of stories is that “students feel confident” and are ready to face the real world. Storytelling has the advantage of use with any age group from kindergarten to high school and so on. With the use of storytelling in the classroom, the kids of second level of Yanuncay School can develop some of the most important skills, listening and speaking, without any problems.

### 3.3 Data Collection planning

The materials applied in the “Yanuncay” Elementary School were valuable and relevant ones to our research. Those materials were basically focused on the listening and speaking skills. The process of application was divided into ten sessions with duration of two weeks exactly. In this time, ten lesson plans were designed, with the objective of encouraging children to learn the language through interesting activities. In addition, the development of the class was concentrated on a selected list of stories, especially the most common ones,



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such as sacred stories, folktales, fables, fairytales, legends, myths, and personal stories. In each of the sessions, pupils worked with extra material in order to reinforce the respective vocabulary corresponding to each class. Of course, during the storytelling the teacher provided authentic materials such as videos, radios, worksheets, flashcards, and projectors. They were effective tools to attract the learner's 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 study, the child was the main character and the role of the teacher was only as a facilitator or guide. The children worked in pairs, in groups, and individually in the classes with the idea of learning about their weaknesses and strengths. The activities chosen to apply to the stories in each class were only exercises for listening and speaking skills. Apart from these materials, the telling of personal stories was the bridge to establish real communication between the teacher and the students. Through storytelling the young learners not only developed some of the most important skills in the English language, but also were educated concerning values, and were thus more ready to face real life. These stories contained positive messages of friendship, forgiveness, helpfulness, and love reflected in the stories.

The methodology applied in the first session started with a warm-up called "The broken phone." The teacher whispered a statement to the first student and the message was passed along from one student to another. The



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final student said, out loud, the message he/she received. The story used in the first class was “The Hare and the Tortoise.” It was about a turtle and a hare that competed in a race to see who was best. The hare always bragged to the turtle that he was the fastest. They ran a race, and the hare unfortunately fell asleep. So the turtle took advantage and she got to the finish line first. The aim of the lesson was that the children developed the listening and speaking skills through vocabulary related to animals of the forest. Also, the children listened to the sound of each animal and recognized them perfectly. The teacher showed flashcards for presenting the vocabulary. The children guessed the words and the teacher wrote them on the board. Then the teacher checked pronunciation and intonation with the pupils. After that, the pupils listened to the reading about “The Hare and the Tortoise” and they understood how it told the moral of the story. As an activity for practicing listening and speaking skills the teacher applied “Mime the story.” The teacher told the story; the pupils listened to it so the teacher and the students did the actions. The teacher gave the children a work sheet. They had to work with a game called Jigsaw Puzzles. The children needed to listen to the instructions and complete the puzzle with the turtle. To finish, the learners had to describe the picture.

In the second session, the class started with a word-chain warm up in which the teacher said a word out loud. The students took turns to come up with a new word starting with the last sound of the preceding word. The vocabulary was presented through pictures on the projector. The story chosen for that day was “The Fox and the Grapes” and the new words were related to the colors



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(orange, purple, black, and yellow.) This fable narrated the life of a fox that went down into the field and suddenly he saw a tree with delicious grapes hanging from it. Since the fox wanted to eat the grapes, he jumped again and again trying to reach them. Despite all attempts, the fox could not taste the fruit and finally said "They're probably sour anyway." The repetition and pronunciation of each word was another important detail in that class. The teacher told the story in order for the children to identify the known words, and get the main idea of the story. For the consolidation of the class, the teacher gave the children some instructions for making a Fox Toilet Paper Roll Craft. The students worked while listening to the story told by the facilitator. They printed out the template of choice, colored (where appropriate), and cut out the template pieces. They glued the large rectangular piece onto the first to cover the tube. Toilet paper rolls come in different sizes, so if you find the rectangle is a bit too big, just trim it down. If you find it's a bit too small, just cut out another small piece to fill in the gap. Glue on the head and arms. Fold the feet tabs and glue to the inside bottom of the roll. Fold the tail in half and glue it so it looks colored on each side; then fold the tab and glue to the roll. Glue the mouse onto one of the hands. When children finished the work, they had to create a story about their work, and share with the class the story created by them.

In the third class, the pupils acquired new vocabulary related to food. "Kim's game" was a warm up to stimulate the children to start the class. In this delightful activity, the trainer collected 10 small objects; for example, a pencil, a leaf, a rubber band, a book, a paper clip, a stone, etc. The teacher picked one



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object up at a time and held it up and the students called out what it was. The story applied in that class was the popular fairy or traditional tale, “Little Red Riding Hood,” presented by the Brothers Grimm. It relates to the life of a girl named “Little Red Riding Hood” who lived with her mother. Her grandmother lived in small house in the forest. One day, “Little Red Riding Hood” brought her “grandma” some food when she was intercepted by a wolf on the road. With tricks, the wolf arrived first at the house of Little Red Riding Hood's grandmother. The evil wolf ate the old woman, but when he tried to eat the girl, a lumberjack rescued her. The instructor showed flashcards with different images about food (honey, bread, chocolate, cookies, and cake) for the children to recognize and share their answers with the class. A video of the story was projected, and questions were formulated about the tale, with the objective of creating a discussion in the class. The activities for practicing listening and speaking skills, and a little writing, with the children of Yanuncay Elementary School, were exercises in which the children had to listen to the words of the story and write them on a piece of paper. Then the students had to create a new beginning and end to the story, but they had to base their writing on the same story used in the class. Then they had to draw pictures to go with the story and tell their new story to the classmates. They had to share with the class some experiences of their own similar to the story.

In the fourth session the children were assisted in developing their listening and speaking skills by listening to, and telling, stories based on their own experiences. A common warm up called “Simon says” was the technique used

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to start the class with enthusiasm. Through this game the students had to listen to the teacher and obey exactly the instructions their guide gave them. Start like this "Simon says.....touch your head" and so on. The title of the story was "The Lion and the Mouse", a nice folktale. One day the king of the jungle was sleeping peacefully when a mouse woke him up. The lion wanted to eat him but the mouse begged the lion saying "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days? "

Sometime later, the lion was captured and caged by some hunters.

Coincidentally, the mouse was walking across the field and saw his friend in trouble, and saved him. Some pictures were drawn on the board with vocabulary related to things from the bedroom. The beginners looked at the pictures and guessed each one of them. Related to the pronunciation, the teacher checked the words with their respective tone since the kids repeated what they heard. Everybody made a circle for listening to the story that the facilitator was going to tell. As a final activity, the young learners worked in pairs to answer some questions. When was the last time you helped someone like the mouse helped the Lion? When was the last time someone helped you like the mouse helped the Lion? Through those questions the students had the opportunity of discussing and expressing their own ideas and feelings. The teacher gave the students a work sheet in order to evaluate their understanding of the story.

On day five, everybody participated in an exciting warm up, "Finding your partner," used to break the ice. It started by making cards with the name of the



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most popular characters of TV. Each student chose a card and had to find the partner. The first couple that found the partner was the winner; for instance, "Popeye and Olive." A story applied in class was "The Dreamy Milk Maid" and the vocabulary was about dairy products. This story was about a woman who took care of cows and milked them every day. She carried on her head the container with milk from the cows. She thought, "I will make cream and butter out of this milk. With the money from the sale, she could buy other things she craved. Sadly she forgot she had the bucket of milk on her head, and it fell to the floor spilling all the milk. The milkmaid was very upset because all her plans were spoiled. The teacher told the story in her own words in order to make it familiar to the pupils. For practicing vocabulary, the teacher prepared a role play using some dairy products to sell. The instructor acted out in front of the class with a Teddy or with the cleverest student as a model. The dialogue was practiced in pairs before the students came to the front.

A: Good morning. Can I help you?

B: Yes, please. I'd like some butter.

A: Here you are.

B: How much is that?

A: 1 dollar.

B: Good bye

With respect to the consolidation of the lesson, the teacher took pictures from the story; cut them up, and gave one picture to each member of the group. Each





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pupil had to describe to the others what was in his/her picture. Then the groups decided on the correct order of the pictures, and told their answers to the class.

In the sixth lesson the teacher used a story called “The Monkeys Go Fasting” which was a nice folk tale about a group of monkeys that decided to go on a fast, but after a certain time they gave up. The aim of the lesson was that by the end of the class, children were able to develop the listening and speaking skills through stories and new vocabulary. Also, children were able to tell stories, based on their own experiences, recognizing the five senses. In order to start the class, the teacher applied a warm up called “Crazy things” in which the teacher told the children to do all sorts of crazy things: stand on their heads by the door; hop on their left foot five times. Count up to ten and then walk to the blackboard and back to their seats. To develop the class, it was important to use flashcards with nice pictures with new vocabulary. In this case the teacher used pictures about the five senses, sight, hearing, tasting, smell, and touch.

Children had to repeat the words as a group and then individually. After that, the teacher read the story. As feedback, children had to do some fun activities in order to reinforce the learning about the five senses through the story. For this activity the teacher sang a song called “When You Use Your 5 Senses.”

Children watched the video and sang the song with the teacher. With this activity children could identify the five senses. They practiced the listening and speaking skills. The next activity was called “Sensory Texture Painting (Hands)” where children used some materials to work with. For example, tempera paint in a variety of colors, sand, coffee grounds, spices, crumbled natural items, salt,



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baking soda, liquid starch, corn meal, etc. Description: Offer painting experience with paint to which one of the above ingredients has been added. Encourage children to use words to describe what they see, feel, and smell. For this activity the children had to listen to the teacher's instructions, and they drew what the teacher said. Also they practiced listening skills, and they were going to use their senses. These activities helped the teacher to know if children enjoyed the story and if they had learned from it.

Another type of story that was used for the seventh class was Myth and Legend stories. For this class the teacher applied a story called "The Pirate Gang". It was about a group of friends who had a fight with some pirates. The aim of the lesson was that by the end of the class, children were able to develop the listening and speaking skills through stories and new vocabulary. Also, children were able to tell stories based on their own experiences. Students identified some important professions and talked about them. The warm up used was called "Pass the ball"; each student passed the ball as fast as possible. The teacher repeated "go...go...go..." ; when the teacher said to stop, the person who had the ball had to tell the class what he/she did on the weekend. And so on...In the presentation of the new vocabulary, the teacher used pictures about some professions such as fisherman, policemen, salesman, students, and teachers. Then the children had to repeat the words in groups and individually. For meaningful practice the teacher told the story, "The Pirate Gang". The activities developed for that class were as follows: The teacher told the story, and then teacher and students performed the actions. This exercise



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provided physical movement, and gave the teacher the chance to play along with the children. Then the children received a sheet of paper, and they worked in pairs. One student was A, and one B, and they had to interpret the character that they had on their worksheet through sentences. They had to guess the character. After this activity, children had to tell the class about an experience about some trip that they remembered that was similar to that of the story.

In the eighth class the teacher applied a Greek Myth called “Pandora’s Box”. This myth was about some gods and a box that contained bad things, such as diseases, hate, crime, etc., but at the end hope was present. The aim of the lesson was that by the end of the class, children would be able to develop the listening and speaking skills through stories and new vocabulary. They learned about literature related to different kinds of myths and Greek gods. Also, children were able to tell stories based on their own experiences. The teacher started the class with a warm up called “Telling a personal story”. So the teacher told a personal experience about moving from the town to the city, and the changes he/she had experienced. The children listened, and shared some experiences they had had. The teacher presented the new vocabulary about Greek gods and she/he explained the story to them. For this activity, the teacher used flashcards with pictures about the gods.

After that, the teacher told the story of Pandora’s Box. For feedback, the facilitator prepared some activities for the class. The teacher told the story and the teacher and the students performed the actions. This exercise provided physical movement, and gave the teacher the chance to play along with the



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children. The children had to practice listening and speaking skills. For this activity, students had to do role play. Every student had to act out all the characters of the story. Then they explained what their feelings about the character were. Students dramatized the story that they listened to. The teacher showed a video of the story, and then she gave the children the role for each one. Children had to act according to what they understood from the story. For this activity they worked in three groups of five children.

Sacred stories were other types of stories used to teach children in the ninth class. The story applied for that class was called “The Good Samaritan”. It was about a man who helped another man that was dying. This story was taken from the Bible. The aim of the lesson was that by the end of the class, children would be able to develop the listening and speaking skills through stories and new vocabulary. Also, children were able to tell stories based on their own experiences, learning about some important values, such as love, compassion, respect, friendship, and humility. The warm up applied was called Word-chain. The teacher said a word out loud. Students took turns to come up with a new word starting with the last sound of the preceding word. For the presentation of the vocabulary, the teacher used some flashcards about some important values to teach to children such as love, compassion, respect, friendship, and humility. The teacher told the story and then applied some activities in class in order to know if the children understood the message of the story. The teacher projected a video with the song of the “The Good Samaritan”. After they read the story, students analyzed the story, and the main point of the lesson was related to



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friendship. Children thought about one experience in which they had helped someone.

In the final class the instructor applied another sacred story called “The Prodigal Son” It was about a son who asked his father to give him his inheritance. He wasted the money but then he was sorry, and talked with his father and came home again. The aim of the lesson was that by the end of the class, children were able to develop the listening and speaking skills through stories and new vocabulary. Also, children were able to tell stories based on their own experiences using adjectives. The warm up applied was called Guess the animal. The teacher whispered the name of an animal to a student. The student used only words in order to make his classmates guess the name of the animal. Example: Dog: house, tail, best friend, barks. In the presentation of the new vocabulary some flashcards were used about adjectives. Then the teacher told the story. The teacher applied some activities in class. The teacher used a Teddy bear to ask questions. The students had to answer questions such as, “Teddy, do you like the town?”

Yes, I love it.

Do you like animals?

Yes, I love them.

Then the teacher gave students a sheet of paper with a drawing. They had to listen to the colors the teacher mentioned and color the drawings. The teacher stuck the pictures on the board to show to the class. Then the teacher read the story again. The children listened to the words of the story and wrote them down on a piece of paper. Students created a new beginning and end of the

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story, but they had to base their writing on the same story used in the class. Then they drew pictures to go with the story and told their new story to the classmates. It was important to say that all activities were selected in order to develop and improve children's listening and speaking skills. The results obtained from the classes were positive because children liked to work with stories, and they showed enthusiasm and good development in their learning.



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### Chapter IV.RESULTS

#### 4.1 Analysis and Interpretation

The use of storytelling on children of second level in Yanuncay School had as the main objective the development of the student's listening and speaking skills through the most common stories. The application of daily lessons plans helped to achieve this objective. These planning contained activities of listening and speaking in which the young pupils felt interested to learn the language. The children showed a positive change in their attitude because they enjoyed working with stories. Moreover, most of the students liked to participate in class overcoming the fear to speak in front of their partners. These activities made possible the interaction between the teacher and the kids creating a friendly environment. Through this method, the learners got the free development of their skills using their imagination and creativity. After each class the children were able to create their own stories by using their experience. Of course, not all children were inspired to express their ideas and feelings in some classes.



## Chapter V: CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions and Recommendations

According to the surveys, and the interview, stories applied to children, and some theories, storytelling is a suitable technique to teach English to the children of second level in “Yanuncay School.” The results obtained were positive and showed that children develop their skills in a better way through the use of stories. This method gets young learners’ attention by creating meaningful learning. As a recommendation, the teacher should apply storytelling in his/her classes. However, the teacher needs to find the right manner to adapt these stories to a particular class. The aim of the application of storytelling in the Yanuncay School, with the children of the second level was to show that it fit perfectly in the process of teaching learning. Through this method the young learners of this institution learn in a spontaneous way because they could speak, listen to and build up vocabulary. The attention and the participation of the pupils in the class proved the effectiveness storytelling had. So it was important that English teachers of Yanuncay School were aware that storytelling was not only the art of tell a story but also it helped to develop ones of the most important skills in the English language, the listening and speaking skills. Through stories children could build up knowledge in a real environment where they could interact with the teacher face to face. With the continuing use of storytelling, the pupils of Yanuncay School will show motivated of learning the language in a funny way. Therefore, this innovator technique should be considered as a useful tool to teach English in the Yanuncay School.





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### Appendix

#### Appendix 1: Survey

##### Survey-Pre-test

Survey applied to children of 2<sup>nd</sup> level in Yanuncay School

This survey is about the use of storytelling as a tool to teach English to children.

1) Do you like stories?

Yes ☐ No ☐

2) Do your parents tell you stories at home?

Yes ☐ No ☐

3) Does your teacher use stories in class?

Yes ☐ No ☐

4) Do you understand the message of stories?

Yes ☐ No ☐

5) Do you use them frequently?

Yes ☐ No ☐

6) Do you feel curious when you use stories?

Yes ☐ No ☐

7) Do you think that you learn something of interest when you listen to stories?

Yes ☐ No ☐

8) Do you think teachers should use stories to teach in class?

Yes ☐ No ☐



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9) Do you think that the use of storytelling is a good method to teach?

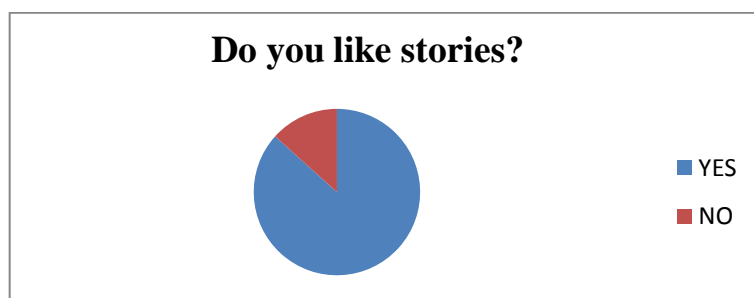
Yes ☐ No ☐

10) Do you like to tell stories?

Yes ☐ No ☐

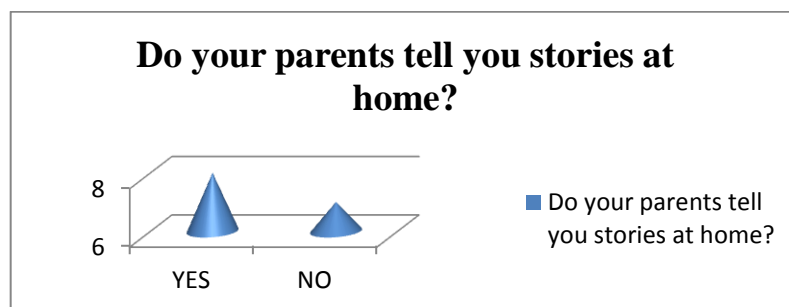
### Statistics of the survey about Storytelling

1



Most children like stories. 13 students like to use stories but 2 of them do not.

2

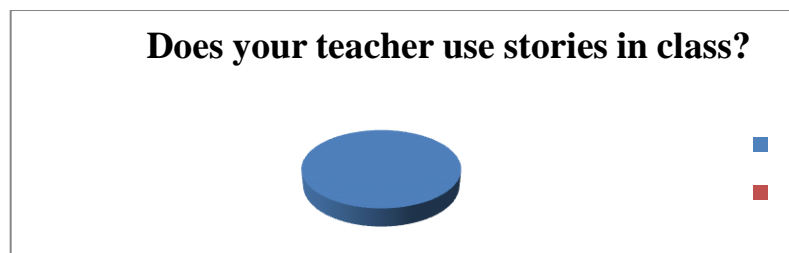


Few children's parents tell them stories at home. Of 15 students, 8 of them are familiar with stories.



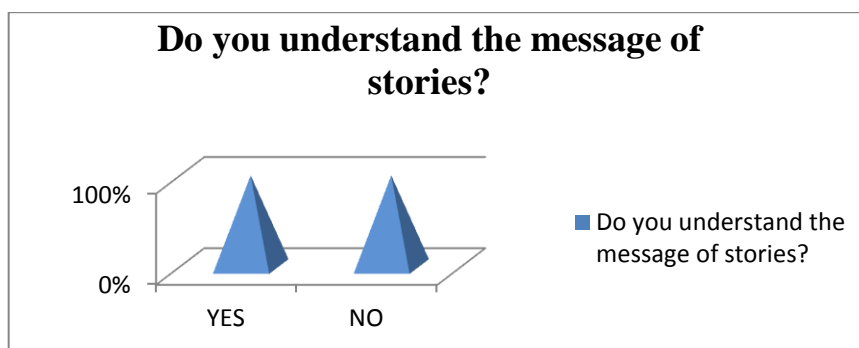
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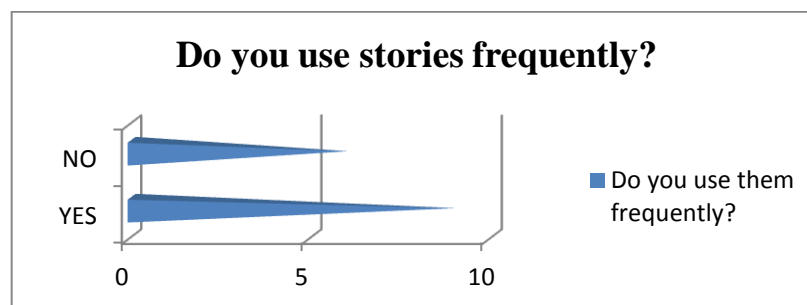
All children agreed with this question and they answered “Yes”. All of students learn through stories because the teacher uses them.

4



Most children get the idea of stories. 12 students understand the message and 3 of them do not.

5

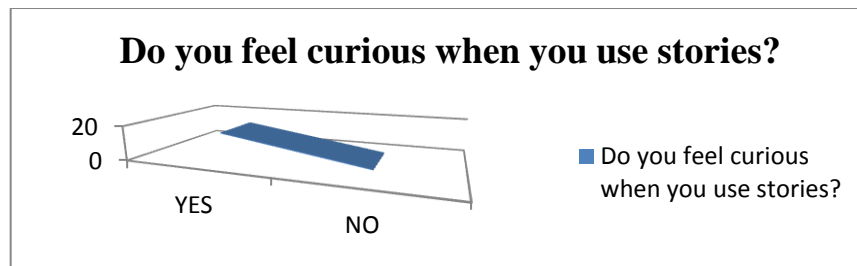


9 children said “Yes”, but 6 children said “No”.



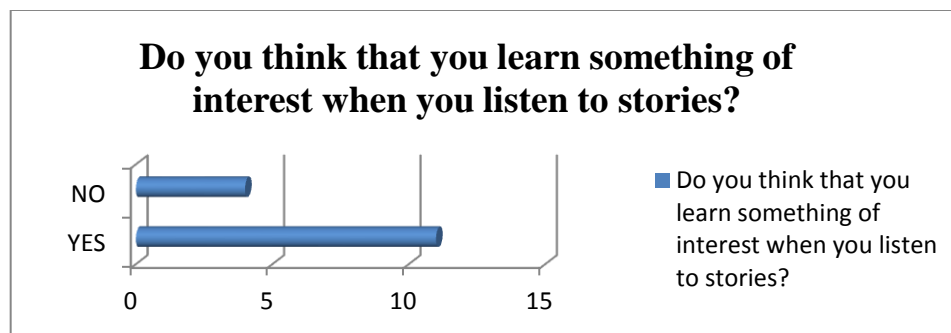
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6



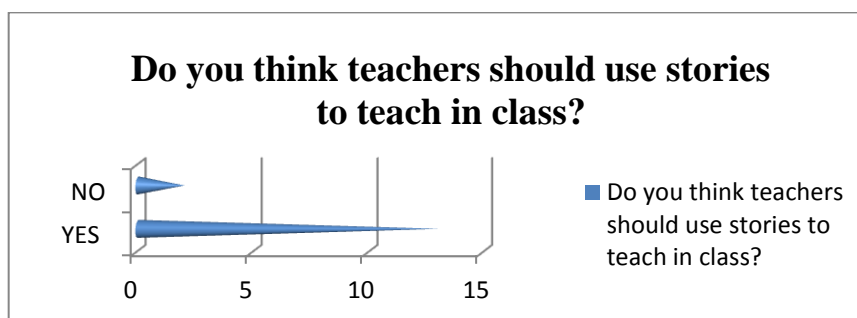
Just one student does not feel motivated with stories.

7



11 children learn with stories, but 4 students think that stories are not interesting.

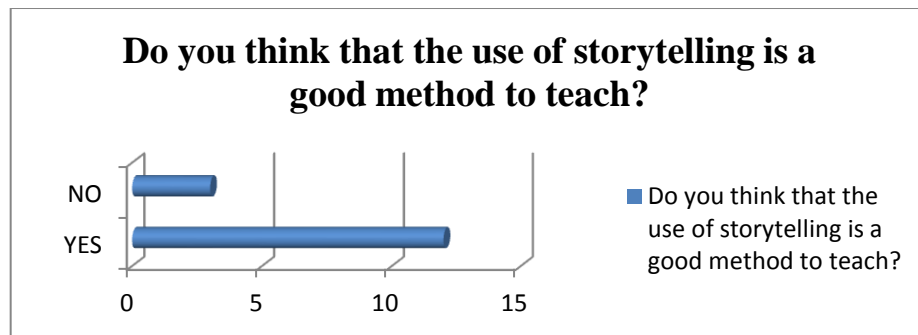
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Most children think that the teacher should use stories to teach in class. 13 students answer yes and 2 children answer no.

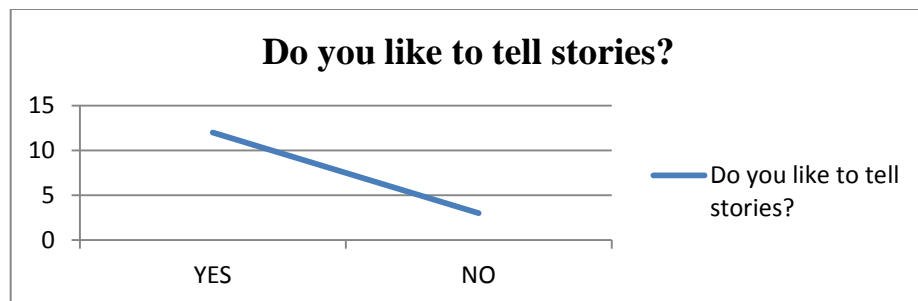


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12 students think that the use of stories is a good method and 3 children disagree.

10



Most children like to tell stories. 12 students like to tell stories and 3 of them do not.



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### Survey for Teachers of Yanuncay School

This survey is about the use of storytelling as a tool to teach English to children.

1) Do you use stories to teach in class?

Yes ☐ No ☐

2) Have you had positive results when you teach through stories?

Yes ☐ No ☐

3) Do children show themselves to be willing and interested in your applying stories in class?

Yes ☐ No ☐

4) At the end of a reading, can you verify significant learning in children?

Yes ☐ No ☐

5) Were the children's skills developed or improved?

Yes ☐ No ☐

6) Are children interested in participating in class?

Yes ☐ No ☐

7) Do you think you learn something of interest when you teach through stories?

Yes ☐ No ☐

8) Have you had difficulties with children in the process of teaching English through storytelling?

Yes ☐ No ☐

9) Do you think the use of storytelling is a good method to teach?

Yes ☐ No ☐

10) Is storytelling considered part of the curriculum?

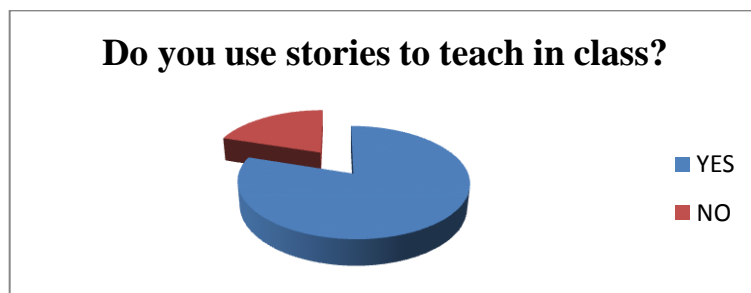
Yes ☐ No ☐



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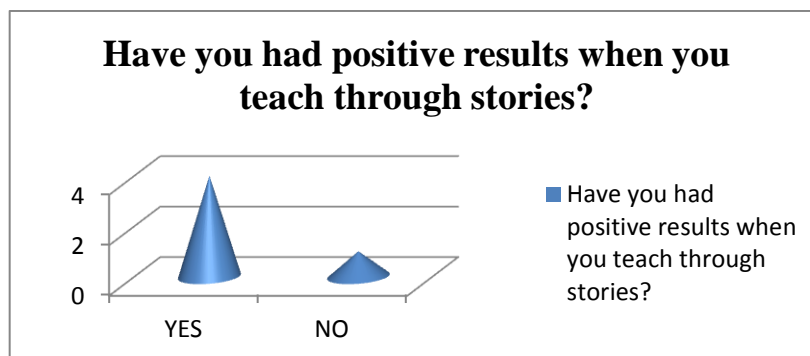
### Statistics of the survey about Storytelling

1



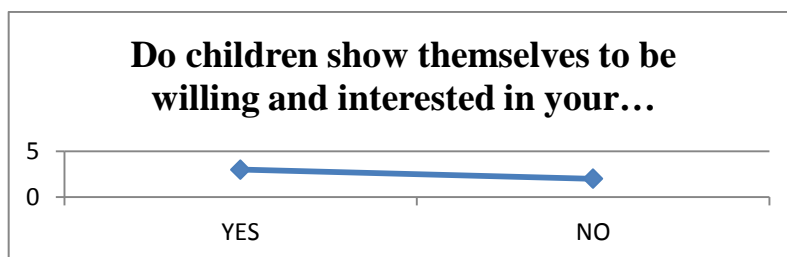
Of 5 teachers, 4 teachers use stories to teach and 1 teacher does not apply stories.

2



4 teachers had positive results and 1 did not.

3

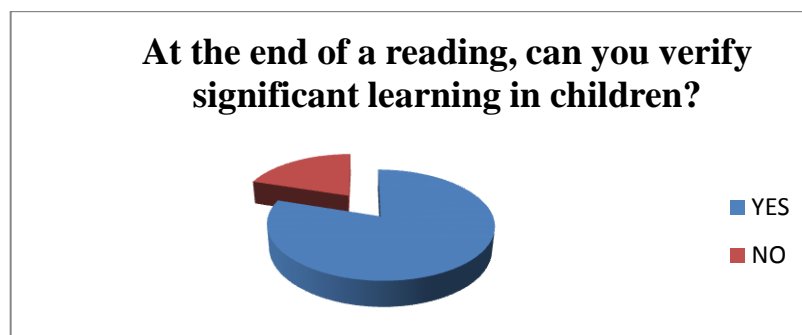




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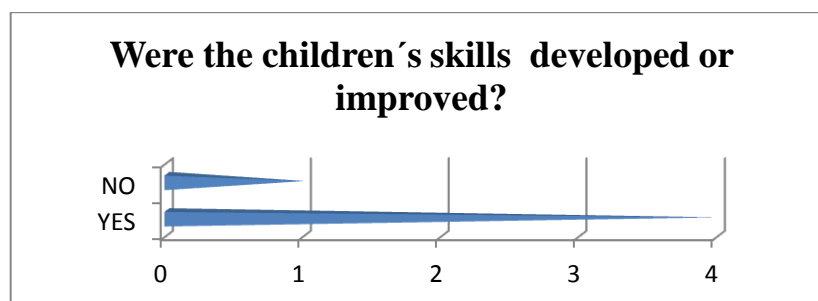
Of 5 teachers, 3 of them noticed their children's interest, and 2 teachers said that their students were not too much interested.

4



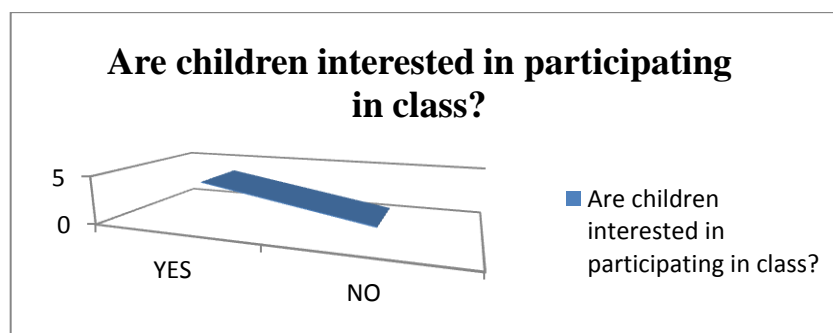
4 teachers said that their children got a significant learning, and 1 said no.

5



4 students said yes and 1 said no.

6



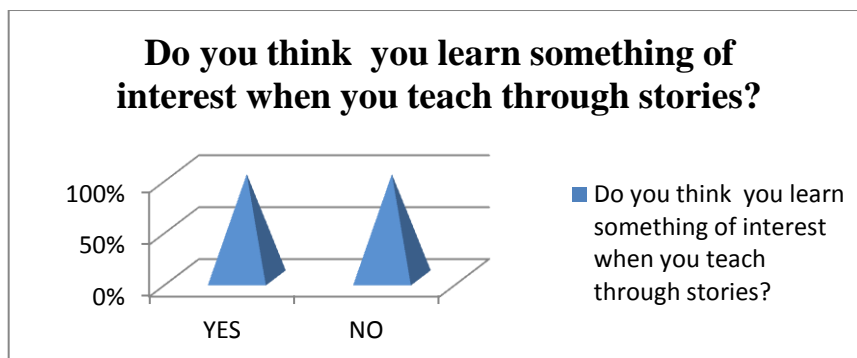
4 teachers noticed their student's interest by using storytelling.





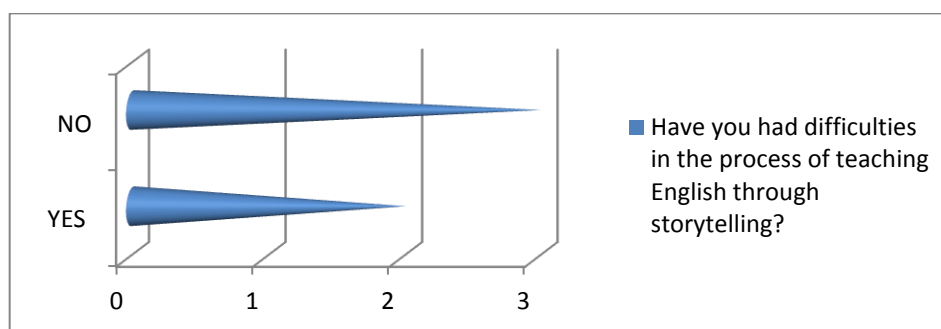
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7



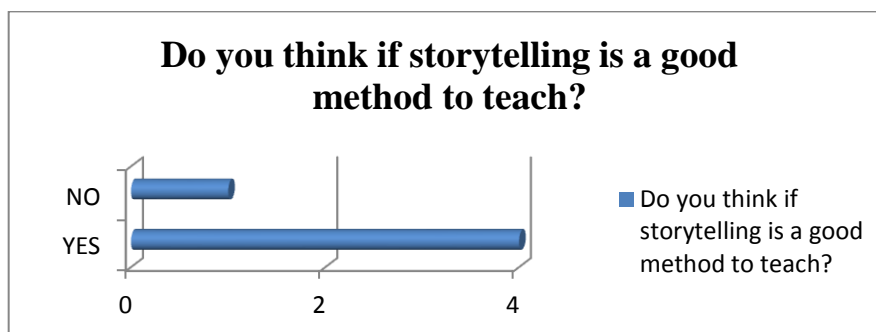
4 teachers learn from their students and 1 said no.

8



3 teachers said “no” and 2 said “yes”.

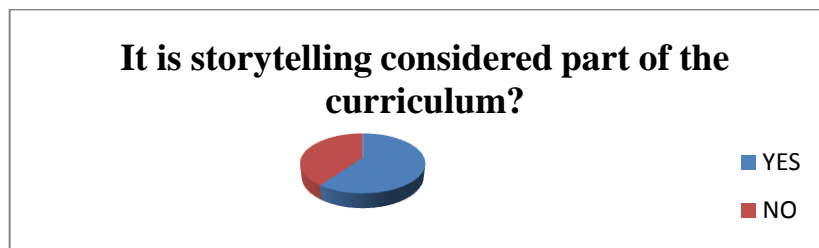
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4 teachers answered “yes” and 1 said “no”



10



3 teachers said “Yes” and 2 teachers said “no”



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### Appendix 3: Interview

#### Questions for the Interview

This interview was applied to a teacher which has experience on working with children.

- ✓ What is storytelling for you?

Mmm....For me telling stories is a great experience, for students and for the teacher, too. I think storytelling is an art because the teacher has to know how to use stories with students. Storytelling is to find the best way to get the learners' attention; when I use storytelling in class, I can teach a lot of essential values for them. Storytelling enhances students to enjoy the learning.

- ✓ What do you think about storytelling?

As I told before, storytelling is an art. I really enjoy teaching through stories because I notice enthusiasm in my students at the moment to tell a story. I think doesn't matter the age for using storytelling. I get excellent results with my students in high school.

- ✓ Do you think storytelling is a good technique for teaching English?

Of course, storytelling is an excellent technique to teach because I can develop and improve my students' skills. Through stories I can teach on different ways. I can use a lot of materials to apply in class, so learners catch the idea and they get a meaningful learning.

- ✓ How often do you use stories in your class?



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Ok. My students like to learn through stories....and I like to apply the most of my classes. For example, I have 5 hours of class...so I try to planning 3 or 4 hours.

- ✓ What is the way in which you apply storytelling in your classroom?

Mmm actually as teacher, I have to follow a book as a guide to teach, but I use the specific topics to apply stories related with those topics.

- ✓ How do you notice the development of students' listening and speaking skills?

Ok. I have noticed interest in my students when I apply stories.

However, I have to plan my classes in order to achieve a good development on my student's skills. They like to listen and read stories, I mean, with storytelling they develop and improve their skills, because using stories I have the chance to work on student's skills.

- ✓ What is the reaction of students when they work with storytelling?

Ok I told before...student's enjoy the learning with stories...Even they have the opportunity to express their feelings and thoughts. My students identified with stories; each day they learn something significant for their lives.

- ✓ Do you think storytelling is helpful for them? Why?

I think it depends on the teacher and the types of stories that you are going to use in class. It is important to know the learners' necessities and the environment in which they are involved. I use any story which students can apply in their real life. Because of each story that I apply in



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class has an important message, it is helpful for students to analyze stories and get the most important for them.

- ✓ What are the advantages and disadvantages of using storytelling?

Mmm ok..for me there are more advantages than disadvantages.

Students can express their feelings and develop their skills. Also, the use of stories help students to increase literacy and they learn to think by themselves. Related to the disadvantages can be the type of stories to use and the student's level.

- ✓ How is considered the use of storytelling for education?

Ok. Nowadays storytelling is considered for education as a good method to use in class. It is a part of education because students integrate to the society and share their lives among classmates. Also it is important for the developing the students' skills. Moreover, the books that the teacher has to use in class contain the use of storytelling.

- ✓ What are the objectives that you pretend to reach with the use of storytelling?

Ok. My personal objectives to achieve with the use of storytelling in class are that students feel confident at the moment to use stories. I like to use stories because students enjoy sharing their personal experiences.

Moreover, they improve their skills; they develop listening, speaking, reading, and writing abilities. Another objective to achieve is to reduce the student's afraid, I want they feel in class as at home.

- ✓ What ages do you recommend for using storytelling?



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Any age is recommended to use storytelling because all of us can learn a lesson for life using stories.

✓ Do you think students can get a meaningful learning using storytelling?

I have notice an advance in my students' learning by applying storytelling. I mean, they get excellent results using this method in class.

And yes, they get a meaningful learning through stories.

Appendix 4: Research Plan Table

OBJECTIVES	ACTION PLAN	STRATEGY	SOURCES
<ul style="list-style-type: none"><li>To support the theoretical aspects of storytelling for listening and speaking skills.</li></ul>	<ul style="list-style-type: none"><li>To evaluate the information about storytelling.</li></ul>	<ul style="list-style-type: none"><li>Summarize</li><li>Paraphrase</li><li>Quote</li></ul>	<ul style="list-style-type: none"><li>Books</li><li>Internet</li></ul>
<ul style="list-style-type: none"><li>To analyze stories that will be applied in the</li></ul>	<ul style="list-style-type: none"><li>To select the appropriate stories to tell in class.</li></ul>	<ul style="list-style-type: none"><li>Summarize</li><li>Paraphrase</li><li>Quote</li></ul>	<ul style="list-style-type: none"><li>Books</li><li>Internet</li></ul>



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classroom.			
<ul style="list-style-type: none"> <li>To design a booklet with some specific stories and activities to give feedback about speaking.</li> </ul>	<ul style="list-style-type: none"> <li>To find formation about storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Paraphrase</li> <li>Quote</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Internet</li> </ul>
	<ul style="list-style-type: none"> <li>To collect stories and to prepare activities according to the story.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Paraphrase</li> <li>Quote</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Internet</li> </ul>
	<ul style="list-style-type: none"> <li>To classify the kinds of stories.</li> </ul>	<ul style="list-style-type: none"> <li>Summarize</li> <li>Paraphras</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Internet</li> </ul>



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ACTIVITIES	March	April	May	June	July
1 Elaboration of the monographic outline					
2 Bibliographic review and elaboration of the theoretical background					
3 Gathering data and analysis					
4 Developing the monograph					
5 revision and edition of the monograph					
6 Approval					
7 Presentation of the monograph					





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## LESSON PLAN

### Fable Story

**Date:** Wednesday, 15 May 2013






**Aim of the lesson:** By the end of the class, children will be able to develop the listening and speaking skills through stories and recognize the animals of the forest. Also, children will be able to tell stories based on their own experiences.

#### 1. Warm up:

“The broken telephone”

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

#### 2. Presentation of new vocabulary

Hare	Lion	Tiger	Giraffe	Monkey
				

- Showing flashcards of the animals of the forest.
- Repetition of the words with children.
- Individual repetition (children)
- Ask children to copy the words from the board

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Raquel Eulalia López Pesántez



### 3. Meaningful practice

Read a story in order to the children get the main idea of the story.



#### The Hare and the Tortoise

There once was a speedy Hare who bragged about how fast he could run. Tired of hearing him boast, the Tortoise challenged him to a race. All the animals in the forest

gathered to watch.

The Hare ran down the road for a while and then and paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?"

The Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax."

The Tortoise walked and walked; never ever stopping until he came to the finish line.



The animals who were watching cheered so loudly for Tortoise, that they woke up Hare. The Hare stretched and yawned and began to run again, but it was too late. Tortoise was already over the line.

MORAL: SLOW AND STEADY WINS THE RACE

### 4. Feed back

*Activities*



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- ♣ Mime the story. The teacher tells the story; the pupils listen to the story so the teacher and the students do the actions.
- ♣ The teacher gives the children a work sheet. They have to work with a game called Jigsaw Puzzles. Children need to listen to the instructions and complete the puzzle with the tortoise.
- ♣ Children have to describe the picture.

Work sheet



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## LESSON PLAN

**Date:** Thursday, 16 May 2013


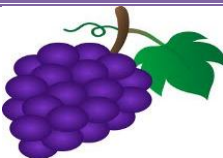


**Aim of the lesson:** By the end of the class, children will be able to develop the listening and speaking skills through stories and new vocabulary. Also, children will be able to tell stories based on their own experiences.

### 1. Warm up:

Word-chain

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

### 2. Presentation of new vocabulary

Orange	Purple	Brown	Green
			

- 1. Projecting flashcards of the vocabulary about colors.
- 2. Repetition of the words with children.
- 3. Individual repetition (children)
- 4. Ask children to copy the word on the board.

### 3. Meaningful practice

**Autor(es):** Marcia Elizabeth Durán Durán  
Raquel Eulalia López Pesántez



### The Fox and the Grapes



One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox.

Taking a few steps back, the fox jumped and just missed the hanging grapes. Again the fox took a few paces back and tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.



MORAL: IT'S EASY TO DESPISE WHAT YOU CANNOT HAVE.

#### 4. Feed back

- ♣ The teacher gives the children some instructions for making a Fox Toilet Paper Roll Craft.

Materials:

- Toilet paper roll, printer, something to color with, scissors, glue, and paper.

Instructions:

- Print out the template of choice.

Color (where appropriate) and cut out the template pieces.

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Raquel Eulalia López Pesántez



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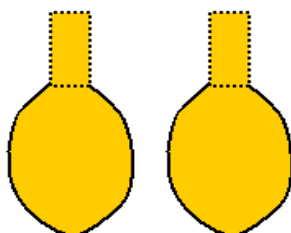
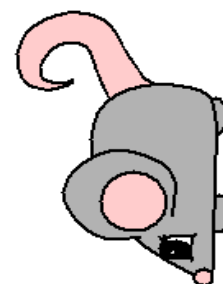
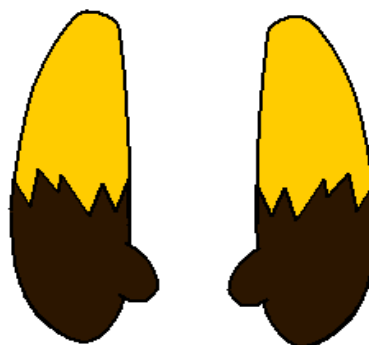
- Glue the large rectangular piece on first to cover the tube. Toilet paper rolls come in different sizes, so if you find the rectangle is a bit too big, just trim it down. If you find it's a bit too small, just cut out another small piece to fill in the gap.
- Glue on the head and arms
- Fold the feet tabs and glue to the inside, bottom of the roll.
- Fold the tail in half and glue it so it looks colored on each side; then fold tab and glue to the roll.
- Glue the mouse onto one of the hands
  - ♣ When children finish the work, they have to create a story with this work and share with the class a short story created for them.

### Worksheet

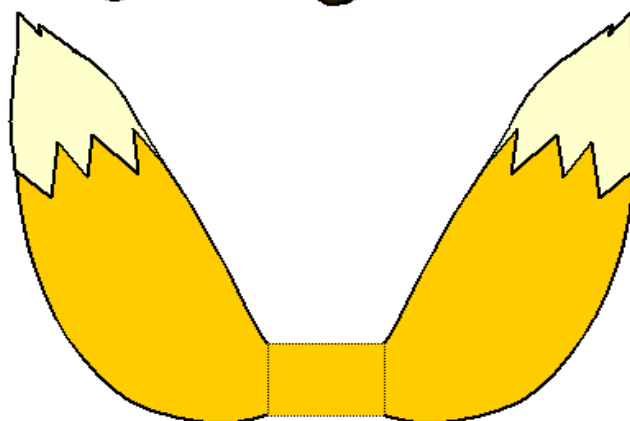




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feet







## LESSON PLAN

### Fairly or Traditional Tale

**Date:** Friday, 17 May 2013

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

#### 1. Warm up:






Kim's game

The teacher needs 10 small objects and a cloth to cover them.

Procedure:

- ✓ The teacher or trainer collects 10 small objects, eg, a pencil, a leaf, a rubber band, a book, a paper clip, a stone, etc.
- ✓ The teacher picks one object up at a time and holds it up and the students call out what it is.

#### 2. Presentation of new vocabulary

Cake	Honey	Bread	Chocolate	Cookies
				

1. Showing flashcards of the words related to food



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2. Repetition of the words with children.
3. Individual repetition (children)
4. Ask children to copy the word on the board.

### 3. Meaningful practice



#### Little Red Riding Hood

One day, Little Red Riding Hood's mother said to her, "Take this basket of goodies to your grandma's cottage, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood skipped off. On her way she met the Big Bad Wolf who asked, "Where are you going, little girl?" "To my grandma's, Mr. Wolf!" she answered.

The Big Bad Wolf then ran to her grandmother's cottage much before Little Red Riding Hood, and knocked on the door. When Grandma opened the door, he locked her up in the cupboard. The wicked wolf then wore Grandma's clothes and lay on her bed, waiting for Little Red Riding Hood.

When Little Red Riding Hood reached the cottage, she entered and went to Grandma's bedside. "My! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the wolf. "My! What big ears you have, Grandma!" said Little Red Riding Hood. "All the better to hear you with, my dear!" said the wolf. "What big teeth you have, Grandma!" said Little Red Riding Hood. "All the better to eat you with!" growled the wolf pouncing on her. Little Red Riding Hood screamed and the woodcutters in the



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forest came running to the cottage. They beat the Big Bad Wolf and rescued Grandma from the cupboard. Grandma hugged Little Red Riding Hood with joy. The Big Bad Wolf ran away never to be seen again. Little Red Riding Hood had learnt her lesson and never spoke to strangers ever again.

### 4. Feed back

#### *Activities*

- ♣ The teacher reads the story again.
- ♣ Children have to listen to the words of the story and write on a piece of paper.
- ♣ Students have to create a new beginning and end of the story, but they have to base their writing on the same story used in the class. Then they have to draw pictures to go with the story and tell their new story to the classmates.
- ♣ Children have to share with the class some experience similar to the story.



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## LESSON PLAN

**Date:** Monday, 20 May 2013






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

### 1. Warm up:

Simon says.

Students have to listen to the teacher and obey **ONLY** the instructions that start with "Simon says..."

### 2. Presentation of new vocabulary

Bed	Closet	Seat	Playground	Dance floor
				

1. Drawing pictures of the things of the bedroom.
2. Repetition of the words with children.
3. Individual repetition (children)
4. Ask children to copy the word on the board.

### 3. Meaningful practice

**Autor(es):** Marcia Elizabeth Durán Durán  
Raquel Eulalia López Pesántez



### The Lion and the Mouse



Once when a Lion was asleep, a little Mouse began running up and down upon him. This soon awakened the Lion, who placed his huge paw upon him and opened his big jaws to swallow him.

"Pardon, O King!" cried the little Mouse, "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, but I may be able to do you a good turn one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Sometime later a few hunters captured the King and tied him to a tree while they went in search of a wagon to carry him on.

Just then the little Mouse happened to pass by, and seeing the sad plight, in which the Lion was, ran up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse, very happy to help the Lion.



MORAL: Little friends may prove great friends.

#### 4. Feed back

##### *Activities*

##### Speaking Activities

- ♣ Work in pairs and discuss these questions



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- ♣ Think about a friend that you have.

When was the last time you helped him/her like the Mouse helped the Lion?

When was the last time he/she helped you like the Mouse was helped the Lion?

- ♣ The teacher gives the students a work sheet in order to evaluate if they understand the story.

### Work sheet

- Tick a true or false box.

	True	False
1. The mouse is sleeping.	<input type="checkbox"/>	<input type="checkbox"/>
2. The lion is surprised to see the mouse.	<input type="checkbox"/>	<input type="checkbox"/>
3. The mouse is sorry.	<input type="checkbox"/>	<input type="checkbox"/>
4. "Don't eat me," says the mouse.	<input type="checkbox"/>	<input type="checkbox"/>
5. The lion eats the mouse.	<input type="checkbox"/>	<input type="checkbox"/>
6. The mouse runs away.	<input type="checkbox"/>	<input type="checkbox"/>
7. The lion runs after the mouse.	<input type="checkbox"/>	<input type="checkbox"/>
8. A net falls over the lion.	<input type="checkbox"/>	<input type="checkbox"/>



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9. The lion needs help.

☐☐

10. The mouse helps the lion.

☐☐

♣ Arrange the numbers so that they tell the story, and then read to the class.

1. "Don't eat me," says the mouse.

2. One day a net falls over the lion.

3 "Help!" roars the lion.

4. The mouse makes a hole in the net.

5. One day a lion is sleeping.

6. A mouse wakes him up.

7. The lion is angry and hungry.

8. The lion lets the mouse go.

9. "You are little but kind," says the lion.



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## LESSON PLAN

**Date:** Tuesday, 21 May 2013

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

### 1. Warm up:

Finding your partner

- ♣ Making cards with the name of the most popular characters of the TV.
- ♣ Each student chooses a card and has to find their partner; the first couple to finish will be the winner! e.g. *"Popeye and Oliva"*

### 2. Presentation of new vocabulary

<i>Milk</i>	<i>Cheese</i>	<i>Yogurt</i>	<i>Butter</i>	<i>Eggs</i>
				

1. Drawing pictures on the board in order to students recognize vocabulary about dairy products.
2. Pronunciation of the words in groups and individually.
3. Individual repetition (children)
4. Ask children to read the word in front of the class.

**Autor(es):** Marcia Elizabeth Durán Durán  
Raquel Eulalia López Pesántez





### 3. Meaningful practice

The teacher prepares a role play using some dairy products to sell. The teacher acts out in front of the class with a Teddy or with the cleverest student as a model. The dialogue should be practiced in pairs before the students come to the front.

A: Good morning. Can I help you?

B: Yes, please. I'd like some butter.

A: Here you are.

B: How much is that?

A: 1 dollar.

B: Good bye

A: Good bye.



#### The Dreamy Milk – Maid

Milk-maid had been to the meadow to milk her cows. Now she was returning home with a pail of milk on her head. She thought, "I will make cream and butter out of this milk. Then selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm." She further thought, "I shall sell some of my fowls and buy a fine dress. Seeing it on my body at the fair, all the boys will admire me. But I will turn them away just tossing my head at them."

Lost in day dreams, she forgot about the pail on her head. She tossed her head with a jerk and the pail of milk came tumbling down. It was broken and all the milk got spilt. "Dear O dear!" she cried, "I have lost my all."

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MORAL: Don't count your chickens before they are hatched.

### 4. Feed back

- ♣ The teacher takes pictures from the story; cuts them up, and gives one picture to each member of the group. Each pupil has to describe to others what is in his/her picture.
- ♣ Then the group decides the correct order of the pictures.
- ♣ Tell their answers to the class.

## LESSON PLAN

### Folk Tale

**Date:** Wednesday, 22 May 2013

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

### 1. Warm up:

Listen and do Activities

Tell the children to do all sorts of crazy things (stand on their head by the door; hop on their left foot five times.)

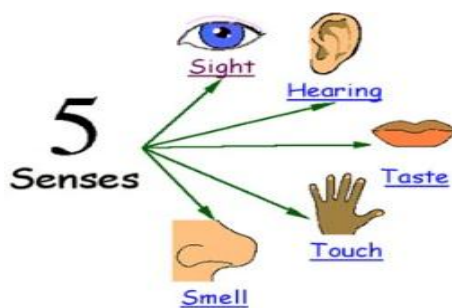
Count up to ten and then walk to the blackboard and back to their seats

### 2. Presentation of new vocabulary

**Autor(es):** Marcia Elizabeth Durán Durán  
Raquel Eulalia López Pesántez



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tongue	eye	Throat	ear	hand

1. Showing flashcards of the words.
2. Repetition of the words with children.
3. Individual repetition (children)
4. Ask children to copy the word on the board.

### 3. Meaningful practice

#### Monkeys Go Fasting



A group of monkeys decide to go on a fast one day.

“Before we begin, I think we should keep the food with which we’ll break the fast ready,” counseled

the old monkey chief.

The monkeys nodded their heads in agreement. The youngsters were sent in search of food. They returned with huge hands of delicious-looking bananas.

**Autor(es):** Marcia Elizabeth Durán Durán  
Raquel Eulalia López Pesántez



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“I think each of us should keep our share of bananas with us before we begin our fast, so that we don’t spend time distributing them after we break our fast.

You can imagine how hungry we all will be by then!” said the chief’s wife.

The monkeys liked the idea and they collected their share of the bananas.

“Why don’t we peel one banana and keep it ready to eat?” said one of the youngsters.

“Yes, let’s do that,” shouted a fat monkey in agreement. Just looking at the bananas was making him hungry.

“All right,” said the monkey chief. “We shall peel the bananas but under no condition should we eat them.”

So the monkeys peeled their bananas and carefully kept them ready for eating in the evening.

“Can I keep the banana in my mouth? I promise not to eat it till evening. Please!” a little monkey asked his father.

“Why don’t we all put a banana in our mouth? That way we can chew it immediately when we break the fast,” said his father, who had agreed to go on the fast only because his wife had not given him a choice. “As long as we don’t eat it, it should be fine,” he added.

So, the monkeys put the bananas in their mouths. One by one they eyed each other uncomfortably as they began their fast — and as you can imagine, within no time at all, the bananas disappeared down their gullets. And that was the end of their fast!

### 4. Feed back

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- ♣ For this activity the teacher sing a nice song called “When You Use Your 5 Senses.” Children watch the video and sing the song with the teacher. With this activity children can identify the five senses. They practice listening and speaking skills.

### Five Senses

- ♣ Sensory Texture Painting (Hands).

Materials: Tempera paint in a variety of colors, sand, coffee grounds, spices, crumbled natural items, salt, baking soda, liquid starch, salt, corn meal, etc.

Description: Offer painting experiences with paint to which one of the above ingredients has been added. Encourage children to use words to describe what they see, feel, and smell. For this activity the children have to listen to the teacher’s instructions and they have to draw what the teacher say. Also they practice listening skills and they are going to use their senses.



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## LESSON PLAN

### **Myth and Legend stories**

**Date:** Thursday, 23 May 2013




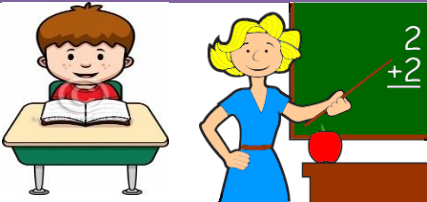
**Aim of the lesson:** By the end of the class, children will be able to develop the listening and speaking skills through stories and new vocabulary. Also, children will be able to tell stories based on their own experiences. Students will identify some important professions and talk about them.

#### **1. Warm up:**

Pass the ball

- ✓ Each student passes the ball as fast as possible.
- ✓ The teacher repeats go....go....go.....; when the teacher says to stop, the person who has the ball has to tell the class what he/she did on the weekend. And so on.....

#### **2. Presentation of new vocabulary**

Fisherman	Policeman	salesman student	teacher
			

1. Projecting pictures
2. Pronunciation of the words in groups and individually.
3. Individual repetition (children)

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4. Ask children to read the word in front of the class.

### 3. Meaningful practice

#### The Pirate Gang



Once upon a time there was a boy named Peter. He and his friends loved to go fishing. His dad would take the boys out and the girls would go shopping. One day the boys decided to go fishing. They got a basket of food and got the boat ready. The girls got in

the car and went to the mall.

When the boys got to their favorite fishing spot they threw the anchor over the edge and began to fish.

They had been fishing for about an hour before they caught their first fish. It was a big one so they decided to keep it.

They started fishing again and peter saw a ship coming towards them. He told his dad and he said they should all go



below decks just in case it is a pirate ship.



They were below decks and they saw that more ships had come and surrounded them. Peter's dad called the water police and told them about the pirates. They said they would get there as fast as they could.

They had to wait for five minutes but then they came.

The strongest ship disabled the pirate ships and the rest caught and killed them.



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We were all safe and the police were glad that the pirates were dead.

### 4. Feed back

- ♣ The teacher tells the story and the teacher and the students perform the actions. This exercise provides physical movement and gives the teacher the chance to play along with the children.
- ♣ Guess the character

A)

Tell your partner the obligation your character has. He must wear uniform.



He must carry a gun.

He must maintain people's security.

He must provide transit.

Police Officer



She must teach students.

She must speak clearly.

She must use teaching techniques.

She must organize her lesson.

Teacher

B)

Guess the character





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Tell your partner the obligation your character has.



Fisherman

He must obtain food from the sea.

He must use a boat to work.

He must carry a fishing rod.



Student

She must do homework

She must be on time.

She must study.

She must pay attention.

- ♣ After this activity, children have to tell to the class an experience about some travel that they remember something similar to the story.
- ♣ Role play

1. Make enough copies of the cards and cut them out.
2. Put students into pairs.
3. Give each pair a situation – 1 card per partner.
4. Let them read their role and situation. Help with the unknown words and understanding the situation.



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5. When everybody is ready to start say “Action!”. While the students are role-playing monitor them closely, correct the mistakes if necessary or note them down to discuss later.
6. Just about when the dialogues reach their critical points (after 2-3 minutes of talking) suddenly say “Stop!”. Ask the students to swap the roles and continue the conversation but with the reversed roles. Say if the student was Mother, now s/he has to continue as Daughter.
7. You can swap the roles several more times if you want. It’s fun!
8. When you see that students are done with the situation, you can swap the situation between pairs, so that each pair has the opportunity of role-playing all of the situations.
9. After all the situations have been role-played you can have a feedback session. Students might also want to share how exactly they sorted out the problems.
10. Enjoy!!!



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## LESSON PLAN

### Myth and Legend stories

**Date:** Friday, 24 May 2013





**Aim of the lesson:** By the end of the class, children will be able to develop the listening and speaking skills through stories and new vocabulary. They will learn about literature related with different kinds of myths and Greek gods. Also, children will be able to tell stories based on their own experiences.

#### 1. Warm up:

Telling a personal story

- ✓ The teacher tells a personal experience about the moving of the town to the city and the changes he/she has experienced.
- ✓ Children listen to and share some experiences they have had.

#### 2. Presentation of new vocabulary

Zeus	Hephaestus	Pandora	Epimetheus
			

1. Projecting pictures about animals and others.
2. Pronunciation of the words in groups and individually.
3. Individual repetition (children)
4. Ask children to read the word in front of the class.

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### 3. Meaningful practice



#### **Pandora's Box**

#### **Ancient Greek Myths for Kids**

Once upon a time, a long time ago, Zeus ordered Hephaestus (Aphrodite's husband) to make him a daughter.

It was the first woman made out of clay. Hephaestus made a beautiful woman and named her Pandora.

Zeus sent his new daughter, Pandora, down to earth so that she could marry Epimetheus, who was a gentle and lonely man.

Zeus was not being kind. He was getting even. Epimetheus and Prometheus were brothers. Zeus was mad at one of the brothers, Prometheus, for giving people fire without asking Zeus first.

Zeus gave Pandora a little box with a big heavy lock on it. He made her promise never to open the box. He gave the key to Pandora's husband and told him to never open the box. Zeus was sure that Epimetheus' curiosity would get the better of him, and that either Epimetheus or his brother would open the box. Pandora was very curious. She wanted to see what was inside the box, but Epimetheus said no. Better not. "You know your father," Epimetheus sighed, referring to Zeus. "He's a tricky one."

One day, when Epimetheus lay sleeping, Pandora stole the key and opened the box.

Out flew every kind of disease and sickness, hate and envy, and all the bad things that people had never experienced before. Pandora slammed the lid



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closed, but it was too late. All the bad things were already out of the box. They flew away, out into the world.

Epimetheus woke up at the sound of her sobbing.

“I opened the box and all these ugly things flew out,” Pandora cried. “I tried to catch them, but they all got away!” Pandora opened the box to show him how empty it was. But the box was not quite empty. One tiny bug flew quickly out before Pandora could slam the lid shut again.



“Hello, Pandora,” said the bug, hovering just out of reach. “My name is Hope.”

With a nod of thanks for being set free, Hope flew out into the world, a world that now held Envy, Crime, Hate, and Disease – and Hope.

### 4) Feed back

- ♣ The teacher tells the story and the teacher and the students perform the actions. This exercise provides physical movement and gives the teacher the chance to play along with the children. Children have to practice listening and speaking skills. For this activity, students have to do a role play. Every student has to act with all characters of the story. Then they have to explain what their feeling about the character. Students have to dramatize the story that they listened.
- ♣ The teacher show a video with the story, and then the teacher gives the children the role for each one. Children have to act according what they understood from the story.

Pandora/ Zeus /Hephaestus/ Prometheus/ bug

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- ♣ For this activity they have to work in three groups of five children.

### LESSON PLAN

#### Sacred stories

**Date:** Monday, 27 May 2013


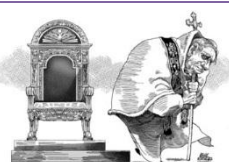



**Aim of the lesson:** By the end of the class, children will be able to develop the listening and speaking skills through stories and new vocabulary. Also, children will be able to tell stories based on their own experiences learning about some important values such as love, compassion, respect, friendship, and humility.

#### 1. Warm up

Word-chain

- ✓ Teacher says a word out loud.
- ✓ Student take turns to come up with a new word starting with the last sound of the preceding word.

#### 2. Presentation of new vocabulary

Respect	Humility	friendship	love	compassion
				

1. Projecting pictures about animals and others.
2. Pronunciation of the words in groups and individually.

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3. Individual repetition (children)
4. Ask children to read the word in front of the class.

### **3. Meaningful practice**



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### The Good Samaritan

Scripture: *Luke 10:25-37*



This is one of the last parables we will be looking at.

There are many other parables in the Bible, so if you want to hear more ask your parents to read them to

you.

This next parable started with a man asking Jesus a question. The man who asks Jesus a question is very smart and was maybe trying to trick Jesus and see if he was a good teacher or not. This is what he asked, "Teacher, what should I do so I can go to Heaven and live forever?"

Jesus replied, "What is written in the Bible? What do you think?" The man answered, "Love the Lord your God with all your heart with all your soul and with all your strength, and love your neighbor as yourself."

"That is right!" Jesus said. "Do this and you will live forever in Heaven." But the man wanted to know more so asked Jesus, "And who is my neighbor?"

Jesus decided to answer this question with a parable to help everyone who was listening understand. Jesus said: There once was a Jewish man walking along a road. He was coming from Jerusalem and was heading to Jericho, which was a full day or two of walking.

The road was rocky and there were small hills all around. The man was just humming to himself and enjoying the nice day when suddenly a group of men jumped out from behind a hill. They took all his belongings and tore off most of





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his clothes. They didn't want him to follow them so they beat him up very badly, and left him lying and bleeding on the side of the road.

A few minutes later a priest was walking down the same path and noticed the man lying on the side of the road. Do you know what he did? You'd think he would run over and help the man. Instead he crossed the road and walked on the other side and acted like he didn't see the man.

About an hour or so later another man called a Levite was walking down the road. Levites were people that assisted priests with their work. He would probably help the man. But you know what he did? He slowed down and walked a little closer to the man, but then kept walking without helping him at all. You might be thinking that maybe the man lying by the side of the road looked like he was resting or something, that's why the priest and the Levite didn't stop to help. The trouble is, it was easy to tell he was badly hurt. The man was bleeding, had most of his clothes ripped off him, and he was bruised and hardly breathing.

Just a few minutes later another man came walking. He was a Samaritan. One thing you should know about Samaritans is that Jews didn't like them. Jews usually didn't treat Samaritans very well, so they never got along. The man who was dying on the road was a Jew. So what do you think the Samaritan did? You'd think he would walk by and maybe even laugh at the man.

But as soon as he saw the man he went over to him and felt compassion for him. He put bandages on his sores and poured oil and wine (which were quite



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expensive) on the sores to prevent them from getting worse. Then he lifted the man on his own donkey and took him to a hotel to take care of him.

The next day the Samaritan took out enough money so the man could stay at the hotel until he was well enough to leave. He paid the man at the front desk and asked him to take care of the man. If he wasn't better after about two months the Samaritan would come back and pay for any extra cost.

After Jesus finished the story he asked, "Which of the three men do you think was a neighbor to the man who was left beaten on the side of the road?"

The man who asked him the question at the beginning replied, "The one who had compassion and helped him." Jesus told him, "Go and do the same."

### 4) Feed back

#### *Activities*

- ♣ Teacher shows a video with the song of the "The Good Samaritan"
- ♣ After to read the story, students have to analyze the story and the main point related with friendship.
- ♣ Children have to think about one experience in which they helped to someone.
- ♣ The teacher sings a nice song about friendship with the children. They have to watch the video and sing the song



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## LESSON PLAN

**Date:** Tuesday, 28 May 2013

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

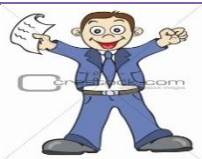




### 1. Warm up:

Guess the animal

- Teacher whispers the name of an animal to a student.
- The student uses only words in order to make his classmates guess the name of the animal.

Example: Dog: house, tail, best friend, barks.

### 2. Presentation of new vocabulary

Nice	Lazy	sad	obedient	lavish
				

- Showing flashcards of things that there are in a city/ town.
- Pronunciation of the words in groups and individually.
- Individual repetition (children)
- Ask children to read the word in front of the class.

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### 3. Meaningful practice



#### 4. The Prodigal Son

There was a very rich person. He had two sons.

The first son was hard working. He always obeyed his father. He was very good and nice person. But the second son was totally different

from the first son. He was lazy. He did not work in his father's field. He was disobedient to his father. He wanted to lead a gay and free life.

One day, the younger son said to his father. "Father, give me my share of property." The father felt very sad. He divided the property. The second son took his share of property. He left home with his share. He went to a distant land. There he made a lot of friends. He spent his property lavishly on his friends, foods and drinks. He had many bad habits too. He wasted all the money. Soon he was left with no money. His friends saw this. They all deserted him one by one.

At that time, there was a famine in that land. He could not get any job. None of his friends gave him food or money. He was forced to take up a very mean job. His job was to feed the pigs. Very often he ate the food kept for the pigs. He was very sad about his present conditions. He soon began to think of his father and his brother. He said to himself, "In my father's house, even the servants have enough food. They get good shelter too. But here, I am struggling for food and shelter. I will go back to my father. I will beg him to take me as his servant."



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So decided, the prodigal son set out for his father's house. In the meantime, his father was always thinking of his second son. He would sit near the windows. He would look out at the road, expecting his son to return home.

One day his father saw his son coming at a distance. He ran out of his house in great joy. He met his son on the way. His son knelt down. He said, "Father, I am not fit to be your son. Take me as your servant."

His father lifted him lovingly. He embraced him. He turned to his servants. He said, "Bring the best robe. Put it on my son. Put a ring on his fingers and shoes on his feet. Kill the fatted calf. Prepare a feast. Let us eat and enjoy. My son was lost. Now he is found."



The elder son was returning from his work. He heard the sound of the music and dancing from his house. He asked one of his servants about it. His servant told him, "Your brother has come. Your father is rejoicing at his return. A fatted calf has been killed to prepare for a delicious feast and the celebration."

### 5. Feed back

#### *Listen and Color Activities*

- ♣ The teacher uses a Teddy bear to ask questions.
- ♣ The students have to answer the questions.

Teddy, do you like the town?

Yes, I love it.

Do you like animals?

Yes, I love them.

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- ♣ The teacher gives students a sheet of paper with a drawing. They have to listen to the colors the teacher mentions and color the drawings.
- ♣ Stick the pictures on the board to show to the class.
- ♣ The teacher reads the story again. Children have to listen to the words of the story and write on a piece of paper.
- ♣ Students have to create a new beginning and end of the story, but they have to base their writing on the same story used in the class. Then they have to draw pictures to go with the story and tell their new story to the classmates.
- ♣ The teacher sing a song and watch a nice video about The Prodigal Son



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