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**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**

**CARRERA DE LENGUA Y LITERATURA INGLESA**

**TEMA**

“Developing the Listening Skills through Fairy Tales in Kindergarten Children  
aged 4-5 at “Risas y Caricias Dreamers”

**Trabajo Investigativo del Curso de  
Graduación previo a la obtención del  
Título de Licenciada en Ciencias de la  
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Lengua y Literatura Inglesa.**

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### RESUMEN

El proyecto “Desarrollando destrezas del escucha atreves de cuentos de hadas en niños de 4 a 5 años en el Centro de Educación Inicial “Risas y Caricias Dreamers” está basado en el desarrollo del escucha atreves de los cuentos de hadas.

Este proyecto es muy importante, ya que en el idioma Inglés los niños no desarrollan el escucha tampoco el habla. También el proyecto, brinda algunas alternativas a ser usadas dentro del aula, debido a que en la actualidad los profesores se limitan a dar clases monótonas, por lo tanto no llaman la atención de los niños. En este sentido los profesores deben buscar e innovar actividades que ayuden a los niños a adquirir conocimientos con mayor facilidad y en una forma más dinámica y divertida.

Además, los cuentos son de gran ayuda para que los niños obtengan un breve conocimiento de la literatura de una manera divertida en sus tempranas edades, desarrollen su imaginación y practiquen valores.

Dicho proyecto consta de cuatro capítulos, cada uno de ellos tiene información usual para los profesores de inglés que se interesen por los mismos.

Además se ha diseñado un folleto con diferentes cuentos cortos y actividades relacionadas de acuerdo a la edad de los niños, con el fin de que desarrollen las destrezas del escucha.

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Finalmente, hemos comprobado que el trabajo en el aula usando cuentos, ha sido de gran utilidad, ya que por lo general los niños se divierten escuchando cuentos de fantasía en los cuales

### **PALABRAS CLAVE**

Cuentos de hadas

medio ambiente

medir

creativo

Imágenes

Alumnos

imaginación

seguro

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### ABSTRACT

Our research study is based on Listening skills through Fairy Tales for teaching and learning English as a foreign language to young children. Listening is one of the most important skills when learning a language, for this reason, it is important to encourage students from a very early age. Our contribution is to help them communicate ideas through the environment in which they live in. Besides this, we want to use them to create a fun and interesting environment where they can feel confident to participate in class through fairy tales trying to develop some abilities and skills.

These Tales are considered fantasy stories. They are stories for children, and they often have imaginary creatures and wonderful adventures. Fairy tales are funny, fantastic and colorful. Also, they have an important role in children's imaginations.

Finally, fairy tales are a great technique to help children to develop listening skills in English. In the learning process teachers are facilitators. For this reason, a booklet was made and fairy tales were selected and activities created in order to motivate children to learn English.

These activities can easily be applied in the EFL classroom in order to enhance children's listening skills as well as their participation in the learning process.

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**KEY WORDS**

Fairy Tales

Environment

Measure

Creative

Pictures

Pupils

Imagination

Confident

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## **DEDICATION**

I want to dedicate this work to God who has given me the opportunity to achieve my goals. Also, I want to express my most sincere gratitude to my mother, Luz, my husband, Juan, and my daughter, Katherine, for their time, patience and invaluable support to finish my career.

Patricia

I dedicate my thesis with all my love and affection to God who has given me the opportunity to live and have a wonderful family.

To my dear parents, especially to my mother, who has always supported me to achieve my dreams and finish my career. To my son, Sebastian, and my daughter, Carolina, who are the reasons of my life. To my beloved husband, who has always supported me in my decisions.

Diana

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## **INTRODUCTION**

Our project is focused on how to use fairy tales to enhance listening skills in kindergarten, and is addressed to four and five years old students.

This project is divided into four chapters; each one of them is worked out carefully with a lot of information and creativity to offer a useful guide to English teachers.

In chapter one, the purpose of this project is to develop listening skills through fairy tales in children aged 4-5. In the justification, we will describe the aim of this investigation and develop activities which will raise the learner's competence in a foreign language. Also, we will try to create an effective environment where the students feel confident and free to use the language. In order to accomplish this; a booklet will be designed with short fairy tales, which will be used by the teacher, to read the stories to the students and to introduce the vocabulary and develop listening skills. Then we will identify the general and specific objectives of this research project.

In the second chapter, some information will be related to the way children acquire listening skills using fairy tales as a fundamental tool towards acquiring the English language. We believe that by using fairy tales listening skills may be improved in preschool children because as it is known they cannot read or write yet. Besides, Fairy tales belong to a genre of literature through

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which literary elements can be learned. It is also important to know about their origins. These kinds of tales tell people stories about fantastic creatures, fairies, animals, among others.

Chapter three refers to the use of fairy tales based on the TPR Method since children learn by doing. The best way to teach English in Kindergarten is through fairy tales because using them; children enjoy the English learning process. Children love to listen to fairy tales and can take advantage of it to learn a foreign language. Besides this, lessons plans will be applied in a class which will include some interesting activities that will motivate children's participation, such as using paper, clay, water colors, markers, crayons, puppets, cotton, glue, sticks and colorful papers.

Chapter four refers to the results and analysis in which the quantitative method will be applied and a pre-test and a post-test to measure students' listening knowledge.

We will also administer a survey to 32 classmates who work as English teachers in order to find out information about their English classes and about the importance of using fairy tales in the classroom in order to develop listening skills.

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## CHAPTER I

### THE PROBLEM

#### 1.1 Purpose

This research project will be developed in order to set up listening skills through fairy tales for children aged 4-5 in Risas y Caricias Dreamers.

#### 1.2 Description of the problem

According to experiences, teachers noticed that most of the students do not develop their listening skills for some reasons: monotonous activities, poor listening exercises in class, among others. The lack of new experiences transforms the class into a bored and traditional environment; as a result, students lose their interest in learning. This situation can be overcome through the implementation of new strategies to engage students in the learning process.

#### 1.3 Justification

This thesis was chosen for two reasons: to develop listening skills in children through fairy tales, and to motivate children in class, using materials such as flashcards, puppets and costumes.

Nowadays English is very important to communicate with other people in the world. For this reason, it is important to develop the four skills and to improve the learning of the English language. This project will focus on the improvement of listening skills by using fairy tales since we believe that this genre offers good opportunities to develop this skill in young learners which provide some facilities and opportunities to develop them in children.

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Good listening skills help students to increase fluency, and they are also an aid for comprehension since children use their imagination and creativity through a variety of activities. The use of fairy tales also motivates children in the process of learning because the teacher can create a fun environment where students will enjoy their English classes. Since listening skills is the central topic of this project entitled “Developing listening skills through fairy tales”, some of the most popular fairy tales will be chosen, as well as material related to it. Some activities will be chosen to help students practice their listening skills.

### 1.4 Research question

What is the effect of fairy tales in the development of listening skills in children, aged 4-5 in a kindergarten?

### 1.5 Objectives

#### 1.5.1 General Objective

- To determine the importance of fairy tales to develop listening skills in children aged 4-5.

#### 1.5.2 Specific Objectives

- To analyze the theoretical background in order to improve activities for listening
- To select activities related to fairy tales to develop listening skills

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- To select materials such as, puppets, costumes, flashcards, among others, in order to use them in the classroom.

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## CHAPTER II

### THEORETICAL FRAMEWORK: LITERATURE REVIEW

In education students need to have a positive learning experience because they are in the stages of experimentation. Fairy tales are a good tool for teachers, so that, it is important to understand their beginnings and origin. Moreover, it is essential to learn about the stages and the benefits of fairy tales in the classroom because they are really important in the process of learning the four skills which are the ingredients in order to learn a new foreign language. This thesis focuses on listening skills. As it is known, people develop their listening skills from the moment they are born, and this skill continues developing throughout their lives as they grow.

#### 2.1 Importance of listening

According to Rost, listening is one of the four fundamental skills through which a language is taught. It is one of the two skills that human beings use when communicating orally (n.pg). While children grow, listening plays an important role through which a child makes sense of the world.

“Early listening development provides the foundation the child’s speech and language abilities as well as helps in the building up of literacy skills. If listening skills are encouraged from an early age, children will benefit by being able to make a better sense of the world of sounds around them” (Fair n.pg).

It is also an important skill because this is how people naturally learn a language, stating that listening can help learners build vocabulary, develop language proficiency, and improve language (Fair n.pg.).

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Notwithstanding, listening skill is often seen as the least important of the four skills (reading, writing, speaking and listening) and the teacher dedicates minimal class time to it. (Cornwall n.pg). Therefore, teachers need to teach how to listen and what to listen for, and they must be given practice with varying content, accents and speaking skills.

For that reason, “it is suggested that we listen twice as much as we speak, four times more than we read and five times more than we write.” (Cornwall n. pg). “Listening and speaking have an important relationship for that reason listening is included in the curriculum. Without the listening skill it is impossible to understand what a conversation is about (Cornwall n. pg).

Teachers face some problem to teach listening skills when the noise increases into the classroom. It happens when the teacher cannot control the class and when the activities are hard to understand.

Therefore, the teacher has to plan good and fun to keep students’ attention. In fact, Teachers should be creative and give clear instructions before the activity starts and, in case of any doubt, teacher should always have time for the students.

### **2.2 Importance of learning**

Wright emphasizes that learning is an integrative function of the body and mind so that each individual has his particular way of storing information: this is especially true of children. He refers to Piaget who held that cognitive development is a process that is obtained as a result of continuous repetition. (n.pg). He refers to the effects of experience-based opportunities since there are specific moments in which the psychological functions appear and stimulation allows children to develop their language skills. (n.pg). In this way, they will be

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exposed to oral communication and will have to listen to and practice the language they are learning, in this case English as a second language.

According to Cameron quoted in the book “Assessing the Young Learners’ progress” language learning metaphorically to the growing of a plant: language is like a plant because plants develop through the nutrients, and the students grow knowing that the teacher passes on his or her wisdom, thereby nurturing their minds (Hahn 6).

### 2.3 Fairy tales and literature

Wright also states that people are told stories during their lives from the moment they are born and they are passed down from generation to generation. Also, in education, all students need stories because they show the meanings of words (n.pg). Then they can develop their vocabulary and listening with ease.

Fairy tales, as a special genre of stories, will familiarize students with a basic knowledge of literature. Now the question is why integrate literature? An expert on the topic, Russell says, “...the study of children’s literature is the study of childhood and human aesthetic, intellectual, and social development” (qtd. in Cornett 97). Therefore, it seems that literature, since the early ages is really important because it is a good alternative to learn about life and culture. In other words, literature is a valuable resource for children in the process of their socialization.

Fairy tales serve as a valuable source in English lessons for other reasons as well. Children’s stories contain uses of language that are considered typical of poetic and literary texts (Lepin 11). By appropriate adaptations, these stories are suitable for all ages and levels.

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### 2.4 Fairy tales and imagination

Dennis Fisher stresses another aspect when he says:

The link between creative imagination and fairy tales is far stronger than many people realize. Fairy tales are much more than entertaining stories for children. There is often a hidden meaning. In many ways a fairy tale is similar to a secret code that can only be broken by a careful examination and detailed analysis of every feature. (n. pg).

Therefore, working with fairy tales can be a way for the students to develop their imagination and teacher believes that the imaginative skill is one of the most important skills students may build up by working with fairy tales. The activities involved in the teaching process are important because they encourage students to use their imagination and the process can give rise to increased levels of motivation.

Fairy tales are really important everywhere in the world because they have many benefits for example: “In Taiwan an important research recommends fairy tales because they facilitate the process of learning. The researcher also justifies the benefits of them in different aspects, such as psychologically, intellectually and culturally beneficial to primary language education:” ( Lee 29).

### 2.5 Origins and theories of fairy tales

According to Brown in the journal “The Uses of Enchantment: Fairy Tales as Instructional Materials to Facilitate Primary English Language Education” The term “fairy tale” was first used by Madame d’Aulnoy to name her book *Conte de Fees* (Tales of the Fairies). “Fairy” comes from “fay” or “fata,” which is the Latin for the fates, who were goddesses possessing power over the future and a man’s destiny. Today, the word is used to describe any small super natural being with magical powers” (Lee 34).

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As for the origins of fairy tales, one theory is that they come from generation to generation through oral story telling. Indeed, children read fairy tales over and over again since they enjoy reading stories about their heroes and princesses. They do not feel bored, and they share their experiences by reading or telling fairy tales. (Arnau 89) The other theory is that these fairy tales come from real and common experiences. The first written fairy tales are from ancient Egypt and originate from around 1300 BC. (Arnau 89).

### 2.6 Literary elements

Another important aspect is that children also learn the literary elements which are used for writing and understanding literature.

The literary elements are the following:

Theme: The message in literature

Plot: the order of events

Character: person, animal, or object taking on a role

Setting: the time and place

Point of view: the vantage point from which a story is written

Stylistic or poetic elements: words for artistic effect (Cornett 101).

The benefits that fairy tales give teachers are really meaningful in the process of students' learning. They improve listening skills by employing movements "object and picture" in order to learn the new vocabulary. They let the teacher and the pupils have reciprocal action.

Once the teacher knows the literary elements, the origin and the benefits of fairy tales, it is time to clarify some of the techniques and the stages.

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### 2.7 Techniques

- Choose a fairy tale according to the students' age and interest. Relate it to the listeners' experiences.
- A good fairy tale should have a clear and understandable theme with true and not copied characters.
- The plot must have clear line of events full of suspense with an interesting ending.
- As a result, listeners will be content with the fairy tale (Hendrickson n.pg).
- Teachers should establish the setting, introduce the protagonist, and lay out some key details to provide context for the story. Besides, fairy tells must be conducted in an appropriate way according to (Arnau 19) in his book, "Metodología en la Enseñanza del Ingles."

### 2.8 Stages of fairy tales

Story telling has three stages in order to be used in class in this way: before telling, while telling, and after telling (Arnau 29).

#### 2.8.1 Before telling

The teacher has to use activities related to the age of the students and the story.

For example:

1. Make the students familiar with the content of the story by activities such as:
  - Remind children of other stories.

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- Set the scene by means of drawings representing the children's experience related to the story.
  - Provide a summary of the main storyline before introducing it.
2. Make the children more familiar with the concepts of the story by using the following activities:
- Remind pupils of the related concepts or aspects of the curriculum covered in other classes.
  - Remind children of the other stories which draw upon the same or a similar concept.
3. Pre-teach: This refers to activities that introduce:
- key words or
  - revise sentence patterns or expressions

According to Arnau it is important to present the vocabulary in the class; it could be a student through a diagram or word map; in this way, children have a proof of what they know about the theme, and what they are going to hear later in the story (30).

### 2.8.2 While telling

According to Ellis and Brewster quoted in the book , “Metodología de la Enseñanza del Inglés” by Arnau, the teacher has to use flash cards in sequence in order to tell the story as well gestures, miming, movement so that children can understand the story ( Arnau 30).

### 2.8.3 After telling

Ellis and Brewster explain that an important activity to be done in the classroom after telling a story is checking the sequence of the events of the story through movements or pictures ( Arnau 31). Thus, using puppets, we can

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make role play activities so that students improve their understanding of the story and can develop listening skills.

Before the teacher starts using fairy tales in his/her classroom, he/she should have be aware of important aspects about fairy tales like their origin, stages and techniques in order to use them, the purpose of the teacher and adequate activities for learning vocabulary in a different and funny way. In addition, fairy tales help with memory because people remember these fairy tales even when they grow older. Fairy tales are also fun and can be related to some real life situations, which teach children lessons and values.

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## **CHAPTER III**

### **METHODOLOGY**

English teachers can see that young children need to learn a foreign language in a different way. They learn better when the teacher uses different strategies, but these strategies have to be according to the needs and interests of students. We live in a globalized world where everybody has to know a foreign language in order to communicate with other people. Teachers have in their hands the future of our country because at early ages children start their learning process. The teaching of a target language through fairy tales is an interesting way to get excellent results because children enjoy listening to fairy tales. They enjoy listening about their heroes or princesses.

Research was based on information taken from articles, journals, books, and field research as well as through an interview with an expert; and a survey was administered to thirty-two classmates who work with children. The method used for the development of this research project was the bibliographic method which helped with the collection of scientific information for the elaboration of the literature review, as well as the research of strategies and activities that teachers can use in order to reinforce the listening skills in the EFL classroom. Also, the qualitative method was used in order to describe and analyze the interview and the survey.

#### **3.1 Interview**

The expert interview was for the purpose of getting valuable information to learn the process of teaching children. Besides, this information contributed in supporting the importance of developing listening skills. This interview had ten questions about the importance of the development of listening skills in the

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learning process of a foreign language and especially in children. (See appendix 3). It was written first hand and then transcribed for further analysis.

### 3.2 Survey

The survey was administered to thirty-two classmates, who work as English teachers in a graduation course, in order to know the activities they use in their English classes to develop listening skills. It consisted of seven questions three of them were about the importance of listening skills and the other questions were about the importance of fairy tales (See Appendix 4). It was designed with yes/no questions. This took place at the “University of Cuenca on May 7, 2013. Here we present the analysis of the survey.

This survey was done with the purpose of realizing that children need to learn through different and fun activities. The questionnaire was given to an English teacher who has 5 years of experience with children. She helped us to realize that different materials are always needed as well as different activities according to the students’ needs. Thus, all the information acquired from the interview and the questionnaire is important in our experience as English teachers.

This research project was developed in order to improve listening skills through fairy tales for children aged 4-5. Through the use of fairy tales, children learn values and develop their imagination when they imagine things through different stories.

### 3.3 TPR method

The method to be applied in this research paper is the TPR, Total Physical Response, method since it measures the level of knowledge of listening skills.

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“TPR is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress.” (Asher no. pg). This method was applied in some of the classes that were developed. It is fun and entertaining and helps students remember the words that they hear while the teacher tells the story. Also, they develop their listening skills because they are listening to the different stories that the teacher shares with them.

TPR storytelling is centered on the students’ lives, which makes it an interesting way to provide meaningful input and encourages creativity. With TPR, students understand the story through the action and the repetition of the vocabulary within the story and acquire vocabulary through the input provided by the teacher.

### **3.4 Participants**

The participants chosen for this study belong to the pre-school Risas y Caricias Dreamers which is a private pre- school located in Cuenca. This school was created one year ago. The teacher who used to teach in this institution was not an English teacher, and she knew little about teaching English. For this reason, students did not practice listening skills, but they have a good level of English according to their ages.

The group was formed of 12 students. There were 6 girls and 6 boys. The methodology was applied to the group as a whole. We started the process of teaching in this institution with a pre- test in order to know the students’ level of knowledge. The result of the test showed that the students had a good level of vocabulary; however, they did not develop listening skills properly because the institution did not have enough resources, and the teacher was not experience enough in teaching a foreign language. However, the teacher did a good job

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because the students had a good level of vocabulary according to their age. At the end of the lessons that we applied in this institution, the results were favorable because the students enjoyed the English classes and the most important part was that they started to develop listening skills.

### 3.5 Materials

A small booklet with short stories containing simple graphics and drawings was presented to the participants to introduce new vocabulary. Besides the booklets, puppets, flashcards, a projector and realia (actual objects) were used to reinforce the acquisition and repetition of vocabulary. Short stories were selected from the internet and from a book of stories for kids. Activities were designed. Information was sought to develop activities. These activities were made according to age and needs and in order to develop listening skills. Activities were the following: cut, paste, draw, match and paint pictures related to the fairy tales.

Two fairy tales were developed and applied through the TPR method. The words and concepts were selected according to the age and interest of the participants. The fairy tales used during the application were: "The ugly duckling" and "Snow White and the seven dwarfs" which were applied in four days. The first two days the story the Ugly duckling was used along with the vocabulary of colors. The second story was "Snow White and the seven dwarfs" in which vocabulary of the numbers from one to seven was used. Puppets as realia were used to present the fairy tales in a fun and interactive way (see appendix 5).

Materials such as glitter, water colors, crayons, puppetry, markers, a projector, photocopies, flashcards, a radio, sticks, cotton, booklets, erasers, scissors, color pencils buttons, colorful paper, pieces of paper and glue were used to perform the hands on activities, which helped to maintain the

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participants' interest as well as to emphasize the acquisition of new vocabulary. The techniques of torn, wrinkled and plastic techniques were applied.

### **3.6 Procedures**

The techniques and activities of the teacher at “Risas y Caricias Dreamers” were observed. The teacher did not use new and fun activities. She only asked the students to repeat the vocabulary and to paint and match some pictures. This turned the class into a boring environment and the teacher did not catch the students' attention.

#### **3.6.1 Development of the first lesson plan. (see appendix 5)**

The aim of this lesson was that at the end of it, students will be able to understand and use the target vocabulary.

*Before the class*

*Warm up:* Simon says:

The teacher asked students to pay attention and then she said, “Simon says stand up, sit down, open the door, close the door,” among others.

*Presentation of new vocabulary*

Colors: blue, red, yellow, green, pink, orange, purple.

The teacher used a Power point presentation, to introduce the new vocabulary. The teacher showed the students some pictures from the fairy tale, “The ugly duckling.” The teacher also asked some questions about the pictures. For example: “Who is the character?,” “ what is it?,” “ what are they?,” “What color is it?” and “ what color are they?”

The students answered in Spanish, and the teacher encouraged them to repeat after him/her the vocabulary.

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### *Practice*

The teacher gave a sheet of paper with some pictures of the characters in the fairy tale, and the students have to color the same pictures mentioned above.

### *Production*

Students worked in pairs. Student A asked student B to color the picture that he/she points and Student B had to color according to the color that student B tells him/her.

### **3.6.2 Development of the second lesson plan. (see appendix 6)**

The aim of this lesson was that at the end of the lesson, students would be able to reinforce the vocabulary of colors.

### *Before the class*

#### *Warm up: Animal song*

The teacher and the students sang and mimed a song.

### *Presentation of the vocabulary*

*Recycled vocabulary colors:* blue, red, yellow, green, pink, orange, purple.

The teacher reviewed the vocabulary with the students by showing some pictures and repeating the vocabulary of colors.

### *Practice*

After, the teacher introduced some characters, things and the colors; the next step was to read the story "The ugly duckling." The teacher mimed and used puppets in order to get students attention and to turn the class into an

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enjoyable environment. The students recognized the colors and repeated them; at the same time, the teacher asked them to point to things with the same color.

### *Production*

The students were required to decorate an ugly duckling using sticks, cotton, paper, glue and some crayons according to the teacher's instructions.

### **3.6.3 Development of the third lesson plan. (see appendix 7)**

The aim of this lesson was that at the end of the lesson, students would be able to identify the numbers from one to seven.

### *Before the class*

#### *Warm up:*

The teacher gave the students pictures of different colors, and also the teacher pasted a flashcard with circles of different colors. Then the teacher asks the student to paste the pictures according to the colors.

### *Presentation of the vocabulary*

First, the teacher presented pictures of the story, "Snow White and the seven dwarfs." After that, the teacher asked the students to count the dwarfs in Spanish, first, then the teacher introduce the vocabulary in English, and used flashcards of the numbers and the seven dwarfs that the students had to count.

### *Practice*

The teacher asked the students to repeat the numbers and point to them in front of the class. Also, the teacher showed a flashcard with some of the numbers and students had to look for the missing numbers and put them in order while they said what the missing number was.

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### *Production*

The teacher gave the students a sheet of paper with the numbers and other sheet with some pictures. The students had to cut the numbers, recognize them and paste them, next to the pictures according to the number of things that the student counted.

### **3.6.4 Development of the fourth lesson plan. (see appendix 8)**

The aim of this lesson was that at the end of the lesson, students would be able to identify the numbers from one to seven and count them.

### *Before the class*

#### *Warm up: Commands*

The teacher asked the students to jump twice, to clap three times, to touch something such as the door or window four times and so on.

### *Presentation*

The teacher read the story in order to present numbers to the students by using flashcards and miming.

### *Practice*

The teacher reviewed the numbers by using repetition drills. They also had to paint the pictures according to the teacher's instructions.

### *Production*

The students had to decorate their favorite number. The teacher gave them a number made of cardboard, and they had to use different materials such as colorful paper, pieces of paper and buttons.

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At the end of each lesson, the students had to do an activity in order to measure their knowledge. All of the activities were related to the fairy tales and were taken from the booklet. In general, these activities showed us that the plans were successful because the students enjoyed listening to the stories; they felt confident in the classroom, and they acquired a better level of vocabulary. One of the problems was the lack of an available projector. One was borrowed for the job. Another problem was with the puppets because puppets according to need were not able to be found, so we had to elaborate them.

This experience was excellent. It was the first time participants worked with little children being the project successful. However, the students did not develop their listening skills as the project was planned because of the time. The time was limited. Students just had four English classes. Notwithstanding, a booklet was designed as a complement with useful activities to be used in class, encompassing funny and marvelous fairy tales.

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## **CHAPTER IV**

### **RESULTS: ANALYSIS AND INTERPRETATION**

This study used the quantitative research method and employed a pre-test and a post-test of students' listening development.

Practice was done at "Risas y Caricias Dreamers" pre-school and consisted of teaching English to children from 4 to 5 years old using fairy tales. This research paper involved 12 children whose native language is Spanish. The objective here was that students develop listening skills as well as vocabulary.

#### **4.1 Pre-test and Post-test**

##### **4.1.1 Pre-test**

An easy pre-test was administered, discovering that the children did not have good use of listening skills. (see appendix 1) However, they have a good knowledge of vocabulary according to their ages. The test was graded over ten points. After giving these evaluations in a period of forty-five minutes, the results of the grades of each student were represented as statistical results in the following figures. The names of the students were confidential, so the students received a code.

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### PRE-TEST

STUDENTS	GRADES
S 1	2
S 2	3
S 3	2
S 4	3
S 5	4
S 6	3
S 7	4
S 8	5
S 9	5
S 10	3
S 11	4
S 12	5

In the pre-test the grades over 10 points were the following:

Grades	Number of students
0-2	2
3-5	10
6-8	0
9-10	0

#### **4.1.2 Post-test**

In the control group, a booklet was used with activities designed for the students' ages (see appendix 2). A projector, flashcards and puppets were also used in order to get students' attention and most importantly in order for students to develop listening skills in a different and fun way. The classes were

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taught according to the lesson plans, and at the end of every lesson, children had to do an activity according to the teacher's instructions.

At the end of the course, a final test was applied about listening skills. Different pictures were chosen according to the vocabulary that was taught.

### POST-TEST

STUDENTS	GRADES
S 1	4
S 2	4
S 3	5
S 4	4
S 5	5
S 6	5
S 7	4
S 8	4
S 9	5
S 10	6
S 11	5
S 12	5

In the post-test the student's grades increased a little. The next figure shows that the grades are different after the classes applied by using fairy tales.

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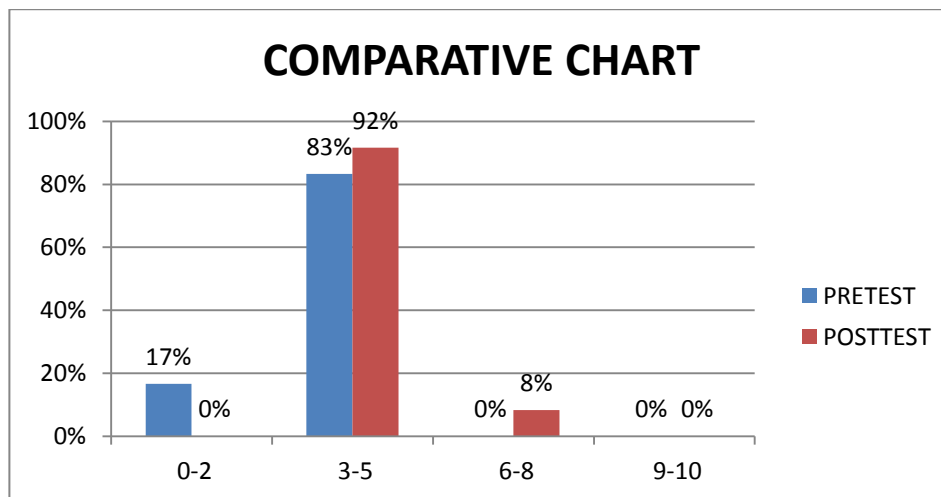
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The grades in the Post-test were over 10 points as follows:

Grades	Number of students
0 2	0
3 5	11
6 8	1
9 10	0

The following figure shows the grades in the pre-test and the post-test.

**FIGURE 1**



0-2: In the pre-test, two students represent 17% and in the post-test zero students get grades from 0 to 2.

3-5: In the pre-test, 10 students represent 83% and in the post-test 11 students represent 92%.

6-8: In the pre-test zero students get grades from 6 to 8 and in the post-test one student represent 8%.

9-10: There are no students who get these grades.

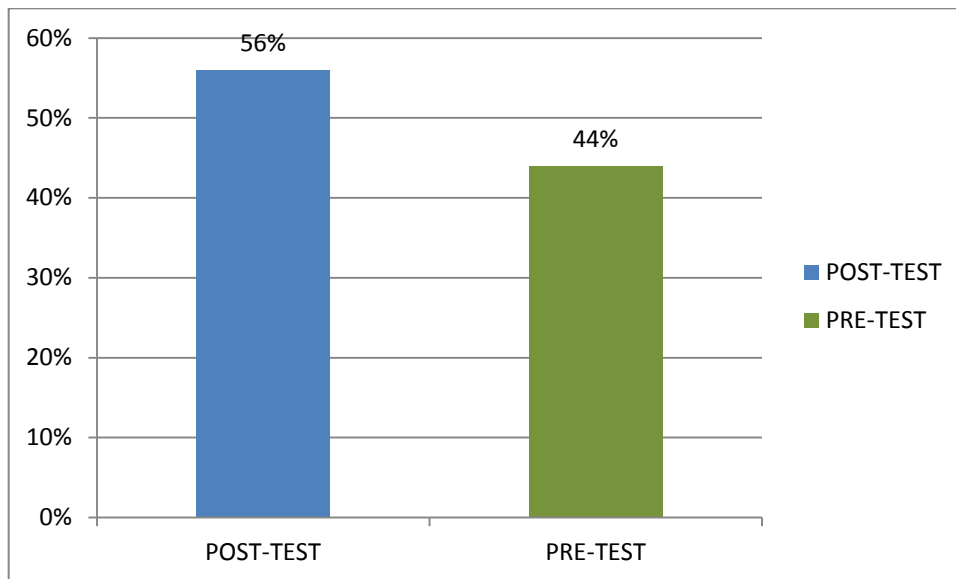
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FIGURE 2



According to the results that we had in these two figures above, it was seen that in the pre-test, the students got an average of 44%; however, in the post-test, it was seen that children improved their listening skills since the results were 56%.

#### 4.2 An interviewed expert

Interviewed experts state that fairy tales are an amazing resource while teaching (see appendix 3). These kinds of texts allow students to be part of different kind of work while learning a foreign language. Fairy tales are a broader topic to use in class. Children love this kind of literature. They like imagining and looking at pictures while listening and doing post activities. Therefore, this intervention will motivate students to learn and develop listening skills.

However, the teacher should know when, how, and why to use them. There must be a schedule for introducing these tools so students do not get bored. The teacher should plan these activities because the use of them could focus on different skills.

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Lourdes Ambrosi in her interview said that listening is not a method of teaching. Listening is a skill that the students should develop as part as their language learning and acquisitions, because listening skills are important since these receptive skills allow students to recycle language. She also said that while learning from the mother, a child is able to develop receptive skills such as listening rather than productive skills such as speaking.

In fact, some researchers have emphasized enhancing this skill with students at the beginning of target language learning. Therefore, a student should develop listening skills at early age, so the language process will not be so difficult. She recommended some methods and techniques to apply in the classroom because she said that the classroom is a wide ocean where a teacher can not only apply one method or technique but everyday work with a different one. She uses the communicative approach more since the communicative approach is one of her favorites.

### 4.3 Survey

We also administered a survey to 32 classmates who work as English teachers in order to find out information about their English classes and how the students enjoyed learning the foreign language (See Appendix 4). Regarding the first question, 100% of the classmates agreed with developing listening skills in children. According to the second question about the use of fairy tales to develop listening skills 66% answered yes, and 34% answered no. According to the third question if they as teachers used fairy tales in their classrooms 66% answered no and 34% answered yes. The fourth question showed that 69 % did not enjoy teaching through the use of fairy tales and 31% enjoyed using them in their English classes. The fifth question showed that 75% of the classmates thought that children enjoyed it when teachers used fairy tales, 25% answered no. In the sixth question which is before reading a fairy tale, students make

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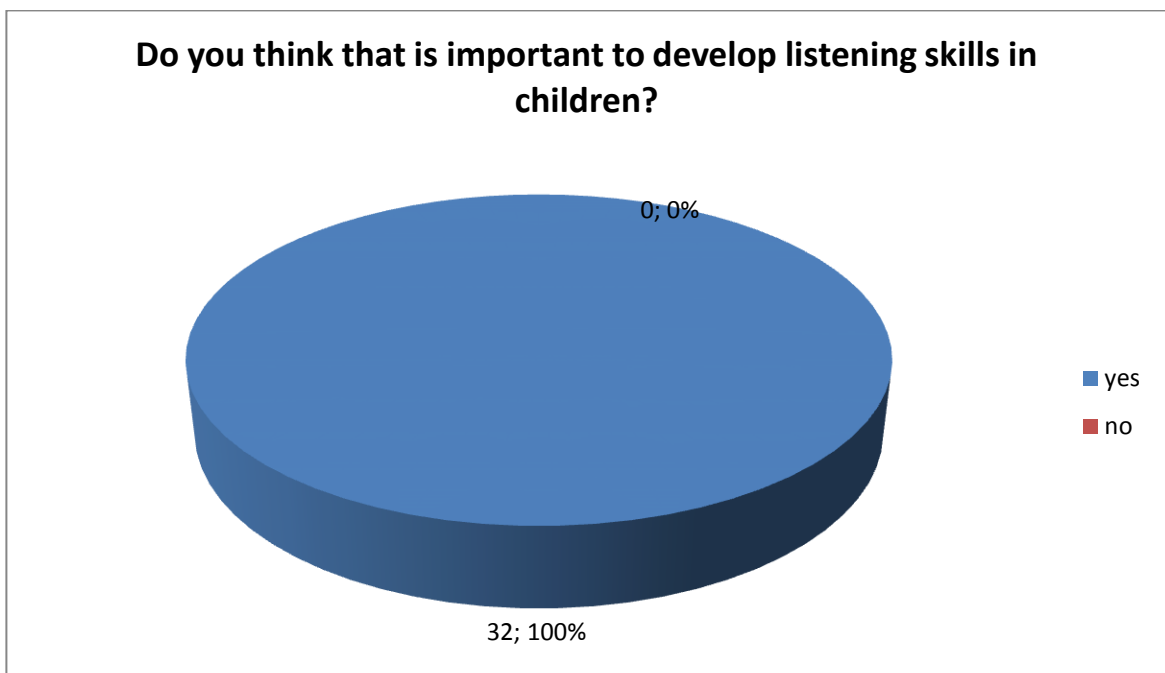


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predictions about the stories, 9% answered no and 91% answered yes. In the seventh and final question, 31% of the classmates did not use the most popular fairy tales and 69% used them. The objective of this survey was to find out certain teachers' point of views about the use of fairy tales in their English classes.

In conclusion, this survey shows that most of the English teachers do not use fairy tales as part of their methodology, but it establishes that the use of fairy tales has become an important tool in the second language learning.

**FIGURE 3**



Question 1: all classmates answered YES that represent the 100%.

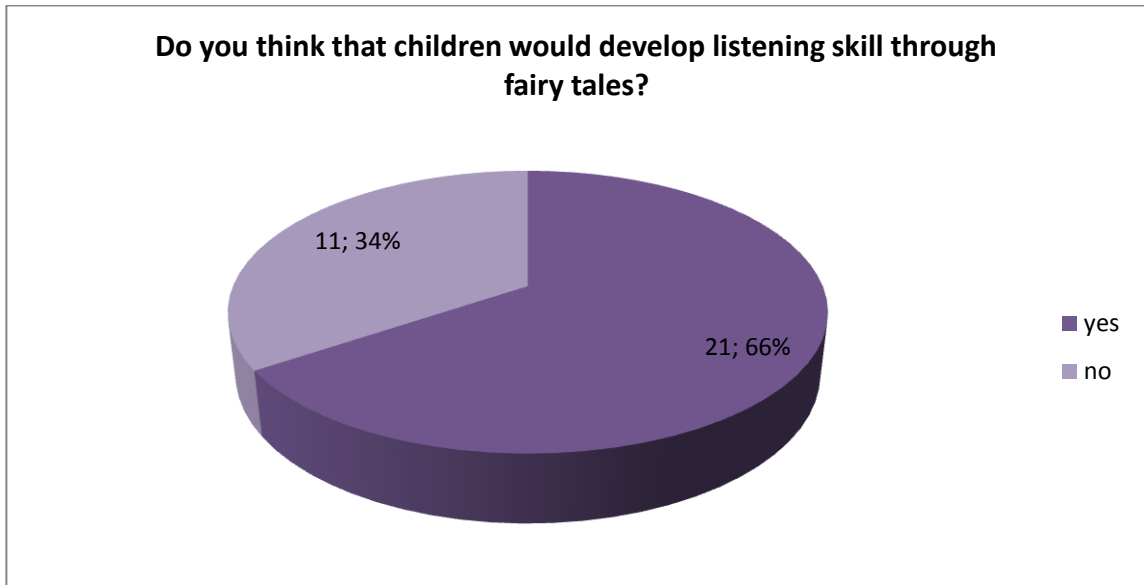
**FIGURE 4**

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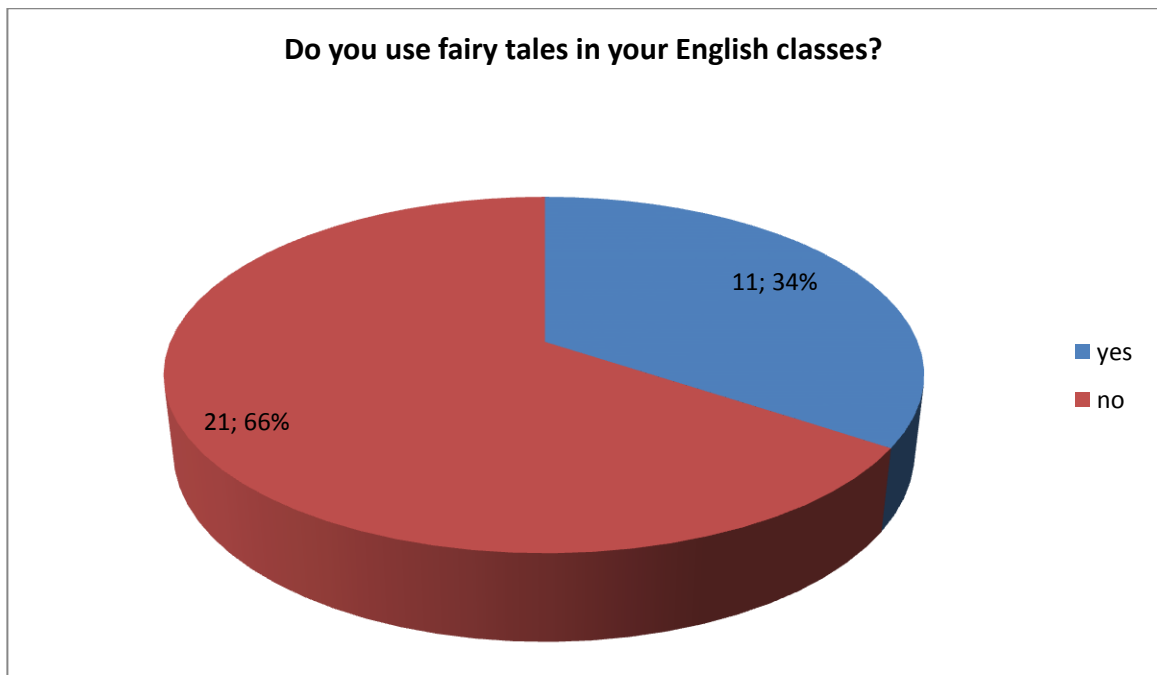


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Question 2: the 66% answered YES but the 34% answered NO.

FIGURE 5



Question 3: the 34% answered YES but the 66% answered NO.

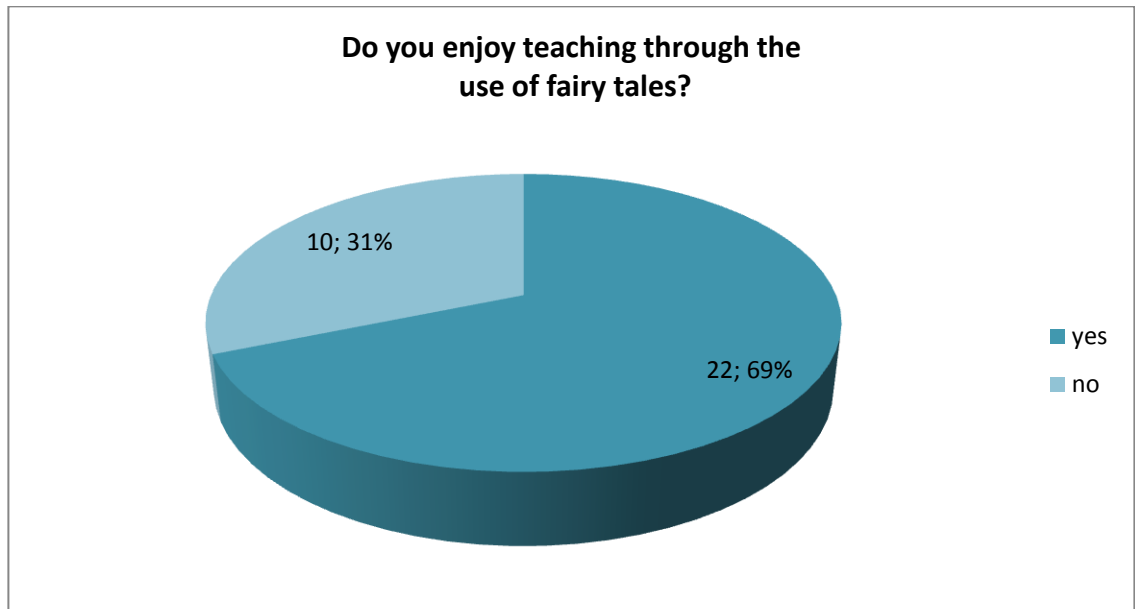
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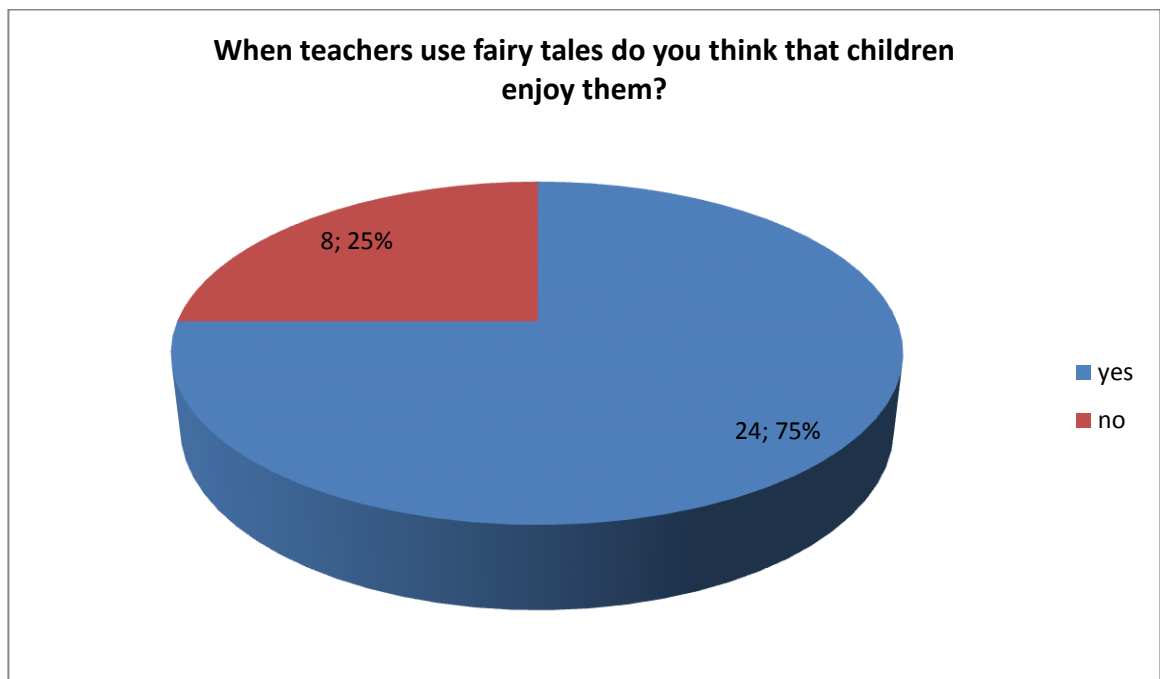
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FIGURE 6



Question 4: the 69% answered YES but the 31% answered NO.

FIGURE 7



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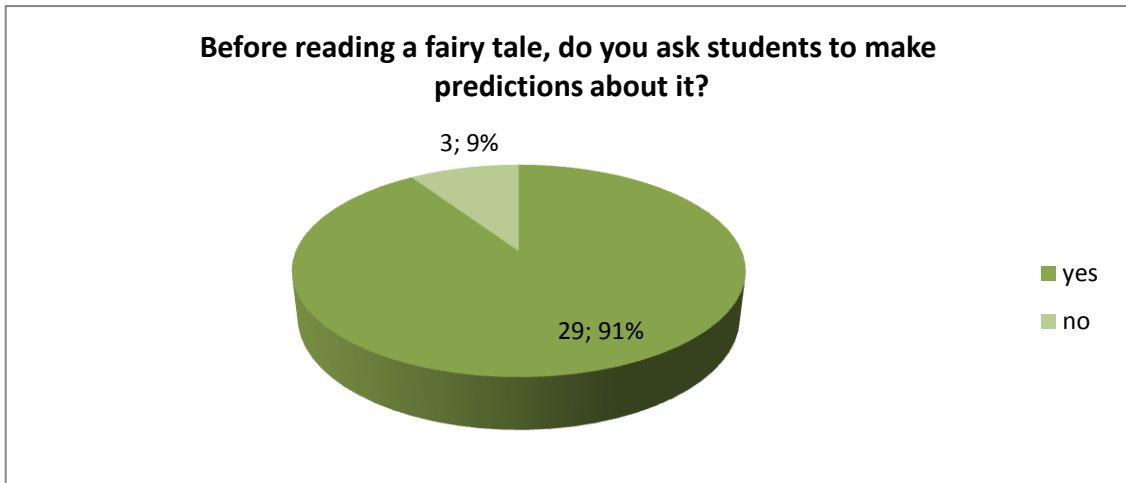
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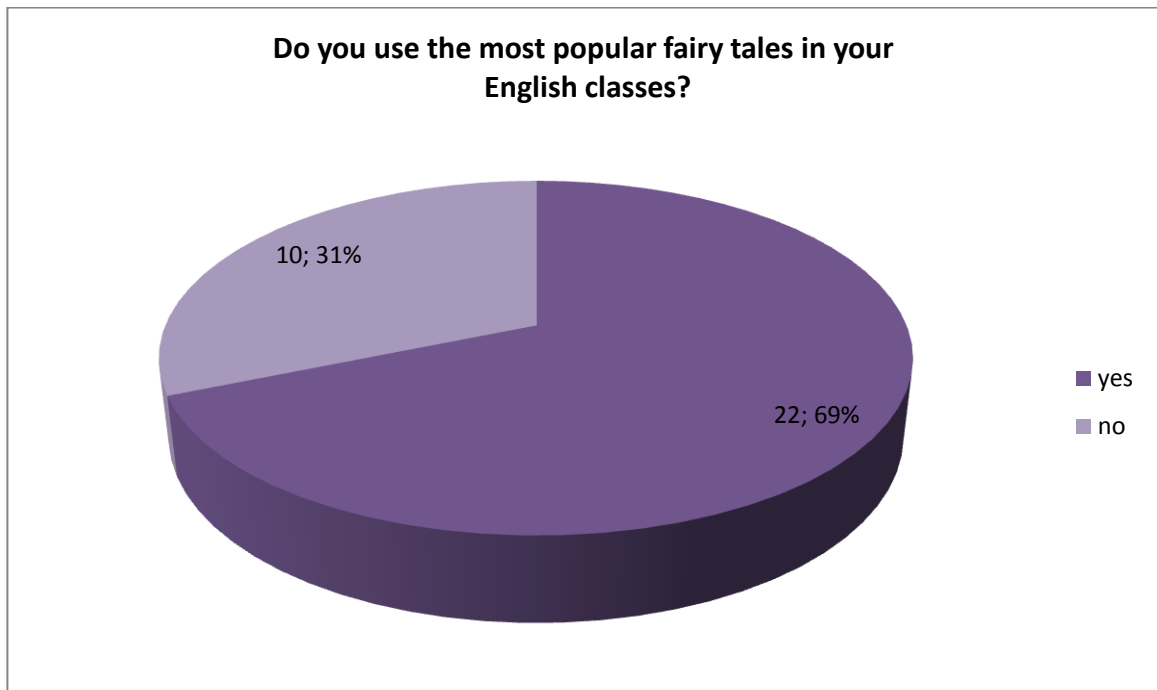
Question 5: the 75% answered YES but the 25% answered NO.

**FIGURE 8**



Question 6: the 91% answered YES but the 9% answered NO.

**FIGURE 9**



Question 7: the 69% answered YES but the 31% answered NO.

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## **CONCLUSION**

The use of fairy tales to enhance listening skills in the context of teaching English as a foreign language is the main purpose of this project. Through teaching fairy tales, students open their minds and imaginations, making the process of learning easier. These tales are so fantastic that when children listen to them they feel interested and motivated by the stories.

The method that was applied was the TPR Method. This method is useful because it has a lot of advantages. One advantage, for instance, is that children are able to learn in an easier way such things as improving pronunciation and their capacity to listen to specific purposes. Moreover, tales presented in this booklet and activities presented in the third chapter contributed to developing listening skills since pupils' participation in the EFL classroom allowed them to deal with new vocabulary and new expressions related to topics which were suitable for their age and interests.

As a result, it can be said that fairy tales are a good and interesting tool for working with children because through them children can learn things such as values, imagination development, vocabulary, and most importantly listening skills. Strong evidence showed that the students learned different values by using fairy tales. Their imaginations developed because they started to imagine what happen after each stage of reading while the teacher continued telling the story. They developed listening skills and vocabulary because they heard new words and felt interested in the meaning of them. However, our study wasn't properly developed because not enough time was given to the project. Four classes were applied, and it was not enough time to develop all the activities that were planned. The group was small and this was an advantage. Another problem that developed was the lack of access to a projector. Fortunately, a projector was finally found and classes were taught according to the activities that were originally planned. Another problem that occurred was not finding

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puppets that correlated with the fairy tales that were to be taught, but we still worked with the children elaborating in other ways.

It is important to state that in the pre-test the students did not develop listening skills at all, it was seen that in the pre-test, the students got an average of 44%; however, in the post-test, it was seen that children improved their listening skills since the results were 56%.

They did not develop the listening skills as had been hoped, but the children enjoyed the classes and showed that their listening skills started to develop.

The contribution of this investigation is to provide a different approach for foreign language learning. The intention is to open a path and search for alternative methodologies, such as the use of fairy tales that can improve the English teaching process.

It is our role as educators to face this challenge and to keep in mind that there is no final answer. If we truly believe in a new pedagogy, we can learn to adjust and consider new approaches. Furthermore, teachers should remember that education is not static; it is a continuous and changing process in which they are involved directly. It is up to us to choose what best suits our students and participate together in this continuous process where teachers and learners can share and discover new experiences that will help them develop their full potential.

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## **RECOMMENDATIONS**

It is recommended that the teachers use the TPR method in the classroom especially when they are teaching English to young children. If teachers do not use appropriate methods to teach English in the classroom to young children, they feel unmotivated in learning the language. For the teaching-learning process to have successful results, it is necessary to have an appropriate methodological resource which guides the teacher to teach appropriately.

We recommend that an English preschool teacher should be dynamic and creative in teaching since he/she is responsible for the young children's motivation. If a child feels motivated. It will be easier to him/her for learn English by using fairy tales.

Teachers have to look for new and motivating techniques in order to catch students 'attention.

The use of new and creative materials is also important because children learn better by manipulating and doing fun activities.

The use of materials like flashcards and projectors helps the teacher in the classroom because children love watching colorful pictures.

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## APPENDICES

### APPENDIX 1: PRE-TEST

Listen and paint



RaisingOurKids.com

FIGURE 10

<https://www.google.com/search?q=colors#q=dogs>

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## APPENDIX 2: POST-TEST

Listen, look, color and count according to the teacher's instructions

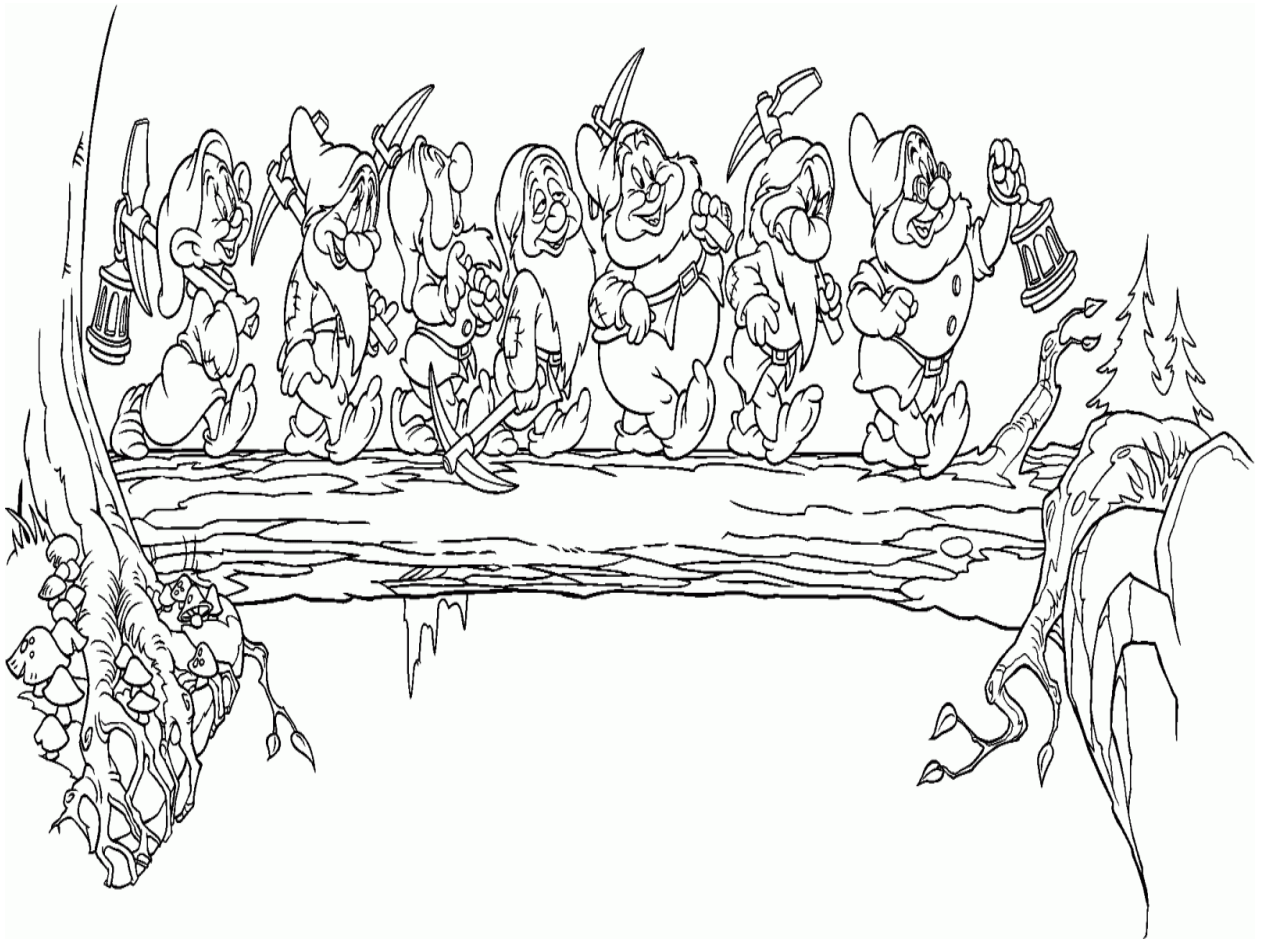


FIGURE 11

<https://www.google.com/search?q=blanca%20nieves%20dibujos%20para%20pintar>

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### ***APPENDIX 3: INTERVIEW***

#### **Interview**

1. What do you think about the use of songs to develop speaking skill?
2. What do you think of speaking skill?
3. What is your opinion about developing listening skill with children?
4. What do you think about Listening as Method?
5. Do you think that Listening skill is important to learn English? Why?
6. Do you think that through fairy tales children would develop listening skill?
7. Do you think that is a good way to teach kids through fairy tales?}
8. - What methods and techniques do you apply in the classroom?
9. When you work with her students. Do you motivate them to do a listening activity?
10. What is your opinion about, to teach listening skill to young and to teach to kids?
11. When you do an activity, do you ask your students to provide long answer or short answers? Why?

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## APPENDIX 4: SURVEY

### SURVEY

The following survey intends to collect information related to Developing Listening Skills in Children 4-5 years through fairy tales in “Risas y Caricias Dreamers”

1. Do you think that is important to develop listening skill in children?  
Yes No
2. Do you think that children would develop listening skill through fairy tales?  
Yes No
3. Do you use fairy tales in your English classes?  
Yes No
4. Do you enjoy teaching through the use of fairy tales?  
Yes No
5. When teachers use fairy tales do you think that children enjoy it?  
Yes No
6. Before reading a fairy tale, do you ask students to make predictions about it?  
Yes No
7. Do you use the more popular fairy tales in your English classes?  
Yes No

Thank you for your cooperation



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**APPENDIX 5: LESSON PLAN 1**

**Lesson Plan One**

**Informative Data**

**Institution:** CEI Risas Y Caricias Dreamers  
**Level:** Preschool  
**Subject:** English  
**Topic:** Colors  
**Time:** June 25  
**Objective:** by the end of the lesson the students will be able to recognize the colors.  
**Skills:** Listening, Speaking, and writing.

Contents	Methodological strategies	Resources	Evaluation
<b>Cognitive</b> Blue, red, yellow, green, pink, orange, purple.	<b>Warm up:</b> <b>Simon says.....</b> The students are going to play a game by using commands. (TPR)  <b>Presentation</b>	Computer  Projector  Photocopies	The students recognize the colors and do exercises by themselves.

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	<p>-The teacher use Power point to present the new vocabulary.</p> <p>First, the teacher presents the “Little red riding hood” character in order to introduce the red color.</p> <ul style="list-style-type: none"> <li>• The teacher starts asking these questions to the children</li> <li>• Do you know this character?</li> <li>• What color is this picture?</li> </ul> <p>- Then the teacher presents a picture of some flowers in order to introduce the yellow color.</p> <ul style="list-style-type: none"> <li>• What are they?</li> <li>• What color are they?</li> </ul> <p>- After that, the teacher shows a picture of the sky in order to introduce the blue color.</p> <ul style="list-style-type: none"> <li>• What is this?</li> <li>• What color is it?</li> <li>• What is this?</li> <li>• What color is it?</li> </ul>	<p>Flashcards</p> <p>Tape recorder</p> <p>Crayons</p> <p>Handouts</p> <p>CD</p> <p>Radio</p> <p>Color pencils</p> <p>marker</p> <p>eraser</p>	
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	<ul style="list-style-type: none"><li>- Then the teacher shows a picture of the trees in order to introduce the green color.<ul style="list-style-type: none"><li>• What is this?</li><li>• What color is it?</li></ul></li><li>-</li><li>- After that, the teacher shows a picture of the grandmother in order to introduce the pink and purple color.<ul style="list-style-type: none"><li>• Who is she?</li><li>• What color is it?</li></ul></li><li>- After that, the teacher shows a picture of some oranges in order to introduce the orange color.<ul style="list-style-type: none"><li>• What is this?</li><li>• What color is it?</li></ul></li></ul> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>- The students have to color the same pictures mentioned above, and they have to color as they listen to the teacher.</li></ul> <p>- <b>Production</b></p>		
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	<ul style="list-style-type: none"><li>- The students have to work in pairs. Student A tells student B to color. Then you switch roles.</li></ul>		
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APPENDIX 6: LESSON PLAN TWO

Lesson Plan Two

Informative Data

**Institution:** CEI Risas Y Caricias Dreamers  
**Level:** Preschool  
**Subject:** English  
**Topic:** Colors  
**Time:** June 26  
**Objective:** At the end of the lesson, students will be able to reinforce the colors  
**Skills:** Listening, Speaking, and writing.

Contents	Methodological Strategies	Resources	Evaluation
<b>Cognitive</b> Blue, red, yellow, green, pink, orange, purple.	<b>Warm up</b> .The students have to mime a song.  <b>Presentation</b> - The teacher reviews the students the vocabulary by showing	Handouts Booklet Flashcards Puppets Worksheets	The students recognize the colors

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	<p>some pictures of the colors.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>- The teacher reads the story “little red riding hood. The teacher uses mimes and puppets.</li><li>- The students recognize the colors and repeat them.</li></ul> <p><b>Production</b></p> <ul style="list-style-type: none"><li>- The students have to make a little red riding hood using sticks, cotton, paper, glue, and some crayons according to the teacher instructions.</li></ul>	<p>Sticks</p> <p>Cotton</p> <p>Paper</p> <p>Glue</p> <p>Crayons</p>	
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APPENDIX 7: LESSON PLAN THREE

Lesson Three

Informative Data

**Institution:** CEI Risas Y Caricias Dreamers

**Level:** Preschool

**Subject:** **English**

**Topic:** Numbers

**Time:** June 27

**Objective:** by the end of the lesson the students are going to identify the numbers from one to seven.

**Skills:** Listening, Speaking, reading and writing.

Contents	Methodological strategies	Resources	Evaluation
<p><b>Recycled</b></p> <p>Blue, red, yellow, green, pink, orange, purple.</p> <p><b>Cognitive</b></p> <p>One, two, three, four, five, six,</p>	<p><b>Warm up.</b></p> <ul style="list-style-type: none"> <li>- Put the color in the correct place.</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- First, the teacher presents a picture of "Snow white." After</li> </ul>	<p>Booklet</p> <p>Board</p> <p>Markers</p> <p>Flashcards</p>	<p>The students recognize and count the numbers.</p>

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<p>seven.</p>	<p>that, the teacher uses flashcards to introduce the tale.</p> <p><b>Ask questions</b></p> <ul style="list-style-type: none"><li>• Who is she?</li><li>• Where is she?</li></ul> <p>- Then the teacher presents a picture of the seven dwarfs.</p> <ul style="list-style-type: none"><li>• Who are they?</li><li>• How many dwarfs can you see?</li></ul> <p>- Then the teacher asks the students to count the dwarfs by showing the numbers, one, two, three, four, five, six, seven.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"><li>- The teacher asks the</li></ul>	<p>Eraser</p> <p>Colorful paper</p> <p>Scissors</p>	
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	<p>students to repeat the numbers and point them, Also she asks them to look for the missing numbers.</p> <p><b>Production</b></p> <ul style="list-style-type: none"><li>- Cut the numbers, recognize them and count the pictures of different characters and things according to the story. Finally the student pastes the numbers.</li></ul>		
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**APPENDIX 8: LESSON PLAN FOUR**

**Lesson Plan four**

**Informative Data**

**Institution:** CEI Risas Y Caricias Dreamers  
**Level:** Preschool  
**Subject:** English  
**Topic:** Numbers  
**Time:** June 28  
**Objective:** by the end of the lesson the students will be able to identify the numbers from one to seven, and count them.  
**Skills:** Listening, Speaking, reading and writing.

<b>Contents</b>	<b>Methodological Strategies</b>	<b>Resources</b>	<b>Evaluation</b>
<p><b>Recycled</b> Blue, red, yellow, green, pink, orange, purple. One, two, three, four, five, six, seven.</p> <p><b>Cognitive</b> One, two, three, four, five, six,</p>	<p><b>Warm up.</b></p> <ul style="list-style-type: none"> <li>- Commands.</li> </ul> <p>The teacher asks the students to jump twice, to clap three times and so on.....</p> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher reads the story to</li> </ul>	<p>Booklet</p> <p>Projector</p> <p>Handouts</p> <p>Board</p>	<p>The students recognize and count the numbers.</p>

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<p>seven.</p>	<p>the students by using flashcard and miming. The teacher reviews the numbers by using repetition drills.</p> <p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The students have to decorate their favorite number. The teacher gives them a number made of cardboard, and they have to use different materials like colorful paper, pieces of paper, buttons.</li> </ul>	<p>Markers</p> <p>Flashcards</p> <p>colorful paper</p> <p>pieces of paper</p> <p>buttons</p>	
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APPENDIX: 9 FLASHCARDS



FIGURE 12

<http://idesigniphone.com/yellow-flowers>

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FIGURE 13

<http://blog.prashantgorule.com/wp-content/uploads/2012/01/sky-and-cloud.jpg>

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FIGURE 14

<http://violetametalico.deviantart.com/art/Little-Red-Riding-Hood-351192892>

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www.shutterstock.com · 58258720

FIGURE 15

<https://www.google.com.ec/search?q=little+red+riding+hood+and+her+grandmother&source>

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FIGURE 16

<http://www.artelista.com/obra/7144502483180593-cestodenaranjas.html>

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FIGURE 17

<http://www.beyondhollywood.com/tarsem-singh-signs-on-to-snow-white-and-the-seven-dwarves/>

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FIGURE 18

<http://www.beyondhollywood.com/tarsem-singh-signs-on-to-snow-white-and-the-seven-dwarves/>

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FIGURE 19

<https://www.google.com/search?q=numbers>

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APPENDIX 10: PHOTO GALLERY



FIGURE 20



FIGURE 21

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