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ABSTRACT

Fairy Tales are the “best known, most beloved and influential genres of literature” which at the very beginning of History was told orally. We can define this kind of tales as stories of enchantment, legendary deeds and creatures. The Fairy tales are one of the most important genres of literature that is well recognized, so this kind of genre of literature is the favorite for most people and passed from generation to generation through oral storytelling.

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

This project is about the Fairy Tales as a methodological resource in the class. They are considered a methodological resource since they help to capture the attention of the students in the classroom, especially in young children. Through this technique students can be interested in learning English.



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Key words

Fairy Tales

Main characteristics

Kind of Tales

Methodological resource

Benefits of Fairy Tales

Approaches in the classroom.

Activities in the classroom

Steps of telling stories



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FACULTAD DE FILOSOFÍA
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TEMA

Teaching English to children from 5 to 7 years old through fairy tales.

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**The contents of this thesis are the exclusive responsibility of
its author:**

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DEDICATION

I dedicate this thesis to my dear parents, who always supported me and guide my life. Who have been always working for me to reach my goals

To my brother, he is my adviser and help.

To my beloved husband, who is near me to accompany and support me in my decisions.

To my son, the most important thing in my life, and who is the reason to continue achieving my goals



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INTRODUCTION

Traditional classes or monotonous such as when the student has to listen to master classes all the time without any involvement of the student, and the common methods regularly used by teachers in the classroom to teach English to children from 5 to 7 years old becomes bored and tired,

Because of the lack of teaching materials or not using them, for example the non use of fairy tales or short stories in the classroom, the deficiency of audiovisual resources, the absence of previous planning, not to include the imagination by the teacher when planning, students show their frustration and disinterest in the subject unable to advance their knowledge, for these reason I think that is very important to use a methodological resource to create interest in them, a resource that helps them to have confidence that they can learn the English language. For this reason, I will include the Fairy Tales in the classroom as a methodological resource to teach English to young children.

The Fairy Tales is a genre which belongs to the literature. This genre has been told from generation to generation through storytelling. This kind of tales tells stories about fantastic creatures, fairies, animals, etc. Fairy tales are characterized to enchant and captivate their readers.

Fairy Tales are a methodological resource in the classroom because they help to keep the students attention in learning. Since they are fantastic stories, students feel attract for these tales. They get involved in Fairy Tales because they liked them, and they can develop their imagination.

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The first chapter of this project is about the definition of many authors about what Fairy Tales are, what fairies are, and the kind of Fairy Tales.

In the second chapter we can identify the Fairy Tales as a methodological resource, the benefits of Fairy Tales in the classroom, some activities to do in classroom, especially with young children, and the most important thing, the steps to tell a tale in the classroom.

The third chapter is about the practice I did in a public school, I taught vocabulary in English language to children of five years old, using Fairy Tales, and also I taught vocabulary to children of five years old, but without the use of Fairy Tales.



CHAPTER I

1. FAIRY TALES

Fairy tales are considered stories of fantasy. They are children's stories often with creatures of fantasy and extraordinary adventure. There is a moral or ethical background to the history, a lesson to be learned. We can define fairy as fantasy, legendary deeds and creatures, usually intended for children. The Fairy tale is one of the most important genres of literature that is well recognized, but it is important to have a clear idea about its beginnings and meaning.

First of all, Jones defines the "Fairy Tale" as "one of the best known, most beloved and influential genres of literature Since it was originally a product of oral tradition, the genre goes back not only to the Middle Ages or Biblical times, but before the history itself." (Jones 1) This means that the Fairy Tales belongs to the literary genre which at the very beginning of History was told orally. Jones explains that "Since the tales circulated orally at the start, there are no exact and established version, no identifiable authors and no fixed titles." (3) For this reason, we don't know the original version of them, as Jones mentions that these kinds of tales have circulated for hundreds of years and were adapted by the narrators who used them in different manners and styles. So this kind of genre of literature is the favorite for most people and passed from generation to generation through oral storytelling.

The origin of the phrase "Fairy Tale" is unknown by the majority of people who like this genre and who use it to tell their children or relatives. It was originally a late-eighteenth-century English translation of "*contee de fée*," (Haasen 322) a term that appeared in France in 1697. As Haasen mentions , it was used "to describe the literary tales of Mary Marie Catherine d' Aulnoy and then those of her contemporaries." (322) Meaning literally "tale of/about fairies. (322) But Tolkien states, "Fairy stories are not in normal English usage stories about fairies or elves" He also adds that "Fairy Tales contain many things besides elves and fays, and besides dwarfs, witches, trolls, giants, or dragons: it holds the seas, the sun, the moon, the sky; and the earth, and all things that



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are in it when we are enchanted.” Then we can assume that not all Fairy Tales include or tell stories about fairies, some of them include fantastic creatures, like animals that can talk with human beings, and all the things that exist on the earth.

The definition of Fairy Tales according to Zipes is that a Fairy Tale “is widely defined as a fictitious narrative with a human main character; it includes fantasy and is told as a means of instruction and/or entertainment.” Then some of the features of the Fairy Tales are that they are narratives of fantasy and they entertain us. Also Zipes adds to his definition that these narratives contain contemporary folk beliefs, superstition, and social commentaries.

On the other hand, Thompson’s definition states that a fairy tale “is a tale involving a succession of motifs or episodes. It moves in an unreal world, without definite characters and is filled with the marvelous.” (Haasen 321) So another feature of the meaning of Fairy Tales that Thompson mentions is that it has a sequence of events. Meanwhile, Apo improves a bit on Thompson's affirmation when she writes that a fairy tale is “a long, fictitious narrative.”(Haasen 322) She means that a Fairy Tale has a length. She also defines the Fairy Tale as “narrative includes fantasy andis told as a means of passing the time, as entertainment.” (Haasen 322) Her assertion support the definitions of Zipes and Thompsons when they say that a Fairy Tale is a fantastic and an unreal story.

The Fairy Tales always have a happy ending **in** which the protagonist has successfully completed all the obstacles, as Thompson says “heroes kill adversaries, succeed to kingdoms, and marry princesses.” (Haasen323) It means that at the end of a Fairy Tale the main characters solve their problems obtaining all the things they proposed at the beginning of the story, getting happiness. So, when someone reads a Fairy Tale realize that this kind of tale is always characterized by a content end.

While some writers define Fairy Tales as an entertainment genre, other targets the fairy tale’s role in moral instruction and socialization. Still others

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suggest that the purpose of Fairy Tales is as Haasen says, “projecting a better society and modeling strategies for survival and empowerment.” The genre shows there is not a single purpose or a specific function. It depends on the social, cultural and historical context of a given Fairy Tale’s production and reception. So, Fairy Tales often say and warn of dangers. It contains moral stances which began as oral stories, and were largely passed on from generation to generation. These are found in all cultures of the world, Fairy Tales may have similarities with our reality, such legendary heroes, and they can become famous or familiar characters.

1.1 Main Characteristics.

Most people believe that the main characteristics of Fairy Tales are fictitious stories and that some of them have princes, princesses, queens, kings, heroes, fairies, animals, and the settings are usually in a castle, forest , or town, are beginning with the phrases “Long long ago...,” “Once upon a time” or “Once long ago...”and they always end with a happy ending. In order to have a better idea about, I mention the following.

First, “fairy tales take place in the past and often begins with a phrase that indicates the historical nature of the story and introduces the main characters.” (Swartz 51), most Fairy Tales stay within the time period they were originally set in, and at the beginning of the story, they always bring in the characters, those who often typify good, evil, power, wisdom, kindness, and other human qualities. Almost all the Fairy Tales start telling their tales with phrases such as: “Once upon a time”, “Once long ago” and “Long, long ago” because they talk about a story that happened many years ago. As Hunt refers to the tale, of the “Little Red Riding Hood”, “ONCE UPON A TIME, there was a girl named Little Red Riding Hood.”(6), or in the tale of “The Magician”, Hunt started by saying “Long ago, there was a boy named Wu who lived with his father and grandmother on a farm.”(9), so we can appreciate that a Fairy Tale always starts presenting the characters and its introduction with a phrase that indicates the time in which it was established.



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Haasen says that “The structure is episodic and constructed primarily on motifs.” (Haasen), it means that these tales follow a sequence of events, each one of these events are detailing the motifs. Peterson and Swartz define motifs as “the smallest part of a tale that can exist independently.” There are many tales in which these motifs take place. Transformation is one of them; this is the most used in Fairy Tales. People are transformed by malevolent magical characters into animals. As Peterson and Swartz say that “the best known of the transformed princes is the Frog Prince.” (54), the frog that needs a kiss from a princess who is his true love, to return to his original form, as a prince. Another precedent is Pinocchio, a wooden dummy made by a carpenter which was transformed in a wooden boy by a beautiful fairy. In addition, magic objects, talking beasts, and magic helpers form part of the motifs. So in the majority of Fairy Tales, we can see the motifs each one has by distinguishing if there is a transformation, magic objects, talking beasts and magic helpers.

To connect readers or listeners from opening to finish, Fairy Tales go into the conflict in the story from an episode to another, with the unique function that is to produce anxiety and catch the public’s attention. The fantastic style characterizes these tales and it is always presented in the structure of this genre. Also, magical reality in which the characters shift is supernatural and unreality, as Haasen says, “The genre is unabashedly fictional.” (323), in addition, we can realize that the Fairy Tales are entangled in an atmosphere of fantasy which is unreal, imaginary, and amazing that try to get involved the readers.

Generally, a fairy tale ends with a happy ending which implies that the main characters have completed their task successfully and in most cases the hero eliminates his adversaries, gets a kingdom, and marries the princess. This suggests that all the difficulties have been overcome and the problems solved. As Haasen says, “Protagonists overcome obstacles to advance to rewards and a new level of existence (achieving wealth, power, marriage, and/or social status.)” (323), as in the story of Cinderella, she got married with the prince, or as in the tale of “Snow White” when the prince rescued her from death by giving



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her a kiss and they got married. This ending usually is represented with the phrase "happily ever after." So we can understand that Fairy Tales never end in a sad way.

As a conclusion, all the Fairy Tales are characterized by following a sequence from the beginning to the end. At the beginning, by showing the time period they were originally set in, with an opening phrase which is typical of Fairy Tales. Then Fairy Tales tell us the story in a fantastic way, involving us in a world of fantasy. At the end of the story, there is always a happy ending.

1.2 The Fairies:

Fairies are considered by most people as fantastic beings. Those fulfilling wishes that are always near us. They can appear and disappear on their own, and they can do whatever they want. When we heard the word fairy, we imagine a beautiful woman with wings who can fly, but the following information about fairies is mentioned by many writers.

The origin of the word "Fairy," comes from the Latin "*fata*" that means "wise woman." (Haasen 318), it shows us some information of the nature attributed to these supernatural creatures. Also, Jones states that "The fairy is based on the fae of medieval Western European (Old French) folk and romance. Fairies are always identified with related beings of other mythologies."(1) So the word "*fairy*" has some meanings, like clever beings, legendary creatures which have own enchantment including magic or illusion.

"The Oxford English Dictionary" defines Fairies as "supernatural beings...popularly supposed to have magical powers and to meddle for good or evil in the affairs of man." (Haasen 318) Then "Fairies" would be qualified, as unearthly creatures which have magical powers and who interfere in the people's lives. The most important characteristic of Fairies is that all of them are female according to what Haasen says. Other elements of the Fairies that he mentions are that they are generally unseen, they have the capacity to have



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powers as gods to change the human fate they have the faculty of enchant, and they can change their shape and size, He says they have “the ability to make themselves visible or to enchant or hypnotize. These people are smaller than the humans or mortals, and they are always in some way other than human.”(318), it means that these small creatures which look like humans have the skill to charm people and to make supernatural things. Douglas in his book “*Scottish Fairy and folktales,*” agrees with Haasen when he says that the Fairies are smaller than mortals. Douglas says that “the fairies are represented as a diminutive race of beings.” (115), also, Faulding states that “fairies are generally described as human in appearance and as having magical powers.”(1), Virtue adds that fairies have wings and they use their wings to get around and fairies have denser bodies. Accordingly, with these characteristics of Fairies given by some writers, Fairies are a special kind of beings which look like humans but are smaller than them. They have the facility to attract people through their magic and power, changing the lives of people in a bad or good way.

The original provenience of the fairies is connected with the “fallen angels, deluded by Satan who did not have the strength to choose God or the devil.” (Haasen 318), these “fallen angels” couldn’t decide between God and devil, so they were ejected from heaven and came to the earth to help people, trees or animals because they are so sensitive that they absorb the pain inflicted upon them. They are nature’s guardian angels, and they aren’t happy unless they are fulfilling their purpose. On the other hand, Faulding states that “it is a specie completely independent of humans or angels.”(1) , but he declares that they exist to help people or creatures, as Virtue states that “the truth is that fairies are here to improve and extend the lives of all beings, including as humans.” She means that the Fairies are in the world to facilitate the existence of all upon the earth. Moreover, she says that “No one is suggesting that we worship fairies or angels – the fairies and angels give all glory to the Creator. Since God’s love light is omnipresent, humans, angels, and fairies are all joined as One.”(1-2), we consider Fairies exist and that they are fantastic beings. It does not mean that they will be loved more than God, our creator. They represent the power God gave them.

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The place where they lived is unknown but many people, including Haasen say that” they live in subterranean lands or within mounds, hills or mountains, but they may also reside under water or in remote woods and wilds” So, independently where they live, they are in all places.

1.3 Kinds of fairy tales.

Fairy Tales are categorized as fantastic or wonder tales, but not all Fairy tales include fairies. This genre also includes kind of tales such as tales of fairies, tales of animals, and tales of adventures. So these tales will be described in order to comprehend them better.

The story with fairies includes length of the story in which there are many contradictory situations. The most important content of the story usually involves supernatural power or miracles, which are not common in human lives. In addition, the main character has extraordinary quality such as personality or magic that will triumph over the obstacles and conquer all the enemies. It also is characterized by having a happy ending where the main character obtains all the things that he or she wants. But fairies are included in these tales to help beings, even people. “Cinderella” is a model of these tales. Many things that happened to Cinderella could be happy. When a fairy appeared to help her to go to the prince’s party in the palace by dressing her with a beautiful dress and which turned a pumpkin into a carriage. Also, she turned six mice into gorgeous horses. But there was an uncommon situation when the fairy advised her to return before midnight. She said that because everything would go back to normal at twelve o’clock .The tales which are included in this type are:

- Snow White and Seven Dwarfs.
- Pinocchio
- The Sleeping Beauty.

The stories with animals are as important as the tales of fairies. In this kind of tales, the main characters are animals, supposed to have human thoughts and actions. These characters can be either wild animals or domestic animals.

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In some stories, the characters may be humans who can interact with animals as if they were also human, or the characters can be only animals. Some stories show intelligence or imprudence of the animals. Occasionally, it can be a story of a dishonest animal that usually persecute other animals and finally get into the trouble. Animal Tales are clearly told with the purpose of teaching about morale. For this reason, animal tales can also be classified as fables. For instance, the tale of the Three Little Pigs in which the main characters are three pigs is a tale of animals. This story is about three little pigs that did not care of their mother's advice. Two of them built two fragile houses, but one of them built a strong house. Then the two weak houses were destroyed by an ugly wolf, but the strong house could not be damaged. So this tale gives us a morale that the easy things and without effort do not last.

The tales which belong to this kind of tales are.

- The Little Red Riding Hood.
- Shrek
- The Frog Prince
- Alice in Wonder Land

The stories with adventures are included in the fairy tales. These kinds of stories are stories where the main argument goes around the adventures. The main characters pass through many problems and adversities, but at the end of the story he or she achieves the objectives. These stories are also fantastic and some of them are in the imagination of the character. The most typical stories which are included in the stories of adventures are:

- Hansel and Gretel (Little House chocolate)
- The Steadfast Tin Soldier
- Puss in Boots
- The Wonderful Wizard of Oz.
- Aladdin and the Wonderful Lamp
- Ali Baba and the Forty Thieves



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All these kind of stories belong to the fairy tales. Each explanation of the types of fairy tales was made in order to classify and understand them.



CHAPTER II

2.1. Methodological Resource.

A methodological resource is the selected material or resource that the teachers choose as the most suitable to use in the classroom for the teaching-learning process. A methodological resource is very important in the classroom in order for students to learn better. So the learning outcome, is positive or negative, depending on the resources that teachers use. It means that if there is a lack of good resource, the results of the teaching and learning will be null.

2.2. Fairy tales as a methodological resource.

“Fairy Tales” are a kind of methodological resource that is used in the classroom to teach English in a good way. These tales are use as an extra resource to the use of the English text. It means that we can use it to make our classes interesting and fun.

These stories allow the development the four skills in our students. They also help develop imagination. These teachings using stories will work out the imagination of the students, as Mallett mentions in her book that “Telling stories to a small group helps children sustain concentration and develop their imaginative power.” (76) Therefore, it is understood that stories play an important role in the imagination of the students, and it keeps the student’s attention.

Using stories to teaching English in the classroom is an appropriate form to help students to learn the English language more clearly and naturally. All children, especially those in preschool, like tales. Vernon mentions that the students “can internalize vocabulary and the structure of language while listening to them”. She means that when students listen to the stories that teachers read in the classroom, they can acquire new vocabulary and language



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structure. This is because they are interested in the story and they do the effort to understand it.

One of the aspects why stories work so well with young students in the classroom has to do with intrinsic motivation. It means that the motivation of the students exists within the individual rather than external factors as the grades. Then the teacher's role is to make students enjoy while they are learning. They will also make students participate and be part of their own learning. The way teachers tell the stories, how colorful the illustrations are, and how good the story is, help students to be motivated. So if the teacher starts the class by telling a story, he or she has to begin with a fantastic introduction to get students involved in the topic.

2.2.1. Benefits of stories in the classroom

There are so many benefits for using stories in the classroom. But I am going to focus on the most important ones, which can help us to use them appropriately. So if teachers are going to use stories in the classroom, they have to take into count the benefits they offer.

Using stories in the classroom allow teachers to reinforce listening, speaking, reading and writing. Murdoch indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency." He means that stories should be used to reinforce the student's skills, but these stories have to be used appropriately. The use of fairy tales in this case can help students to encourage writing and acting out dialogues because acting is a good manner to develop the four skills. Oster affirms that "literature helps students to write more creatively." It means that through the use of literature, Fairy Tales, students feel more interested in learning to write in a creative way. The task of teachers is to create a variety of listening, speaking, reading and writing activities in order to help students to develop their skills.



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Since Fairy Tales usually have a beginning that show the time period they were originally set in, a middle which explains the events in the story, and an end which generally is a happy one, they convince students to continue reading them until the end. Elliott affirms that it is “motivationally effective if students can genuinely engage with its thoughts and emotions and appreciate its aesthetic qualities.” He explains us that literature is a genre that motivates students to continue advancing their knowledge, but it is very important that they get involved in this genre and understand its qualities. So the task of the teacher is to use the best techniques in order to help students to learn the English language through literature, and also it is very important that the teacher chooses the right literary texts, according to the student’s level and preferences in order to avoid frustrating students, Akyel and Yalcin states that “point out, variety of themes will offer different things to many individuals’ interests and tastes.”

Telling stories in the classroom also gives the opportunity to introduce literary elements such as characters, the figures who act in the story; setting, the place in which the story takes place; and plot, which refers to the problem in the story. These elements can be presented to beginners and low intermediate levels because they are not familiarized with more complex elements. Rocha says that “with beginning and low intermediate levels, instructors can teach simple elements, such as character, setting, and plot.” And we can introduce more complex elements such as conflict, climax, resolution, etc., to the most advanced levels. Collie and Slater mention that “the overall aim of teaching literature is to let the student derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature.” It means that by using literature, teachers help the students to interact with other people and improve their knowledge.

Stories in the classroom are effective when the teacher wants to teach culture to the students. Rocha says that “the stories transmit the culture of the people about whom the stories were written.” It is very important that students gain knowledge about culture because it will help them to respect and



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understand people's differences. So when students learn about culture, they are learning the language structure, too. Students use the past and the present tense while they are learning about culture. They can also compare and find similarities and differences of that culture with their own culture.

Finally, the last benefit and the one I consider the most important is the thinking benefit. This benefit is very relevant when we use stories in the classroom because it makes the students learn to think and so they become in a critical. Howie agrees with the use of short stories to teach critical thinking. He emphasizes that teachers have the responsibility to help students develop cognitive skills, which are the mental capabilities. Everyone needs to "make judgments, be decisive, come to conclusions, synthesize information, organize, evaluate, predict, and apply knowledge." It means that the teacher has to help the students to develop the cognitive skills to understand, plan, remember, and solve problems.

2.3. Approaches to Use Stories in Classroom.

In order to teach English Language in the classroom by using stories, it is very important to use an approach or a technique to accomplish the main goal that is the teaching-learning process. If the teacher does not use an approach, it will be impossible for students to learn appropriately. The following activities are the most used by the teacher to teach English to kids in the classroom.

A very simple technique is the circle story, which focuses on accuracy of language. The class creates stories word by word by looking of some pictures . You can begin by saying: "Once upon a time there was...." or whatever beginning you like. Then the teacher goes around the class in a circle. The first student should repeat "Once upon a time there was" and then the teacher shows a picture to the student, for example (Cinderella), and he or she has to add a word that is related with the picture that can be "a girl." The second student repeats all the words that the first student has said, adding one more word by looking at another picture, and so on. Students finish the story. This technique can be fun for the students. This technique can help the teacher to



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improve the vocabulary in the students or use it to practice the simple past tense.

Another useful technique is the “question story,” which consists of writing 4 or 5 questions on the board. For example "What's his/her name?" "Where is he/she?" "What's he/she doing?" "What does he/she say?" Then the teacher explains to the students that they have to think in Fairy Tales, and each question has to be answered with the right information. Give orally a few possible answers to the class. Then give a piece of paper to each student in order for them write the answer to the first question only. Encourage them to be creative and think in many options. Next, they write each answer in a different sheet of paper. So at the end, the teacher collects all the answers and joins them. Finally, the teacher answer each question and goes answering each question and tries to build a fairy tale according to the answers.

Retelling stories is another technique when using stories. The best stories we can use are the ones known as Fairy Tales. It is so important to tell the story you chose several times. Once this activity is familiar to the students, the students can then contribute with their own stories or tales. This activity is very good because it helps students to practice the English language or review any language structure as the simple present. So choose a Fairy Tale that can be told in many sentences. Write a title on the board as an introduction. Then write the appropriate verb in the present tense for each sentence of the story. Do not write out the story. Adding pictures helps a lot in this activity. Then start telling the story, sentence by sentence, pointing to the verbs in each sentence. So the students are ready to retell the story by reading from the board. At the end of the class the teacher can ask students to write a tale but changing the verbs, but it is optional.

The cassette dictation is a well-known activity which is appropriate in order to practice listening and writing, The teacher has to write three words such as **stop, play, go back**. Then the teacher explains to the students that he or she is



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going to tell them a tale. So the students can say any of these words like stop, play, or go back if they do not understand any word, or if they have any doubt. Later, the teacher tells the story again but this time children have to write the story they listen. Then tell the story, and the children write. They will need to ask you to stop, play, and go back as many times as necessary. The tale should be short; maybe it could be no more than five or six sentences, or less for young children. While they practice this technique as much as possible, they will learn how the structure of the story is.

Story telling is a traditional method which works very well when telling stories in the classroom. It consists of the teacher reading a tale aloud from a book. Students, especially young children, like to listen to stories being read. In addition, some parts of this story or tale could be acted out by children. For example, the verbs within the story can be used to make the students act, so they can enjoy the story while they perform. Also, the teacher can give the students some cards about the story in disorder for them to order.

The above ideas for Teaching English as a Foreign Language storytelling give students and the teacher the opportunity to learn and teach the English language in a fun way. These techniques encourage students reading for pleasure. Through listening to tales, students will learn the language structure, and then they will be able to create or write their own stories.

2.4. Steps to use a tale in the Classroom.

There are so many ways to tell stories in the classroom in order to get students involved in them. These ways have to be interesting so students can feel confident to participate in the classroom. Here we have some ideas to help teacher use stories in the classroom.

First of all, before you start telling any story to the students, it is very important for the teacher to give students a previous teaching of the vocabulary he or she is going to present in the story. It benefits students because these words help them to understand it and follow the story. Students will not just



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"learn" the words presented in the vocabulary, they will immediately see how the words are used and hear them in context of the language. This is very helpful for the students because they will not memorize the words.

Then if you tell a story to your students, you will have to be very creative to captivate them with it. So if the story presents animals, you will have to make sounds just like the sounds those animals make. or change your tone of voice when necessary. Also you will have to use gestures so students can understand the story. In addition, you can make the students repeat the sounds or gestures you do. It will force students to remember the story.

The language that the teacher uses when telling stories has to be very simple, with a few words and repetitive language. Also, the images have to be colorfully and clear so students feel enchanted and can understand the story. In this way young children will not get bored.

Finally, we recommend teachers not to use too much time telling a story because young children can get bored and lose the idea. It is suggested that the teacher use no more than ten minutes to tell a story. So, at the end of telling stories, the teacher can do a variety of activities in order for students to catch the main idea of the story. Of course, these activities will have to be based on the story or in the vocabulary learned previously. For example:

- Give the students three events in the story and ask them what came first.
- Give each student some pictures that describe the events of the story and make them put the pictures in order.
- Teach them a song that goes along with the theme of the story.
- Teach them actions to go along with the songs.
- Let them act out parts of the story.
- Repeat quotes from the story and ask the students "Who said it?"



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- Leave off the ending of the story and have the students predict what they think will happen. Then read the ending of the story.

There are too many things you can complete with stories in the classroom. Now let your imagination work and do the best you can in order to help the students to learn the English language.



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CHAPTER III

3.1. The Application of an English class.

During the practice of the Teaching English as Foreign Language to children from five to seven years old, I chose to teach them vocabulary in two ways. One of them is to teach vocabulary by using Fairy Tales, and the other form is to teach vocabulary without using Fairy Tales, in order to realize which one of them is the most useful to teach English to children in the classroom.

3.1.1. Teaching vocabulary to children of five years old using Fairy Tales.

In order to know which one is the best way to teach English to children in the classroom, I practiced with students of the “Rafael Maria Arizaga” school, a public school located in the center of San Joaquin town. I chose two groups of children. They were of two different classrooms, but the same level. To the first group I taught vocabulary through Fairy Tales and with the second group I taught the same vocabulary but without Fairy Tales.

The following is the lesson plan I designed to teach vocabulary to the first group, using Fairy Tales.

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

1. First, through a Power Point presentation, I introduced the Fairy Tale by showing a picture of a beautiful woman.



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Figure 1

Then I started asking some questions to the children, about the picture I showed, these questions were:

- Do you remember this character?
- Do you know to this person?
- What do you think about this picture?

So the students that recognized this picture said in Spanish that she was “Cenicienta” and that she was “beautiful”, but some of them didn’t recognize it and I had to explain them, who she was. I told them she was a beautiful woman who was so lovely. Also, I told them that the name of the Fairy Tale was called Cinderella as the character.



2. Next, I started presenting the main characters who was Cinderella and the prince.

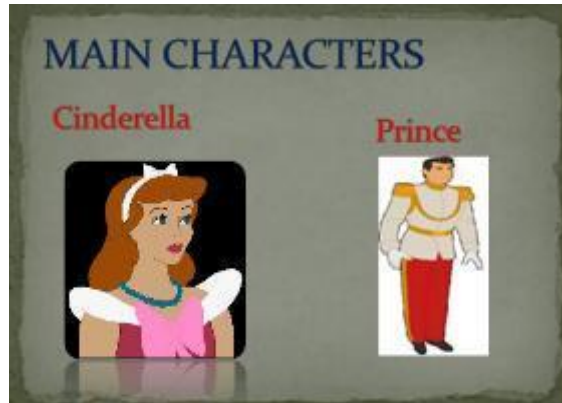


Figure 2

When they watched the picture of the prince, they immediately said in Spanish that the word Prince was “Principe”

Later I started introducing the vocabulary I wanted the students learn. The vocabulary was about animals. I was presenting the animals, picture by picture and showing the sounds that each animal make. I pronounced three times each word in English language.

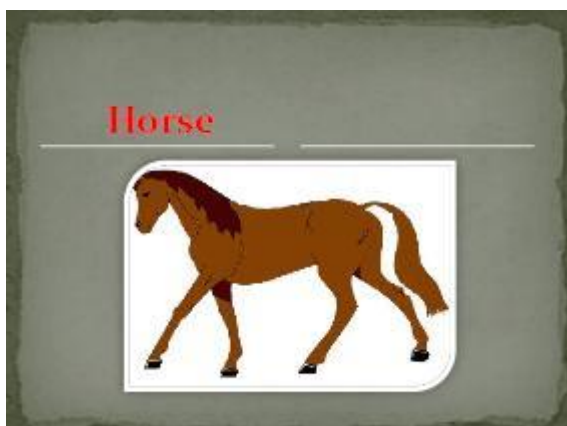


Figure 3

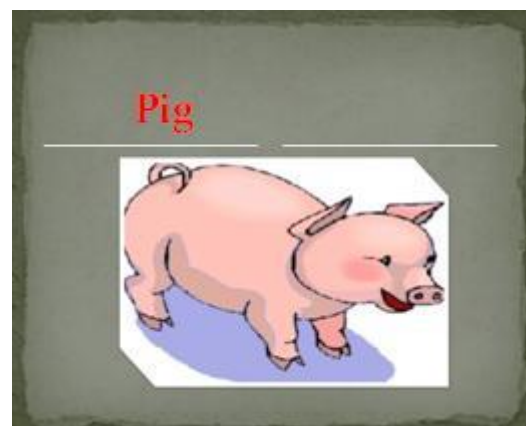


Figure 4



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T: Horse

T: Horse

T: Horse

T: Pig

T: Pig

T: Pig



Figure 5

Figure 6

T: Dog

T: Dog

T: Dog

T: Cat

T: Cat

T: Cat





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Figure 7

T: Birds

T: Birds

T: Birds

Figure 8

T: Mice

T. Mice

T: Mice

3. While I was repeating three times each word of the vocabulary, the students were repeating the words after me. Then I showed the pictures and sounds of each animal again, but I omitted their names. So the children had to say the name of the animals by themselves. The majority of them said:

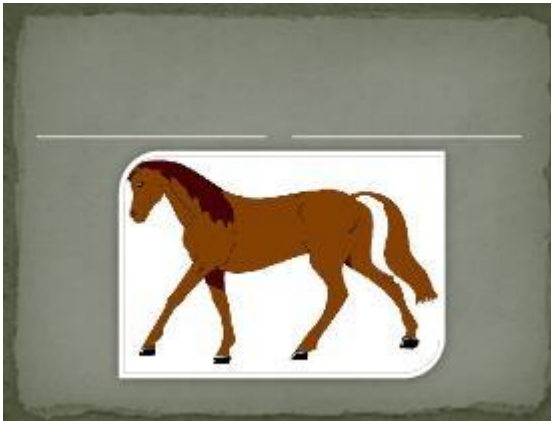


Figure 9

Ss: Horse

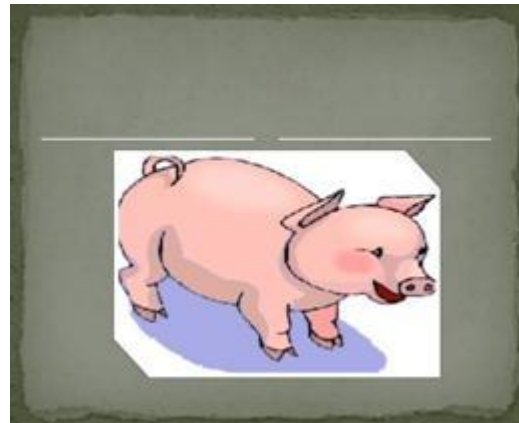


Figure 10

Ss: Pig



Figure 11



Figure 12



Ss: Dog

Ss: Cat



Figure 12

Figure 14

Ss: Birds

Ss: Mice

4. Later, I showed to the students the picture of the setting that the story is going to take place.

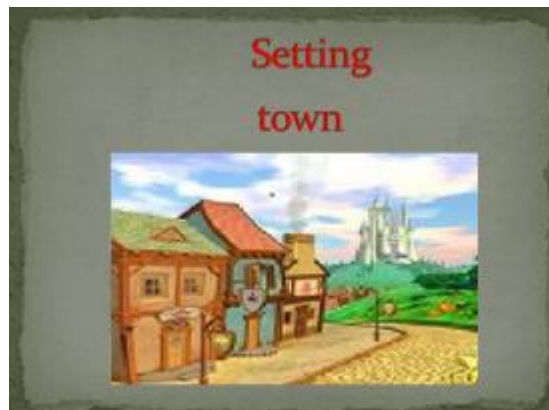


Figure 15



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I explained them that this place was a beautiful town where there was a palace, and then I asked them if they knew what a palace is. Some of them answered in their mother tongue that it was a “palacio”, with too much enthusiasm. So I said it was right.

5. So I started telling to the children, the story of Cinderella. While I was telling the story, I was showing the pictures.



Figure 16

- I initiated the story with the phrase “Once upon a time..... There was a girl called Cinderella.”



Figure 17

- I showed the picture and I said, she was a beautiful girl.



Figure 18

- I said, She had a bad stepmother and two ugly step sisters. When I was presenting this picture, I was changing my tone of voice and making some facial expressions.

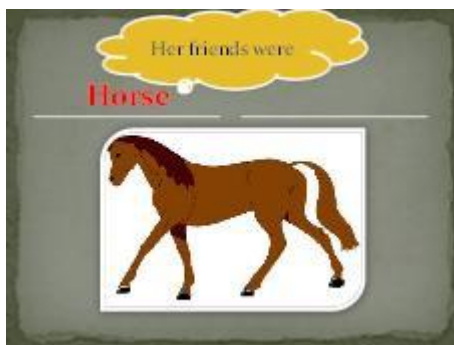


Figure 19

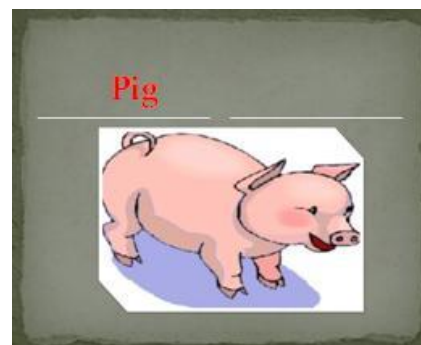


Figure 20



Figure 21



Figure 22



Figure 23



Figure 24

- I continued telling the story by saying, she loved the animals. Her friends were a horse, a pig, a dog, a cat, birds, and many mice, and every day she liked to talk with them. At the same time I was telling the tale, I was playing the sound of each one of the animals.



Figure 25

- Then I showed another picture to the students and I said, one day she was invited to the prince's party at the palace.



Figure 25

- Then I showed the picture above and said, but she didn't have a dress, and she felt bad.



Figure 26

But suddenly a Fairy appeared and dressed her with a beautiful dress.



Figure 27

- Later, I pointed to the picture and I said she became a pumpkin in a coach. I showed them what a pumpkin was.





Figure 28

- Next I pointed to the seven mice and said, she saw 7 mice and turned them in white horses

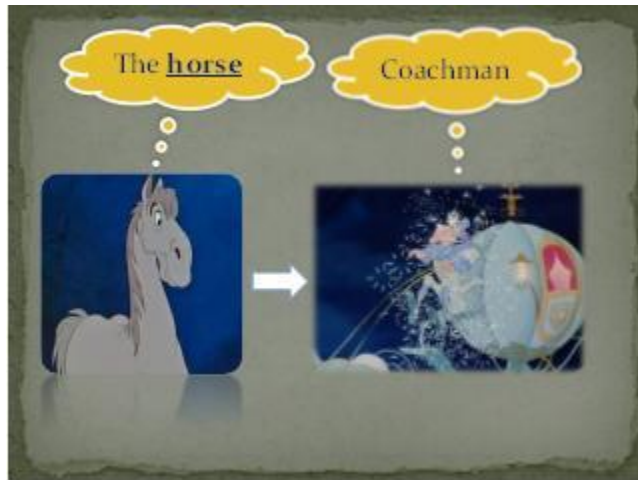


Figure 29

- And the horse became in a coachman.

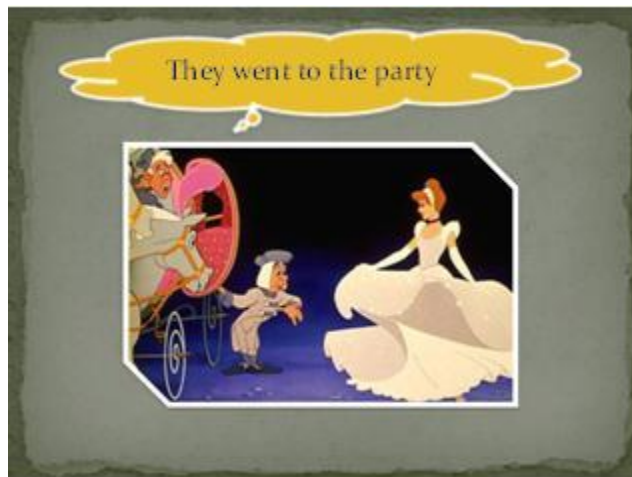


Figure 30

- Then I said, they were ready to go to the party.



Figure 31



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- I emphasized that the other animals, like the cat, the pig, the dog, and the birds, were waiting at home.

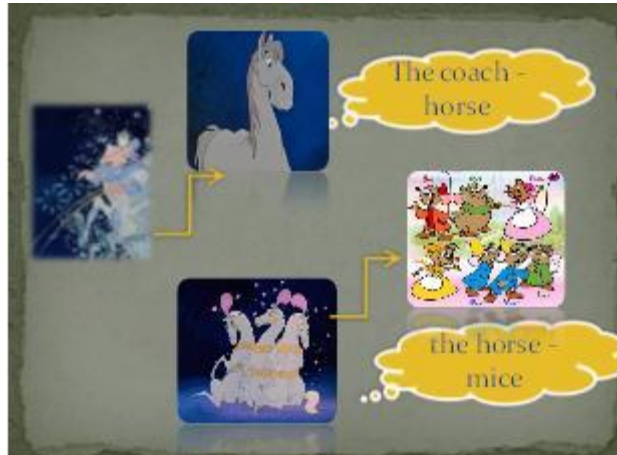


Figure 32

- Later I told them that, Cinderella returned to her house and all things back as they were before. The coachman turned to be horse, and the horses turned to be mice.



Figure 33

- I said, At the next day, the prince was looking for Cinderella. Then I asked them, what will happen at the end of the story, and some of them said in Spanish “vivieron felices”.



Figure 34



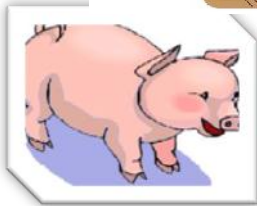
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- Finally, I told them what happened. It was that they got married but I added the animals at the end of the story I said, and they lived happy with the horse, the pig, the dog, the cat, the birds, and the mice.

At the end of this presentation, the students did an English task in order to know if they learned the vocabulary. I explained them they had to match the animal with the word that belongs it.

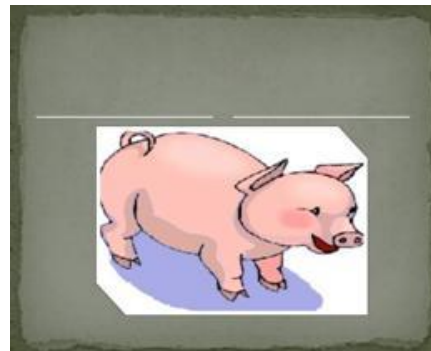
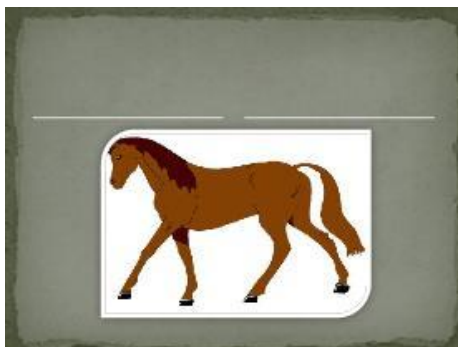
- Look and match the correct.

Pig horse cat birds mice
dog



3.1.2. Teaching Vocabulary to children of five years old, without using Fairy Tales.

- The lesson plan I used with the second group to teach vocabulary without a Fairy Tale is the following:
1. First, I also used a Power Point Presentation to teach vocabulary to the second group. At the beginning of the class, I explained them they were going to watch some pictures and they must to tell me if they knew these





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pictures. These pictures are:

Figure 35



Figure 37



Figure 39

Figure 36



Figure 38



Figure 40

When the students saw these pictures, they said in Spanish their names. So I asked them if they knew their names in English, but few people only recognized the dog and the cat.



2. Then I started introducing the new vocabulary, showing each picture and sounds of the animals to the students. I repeated the words three times in order to students can remember them.



Figure 41

T: Horse
T: Horse
T: Horse

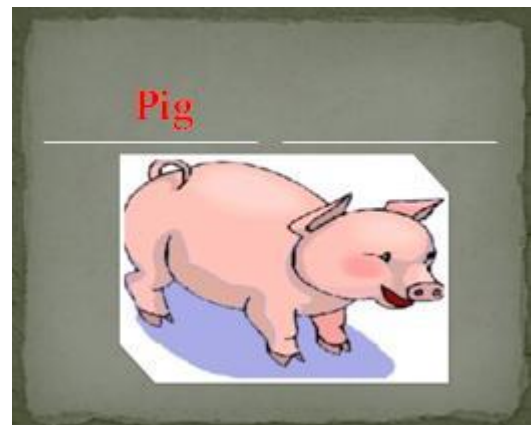


Figure 42

T: Pig
T: Pig
T: Pig





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Figure 43

T: Dog
T: Dog
T: Dog



Figure 44

T: Cat
T: Cat
T: Cat



Figure 45

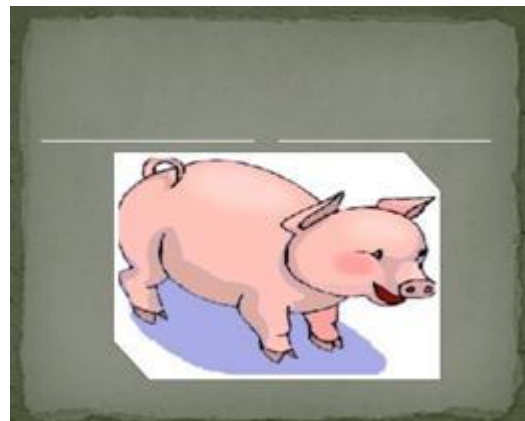
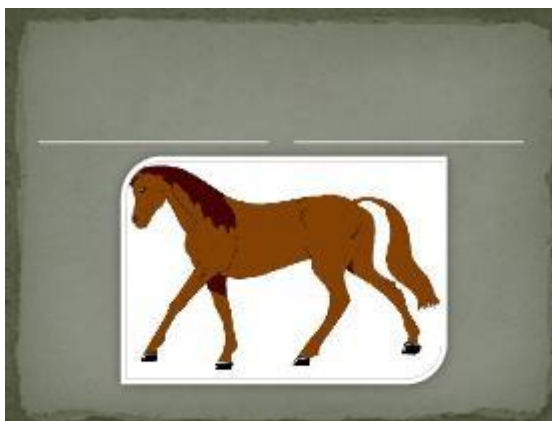
T: Birds
T: Birds
T: Birds

Figure 46

T: Mice
T: Mice
T: Mice

When I finished pronouncing each word, students repeated the word after me. For example: I said, Horse, Horse, Horse. Then the students said, Horse, and they did the same with the other words.

3. Later, I began showing each picture and the sound of all animals, but without the name of the animal. So the students had to tell me the name of the animal they saw. They said:





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Figure 47

Ss: Horse



Figure 49

Ss: Dog



Figure 57

Ss: Birds

Figure 48

Ss: Pig



Figure 50

Ss: Cat



Figure 58

Ss: Mice

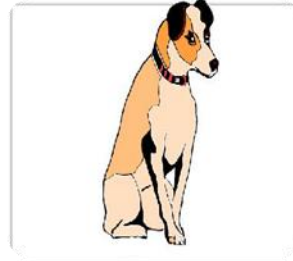
Finally, in order to realize if they learned the vocabulary, I designed an activity they had to do by themselves. I gave them a sheet of paper with an activity which I explained them they had to match the word with the picture it belongs.



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- Look and Match the correct.

PIG



HORSE



MICE



DOG



CAT



BIRDS





Results

According to the practice I did in the “Rafael Maria Arizaga” school which consisted to teach English to children from five to seven years old using Fairy Tales and without using them, the results are the following:

When I started showing my Power Point presentation, the students felt interest in it. Because when they saw the first picture some of them knew what story I was going to present them.

During my presentation, the children participated all the time in the story. They got engaged in it because they liked this tale. Even when I was introducing vocabulary they participated in it. In the third time I presented the pictures, they could recognize the name of the animals. In this way I felt was very easy to teach vocabulary because the students could take part of the story. Especially when I asked them what will happen at the end of the tale and some of them answered what will happen. Using Fairy Tales in the classroom is a good technique because students felt more confident in participate.

On the other hand, when I introduced the vocabulary without a Fairy Tale, it was mechanical. Because I did everything, students couldn't participate in an active way. They only listened and repeated after me, so I felt they were passive and they didn't enjoy learning the vocabulary. Then I think in this way, the children and I couldn't work together.

Then through this practice, I could realize that the result of teaching vocabulary through Fairy Tales is more efficient than without them. Especially with young children because they liked to listen this kind of stories. They got involved in it because they gave me their own ideas about the tale. Also, when stories are used in classroom we can keep the interest of the students in learning a foreign language.



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CONCLUSIONS:

Using Fairy Tales in the classroom to teach English to children is a useful method which helps the students to learn the language naturally. This resource helps to the students to open their minds and imagination. These tales are so fantastic that when children listen to them they feel confidence, and all the time they are interested and motivated by the story.

Through Fairy Tales teacher can teach vocabulary, verbs, a grammar structure, etc, even can help the students to develop their four skills such as: Listening, Speaking, Reading and Writing. The only thing a teacher needs is to use the imagination.

The Fairy Tales are so helpful in the classroom, above all in is so necessary to use with young children.



SUGGESTIONS

It is so recommended that the teachers use this method in the classroom especially when they are teaching English to young children. Because of teacher does not use an appropriate method to teach English in the classroom to young children, they feel unmotivated in learning the language. For the teaching-learning process have a successful result is necessary to have an appropriate methodological resource which guides the teacher to teach appropriately. So I recommend this resource because It is proved as the best.



APPENDIX





In this photo I was teaching vocabulary through the use of Fairy Tales to the students of the “Rafael Maria Arizaga” school.



In this photo I was teaching vocabulary without Fairy Tales to the students of the "Rafael Maria Arizaga School"

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