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**TALES FOR DEVELOPING THE ENGLISH LANGUAGE LISTENING SKILLS
AMONG EIGHTH-GRADERS**

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AMONG EIGHTH-GRADERS

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DEDICATION

This study is dedicated to my beloved son Anthony Chunata for being the reason for my hard work and to my family for the support and advice they have always given me. These important people have always been an example of dedication, resistance, kindness and perseverance in my life.

RESUMEN

Desarrollar listening es un desafío para los docentes de inglés como lengua extranjera. Este estudio tiene como objetivo implementar el uso de cuentos para mejorar la habilidad auditiva en los estudiantes de octavo curso. Siendo el problema el desarrollo de una habilidad en un pequeño grupo de estudiantes, se opta por una investigación-acción práctica, utilizando un pre-test y post-test como instrumentos de recolección de datos, el análisis descriptivo y cualitativo para descubrir si los video-cuentos resultan una estrategia efectiva para desarrollar listening. Los participantes pertenecen a octavo grado de la escuela pública rural San Gerardo, quienes debían alcanzar un nivel A1.1. Se aplicó la prueba Pearson Pre A1 Test y los resultados mostraron un marcado retraso en su habilidad de escuchar detalles e información específica. La propuesta se basó en estos resultados y se diseñan 10 planes de clase. Cada plan contiene un video-cuento corto cuidadosamente seleccionado, actividades de pre-watching, while-watching y post-watching, cronometraje, flashcards, evaluaciones, materiales adicionales; y detalla cómo usar el método de respuesta física total (TPR) para apoyar la estrategia. Luego de aplicar la propuesta, la media aritmética entre pre-test y post-test muestra incrementos en su listening de: 10% en nombres y descripciones, 42% en números y ortografía; 38% en detalles e información; y, 42% en colores y preposiciones; logrando un total general de 33% en su habilidad de listening. En conclusión, los video-cuentos constituyen una estrategia efectiva para desarrollar el listening en estudiantes de inglés como lengua extranjera.

Palabras clave: listening, planes de clase, video-cuentos, TPR

ABSTRACT

Developing listening skills is a challenge for English teachers in EFL classrooms. This study aims to implement the use of tales for improving the listening skills of eighth-graders. As the problem is related to developing a skill in a small research group, it was decided to do practical action research, implementing a pre-test and a post-test as data collection instruments and descriptive and qualitative analysis to know if tales are a valid strategy to develop listening skills. The participants were 8th-grade students of San Gerardo rural public school who should accomplish an A1.1 level. The pre-test results, applying Pearson's Pre A1 Test, found an important drawback in their listening for detail and listening for specific information subskill. Based on these results, it was designed a total of 10 lesson plans for the proposal. Each lesson plan has one short video-tale carefully selected, pre-watching, while-watching and after-watching activities; timing, flashcards, assessment sheets, and additional material. Additionally, each plan details how to work with the Total Physical Response method to support the strategy. After applying the plans, and the post-test, the arithmetic mean between pre-test and post-test showed the following increase in their listening skills: 10% in names and descriptions; 42% in numbers and spelling; 38% in specific information, and 42% in colours and prepositions; making a general increase of 33% in their listening skills. In conclusion, short-video tales are an effective strategy for developing listening skills in EFL classrooms.

Key words: listening, lesson plans, video-tales, TPR

INDEX

STATEMENT OF AUTHENTICITY AND RESPONSIBILITY	ii
APPROVAL SHEET	iii
ACKNOWLEDGEMENT	iv
DEDICATION	v
RESUMEN	vi
ABSTRACT	vii
INTRODUCTION	1
CHAPTER I. STATE OF ART AND PRACTICE	5
1.1.Rural English Learning in Ecuador.	5
1.2.Listening skill	7
1.3.Using tales and fables in the classroom	16
1.4.Total Physical Response Method	17
CHAPTER II. METHODOLOGY	28
2.1. Research design and research approach	28
2.2 Setting and participants	28
2.3. Characterization of the institution	30
2.4. Research proposal	31
CHAPTER III. ANALYSIS OF THE RESULTS	47
3.1. Analysis of Listening Pre-test and post-test Pearson Pre A1 starters.....	47
3.2. Analysis of progress of the pre and post test.....	49
3.3. Hypothesis testing	52
CONCLUSIONS	55
RECOMMENDATIONS	56
BIBLIOGRAPHY	57
APPENDIXES	61

INTRODUCTION

Since English became the world's lingua franca, teachers around the globe find that developing the listening skill is a challenge in EFL classrooms, and our country is not exception. There is much research carried out in non-native countries about how to develop listening outside the classrooms; students are surrounded by a different language; therefore, the objective of creating a rich, inviting environment to learn English is widespread; and in this context, there is a gap between what the urban and the rural schools are able to achieve. In the cities, people try to improve the quality of education for their children, and reaching English communicative competence has become one of the goals; unfortunately, these efforts do not reach the rural locations in most countries, in special if it is a developing country.

In September 2012, the Ecuadorian Ministry of Education published the National English Curriculum Guidelines based on the importance of learning English as a linguistic tool for individuals, the need to align the national curriculum to the Common European Framework of Reference international standards, and head to the communicative approach for the teaching-learning process in educational schools at national level. In consequence, to achieve English communicative competence is essential, and to reach this goal, knowing that communication is based on listening, developing listening skills in students becomes fundamental, but it requires time, dedication, and creating a stimulating pedagogical environment; which depends a lot on the English teacher

In the rural areas of the country, English teachers are scarce because there is a shortage of professionals, and the Ministry of Education has problems providing English teachers to urban public institutions; therefore, it is frequent that rural teachers are required to move to urban institutions to cover the demand leaving rural EFL classrooms with serious drawbacks in their language skills during long periods. As a result, students are not familiar with phonetic realizations, the meaning, and the syntax of the language; when a new teacher arrives, he/she finds that students do not assimilate the message and have trouble starting again because the subject

looks boring, and they know there is a lot to study trying to catch up the curricular level they should have.

The new teacher will take some time to get an acceptable English level from the class. English teachers at “Unidad Educativa San Gerardo” notice that students struggle with their listening skills. They have trouble understanding instructions for completing the class activities, students have poor spelling, and are not able to write properly a single word when it comes to listening for specific information, listening for details, listening for gist, and listening for inferences activities to fill up the exercises proposed in the student’s book; and it opens a lot of ideas about how to solve this listening deficiency

Considering the aforementioned context, it emerges the following research question: Do tales improve listening skills? Towards the response to this question and to provide a consistent solution to the problem of developing listening in children from a rural school, the goal for this research is to implement the use of tales for improving the listening skills of eighth-graders (A1.1 level) who have not had a permanent English teacher since they entered the basic school and the teachers have lasted for short periods.

Due to purpose of this research is related with the development of a specific skill for a specific sample, it was chosen a practical action research model with a descriptive qualitative approach in order to build an effective proposal, valid to use in any EFL classroom where teachers find this deficiency; in fact, more teachers should challenge themselves to do research into their classrooms and publish their results to feel they can contribute to their peers and encourage them to try the methods or strategies they have discovered.

Statement of the problem

Because listening for details focuses on listening for specific vocabulary or expressions, and taking into account the previous definitions proposals, the following research question is formulated: Do tales develop the English language listening skills among eighth-graders?

Hypothesis

In this study, the researcher attained the conclusions on the following query: the use of tales improves English language listening skills among eighth-graders at Unidad Educativa San Gerardo.

General Objective:

To implement the use of tales for improving the listening skills of eighth-graders.

Specific Objectives:

- To theoretically analyze the usefulness of tales as the most appropriate literary genre for improving eighth graders' listening comprehension.
- To evaluate the level of students' listening skills through a pre-test and post-test.
- To propose a handbook with the most suitable tales for improving listening skills.
- To socialize the results within the educational community by means of academic presentations.

Research justification

Ecuador is a developing country that strives for quality education, so it is crucial that students acquire listening comprehension of the English language as part of the curriculum, but this skill is not easy to achieve. The fact that children are unfamiliar with the voice, slang, and phrasal verbs of native English speakers, leads to a large gap in listening skills which is not easy to overcome. At present, many modifications have been made to the English National Curriculum in many aspects so that; students are more interested in learning and teachers are more interested in teaching.

One of the most frequent problems in EFL classrooms of the country is the low level of listening skill that students have from the basic elementary level when they are 3-5 years old up to the high school level when they are 17-18 years old. On the other hand, as a teacher, I noticed that students at Unidad Educativa San Gerardo have great difficulty completing the activities proposed in their content books since they are not able to write a few words to answer the activities derived from 'listening for specific information, 'listening for detail', 'listening for gist, and 'listening to infer'. The aforementioned factors have allowed us to propose the following research problem: Do tales improve listening for details?

CHAPTER I. STATE OF ART AND PRACTICE

1.1.Rural English Learning in Ecuador.

Being the researcher an actual rural English teacher, it is important to have first-hand information and share some views and experiences acquired in rural classrooms where students have little chance to have a permanent English teacher; therefore, students have serious difficulties keeping up with the rest of their peers in urban classrooms, despite the age or the grade they belong to. Regarding the time that an English teacher stays in any rural educational institution, it is worth mentioning that the Ministry of Education prioritizes the needs of urban schools and teachers from rural areas sometimes are removed in the middle of the school year in order to cover an urban vacancy.

Another fact is that the Ministry of Education does not provide rural students or teachers with enough resources and didactic material. Rural English teachers have to carry their own electronic devices and provide internet connection to be able to play videos or other resources in their classrooms. Furthermore, the rural areas of Ecuador live in poverty, and it affects the resources that parents can provide for their children to study. In this context, becoming a rural English teacher is not an appealing option because it is a struggling and challenging profession, and they feel that the economic reward is not enough to cover all the expenses, and effort. Besides, it does not offer a permanent stay.

The common effect of this reality is that children from rural schools and even high schools carry strong deficiencies in English language levels. This reality provokes a serious setback in their future, especially if, at some moment in their academic life, especially if they are in high school and move to an urban establishment, it implies a whole set of skills which have not been still developed. It is difficult to keep up within the first school year after moving. On the other hand, parents and the whole institution are aware of this situation; therefore, it increases the social responsibility for the rural English teachers to get the most out of each lesson because it feels that the community has an eye on their performance.

Ren (2020) suggests some techniques to reinforce an English environment in rural schools could be to implement a rich environment that can be fed with elements like: the English corner, organizing English speech contests, English studio, etc., activities that can contribute improving listening and speaking on students and their motivation to learn and being competent in the language. It is also important to remember that we can use secondary memory techniques like banners, labels on classroom items, English songs during the breaks, etc.; to display as a permanent resource to support English learning and help to keep an English environment in the classroom, even when the teacher is not present.

To gain more ideas about how to apply adequate strategies into the teaching, teachers need to research and self-train if possible but according to Alvarado, Franco, Pihuave and Macías (2021), English teachers in Ecuador cannot afford self-training to be able to handle skill deficiencies that most of rural students have; the fact that the inefficient level of learning during pandemic that rural areas had, has led English teachers to be more creative in order to rescue motivation in students towards learning a foreign language and motivate them to get their proficiency certificates or training courses to be able to overcome the low levels of knowledge that rural students have in English.

Another factor that limits English teachers from having proper training on applied methodologies or strategies to enhance language skills in students is the amount of time invested on filling up forms and gathering prove of their daily performance that the government has incremented into their daily duties in order to keep their jobs. The task is sometimes overwhelming and teachers have to work extra hours from home. In these circumstances, the Ministry should review the impact of this regulation and do what is necessary to include training into their weekly schedule, but it does not occur; leaving teachers no time to seriously get involved in training activities.

1.2. Listening skill

In the EFL classrooms, where a curriculum aims the ability to write and speak a language, teachers focus their energy on designing and providing material that allow students to pass the written or spoken assessments; therefore, students pay more attention to these skills, leaving reading and listening to a second place because they want to achieve high scores on the written or speaking tests. Out of the classrooms, if the students want to achieve scholarships for entering university or do a master degree, or apply for any job opportunity or internship in some international company, they will have to be communicative competent in English.

According to the National English Curriculum Guidelines, 8th-grade students belong to level A1 of the Common European Framework of Reference (CEFR). When this level is reached, the students' listening ability will be able to understand simple words, expressions, sentences, and spoken phrases about personal information, the repertoire of greetings, household issues, routines, school items or items, simple commands, etc. The 8th-grade students will be able to follow slow, carefully articulated speech. After hearing a few sentences, the speaker should take a long pause, giving you a chance to take in the meaning of the spoken sentence and assess whether it is personal or educational spheres.

About the importance of developing the listening skill in students, Wah (2019) remarks that listening is one essential skill and understanding or discriminating sounds is important to establish the communication process. For this purpose, an interconnected world makes it easier than a few decades ago; we can have contact with a wide variety of materials such as comics, cartoons, series, stories, spoken poems, songs, documentaries, history episodes, advertisements, radio programs for children, etc., that enrich the classroom environment, are free and require only a laptop with an Internet connection and most of the teachers are able to provide.

With the current relevance of neuro and cognitive sciences in teaching-learning processes, there is a constant interest by professionals in the education field who are eager to understand new findings that these areas allow English teachers to

create new perspectives toward developing the four skills. In this regard, Luu (2022) mentions that there are two environments surrounding learning, the physical and the emotional, which work together to guide students towards problem-solving through clear instructions that lead them to accomplish successfully the tasks assigned and motivate them to continuous learning.

In terms of teaching listening, the memories that learners keep in their minds will be highly significant at the moment of practicing the language because repeating intensively a specific element of the language will strengthen a specific neural pathway. This process will build a strong database that bit by bit will go from words to phrases, then, to pieces of speech and finally reach comprehension of complex speech. These processes will allow keeping full comprehension of the entire context and language involved in different areas, facilitating fluency, comprehension and synchronization of the answers when interacting with others.

One last reality around teaching is inclusiveness, a recurrent fact inside classrooms around the world, and thinking about how students apply their learning strategies to be able to grasp and understand words. Wah (2019) thinks that we need to help these students to listen and understand, because listening is a cognitive skill that demands a cognitive process, and therefore it needs time and patience to develop as other soft skills. This author adds that listening is the input needed to understand and makes it possible to produce an answer from the listener. Thus, without understanding, there will be no communication. This process makes the language dependent on listening.

Luu (2022) also remarks that each person follows a unique path to knowledge based on previous learnings and practice; therefore, the learning of a new language is based on how the brain of that particular person has been built on their contact with that particular language. In the case of rural public schools in Ecuador, it is important to know that exposure to the English language is poor and sometimes nonexistent until students finish elementary periods; hence, it is fundamental to fill the English classes with enthusiastic activities because it will determine the motivation for future lessons.

How to develop listening skills?

Currently, teachers have access to a considerable variety of good quality of designed and authentic audio-visual and audio material available on the Internet through a laptop or smart phone for our children in classrooms; and we can take advantage of these stimuli in order to make memorable, feasible, and enjoyable listening practices in class. The next step is selecting what strategies to apply to take the most out of our short time with students; especially in rural areas where English teachers are not always available, and students have very few opportunities to learn English; even though in our country CLIL methodology is in the national curriculum but very few private schools practice it.

There are several types of research that demonstrate the importance of developing listening in students as the main skill to master the language. Wah (2019) points out that one way to develop this skill during the lesson by designing instructions that are clear and easy to follow; this way, students will feel motivated and present less resistance to learning the language. This author also agrees that the listening skill requires a process and should be consistent; integrating the student into the most hours of practice as possible because it demands constant practice to get proficiency, and that process is slow. To this respect, we must add that the national curriculum designed is not based on developing listening skills as the most important skill.

In the opinion of Karimi et al. (2019), for elementary students, pre-listening activities are crucial for developing the language and the results of their research reveal that listening comprehension is significantly upgraded if teachers focus their attention on pre-listening activities. The author remarks that listening is the most important skill to develop basing this conclusion on the fact that the speaker will make decisions depending on what he is listening to, and these decisions will be directed to solve real-life problems; if the listener is not properly trained, the answer will be wrong. Therefore, the database constructed through and around listening will be determinant.

It is important to mention that in Ecuador, the number of English lessons per week in the curriculum is not enough and further studies should be developed by the authorities in the Ministry of Education to increase the hours for this subject in the curriculum because learning a language is not acquiring a regular academic knowledge, it is a demanding practice due to the neurological processes involved in order to get a language which is a life-long skill. Even it is suggested the implementation of CLIL to support the learning; it does not occur. It is impossible for the student to achieve proficiency in speaking with a chance of only 2 or 3 hours a week for the subject; and for the teacher, it is difficult to provide personalized feedback if he has to deal with 40 or more students per class.

Considering this context, we need to highlight what Karimi et al. (2019) suggest about creating the right schemata prior to the listening lesson because, since students are going to build a concept through their listening, they will start by consulting what they already know, then, take elements from what they are learning that specific moment. Finally, they associate all this information and together with what they are listening, create a new concept and the relations to the surrounding elements. In conclusion, Karimi et al. (2019) based their research on creating the right pre-listening activities in order to build a schemata that supports the new concept, of developing listening in children.

It is relevant to remark that for elementary children the big motivation they have for learning English is the degree of fun they get during a lesson and fun is based on understanding; then, the teacher has to be creative in order to guarantee that the words they learn, become knowledge and do the possible to integrate it in their long-term memory. In this respect, Aguirre (2022) thinks that the teacher must pay attention to how listeners respond to some stimulus that implies the use of their body, selection of realia, drawing, answering questions, imagining another ending, talking to their peers, use of mimic, and copying behaviours from what they listen. All these actions indicate that the right comprehension process is occurring.

Among the strategies used to gain listening ability, there are many with increased efficiency but we need to focus on the ones that have been used for rural areas

because these students have less chance to practice the language and also less chance of access to resources or an environment rich in English stimuli. To this respect, Ren (2020) states that teaching English in rural areas is always a teacher-centred model because students will be always expecting from what the teacher brings to the class, and also highlights that traditional English teaching is focussed on producing test-takers rather than competent English communicators.

Therefore, in any environment but mostly emphasized in rural contexts, it is important to help students develop their listening-speaking skills because traditional teaching is mostly about grammar and writing. Applying successful techniques to improve listening skills and speaking in students who will feel more motivated if, they discover that they can understand real spoken English, becomes the challenge. This is the reason to provide more opportunities that involve active practice for example organizing word spelling contests, story-telling time with pre-listening practices, mimicry to guess new words, playing easy-to-follow games during the break time, etc.

As the point is to provide fun opportunities to learn English, some more ideas would be to teach catchy English songs or label the classroom items with words in English and display permanent English word banners around the school; so that, the whole educational community can see the relevance of an English learning environment. Regarding the importance of environments, Monteiro et al. (2021) remark that creating supportive classroom surroundings that works as a resource to help build previous knowledge. This environment will influence students' perceptions and provide a more inclusive context where English teachers can enjoy building a model of constructive feedback that students will perceive as a healthy, constructive and consistent way of shaping themselves.

Another suggestion to feed the environment with English elements will be the use of sounds. Inside the English classroom, the teacher can take advantage of telling stories because traditionally in rural areas, children are habituated to listening to stories and myths from elderly people in the family and they participate paying a lot of attention. Therefore, if the teacher utilizes dramatism in telling stories, and uses

his body language to express emotions along the story, students will get engaged and will want to participate in the story even if they do not perform efficiently yet because it is a matter of participation and enjoyment.

Additionally, Nagarjuna (2021) affirms that one of the best ways to learn a second language is through the *Total Physical Response* method because the commands given; demand an answer that not require words. When the teacher says “close the window”, students can use their bodies to get close to the window and actually close it or simply mimic what corresponds to that action. This way, the language is integrated without the stress that demands the answer with words. In this case, the student creates a completely understandable answer, using their bodies and the commander realizes if the student understood or not the command.

In the TPR, the commander utters the word slowly and clearly, together with the mimic that belongs to that word. Students listen to each word carefully and repeatedly, understand through the mimic and then, create an answer for a specific command received by sound and movement. This method can be applied for all ages and levels because it focuses on meaning, not on Grammar. Students have to memorize sound and pronunciation through the movement and the sound. Progressively, they will be able to gain a large number of words, and with practice, they will have available the sound and mimic to the corresponding command. Slowly, when they are prepared, they will produce their utterances, and the language will be also born by speaking.

If we compare these experiences from outside authors with our Ecuadorian rural context, those characteristics are not far from the ones in our reality and it is very likely to work with what those researchers suggest because creating an appealing environment through the proper feedback in our classes will definitely produce acceptance and motivation in students. On the other hand, implementing TPR, stories, easy-to-follow games or projects, videos, and other methods or strategies to motivate students through quickly understanding instructions to help them to easily develop vocabulary is a practical way to close the gap and connect English to their daily life.

Listening sub-skills

When we first learn a language, we need to develop the four skills: listening, speaking, reading, and writing; and each pair of these skills correspond to an input or output skill. To develop speaking (output) we need first to develop listening (input) and to develop writing (output) we need to develop reading (input). The input process also comprises decoding and understanding of the sounds or symbols in the case of reading. These four processes are connected and the mastery of the four is what we finally call linguistic competence. To develop the listening skill, the listener requires high concentration and the will to develop acute listening in order to adapt to new sounds and become skilful when mastering.

According to Pearson Education published Global Scale of English Assessment Framework for Young Learners, considered up to 12 years old, there are three subskills into the listening skill, identified as listening for gist, listening for detail, listening for specific information. These subskills must be trained to ensure the quality of understanding that the student develops in order to achieve a fluent and accurate communication, because in order to make a correct answer to the receiver of our message, previously there should be a correctly understood message and here is why it is fundamental to establish a proper break down of the listening skill during the English practice. In this way, as teachers we can help strengthening the exact listening subskill which is weak or not at the same level of the others. Masalova (2019) points out that listening is the key to mastering a foreign language, and it is essential to pay sufficient attention to this skill, because the whole communication is based on it. The following chart, shows how Pearson Education has featured these subskills.

Table 1.

*Global Scale of English Assessment Framework for Young Learners***GSE 10-21/ <A1**

<p>LISTENING PURPOSE</p> <ul style="list-style-type: none"> • Listening for gist • Listening for detail • Listening for specific information 	<p>Understands the gist of classroom language, of short, simple conversations and of simple songs, when supported by pictures or physical movement. Recognises very familiar words within short sentences or phrases if spoken very slowly and clearly, with visual support. Understands specific information in classroom instructions (Read./Write./Listen./Sing.).</p>
<p>BACKGROUND KNOWLEDGE</p> <ul style="list-style-type: none"> • Topics and contexts • Text types • Predicting • Guessing meaning 	<p>Topics and contexts relate to the immediate classroom environment and to information of close personal relevance (e.g. names, ages, immediate family). Listening content may be classroom instructions, a very short, simple conversation or an exchange of personal details</p>
<p>LISTENING INTERACTION</p> <ul style="list-style-type: none"> • Responding and maintaining interaction • Turn taking • Appropriacy 	<p>Gives a physical response in an isolated exchange (e.g. nod or shake of the head) or gives a single word or short memorised phrase as a response to indicate understanding. May need a high level of support or scaffolding from the other speaker (e.g. repetition or re-phrasing, modifying speed, supplying missing language, giving non-verbal support). Understands very simple politeness phrases (e.g. Please./Thank you./Sorry.).</p>
<p>LANGUAGE RANGE</p> <ul style="list-style-type: none"> • Sound, stress and intonation • Grammar and vocabulary • Coherence and cohesion 	<p>Understands the letters of the alphabet by name and by their sounds. Hears word stress in a small number of familiar words, when modelled (e.g. the stress in their own name, the name of their country). Understands very simple affirmative structures and questions (e.g. My name's Mia./I'm seven./What colour is it?). Understands imperatives for basic actions (e.g. stand up, sit down). Understands simple contractions (e.g. I'm, What's). Understands, with visual support, a limited range of isolated vocabulary items (e.g. basic colours and numbers, classroom objects). Understands basic expressions used in social interaction (e.g. Hello./Goodbye./Please./Thank you.) when supported with gesture/facial expression. Understands very simple linking word for addition (e.g. and).</p>

Source: taken from Pearson Education (2021)

Listening for gist

This sub-skill popularly called “listening for global understanding”, which objective is to achieve understanding of the main ideas of the spoken language in order to make the listener concentrate on the general topic being discussed instead of listening to single words. This level of listening is simple for students who are beginning to acquire a language. A possible question that the teacher can ask is, “What is the main idea in the conversation?”, so that, the students understand that the main topic discussed in this conversation is “dinner”. According to Brown, cited in Paéz, (2021) about Listening for gist, he states that in daily life it is necessary to know details of an activity to answer questions such as an address, since it is not enough to only know the topic. Additionally, it is important to realize that listening for gist is an everyday exercise we are used to practice, catching the gist of all facts happening in our environments. In this sense, specifically into a lesson exercise, students acute their observation or hearing attention to catch “the gist” of the scene or dialogue presented, it results intuitive for everybody to catch that little detail that provides us with a whole context and feel integrated.

Listening for specific information

Mendoza (2019) states that listening comprehension of specific information demands proficiency to create an accurate answer when it comes to speaking and establishing communication or when students have to answer the listening-based questions of a test, and it is not a simple recognition of words but also understanding their meaning and be able to differentiate words or between sentences in order to choose a response accordingly or an answer if speaking. It certainly demands vocabulary and a proper grammar knowledge to have an accurate of the context where each word belongs to and therefore, to get the right semantics. Thus, to develop listening for specific information requires more exercise and grammar knowledge.

Listening for details

As teachers, it is important to apply a proper technique to develop listening for details which demands a whole comprehension of the context through a sharp concentration to learn and increase vocabulary; so that students will be able to identify the listening input completely and based on this understanding they will be finally able to build the correct answer.

To get to this point, the teacher will support students with attractive audio-visual material, according to their context and level; since, visual images will support the understanding of the details of the story in a specific context and students will be able to grasp easier the meaning of the new vocabulary and identify the words involved in the sentences and the intention involved in those words. Now, when it occurs that we do not master the language and listen to someone or an audio material, we need to grasp particular information or word around that main topic; that surrounding information is called listening for details, the ability to catch specific information or keywords from a spoken message to be able to make a decision or answer a question based in the context.

In the opinion of Namaziandost, Nasri and Akbari (2019), it is vital to expose students to listen and read authentic materials from several sources because it will help students to feel real-life language and be familiar with real contexts aiming to be able to express feelings and thoughts in real contexts, not the context they find inside a laboratory or prepared dialogues following a didactic vocabulary and accent. Thus, students who are able to grasp information in real contexts are also concentrating on finding answers in the details of the script they listen to and will spot important words to increase their vocabulary and get those answers.

1.3.Using tales and fables in the classroom

In the process of improving listening skills, the effect of using fairy tales, fables, fiction stories, etc., is to engage students emotionally in the new knowledge. The emotive scenes will allow them to connect the new words to their emotions and they

will learn new words in a meaningful way. According to Herrera (2019), after telling a story to a group, the individuals are ready to share ideas and express what they think or feel using the language they know at their level; and will want to participate in brainstorming, answering, or asking questions activities. Once students have the chance to decode the meaning of the story, the teacher can introduce new words or simple sentences and when they watch the story for the second time, they will hunt the new vocabulary, and bring it to life using mimicry.

The teacher has to be conscious of the learning, how it will evolve, not only the understanding of the story but also the level of listening and paying attention to details which are important to guide students through the story when told again. Generally, tales and fables share the same structure which is an introduction where generally the writer introduces the characters of the story, then, we have the main message of the story that tells us about the detail of the events, what happens with the characters and the main reason of their participation in the story. Finally, there is an end of the story which is a conclusion of the facts, and in the case of fables, we will have the moral which is the main teaching of the story.

Herrera (2019) sustains that training in listening for details subskill guides them into a frequent exercise of using their listening to grasp the most relevant information that brings the story. It is about creating a learning pattern of how to catch the most important details about any kind of story students need to know about, that way their brains train to get the gist of the story even if they do not know a lot of vocabulary used, they will concentrate on the most important events and after listening they will be able to provide answers to some questions about characters, main facts and conclusion of the story.

1.4.Total Physical Response Method

Listening is the basis on which we can build communication and it gains importance at the moment of training communicative competence because there will be no right answer from the listener if there is no full comprehension of the message. The method is called stress-free total physical response method and it was developed

by Professor James Asher. Asher (1996) states that the brain and the nervous system are designed to acquire language as part of our biological development, following a particular sequence which is first listening and then speaking; and a particular mode which is to synchronize the meaning with the body; therefore, the comprehension of that meaning is internalized by the individual.

Skelton (2003) has explored the principles of this method and finds out that the first principle is *comprehension precedes production*, which means that we are ready to comprehend a message even if we are not able to speak; the second principle is the *silent period*, where students use silence for listening and responding to the new language, in this period, students will work on the answer to the understood language in the way of full-body-actions, nods, gestures, pointing, and short “yes” or “no” answers, this is the perfect time for assessing comprehension without a verbal response from beginners.

Continuing with the principles of the method, Skelton (2003) explains that TPR takes advantage of a specific feature from the first language acquisition which is *to speak in the imperative mode*. Despite the space or number of students, this principle makes it possible to connect the meaning of the words with movements using their bodies (actual movement or mimicry). Pronouncing orders such as: raise your arms, read a book, touch the table, open your mouth, sit down, close your eyes, sit on the table, dance salsa, etc., at the moment that students use their bodies responding to the command, they internalize the language and provide the correct body responses.

The fourth period is the motor skills hypothesis where Skelton (2003) affirms that what we learn with the whole body and movement helps memory, and what we learn with our bodies will last longer. According to this hypothesis, the memory of each command is stored in muscle memory which is the way how language gets to produce a physical response; and their bodies become a resource to acquire language faster and retain the concepts in long-term memory. However, Richards and Rodgers (2001) sustain that beginners are not able to learn conversational dialogs until 120 hours into the imperative drills classes.

Denková (2018) explains the specific activities linked with each side of the brain through a summarized chart and sustains that TPR uses mainly the right side of the brain which helps to deeply understand the language and get long-term retention under zero stress, using a kind of language that can be understood without words with a gesture or a simple movement and this happens with one single exposure to the information, using the whole body instead of sounds, taking advantage of the universal body language; and this is the reason why it can integrate students with special needs who also read body language.

The intention of using their movement as a resource is not to involve the use of the left side of the brain until the new vocabulary is fully understood. The teacher can realize that this happens because it is possible to see students produce body answers when listening to the word or command mentioned. These answers are in the form of motor movements, completely nonverbal, produced as a reaction from the right side of the brain, telling us the understanding of the utterance. In this stage, the teacher has to pay attention to the students who are not able to create any movement or perform the wrong movement for proper feedback.

Table 2.

Activities engaging the right or left side of the brain

Left-brain input		Right-brain input	
advising	Analysing	acting	Moving
counselling	Critiquing	gesturing	Reaching
declaring	Discussing	illustrating	Storytelling
explaining	Judging	pointing	Drawing
rationalizing	Reasoning	shouting	Holding
Talking	Telling	singing	Playing
arguing	Lecturing	walking	Touching
debating	Evaluating	demonstrate	Showing
suggesting		whispering	Metaphor

Author: taken from Denková (2018)

As we can observe in this chart, the use of both sides of the brain implies different kinds of actions and there is an easy example to illustrate these actions, Denková (2018) says that the functions related to the left side of the brain are studying (which

demand multiple exposures to the information), the use of memory, short-term retention and also stress. This author mentions that a simple illustration that shows how both sides switch is learning a new game by *showing the rules while playing* (use of the right side of the brain) instead of explaining the rules (use of the left side of the brain). The use of movement will definitely increase the chances to learn without stress and also linking one specific movement to one specific piece of vocabulary will guarantee the use of long-term memory.

Despite sometimes applying this method builds moments when students probably might feel embarrassed to perform the actions with their bodies, Richards and Rodgers (2001) have tested the results expected after using the Total Physical Respond method and affirm that students will be able to learn from 12 to 36 new words for every hour of instruction. It depends on the level of language they are able to manage and the class size the teacher has because all students will be answering what they understood, using their whole bodies, and will not be forced to speak at all because they are still in the stage of internalizing the language.

These authors state that Grammar is not explicitly taught and students learn it by induction through a process called code breaking which progressively evolves as the student listens to the structure when the teacher pronounces the commands, it is learned in the process, as students listen the structure of the orders they hear and understand. To this respect, Cook (2009) adds that students are expected to subconsciously learn the Grammar involved as long as the input language becomes familiar to them through listening. This approach to listening is called codebreaking.

According to Brown (2000), Total Physical Response (TPR) is a method that has a structuralist, grammar-based view of language and the intention is to develop full comprehension of the message before producing, it demands the use of the right-brain to carry out a command; thus, a complete reduction of stress; which means that if the message is completely understood, there will be no doubt related to the answer from the listener, and the importance of developing a skillful listening in the students because it means the basis of their understanding.

In the opinion of Nuraeni (2019), young learners between 9 to 10 years old, are expected to behave differently from the rest of the learners; they are more interested in talking and having fun, get easily bored, and lose interest after about 10 minutes if the class is not enough enjoyable and appealing for them; therefore, it is very important to create activities to keep them connected and active in a good learning environment. The objective of the Total Physical Response method is to call students to pay attention to a specific order (e.g., dance and shake your hands) and respond with whole-body movements (e.g., shake hands while dancing).

More activities involved in this method could include storytelling, listening to songs, role-play, games like Simon Says, etc., in which there are specific commands that demand a physical answer from students. After any command activity and a lot of practice, some of the students will repeat the words but generally, most of them will only perform the body answer they already practiced to the utterance related because they do not feel ready to pronounce it, and it is fine, as long they produce the correct answer with their bodies. We need to remember that having fun provides students interest and reduces stress, and low stress guarantees better learning and more motivation to continue learning.

In the opinion of Bernal and García (2010), when the TPR is transforming into class plans it is important to take into account these main concepts: 1) understanding takes place in the learner's movements; 2) fully understanding is previous to speaking; 3) commands are a powerful tool because the teacher can drive learners' behaviour through them; 4) remember that students have the right to keep silent and important to internalize the new words. These authors add that it is relevant to know that there are some words that are not able on TPR like the abstract vocabulary; however, it is possible to perform some of the abstract words like sadness with the body that can be completely understood if we show them sadness using a video resource and call students to act sadness.

Lynn (2016) considers that students with learning disabilities will find TPR as a way to learn the language easier than many other methodologies because language is taught through repetition and actions that help them to memorize better the new

language and also under low-stress conditions. These features of the method guarantee inclusiveness because it demands no difficult aptitudes to learn it. Lynn (2016) also mentions that there is a highly significant difference between the results of a pre-test and post-test after using intensive 21 days of TPR instruction; demonstrating that TPR does help students to internalize language learning.

In TPR, there is a small chance to error correction and as in real life, parents start by giving commands and making sure children have a proper response to their orders, then, there is a “period of silence” previous to start correcting errors from the pronunciation when children start pronouncing their first words, and the more advanced kids get in learning, parents pay more attention to their mistakes, the same happens in classrooms between teacher and students. According to Asher (1977), the lesson plans for TPR must contain specific commands that the teacher will use and it is advisable to write out the exact utterances to use, especially the new ones because the action is so fast-moving that there is no time left to create them spontaneously.

As we can observe from these experiences, TPR can effectively increase complete language understanding and the teacher can assess immediately if the student does or does not comprehend the specific vocabulary words through the observation of the body movement answer because the actions connected to the command are simple and easy to follow by students. The activities involved are free to the imagination of the teacher and imply a diverse and wide number of vocabulary fields. Therefore, TPR becomes one of the best methods to apply when working with young children and get their full attention in order to have fun, enjoy and follow up the rhythm of the class.

It is possible to combine several kinds of materials during the class, for instance, toys, pictures, authentic material, cards, and audio material, which do not demand high expenses, even if there is no possibility for extra material, the class still can be done. As Richards and Rogers (2001) advice, probably when students’ progress in their performance during the lesson, the teacher may begin to design lessons that

imply the use of objects found in the classroom as word charts, or bring some from the outside, the goal is to provide significant experiences related to their senses.

TPR for increasing inclusiveness in the classroom

One of the challenges that teachers find in classrooms is the management of children with special needs or disabilities of any grade and kind, and this could be the case for any teacher, despite the circumstances, level, or place where is working, TPR adapts to that cases because it does not demand a spoken answer, it invites the student to respond with mimic and low the stress because it does not force the student to speak. In the case of special needs students, they have the emotional need to participate and feel included and we also need to include them in the process of learning which involves adjusting the lesson plans and also adjusting the resources to be able to create a welcoming learning environment for them.

This experience is a chance to grow for everyone because their peers also participate encouraging their special needs friends as members of their team and with the teacher's guidance, they will create a proper emotional and action environment that engages the special needs child to learn and feel as capable as the rest of children. At this point, it is important to remark that TPR does not make a difference in the resources we need to teach the whole class, including the children with disabilities; therefore, the child with special needs will not see a difference in the way he or she has to learn, it will definitely be a reason to live inclusiveness.

In the opinion of Sari, Gea, and Fajrina (2021), TPR is suitable for kinaesthetic and for small classes, and due to the physical activity students relate the English class to movement, and not with boring learning which lifts their relaxation, motivation and strong will of cooperation because it easily integrates vocabulary and concepts are easy to understand because they do not demand spoken answers and it reduces significantly stressing situations that could embarrass them or difficult previous knowledge, they will have just to follow the movements or answer with body language in the process of memorizing the words or phrases they listen to, transforming a popular stressful class in a completely enjoyable and fun time.

These authors also recommend that when working with students who have special needs, TPR helps to retain vocabulary although teachers will have to provide instructions in both languages, verbal and non-verbal, at the beginning of the lesson and be precise with the movements to clearly identify each of the commands; they also advise to be patient if the case requires and practice as many times as they need to until they get confident and slowly will improve their speed of comprehension. It is important for the rest of the students to feel their classmate's necessity of belonging and help him/her to overcome some difficulties they may have. It is also an opportunity to reflect on their sense of teamwork and the importance of empathy and values for the rest of the class.

Audio-visual tales and Total Physical Response Method for developing listening skill

As mentioned before, and to provide context on this topic, in a rural context, children are not always motivated to learn English because they do not have environmental stimuli that allow them to feel this academic necessity, leaving it out of their context. This reality, added to the fact that there is a shortage of English teachers in rural schools for long periods of time, makes English lessons a strange event to their eyes. Due to the low income of the rural families, it is difficult for them to provide audio-visual material at home, to help their children reinforce their English learning after school.

Therefore, the purpose of this action-research work is to use tales as an incentive resource directed to enhance listening skills. As suggested by theory, the TPR method will be integrated into the lessons in the proposal of the current research, since it allows the possibility to set the new vocabulary in long-term memory using mimic to strengthen the process. This combination of the TPR method and audio-visual resources like video tales, fit their context and both are according to their age, language level and rhythm will transform English lessons into fun and effective ways to learn.

TPR has become reliable for many teachers who have accomplished different objectives based on their students' needs regarding the improvement of any of the

four skills. For example, Bernal and Garcia (2016) support the idea of using this method because linguistic achievement is gained without effort or anxiety. For them, forcing learners to speak is not recommended at all because the time they are in silence is for decoding the target language cognitive map through understanding what they listen to. Each learner will take a particular amount of time to spontaneously start to produce utterances as they manage to comprehend phonology, morphology, syntax and semantics.

In fact, Bernal and Garcia (2016) accompanied TPR with the storytelling practice in order to have a better connection with the students' emotions and gain their affection for the language practice which is the purpose of TPR, which searches for the reduction of stress when learning; the student will not be immersed in a traditional learning while acquiring English using TPR. Students will take control of their own learning and for the teacher, it will innovate the form of communicating to students using not his words but training mimics and building a new way of teaching vocabulary.

Related studies

The use of tales, fables, and other stories in a children's EFL classroom, increases their motivation and according to Simon (2022), this practice has been long time in English learning environments because the use of authentic literature as a pedagogical resource, has evolved since unknown years when teaching languages emerged, travelled and developed in many territories and adapted to several contexts as it was necessary to teach languages. It comes in different formats, and it is always beneficial to incorporate value into the linguistic and cultural world of the students according to their age.

In the opinion of Simon (2022), English teachers should take into account the wide number of options available when it comes to reading material and suggest the use of tales to call the younger students' attention with a good treat of literature to stimulate their hunger for knowing the language with a bite of culture and also to

recall their previous knowledge which holds high probability related to the feeling that tales produced in their younger age as babies. It is appropriate to remind us that all countries have a wide repertoire of stories, legends, myths, and other literature pieces that English teachers can use in the classrooms to integrate our culture into the EFL classrooms.

Simon (2022) adds that tales are easy to guess for students, despite the difficulty of the language level they might contain, they always are predictable because the basic structure is organized in a particular way where the main character struggles for some reason, then overcomes the challenge and finally has to be sad or happy with the ending. Now, tales have been adapted in so many ways to any audience that they are largely accessible and known by most people around the world, demonstrating their ability to be cross-language and cross-cultural; therefore, their plasticity transforms them into one of the most versatile strategies an English teacher can use to persuade students to learn and have fun at the same time.

The findings of Cetin (2020) reveal that the visual elements help to develop listening faster than only audio stimuli because the visual and verbal inputs together, increase comprehension of the story and it becomes easier for the learner to get the gist and context of the new vocabulary, locating the words in the precise context because this is told to the learner through the eye. When we receive only the sound stimulus, the context where the story develops is left to our imagination and can help us to find words and learn new vocabulary, but when we have visual help that supports us with the non-verbal expressions that locate the new word accurately into that context, it improves significantly the way we learn vocabulary.

Cetin (2020) recommends that using digital short stories helps to provide quality to the content and it certainly will help more students who carry listening drawbacks because technological means will provide more stimuli and they find it more interesting and able to follow the story with a visual context that pulls their listening level. English teachers should train about how to use literature in the form of short tales to get the most out of their students in order to increase their listening skills also use these audio-visual materials to add the teaching of values and cultural

awareness together with their own participation because if we bring their context to the classroom it will increase participation evoking their previous knowledge, it will definitely provide a rich stimulating environment for children to learn the language and culture through sounds, pictures, images, new words, etc.

These studies strengthen the use of tales in the EFL classroom, encouraging English teachers to integrate tales into the pedagogical process with success. It also opens the door to leave traditional teaching and take other options in order to develop students' skills using the new range of materials that technology can provide through the different platforms or websites on the Internet. In the past years, bringing audio-visual stimuli to the class might have been difficult but now teachers have a wide variety of audio-visuals at low cost and ready to be adapted to our contents. The advantages can clearly upgrade the quality of our lessons and also increase the efficiency of the training that aims to enhance language skills in students of any location.

CHAPTER II. METHODOLOGY

2.1. Research design and research approach

This research work aims to solve the listening skill deficiency detected in 8th-grade students who belong to a rural high school and did not reach the scores expected for their listening level according to the CEFR established in the Ecuadorian National English Curriculum Guidelines. Because the problem of this research is about increasing listening in students, and also because of the number of students that in this case is very low, it is appropriate to apply a practical action-research method based on a descriptive qualitative approach that allows us in the process of the research, to build a valid pedagogical proposal that works efficiently to improve the existing deficiency in listening skills in an EFL classroom which does not support students' level.

2.2 Setting and participants

This research was carried out in the Unidad Educativa San Gerardo, located in San Gerardo parish which belongs to the Guano canton. The participants of this action research are 8. They are between 12 and 13 years old and belong to the 8th grade of the general basic education level. In this group 4 of them are female and 4 are male. They scarcely have had an English teacher in previous school years and it is difficult for them to accomplish the level of English expected according to the national curriculum and are far from reaching the A1.1 level suggested in the guidelines.

Data collection

Methods, techniques and instruments

This practical action research will be based on a descriptive qualitative approach which will be supported by observation throughout the design of the proposal. Each time that a lesson plan is designed and applied, it provides results that guide towards improving the next lesson plan. Detailed observation is fundamental to performing accurate modifications and efficiently upgrading the existing deficiency in listening

skills. The results obtained in the pre-test (Pearson's Pre A1 Test) will be the starting point to identify which of the subskills is the most deficient and where to focus the entire proposal.

After the application of the lesson plans are finished, a post-test is applied to know how effective was the proposal and how much helped to improve each listening subskill. For this purpose, the post-test was Pearson's Pre-A1 Test, which has a proven validity of two years from the date it is taken and about its reliability, Pearson's test is widely experienced, and proven reliable when checking across other tests and this makes these tests one of the best reliable at the moment of applying to kids.

Procedure

Based on the theory, communication is based on listening skills and it requires time and dedication to develop; considering the lack of previous teachers, the opportunities that these students had to be in contact with the language were almost nonexistent, and listening is probably the most affected because it demands a suitable environment and dedication to develop; therefore, it was chosen the Pearson's Education Limited Pre A1 Test as the collecting data instrument to know their listening proficiency, designed for students up to 12 years old in the Pre A1 Starters level, suitable for the research group.

The Pre-A1 Starters Listening Exam focuses on four parts that measure: listening for names and descriptions, listening for numbers and spelling, listening for specific information; and, listening for words, colors, and prepositions. This set of listening requirements is according to the demands of the National English Curriculum Guidelines for 8th-grade students. Once the researcher did the tabulation of the pre-test, the results clearly showed that the students had a serious drawback in their listening skills, which immediately led to the efforts to find some guidance from other researchers.

One of the approaches with successful results was found to be the Total Physical Response method which uses the whole body and mime to introduce vocabulary into long-term memory without stress in children of any age or level of English. It was decided to combine the initial idea of using stories with the TPR method, the lesson plans were carefully designed and some small details were corrected in the process. Finally, when the teacher detected that the children were ready to be evaluated, the post-test was applied to them and it was verified that the increase in their hearing ability had a considerable improvement. Finally, it is possible to conclude that the practical action research process gave rise to a proposal that was designed, tested and proved successful.

2.3. Characterization of the institution

The “Unidad Educativa San Gerardo” is a rural parish that belongs to Guano Canton in the Chimborazo province. It is located 2km from Riobamba’s downtown, the capital of the Province. The mission of this educational unit is to provide quality education based on significant, scientific, humanistic, and technological knowledge using a constructivist pedagogical approach, promoting children and young people from San Gerardo to achieve their personal growth and become protagonists of their improvement.

Regarding the social-economic conditions, the community where the institution is located has all utilities provided by the local parish's government; which include: electricity, drinking water, sewage system, urban transport, health medical center, info-center, and political tenure. Most of the women of its population are farmers and sell their products in the urban grocery markets; another group of women makes handicrafts from hemp or plastic fibers. Most of the men of these families work as builders. The average number of children in each family is 4, and families' average income is around 200USD.

The institution holds 267 students and 22 teachers. The government provides children with a 200ml milk box and a packet of digestive biscuits every day. Classrooms have between 8 and 18 students and the physical installments are in regular state of conservation. They have deficient didactic material and concerning

English subjects, the only material is the content book provided by the government, the rest has to be arranged or provided by the English teacher; besides, is not guaranteed a permanent English teacher in the rural areas, despite the rest of the teacher staff have a permanent contract in the institution.

The current research is carried out by a teacher who belongs to the staff and has been recently assigned to this institution in the current school year, she asked for authorization from the institution's principal who has been supportive during the whole process. The teacher selected specifically the 8th-grade class because they have been the most affected without a permanent English teacher since they started school and their proficiency levels in the language are too low for the expected in their school year.

2.4. Research proposal

Topic: Tales for developing the English language listening skills among eighth-graders

Name of the institution: Unidad Educativa San Gerardo.

Province: Chimborazo

City: Guano

Address: San Gerardo parish

Area: English as a foreign language

Proposal background

The proposal aims to increase the listening skills of students in the 8th grade who have not reached the A1.1 level required by the National English Curriculum Guidelines for their grade and age. Based on this deficiency, it was necessary to search for a strategy and a method that could enhance the listening skills of the students. These children must start to feel motivated in the English classes; thus, the use of audio-visual tales or fables as a strategy to encourage them to learn the foreign language sounds a lot more tempting and inviting for the children due to their age and context, combined with y a neuro-stimulating method such as Total

Physical Response that increases the chance of successful results in terms of learning faster the new vocabulary and be able to listen for details and information.

Introduction of the proposal

This proposal is based on the necessity of rural English teachers for increasing the effectiveness of their lessons in children who do not have the opportunity of a permanent English teacher because the government favours the urban schools removing teachers from the rural areas towards the urban when needed. I have done this research by applying the video tales as the strategy in combination with the Total Physical Response method (TPR) to get the most out of the children. These 10 lesson plans consider a class length of 40 minutes each but are flexible to work up to 60 minutes if that is the case.

The objective is to develop listening and it can be applied to a 6-year-old classroom or even younger children bringing the level of the language to the one that the teacher needs. However, in this research work, the lesson plans were applied to a group of 8 students from 12 to 13 years old, who belong to a rural school with a deficiency in language learning and have not developed their listening skills according to the levels of proficiency that the Ministry of Education demands from students of their age. Despite this circumstance, the results show a significant difference between the pre-test and the post-test, after applying these lesson plans.

TPR is proven to have significant results in children who have scarce access to the language, as in the case of rural schools, and works with special needs children, which is an enormous help for the teacher in any rural school worldwide. The teacher must rehearse body language skills to present a rich repertoire of mimics and drawings that also help to be understood by students because the method is based on mimicry. For the lessons, each item of the target language that compounds the lesson plan has a specific mimic component and will be performed at the same time that the sound of the word is produced until the children can perfectly identify and understand the meaning. This method guarantees effective vocabulary learning and fun during the whole class.

Concerning the strategy chosen, the length of each video tale is approximately two and a half minutes because short videos can be played and replayed to allow students the opportunity to listen and watch the whole story as many times as required until they have a complete understanding of how to use the target language in a particular lesson. The objective of using audio-visual tales together with the TPR method is that students can increase their perception during the class, and this experience will help them to remember easier the new words more because each word has a sound, a visual memory from the video and also the specific mimic related to it. The target vocabulary will be recognizable for the students with different senses because each child could connect each stimulus with the concept.

Each lesson plan has been carefully detailed to help the teacher to get the most out of the children. It is advisable to check the contents before each lesson to train the best mimic performance that can easily be read with sight and followed with the body by the children, as well as some drawings to complement the understanding of more complex concepts. The sequence in all plans is a warm-up activity, main activities, assessment, printed materials, time for each task, and resource specifications.

It is advised that the teacher downloads the video fables in the case of an impossible Internet signal in the classroom, to get a displaying device like a computer, a tablet or a mobile phone, a board or big paper where to draw and some realia if he thinks that it will be better, to provide an improved sensorial input experience for the students.

Objectives

General objective

To motivate teachers to use audio visual tales combined with the TPR method, especially in the rural classrooms.

Specific objectives

- To promote the use of the Total Physical Response method as a tool that stimulates the enthusiasm for English learning, keeping motivated students and teachers.
- To use audiovisual tales as a strategy to catch students' attention and connect them emotionally with English learning and the strengthening of values.
- To provide the teachers with a proven strategy and an effective method in order to reach significant results in English learning at any level.

The guidebook

These lesson plans are a guide to other teachers, with the purpose of encouraging them to incorporate this specific strategy and method proven to work and get significant results with students at any level of proficiency, even with special needs. The first part of the lesson is the warm-up, it will incorporate movement and simple orders like *Emilio, smile to me; María, laugh out loud; Pablo, knock on the door; Emilia, open the window*, etc., using the objects that they have in the class or actions they already know, helped by the teacher's mimicry to assure students understand the commands and get involved with the use of the language through listening as the main skill to apply at this stage of the class.

The sequence has to be fast and involves a lot of movement in order to synchronize their listening to be precise in the actions and prepare their bodies to be ready for more movement instructions. This process, as Denková (2018) reminds us, must occur without stress, keeping it natural, fast-moving, funny, or bizarre new commands and making sure that students understand the commands.

Before listening

The class always start with a warm-up because it is important to provide the students with a chance to enjoy and stop any worries from the previous class and refresh

their mind with a smile to be able to accept a piece of new knowledge. Therefore, after warming up the class, is time to apply the pre-listening activities which will introduce the list of new commands will be introduced by writing it on the board or handing it on paper to each student following the script of the tale to be seen: run from the wolf, blow and blow, knock the door, run to the house, chase the pig, shout!, etc.

This list will be pronounced and acted by the teacher and students will only observe and listen. Then, students will listen and do the actions a number of times to guarantee that the vocabulary engages with their body movements and help them to memorize fastest and easier. Finally, the students will repeat and act. It is important to remember that the teacher will not correct the wrong pronunciation because the students are trying to use utterances for the first time and the objective is to keep the class out of stress and remember that it is fine if the student decides to keep quiet.

During listening

After the pre-listening activity, the teacher plays the video and shows students the audio-visual tale or fable, stopping the video to emphasize the new vocabulary learned during the physical practice and to give students the chance to watch the actual motion related to the command on the screen. The teacher can take advantage of these pictures and make students repeat the words once again; also, the teacher can ask simple questions using the objects shown on the screen, for example: Where is the wolf? Where is the straw house? Where is the pig? Now, using realia Where is Emilio? Where is Maria? Where is the door? Etc.

The teacher has to remember that each time a new word is pronounced, students are paying full attention to the sound of that word or command; therefore, the teacher must master the pronunciation. Most of the time it is necessary to play the video for a second time, now students will have to apply their listening skills learned the previous time they watched the video and be aware of details.

After listening

The teacher can assess the success of the previous exercise by asking the children to act on the action they listen to during the video playing. Another way to check understanding is to hand each student a different picture of the command and at listening; the student that holds the right picture can stand up or lift the hand with the right picture. If this activity demonstrates that they are ready for extracting the specific information, the teacher can move on to the next stage of the process which will involve letting students get the feeling they can manage the new vocabulary.

Students can volunteer and try to command the class or the teacher to act the new commands (with the help of the teacher in pronunciation) and have fun with it: Maria, open the door; Emilio, run to the house; Pablo, chase María!, María, run from Pablo!, etc., the point is to create a completely relaxed environment where students can have fun and memorize the words of the target language to enjoy. Soon the kids will be using the new words in other scenarios outside of the classroom and will be expecting the new lesson to learn more words and the English class will be reminded of the time to play and have fun. In this stage, the teacher must remind aware of the students that decide not to speak but only act, we need to remember that if they act the right answer is because they are processing the sounds to be able to speak later and consequently, we must not force this process.

WORKSHOP 1.

TOPIC: The donkey and the salt. Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To develop understanding of sentences and context through explaining key words, and increasing difficulty during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher asks students to do the commands she asks them to do, for instance: stand up, sit down, run to your house, drink your coffee, open the door, close the window, jump, lift your right hand, etc. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable "The donkey and the salt". - The teacher will stick on the board a picture of the characters of the story and say their names as she sticks their images (the donkey, the owner). - The teacher will show students what is salt and cotton, showing them a bit of salt and a cotton pad or ball and letting them to touch them as they listen to the words "salt", "cotton". - The teacher will use the salt and cotton to explain the difference between heavy and light. - Then, the teacher will write the sentences on the board and sticks a meaningful picture next to the sentence, also she can use mimic to explain the meaning as she repeats the sentence. - The sentences to be used are: <ol style="list-style-type: none"> 1) carried bags on his back 2) fell into the river 3) help me! 4) donkey was delighted 5) donkey passed the river <p>While video-listening: (35 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The donkey and the salt" video. - The teacher asks students "What happened in this story?" and let students to tell the story as they can do it because their level of English is not enough to tell the story in full English, but they will except the words: salt, cotton, heavy and light, that just learnt. - The teacher will pass the students a small picture of each sentence. - The teacher asks students to repeat the sentences written on the board and lift the picture that corresponds to each sentence (repeat as many times as necessary). - The teacher plays "The donkey and the salt" video for a second time, but previously will ask students to lift the picture when they hear the correspondent sentence. <p>After video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher acts each of the sentences with students repeating the mimic. - The teacher repeats the sentences and let students act them by themselves. - The teacher jumbles the sentences and the students act them by themselves.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard - "The donkey and the salt" video fable. - Teacher mimic - Paper pictures of characters, and pictures of the sentences. - Elements from realia: a bit of salt and a cotton pad or ball.
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will ask students to place the pictures in the correct order as they listen to the video fable one last time.

WORKSHOP 2.

TOPIC: "The boy who cried wolf". Audiovisual tale using TPR method.										
OBJECTIVES										
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To make students understand and be able to act out the story. 										
8th GRADE PARTICIPANTS										
8 th grade students (12-13 years old) of a rural school in Ecuador										
ACTIVITIES:										
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher asks students to say some commands for her to do. She will explain the game, and give a couple of minutes to talk about the commands they will tell (if possible not to repeat the command) and then start asking one by one. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable "The boy who cried wolf". - The teacher will show the students several pictures of a shepherd in different places and ask the students to tell in Spanish, what is the occupation of the people in the picture, retrieving previous knowledge from the students. - The teacher will write: "SHEPHERD" in the board and will present the title of the story to the students "The boy who cried wolf". - In the same way, when the students mention the word "sheep" in Spanish, she will write in the board the word "SHEEP" and ask students to do the sound of a sheep (Baa, baa). - Then, the teacher will ask the students what does a shepherd do? - When the students mention the "WOLF", the teacher will ask students to howl like a wolf. - Then, the teacher will write the sentences on the board. - The sentences to be written and mimic are: <table border="0" style="width: 100%;"> <tr> <td>1) I'm bored</td> <td>6) You evil boy!</td> </tr> <tr> <td>2) Came up with an idea</td> <td>7) Help! Please, someone help!</td> </tr> <tr> <td>3) Wolf! Wolf! There's a wolf!</td> <td>8) The village people didn't move</td> </tr> <tr> <td>4) Where is the wolf?</td> <td>9) My sheep... my poor sheep!</td> </tr> <tr> <td>5) I tricked you all! Ha!</td> <td></td> </tr> </table> - As the teacher writes the sentences, will also mimic each one of them emphasizing the sound of each sentence and slowly doing the correspondent mimic for students to watch it carefully. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The boy who cried wolf" video. - The teacher asks students to repeat the mimic of each sentence together and creates a sequence of the story using the mimic: I'm bored, I came up with an idea, Wolf! Wolf! There's a wolf!, I tricked you all! Ha ha ha!, You evil boy!, Help! Please, someone help!, The village people didn't move, My sheep... my poor sheep! - The students and the teacher repeat the sequence pronouncing the sentences and doing the mimic for a few times, with the purpose of making them realize they can reproduce the whole story with few sentences. - The students watch the video again. <p>After video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher asks the students to reproduce the mimic again following the sentences written in the board but without the guidance of the mimic. 	1) I'm bored	6) You evil boy!	2) Came up with an idea	7) Help! Please, someone help!	3) Wolf! Wolf! There's a wolf!	8) The village people didn't move	4) Where is the wolf?	9) My sheep... my poor sheep!	5) I tricked you all! Ha!	
1) I'm bored	6) You evil boy!									
2) Came up with an idea	7) Help! Please, someone help!									
3) Wolf! Wolf! There's a wolf!	8) The village people didn't move									
4) Where is the wolf?	9) My sheep... my poor sheep!									
5) I tricked you all! Ha!										
RESOURCES / DIDACTIC MATERIAL										
<ul style="list-style-type: none"> - Whiteboard - "The boy who cried wolf" video fable. - Teacher mimic - Students mimic - Paper pictures of characters, and pictures of the sentences. 										
EVALUATION (5 minutes)										
<ul style="list-style-type: none"> - The teacher will hand students a set of the pictures and watching the video for a second time, the students will have to order the events using the pictures. 										

WORKSHOP 3.

TOPIC: "The goose that laid golden eggs". Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To make students understand specific information.
8th GRADE PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will ask students to perform a number of verbs: sleep, jump, open, close, read, write, run, eat, drink, walk, drive, clean, etc. <p>Main activities:</p> <p>Pre video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable "The goose that laid golden eggs". - The teacher will show students a golden egg and the characters in the fable: the hen and the farmer. - The teacher will ask students what they know about the "hen of the golden eggs" fable. - Students will answer with mimic in the case they do not know how to tell the story in English. - As the students answer the teacher's question, the teacher will write on the board, the sequence of the facts they tell. - After completing the story on the board, the teacher will announce the video and to find the main difference between the English and the Spanish version of the fable. - The second challenge is to find "how to say in English: granjero, huevo, de oro/oro, barriga, rico. - The teacher will explain students that the video will be repeated 3-4 times to give them time to find the words. <p>While video-listening: (20 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The goose that laid golden eggs". - The first challenge, the students will find for themselves. The main difference they will find is that in the English version, instead of a hen, it is a goose the main character of the story. - The second challenge, the teacher will help to identify the words when they hear the story for the first time (Farmer, egg, golden/gold, belly, rich/richer). - The teacher will play the video for a second time and will stop each time one of the words is mentioned in the video, asking them to mimic, raise a hand or pronounce that word. - The teacher will play the video 2 or 3 times more, until they get to recognize all the words all the times they appear in the video. <p>After video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher pronounces any of the words trained and children will do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - A golden egg - Whiteboard/board - "The goose that laid golden eggs" video fable. - Teacher's mimic - Students' mimic - Paper pictures of characters.
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will play the video a last time and asks the students to raise their hand and do the mimic related to one or two of the words of the challenge.

WORKSHOP 4.

TOPIC: "The frog and the cow". Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To make students understand specific information.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will ask students to imitate animal sounds: a hen, a dog, a donkey, a cat, a bird, a frog, etc. <p>Main activities:</p> <p>Pre video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present the characters of the fable. - The teacher will ask students to imitate a frog and a cow. - The teacher will remind students the meaning of big and small writing the words in the board and also doing the mimic. - The teacher will ask the students to do the mimic of big and small, making sure they know very well these two meanings. <p>While video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The frog and the cow". - The teacher will write on the board a list of sentences: 1) puff up his cheeks, 2) as big as a cow, 3) shaking their heads, 4) deeper breath, 5) puff up the whole body, 6) smaller than a cow, 7) his belly popped. - The teacher will mimic the sentences pronouncing them slowly and repeating twice. - The teacher will play again "The frog and the cow" for students to identify the sound of the sentences written on the board. <p>After video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will perform again the sentences pronouncing them slowly and asking the students to follow the performing and pronunciation. - The teacher asks students customizing the balloons into a frog shape. - The teacher will ask students to form groups of 4: 3 of them will role-play as a family and one of them as the frog. - The teacher announces the game and prepares a chart on the board to write the points they add to their team. - Each time the student blows air into the balloon, the family will say: take a deeper breath. - The teacher explains that each couple of times that the student blows air into the balloon stops and asks the family: Do I look big as a cow? The family will answer "No", the frog answers: Do I look smaller than a cow? The family will cheer up the frog to continue growing. - The group that explode the balloon first will win and gain a point. Then, they will change places and continue playing until the four of them have played as a frog. - The team that wins it the one which has the highest number of points.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - 8 balloons - Whiteboard/board - "The frog and the cow" video fable. - The list of sentences - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand the students an assessment sheet with a matching exercise after they listen what the teacher explains. For the assessment sheet, the teacher will tell students to match the frog with the goose, the cow with the donkey and the frog's family with the sheep.

WORKSHOP 5.

TOPIC: “The thirsty crow”. Audiovisual tale using TPR method.
OBJECTIVES:
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To make students understand specific information.
PARTICIPANTS:
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (10 minutes)</p> <ul style="list-style-type: none"> - Teacher will hand students a printed version of the song: If you’re happy (Super Simple Songs), available on: https://www.youtube.com/watch?v=l4WNrvVjiTw - Teacher will ask students to listen to the song and follow the lyrics with the finger. - For a second time, the teacher will play the song and ask students to listen and follow the mimic, try to sing the song. <p>Main activities:</p> <p>Pre video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable “The thirsty crow”. - The teacher will ask students to sit next to a friend and make 4 groups of 2. - The teacher will hand students a half-full cup of water and a bunch of pebbles. - The teacher will ask students to slowly fill the cup with the pebbles and watch what happens with the water. - The teacher will show students the characters of the fable: the crow, the bottle and the pebbles. The crow will be in a printed small paper card, and for the bottle and stones, the teacher will use realia. - The teacher will make sure that students learn these new words: pebbles, water, crow. - The teacher will hand students small flash cards with some scenes of the fable. - The teacher will write in the board some sentences related to the flash cards. - The teacher will pronounce the sentences and lift the card that belongs to the sentence. <p>While video-listening: (20 minutes)</p> <ul style="list-style-type: none"> - The teacher plays the video “The thirsty crow” for a first time. - The teacher will stop the video, lift the flash card and mimic the sentence when it is mentioned during the video. - The teacher plays the video “The thirsty crow” for a second time. - The teacher will ask students to stop the video and mimic the sentences (together) when they listen to that specific sentence during the video. - The teacher plays the video “The thirsty crow” for a third time. - The teacher will stop the video and ask students to mimic the sentences (alone). <p>After video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will pronounce any of the sentences learned and ask students to do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Song “If you’re happy” from Super Simple Songs on: https://www.youtube.com/watch?v=l4WNrvVjiTw - 4 plastic cups - Small pebbles - Water - Flash cards with the main character and objects of the fable - Flash cards with pictures and sentences from the fable - Teacher’s mimic - Students’ mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand students an assessment sheet for the students to complete. The sentence for the first task is: “THE CROW IS THIRSTY” The sentence for the second task is: “DRAW PEBBLES INSIDE THE BOTTLE”

WORKSHOP 6.

TOPIC: "The oak and the reed". Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To emphasize on learning and comprehension of new vocabulary.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will play fetching for things: a red colour pencil, a pebble, an eraser, a white sock, a shoe, etc. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will introduce new words as nouns, adjectives and verbs that are part of the story: oak, reed, trunk, branches, leaves, stalk, breeze, move to and fro, storm, thunder, lightning, huge, wind, in half, to bend. - The teacher will show the pictures (flash cards) with the images of the main characters: the oak and the reed. - The teacher will show students photos with oak trees and reed for them to identify with photos instead of drawings. - Then, the teacher will write all the new words on the board. - Then the teacher will show some pictures (flash cards) to explain the following words: trunk, branches, leaves, stalk, breeze, storm, lightning, thunder, wind; and mimicry to explain: move to and fro, huge, in half, to bend. - For the verbs and idioms, the teacher can use mimic to explain the meaning. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The oak and the reed" for a first time asking students to concentrate and try to identify the words they just learnt. - The teacher will play "The oak and the reed" for a second time and will ask students to help designing a mimic to represent each word they learnt and do the mimic with the students. - The teacher will play the video for a third time and ask students to do the mimic by themselves when they hear the words.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - "The oak and the reed" video fable - The oak and the reed script for the teacher - A list of new words written on the board - A set of pictures with the new vocabulary for each student - One set of the characters of the fable (for the teacher to show students) - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand the students an assessment sheet with a list of words and they will have to draw the concept that the words represent. <p>The words to be drawn are: reed, oak tree, to bend, to and fro.</p>

WORKSHOP 7.

TOPIC: "The Sly Fox". Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To emphasize on learning and comprehension of new vocabulary.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will tell a tongue twister to the class and they will try to repeat it: - I saw a kitten eating chicken in the kitchen. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - Note: <i>the teacher has to watch the video and pay attention to the fact that the fox does not split the meat in half the first time she tears apart both pieces of meat.</i> - Review the meaning of: "in half", "big", "large", "larger", "small", "smaller". The teacher will use realia elements like a piece of paper or a roll of bread to explain the meaning "in half". - The teacher will introduce the characters of the fable. - Using own mimic and children's mimic as an example, the teacher will introduce new vocabulary, writing it on the board and repeating each set of vocabulary for three times: (children will participate in the sentences: "stop fighting guys"). 1. "large" and then: "large piece of meat" 2. "fighting" and then: "stop fighting guys" 3. "split" and then: "split the meat in half" 4. "teeth" and then: "sharp teeth" 5. "bite" and then: "take a bite" 6. "make" and then: "make them equal" 7. "feed" and then: "feed the fox" <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The sly fox" for a first time asking students to concentrate and identify the image connected to the sentences they just learnt. - The teacher will play again "The sly fox" fable for a second time and students will do the mimic when listening to the sentences learnt together with the teacher. - The teacher will play "The sly fox" for a second time and will ask students to help identifying the sentence, asking to stop the video and all will mimic to represent the sentence.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - "The sly fox" video fable - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new sentences for each student, so they can identify the sentence while the video is playing. - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand students a printed matching exercise. One picture with a correspondent sentence. The children will have to circle the ones which are correct with green and the incorrect with red.

WORKSHOP 8.

TOPIC: “The country mouse and the city mouse”. Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To learn new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the title of the song: I have a pet; the repeated sentences and the names of the animals of the song. I have a pet, he/she is a... , and he/she says.... , dog, cat, mouse, bird, fish, lion. - The teacher will play the song and ask the children to sing together. - The teacher will play a second time the song for the children to practice pronunciation. <p>Main activities:</p> <p>Pre video-listening: (25 minutes)</p> <ul style="list-style-type: none"> - Review the meaning of: country, city, house, eat, go, table, hungry, people. - After the teacher makes sure students know these words, add a mimic for each one of them and ask students to follow her repeating and doing the mimic at the same time for each word. - The teacher will introduce the characters and the title of the fable. - The teacher will write in the board two columns of words: 1) food, meal, desserts, dinner, 2) come in, under the table, hide, hurry. - The teacher will hand the children a set of eight words in paper flash cards, two sets of four words to place them apart from each other on the students’ desks. - From the eight words, the teacher will take the first four pictures and show children the mimicry for each one of these words, repeating the mimic twice. - The teacher will ask the children to follow her with the mimic for each word and repeat it twice. - The teacher will present the next set of four pictures and do the mimic for this set of words, twice. - The teacher will ask children to follow her with the mimic for each word and repeat it twice. <p>While video-listening: (20 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: “<i>The country mouse and the city mouse</i>” and stop the video to repeat the word as it appears on the video and make children to lift the correspondent card (which does not coincide with the picture of the fable, but it represents the concept) and the teacher will perform the mimic to that word. - The teacher will play the video for a second time and ask the children to lift the picture as they hear the word during the video. - The teacher will play the video for the first time and ask students to stop the video and do the specific mimic for the word they hear.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable <ul style="list-style-type: none"> - Song “I have a pet” retrieved from the official site Super Simple Songs in YouTube: https://www.youtube.com/watch?v=pWepfJ-8XU0 - “The country mouse and the city mouse” video fable from Pink Fong available at: https://www.youtube.com/watch?v=yNSf1Spld5w - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new sentences for each student, so they can identify the sentence while the video is playing. - Teacher’s mimic - Students’ mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will shuffle the 8 words and ask the children to mimic the words according to what the teacher shows them.

WORKSHOP 9.

TOPIC: “The fox and the stork”. Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To learn and identify new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present a tongue twister for the kids to practice. She will write on the board and chant the tongue twister together until it gets faster and faster: <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the following words: invite, recipe, plate, jar, lap, taste, beak, snout. (In order) - The teacher will pronounce the words and make a distinctive mimic for each one of them (in order). - The teacher repeats the mimic and pronunciation for each word (in order). - The teacher will ask the children to follow the mimic each time she pronounces the written words in order. - The teacher makes sure students know these words, and will repeat the sound and the mimic once more with the students following the mimic. - The teacher will ask students to do the mimic for each word (in order) written in the board. - Next, the teacher will hand the children a set of paper flash cards with the words on them. - The teacher will introduce the characters and the title of the fable using a paper flash card and pointing to each one of them. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: “<i>The fox and the stork</i>” and stop the video to repeat the word as it appears on the video and ask children to lift the correspondent card and the teacher will perform the mimic to that word. - The teacher will play the video for a second time and ask the children to stop the video when they hear a word from the list, lift the picture and the teacher will perform the mimic for that word. - The teacher will play the video and stop it whenever a word of the list appears and ask children to do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - Tongue twister: “Kattie caught the kitten in the kitchen” - “The fox and the stork” video fable from Pink Fong available at: https://www.youtube.com/watch?v=_UMo2NDflw - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new words for each student, so they can identify the word while the video is playing. - Teacher’s mimic - Students’ mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will pronounce any of the words in the list and the students will mimic that word until all the eight words have been pronounced.

WORKSHOP 10.

TOPIC: "The wolf and the pipe". Audiovisual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To learn and identify new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will ask the students to play "Simon says" game using some of the words the kids already know and doing the mimic at the same time: paint, look, sit, sleep, play on the tablet, bike, nine, five, chicken, dog, cat, monkey, fish, milk, pen, radio, robot, boat, hat, bag, ball, wardrobe, nice. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the following words in three different columns: 1) kid, pipe, bum, 2) hungry, tasty, lost, shocked, 3) dance, bark, hear, run. - The teacher will pronounce the words very clear and perform a very different mimic for each one of them. - The teacher will pronounce again, slowly the words from the three columns in order, - The teacher will ask the children to follow the mimic each time she pronounces the written words in order. If it is necessary, the teacher will repeat until the students are completely sure of the relationship between the sound and the mimic. - The teacher will ask students to do the mimic for each word pointing the words in order as she did it before. - The teacher will introduce the characters and the title of the fable using a paper flash card and pointing to each one of them. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: "The wolf and the pipe" and stop the video to repeat the word as it appears on the video, she will ask students to perform the mimic of the word they just heard. - The teacher will play the video for a second time and will ask children to clap each time they hear one of the words from the list. - The teacher will play the video for a third time and the students will ask to stop the video and mimic the word from the list that they hear.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - "The wolf and the pipe" video fable from Pink Fong available at: https://www.youtube.com/watch?v=eimJxSjLkY - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher and for each student) - Teacher's mimic - Students' mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will ask a student to pronounce any of the words in the list and the rest of students will perform the mimic, until all words of the list have been performed.

CHAPTER III. ANALYSIS OF THE RESULTS

3.1. Analysis of Listening Pre-test and post-test Pearson Pre A1 starters

The Global Scale of English 10-21 is equivalent to the pre-A1 level on the CEFR. At this level learners are developing awareness of the sound system of English as distinct from the sound system of their first language; of sound-symbol relationships in English; of the alphabet and print conventions in English (e.g., capitalisation and basic punctuation) and spelling of simple words. They need extensive support in the form of simplified input, slow clearly articulated speech, repetition, and help with meaning, e.g., pictures, objects, gestures or translation. At this level, learners can understand very short simple utterances related to immediate needs, basic personal details or topics of immediate personal relevance, when spoken slowly and clearly. Can communicate using a basic range of memorised words and short phrases as well as gestures and actions. Can use basic social formulae e.g., greetings, thanks and apologies. Can copy familiar words and short phrases (Pearson Education, 2022, p. 9).

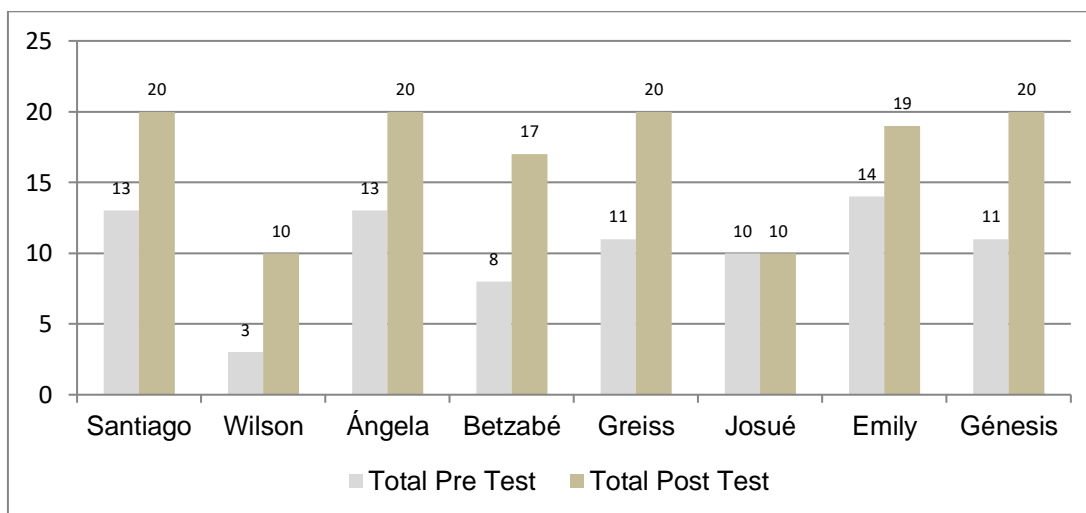
At first, the listening test was selected taking into account the students' abilities and needs. For this reason, the Pearson pre-A1 listening test was applied to eight students who tested listening skills in four parts and each one of these parts, contains five questions. The questions are focus on assessing the three listening sub-skills, such as: listening for gist, listening for detail, and listening for specific information. The students' scores were divided into 4 scales from 0 to 5 for each element of the test, obtaining a final score of 20 points from the four parts, 1 point for each of the questions. The results obtained after applying the pre-test show that students were listening deficient.

The following graphics show the results obtained in the pre-test and post-test applied to the experimental group. The graphics show the individual scores for each question in both tests; therefore, it is possible to watch the effect of using video tales supported by the TPR method to train their listening skill after the set of 10 lesson

plans were applied. The analysis will be based on a general description of the pre-test and post-test to present a general idea of the before and after contexts, using the arithmetic mean to compare both results.

Graphic N°1.

Scores per student, Pearson's Pre A1 Test.



Author: Zandra Elizabeth Cazco Carrasco

Source: Pearson's Pre A1 Test, 2018; applied to 8th graders of U.E. San Gerardo, San Gerardo, Riobamba, 2023.

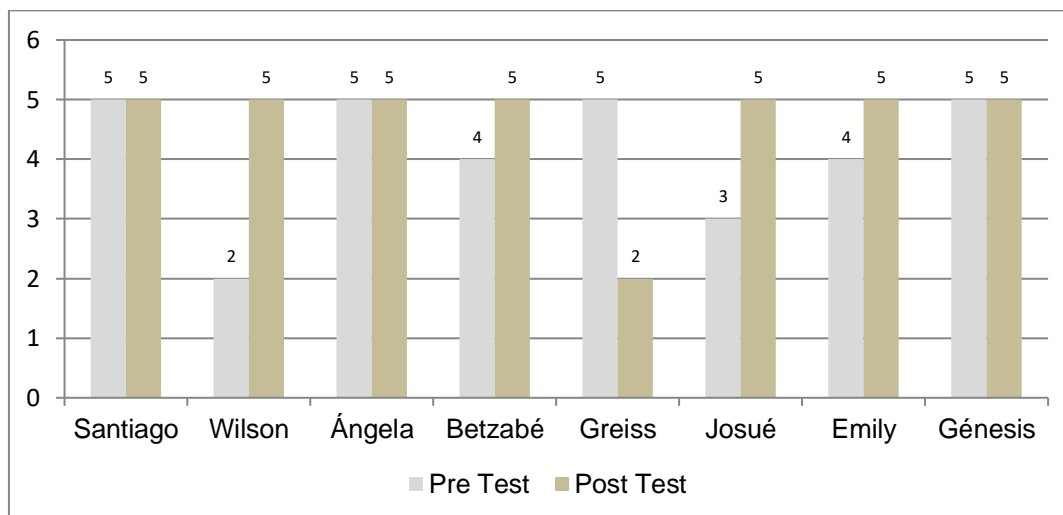
Results: These results summarize the scores that each student obtained in the pre-test and the post-test taken after the process of listening skill development using video tales and total physical response as a supporting method. The arithmetic mean in the two tests went from 10.4 to 17 over 20 possible points, which represents a global increase of 33% in their listening skill. The Listening Pearson's test takes into account these subskills: *listening for names and descriptions; listening for numbers and spelling; listening for specific information; listening for words, colours, and prepositions*. All these items focus on listening for details and specific information. The pre-test indicated that students had difficulty in listening for identifying details and specific information subskill; therefore, the proposal was designed accordingly.

3.2. Analysis of progress of the pre and post test

Graphic N°2.

Listen and draw lines

Scores per student for Part 1 of the Pre-test and Post-test applied.



Author: Zandra Elizabeth Cazco Carrasco

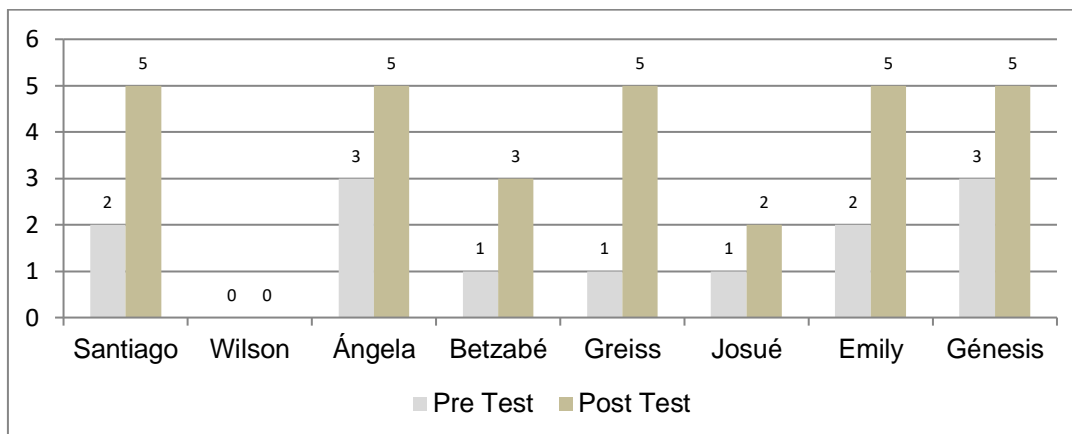
Source: Pearson's Pre-A1 Test, Part 1, 2018; applied to 8th graders in U.E. San Gerardo, San Gerardo, Riobamba, 2023.

Results: The focus of this question is *listening for names and descriptions* subskill and the Pearson's guide of this test states that the task of the child is to draw lines and match names with the correct person in the picture. In the pre-test, the resultant arithmetic mean, for the scores reached is 4.1, which indicates that students were 82% accurate in the answers, and after applying the training, in the post-test the children reached an arithmetic mean of 4.6, increasing their accuracy to listen for names and description to 92%. It means that the training proposed enhanced their ability to listen for names and descriptions by 10%, which is an advance.

Graphic N°3.

Listen and write a name or a number

Scores per student for Part 2 of the Pre-test and Post-test applied.



Author: Zandra Elizabeth Cazco Carrasco

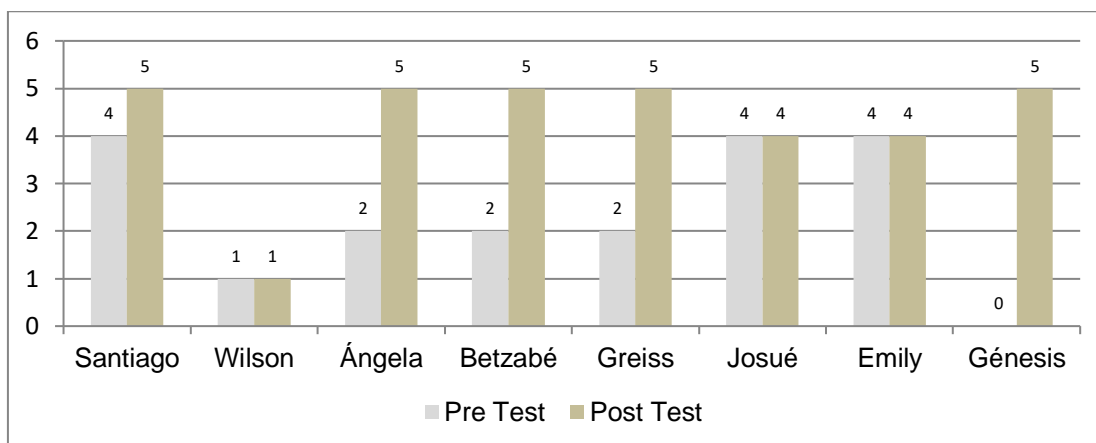
Source: Pearson's Pre-A1 Test, Part 2, 2018; applied to 8th graders in U.E. San Gerardo, San Gerardo, Riobamba, 2023.

Results: The name of this question in the test is "listening for numbers and spelling". According to Pearson's guide for this test, to answer this question, the child has to write numbers and names. The arithmetic mean reached by children in their ability to listen for numbers and spelling in the pre-test is 1.6 which represents an accuracy of 32%. After applying the training to improve their listening skills, the arithmetic mean in the post-test reached 3.7, which represents 74% of accuracy on this subskill. The increase in their ability to listen for numbers and spelling was a significant 42%.

Graphic N°4.

Listen and tick the box

Scores per student for Part 3 of the Pre-test and Post-test applied.



Author: Zandra Elizabeth Cazco Carrasco

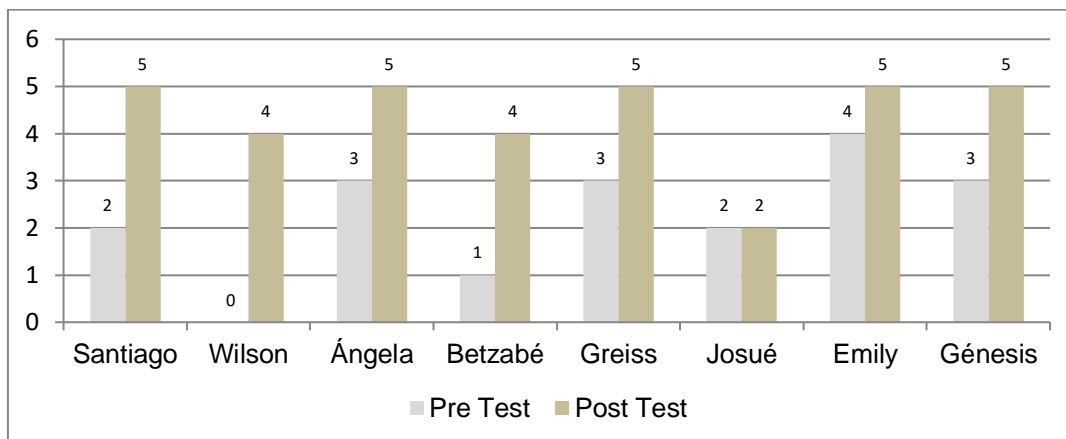
Source: Pearson's Pre-A1 Test 1, Part 3, 2018; applied to 8th graders in U.E. San Gerardo, San Gerardo, Riobamba, 2023.

Results: This question was designed to measure the *listening for specific information subskill*. According to Pearson's guide for the Pre-A1 Test, the child has to tick the correct box under the picture. The arithmetic mean in the pre-test reached 2.4, which is one of the lowest scores obtained in the pre-test. After the training was applied, the arithmetic mean increased to 4.3. The difference between these two figures grows from 48% to 86%, which means that the training helped the children increase significantly their ability to listen for specific information in 38%.

Graphic N°5.

Listen and colour

Scores per student for Part 4 of the Pre-test and Post-test applied.



Author: Zandra Elizabeth Cazco Carrasco

Source: Pearson's Pre-A1 Test, Part 4, 2018; applied to 8th graders in U.E. San Gerardo, San Gerardo, Riobamba, 2023.

Results: This question focuses on the ability to listen for words, colours and prepositions skill. In Pearson's guide it is explained that to answer this question, the child has to locate objects in a picture, colour correctly and writes a word. The initial arithmetic mean of part 4 of the pre-test is 2.3. After the training for improving the listening skills, the arithmetic mean reaches 4.4 in the post-test. The previous accuracy on *listening for words, colours and prepositions* was 46%; after the process, the post-test shows 88%, which means that the training helped them to listen for words, colours and prepositions 42% more accurately.

3.3. Hypothesis testing

Considering that the research started from the application of a pretest followed by a pedagogical intervention based on the use of tales as strategy to finally apply a posttest; It was decided to carry out the statistical process of hypothesis testing using the IBM SPSS Statistics 25 software to determine if the implementation of the use of tales improves the listening skills in eighth-grade students. In this sense, the research hypothesis was H_i : The implementation of the use of tales improves listening skills in eighth-grade students.

To test this hypothesis, were considered the results obtained by the students in the pretest and the posttest, with a total of 8 results in each data group the purpose of which is to compare the results between these two related groups. Therefore, in the first place, the normality of the data was tested at a confidence level of 95% with a significance $\alpha=0.05$ using the Shapiro-Wilk test used when the data set is less than 50; considering the following rule: the data comes from a normal distribution if the p-value is greater than α , otherwise the data does not come from a normal distribution. The results obtained are presented below:

Table 3.

Normality tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	gl	p-value	Statistics	gl	p-value
Pre-test	,208	8	,200*	,874	8	,164
Post-test	,299	8	,034	,695	8	,002

Author: Cazco, Z. (2023)

Given that the p-value in the pretest is 0.164 and greater than $\alpha=0.05$, it is determined that these data come from a normal distribution, but since in the post-test the p-value is 0.002 and less than $\alpha=0.05$, it is concluded that these data do not come from a normal distribution.

Finally, given that one of the data groups does not come from a normal distribution, in the case of the post-test, it was decided to apply the non-parametric comparison test of related groups *W* of Wilcoxon at a significance of $\alpha=0.05$ considering the following rule: If the p-value is greater than α , the null hypothesis is not rejected, but if the p-value is less than α , the null hypothesis is rejected and the alternative is accepted. The null hypothesis H_0 and alternative H_1 were the following:

- H_0 : There are no significant differences between the pretest and posttest after the implementation of the use of tales in eighth-grade students.
- H_1 : There are significant differences between the pretest and posttest after the implementation of the use of tales in eighth-grade students

The results obtained are presented below:

Table 4.

Test statistics

	Post-test - Pre-test
Z	-2,401
p-value (bilateral)	,016

Author: Cazco, Z. (2023)

Given that the p-value is 0.016 and less than α , the null hypothesis was rejected, accepting the alternative. Therefore, it is possible to conclude that there are significant differences between the pretest and posttest after the implementation of the tales in eighth-grade students. With these tests on the research hypothesis, it is evident that the implementation of the use of tales improves the listening skill of students at this level.

CONCLUSIONS

- The use of tales implemented in this action research was successful. Each one of the tales was understood by the children and according to context, and the teacher used students' previous knowledge. The two-and-a-half-minute average length of each video fable was appropriate because it makes possible the repetition of the whole story for comprehension of the entire context, students could spot the new words accurately in the dialogues, and this learning style is according to their rhythm, increasing enthusiasm and dropping stress levels. Children spontaneously worked the task of improving their listening in a stimulating environment.
- Results of the pre-test determined that the research group reached only 52% of the total score in their listening skill proficiency and after applying the training proposed, they upgraded their listening skill to 85% in their post-test. Pearson's Pre-A1 Test was an appropriate tool to evaluate the listening skill since it contains proven questions that help teachers to follow the impact of any of the subskills that the listening skill is being worked on, and for the children; questions were completely clear and easy to follow even with a very low English level they presented previous to applying the proposal.
- The training proposal designed for this action-research study is supported by the literature review and answers to the specific needs of the students measured through the listening pre-test. These results allowed the researcher to select the appropriate tales and a method, proving its efficacy with successful results obtained in the post-test. The proposal contains ten complete lesson plans to cover 13 class periods of 40 minutes each. They include warm-ups, main activities, additional materials, evaluation sheets, and timing. It is worth being known and used by English teachers who want to increase their students' listening skills in short periods.

RECOMMENDATIONS

- It is suggested to teachers the use of tales as a plus in the classroom, it evokes a nice motivating environment. Sharing tales, fables, or easy-to-understand stories as an active way to teach, are of great help because children easily catch the gist of the story. If the stories are short, it facilitates the comprehension of the whole context and also it is easy to repeat as many times as possible during the same lesson. In that short time, children will find they were connected and learn enthusiastically.
- It is suggested to other teachers to use standardized tests that have already been proven when it is about obtaining accurate results when carrying out research work. This particular research used the group of Pearson's Pre A1 tests; its questions are clear enough, and explanations of what is assessed in each question are detailed and help the teacher know more about the level of each subskill. Afterward, if it is applied as a post-test, it will be easy to analyze the difference in each subskill.
- It is suggested that higher educational institutions open spaces that encourage English teachers to do research and publish their experiences about how to increase their students' language skills and change the traditional learning styles. This action research study gave birth to a detailed proposal on how to use video tales to increase the listening skills; it has been a successful experience carried out in a difficult educational context; however, it is worth to be socialized among English teachers because it allows to increase the listening skill in short periods of time, despite the level of the students.

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APPENDIXES

Appendix 1: Photos of classes applying tales for developing listening skills.



Appendix 2: Authorization to conduct the research project.

Riobamba, 29 de noviembre del 2022.

Master
Héctor Yugán
RECTOR DE LA UNIDAD EDUCATIVA "SAN GERARDO"
Presente. -

De mi consideración:

Reciba un cordial y afectuoso saludo, junto con los mejores deseos de éxitos en tan delicadas funciones a usted encomendadas y que tan acertadamente lo viene desempeñando en beneficio de la educación.

El motivo del presente es solicitarle de la manera más comedida el aval para la aplicación de la investigación de la tesis de maestría titulada "TALES FOR DEVELOPING THE ENGLISH LANGUAGE LISTENING SKILLS AMONG EIGHTH-GRADERS", con los alumnos de octavo año de educación básica durante el segundo parcial del primer quimestre del año lectivo 2022-2023 en el horario de clase de inglés, esta investigación está orientada a mejorar la destreza de escuchar a través de los cuentos.

Por la atención que dé al presente anticipo mis más sinceros agradecimientos.

Atentamente,



Lic. Zandra Cazco.
Docente de inglés



UNIDAD EDUCATIVA
"SAN GERARDO"
RIO GALPOTIQUAN
RECTORADO

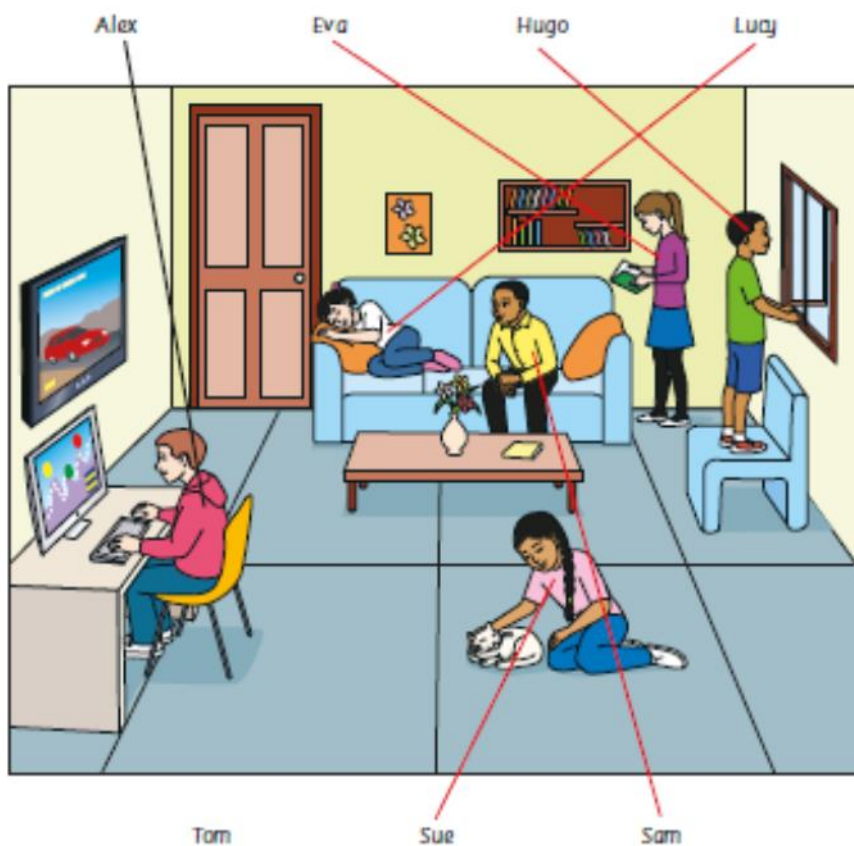
Appendix 3: Pearson's Pre A1 Test, Part 1:

Test 1

Listening

Part 1
- 5 questions -

Listen and draw lines. There is one example.



Answer Key

- | | |
|---------------|------------|
| 1 sitting | 5 playing |
| 2 working | 6 watching |
| 3 reading | 7 sleeping |
| 4 looking out | |

Audioscript 1.1

R = Rubric
F = Female adult
Mch = Male child

R Look at Part One. Now look at the picture. Listen and look. There is one example.

F Alex, Alex - where are you?
Mch I'm in my bedroom with my friends.

F What are you doing, Alex?

Mch I'm playing on my computer.

R Can you see the line? This is an example. Now you listen and draw lines.

One

F How many friends are there?

Mch Five!

F What are they doing?

Mch Lucy is here. She's sleeping on the sofa.

F Sleeping?!

Mch Yes, Lucy likes sleeping!

Two

F Is your friend Sam there?

Mch Yes. He's sitting on the sofa and watching television.

F Sam watches television a lot!

Three

Mch And Eva is here. She's reading a book.

F Is it your book?

Mch Yes, reading is Eva's favourite hobby.

Four

Mch And my new friend, Hugo, is here.

F What's Hugo doing?

Mch Erm, he's standing on a chair looking out of the window!

F Oh dear! Ask him to get down.

Mch OK.

Five

F Is Sue there? I know she likes our cat.

Mch Yes. Sue is sitting on the floor playing with the cat.

R Now listen to Part One again.

Pearson's Pre A1 Test, Part 2:

Part 2
- 5 questions -

Read the question. Listen and write a name or a number.
There are two examples.



Examples

What is the girl's name?

Lucy

How old is she?

6

Questions

1 How many dolls has Lucy got?

13 / thirteen

2 What's the dog's name?

Blue

3 Which class is Lucy in?

2 / two

4 What's the name of Lucy's school?

Town School

5 How many children are in Lucy's class?

19 / nineteen

Audioscript 1.2

R = Rubric

F = Female adult

Mch = Male child

R Part Two. Look at the picture. Listen and write a name or a number. There are two examples.

F Hello, is this your sister?

Mch Yes. Her name's Lucy.

F Can you spell Lucy?

Mch It's L-U-C-Y.

F Very good! And how old is she?

Mch She's six now.

F Pardon?

Mch She's six.

R Can you see the answers? Now you listen and write a name or a number.

One

F She's got a lot of dolls!

Mch Yes, she's got thirteen.

F Thirteen? That is a lot.

Mch She likes dolls!

R Two

F Is that her dog?

Mch Yes, his name's Blue.

F Can you spell that?

Mch Yes, I can. It's B-L-U-E.

R Three

F Which class is she in?

Mch She's in class two.

F Two?

Mch Yes. She's got a good teacher.

R Four

F What's the name of her school?

Mch She goes to Town School.

F Is that T-O-W-N?

Mch That's right.

R Five

F How many children are in her class?

Mch Nineteen.

F Nineteen children? That's a big class!

Mch Yes, it is.

R Now listen to Part Two again.

Pearson's Pre A1 Test, Part 3:

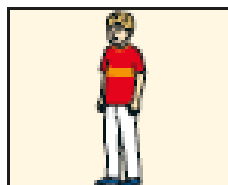
Part 3
- 5 questions -

Listen and tick (✓) the box. There is one example.

What's Nick doing?

A B C

1 Which boy is Tom?

A B C

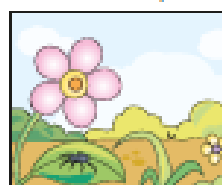
2 Which is Jill's favourite drink?

A B C

3 What's Mark doing?

A B C

4 Where's the spider?

A B C

5 Where's the baby's duck?

A B C

Audioscript 1.3

R = Rubric
M = Male adult
Fch = Female child
F = Female adult
Mch = Male child

R Part Three. Look at the pictures. Now listen and look. There is one example.

What's Nick doing?

M Hello. Is Nick playing with the computer in his bedroom?

Fch No. He's in the garden.

M Oh, is he playing football?

Fch No, he's playing with the dog.

R Can you see the tick? Now you listen and tick the box.

One. Which boy is Tom?

F Has Tom got blond hair?

Mch Yes, and he's wearing a blue T-shirt today.

F Is he wearing red trousers?

Mch Yes. Red is his favourite colour.

R Two. Which is Jill's favourite drink?

Mch Is that orange juice, Jill?

Fch No it's grape juice.

Mch Is that your favourite drink?

Fch No. My favourite is pineapple juice. It's great!

R Three. What's Mark doing?

F Is that Mark in the park?

M Yes.

F Is he riding a bike?

M No, he's reading now.

R Four. Where is the spider?

Fch Where's the spider now, mum? Is it in the kitchen?

F No. And it's not in the sitting room.

Fch Look! It's in the garden.

F Oh, good. I don't like spiders!

R Five. Where is the baby's duck?

M Why is the baby crying?

Mch He can't find his duck in the kitchen.

M Is it in the bedroom?

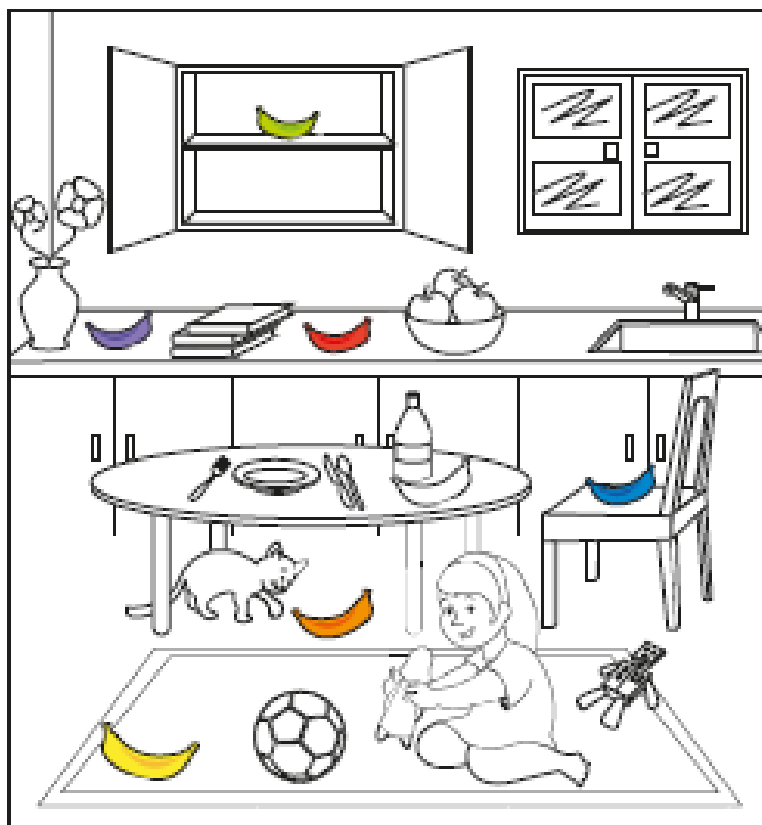
Mch No. Oh look! I can see it now. It's swimming in the bath!

R Now listen to Part Three again.

Pearson's Pre A1 Test, Part 4

Part 4
- 5 questions -

Listen and colour. There is one example.



10 Test 1, Listening Part 4

Audioscript 1.4

R = Rubric
F = Female adult
Mch = Male child

R Part Four. Look at the picture. Listen and look. There is one example.

F Look at the banana on the mat.

Mch Pardon?

F The banana on the mat. Can you colour it yellow?

Mch OK. I'm colouring it yellow.

R Can you see the yellow banana on the mat? This is an example. Now you listen and colour.

One

F Can you see the chair?

Mch Yes. There's a banana on it.

F Colour that banana blue.

Mch Right. The banana on the chair is blue now. That's funny!

R Two

F Look. There's a banana next to the flowers.

Mch Yes. Can I colour it?

F OK. Colour it purple.

Mch Right. The banana next to the flowers is purple.

R Three

F Now find the cupboard.

Mch There's a banana in it.

F Yes. Colour that banana green.

Mch OK. I'm colouring the banana in the cupboard green.

Appendix 4: **Handbook for teachers.**

The following pages contain specific and accurate material to be used during 10 lessons in the classroom to increase the listening skills in children with or without strong English knowledge. The strategy used is the video tale, and the supporting method chosen is the total physical response. The tales were chosen according to the length which was no longer than 2 and a half minutes because it allows the teacher to repeat the whole story as many times as possible during the class.

The material for each class is composed by a lesson plan, the script of the video tale, the extra material, and the assessment for each lesson. The lesson plan has detailed instructions of how to use each material and the time of each activity.

If the user of this handbook has a more advanced group, it can be used as a model and choose different vocabulary to teach, probably from the same video-fables or from others. The same advice can be applied for teachers who have students with a lower knowledge. After using this handbook, teachers and students involved, will be able to continue creating significant knowledge based on this model.

Workshop # 1

Lesson plan # 1.

TOPIC: The donkey and the salt. Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To develop understanding of sentences and context through explaining key words, and increasing difficulty during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher asks students to do the commands she asks them to do, for instance: stand up, sit down, run to your house, drink your coffee, open the door, close the window, jump, lift your right hand, etc. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable "The donkey and the salt". - The teacher will stick on the board a picture of the characters of the story and say their names as she sticks their images (the donkey, the owner). - The teacher will show students what is salt and cotton, showing them a bit of salt and a cotton pad or ball and letting them to touch them as they listen to the words "salt", "cotton". - The teacher will use the salt and cotton to explain the difference between heavy and light. - Then, the teacher will write the sentences on the board and sticks a meaningful picture next to the sentence, also she can use mimic to explain the meaning as she repeats the sentence. - The sentences to be used are: <ol style="list-style-type: none"> 1) carried bags on his back 2) fell into the river 3) help me! 4) donkey was delighted 5) donkey passed the river <p>While video-listening: (35 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The donkey and the salt" video. - The teacher asks students "What happened in this story?" and let students to tell the story as they can do it because their level of English is not enough to tell the story in full English, but they will except the words: salt, cotton, heavy and light, that just learnt. - The teacher will pass the students a small picture of each sentence. - The teacher asks students to repeat the sentences written on the board and lift the picture that corresponds to each sentence (repeat as many times as necessary). - The teacher plays "The donkey and the salt" video for a second time, but previously will ask students to lift the picture when they hear the correspondent sentence. <p>After video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher acts each of the sentences with students repeating the mimic. - The teacher repeats the sentences and let students act them by themselves. - The teacher jumbles the sentences and the students act them by themselves.
RESOURCES/DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard - "The donkey and the salt" video fable. - Teacher mimic - Paper pictures of characters, and pictures of the sentences. - Elements from realia: a bit of salt and a cotton pad or ball.
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will ask students to place the pictures in the correct order as they listen to the video fable one last time.

Video-fable script # 1.

Story tale N°1	THE DONKEY AND THE SALT
URL:	https://www.youtube.com/watch?v=4VFUfuvzb98
Time:	2:28
<p>Narrator: The donkey and the salt Narrator: There once was a donkey that always carried bags on his back. One day, his master put bags of salt on his back. Master: One – two – and three! Donkey: “Wow! Why does my back feel so heavy today? Heehaw! Heehaw!” Narrator: The donkey struggled with the heavy bags of salt, until finally he fell into the river Donkey: Heehaw! Heehaw! Help me! Help me! Heehaw! Narrator: The donkey splashed and splashed but couldn't come out. Finally, he came out and was pleasantly surprised! All of the salt bags became light as air Donkey: Aha! If I go into the water with the bags, they will become lighter. Narrator: The donkey was delighted at what he thought, he discovered... A few days later, the master put more bags on the donkey's back, But this time they were bags of cotton. Donkey: Hmmm, the bags aren't very heavy today. Narrator: As the donkey passed the river this time, he decided to purposely fall into the river. Donkey: Ha ha, yesss! Now the bags will be even lighter Narrator: A Little while later, the donkey tried to come out of the river Donkey: Oh my, what's this, I can't stand up! Why are these bags so heavy now!! Narrator: What the donkey didn't know is that unlike salt, cotton becomes heavier in water. The poor donkey thought he was so smart, but in the end he wasn't very smart at all.</p>	

Material for Workshop # 1.

Fable's title:	
Fable's characters:	
 The donkey	 The master

Assessment activity #1.

Name :

Date :

Order the pictures according to the events in the story.

What happened?

 <p>that always carried bags on his back.</p>	 <p>he fell into the river.</p>
 <p>"Help me! Help me! Heehaw!"</p>	 <p>The donkey was delighted at</p>
 <p>passed the river this time.</p>	 <p>"I can't stand up."</p>

Workshop # 2.

Lesson plan # 2.

TOPIC: "The boy who cried wolf". Audio-visual tale using TPR method.										
OBJECTIVES										
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To make students understand and be able to act out the story. 										
8th GRADE PARTICIPANTS										
8 th grade students (12-13 years old) of a rural school in Ecuador										
ACTIVITIES:										
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher asks students to say some commands for her to do. She will explain the game, and give a couple of minutes to talk about the commands they will tell (if possible, do not to repeat the command) and then start asking one by one. <p>Main activities:</p> <p>Pre-video-listening activities: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable "The boy who cried wolf". - The teacher will show the students several pictures of a shepherd in different places and ask the students to tell in Spanish, what is the occupation of the people in the picture, retrieving previous knowledge from the students. - The teacher will write: "SHEPHERD" in the board and will present the title of the story to the students "The boy who cried wolf". - In the same way, when the students mention the word "sheep" in Spanish, she will write in the board the word "SHEEP" and ask students to do the sound of a sheep (Baa, baa). - Then, the teacher will ask the students what does a shepherd do? - When the students mention the "WOLF", the teacher will ask students to howl like a wolf. - Then, the teacher will write the sentences on the board. - The sentences to be written and mimic are: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1) I'm bored</td> <td style="width: 50%;">6) You evil boy!</td> </tr> <tr> <td>2) Came up with an idea</td> <td>7) Help! Please, someone help!</td> </tr> <tr> <td>3) Wolf! Wolf! There's a wolf!</td> <td>8) The village people didn't move</td> </tr> <tr> <td>4) Where is the wolf?</td> <td>9) My sheep... my poor sheep!</td> </tr> <tr> <td>5) I tricked you all! Ha ha ha!</td> <td></td> </tr> </table> - As the teacher writes the sentences, will also mimic each one of them emphasizing the sound of each sentence and slowly doing the correspondent mimic for students to watch it carefully. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The boy who cried wolf" video. - The teacher asks students to repeat the mimic of each sentence together and creates a sequence of the story using the mimic: I'm bored, I came up with an idea, Wolf! Wolf! There's a wolf! I tricked you all! Ha ha ha!, You evil boy!, Help! Please, someone help! The village people didn't move, My sheep... my poor sheep! - The students and the teacher repeat the sequence pronouncing the sentences and doing the mimic for a few times, with the purpose of making them realize they can reproduce the whole story with few sentences. - The students watch the video again. <p>After video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher asks the students to reproduce the mimic again following the sentences written in the board but without the guidance of the mimic. 	1) I'm bored	6) You evil boy!	2) Came up with an idea	7) Help! Please, someone help!	3) Wolf! Wolf! There's a wolf!	8) The village people didn't move	4) Where is the wolf?	9) My sheep... my poor sheep!	5) I tricked you all! Ha ha ha!	
1) I'm bored	6) You evil boy!									
2) Came up with an idea	7) Help! Please, someone help!									
3) Wolf! Wolf! There's a wolf!	8) The village people didn't move									
4) Where is the wolf?	9) My sheep... my poor sheep!									
5) I tricked you all! Ha ha ha!										
RESOURCES / DIDACTIC MATERIAL										
<ul style="list-style-type: none"> - Whiteboard -"The boy who cried wolf" video fable. - Teacher mimic - Students' mimic - Paper pictures of characters, and pictures of the sentences. 										
EVALUATION (5 minutes)										
<ul style="list-style-type: none"> - The teacher will hand students a set of the pictures and watching the video for a second time, the students will have to order the events using the pictures. 										

Video-fable script # 2:

Story tale N°2	THE BOY WHO CRIED WOLF
URL:	https://www.youtube.com/watch?v=gKWktweAZb0
Time:	2:38
<p>Narrator: The boy who cried wolf</p> <p>Narrator: Once upon a time, there lived a shepherd boy.</p> <p>Shepherd boy: Oh, I'm so bored! Isn't there anything fun I can do?</p> <p>Narrator: The shepherd boy came up with an idea, and he run into town yelling</p> <p>Shepherd boy: Awoooooo! Wolf, wolf! There's a wolf!</p> <p>Village people: Where? Where is the wolf?</p> <p>Narrator: The village people all came out with sticks and clubs.</p> <p>Village people: What? There's a wolf?</p> <p>Shepherd boy: ha ha ha ha, I just made that up, I can't believe I tricked you all! Ha ha ha ha</p> <p>Narrator: the village people became furious and they left.</p> <p>The boy had so much fun playing the wolf trick again.</p> <p>A few days later, the boy played the wolf trick again.</p> <p>Shepherd boy: Awoooooooo! Wolf! There's a huge wolf!</p> <p>Narrator: The people came out running with their sticks and clubs again.</p> <p>Shepherd boy: Ah ha ha ha ha, I tricked you again! Ha ha ha ha</p> <p>Village people: You evil boy! We're never going to fall for this trick again!</p> <p>Narrator: The people were even more furious this time when they left. Then, one day a big and scary wolf really did appear.</p> <p>Shepherd boy: Mmm Eh eh, Help, please, someone help! There's a wolf! Really, there's a wolf!</p> <p>Village people: Umph! There he goes again! Does he think we're going to fall for that trick again? That's absurd!!</p> <p>Narrator: Hearing his cries, the village people didn't move an inch. But, it was at that time that the wolf ate all the sheep.</p> <p>Shepherd boy: Oh Oh no! My sheep... my poor sheep!</p>	

Additional material for pre-listening activity # 2.



<p>Fable's title:</p>	 <p>PINK FONG</p> <p>The Boy Who Cried Wolf</p>
<p>Fable's characters:</p>	
 <p>The Shepherd Boy</p>	 <p>The Sheep</p>
 <p>The village people</p>	 <p>The Wolf</p>
<p>What happened?</p>	
 <p>PINK FONG</p> <p>"Oh, I'm so bored!"</p>	 <p>PINK FONG</p> <p>came up with an idea.</p>
 <p>PINK FONG</p> <p>"Wolf! Wolf! There's a wolf!"</p>	 <p>PINK FONG</p> <p>"Where? Where's the wolf?"</p>
 <p>PINK FONG</p> <p>"I can't believe I tricked you all!"</p>	 <p>PINK FONG</p> <p>"Help! Please, someone help!"</p>
 <p>PINK FONG</p> <p>the village people didn't move an inch.</p>	 <p>PINK FONG</p> <p>"My sheep... my poor sheep."</p>

Workshop # 3

Lesson plan # 3.

TOPIC: “The frog and the cow”. Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To make students understand specific information.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will ask students to imitate animal sounds: a hen, a dog, a donkey, a cat, a bird, a frog, etc. <p>Main activities:</p> <p>Pre video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present the characters of the fable. - The teacher will ask students to imitate a frog and a cow. - The teacher will remind students the meaning of big and small writing the words in the board and also doing the mimic. - The teacher will ask the students to do the mimic of big and small, making sure they know very well these two meanings. <p>While video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher plays “The frog and the cow”. - The teacher writes on the board the sentences: 1) puff up his cheeks, 2) as big as a cow, 3) shaking their heads, 4) deeper breath, 5) puff up the whole body, 6) smaller than a cow, 7) his belly popped. - The teacher will mimic the sentences pronouncing them slowly and repeating twice. - The teacher will play again “The frog and the cow” for students to identify the sound of the sentences written on the board. <p>After video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will perform again the sentences pronouncing them slowly and asking the students to follow the performing and pronunciation. - The teacher asks students customizing the balloons into a frog shape. - The teacher will form groups of 4: 3 of them will role-play as a family and one of them as the frog. - The teacher announces the game and prepares a chart on the board to draw the point table. - Each time the student blows air into the balloon, the family will say: take a deeper breath. - The teacher explains that each couple of times that the student blows air into the balloon stops and asks the family: Do I look big as a cow? The family will answer “Noo”, the frog answers: Do I look smaller than a cow? The family will cheer up the frog to continue growing. - The group that explodes the balloon first will win and gain a point. Then, they will change places and continue playing until the four of them have played as a frog. - The team that wins it the one which has the highest number of points.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - 8 balloons - Whiteboard/board - “The frog and the cow” video fable. - The list of sentences - Teacher’s mimic - Students’ mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand the students an assessment sheet with a matching exercise after they listen what the teacher explains. <p>For the assessment sheet, the teacher will tell students to match the frog with the goose, the cow with the donkey and the frog’s family with the sheep.</p>

Video-fable script # 3.

Story tale N°3	THE GOOSE THAT LAID GOLDEN EGGS
URL:	https://www.youtube.com/watch?v=PfQ-5VcuS9E
Time:	2:03
<p>Narrator: The Goose that Laid Golden Eggs Narrator: One day a poor farmer suddenly got a goose. It was a special goose that laid one golden egg every day. Farmer: My heavens! This is unbelievable. The egg is gold! Ha ha ha! Narrator: The poor farmer decided to sell the eggs. And soon after, he became rich. Farmer: That's a good goose! Keep laying those golden eggs! Narrator: The farmer became very greedy. He was now already rich. But he wanted to become even richer. Farmer: How come the goose lays only one egg a day? There's no way I'm going to become really rich like this. There must be a way to collect a bunch of golden eggs at one time. Narrator: The farmer became so greedy that all he thought about was getting richer. Farmer: Ooh! I bet there are a bunch of golden eggs inside the goose's belly. I bet if I cut open its belly, I could get them all out at once! Narrator: But, there were no golden eggs inside. In fact, there was nothing inside. Farmer: Oh, how could I have been so foolish? My greed has caused me to lose everything now. Narrator: At that moment, the farmer understood what he had done and there were no more golden eggs. Farmer: Oh... my poor eggs...</p>	

Additional material for workshop # 3.

<p>Fable's title:</p>	
<p>Fable's characters:</p>	
 <p>The farmer</p>	 <p>The golden egg</p>
 <p>The goose</p>	

Workshop # 4.


Lesson plan # 4.

TOPIC: "The frog and the cow". Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To make students understand specific information.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will ask students to imitate animal sounds: a hen, a dog, a donkey, a cat, a bird, a frog, etc. <p>Main activities:</p> <p>Pre video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present the characters of the fable. - The teacher will ask students to imitate a frog and a cow. - The teacher will remind students the meaning of big and small writing the words in the board and also doing the mimic. - The teacher will ask the students to do the mimic of big and small, making sure they know very well these two meanings. <p>While video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The frog and the cow". - The teacher writes on the board the sentences: 1) puff up his cheeks, 2) as big as a cow, 3) shaking their heads, 4) deeper breath, 5) puff up the whole body, 6) smaller than a cow, 7) his belly popped. - The teacher will mimic the sentences pronouncing them slowly and repeating twice. - The teacher will play again "The frog and the cow" for students to identify the sound of the sentences written on the board. <p>After video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will perform again the sentences pronouncing them slowly and asking the students to follow the performing and pronunciation. - The teacher asks students customizing the balloons into a frog shape. - The teacher will form groups of 4: 3 of them will role-play as a family and one of them as the frog. - The teacher announces the game and draws a score table. - Each time the student blows air into the balloon, the family will say: take a deeper breath. - The teacher explains that each couple of times that the student blows air into the balloon stops and asks the family: Do I look big as a cow? The family will answer "Noo", the frog answers: Do I look smaller than a cow? The family will cheer up the frog to continue growing. - The group that explodes the balloon first will win and gain a point. Then, they will change places and continue playing until the four of them have played as a frog. - The team that wins it the one which has the highest number of points.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - 8 balloons - Whiteboard/board - "The frog and the cow" video fable. - The list of sentences - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher hands students an assessment sheet with a matching exercise after they listen what the teacher explains. For the assessment sheet, the teacher will tell students to match the frog with the goose, the cow with the donkey and the frog's family with the sheep.

Video-fable script # 4.

Story tale N°4	THE FROG AND THE COW
URL:	https://www.youtube.com/watch?v=7n7Kqr3AVYk
Time:	1:55
<p>Narrator: The Frog and the Cow Narrator: One day, a frog was playing in a grassy field when all of a sudden he saw a cow. Frog: Wow! Cows are really big! Narrator: The frog was mesmerized by the cow's great size. When the frog returned home, he took a deep breath and puffed up his cheeks. Then, he asked his family, Frog: So, what do you think? Do I look as big as a cow? Family: No Narrator: The family replied, shaking their heads. So, the frog took an even deeper breath, puffed up his whole body, and asked. Frog: Now! I look as big as a cow, right? Family: Nope Narrator: The family replied again, shaking their heads even more! Frog: What? I still look smaller than a cow? This can't be! Narrator: This time, the frog took the deepest breath he could, and puffed himself up with all his might. But as he puffed and puffed, his belly popped! Frog: Ouh! My stomach! My poor stomach! Ouh!</p>	

Additional material for workshop # 3.

<p>Fable's name</p>	
<p>Fable's main characters:</p>	<p>The frog</p> 
<p>The cow</p> 	<p>The frog's family</p> 

Assessment activity # 4.

Name:

Date:



Workshop # 5.

Lesson plan # 5.

TOPIC: “The thirsty crow”. Audiovisual tale using TPR method.
OBJECTIVES:
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To make students understand specific information.
PARTICIPANTS:
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (10 minutes)</p> <ul style="list-style-type: none"> - Teacher will hand students a printed version of the song: If you’re happy (Super Simple Songs), available on: https://www.youtube.com/watch?v=l4WNRvVjiTw - Teacher will ask students to listen to the song and follow the lyrics with the finger. - For a second time, the teacher will play the song and ask students to listen and follow the mimic, try to sing the song. <p>Main activities:</p> <p>Pre-video-listening: (10 minutes)</p> <ul style="list-style-type: none"> - The teacher will use the fable “The thirsty crow”. - The teacher will ask students to sit next to a friend and make 4 groups of 2. - The teacher will hand students a half-full cup of water and a bunch of pebbles. - The teacher will ask students to slowly fill the cup with the pebbles and watch what happens with the water. - The teacher will show students the characters of the fable: the crow, the bottle and the pebbles. The crow will be in a printed small paper card, and for the bottle and stones the teacher uses realia. - The teacher will make sure that students learn these new words: pebbles, water, crow. - The teacher will hand students small flash cards with some scenes of the fable. - The teacher will write in the board some sentences related to the flash cards. - The teacher will pronounce the sentences and lift the card that belongs to the sentence. <p>While video-listening: (20 minutes)</p> <ul style="list-style-type: none"> - The teacher plays the video “The thirsty crow” for a first time. - The teacher stops the video, lifts the flash card and mimics the sentence when mentioned during the video. - The teacher plays the video “The thirsty crow” for a second time. - The teacher will ask students to stop the video and mimic the sentences (together) when they listen to that specific sentence during the video. - The teacher plays the video “The thirsty crow” for a third time. - The teacher will stop the video and ask students to mimic the sentences (alone). <p>After video-listening: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will pronounce any of the sentences learned and ask students to do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Song “If you’re happy” from Super Simple Songs on: https://www.youtube.com/watch?v=l4WNRvVjiTw - 4 plastic cups - Small pebbles - Water - Flash cards with the main character and objects of the fable - Flash cards with pictures and sentences from the fable - Teacher’s mimic - Students’ mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand students an assessment sheet for the students to complete. The sentence for the first task is: “THE CROW IS THIRSTY” The sentence for the second task is: “DRAW PEBBLES INSIDE THE BOTTLE”

Warming-up activity for workshop # 5.

Song	If you're happy happy happy (Super Simple Songs)
URL:	https://www.youtube.com/watch?v=l4WNrvVjiTw
Time:	2:03
<p>If you're happy happy happy clap your hands If you're happy happy happy clap your hands If you're happy happy happy Clap your hands, clap your hands If you're happy happy happy clap your hands If you're angry angry angry stomp your feet If you're angry angry angry stomp your feet If you're angry angry angry Stomp your feet, stomp your feet If you're angry angry angry stomp your feet If you're scared scared scared say "Oh no!" If you're scared scared scared say "Oh no!" If you're scared scared scared Say "Oh no!", say "Oh no!" If you're scared scared scared say "Oh no!" If you're sleepy sleepy sleepy take a nap If you're sleepy sleepy sleepy Take a nap, take a nap If you're happy happy happy clap your hands If you're happy happy happy clap your hands If you're happy happy happy Clap your hands, clap your hands.</p>	

Video fable script # 5:

Story tale N°5	THE THIRSTY CROW
URL:	https://www.youtube.com/watch?v=CJ1sljoTAXs
Time:	2:00
<p>Narrator: The thirsty crow Narrator: One hot day, a thirsty crow was looking for some water to drink. He looked everywhere, but, he couldn't find any. Crow: Oh, I'm so thirsty. Where can I find some water? Narrator: After searching and searching, the crow finally found a bottle with some water in it. Crow: Wheww! Finally! Some water! Narrator: The crow was excited! He couldn't wait to drink the water. But, when he put his beak into the bottle, he couldn't reach the water. You see? There was only a little bit at the bottom. Crow: Oooh, even though I found water, I still can't drink it! Narrator: The thirsty crow thought for a moment and came up with a brilliant idea. Crow: Ooooh! Yes! That's it! I'm going to drink this water once and for all! Narrator: The thirsty crow picked up pebbles and dropped them into the bottle, one by one. The water inside the bottle began to raise and rise... until finally, he could drink the water. Crow: Oh, finally! Some water! Sip, sip, aaaahh! Narrator: And so, the thirsty crow wasn't thirsty any more.</p>	

Additional material for workshop # 5.

<p>Fable's name</p>	 <p>The Thirsty Crow</p>
<p>Fable's main character:</p>	<p>The crow</p> 
 <p>a thirsty crow was looking for</p>	 <p>"Oh - I'm so thirsty."</p>
 <p>After searching and searching,</p>	 <p>a bottle with some water in it.</p>
 <p>his beak into the bottle,</p>	 <p>The thirsty crow thought for a moment</p>
 <p>The thirsty crow picked up pebbles</p>	 <p>and dropped them into the bottle,</p>
 <p>he could drink the water.</p>	

Assessment activities # 5:

Name:

Date:

TASK # 1

Look at the picture and write Yes or No, according to what your teacher says:



TASK # 2

Listen to your teacher and complete the picture:



Workshop # 6.

Lesson plan # 6.

TOPIC: "The oak and the reed". Audio-visual tale supported by total physical respond method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To emphasize on learning and comprehension of new vocabulary.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - Teacher will play fetching for things: a red pencil, a pebble, an eraser, a white sock, a shoe, etc. <p>Main activities:</p> <p>Pre-video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will introduce new words as nouns, adjectives and verbs that are part of the story: oak, reed, trunk, branches, leaves, stalk, breeze, move to and fro, storm, thunder, lightning, huge, wind, in half, to bend. - The teacher will show the pictures (flash cards) with the images of the main characters: the oak and the reed. - The teacher will show students photos with oak trees and reed for them to identify with photos instead of drawings. - Then, the teacher will write all the new words on the board. - Then the teacher will show some pictures (flash cards) to explain the following words: trunk, branches, leaves, stalk, breeze, storm, lightning, thunder, wind; and mimicry to explain: move to and fro, huge, in half, to bend. - For the verbs and idioms, the teacher can use mimic to explain the meaning. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The oak and the reed" for a first time, asking students to concentrate and try to identify the words they just learnt. - The teacher will play "The oak and the reed" for a second time and will ask students to help designing a mimic to represent each word they learnt and do the mimic with the students. - The teacher will play the video for a third time and ask students to do the mimic by themselves when they hear the words.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - "The oak and the reed" video fable - The oak and the reed script for the teacher - A list of new words written on the board - A set of pictures with the new vocabulary for each student - One set of the characters of the fable (for the teacher to show students) - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand the students an assessment sheet with a list of words and they will have to draw the concept that the words represent. <p>The words to be drawn are: reed, oak tree, to bend, to and fro.</p>

Video-fable script # 6.

Story tale N°6	THE OAK AND THE REED
URL:	https://www.youtube.com/watch?v=hDf0GhNK6pk
Time:	2:10
<p>Narrator: The Oak and the Reed</p> <p>Narrator: The oak tree was very proud of himself.</p> <p>Oak tree: My trunk is big and strong, my branches are thick and plenty. And my green leaves are shiny. There is no other tree that is as great as me.</p> <p>Narrator: The oak tree would snicker at the flimsy stalk of the reed as it was bending with the breeze.</p> <p>Oak tree: Reed! Oh, reed! How do you survive with your scrawny little stalk? Even with the slightest breeze, you move to and fro, to and fro. Waa ha ha ha!</p> <p>Narrator: No matter what the oak tree said, the reed just swayed back and forth quietly! Then, one day, a storm hit. Lightning lashed and thunder crashed.</p> <p>Oak tree: I'm going to be fine with my big, strong stump. But, what about you?</p> <p>Narrator: The oak tree stood strong and proud as it fought hard against the storm. But just then. A huge gust of wind snapped the oak tree's trunk in half.</p> <p>Narrator: The reed finally spoke.</p> <p>Reed: Hey, Oak tree! It's great that you have a strong trunk. But, sometimes it's more important to bend with the wind.</p> <p>Narrator: The reed continued to bend until the storm subsided.</p>	

Additional material for workshop # 6.

<p>Fable's name</p>	
<p>Images for new words:</p>	
	
	
	
	
<p>The reed</p>	

Assessment activities for workshop # 6:

Name:

Date:

Oak tree

Reed

To bend

To and fro

Workshop # 7.

Lesson plan # 7.

TOPIC: "The Sly Fox". Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To emphasize on learning and comprehension of new vocabulary.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will tell a tongue twister to the class and they will try to repeat it: - I saw a kitten eating chicken in the kitchen. <p>Main activities:</p> <p>Pre-video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - Note: <i>the teacher has to watch the video and pay attention to the fact that the fox does not split the meat in half the first time she tears apart both pieces of meat.</i> - Review the meaning of: "in half", "big", "large", "larger", "small", "smaller". The teacher will use realia elements like a piece of paper or a roll of bread to explain the meaning "in half". - The teacher will introduce the characters of the fable. - Using own mimic and children's mimic as an example, the teacher will introduce new vocabulary, writing it on the board and repeating each set of vocabulary for three times: (children will participate in the sentences: "stop fighting guys"). 8. "large" and then: "large piece of meat" 9. "fighting" and then: "stop fighting guys" 10. "split" and then: "split the meat in half" 11. "teeth" and then: "sharp teeth" 12. "bite" and then: "take a bite" 13. "make" and then: "make them equal" 14. "feed" and then: "feed the fox" <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher plays "The sly fox" for a first time, asking students to concentrate and identify the image connected to the sentences they just learnt. - The teacher will play again "The sly fox" fable for a second time and students will do the mimic when listening to the sentences learnt together with the teacher. - The teacher will play "The sly fox" for a second time and will ask students to help identifying the sentence, asking to stop the video and all will mimic to represent the sentence.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - "The sly fox" video fable - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new sentences for each student, so they can identify the sentence while the video is playing. - Teacher's mimic - Students' mimic
EVALUATION OF LISTENING FOR DETAILS (5 minutes)
<ul style="list-style-type: none"> - The teacher will hand students a printed matching exercise. One picture with a correspondent sentence. The children will have to circle the ones which are correct with green and the incorrect with red.

Video-fable script # 7.

Story tale N°7	THE SLY FOX
URL:	https://www.youtube.com/watch?v=YsrJE8P4kFk
Time:	2:35
<p>Narrator: The sly fox</p> <p>Narrator: In the middle of the forest, a large piece of meat was on a path. A dog and a cat, both saw it at the same time and run for it.</p> <p>Dog: I saw it first. So, this meat is mine!</p> <p>Cat: Meow! No way, I got here first. So, it's mine.</p> <p>Narrator: A passing fox stopped for a moment to help them.</p> <p>Fox: Stop fighting guys! All you have to do is just split the meat in half.</p> <p>Narrator: So, the fox started to tear the meat into two parts with her sharp teeth.</p> <p>Fox: Uh-oh. This one is bigger.</p> <p>Narrator: The fox pretended to think for a moment. Then, she took a bite of the bigger piece. Uh-oh. The fox took a bite that was way too big. The larger piece was now smaller than the other.</p> <p>Fox: Hmm. Now, this piece is bigger. Mmm mmm Oh, this one is bigger again. Oh, mmm, mmm, mmm.</p> <p>Narrator: The fox continued to take bites of each piece of meat pretending to make them equal. After all of the bites, the fox ended up eating all of the meat.</p> <p>Fox: I'm so sorry it looks like I've eaten all of the meat. Well, I better go then.</p> <p>Cat: Oooh. If we just shared, we would've eaten some meat. Instead, all we did was feed the fox.</p> <p>Dog and cat: Waaaaa! Waaaa!</p>	

Additional material for workshop # 7:

<p>Tongue Twister Challenge</p>	 <p>I saw a kitten eating chicken in the kitchen.</p>
<p>Fable's name</p>	
<p>Characters and main object of the fable:</p>	
<p>The Fox</p> 	<p>The Dog</p> 
<p>The Cat</p> 	<p>The piece of</p> 
<p>The new sentences to learn:</p>	
 <p>a large piece of meat</p>	 <p>"Stop fighting, guys!"</p>
 <p>just split the meat in half."</p>	 <p>with her sharp teeth.</p>
 <p>Then, she took a bite of</p>	 <p>pretending to make the unequal</p>
 <p>feed the fox.</p>	

Assessment activities for workshop # 7:

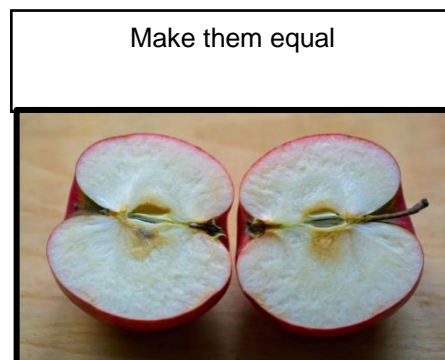
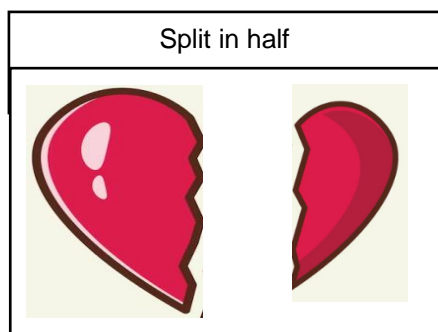
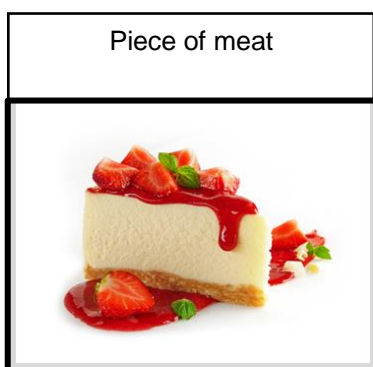
Name:

Date:

Circle:

Green → correct

Red → incorrect



Workshop # 8.

Lesson plan # 8.

TOPIC: "The fox and the stork". Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students' listening for details through action story telling time using TPR method. - To learn and identify new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present a tongue twister for the kids to practice. She will write on the board and chant the tongue twister together until it gets faster and faster: <p>Main activities:</p> <p>Pre-video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the following words: invite, recipe, plate, jar, lap, taste, beak, snout. (In order) - The teacher will pronounce the words and make a distinctive mimic for each one of them (in order). - The teacher repeats the mimic and pronunciation for each word (in order). - The teacher will ask the children to follow the mimic each time she pronounces the written words in order. - The teacher makes sure students know these words, and will repeat the sound and the mimic once more with the students following the mimic. - The teacher will ask students to do the mimic for each word (in order) written in the board. - Next, the teacher will hand the children a set of paper flash cards with the words on them. - The teacher will introduce the characters and the title of the fable using a paper flash card and pointing to each one of them. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: "<i>The fox and the stork</i>" and stop the video to repeat the word as it appears on the video and ask children to lift the correspondent card and the teacher will perform the mimic to that word. - The teacher will play the video for a second time and ask the children to stop the video when they hear a word from the list, lift the picture and the teacher will perform the mimic for that word. - The teacher will play the video and stop it whenever a word of the list appears and ask children to do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - Tongue twister: "Kattie caught the kitten in the kitchen" - "The fox and the stork" video fable from Pink Fong available at: https://www.youtube.com/watch?v=_UMo2NDlflw - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new words for each student, so they can identify the word while the video is playing. - Teacher's mimic - Students' mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will pronounce any of the words in the list and the students will mimic that word until all the eight words have been pronounced.

Video-fable script:

Story tale N°8	THE COUNTRY MOUSE AND THE CITY MOUSE
URL:	https://www.youtube.com/watch?v=yNSf1Spld5w
Time:	2:28
<p>Narrator: The Country Mouse and the City Mouse Narrator: There was once a City Mouse and a Country Mouse. One day, City Mouse went to Country Mouse's house for a humble meal of acorns. City Mouse: Oh my goodness. Is this all you have to eat? Why don't you come with me to the city? Narrator: So, Country Mouse followed City Mouse to the city. Country Mouse: Wow! The city really is spectacular! Narrator: Country Mouse saw the feast of food and desserts on City Mouse's table. And, his eyes grew round in surprise! City Mouse: Make yourself at home, Country Mouse! Eat whatever you want, ha ha ha. Narrator: Country Mouse was about to eat some cake. When all of a sudden, the door opened. And people came in. People: I'm hungry, I'm so hungry! Lady: Eww! You nasty mice! City Mouse: Country Mouse, hide! Hurry! Squeak! Squeak! Narrator: City Mouse pulled Country Mouse under the table. After the people left, City Mouse quickly jumped up on the table again and said City Mouse: Great! Now that everyone is gone we can dig in. Narrator: Country Mouse tried to eat the food. But, suddenly, out of nowhere a cat appeared. Cat: Meow! Ooh dinner! Meow! City Mouse and Country Mouse: Help! Someone Help! Narrator: The two mice ran as fast as they could and made it safely through a mouse hole. But their poor legs were shaking. Country Mouse: Ci-City Mouse. I think I want to go back home. All of this food isn't worth eating if I don't feel safe. Narrator: And so, Country Mouse went back to the country and never looked back.</p>	

Additional material for workshop # 8.

<p>Fable's name</p>	 <p>A cartoon illustration of two mice sitting at a table in a dining room. A pink speech bubble above them says "Country Mouse and City Mouse".</p>
<p>Characters of the fable:</p>	
 <p>Country</p> <p>A cartoon illustration of a brown mouse wearing a hat and overalls, sitting on a bed.</p>	 <p>City Mouse</p> <p>A cartoon illustration of a grey mouse wearing a suit and a blue hat, holding a cherry.</p>
<p>First set of words to learn:</p>	
 <p>FOOD</p> <p>A collection of various food items including fruits, vegetables, and prepared dishes.</p>	 <p>MEAL</p> <p>A photograph of a table set with several plates of food, including rice, meat, and vegetables.</p>
 <p>DESSERTS</p> <p>A photograph of a variety of colorful pastries and cakes.</p>	 <p>DINNER</p> <p>An illustration of a man and a woman sitting at a table with a red tablecloth, eating a meal.</p>
<p>Second set of words to learn:</p>	
 <p>Come in</p> <p>A simple line drawing of a person standing and gesturing towards an open doorway.</p>	 <p>Under the table</p> <p>An illustration of a young girl with red hair crawling on the floor under a wooden table.</p>
 <p>Hide!</p> <p>An illustration of children playing hide-and-seek in a park with trees and bushes.</p>	 <p>Hurry!</p> <p>HURRY UP! THE ICE CREAM MAN IS HERE!</p> <p>An illustration of a white rabbit and a girl running quickly. The girl has a speech bubble that says "HURRY UP! THE ICE CREAM MAN IS HERE!".</p>

Workshop # 9.






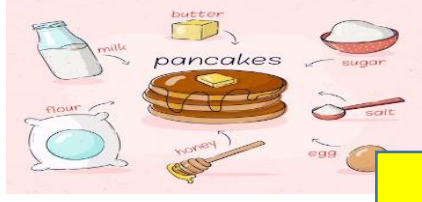
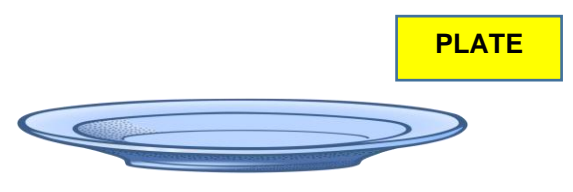
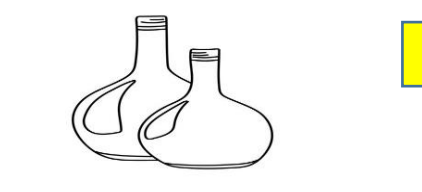


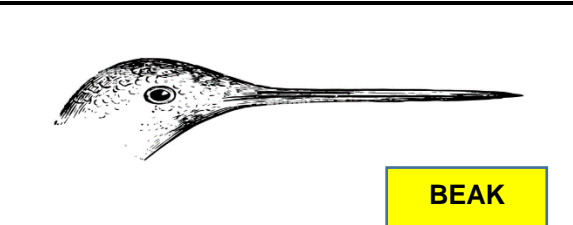

Lesson plan # 9.

TOPIC: “The fox and the stork”. Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To learn and identify new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will present a tongue twister for the kids to practice. She will write on the board and chant the tongue twister together until it gets faster and faster: <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the following words: invite, recipe, plate, jar, lap, taste, beak, snout. (In order) - The teacher will pronounce the words and make a distinctive mimic for each one of them (in order). - The teacher repeats the mimic and pronunciation for each word (in order). - The teacher will ask the children to follow the mimic each time she pronounces the written words in order. - The teacher makes sure students know these words, and will repeat the sound and the mimic once more with the students following the mimic. - The teacher will ask students to do the mimic for each word (in order) written in the board. - Next, the teacher will hand the children a set of paper flash cards with the words on them. - The teacher will introduce the characters and the title of the fable using a paper flash card and pointing to each one of them. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: “<i>The fox and the stork</i>” and stop the video to repeat the word as it appears on the video and ask children to lift the correspondent card and the teacher will perform the mimic to that word. - The teacher will play the video for a second time and ask the children to stop the video when they hear a word from the list, lift the picture and the teacher will perform the mimic for that word. - The teacher will play the video and stop it whenever a word of the list appears and ask children to do the mimic.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - Tongue twister: “Kattie caught the kitten in the kitchen” - “The fox and the stork” video fable from Pink Fong available at: https://www.youtube.com/watch?v=UMo2NDflw - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher to show students) - A set of pictures with the new words for each student, so they can identify the word while the video is playing. - Teacher’s mimic - Students’ mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will pronounce any of the words in the list and the students will mimic that word until all the eight words have been pronounced.

Video fable # 9:

Story tale N°9	THE FOX AND THE STORK
URL:	https://www.youtube.com/watch?v=_UMo2NDIfIw
Time:	2:19
<p>Narrator: The fox and the stork Narrator: One day a fox invited a stork to her house for a meal. The fox brought two flat plates with soup on them. Wolf: Stork, the meal is nothing fancy, but I hope you like it. Narrator: The fox deliciously lapped up all of the soup on her plate. Wolf: Mmmm! Yum! This is so good! Eat up Stork! Narrator: But the stork wasn't able to taste it. The stork's beak was too long and pointy to eat the soup off of the flat dish. Wold: Oh, Stork, you must not like the soup. Then, I shall eat your soup for you. Mmm, mmm, mm, mm. Narrator: The next day, the stork invited the fox over to her house for a meal. The stork put some soup into two long, thin-necked jars. Stork: Fox, this is a special family recipe, I hope you enjoy it! Narrator: The stork put her beak in the long, thin-necked jar. And, she ate soup. Stork: Mmm, Yum Mmm. This is my favourite soup. Narrator: But this time, the fox wasn't able to taste it. Her wide snout couldn't fit inside the thin long-necked jar. Stork: Oh, I'm sorry fox, I guess you must not like the soup. Narrator: As the stork said again how yummy the soup was, she began to eat all of Fox's soup too. Stork: Mmmm, yum, mmm.</p>	

Additional material for workshop # 9.

<p>Tongue twister:</p>	<p>Kattie caught the kitten in the kitchen </p>
<p>Fable's name</p>	
<p>Characters of the fable:</p>	
<p>FOX</p> 	<p>STORK</p> 
<p>Set of words to learn: invite, recipe, plate, jar, to lap up, taste, beak, snout</p>	
<p>INVITE</p> 	 <p>RECIPE</p>
<p>PLATE</p> 	 <p>JAR</p>
<p>LAP UP</p> 	<p>TASTE</p> 
 <p>BEAK</p>	 <p>SNOUT</p>

Workshop # 10


Lesson plan # 10:

TOPIC: “The wolf and the pipe”. Audio-visual tale using TPR method.
OBJECTIVES
<ul style="list-style-type: none"> - To develop students’ listening for details through action story telling time using TPR method. - To learn and identify new vocabulary using TPR as the main resource during the lesson.
PARTICIPANTS
8 th grade students (12-13 years old) of a rural school in Ecuador
ACTIVITIES:
<p>Warm up: (5 minutes)</p> <ul style="list-style-type: none"> - The teacher will ask the students to play “Simon says” game using some of the words the kids already know and doing the mimic at the same time: paint, look, sit, sleep, play on the tablet, bike, nine, five, chicken, dog, cat, monkey, fish, milk, pen, radio, robot, boat, hat, bag, ball, wardrobe, nice. <p>Main activities:</p> <p>Pre video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will write on the board the following words in three different columns: 1) kid, pipe, bum, 2) hungry, tasty, lost, shocked, 3) dance, bark, hear, run. - The teacher will pronounce the words very clear and perform a very different mimic for each one of them. - The teacher will pronounce again, slowly the words from the three columns in order, - The teacher will ask the children to follow the mimic each time she pronounces the written words in order. If it is necessary, the teacher will repeat until the students are completely sure of the relationship between the sound and the mimic. - The teacher will ask students to do the mimic for each word pointing the words in order as she did it before. - The teacher will introduce the characters and the title of the fable using a paper flash card and pointing to each one of them. <p>While video-listening: (15 minutes)</p> <ul style="list-style-type: none"> - The teacher will play the video for the first time: “The wolf and the pipe” and stop the video to repeat the word as it appears on the video, she will ask students to perform the mimic of the word they just heard. - The teacher will play the video for a second time and will ask children to clap each time they hear one of the words from the list. - The teacher will play the video for a third time and the students will ask to stop the video and mimic the word from the list that they hear.
RESOURCES / DIDACTIC MATERIAL
<ul style="list-style-type: none"> - Whiteboard/board - A computer or cell phone to show the fable - “The wolf and the pipe” video fable from Pink Fong available at: https://www.youtube.com/watch?v=eimJxSjKlKY - A list of new words and sentences written on the board - One set of the characters of the fable (for the teacher and for each student) - Teacher’s mimic -Students’ mimic
EVALUATION: COMPREHENSION OF CONCEPTS USING TPR (5 minutes)
<ul style="list-style-type: none"> - The teacher will ask a student to pronounce any of the words in the list and the rest of students will perform the mimic, until all words of the list have been performed.

Video fable # 10:

Story tale N°10	THE WOLF AND THE PIPE
URL:	https://www.youtube.com/watch?v=eimJxSJKLkY
Time:	2:06
<p>Narrator: The Wolf and the Pipe Narrator: While a kid was grazing on grass one day, he became lost. Kid: Baa. Baa. Friends! Friends! Where are you? Baa. Narrator: Hearing this, a nearby wolf quickly ran to the kid with his lips smacking. Wolf: Now, doesn't he look tasty? Narrator: The kid was so shocked and scared that he fell on his bum, Kid: Just a second Mr. Wolf. Before you eat me, I have one wish. Narrator: Said the kid to the very hungry and salivating wolf. Kid: I would like to dance just one last time. If you could just play the pipe, then I can dance my last dance. Wolf: Hmm, no problem. I can grant you that wish. He he he! Narrator: So, the wolf started to play the pipe to celebrate his new meal. Soon after he started to play, they could hear barking sounds from dogs. Dog: Bad, bad wolf! You better keep your paws off the kid! Narrator: The kid's protector heard the sound of the pipe and rushed over immediately. The wolf suddenly saw the dog approaching. He threw the pipe and ran for his life. Wolf: Instead of playing the pipe, I should've eaten the kid right away. What was I thinking?</p>	

Additional material for workshop # 10:

Fable's name	
Characters of the fable:	
