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**DISERTACIÓN PREVIA A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN  
LINGÜÍSTICA APLICADA CON MENCIÓN EN ENSEÑANZA DE LENGUAS.**

**SELF-ACCEPTANCE AND SELF-ESTEEM THROUGH CHILDREN'S LITERATURE  
IN THE EFL CLASSROOM**

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## 1. TABLE OF CONTENTS

1. TABLE OF CONTENTS.....	2
2. ACKNOWLEDGEMENTS.....	6
3. ABSTRACT.....	7
4. INTRODUCTION.....	8
5. JUSTIFICATION.....	9
6. SCHOOL INFORMATION.....	11
6.1. SCHOOL BACKGROUND.....	11
7. OBJECTIVES.....	12
7.1. GENERAL OBJECTIVE.....	12
7.2. SPECIFIC OBJECTIVES.....	12
8. PROPOSAL.....	13
8.1. HYPOTHESIS.....	13
9. CHAPTER I: CHILDREN’S SELF-ACCEPTANCE AND SELF-ESTEEM.....	14
9.1. SELF-ACCEPTANCE.....	14
9.2. SELF-ESTEEM.....	14
9.3. SECOND LANGUAGE ACQUISITION “NATURAL APPROACH”.....	16
9.4. THE FIVE HYPOTHESES OF THE NATURAL APPROACH.....	17
9.4.1. THE ACQUISITION-LEARNING HYPOTHESIS.....	17
9.4.2. THE NATURAL ORDER HYPOTHESIS.....	17
9.4.3. THE MONITOR HYPOTHESIS.....	18
9.4.4. THE INPUT HYPOTHESIS.....	18
9.4.5. THE AFFECTIVE FILTER HYPOTHESIS.....	19
9.5. LEXICAL AND SYNTACTIC SIMPLIFICATION.....	19
9.6. RHYTHM, RHYME AND REPETITION IN STORYTELLING.....	19
9.6.1. RHYTHM.....	20
9.6.2. RHYME.....	20
9.6.3. REPETITION.....	21

<b>10. CHAPTER II: STORYTELLING IN THE EFL CLASS.....</b>	<b>21</b>
<b>10.1. USING STORIES IN THE EFL CLASS .....</b>	<b>27</b>
<b>10.2. PRE-READING, WHILE-READING AND POST-READING ACTIVITIES IN THE EFL CLASS. ....</b>	<b>29</b>
<b>11. CHAPTER III: SIMPLIFIED VERSION OF THE STORY FISH IS FISH BY LEO LIONNI.....</b>	<b>31</b>
<b>12. MATERIAL TESTING.....</b>	<b>32</b>
<b>12.1. Class # 1: July 26<sup>th</sup>, 2012 (<i>POSITIVE AND NEGATIVE WORDS TO EXPRESS FEELINGS AND EMOTIONS</i>).....</b>	<b>34</b>
<b>12.2. Class # 2: August 2<sup>nd</sup>, 2012 (<i>FEELINGS AND EMOTIONS</i>).....</b>	<b>36</b>
<b>12.3. Class # 3: August 9<sup>th</sup>, 2012 (<i>ACCEPTING MY BODY</i>).....</b>	<b>38</b>
<b>13. RESEARCH METHODOLOGY AND TECHNIQUES.....</b>	<b>39</b>
<b>14. EXPERIMENTAL DESIGN DESCRIPTION.....</b>	<b>40</b>
<b>15. EXPERIMENTAL DESIGN PROCESS.....</b>	<b>41</b>
<b>15.1. Class # 1: April 15<sup>th</sup>, 2012 (<i>FISH IS FISH: DESCRIBING OUR CHARACTERS</i>).....</b>	<b>42</b>
<b>15.2. Class # 2 – Class # 3: April 16<sup>th</sup>, 2013 and April 17<sup>th</sup>, 2013 (<i>FISH IS FISH: DESCRIBING OUR CHARACTERS</i>) .....</b>	<b>43</b>
<b>15.3. Class # 4: April 18<sup>th</sup>, 2013 (<i>FISH IS FISH: FEELINGS AND EMOTIONS</i>).....</b>	<b>43</b>
<b>15.4. Class # 5: April 22<sup>nd</sup>, 2013 (<i>FISH IS FISH: ACCEPTING OURSELVES</i>) .....</b>	<b>44</b>
<b>15.5. Class # 6: April 23<sup>rd</sup>, 2013 (<i>FISH IS FISH: ACCEPTING OURSELVES</i>).....</b>	<b>45</b>
<b>15.6. Class # 7 – Class # 8: April 24<sup>th</sup>, 2013 / April 25<sup>th</sup>, 2013 (<i>FISH IS FISH: ACCEPTING OURSELVES</i>) .....</b>	<b>45</b>
<b>15.7. Class # 9: April 29<sup>th</sup>, 2013 (<i>FISH IS FISH: "ABOUT ME" COLLAGE</i>) .....</b>	<b>49</b>
<b>15.8. Class # 10: April 30<sup>th</sup>, 2013 (<i>HUNGRY SPIDER BY HAROLD COURLANDER</i>) ..</b>	<b>49</b>
<b>15.9. Class # 11: May 2<sup>nd</sup>, 2013 (<i>HUNGRY SPIDER BY HAROLD COURLANDER</i>)..</b>	<b>50</b>
<b>15.10. Class # 12: May 6<sup>th</sup>, 2013 (<i>HUNGRY SPIDER BY HAROLD COURLANDER</i>)... ..</b>	<b>51</b>
<b>15.11. Class # 13 – Class # 14: May 7<sup>th</sup>, 2013 – May 8<sup>th</sup>, 2013 (<i>HUNGRY SPIDER BY HAROLD COURLANDER</i>).....</b>	<b>52</b>
<b>15.12. Class # 15: May 9<sup>th</sup>, 2013 (<i>RABBIT RACES WITH TURTLE BY GAYLE ROSS</i>)</b>	<b>53</b>
<b>15.13. Class # 16: May 13<sup>th</sup>, 2013 (<i>RABBIT RACES WITH TURTLE BY GAYLE ROSS</i>)</b>	<b>53</b>
<b>15.14. Class # 17: May 14<sup>th</sup>, 2013 (<i>RABBIT RACES WITH TURTLE BY GAYLE ROSS</i>)</b>	<b>55</b>

15.15.	Class # 18 – Class # 19 – Class # 20: May 15 <sup>th</sup> , 2013 – May 16 <sup>th</sup> , 2013 – May 20 <sup>th</sup> , 2013 ( <i>RABBIT RACES WITH TURTLE BY GAYLE ROSS</i> ).....	56
15.16.	Class # 21: May 21 <sup>st</sup> , 2013 ( <i>AUNT FOX AND THE FRIED FISH BY RAFAEL ORAMAS</i> ).....	56
15.17.	Class # 22: May 22 <sup>nd</sup> , 2013 ( <i>POST – SURVEY AND POST – TEST APPLICATION</i> ).....	57
16.	RESULTS ANALYSES.....	58
16.1.	PRE – TEST ANALYSIS (EXPERIMENTAL AND CONTROL GROUP).....	58
16.2.	PRE – SURVEY ANALYSIS (EXPERIMENTAL AND CONTROL GROUP).....	62
16.3.	POST – TEST ANALYSIS (EXPERIMENTAL AND CONTROL GROUP).....	66
16.4.	POST – SURVEY ANALYSIS (EXPERIMENTAL GROUP).....	71
17.	EXPECTED RESULTS.....	75
18.	CONCLUSIONS.....	76
19.	RECOMMENDATIONS.....	79
20.	RECOMMENDATIONS FOR TEACHERS WHO USE THIS PROJECT.....	80
21.	BIBLIOGRAPHY.....	81
22.	ANNEXES.....	83
22.1.	ANNEX #1: PRE-TEST.....	83
22.2.	ANNEX # 2: SURVEY.....	86
22.3.	ANNEX # 3: LESSON PLAN # 1.....	87
22.4.	ANNEX # 4: LESSON PLAN # 2.....	92
22.5.	ANNEX # 5: LESSON PLAN # 3.....	97
22.7.	ANNEX # 6: LESSON PLAN # 4.....	101
22.8.	ANNEX # 7: LESSON PLAN # 5.....	106
22.9.	ANNEX # 8: LESSON PLAN # 6.....	112
22.10.	ANNEX # 9: LESSON PLAN # 7.....	115
22.11.	ANNEX # 10: LESSON PLAN # 8.....	118
22.12.	ANNEX # 11: LESSON PLAN # 9.....	121
22.13.	ANNEX # 12: LESSON PLAN # 10.....	125
22.14.	ANNEX # 13: LESSON PLAN # 11.....	129
22.15.	ANNEX # 14: LESSON PLAN # 12.....	132
22.16.	ANNEX # 15: LESSON PLAN # 13.....	137
22.17.	ANNEX # 16: LESSON PLAN # 14.....	141

<b>22.18.</b>	<b>ANNEX # 17: LESSON PLAN # 15</b> .....	146
<b>22.19.</b>	<b>ANNEX # 18: LESSON PLAN # 16</b> .....	149
<b>22.20.</b>	<b>ANNEX # 19: LESSON PLAN # 17</b> .....	152
<b>23.</b>	<b>TIME LINE</b> .....	157

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### 3. ABSTRACT

This dissertation proposes the simplification of the Story *Fish is Fish* by Leo Lionni for EFL didactical purposes in order to develop children's self-acceptance and self-esteem in Fifth Graders at "William Shakespeare School". Besides, three other stories known as trickster tales (*Hungry Spider* by Harold Courlander, *Turtle Races with Rabbit* by Gayle Ross, and *Aunt Fox and the Fried Fish* by Rafael Oramas) were chosen in order to enhance this project's goals and expectations. This children's story simplification represents a sample of how children can acquire and learn English as a foreign language through dynamic activities that emerge from a properly managed reading process. In addition, the simplified version of the story *Fish is Fish* and the other three stories mentioned above attempt to develop in Fifth Graders a positive attitude towards the target language while implicitly contributing to a natural development of self-acceptance and self-esteem. Pre-reading, while-reading and post-reading activities were specially designed to satisfy Fifth Graders' needs and interests. To demonstrate this project's validity and reliability, this dissertation applied an experimental design method using the subjects from Fifth Grade ACUARIO and PISCIS at "William Shakespeare School"

#### 4. INTRODUCTION

This dissertation proposes the lexical and syntactical simplification of the story *Fish is Fish* by Leo Lionni for EFL teaching purposes while at the same time and implicitly develop self-acceptance and self-esteem in Fifth Graders at “William Shakespeare School”. According to the Organic Law of Higher Education and the Academic Regulation, LOES and RRA for its initials in Spanish, there is no article that requires an under graduated student to ask for copyright authorization in case he/she is adapting the book for proposing additional material for educational purposes. Moreover, three other stories known as *trickster stories* (*Hungry Spider* by Harold Courlander, *Turtle Races with Rabbit* by Gayle Ross, and *Aunt Fox and the Fried Fish* by Rafael Oramas) were chosen in order to complement with the fulfillment of the goals and expectations of this project. The trickster tales were used exactly as they were presented in their reading book *Houghton Mifflin: “Reading”* by David Cooper and John Pikulski in order to continue with the syllabus proposed for the Fifth Graders. This project complies with the applied theory dissertation model according to PUCE standards and it contributes with a practical product: *the simplified version of the story Fish is Fish and the corresponding pre-reading, while-reading and post-reading activities for Fish is Fish and the trickster stories.*

This work includes the theoretical background that supports the validity and reliability of the proposal. It starts with the description of self-acceptance and self-esteem as a pedagogical tool to enhance EFL children’s development in the second language process and which sets the context where the proposal is carried out. Then, the second language acquisition process is discussed and applied in Fifth Graders. Next, the lexical and syntactical simplification is discussed enlightened by the Natural Approach method of analysis. The theoretical framework concludes with solid evidence of how storytelling benefits EFL acquisition and learning in Fifth Graders.

The practical section of this dissertation presents the simplified version of the story *Fish is Fish* by Leo Lionni and its main purpose is to turn the story into an EFL interactive tool to develop children’s self-acceptance and self-esteem while at the same time, enhancing children’s communication skills in the target language through meaningful and communicative EFL activities. In addition, the simplified story will develop a positive attitude towards experimenting with the English language and vocabulary in order to make it easier for them to acquire the foreign language. What makes the story *Fish is Fish* suitable for

boosting self-acceptance and self-esteem is the way characters change along the story. They learn how to deal with their differences but at the same time they accept themselves the way they are. They recognize they are different and is that difference, what makes each character unique and special. Even though the book is recommended for children from 3 to 7 years old, low self-esteem can be found at any age. The simplified version of the story *Fish is Fish* and the other three stories previously chosen (*Hungry Spider by Harold Courlander, Turtle Races with Rabbit by Gayle Ross, and Aunt Fox and the Fried Fish by Rafael Oramas*) include pre-reading, while-reading, and post-reading activities that will help children acquire the target language in a simpler, dynamic, and amusing way.

The surveys, activities and exercises were previously tested in a one on one situation which, for the purposes of this dissertation will be called “Material Testing Process” with Subject 1. This process was monitored by M.A. Patricia López whose comments and recommendations were carefully analyzed and taken into account in order to develop each activity and lesson plan.

To demonstrate this project’s validity and reliability, this dissertation applied an experimental design method using the subjects from Fifth Grade ACUARIO and PISCIS at “William Shakespeare School”. The students from Fifth Grade ACUARIO were part of the experimental group and the students from Fifth Grade PISCIS were part of the control group. A pre-survey and a pre-test were applied to both groups. Then, a post-survey and a post-test were applied to the experimental group whereas a post-test was only applied to the control group. The control group was not part of the post-survey application because the main point of this project was to verify if the children’s literature chosen for the project can boost kids’ self-acceptance and self-esteem and the control group did not read any of the stories proposed by this project. Finally, pre-reading, while-reading and post-reading activities were applied to the experimental group and each case was analyzed taking into account the theoretical points described in further sections. The control group was not exposed to these activities and therefore the survey for this group was not relevant. This dissertation ends with a set of conclusions and recommendations that invite further research.

## **5. JUSTIFICATION**

During my education at the Catholic University, I had the opportunity to learn how to design EFL children’s activities based on their dominant intelligence, their skills, their abilities and their needs. A basic and essential need to be satisfied in children is self-acceptance, so

this knowledge motivates me to develop an innovative proposal which incorporates self-esteem and self-acceptance growth through a simplified version of children's literature in the EFL classroom. With this background information and after making a thorough analysis of the "William Shakespeare School" syllabus, it was verified that children were using the text *Houghton Mifflin: "Reading" by David Cooper and John Pikulski*.<sup>1</sup> The illustrations and ludic and practical activities are presented as the text basis. But at the same time, the *Houghton Mifflin: "Reading"* text lacks of a subject matter unit in which storytelling can be used as a pedagogical tool to learn and to teach English literature and at the same time boost children's self-acceptance and self-esteem. The teaching and learning English development through children's stories activities will awaken children's imagination and creativity, it will motivate students to learn and make progress in the target language. Children's literature will become a useful tool inside and outside the classroom because children will be able to dream, imagine, and live inside their fantasy world during the English class period.

This project will let the children enjoy storytelling activities while at the same time perform fun activities and unconsciously acquire the target language and accept and love themselves as they are. The activities will follow this format: *pre reading activities, while reading activities and post reading activities*, so children will develop their creativity and they will boost the oral comprehension of the target language in an easy and didactic way. This dissertation proposes the selection of the story *Fish is Fish by Leo Lionni* that is focused on self-esteem and self-acceptance awareness and development. Besides there are three stories (*Hungry Spider by Harold Courlander, Turtle Races with Rabbit by Gayle Ross, and Aunt Fox and the Fried Fish by Rafael Oramas*) that will help to complement the simplified version of the story *Fish is Fish* because all of them provide a meaningful message that could be applied in order to develop children self-esteem and self-acceptance. This project seeks to use storytelling as a useful tool to persuade students to discover and realize that they can be as great human beings as they want and imagine. Besides, it intends to convince children that there is no limit for their dreams and goals.

Stories inspire children's imagination, teach them about the world and develop their reading skills. Choosing a book that interests children and meets their skill level makes them more likely to want to explore other books.<sup>2</sup> So, teachers have to be aware that children are becoming interested in the science of the world around them and about the way things work.

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<sup>1</sup> DAVID COOPER AND JOHN PIKULSKI, "Reading", United States of America. Houghton Mifflin, 2010.

<sup>2</sup> SOLANKI, Molly. "How to select books for children", September 2<sup>nd</sup>, 2010.

<<http://www.livestrong.com/article/217254-how-to-select-books-for-children/>> Accessed: November 26<sup>th</sup>, 2012.

Consequently, fostering an interest in nonfiction with books about dinosaurs, bugs, outer space, volcanoes, and whatever else tickles their minds will develop in children the need for exploring new fantasy worlds, it will awaken children's sense of self-acceptance and self-esteem that literature can achieve.

## **6. SCHOOL INFORMATION**

"William Shakespeare School" is located on Gonzalez Suarez Street and Interoceanica Avenue Tumbaco, Ecuador. The institution offers qualified education from nursery to elementary and junior high levels. For more than twenty years, "William Shakespeare School" has built its status and fame in Tumbaco for its outstanding academic level. The students attending this center belong to the middle-high socio-economic status in Ecuadorian standards. According to Dr. Humberto Herrera, school principal, William Shakespeare School is always trying to look for original and creative ways to face education. For this reason and for more than twenty years, the different courses have been classified in an original and way. Instead of using letters or numbers to label the different groups in William Shakespeare School they use unique and innovative denominations, this time, zodiac signs. Consequently, the experiment took place with the children from Fifth Grade ACUARIO and PISCIS.

### **6.1. SCHOOL BACKGROUND**

At the moment, "William Shakespeare School" is in the process of being recognized by the Ministry of Education as a bilingual school, so the authorities and the English teachers are working hard to improve the English level from the initial education section to the higher years of school in order to make it bilingual. The English department and English teachers are looking for new methodological and technological resources that can help students reach English proficiency according to their age and stage of development. The target group for the storytelling project is the Fifth Graders section that corresponds to seven to eight years old.

There are fifty one children in Fifth Grade divided in two groups of twenty six and twenty five children in each class. Twenty six children correspond to Fifth Grade ACUARIO and the other twenty five children correspond to Fifth Grade PISCIS. Most of the children at "William Shakespeare School" are part of the middle-high socio economic status according to Ecuadorian standards. This status has provided the children with more opportunities to keep

in touch with the target language. Many children have had the opportunity to travel abroad and to practice their language skills in situations that other children have not had. Besides, the students are exposed to the target language nineteen hours per week. Subjects such Reading, Science, Social Studies, and Language are totally taught in the target language, so the EFL proficiency in the majority of the students is quite acceptable. According to the CEFR<sup>3</sup> their English proficiency corresponds to A2-. This level states that “students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment). Students can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Finally, they can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.”<sup>4</sup>

## **7. OBJECTIVES**

### **7.1. GENERAL OBJECTIVE**

- To develop children’s self-acceptance and self-confidence in order to make them acquire English in an amusing and entertaining way.

### **7.2. SPECIFIC OBJECTIVES**

- a. To develop self-acceptance and self-esteem by means of a linguistically simplified version of the story Fish is Fish by Leo Lionni.
- b. To work with the stories Hungry Spider by Harold Courlander, Turtle Races with Rabbit by Gayle Ross, and Aunt Fox and the Fried Fish by Rafael Oramas in order to develop children’s self-acceptance and self-esteem and to make children reflect on the message each story provides them.
- c. To propose a themed oriented EFL teaching model in which storytelling becomes a pedagogical tool to teach English.
- d. To design activities focused on the reading comprehension process. (Pre-Reading, While-Reading, Post-Reading, Responding, Exploring and Applying)

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<sup>3</sup> CEFR: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries.

<sup>4</sup> Id.

## **8. PROPOSAL**

The simplification of a child's story will present original activities to make the most of each storytelling session. Storytelling will be turned into an interactive and vivid experience for Fifth Graders, so they can acquire the target language and the reading comprehension process in a more natural way. The EFL Fifth Grade class will have an encouraging environment in which young children can feel independent to dream and imagine their own worlds. This means that children are going to be the protagonists of their own acquisition process, so they are going to feel free to experiment with the target language.

Even though Fifth Graders at "William Shakespeare School" have some foundations in basic vocabulary about the world around them in the target language, the contents presented in the EFL class cannot be broader than what they are able to understand according to their experiences. The story *Fish is Fish by Leo Lionni* will be simplified in order to make children enjoy the story and to read the story in a fun and amusing way. Fifth Graders have some basic knowledge of words and structures in English, so they have background information to relate when they listen to a story. When children are able to understand what happens in the story, they are able to keep their attention in the story, to increase their attention span, to deduce meaning from context and to create association to facilitate their understanding.

EFL Fifth Graders teachers should create a motivating atmosphere that encourages children to experiment with the target language while they participate in the reading activities. Children's self-acceptance and self-esteem improvement has a great influence on the development of this project since self-acceptance and self-esteem towards English acquisition are crucial for the second language acquisition process. Besides the objective of making children enjoy stories or have fun with them, this project also seeks to motivate children to acquire a second language and to maintain a positive attitude towards it. The simplified story, the activities and the materials in this project were specially designed to develop children's self-acceptance and self-esteem in order to make them acquire the target language in an amusing and entertaining way.

### **8.1. HYPOTHESIS**

Children's self-acceptance, self-esteem and a natural EFL acquisition process are encouraged through well-chosen children's stories.

## 9. CHAPTER I: CHILDREN'S SELF-ACCEPTANCE AND SELF-ESTEEM

### 9.1. SELF-ACCEPTANCE

Self-acceptance and self-esteem are two different concepts. Whereas self-esteem refers specifically to how valuable, or worthwhile, we see ourselves; self-acceptance refers to a far more global affirmation of self. When we are self-accepting, we are able to embrace all facets of ourselves not just the positive, more "esteem-able" parts. According to Seltzer, "self-acceptance is unconditional, free of any qualification. We can recognize our weaknesses, limitations, and weaknesses, but this awareness in no way interferes with our ability to fully accept ourselves".<sup>5</sup>

Self-esteem actually grows out of something called self-acceptance. Self-acceptance occurs when we can accept our weaknesses or faults without an excessive amount of self-punishment. It is also when we can happily accept compliments, believe them, and admit the good seen in us by others. <sup>6</sup> Although, self-acceptance and self-esteem are closely related, once the individual accepts himself as a person with strengths, weaknesses, positive and negative attitudes towards life, that is the moment when self-esteem appears.

### 9.2. SELF-ESTEEM

The term self-esteem comes from a Greek word meaning "reverence for self." The "self" part of self-esteem relates to the values, beliefs and attitudes that we hold about ourselves. The "esteem" part of self-esteem describes the value and worth that one gives oneself. In other words, self-esteem is the acceptance of ourselves for who and what we are at any given time in our lives.<sup>7</sup>

Self-esteem is the degree to which children feel accepted and valued by adults and peers who are important to them. The development of a sense of self is very complex and it is developed from within a person and shaped as well by the people around them. <sup>8</sup> Being able to manage one's own life, feelings, and decisions comes from the foundation of a strong

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<sup>5</sup> SELTZER, Leon, "[Evolution of the self](http://www.psychologytoday.com/blog/evolution-the-self/200809/the-path-unconditional-self-acceptance)", <<http://www.psychologytoday.com/blog/evolution-the-self/200809/the-path-unconditional-self-acceptance>> Párr. 1. Accessed: August 5<sup>th</sup>, 2012.

<sup>6</sup> Id. Párr. 4.

<sup>7</sup> What is self-esteem? <<http://ehlt.flinders.edu.au/education/DLiT/1999/WEBNOTES/website/whatisse.htm>> Párr. 1. Accessed: December 13<sup>th</sup>, 2011.

<sup>8</sup> KATZ, L. (1996). How Can We Strengthen Children's Self-Esteem. ERIC Clearinghouse on Elementary and Early Childhood Education. <[http://www.kidsource.com/kidsource/content2/strengthen\\_children\\_self.html](http://www.kidsource.com/kidsource/content2/strengthen_children_self.html)> Accessed: July 27<sup>th</sup>, 2012.

sense of self. Being able to manage the sense of self helps people cope when difficulties arise. “The development of self comes in phases and is shaped by experiences. Developing a sense of trust in people who care for them is the first important stage of developing a sense of self in children. Children must learn to trust others so they in turn can learn to trust themselves”.<sup>9</sup> Adults who give warm, loving touches, cuddle their children, and answer their calls for what they need are providing the essential first ingredients to a healthy sense of self in their child, making the young one feel wanted, valued, and loved.

“When children begin to toddle and walk, they need to have a safe and supportive environment to explore. It is a child’s job to explore and learn about things. Without this natural desire to touch, taste, and feel things around them, they could not learn or get ready for school. Children need a place where they do not have to hear over and over words like, Stop, Get down, or No.”<sup>10</sup> If children do not feel they can explore independently, they will feel ashamed and doubt their abilities. By about eighteen months of age, children begin to be independent. Parents who expect this need for independence and do not begin a power struggle will be rewarded later with a child who is interested in and excited about learning on his or her own. These children will learn to depend on themselves and not on adults for every answer. Young children begin to see themselves as separate from their parents as they acquire language.<sup>11</sup>

The development of self-esteem is a lifelong task. From our first breath to the last, we are all developing, refining, and changing our sense of self-worth and identity. Self-esteem involves developing a sense of self-worth by feeling loveable and capable. Children challenge this task differently at different developmental stages.

Good self-esteem is important because it helps children to hold their heads high and feel proud of themselves and what they can accomplish in life. It gives children the courage to try new things and the power to believe in themselves. It lets them respect themselves even when they make mistakes. To build self-esteem in children is the responsibility of their parents and teachers. Hopefully, kids realize “when you respect yourself, adults and other kids usually respect you, too.” Sometimes a child will have low self-esteem if his or her parents do not encourage him or her enough or if there is a lot of yelling at home. Other

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<sup>9</sup> KATZ, L. (1996). How Can We Strengthen Children’s Self-Esteem. ERIC Clearinghouse on Elementary and Early Childhood Education. <[http://www.kidsource.com/kidsource/content2/strengthen\\_children\\_self.html](http://www.kidsource.com/kidsource/content2/strengthen_children_self.html)> Accessed: July 27<sup>th</sup>, 2012.

<sup>10</sup> HARTER, S. “Self-perception profile for children”. University of Denver. 1985

<sup>11</sup> Id.

times, a child's self-esteem can be hurt in the classroom. A teacher may unconsciously make a child feel inadequate or perhaps there is a bully who says hurtful things. If this goes on for a period of time unchecked, a child can begin to believe in what others are saying. As parents or mentors, we need to counteract these negative thoughts with positive ones.

Having good self-esteem and positive thoughts is also the ticket to have children who make good choices about their mind and body. If they think they are important, they will be less likely to follow the crowd if their friends are doing something inappropriate or dangerous. If they have good self-esteem, they will know that they are smart enough to make their own decisions. When children value their safety, feelings, and health, they are usually happier and healthier. Good self-esteem helps them know that every part of them is worth caring for and protecting.

### **9.3. SECOND LANGUAGE ACQUISITION “NATURAL APPROACH”**

Dr. Stephen Krashen is professor emeritus at the University of Southern California. He is a linguist and educational researcher. He is known for his theory of second language acquisition known as The Natural Approach, which he developed with Tracy Terrell. Dr. Krashen has published more than 350 papers and books in the fields of second language acquisition, bilingual education, and reading. The Natural Approach is a theory of second language learning which focuses on both oral and written communication skills. It was developed on the premise of four principles:

1. Comprehension of language begins before language production.
2. Language production emerges in stages.
3. Language learning is done using communication and interaction in the target language.
4. Classroom tasks and activities are centered on students' interests, and lower their affective filters.<sup>12</sup>

The learning of a second or foreign language can take place at any age. However, the earlier children start working on a language, the easier the learning process takes place. Children, who have the opportunity to interact with a second language in early stages, are likely to master the new language more effectively than adults that start learning the second

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<sup>12</sup> RICHARDS, Jack and RODGERS, Theodore. “Approaches and Methods in Language Teaching”. United States of America. Cambridge University Press, 2001, p. 182.

language later in their lives. <sup>13</sup> In both cases, there will be a certain interference of the native language in the second language; however, young children can discriminate the two systems more naturally. <sup>14</sup> The goal of The Natural Approach is “the ability to communicate with native speakers of the target language.” <sup>15</sup> There are five hypotheses that outline the Natural Approach theory.

#### **9.4. THE FIVE HYPOTHESES OF THE NATURAL APPROACH**

##### **9.4.1. THE ACQUISITION-LEARNING HYPOTHESIS**

According to Krashen, there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. <sup>16</sup> Learning, on the other hand, is the conscious acceptance of knowledge ‘about’ a language (i.e. the grammar or form). Krashen states that this is often the product of formal language instruction. According to this theory, the optimal way a language is learned is through natural communication. As a second language teacher, the ideal is to create a situation wherein language is used in order to fulfill authentic purposes. Consequently, students will ‘acquire’ the language instead of just ‘learning’ it.

##### **9.4.2. THE NATURAL ORDER HYPOTHESIS**

According to Krashen, learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process.<sup>17</sup> This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence. According to this hypothesis, teachers should be aware that certain structures of a language are easier to acquire than others and therefore language structures should be taught in an order that is conducive to learning. Teachers should start by introducing language concepts that are relatively easy

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<sup>13</sup> GISPERT, Carlos, Enciclopedia de la Psicología, océano, Barcelona, 1988, p.231.

<sup>14</sup> Id. p.232.

<sup>15</sup> RICHARDS, Jack and RODGERS, Theodore. “Approaches and Methods in Language Teaching”. United States of America. Cambridge University Press, 2001, p. 183.

<sup>16</sup> “Improving Second Language Education.”

<<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html>> accessed: January 5th, 2013.

<sup>17</sup> Id.

for learners to acquire and then use the same language concepts to introduce more difficult ones.

#### **9.4.3. THE MONITOR HYPOTHESIS**

This hypothesis explains how acquisition and learning are used; the acquisition system, initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance but its use should be limited.<sup>18</sup> He suggests that the 'monitor' can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency. As a second language teacher it will always be a challenge to strike a balance between encouraging accuracy and fluency in your students. This balance will depend on numerous variables including the language level of the students, the context of language use and the personal goals of each student. This balance is also known as communicative competence.

#### **9.4.4. THE INPUT HYPOTHESIS**

This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept also known as comprehensible input. However, Krashen also suggests that this comprehensible input should be one step beyond the learner's current language ability.<sup>19</sup> This hypothesis highlights the importance of using the Target Language in the classroom. The goal of any language program is for learners to be able to communicate effectively. By providing as much comprehensible input as possible, especially in situations when learners are not exposed to the target language outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition.

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<sup>18</sup> "[Improving Second Language Education.](http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html)"

<<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html>> accessed: January 5th, 2013.

<sup>19</sup> Id.

#### 9.4.5. THE AFFECTIVE FILTER HYPOTHESIS

According to Krashen one obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning.<sup>20</sup> This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. According to Krashen the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress. In any aspect of education it is always important to create a safe, welcoming environment in which students can learn. In language education this may be especially important since in order to take in and produce language, learners need to feel that they are able to make mistakes and take risks. This relates directly to Krashen's hypothesis of the affective filter.

#### 9.5. LEXICAL AND SYNTACTIC SIMPLIFICATION

Text simplification is one way for second language learners to access the general message of authentic texts without being blocked by language that falls outside the bounds of their abilities. Simplification has also been generally defined as any modification designed to make text more accessible to the reader. Linguistic simplification involves the replacement of syntactic structures and lexis regarded as difficult with items which correspond to the reader's level of L2 competence. The problem with such replacement is that it is only justified if the resulting text is consistently easier to read.<sup>21</sup> Lexical simplification helps children of any age, illiterate, foreign, and disabled people to read texts, by replacing difficult words with words that are easier to understand.<sup>22</sup>

#### 9.6. RHYTHM, RHYME AND REPETITION IN STORYTELLING

Storytelling is a spontaneous creative process which fires the imagination and the listener experiences and participates in the story creatively. If the storyteller allows, the listener can have a direct influence on the story as it unfolds. When being told a folk tale

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<sup>20</sup> "Improving Second Language Education."

<<http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html>> accessed: January 5th, 2013.

<sup>21</sup> CAMPBELL, Nancy. "Adapted literary texts and the EFL reading programme". s/f. <<http://203.72.145.166/ELT/files/41-2-8.pdf>> accessed: November 20th, 2011.

<sup>22</sup> DE BELDER, Jan et al. "Lexical Simplification" s/f. <[http://www.kuleuven-kortrijk.be/itec2010/programme/submissions/itec2010\\_submission\\_10.pdf](http://www.kuleuven-kortrijk.be/itec2010/programme/submissions/itec2010_submission_10.pdf)> accessed: November 20th, 2011.

orally, a group of listeners can also be offered the added opportunity to be physically and verbally active. “In many cultures, active participation in oral storytelling is often associated with young children.”<sup>23</sup> In language learning there are good reasons to encourage active participation because it opens pathways of communication between the storyteller and listeners as well as among listeners and builds a sense of class community. Listeners become more conscious of their co-creative role in the storytelling experience which raises their confidence in their ability to express themselves creatively in the target language.

### **9.6.1. RHYTHM**

Heightened speech is a common feature of oral storytelling, somewhere between conversation and reciting poetry. Speech patterns are more rhythmic and words more clearly enunciated, especially during repeated phrases within a story. This makes it easier for students to repeat phrases after the storyteller or join in, especially if the storyteller pauses briefly just before those phrases. Many traditional folk tales involve the repetition of episodes within the tale, so there is an overall rhythm to the story structure, making comprehension and participation easier. Many storytellers often use percussive instruments such as shakers to accentuate the rhythm of these phrases. Students can also be invited to use percussive instruments themselves to reinforce the rhythm in the language.<sup>24</sup>

### **9.6.2. RHYME**

Short and simple rhymes are easy for students to learn and join in with during storytelling. Stories for children may be entirely in rhyme form, but rhymes can successfully be included in stories involving repetition for students of all ages. Typically oral storytelling is unplanned and the text varies from one telling to the next, but rhymes within the tale are fixed and the transition between non-scripted text and rhyme is often signaled by a pause, a gesture and a change of speech pattern.<sup>25</sup>

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<sup>23</sup> MCKAY, Helen, “Rhyme, Rhythm, and Repetition” March 2012. <<http://www.helenmckay.com/articles/rhyme-rhythm-and-repetition>> accessed: March 30<sup>th</sup>, 2012. Párr. 1

<sup>24</sup> Id. Párr. 4

<sup>25</sup> Id. Párr. 5

### **9.6.3. REPETITION**

Repetition is a feature of traditional folk tales which makes them particularly suitable for language classrooms, where repeating words and phrases is common practice. This repetition provides scaffolding which supports the learning of collocations, structures and pronunciation. It is not only words and phrases that are repeated in storytelling. Sounds and gestures can also be repeated and support the learning of language, for example when they match or clarify the meaning of the spoken words.<sup>26</sup>

Rather than setting comprehension tasks after listening to a story, teachers can more productively invite students to respond personally. Imagination and emotions are closely related and students often communicate creatively and listen closely to each other when asked to describe feelings and mental images that appeared when they were listening. Some students will vividly describe colorful and richly detailed visual images, while others describe textures, sensations and movement. Students may find themselves identifying with particular characters in a story, most often the central hero. Students are generally interested to listen closely and find out about other students' individual responses. After listening to a story, there is wide scope for creative response tasks such as drawing a picture, acting out a scene in role-play, writing a letter from one character to another, choosing a gift for a character or representing an aspect of the story through song or dance.

## **10. CHAPTER II: STORYTELLING IN THE EFL CLASS**

Literature is a powerful vehicle for helping children understand their homes, communities and the world. Even before young children can read, family members, childcare providers and teachers read them stories about people in faraway places, sometimes from the distant past and sometimes about people whose lives are similar to their own. The impressions and messages contained in these stories can last a lifetime. Books invite children to use their imaginations, expand their vocabularies and gain a better understanding of themselves and others. If the books reflect the diverse groups of people in the world around them, children can learn to develop respect for self and others. "Literature should be both a mirror in which children can see themselves reflected, and also a window through which children can explore the world around them"; books can illustrate the concept that people from diverse groups can

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<sup>26</sup> MCKAY, Helen, "Rhyme, Rhythm, and Repetition" March 2012. <<http://www.helenmckay.com/articles/rhyme-rhythm-and-repetition>> accessed: March 30<sup>th</sup>, 2012. Párr. 6

play and work together, solve problems, and overcome obstacles. In addition, multicultural children's literature helps children understand that despite our many differences, all people have feelings and aspirations. Those feelings can include love, sadness and fear and the desire for fairness and justice.

Teaching English through literature at an early age has been the result of plenty of psycholinguistic and pedagogic studies in which the scientists found out that teachers must always take into account that young children have a surprising facility to acquire a new language and to reproduce and imitate sounds. "From five to eight years old, young children feel fascinated about tales and fables, they find joy not only in the plot, but also in the characters of the story. Besides, they enjoy stories in which the main characters are human beings or animals". Children began to realize that the concerns and little problems or difficulties that they may have can also affect their favorite characters. It is well known that children until the age of twelve show an innate feeling and desire to learn a new language, they don't feel ashamed of making mistakes in public because they are more concerned with communication rather than in producing grammatically correct sentences. Narrative has become part of everyday children's activities, so Burrell Dinkins in his book *Pastoral Narrative Counseling* says "we dream in narrative, daydream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate and love by narrative".

Barbara Hardy 1978, (from the University of London) gives us a more solid foundation about the importance of storytelling when she says, "all constructs of reality are stories we tell ourselves about ourselves and others according to our perception of the world; therefore, narrative is the most common and effective way of ordering the events around us". Thinking in narrative is more typical of children's thinking, so it constitutes a practical method to enhance children's foreign language acquisition and to keep them motivated to experiment with the target language. During the early years of school, children are not afraid of making mistakes; they learn the sounds and the intonation of the different expressions by imitation. Storytelling has signified a great progress in teaching English as a foreign language (EFL) because it provides motivation, a significant context and it stimulates children's imagination. With tales and fables, teachers can apply a variety of activities such as listening for gist, scanning, acquiring new vocabulary, encouraging communication in the class, describing the characters of the tale, becoming one of the characters in the story and relating them to their own lives.

Storytelling is closely related with Krashen's Natural Approach. This approach emphasizes in the language acquisition process (unconscious use of grammatical rules) rather than in the language learning approach (language conscious use). The basic point is that the students have to receive a comprehensible linguistic input, so the oral production emerges naturally. This dissertation will take into account Krashen's Natural Approach but it will focus on his Natural Order Hypothesis. This hypothesis states that there is a pre-established natural order which human beings follow and thus acquire new language rules. Krashen's Natural Approach has been used in many ways inside the EFL class. For example, we have the form and sound imitation, the labeling, the scanning and the sequencing technique that have been used as methodological tools to teach English in a natural order. This project will focus on the Second Language Natural Acquisition through storytelling. As we know, oral production in the target language is one of the skills that demands a lot of effort from the students' part because they have to manage a variety of language elements at the same time. For this reason, it is the teacher's task to motivate the students, help them progress and teach them every day something new, so they can realize that they are learning something that entertains and makes them happy.

Storytelling creates real communication states inside the classroom through the implementation of affective situations between the narrator and the listener. This affectivity is really positive in order to produce spontaneous oral interventions of the students in the class. Therefore, storytelling allows children to enjoy the activity of listening children's stories in a second language, so they manifest a positive attitude towards the language acquisition process. Storytelling stimulates children's imagination and creativity. Through storytelling children acquire new vocabulary in a natural way since language is contextualized, rich and meaningful. Therefore, it helps to unconsciously acquire new structures because these structures are going to be considered as real learning communicative expressions rather than expressions that require grammatical analysis and mediation.

Using storytelling as a thematic unit will make students to develop their second language learning process according to their skills and abilities. Stories are going to present a motivating introduction, and they are going to be developed in three stages (pre reading, while reading and post reading activities ) in order to help students identify the structure and the organization of ideas in the text and to get a sense of how the author decided to organize the information. As a result, they can use that sense of organization and become the

protagonists of their own learning process. Each activity will start with the explanation of the story sequence and it will be complemented by a visual aid. Activities will have pictures that illustrate the whole story with clarifying drawings that make facts of the story understandable. These activities will be useful in order to make the children comprehend the story.

Teachers should try to use repetitive activities in order to help the children interiorize the story. The activities for the pre reading, while reading and post reading process can be:

- To use true or false questions or multiple choice questions to check if the children have previous background knowledge about the story.
- To interpret a drawing inside the text.
- To infer the title of the story by looking at a drawing.
- To predict the following events of the story.
- To transfer information to drawings.
- To sequence different drawings.
- To fill in the blanks in a parallel text.
- To fill up crosswords and puzzles.
- To make up a new ending for the story.

The games and activities proposed for self-esteem and self-acceptance growth are the following:

- Brochure about me.
- The self-esteem gauntlet.
- Just the way you are.
- Who am I?

Storytelling has to be done in a slow and leisurely way; voice modulation will change when the main characters of the story appears in order to give the story more realism. While telling a story, it is important that the teacher does not use a monotonous voice as it can become dull then. The teacher needs to vary his/her speed of talking and tone according to

the emotions and situations in the story. The teacher can use different voice tone in order to make the children live and feel the story, to make them go through the story thinking that they are part of it. If the teacher just reads the story with the same voice tone and in a repetitive way, it would be very difficult to make children get involved in the story. In this experiment, voice modulation was adjusted to the content of the story and it was emphasized with the characters and situations. The speech was delivered slowly to guarantee complete understanding from the EFL learners. During the narration of the story, teachers have to use pauses that will help the children feel curiosity for what is going to happen. Storytelling will be done specifically on the target language but it is not forbidden the occasional use of the mother tongue in order to clarify a specific part of the story because children's understanding of the story is the main object.

Storytelling is an effective educational tool that features strongly across all cultures since human language evolved.<sup>27</sup> Storytelling builds a sense of community in little children, enhances knowledge and memory recall, supports early literacy development, and also expands creative potential in children.<sup>28</sup> Storytelling can be enriched by introducing games related to the stories to make it easier for children to understand the target language. Games and activities can be used to teach the key words in the story, inspire the children with colorful pictures to help them understand, and act out parts of the stories, games or songs. Storytelling improves language skills such as vocabulary, prediction, sequencing, comprehension, story structure and recall. These skills also help children become better writers. Just as is the case with read-aloud activities, children who engage in the activity learn about history and culture, develop emotionally and have better self-esteem.<sup>29</sup>

There are many reasons to use stories in the EFL class. Firstly, children love tales; moreover, the stories can be used as the focal point of the lesson, giving meaning and context to new lexical items and phrases learned in isolation. Besides, children can infer the structure of language subconsciously as well as hear familiar words they know. Also, children will be happy to hear the same stories told over and over again which is fantastic for revision and absorption. Furthermore, stories can be used as a basis for fun activities inside class. Finally, a useful message can be obtained in the story, aside from language learning. Using stories gives teachers another method of putting language across and will lead to more

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<sup>27</sup> PHILIPS, Louise, Storytelling: The seeds of children's creativity, 2009, Australian Journal of early Childhood, s/f, <<http://www.articlearchives.com/education-systems-institutions-early.html>> accessed: November 26<sup>th</sup>, 2011.

<sup>28</sup> Id.

<sup>29</sup> STORYTELLING!, 2008. <<http://www.planetesme.com/storytelling.html>> accessed: November 20<sup>th</sup>, 2011.

variety in the lessons. Stories can be used to change the class mood because enhancing storytelling with gestures, actions, colorful illustrations, relevant games and role-plays increases language retention and acquisition, and makes space and time for really fun lessons.

The EFL school teachers need to be conscious of the children's thinking process. Narrative is an important part of children's thinking. Young children have a natural tendency to be drawn to narrative.<sup>30</sup> Therefore, storytelling constitutes a practical method to enhance children's second language acquisition and to motivate little children to experiment with the target language while they have fun. The child's development of narrative skills assists the children in accomplishing communicative objectives. The narrative discourse is called "storying" since what is said can be either a true story, or a fictional story or a combination of both. "The ability to engage in narrative discourse is evidence of child's maturing cognitive and linguistics skills as well as the child's desire to share information with others regarding real or imagined events and experiences. Children learn how to give narrative accounts of events by initially responding to questions that lead them through a sequence of events."<sup>31</sup>

One of the functions of narrative discourse is to describe an event chain, that is a sequence of casually and temporally ordered actions, physical states and mental states that explains what happened, why it occurred and what consequences resulted. The narrative at this age often reflects their significant experiences and their concerns. Schoolers learn how to recognize, anticipate, relate, and respond to narratives as part of their pragmatic development and language socialization in their home and in their community.<sup>32</sup>

The lexical and syntactic simplification of the story *Fish is Fish* and the use of the three stories (*Hungry Spider* by Harold Courlander, *Turtle Races with Rabbit* by Gayle Ross, and *Aunt Fox and the Fried Fish* by Rafael Oramas) can increase not only the language proficiency in little children, but also their motivation and confidence that in the future will help them to get an excellent English proficiency level. Storytelling needs amusing activities and specifically tailored materials that make what is presented in the story a more vivid experience for little ones. Schoolers love stories, so EFL school teacher must take advantage of these materials to present and contextualized new language in a natural way while listening to interesting and entertaining stories that children enjoy.

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<sup>30</sup> SAXBY, M. "Introduction: The Power of Story", Melbourne: MacMillan, 1992.

<sup>31</sup> LANE and Molyneaux, "From First grade to Kindergarten", page 297.

<sup>32</sup> Id. page 298.

## 10.1. USING STORIES IN THE EFL CLASS

The use of literature to teach second languages can be traced back to over one century ago. In the nineteenth century, second languages were taught with the help of the Grammar Translation Method.<sup>33</sup> Students would translate literary texts from the second language to their native languages. When this method was replaced by methods that emphasized structures and vocabulary, literature was no longer used.<sup>34</sup> Therefore, neither the Direct Method nor the Audio-lingual Method used literature to teach second languages. In the seventies, methods such as Community Language Learning, Suggestopedia, The Silent Way, Total Physical Response, and the Natural Approach did not use literature to teach second languages.

For the past two decades or so, literature has found its way back into the teaching of EFL; however, not in the way it was used with the Grammar Translation Method. Teachers have realized that literature can be used to reinforce the skills and complement language teaching. Myuskens affirms that with the students at the beginning and intermediate levels, teachers can use literary texts for “language practice, reading comprehension, and possible artistic appreciation.”<sup>35</sup>

Short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance learners’ development.”<sup>36</sup> Since short stories usually have a beginning, middle and end, they encourage students at all levels of language proficiency to continue reading them until the end to find out how the conflict is solved. In this dissertation, the short stories *Fish is Fish* by Leo Lionni and the other three stories *Hungry Spider* by Harold Courlander, *Turtle Races with Rabbit* by Gayle Ross, and *Aunt Fox and the Fried Fish* by Rafael Oramas are also a picture books where the illustrations enhance the text immensely. In the case of *Fish is Fish*, it is also considered a master piece that was recognized as book of the year by the American Library Association. With beginning and low intermediate levels, we can teach simple elements, such as character, setting and plot. The same and more complex elements, such as conflict climax, resolution, etc., can be introduced

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<sup>33</sup> ROCHA, Odilea “Benefits of using short stories in the EFL context,” párr. 1 <[http://www.asian-efl-journal.com/pta\\_nov\\_ore.pdf](http://www.asian-efl-journal.com/pta_nov_ore.pdf) > accessed: January 7<sup>th</sup>, 2012.

<sup>34</sup> Id. párr. 2

<sup>35</sup> MYUSKENS, James, “Teaching Second Language Literatures: past, present and future” , párr. 5 <[http://www.asian-efl-journal.com/pta\\_nov\\_ore.pdf](http://www.asian-efl-journal.com/pta_nov_ore.pdf) > accessed: January 7<sup>th</sup>, 2012.

<sup>36</sup> MURDOCH, George, “Exploiting well-known short stories for language skills development”, párr. 8 <[http://www.asian-efl-journal.com/pta\\_nov\\_ore.pdf](http://www.asian-efl-journal.com/pta_nov_ore.pdf) > accessed: January 7<sup>th</sup>, 2012.

with more advance levels.<sup>37</sup> Moreover, short stories are effective when teaching culture to EFL students. <sup>38</sup> Short stories transmit the culture of the people about whom the stories were written. By learning about the culture, students learn about the past and the present, and about people's customs and traditions. Culture teaches students to understand and respect people's differences.<sup>39</sup> When using literary texts, teachers must be aware that the culture of the people for whom the text was written should be studied. As children face a new culture, they become more aware of their own culture. They start comparing their culture to the other one to see whether they find similarities or differences between the two cultures.

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<sup>37</sup> ROCHA, Odilea "Benefits of using short stories in the EFL context," párr. 10 <[http://www.asian-efl-journal.com/pta\\_nov\\_ore.pdf](http://www.asian-efl-journal.com/pta_nov_ore.pdf)> accessed: January 7<sup>th</sup>, 2012.

<sup>38</sup> Id. Párr 18.

<sup>39</sup> ROCHA, Odilea "Benefits of using short stories in the EFL context," párr. 10 <[http://www.asian-efl-journal.com/pta\\_nov\\_ore.pdf](http://www.asian-efl-journal.com/pta_nov_ore.pdf)> accessed: January 7<sup>th</sup>, 2012.

**10.2. PRE-READING, WHILE-READING AND POST-READING ACTIVITIES IN THE EFL CLASS.<sup>40</sup>**

<b>ABILITIES AND STRATEGIES</b>		
	<b>ABILITIES</b>	<b>STRATEGIES</b>
<b>PRE-READING ACTIVITIES</b>	Children are supposed to predict the topic and the relevant facts by using their experiences and what they know so far.	<ol style="list-style-type: none"> <li>1. Taking into account the theme, children can infer the content of the story.</li> <li>2. Children can explore the story by looking at pictures, charts, key words, etc.</li> <li>3. Children can use the brain storming technique in order to list the upcoming situations in the story.</li> </ol>
	Children are supposed to recognize the new concepts and vocabulary. They are supposed to use these new words in different contexts.	<ol style="list-style-type: none"> <li>1. Children can make predictions about the meaning of the new words.</li> <li>2. Children can classify and categorize the new words.</li> <li>3. Children can identify synonyms and antonyms for the new vocabulary.</li> <li>4. Children can use the dictionary to clarify any vague meaning.</li> <li>5. Children can use the new words in other contexts in order to see if the meaning is understood.</li> </ol>

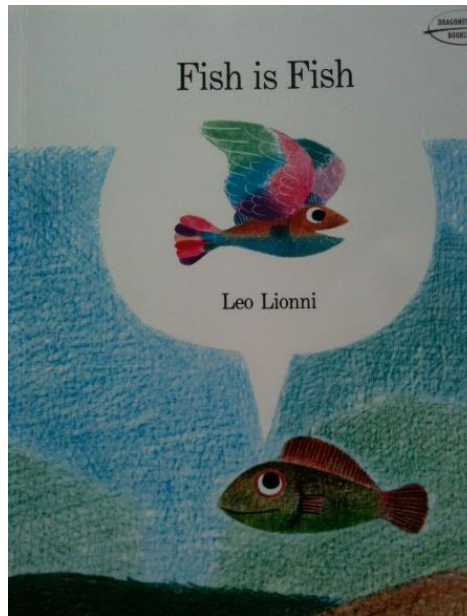
<sup>40</sup> SASSON, Dorit "Implementing Pre-Reading, While-Reading and Post-Reading Strategies in the EFL Classroom," parr. 6 <[http://www.etni.org.il/etnirag/issue2/dorit\\_sasson.htm](http://www.etni.org.il/etnirag/issue2/dorit_sasson.htm)> accessed: October 14<sup>th</sup>, 2013.

<b>WHILE-READING ACTIVITIES</b>	Children are supposed to recognize and look for general and specific information trying to identify the characters of the story, the facts, places, tec.	<ol style="list-style-type: none"> <li>1. Children can re-read any idea in a paragraph in order to understand it better.</li> <li>2. Children can build mental images about what they are reading.</li> <li>3. Teachers can check the understanding by making questions about the reading.</li> <li>4. Children can underline or highlight the words of phrases that are difficult for them.</li> </ol>
	Children are supposed to infer important information about the story.	<ol style="list-style-type: none"> <li>1. Children can relate, contrast and compare the story to their real lives.</li> <li>2. Children can relate their experiences with the ones included in the story.</li> </ol>
<b>POST-READING ACTIVITIES</b>	Children are supposed to analyze the text they have read and give information about it in order to verify the understanding.	<ol style="list-style-type: none"> <li>1. Children can complete charts about the chronological other that took place during the story.</li> <li>2. Children can re-tell the story by using their own words.</li> <li>3. Children can identify the main events of the story.</li> <li>4. Children can summarize the story with one or two main ideas.</li> </ol>
	Children are supposed to re-read the story by using the correct intonation and speed.	<ol style="list-style-type: none"> <li>1. Teachers have to become a model to follow in order to make the children read as you did it first.</li> <li>2. Children have to follow the punctuation marks in order to understand the story better.</li> </ol>

## 11. CHAPTER III: SIMPLIFIED VERSION OF THE STORY FISH IS FISH BY LEO LIONNI

### **FISH IS FISH BY LEO LIONNI**

[http://www.youtube.com/watch?v=4c1\\_fQpKLEc](http://www.youtube.com/watch?v=4c1_fQpKLEc)



*Once upon a time there were a baby frog and a baby fish. They looked similar when they were babies. They were very good friends and they lived happily inside a pond.*

*One day, when the little frog woke up, he noticed he had two little legs, so he realized that he was not a baby frog anymore and that he was different from the baby fish. He realized he was now a grown-up frog. He argued with his friend the whole day about being the same or different. Finally, the little frog said "Frogs are frogs and fish is fish and that's that."*

*The days passed and the little frog now has two front legs and his tail became smaller. Do you see it?*

*Then, one day, a completely grown-up frog climbed up the pond onto the grass.*

*The baby fish grew up and he became a grown-up fish too. He was sad and day after day, he wondered where his four footed friend had gone.*

*Then, one day, the frog suddenly jumped inside the pond. They were happy to see each other again. The fish asked the frog "Where have you been?" and the frog answered "I have been all over the world jumping here and there and I have seen extraordinary things."*

*The fish asked "And what did you see?" and the frog answered "I saw birds with wings, two legs and many colors" "Really? And what else did you see?" asked the fish. "I saw cows with four legs and horns, they eat grass and carry pink bags of milk" said the frog.*

*But the fish kept asking "what else did you see?" "I saw people" "I saw men, women and children" said the frog. They chatted and chatted all day long about what the frog had also seen outside the pond. So, the fish sighed "If I could only jump onto the grass just like my friend, I could also see that wonderful world."*

*The fish kept trying and trying to jump out of the pond. He wanted to see the birds, the cows and the people his friend had told him about. So, one day full of courage and energy, he jumped out of the pond.*

*The fish landed on the grass and guess what? He couldn't breathe nor move. He shouted weakly "help, help"*

*Luckily for the fish, his friend the frog was nearby and pushed him back into the pond.*

*The fish floated for an instant but then He could breathe again. Now they both understood through the warmth of the sun that also reached inside the wonderful pond, that fish is fish and frog is frog.*

## **12. MATERIAL TESTING**

On July 26<sup>th</sup>, August 2<sup>nd</sup> and August 9<sup>th</sup>, 2012 the material proposed for this project was previously tested on an eight-year old child kwon as SUBJECT 1. An external expert in Foreign Language Teaching observed the material testing process during three sessions. The expert's comments appear in the three observation forms below. Those comments contributed to the development of this dissertation before carrying out the real experiment at "William Shakespeare School."

OBSERVATION FORM		
OBSERVER: External Observer		ONE ON ONE CASE STUDY: SUBJECT 1
CLASS TOPIC: POSITIVE AND NEGATIVE WORDS TO EXPRESS FEELINGS AND EMOTIONS.		DATE: July 26 <sup>th</sup> , 2012
TIME	ACTIVITY	COMMENTS
15:15	Teacher carries out a survey in Spanish	Ok, you could add questions about home relationship. You could add a couple of questions which could show self-acceptance improvement after the proposal.
15:20	Teacher switches to English and asks student to cut 10 words from a worksheet which contains positive and negative adjectives. Teacher pastes 2 posters on the board. One of a happy face and one of a sad face	It was good that you didn't give up when the student showed lack of understanding. You stuck with English. GOOD!
15:30	Teacher invites the student to pick the adjectives she cut and to stick them under the sad or happy face accordingly. Every time a positive adjective is chosen, the student is given one piece of the puzzle which will reveal one of the characters of the upcoming story.	Do not forget that to increase self-acceptance and self-esteem the students need to feel they can do things by themselves after a couple of examples from you.
15:40	Teacher invites the student to continue with the activity, but now the second character of the story is being built.	Watch out your English use and pronunciation. Nice activity and strategy to introduce the characters of the story.
15:45	Teacher gives the student a worksheet where she is asked to describe the positive adjectives that describe the two characters (fish/frog).	Try to get away from isolated word-exercises and move towards real communication situations.
15:45	Teacher asks student to tell each other one positive characteristic.	How about adding: <i>but sometimes they have BAD moments and then:</i>  <i>Frog can be lazy / Fish can be bad</i>  And softly you introduce <u>can be</u> for possibility.

		<p><i>Wrap-up suggestion: Ask student to identify one bad movement of the day before describing it with one negative adjective.</i></p> <p><i>I was disobedient yesterday</i></p> <p><i>How did you feel?</i></p> <p><i>I felt bad.</i></p>
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**12.1. Class # 1: July 26<sup>th</sup>, 2012 (POSITIVE AND NEGATIVE WORDS TO EXPRESS FEELINGS AND EMOTIONS)**

The class started with a short introduction between Subject 1 and Teacher. Subject 1 seemed a little bit nervous and she was really shy at the beginning of the session. After some minutes the class started, she began to show herself more and more interested and amused with the class. When she had to stand up and stick the strips of paper on the board, it was really nice to see how relaxed and happy she seemed. It was a clear example of how a simple activity of going to the board and writing a sentence can change the entire mood not only of the class but also of a specific student. After this short warm-up activity, Subject 1 began to build and complete each one of the characters from the story. It is important to mention that Subject 1 asked permission to the teacher in order to keep the crafts with her. Teacher obviously accepted the request and Subject 1 stuck the two characters from the story (fish/frog) on her board. As a final activity, teacher and Subject 1 interacted together and they expressed positive comments each one another.

OBSERVATION FORM		
OBSERVER: External Observer		ONE ON ONE CASE STUDY: SUBJECT 1
TITLE OF THE CLASS: FEELINGS AND EMOTIONS		DATE: August 2 <sup>nd</sup> , 2012
TIME	ACTIVITY	COMMENTS
16:20	Teacher asks the student to blow up a balloon, to tie it and then to try to burst it with a needle to discover what is inside. Teacher models and takes the word FROG from inside the balloon, the student feels afraid of doing it, so the teacher helps the student to burst the balloon and to discover her word; which is FISH	It was excellent to see more hand-on activities when preparing the student for story sharing time. Good job!  <i>How would you adjust this activity to</i>

		<p><i>the group situation?</i></p> <p>Maybe, you can use only five balloons for the ten students with two words in each balloon.</p>
16:25	Teacher says that he will then be frog and the student will be fish while sharing the story and starts inviting the student to cut the mask which he says they will wear while the story is being told.	<p>Masks HAVE TO be very comfortable. It was difficult to breath for both, teacher and student.</p> <p><i>How are you going to work with the group to avoid this inconvenient?</i></p> <p>Maybe, you can use a different material to make more comfortable masks.</p>
16:30	Teacher tells story until page # 4.	You need to create more expectation and to tell the story more enthusiastically and with more voice changes.
16:40	Teacher stops storytelling and through the question/answer technique asks the student to reflect about how fish feels after frog leaves the pond by using flash cards which the teacher asks the student to stick on the board.	<p>Fine in general. After all the cards were on the board, you could insist a bit more on fluent oral production to describe how fish felt.</p> <p><i>Try to use complete sentences rather than isolated sentences.</i></p>
16:45	Teacher invites the student to cut paper plates into fish and he does the same. Then teacher encourages the student to color the student's fish with the student's favorite color and provides her with water colors.	<p>It was great to see you two involved in the painting activity. Student tells</p> <p><i>"Soy mala para pintar"</i></p> <p>Excellent opportunity to work on self-acceptance. You started but you didn't continue</p>

		<p><i>"Why do you say that"</i></p> <p>You asked this question but you didn't work on it in order to gather some background information about why the student said that.</p>
16:50	Student continues painting her fish	<p>It would be great if you could maintain a soft conversation with the student while both are painting their fish, i.e.</p> <p><i>Why is red your favorite color?</i></p> <p><i>Why did you choose red?</i></p> <p>Silent-time, silent-work and soft conversation contributes to self-acceptance (read about it)</p>
16:55	Teacher keeps asking the student if fish is still sad or not as student continues painting her fish.	
17:00	<p>Teacher writes on the board</p> <p><i>The fish was ..... But now he is HAPPY</i></p> <p>Teacher asks the student to use the adjectives from the flash cards.</p>	<p>Watch out your English!</p> <p>Ask yourself all the time:</p> <p><i>Does my English model deserve to be imitated by my students?</i></p>
17:05	No wrap-up previously planned	<p>Maybe, you can use:</p> <p><i>When did you feel best during this class?</i></p>

**12.2. Class # 2: August 2<sup>nd</sup>, 2012 (FEELINGS AND EMOTIONS)**

Subject1 seemed more confident and relaxed with the new Teacher, so she participated actively in the class. During the activity of bursting the balloon, Subject 1 was a little bit scared about it, so teacher helped the student and the activity continued. The idea of the

activity was to designate which mask (fish/frog) the student had to wear. It is important that both, Teacher and Subject 1 had troubles wearing their masks, so they decided to take off the masks and continue with the story telling session. Then, Subject 1 received a white paper plate and teacher explained that they were going to build a fish. Teacher guided the student and helped her with the decoration of it. Subject 1 really enjoyed the activity and she even kept the fish in order to give it as present. The class finished with a little explanation from Subject 1 in which she explained how the fish felt.

OBSERVATION FORM		
OBSERVER: External Observer		ONE ON ONE CASE STUDY: SUBJECT 1
TITLE OF THE CLASS: ACCEPTING MY BODY		DATE: August 9 <sup>th</sup> , 2012
TIME	ACTIVITY	COMMENTS
16:15	Teacher asks student if she had played bingo. Student says "yes". Teacher proceeds to provide her with the bingo materials and game begins. The game finished at 16:28 when both finished it at the same time.	<p>It was good that even if the student was crying and said she was sad because daddy had left, you went on with your planned activity.</p> <p>It would have been great to take the word, touch the body part, and mark it in the bingo card. This wasn't done consistently. ie. heel/knee</p> <p>Correct some English structures; for example:</p> <ul style="list-style-type: none"> <li>• <i>Do you know where are the eyelashes?</i></li> <li>• <i>I don't have .....?</i></li> </ul>
16:30	Teacher tells student that they will visit the story Fish is Fish again, and so continues with an interactive type of reading.	The story sharing was a bit more dynamic than in the last class, but you could do it even better.
16:40	Teacher finished with the story sharing time and announces that they will make a frog paper today.	Correct some English structures; for example:

	Teacher provides student with the instructions to make it	<ul style="list-style-type: none"> <li>• <i>That one, you are going to use?</i></li> <li>• <i>Let me see you frog</i></li> </ul> <p>Good idea to make student build a paper frog.</p>
16:45	Teacher provides student with a worksheet where the student has to match people or animals with their similar and to write the phrase that carries the self-acceptance element, i.e. <i>A fish is a fish and that is that.</i>	Fine pre-real self-acceptance activity.
16:50	Teacher asks student to write on a sheet of paper a part of the body she didn't like.	
16:55	Student wrote such part and so did teacher and observer. Once finished with this writing, teacher asked student to read the phrase and to turn the sheet and read what had been previously written there: <i>there was a self-acceptance phrase there.</i>	Excellent wrap-up activity. The positive expression student displayed was an evidence of self-reflection which invited student in a very subtle way to accept herself as she was.

### 12.3. Class # 3: August 9<sup>th</sup>, 2012 (**ACCEPTING MY BODY**)

Even though the class started with some troubles with Subject 1 who was crying before starting the session, Teacher just continued with the class and tried to involve the student in the activities prepared for the class. Little by little, Subject 1 forgot about the troubles she had before and stopped crying, so the class developed in a better way. The bingo game was really entertaining for the student and the most important part was that there was not a winner, the idea was that both, teacher and student won the game at the end. Then, the teacher continued with the story telling session and provided the student with a sheet of paper that was used to build an origami frog. Subject 1 presented some troubles trying to follow the Teacher's instructions and sometimes L1 was used to clarify the directions the student had to follow. Finally, the teacher passed around a cardboard in which the student had to write a part of her body that she did not like. For example, she wrote "*I do not like my hair*". Then the teacher asked the student to turn the sheet of paper back and look at the positive expression and message that was written on it.

All the comments and recommendations proposed by the external observer were taken into account in order to develop the actual experiment. Timing was one of the difficulties that was present in the three sessions. Some of the activities finished very quickly and in a real class situation this would have been a problem because children need to be focused on the class. The way the teacher presented the story was also a recommendation made by the external observer. The storyteller must be a person who feels the story and at the same time he or she can express those feelings by using all the things he or she has around.

### **13. RESEARCH METHODOLOGY AND TECHNIQUES**

Pre-reading, while-reading and post-reading activities were created to enhance the teaching and learning process. Storytelling became a useful tool to reach the students' interests about learning a second language and it provided them with a variety of new possibilities to see the world around them. Children answered a written question bank in which they expressed their feelings about learning English through stories and the results were stored in a data base. Then, they took a pre-test that showed what the level of the students before the experiment was. At the end of the study, we checked if the mentioned hypothesis was verified and the children improved their EFL proficiency while developing their self-esteem and self-acceptance through storytelling.

The results of the questionnaires were analyzed through an objective study of the data. This was an experimental research project that involved the students from Fifth Grade ACUARIO at "William Shakespeare School". Each student answered the questionnaires and with that information, we decided if the children were more likely to learn English or not. Besides, with the information we gathered from the questionnaires, we found out if the students were in the process of developing their self-esteem and self-acceptance properly. With all the collected information, pre-reading, while-reading and post-reading activities were designed in order to focus on the students' needs and lacks. The other group of students from Fifth Grade PISCIS that did not go through this experiment were used as a control group.

This study also presented different activities that were focused on the reading comprehension process. Children put into practice the communicative approach and reinforced their listening, speaking, reading and writing skills. Students received a lot of comprehensible input. This means, the English class was full of opportunities for children to develop pleasant reading habits in the target language. The input children received was

entertaining and interesting, so they even forgot they were using a second language. The experiment had thirty two hours length and it took place at “William Shakespeare School” from Tuesday to Friday for eight weeks. At the end of the experiment, the results were evaluated and compared with the control group in order to find out if the hypothesis was proved or not.

#### **14. EXPERIMENTAL DESIGN DESCRIPTION**

The project was applied from April 15<sup>th</sup> to May 31<sup>st</sup> 2013 at “William Shakespeare School” complying with all school requirements and authorizations provided by the principal Dr. Humberto Herrera. The project was applied to ACUARIO Fifth Graders as the experimental group and to PISCIS Fifth Graders as the control group. The experimental group had twenty six students and the control group had twenty five students.

This experimental design consisted of seventeen lessons. Pre-reading, while-reading and post-reading activities were designed to test the validity and reliability of this dissertation. The purpose of this dissertation is to show that kids’ self-acceptance and self-esteem can be boosted through children’s literature while students’ language proficiency is also improved. A random of three lesson plans was previously applied in a one-on-one situation on July 26<sup>th</sup>, on August 2<sup>nd</sup>, and on August 9<sup>th</sup>, 2012 to test their effectiveness. The results of this material testing process allowed to make the necessary changes, additions and adjustments for their application in the actual experimental design.

The students’ age and their corresponding stage of development were taken into consideration in order to make all activities interesting and amusing for their level. Even though most of the students in Fifth Grade showed an acceptable English level in the Pre-test which was part of this experiment (*See Annex # 1 Page 83*), the activities were also designed to develop students’ proficiency not only in the foreign language itself, but also in their reading and comprehension processes which were really important aspects for their Reading and Literature Class.

## 15. EXPERIMENTAL DESIGN PROCESS

The experimental design process began with the administration of the English language proficiency pre-test and the pre-survey to find out their attitude towards English and the stage of their self-confidence and self-esteem prior to applying this experiment. These instruments were applied on April 05<sup>th</sup>, 2013. (See Annexes # 1 and # 2 Pages 83-86)

Regarding the EFL proficiency Pre-Test, even though the teacher previously explained both groups (*experimental and control group*) that the Pre-Test was not going to affect their grades; it was very difficult to reduce anxiety in children. It was very clear that they felt really nervous about the Pre-Test not only for the result itself but also because of having “a stranger / a new teacher” in their class. There was a deep silence in the class and that was a real sign that children were nervous and concerned about the Pre-Test. The Pre-Test was designed to evaluate the four skills (*listening, speaking reading and writing*) in order to have a clear idea of those the students manage better and those which the students need help and reinforcement with. Once the purpose of the Pre-Test was explained, students began to show more confidence and they seemed a little bit relaxed too. The Pre-Test was handed out and section by section was explained carefully to the students to clarify any further questions.

The first part of the Pre-Test involved Listening. Some students were not paying careful attention to the listening section, so that is why sometimes they just chose an answer without taking into account what they heard. The exercise was repeated twice and that was respected even after the requests from some students who had not written any answer. The second part of the Pre-Test involved Reading. In this specific part, students had some troubles with the vocabulary words they found in the article they read. Teacher helped the students with some of the new words by using the definition process to clarify the meaning and to give them a hand. The third part of the Pre-Test involved Speaking. In this section, students seemed really confident and a few of them had troubles building up correct sentences with the strips of paper they chose. Children who had this kind of troubles during the Pre-Test were kindly guided through the speaking part of the test in order to help them to feel supported and encouraged. Finally, the fourth part of the Pre-Test involved Writing. In this specific section the results were very acceptable. The paragraphs students wrote were well-structured and coherent. However, most of the students presented some mistakes in the

punctuation and linking words to connect their ideas correctly. The results of this Pre-Test will be provided in the next sections.

Regarding the Pre-Survey, it was carried out rather smoothly in both groups. Neither one of the students showed any signal of anxiety or nervousness. After analyzing the Pre-Test and Pre-Survey results more changes and adaptations were made to the lessons before imparting them to the students. Once all the material was adequately revised and adjusted, the final version of these lessons was implemented starting on April 15<sup>th</sup>, 2012.

The twenty two classes that this experimental design took were divided in seven lessons that corresponded to the “Fish is Fish” story by Leo Lionni and nine lessons that corresponded to the Trickster Tales Hungry Spider by Harold Courlander, Turtle Races with Rabbit by Jean de La Fontaine, and Aunt Fox and the Fried Fish by Evann ad Rylie. Class # 22 corresponded to post-test and post-survey applications. (See Annex # 19 Page 152)

#### **15.1. Class # 1: April 15<sup>th</sup>, 2012 (*FISH IS FISH: DESCRIBING OUR CHARACTERS*)**

Subjects participated and were really enthusiastic about starting the Reading&Literature class with a new activity proposal. At the beginning the class was not cooperating so much, it was really difficult to make them speak and join actively in class. For this reason, only a few students participated in the warm-up activity. But once students knew the mechanics of the activity, there were many other students who really wanted to be part in it. Students were eager to cooperate with the teacher and the majority of them really liked to come to the front of the class and show what they knew. To make students come to the front of the class is one interesting way to make them feel confident. It is vital for them to be recognized by the rest of the students that they are really important and that their help and knowledge are very welcome in the class. Another important aspect of this lesson was to see the way children enjoyed hands-on-activities. They really liked to do things using their hands and this aspect was really taken into account in the majority of the lessons. At the end of the class and during the wrap-up activity, there were some students who had trouble with the speaking part. The teacher guided them in order to make them speak and participate taking into account that the goal of this class was to make children feel confident talking in class rather than to focus on perfect sentence structure. (See Annex # 3 for lesson plan # 1 Page 87)

**15.2. Class # 2 – Class # 3: April 16<sup>th</sup>, 2013 and April 17<sup>th</sup>, 2013 (*FISH IS FISH: DESCRIBING OUR CHARACTERS*)**

During the second class, the cooperation and enthusiasm increased. It was not difficult to make children participate in class. Besides, it was interesting to figure out how well children remember the simple past tense in order to continue with future classes. During the warm-up activity the students were supposed to say how they had felt last class. Some students did a really great job and their sentence structure was very concrete and organized, but there were some other students who uttered sentences like “*I am sad last class*”, “*I am happy last class*”, etc. These mistakes were corrected by the teacher right away in order to avoid future problems with the students by using the paraphrasing technique in a very gentle and loving manner. In this lesson, children enjoyed building up the characters of the story Fish is Fish. As it was mentioned before, hands-on-activities were designed in order to make children enjoy the class period better. Cutting, pasting, coloring were activities that these children really liked. Even though the class was planned to be done only in one period, the reality was that children needed more time to build up their characters. For this reason, this specific class took two periods in order to give children extra time to finish with their characters the way they wanted and liked them to be. After finishing the FROG and the FISH, the students were invited to describe each of the characters with their own words. Complications appeared when some children finished with the activity really fast. There were almost thirteen minutes left before finishing the class, so a plan B that was not in the lesson plan had to be applied. Teacher asked some students to stand up and read their sentences aloud. Students cooperated and the class enjoyed listening to some crazy stories such as “*In his bad moments FROG can be savage*”, “*In his bad moments FISH can be evil*”, “*In his bad moments FROG can be crazy*”, “*In his bad moments FISH can be angry*”, etc. (See Annex # 4 for lesson plan # 2 Page 92)

**15.3. Class # 4: April 18<sup>th</sup>, 2013 (*FISH IS FISH: FEELINGS AND EMOTIONS*)**

The class started with a picture of a sad fish stuck on the board. Students were asked to cut out some feelings and emotions and they had to stick the feeling or emotion on the picture. Each student had to choose a strip of paper from a bag and decide if the feeling or emotion describes how the fish in the picture felt. Children liked the warm-up activity but there were some students who could not decide if the strip of paper had to be stick or not on the

picture. The teacher helped these students with an extra definition of the word, so children can decide if that word describes or not the sad fish on the board. Then, each student received a cardboard in which they had to draw a fish that shows something different from the one who was stuck on the board. During this activity, some children said “*No soy bueno para dibujar*”, “*I don’t like to drawing*”. These messages were heard by the teacher and he showed these two kids his own drawing and at the same time he explained them that he was not really good at drawing either. The idea was to make them feel that the work they did was valuable and the effort they put on the activity was the only thing that mattered. These two children drew and colored their fish and were the first volunteers to present their drawings during the wrap-up activity. They realized their drawings were not good or bad or beautiful or ugly. They realized they did their best and they had to be proud of that. (See Annex # 5 for lesson plan # 3 Page 97)

#### **15.4. Class # 5: April 22<sup>nd</sup>, 2013 (FISH IS FISH: ACCEPTING OURSELVES)**

The class began with a bingo game. The teacher explained the game to the students and each one received a bingo card. Each student had to take a strip of paper from a bag and read the part of the body that was on the paper. The student who chose the strip of paper had to follow the drill that was written on the board. For example, “*I don’t like my (part of the body they do not like)*” or “*I do like my (part of the body they do like)*” Once the student said the sentence the rest could cover or mark the bingo card. There was no winner in this activity because the idea was that all children participate in class, take a strip of paper and say if they like or not that specific part of their bodies. All bingo cards were marked and covered because all of them had the same words on it. Then, the teacher explained that one of the characters in the story they were about to read did not like something about himself either. The teacher took the simplified version of the story Fish is Fish and started reading the tale to them. Acting and a clear pronunciation of each word was used to make children understand the story. Sometimes, the teacher asked a random student to continue with the reading of the story and questions about specific vocabulary words were answered at the end of the story telling session. After the story telling session, the children received a worksheet in which they had to mix and match. The teacher explained students that at the end of the story fish accepted himself the way he was by saying “*fish is fish and that is that*”. Finally, the teacher asked two volunteers to represent the story. Students’ participation was very active and demonstrated they enjoyed mimicking the story. (See Annex # 6 lesson plan # 4 Page 101)

**15.5. Class # 6:** April 23<sup>rd</sup>, 2013 (***FISH IS FISH: ACCEPTING OURSELVES***)

The teacher started the class by asking the students some questions about the story. The questions were related to the reading comprehension process and included the setting, the plot, the characters, the climax and the message of the story. The children were really engaged with the questions and some of the answers were very acceptable. Then, the teacher gave each student a green cardboard and explained the process to build up an origami frog. In this specific part of the activity, some children had trouble following the instructions of the teacher and there was a kid who just stopped working and did not want to follow any instruction. The teacher talked with the kid and helped the child to catch up his classmates. After this inconvenient, the teacher asked the students to color and decorate their works using the materials they brought to class. As a wrap-up activity, each student received a cardboard and the teacher explained them that they had to write something about their bodies that they do not like. The teacher made the first example and showed to the class: *"I don't like my belly"*. After some minutes children were ready to show their sentences to the class. Children did not know that on the other side of the cardboard, there was a positive message written on it. Each student read their sentences and after that, they turned the cardboard backwards and they found messages like *"but I am loved"*, *"but I am happy"*, *"but I am me"*. The students really liked this activity and the most important thing was that they realized that even if they did not like something about themselves, there was always something really nice and positive in each person. (See Annex # 7 for lesson plan # 5 Page 106)

**15.6. Class # 7 – Class # 8:** April 24<sup>th</sup>, 2013 / April 25<sup>th</sup>, 2013 (***FISH IS FISH: ACCEPTING OURSELVES***)

The teacher started the class talking about one specific character from the story Fish is Fish by Leo Lionni. The students discussed and talked about the FISH in the story. The teacher asked questions related to the character and the students answered to them orally. After the warm-up activity, the students received a white paper plate and the teacher explained them that they were going to build up a fish. They followed teacher's instructions to cut out the tale of the fish and he helped them with the silicone to paste it. Then, the students used their watercolors to decorate their fish the way they wanted and liked. There were colorful fish and they even had strange colors, but the idea was to let children use their

imagination and the teacher respected their ideas of pink, black, purple, and even Jamaican fish. At the beginning, this class was planned to be done in one class period but the building up of the paper fish took more time than the expected. For this reason, this class covered two periods in order to give children extra time to properly finish their paper fish. As a wrap-up, students were asked to describe their fish and explain the reasons why they chose the color they used to decorate their fish. Some students did a really great job and phrases like “*I painted my fish pick because is my favorite color*”, “*I decorated my fish as Jamaican because I like to live there*”, were some examples of how children enjoyed the class. (See Annex # 8 for lesson plan # 6 Page 112)

During the story telling session the students really enjoyed the tale Fish is Fish. Their comments and reactions towards the story were very positive and comforting. After the story telling session, the students worked on the *Story Board Activity* and the messages that they explained the story provided them were exactly the ones that this project was planning to get. These are some of the students’ examples:

1. *You have to be satisfied with the things you have and with who are you.*
2. *You should like what you have.*
3. *You have to be happy with yourself.*
4. *You are what you are and you have to accept that.*
5. *You have to accept the things that you have and the things that you can do.*
6. *You have to love you and don’t try to be someone else.*
7. *We have to love the way we are.*
8. *You have to accept who are you because you are perfect.*

The above messages were taken from the *Story Board Activity* that the students worked with. Besides, the way the students enjoyed this story and the activities designed for it were really interesting and amusing. When they had to deal with the activity *Paper Fish*, they demonstrated they really missed this kind of activities now in Fifth Grade. There were some comments that reinforce the need of working with these students taking into account hands-on-activities because they felt free of doing creative, amazing and even crazy things based on something they read.

With the story Fish is Fish, it was planned to make the students work on a hands-on-activity in which they created a fish from a paper plate, some water colors and lots of their creativity. This activity really amused the children and they even expressed their ideas,

feelings and emotions with a simple topic. At the beginning, it was planned that the teacher was going to choose the best of the fish and that person was going to be able to stick his or her fish on wall, so all students can see and admire his or her creation. But after a thorough thinking and taking into account that creativity is a very subjective aspect to determine what is beautiful and what is ugly, the decision was to make students stick all their paper fish on the wall, so all of them can feel proud of the job they did. There were also some kids who did not want to stick their fish on the wall, some of them decided to take their fish, so they can give them to some teacher, relative or friend. The following pictures show the process while students were working on the paper fish and the final results:





**15.7. Class # 9:** April 29<sup>th</sup>, 2013 (***FISH IS FISH: "ABOUT ME" COLLAGE***)

The teacher started the class by pasting a poster of a song called "Proud of me" on the board. The teacher explained the children that they were going to sing a song that dealt with how special they were. The teacher asked the students to follow up the lyrics of the song and the song started. The children were really pleased and excited with this activity. However, after the first time the song was played, as a suggestion of the same students a contest was organized. Girls against boys competed in order to see who the best singers were. After the warm-up activity, the teacher asked the children to think about the good aspects about each one of them. He asked the students to share their ideas to the class and phrases like "*I am a good friend*", "*I love my parents*", "*and I am a good student*", "*I good in soccer*" were some examples of children's participation in this activity. Then, the teacher asked the students to take out their old magazines and try to find pictures or phrases who symbolized and represented them in any manner. The idea was that children cut out these pictures or phrases and then they glued them on a poster in order to create a collage about themselves. This was a positive reminder of all the things that made the children special and unique and the reasons why the children should feel proud about themselves. As a wrap-up activity, the teacher played the song "Proud of me" again and the children sang together. It was really interesting to see how the children responded the first and the second time the song was played. At the beginning, there were some students who seemed kind of opposed to the activity. They did not cooperate in a proper manner and they did not even sing the song with the rest. At the end of the class and during the wrap-up activity, these same children included themselves in the activity and they sang together with the rest of the class. (See Annex # 9 for lesson plan # 7 Page 115)

**15.8. Class # 10:** April 30<sup>th</sup>, 2013 (***HUNGRY SPIDER BY HAROLD COURLANDER***)

Teacher started the class by telling the students that they were going to read a story called "*Hungry Spider*". Then, teacher asked for some volunteers to come to the board and draw a spider. There were some students who showed enthusiasm and cooperated with the teacher and drew their own spiders on the board. The idea was to make children show their abilities at drawing and at the same time it was an excellent opportunity for them to show it to the class. Then, teacher passed around a worksheet called "*Description of the story*" and he explained the students that before reading the story, it was a good idea that children got an overall notion of the story they were about to read. During this part of the activity, some new

and unfamiliar words appeared and students had to use their dictionaries to find the meaning of the new vocabulary words and at the same time completed the word search game provided in the worksheet previously mentioned. Some students had troubles using the dictionary, especially because it was an English-English dictionary and also because some students had never opened their dictionaries before. Teacher explained children how they have to use the dictionary, so students could find the new vocabulary words and their meanings. As a wrap-up, teacher asked the students to write a sentence with each new vocabulary word and he chose some random students to share their sentences to class. (See Annex # 10 for lesson plan # 8 Page 118)

#### **15.9. Class # 11: May 2<sup>nd</sup>, 2013 (HUNGRY SPIDER BY HAROLD COURLANDER)**

Teacher explained students that they were about to read a story about two wonderful characters. One was a spider and the other was a turtle. Then, he passed around a worksheet called "*Suitable Habitat*" and gave children the instructions, so they could work on it. While children were working on the activity "*Suitable Habitat*", teacher pasted a bigger poster of the same activity on the board. Once teacher noticed that all children found the correct way in the maze to help the little hatchlings to get home, he asked for a volunteer to share the correct way in the bigger poster. A student came to the board and using a marker, she showed the class the way to solve the maze. After this short intervention of the student, teacher explained children that they had to write on the back part of the sheet of paper the way the little hatchlings and mother turtle had to follow to avoid the dangers. After the warm-up activity, teacher asked students to open their books on page # 236 where the story "*Hungry Spider*" was. He started the reading and by using the pop-corn reading technique, teacher made all students read the story and at the same time kept the concentration on it. After reading the story, teacher asked some questions in order to verify children's comprehension of the story. Then, he asked students to take out a different sheet of paper and asked them to work on the "*Story Board*" activity. Some children did not finish the activity in class, so they were allowed to finish the activity at home and it was collected during the next period of class.

During the story telling session, there were some questions about meanings that were clarified right away. The story telling session stopped for a moment and the meanings that were causing problems to the students were explained before continued with the story. The most important part of this story was to make students understand that *one kindness*

deserves another. After the activity “*Story Board*” these were some of the messages students got from the story:

1. *You have to be honest and share with others your things.*
2. *If you do bad things, you are going to have bad consequences.*
3. *We don’t have to be greedy and bad persons.*
4. *Don’t do what you don’t want that people do to you.*
5. *Do not do bad things to others because you are going to receive the same.*
6. *Do not be greedy like the spider.*
7. *Do not do bad things to others if you do not want someone makes the same to you.*

The messages were taken from the students’ activity “*Story Board*” and were copied exactly as they were written by them. Students got the main idea of the story and that was shown in the different messages they wrote about it. Students are in the process of becoming teenagers and it is important that they keep in mind that the best way to make new friends is by being honest, friendly, supportive and good people. (See Annex # 11 for lesson plan # 9 Page 121)

**15.10. Class # 12: May 6<sup>th</sup>, 2013 (*HUNGRY SPIDER BY HAROLD COURLANDER*)**

Teacher wrote the following question on the board:

*Which best describes Spider’s character?*

- A. *Friendly*
- B. *Selfish*
- C. *Angry*

Then, teacher asked children the question on the board and made them think about the spider in the story they read last class. Teacher waited for children’s responses and asked children to explain why they thought the spider was “Selfish”. Teacher asked some students in the class the same question and discussed the spider’s attitude. Then, teacher clarified children that the attitude of the spider was not correct. That she was very selfish and that is why at the end of the story she received the same from the turtle. Later, teacher told students that they were going to work on an activity that dealt with positive and negative attitudes people sometimes have. Teacher passed around a worksheet called “*Positive and Negative Attitudes*” and he explained children they had to complete the crossword puzzle with the

adjectives that described positive and negative attitudes. They had to read the clues and guided themselves with the first letter of the adjective that was given in the worksheet.

During this activity, teacher noticed that some children were having some difficulties with the adjectives they had to use to complete the crossword puzzle, so in order to avoid children's frustration; teacher helped them by clarifying the meaning of the adjective or by giving them some extra clues. Again, while children were working on the activity, teacher pasted a bigger poster of the same activity on the board. Once he noticed that all students finished with the worksheet, he asked for some volunteers to come to the board and complete the crossword puzzle. This activity helped students to understand that sometimes people can have a bad attitude or reaction towards any circumstance, but the important thing is to learn how to deal with those bad moments, so you don't hurt anybody. Besides, making children participate in the front of the class and share their answers helped them not to be afraid of their classmates at all.

Finally, children finished the class by using a different worksheet called "Attitudes" in which students had to complete it by using the words from the crossword puzzle and the different pictures they had in the worksheet. The activity helped students reinforce the meaning of positive and negative attitudes while at the same time, it helped the teacher to understand students' reactions sometimes. (See Annex # 12 for lesson plan # 10 Page 125)

**15.11. Class # 13 – Class # 14: May 7<sup>th</sup>, 2013 – May 8<sup>th</sup>, 2013 (*HUNGRY SPIDER BY HAROLD COURLANDER*)**

Teacher started the class by telling the students that they were about to build up a spider. He asked children to take out their different materials and using "realia" he used each material to asked children where did they think that specific material could be used to create a spider. Children helped the teacher with their answers and they were very excited about the class because they knew that it was going to be something similar to the class when they built up the paper fish. Teacher helped the students using the knife to cut a small piece of the bottom of the Styrofoam ball so it became flat. Then, students painted the ball with black and set it aside to dry. Children cut each pipe cleaner in half and bended slightly in the middle. They inserted 4 "legs" on one side of the spider and 4 legs on the other. Next, they used the red paint to paint a smile on the spider's face. They pushed the large googly eyes down into

the top of the Styrofoam ball to make an indent. Finally, students removed the eyes, added glue and placed back in the formed indent. This activity was a great bug craft for kids. The class was planned to be covered in one period but children really needed some extra time to properly finish with their spiders. That was why this lesson took two class periods. Finally, as a wrap-up, teacher explained students that even though the spider was selfish and mean with the turtle, she could change and be generous and a good friend. Each student had to present his/her spider craft to the rest of the classmates and use a positive message to describe their spiders. (See Annex # 13 for lesson plan # 11 Page 129)

**15.12. Class # 15:** May 9<sup>th</sup>, 2013 (**RABBIT RACES WITH TURTLE BY GAYLE ROSS**)

Teacher started the class by sticking on the board the title of the story "*Rabbit Races with Turtle*" and then, stuck two pictures (a rabbit and a turtle) on the board. Then, teacher asked students some questions about the rabbit and the turtle taking into account some specific parts of the story they were about to read. Teacher waited for children answers and then, he explained students that sometimes unexpected things can occur not only in a story but also in our lives that made us change the view we have about others. This warm-up activity set up the path for introducing the whole story "*Rabbit Races with Turtle*" to the children. Once the warm up was finished, teacher told children that a good idea for knowing what was the story going to be about was by discussing it with an activity called "*Description of the Story*" This activity helped students to have a clear idea about the story and teacher could clarify the main points of it. Teacher passed around the "*Description of the Story*" activity and made children work on the exercises provided. First, students had to order a sequence of events and then they had to re-write the description of the story. To finish with the class, teacher made children reflect on the situation in which a rabbit races with a turtle. Teacher waited for children's responses and explained them that before they judge whether someone is good or bad at something, they need to see him/her in action. (See Annex # 14 for lesson plan # 12 Page 132)

**15.13. Class # 16:** May 13<sup>th</sup>, 2013 (**RABBIT RACES WITH TURTLE BY GAYLE ROSS**)

Teacher started the class by writing on the board the title of the story "*Rabbit Races with Turtle*." He explained children they were about to read a story with these two characters and they had to draw a cover cartoon of the story based on the title written by the teacher on the

board. With this activity, students could meet the main characters of the story and at the same time they inferred and predicted about what was going to happen in the story. Children really liked this activity because they liked drawing coloring. They had a high level of competence among them and they were always trying to demonstrate who the best was. They used any kind of material they found in their bags and pencil-cases in order to create very nice cartoons of the story. After the warm-up activity, teacher asked students to open their reading books on page # 242. He started reading the story with them and tried to act out and use the proper intonation in order to maintain the children focused on the story. Then, teacher used the pop-corn reading technique in order to keep children focus on the reading process and on the story itself. After reading and discussing the story to verify students' comprehension of it, teacher gave students the worksheet called "*Story Board*" in which children had to work in pairs to find out the characters, the setting, the conflict, the climax, the resolution and the message of the story "*Rabbit Races with Turtle.*"

During the story telling session, there were some misunderstandings. Many students got confused and thought the bad guy in story was the turtle because he cheated the rabbit and the rest of animals in the forest. But then, they understood that the rabbit's attitude was the incorrect one, and the turtle cheated on him in order to teach him a lesson. The most important part of this story was to make students understand that bragging about oneself could be dangerous and can affect the relationship with others. After the activity "*Story Board*" these were some of the messages students got from the story:

1. *Do not think that you are always right.*
2. *Do not do bad things to people because someone can teach you a lesson.*
3. *You do not have to think that you are the best because someone can demonstrate you that you are not.*
4. *You do not have to say that you are the best.*
5. *If you are boastful, people are going to hate you.*
6. *If you are good at something, you do not have to presume.*
7. *Sometimes cheating is ok to teach someone a lesson.*
8. *You do not have to think that you are better than someone because everyone has different capacities and abilities.*
9. *Do not think that you are always right.*

The messages were taken from the students' activity "Story Board" and were copied exactly as they were written by them. Students got the main idea of the story and that was shown in the different messages they wrote about the story. Besides, and as it was mentioned in the survey, there was a high percentage of students who expressed they would like to do "Acting" during classes. That is why it was planned for future classes to perform an acting session activity in which students could play the characters of the story and at the same time they could reflect they personal styles. (See Annex # 15 for lesson plan # 13 Page 137)

**15.14. Class # 17: May 14<sup>th</sup>, 2013 (*RABBIT RACES WITH TURTLE BY GAYLE ROSS*)**

As a warm-up, teacher asked students to summarize the story "*Rabbit Races with Turtle.*" He explained them that the reason why the rabbit lost the race was because he was boastful and the turtle taught him a lesson about bragging. Teacher passed around the worksheet called "Story Map" and explained children that they were going to have to summarize the story "*Rabbit Races with Turtle*" using a story map. This activity helped the teacher to follow up students' comprehension of the story by using a simple chart that showed if the students remembered the story or not. After the warm-up activity, teacher explained children that the reason why the rabbit lost the race was because he liked to brag about himself and he always thought he was the best runner ever. He asked children to work on the "*Reading Comprehension Exercise*" in order to verify if the students had understood the story. Teacher applied a small reading comprehension quiz in order to verify if students had understood the story or not. Before finishing the class, teacher pasted a poster called "*Bragging about Myself*" on the board and he asked students to read the three messages they saw in the picture. Then, teacher asked children to pass to the front of the class and add a different bragging message next to the picture. At the end of the activity, teacher asked children if they would like to have a friend who always talks about how wonderful he or she is. This activity helped students to understand that bragging is not well received by others that sometimes bragging can irritate the others and you could lose your friends. (See Annex # 16 for lesson plan # 14 Page 141)

**15.15. Class # 18 – Class # 19 – Class # 20:** May 15<sup>th</sup>, 2013 – May 16<sup>th</sup>, 2013 – May 20<sup>th</sup>, 2013 (***RABBIT RACES WITH TURTLE BY GAYLE ROSS***)

As a warm-up, teacher told the students they were going to work in groups in order to act out the story “*Rabbit Races with Turtle*.” Teacher made a raffle and divided the class in groups of four people per group. As the Fifth Grade ACUARIO is formed by twenty six students teacher made two groups of six people and four groups of four people each. The idea of this activity was that teacher made children work in groups but more important than that was that children could get together with students they had not worked together before. Once the raffle was made, teacher asked children to create a “Script” of the story “*Rabbit Races with Turtle*.” Students analyzed the story and chose the characters they were going to represent later. Once students had chosen the character they were going to represent, teacher asked each group to come to the front of the class and practice their lines. This time, students were allowed to read their lines, but for the presentation day, they had to know and remember their lines and even act out the play. This activity helped students to develop their friendship and at the same time they had some fun when they had to act out the different lines proposed by the script. Besides, students were able to share their ideas and experiences with classmates that probably they had not talked and worked before. This activity was planned to be covered in one class period, but the idea of some children to create a totally new script and characters was well-received by the teacher and they could create totally new scripts and stories. For this reason, this lesson took three periods of class in order to see and record all groups. As a wrap up, teacher gave some feedback about each group presentation and he also made some comments for future activities like this. (See *Annex # 17 for lesson plan # 15 Page 146*)

**15.16. Class # 21:** May 21<sup>st</sup>, 2013 (***AUNT FOX AND THE FRIED FISH BY RAFAEL ORAMAS***)

Teacher gathered the class together and read the title of the story aloud. He flipped through the story, showing students the pictures and without reading any of the words. When teacher arrived at the part in the story where the fox jumps out of the bush, he stopped. Teacher gave students sentence strips and asked them to write down their prediction of what might happen next. When students finished with this activity, teacher started reading the story with them so they could see if their predictions came true. Teacher asked students to open

their reading books on page # 248. He started reading the story and tried to act out and used the proper intonation to maintain the children focused on the story. Teacher used the popcorn reading technique to maintain children's attention in the story. Finally and after reading the story together, teacher asked students some questions about the characters, the setting and the plot of the story to make sure children had understood the story "*Aunt Fox and the Fried Fish.*" Then, teacher passed around a worksheet called "*Story Map*" and made children work together in order to complete the chart. This activity helped the teacher to follow up students' comprehension of the story "*Aunt Fox and the Fried Fish.*" Besides, the teacher could verify if the different literary structures of the story were understood by them.

During the story telling session of this tale, students demonstrated they really liked the way aunt fox tricked uncle fox and uncle tiger. Even though students knew that cheating was wrong, at the end of the session and during the activity "*Story Board*" students found the way to get a positive message from the story. Some of the messages were taken exactly as they were written on the paper.

1. *You should tell the truth and face the problems you can have.*
2. *You have to respect the food of others persons if you want that the rest respect your food.*
3. *Do not take what don't belong to you.*
4. *You should share and be patient.*
5. *You don't have to lie to solve your problems.*
6. *You have to share with others and accept your mistakes.*

These messages were taken from students' "*Story Board Activity*" and the most important thing was that students understood that telling lies was not always the solution to solve the problems. The only way to solve a problem was by facing it and by telling the truth. (See *Annex # 18 for lesson plan # 16 Page 149*)

#### **15.17. Class # 22: May 22<sup>nd</sup>, 2013 (POST – SURVEY AND POST – TEST APPLICATION)**

As it was mentioned before, during this period of class the pre – test and pre – survey were applied in order to compare the results with both groups the experimental and the control group. (See *Annex # 19 for lesson plan # 17 Page 152*)

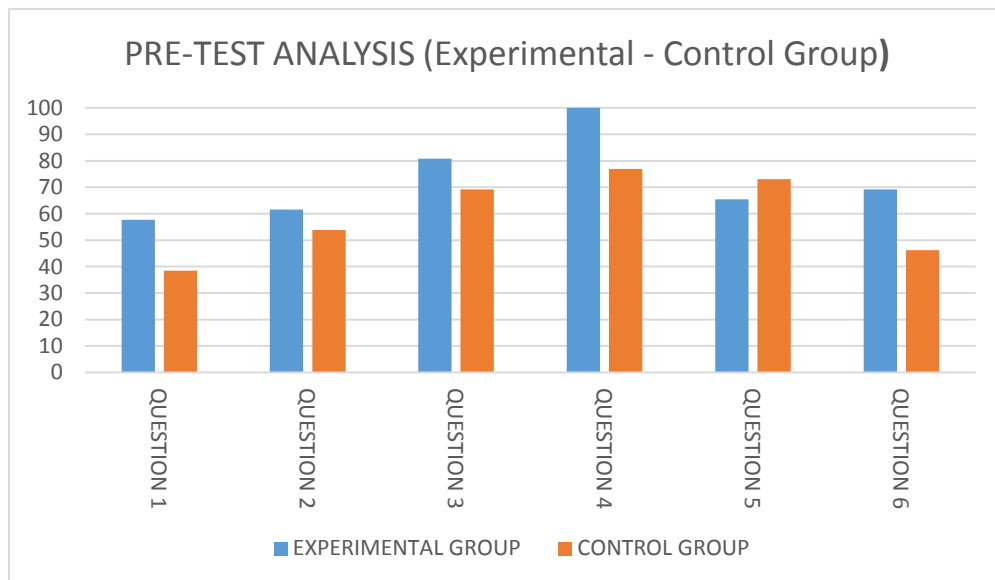
## 16. RESULTS ANALYSES

The result analyses of the application of the “Self-acceptance and self-esteem through children’s literature in the EFL classroom” proposal started with the Pre – Test and Pre – Survey results of both the experimental group and the control group.

### 16.1. PRE – TEST ANALYSIS (EXPERIMENTAL AND CONTROL GROUP)

The first part of the Pre-Test involved Listening. Regarding the six questions of the Listening part, graphic 1 shows the results obtained by the experimental and the control group. The horizontal axis presents the number of the question proposed by the Listening Exercise and the vertical axis shows the percentage of correct answers in each question. As we can see, the results in questions 1-2-3-4-6 are higher in the experimental group than in the control group. This means that the students from Fifth Grade ACUARIO are more willing to work with listening exercises than the subjects from Fifth Grade PISCIS. For this reason, storytelling, role-playing and filling the gaps were some of the exercises we used to develop this skill in the students.

Graphic 1. Pre – Test Results LISTENING

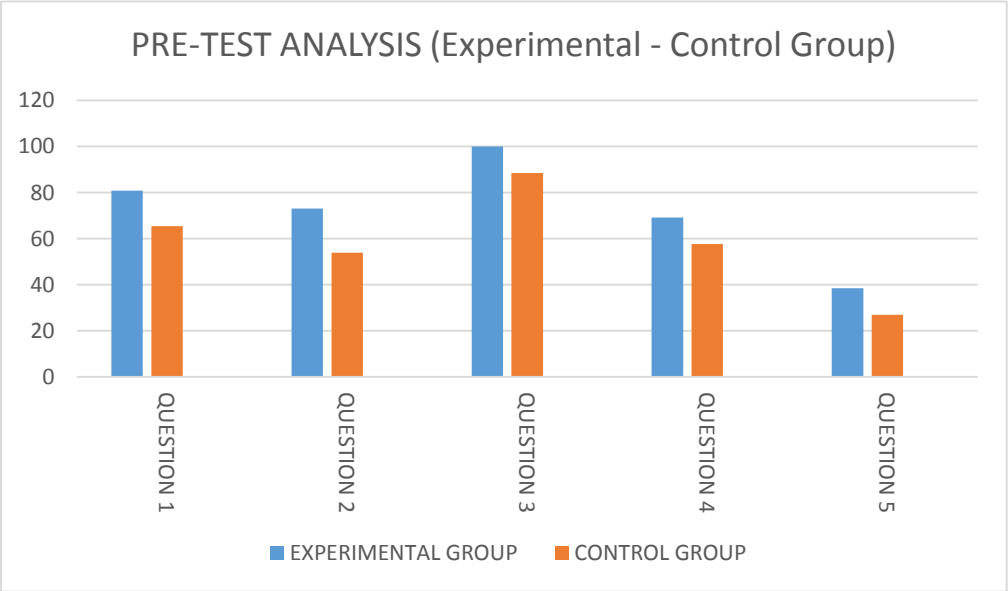


The second part of the Pre-Test involved Reading. In this specific part of the Pre – Test students had some troubles especially with the vocabulary words they found in the reading.

Class concentration was repeatedly interrupted by questions like “*what is the meaning of*”. This means that children were having a hard time trying to understand not only the meaning of the words but also the theme or the main idea of the reading. Students had to use contextualization in order to get the meaning of the new words but not all of them were familiarized with context clues. Inferring by context was very difficult for them and sometimes they felt frustrated and just marked an answer without even thinking if that was the correct answer or not.

Regarding the five questions of the Reading part, graphic 2 shows the results obtained by the experimental and the control group. The horizontal axis presents the number of the question proposed by the Reading Exercise and the vertical axis shows the percentage of correct answers in each question. As we can see, the results in questions 1-2-3-4-5 are higher in the experimental group than in the control group. This means that the students from Fifth Grade ACUARIO have a little bit better performance in this skills than the subjects from Fifth Grade PISCIS. Even though the results of the experimental group are higher than the control group, it is important to mention that the percentage in question 4 and 5 is a little bit low. For this reason and taking into account that both questions deal with the reading comprehension process, it was decided to choose not only the story *Fish is Fish by Leo Lionni* to work with, but also three other stories known as trickster tales (*Hungry Spider by Pleasant DeSpain, Turtle Races with Rabbit by Gayle Ross, and Aunt Fox and the Fried Fish by Rafael Oramas in order*) in order to develop and reinforce this reading process in the students.

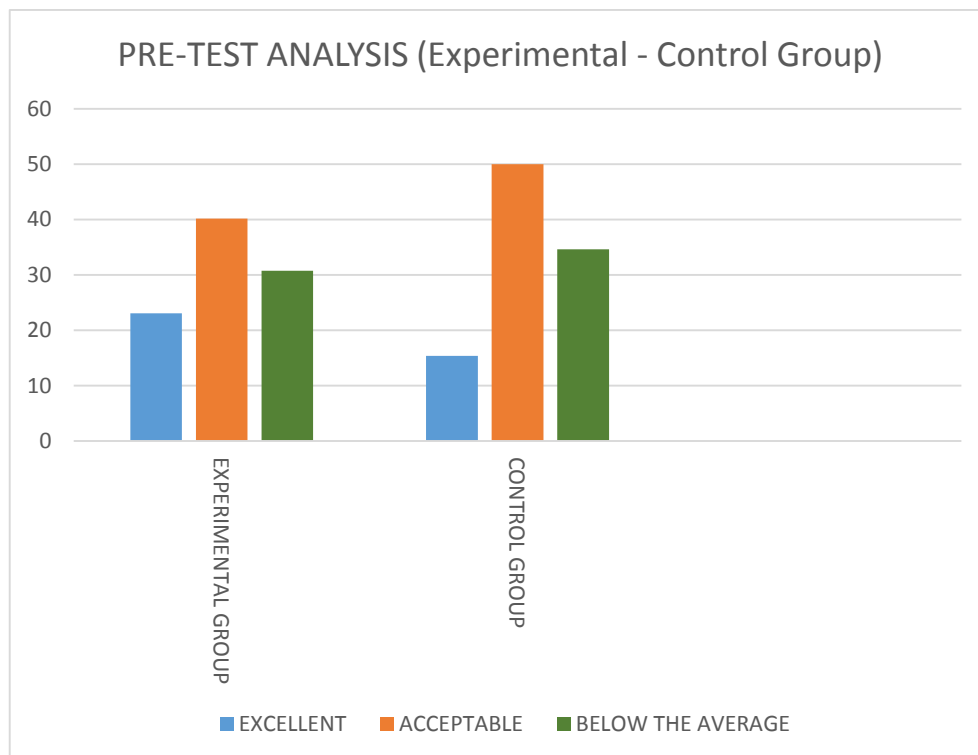
Graphic 2. Pre – Test Results READING



The third part of the Pre – Test involved speaking. This part was done as one to one exercise, so each student had to come to the front and take five different strips of paper from a bag. Each strip of paper had a feeling or emotion on it and each student had to read the feeling or emotion and explain when he/she feels like that. The anxiety in children was very high and they were very nervous. Besides, there were two specific cases of students who did not take the strips of paper and did not want to participate. Being in front of a person who they just met was very disturbing for them and some students were really troubled about that. Once the exercise passed, the rest of the students could realize that it was not very difficult and they were able to do their best during this part of the Pre – Test.

Regarding the speaking part of the Pre – Test, graphic 3 shows that both groups have and ACCEPTABLE performance in the speaking exercise. Only few students in both groups have an EXCELLENT performance but there is also an interesting percentage of students who were categorized under the BELOW THE AVERAGE category. For this reason, exercises like role-playing and acting out were prepared in order to develop students' self-confident at the moment they have to talk to the class and say what they think and feel. Besides, the exercises mentioned above, helped the students to lose that fear of talking in public and experiment with the target language.

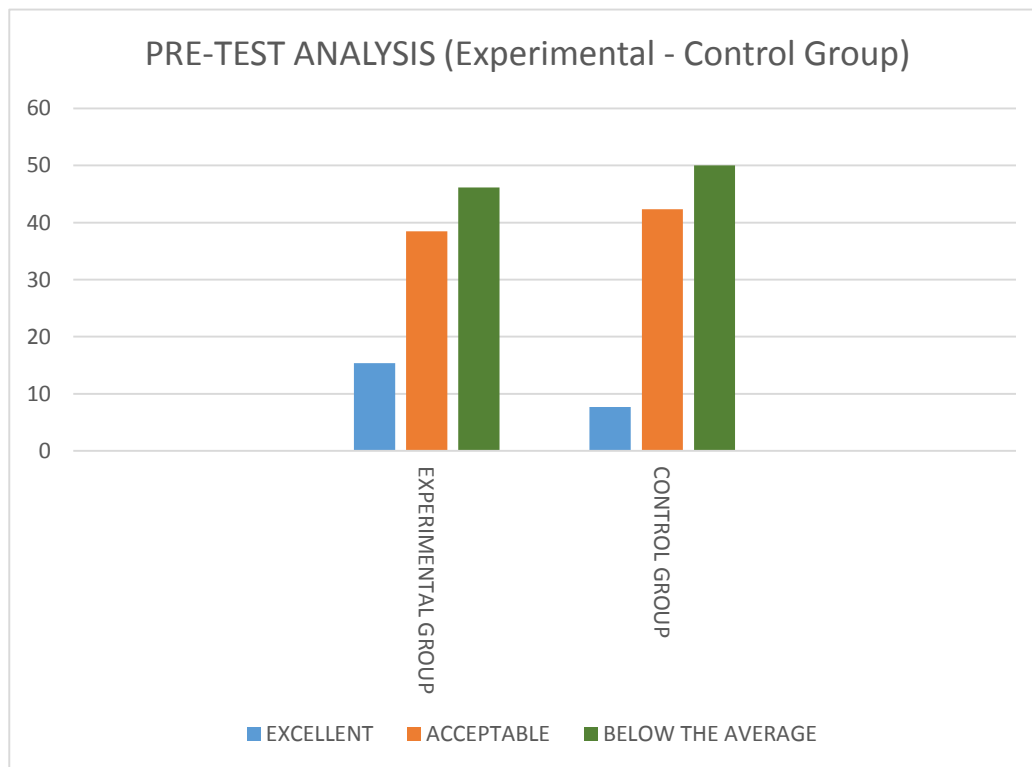
Graphic 3. Pre – Test Results SPEAKING



The fourth part of the Pre – Test involved writing. The majority of the students were able to write the paragraph, but there were also some students who wrote just sentences instead of a structured paragraph. Even though all the students were able to explain their ideas in this part of the test, many of the students had some mistakes in spelling, subject verb agreement, capitalization, word order, verb tense, etc. All these mistakes were taken into account in order to give the student a mark in this section.

Regarding the writing part of the Pre – Test, graphic 4 shows that both groups have problems the moment they have to write a well-structured paragraph. There were only few students in both groups who were categorized under the EXCELLENT column. Some students did an ACCEPTABLE performance in the writing part but there is also a significant number of students in both groups who were categorized under the BELOW THE AVERAGE column. For this reason, the story *Fish is Fish and the trickster tales* were used in order to make students work in the writing process. Exercises like writing the main idea of the stories, writing the message, describing the characters were a few examples of the exercises that were developed and proposed in order to help the students in this specific skill.

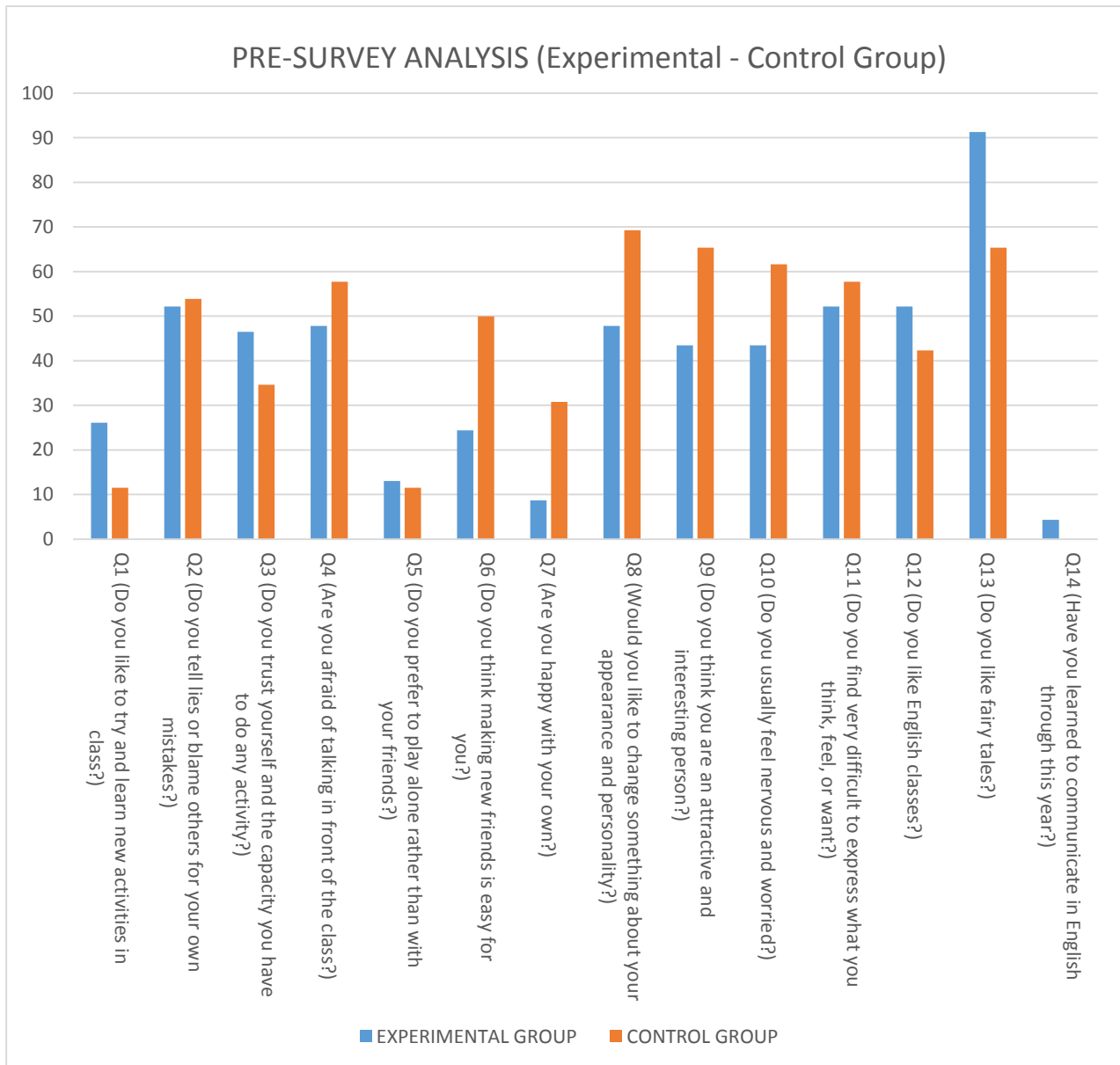
Graphic 4. Pre – Test Results WRITING



## 16.2. PRE – SURVEY ANALYSIS (EXPERIMENTAL AND CONTROL GROUP)

As it was mentioned before, the Fifth Grade is composed by forty nine students divided into two groups. The first group known as Fifth Grade ACUARIO is composed by twenty six students and the other group known as Fifth Grade PISCIS is composed by twenty three students. The survey applied to the experimental group (Fifth Grade ACUARIO) and the control group (Fifth Grade PISCIS) was applied on April 05<sup>th</sup>, 2013 and Graphic 5 revealed the following results.

Graphic 5. Pre – Survey Results



Regarding the first question, we have that 26,08% of the students from the experimental group and 11,54% of the students from the control group express they sometimes like to try and learn new activities in class. In the second question, we have that 52,16% of the students from the experimental group and 53,85% of the students from the control group express they sometimes tell lies or blame other for their own mistakes. In the third question, we have that 46,47% of the students from the experimental group and 34,62% of the students from the control group express they do not usually trust themselves and their capacities. Regarding the fourth question, we have that 47,82% of the students from the experimental group and 57,69% of the students from the control group express they sometimes feel afraid of talking in front of the class. In the fifth questions, we have that 13,03% of the students from the experimental group and 11,54% of the students from the control group say they prefer to play alone. Regarding the sixth question, we have that 24,42% of the students from the experimental group and 49,94% of the students from the control group express they sometimes find difficult to make new friends. In the seventh question, we have that 8,69% of the students from the experimental group and 30,77% of the students from the control group say they are sometimes unhappy with their own. Regarding the eighth question, we have that 47,81% of the students from the experimental group and 69,23% of the students from the control group express they would like to change something about their appearances and their personalities. In the ninth question, we have that 43,47% of the students from the experimental group and 65,38 % of the students from the control group say they sometimes feel unattractive. Regarding the tenth question, we have that 43,48% of the students from the experimental group and 61,64% of the students from the control group express they sometimes feel nervous and worried. In the eleventh question, we have that 52,18% of the students from the experimental group and 57,69% of the students from the control group say they do find difficult to express their ideas, thoughts and opinions. Regarding the twelfth question, we have that 52,17% of the students from the experimental group and 42,31% of the students from the control group express they do not like English classes very much. In the thirteenth question, we have that 91,31% of the students from the experimental group and 65,38% of the students from the control group say they do not like fairy tales very much. Finally and regarding the fourteenth question, we have that 4,35% of the students from the experimental group think they have not learned to communicate themselves in English.

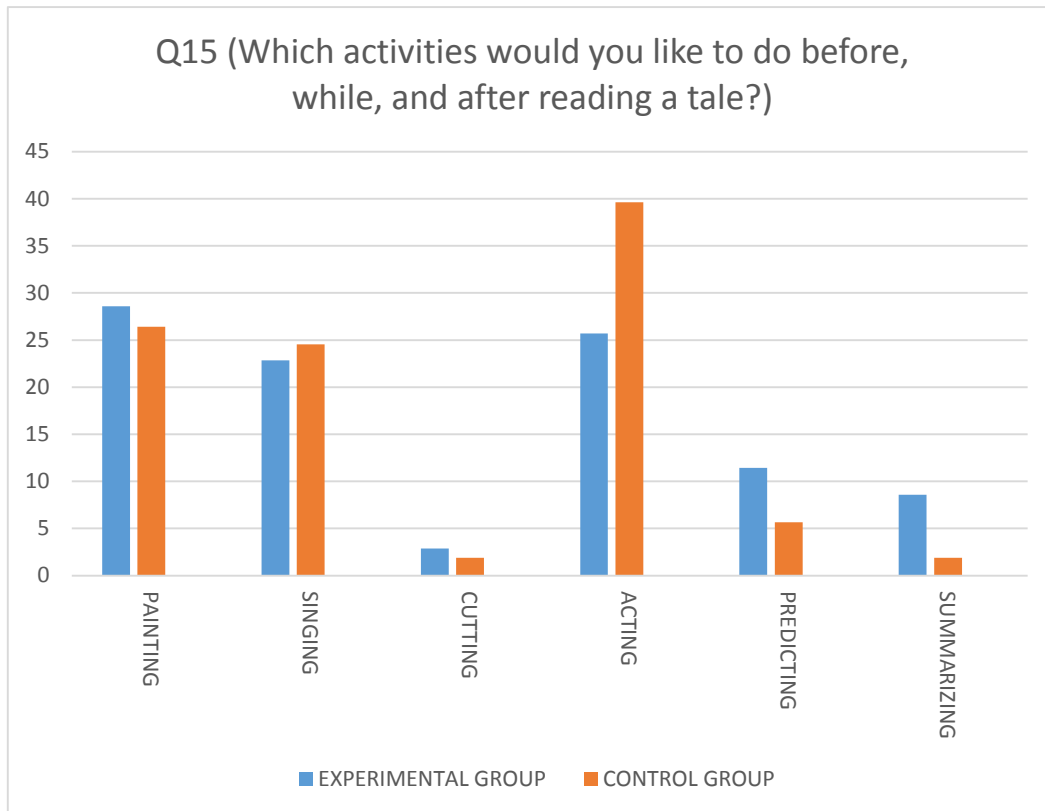
All the data showed in the Graphic 5 was analyzed in order to develop activates and exercises devoted to the students from Fifth Grade ACUARIO. For this reason, activities such

as painting, cutting, singing, predicting, summarizing, finding the main idea, describing characters and acting were proposed in order to develop students' language skills and creativity. All the activities helped specially the students who expressed in the Pre-Survey that they sometimes feel afraid of talking in public or showing to the rest their work. The purpose of all the activities was to reinforce and boost the students' self-confidence and friendship. The idea was to make them feel confident and at the same time to learn something new. At the beginning, there were some students who did not want to participate in activities such as singing and acting because they thought they were "too old" for those activities. But when the rest of their classmates began to work, they included themselves in the activities. A good idea was to make girls and boys compete among them because this was very motivating and all children felt included in the exercise. Acting exercises were developed to help the students who expressed they sometimes feel nervous and find difficult to express what they think or feel. The purpose of the acting exercises was to make children create their own scripts of a story they have read and to act the story out in front of the class. It was really nice to see how children coped among them to write an interesting and even totally new script for the stories. Hands-on activities were used in order to help the students who expressed they have not learned to communicate in English. The purpose of these activities was to make children understand that they can have a good time and also learn a new language.

Regarding the fifteenth question, Graphic 6 shows that 28,57% of the students from the experimental group and 26,42% of the students from the control group prefer painting activities. 22,86% of the students from the experimental group and 24,53% of the students from the control prefer activities where singing and lyrics are used. 2,86% of the students from the experimental group and 1,89% of the students from the control group prefer activities where they have to cut and paste. 25,71% of the students from the experimental group and 39,62% of the students from the control group prefer acting activities in class. 11,43% of the students from the experimental group and 5,66% of the students from the control group prefer predicting activities and exercises. Finally, 8,57% of the students from the experimental group and 1,89% of the students from the control group prefer summarizing activities. All this information was really helpful the moment the activities and exercises were designed. As we can see in Graphic 6, the students from the experimental group are more willing to paint, sing and act. But the results also show they are not really interested in cutting, predicting and summarizing. For this reason, the stories *Fish is Fish*, *Hungry Spider*, *Rabbit Races with Turtle and Aunt Fox* and *the Fried Fish* were used to develop and reinforce the

reading comprehension process. Before, while, and post reading activities such as to predict what is going to happen in the story or to infer the story by looking at the pictures were useful and the students really enjoyed. Besides, each story was analyzed from the point of view of the message each one of them provided, so the students had to reflect on the story and write the message they got from each one of them.

Graphic 6. Pre – Survey Results Q15 (Which activities would you like to do before, while, and after reading a tale?)



### **EXPERIMENTAL GROUP (Pre-Survey Application)**



### **CONTROL GROUP (Pre-Survey Application)**



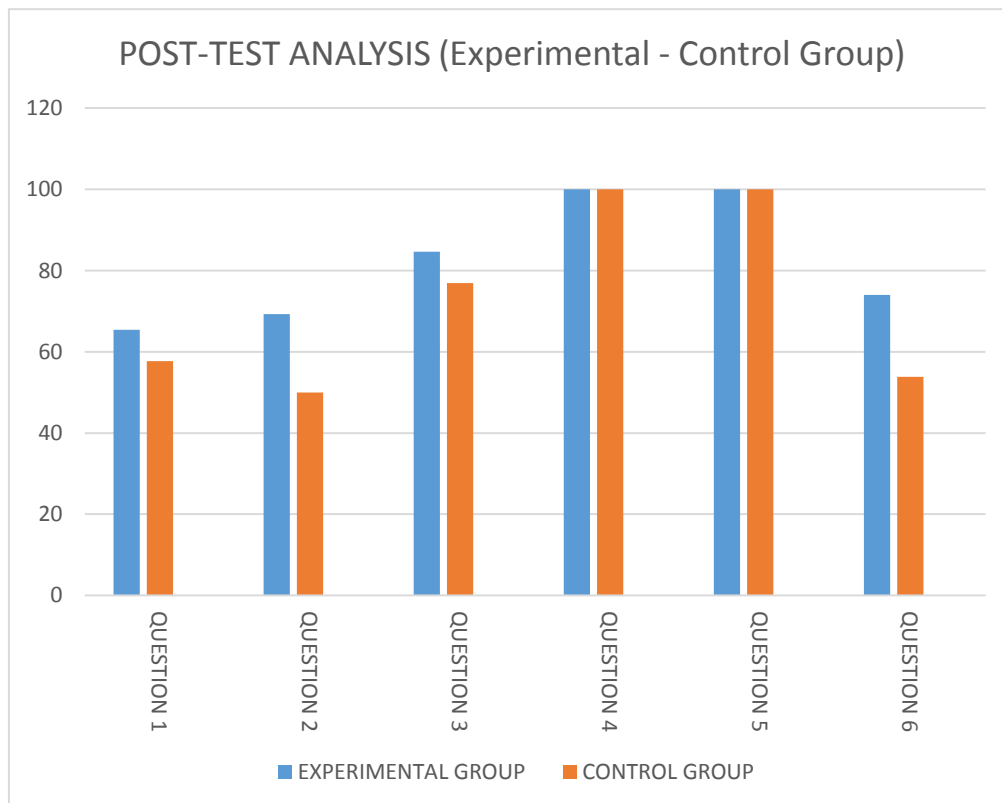
### **16.3. POST – TEST ANALYSIS (EXPERIMENTAL AND CONTROL GROUP)**

The Post – Test application was done during class # 22 on May 22<sup>nd</sup>, 2013. The first part of the Pre-Test involved Listening and Graphic 7 shows the results obtained by the experimental and the control group. The horizontal axis presents the number of the question proposed by the Listening Exercise and the vertical axis shows the percentage of correct answers in each question. As we can see, the results after the Post-Test application show

that more students from the experimental group have improved their listening skills. While 42,31% of the students got the wrong answer in the first question of the Pre-Test, after the Post-Test and Project Application we have that only 34,62% of them got the wrong answer. While 38,46% of the students got the wrong answer in the second question of the Pre-Test, after the Post-Test and Project Application we have that only 30,77% of them answered incorrectly. While 19,23% of the students got the wrong answer in the third question of the Pre-Test, after the Post-Test and Project Application we have that only 15,38% of them got the wrong answer. In the fourth question, we have that in the Pre-Test and after the Post-Test and Project Application all the students answered correctly. While 34,61% of the students got the wrong answer in the fifth question of the Pre-Test, after the Post-Test and Project Application we have that all the students got the correct answer. While 30,77% of the students got the wrong answer in the seventh question of the Pre-Test, after the Post-Test and Project Application we have that only 26,92% of them answered incorrectly.

Based on the information we got from the Pre-Test and Post-Test Analysis, we can see that the results were very positive and many students improved their listening skills. All the answers from the Post-Test got better and this is a clear example that children took advantage of the activities and stories that the project proposed in order to acquire language in an amusing and entertaining way.

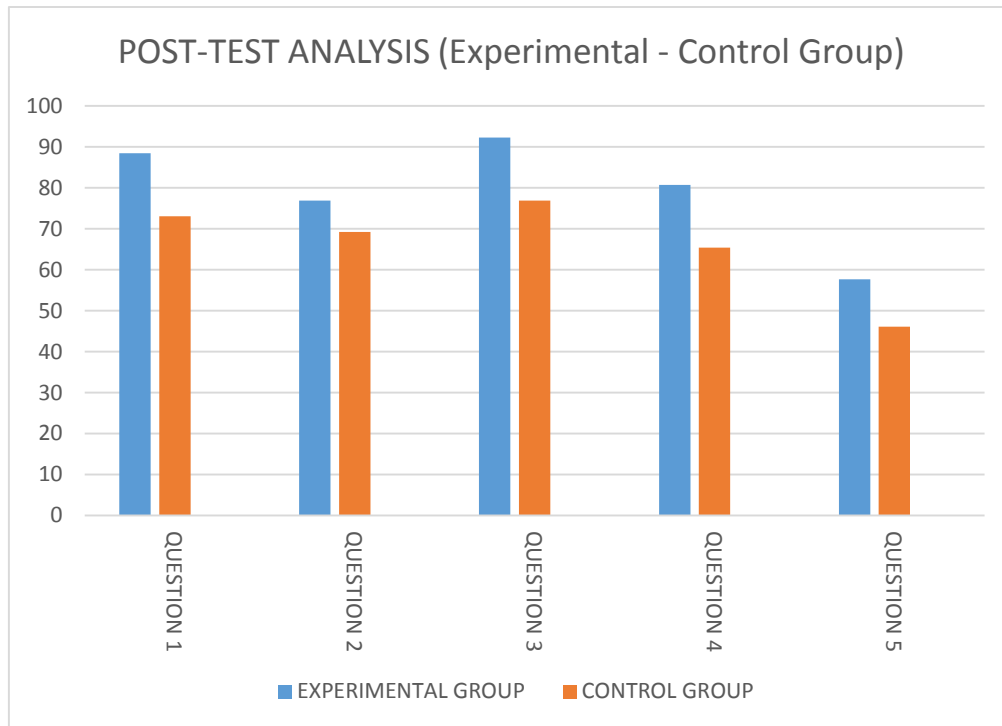
Graphic 7. After – Test Results LISTENING



The second part of the Post-Test involved Reading. Regarding the five questions of the Reading part, Graphic 8 shows the results obtained by the experimental and the control group after the project application. The horizontal axis presents the number of the question proposed by the Reading Exercise and the vertical axis shows the percentage of correct answers in each question. As we can see, the results after the Post-Test application show that more students from the experimental group have improved their reading skills. While 19,23% of the students got the wrong answer in the first question of the Pre-Test, after the Post-Test and Project Application we have that only 11,54% of them got the wrong answer. While 26,92% of the students got the wrong answer in the second question of the Pre-Test, after the Post-Test and Project Application we have that only 23,08% of them answered incorrectly. While in the third question of the Pre-Test all the students from the experimental group got the correct answer, after the Post-Test and Project Application we have that 7,69% of them got the wrong answer. While 30,77% of the students got the wrong answer in the fourth question of the Pre-Test, after the Post-Test and Project Application we have that only 19,23% of them answered incorrectly. While 61,54% of the students got the wrong answer in the fifth question of the Pre-Test, after the Post-Test and Project Application we have that only 42,31% of them got the wrong answer.

This means that in general terms, students from the experimental group developed their reading skills. Questions 4 and 5 dealt with the reading and comprehension process and we can see that children improved importantly in this specific part of the test. Even though we have that in question 3 students from the experimental group made more mistakes after the project application, we can say that the results were very positive because the majority of the students really improved in other areas of the reading process.

Graphic 8. After – Test Results READING

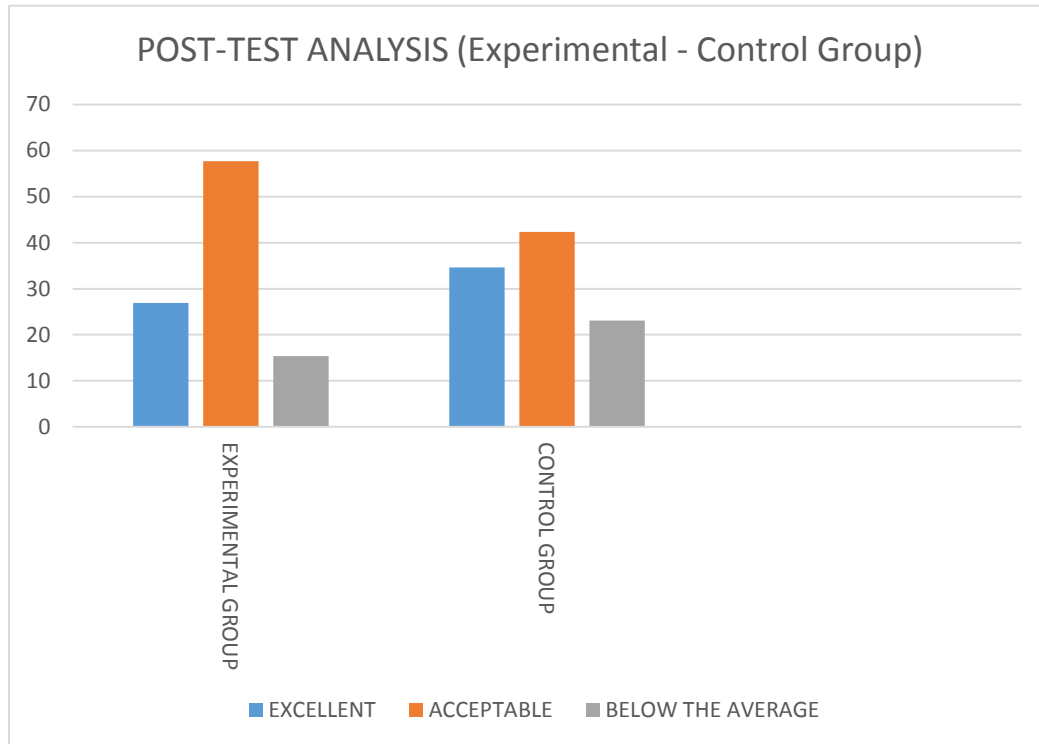


The third part of the Post – Test involved speaking. This part was done as one to one exercise, so each student had to come to the front and take five different strips of paper from a bag. Each strip of paper had a feeling or emotion on it and each student had to read the feeling or emotion and explain when he/she feels like that.

Regarding the speaking part of the Post – Test, Graphic 9 shows the results after the Post-Test application. We can see that more students from the experimental group have improved their speaking skills. While 23,08% of the students were under the EXCELLENT category in the Pre-Test, 26,92% of the students were under this category after the Post-Test application. While 40,15% of the students were under the ACCEPTABLE category in the Pre-Test, 57,69% of the students were under this category after the Post-Test application. While 30,77% of the students were under the BELOW THE AVERAGE category in the Pre-Test, 15,38% of the students were under this category after the Post-Test application. In general terms and based on the data presented in Graphic 9, we can say that many students from the experimental group developed their speaking skills. After the Pre-Test application we found that 8 students were part of the BELOW THE AVERAGE category but after the project application this number reduced to only 4 students. Students seemed to be more confident

and they did a great job during the speaking part of the Post-Test application. Nervousness and worriedness were reduced and children felt more relaxed when they had to deal with this part of the Post-test.

Graphic 9. After – Test Results SPEAKING

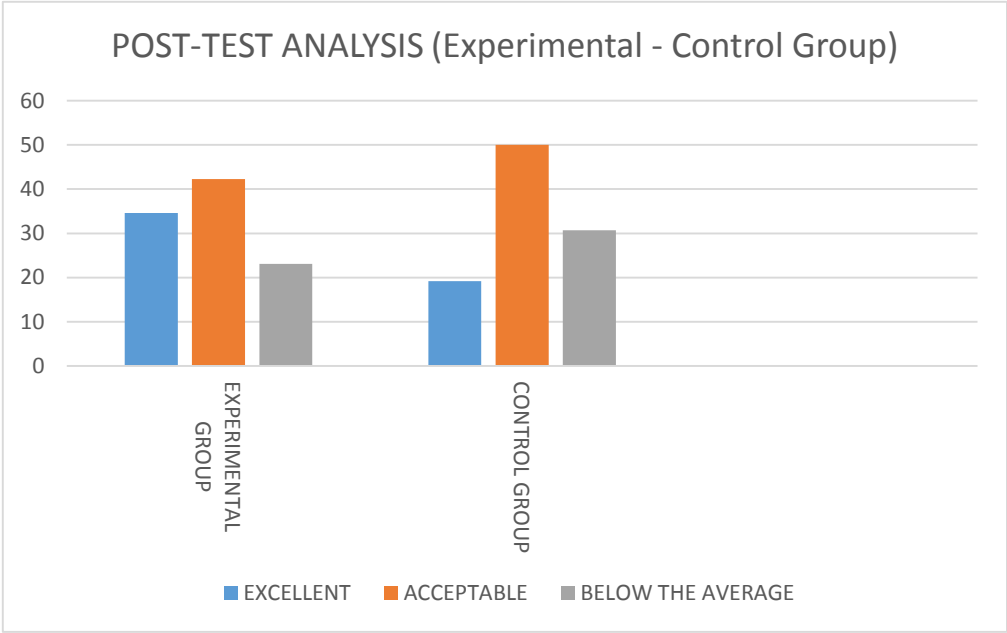


The fourth part of the Post – Test involved writing. Even though all the students were able to explain their ideas in this part of the test, many of the students had some mistakes in spelling, subject verb agreement, capitalization, word order, verb tense, etc. All these mistakes were taken into account in order to give the student a mark in this section.

Regarding the writing part of the Post – Test, Graphic 9 shows the results after the Post-Test application. We can see that more students from the experimental group have improved their writing skills. While 15,38% of the students were under the EXCELLENT category in the Pre-Test, 34,62% of the students were under this category after the Post-Test application. While 38,46% of the students were under the ACCEPTABLE category in the Pre-Test, 42,31% of the students were under this category after the Post-Test application. . While 46,15% of the students were under the BELOW THE AVERAGE category in the Pre-Test, 23,08% of the students were under this category after the Post-Test application. In general terms and based on the data presented in Graphic 10, we can say that many students from

the experimental group developed their writing skills. After the Pre-Test application we found that 12 students were part of the BELOW THE AVERAGE category but after the Post-Test and Project Application this number reduced to only 6 students. Students seemed to be more confident and they did a great job during the writing part of the Post-Test application. Students were able to summarize the stories and write the message they got from them. Even though students continued having some mistakes in capitalization, punctuation and spelling, these mistakes were less after the Post-Test application.

Graphic 9. After – Test Results SPEAKING



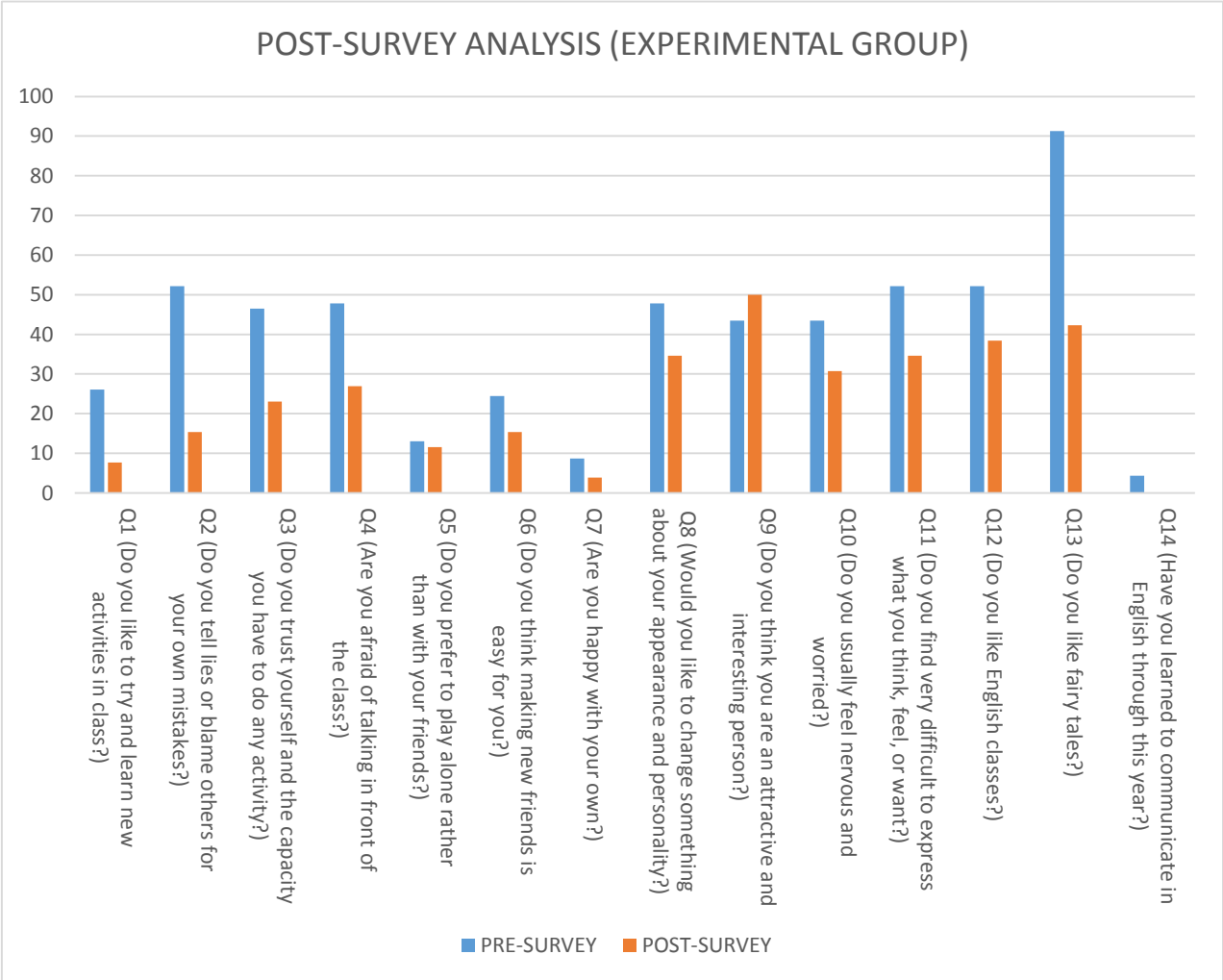
**16.4. POST – SURVEY ANALYSIS (EXPERIMENTAL GROUP)**

Post – survey was applied during class # 22. Students seemed relaxed and confident and they cooperated with the survey application. The idea of the post – survey was to identify if the students improved or not their self – acceptance and self – confidence. Besides, it helped to identify if students were more eager to accept the L2. After applying the Post – Survey to the experimental group (FIFTH GRADE ACUARIO), Graphic 10 shows that there is a significant difference between the Pre-Survey and the Post-Survey. The experimental group improved in the majority of the questions proposed by the survey. We can see that after the Project Application, the results are very interesting. While in the Pre-Survey there were 26,08% of the students who did not like to try and learn new things, we have that after the Post-Test only 7,69% of them expressed they do not like to try new activities in class. While

in the Pre-Survey there were 52,16% of the students who sometimes tell lies or even blame other for their mistakes, we have that after the Project Application only 15,38% of them said they sometimes tell lies or blame others. While in the Pre-Survey there were 46,47% of the students who do not usually trust themselves, we have that after the Project Application only 23,08% of them expressed they do not usually trust themselves and their capacities. While in the Pre-Survey there were 47,82% of the students who are usually afraid of talking in public, we have that after the Project Application only 26,92% of them said they are usually afraid of talking in public. While in the Pre-Survey there were 13,03% of the students who preferred to play alone, we have that after the Project Application only 11,54% of them expressed they preferred to play alone. While in the Pre-Survey there were 24,42% of the students who find difficult to make new friends, we have that after the Project Application only 15,38% of them said they find difficult to make new friends. While in the Pre-Survey there were 8,69% of the students who do not usually feel happy with their owns, we have that after the Project Application only 3,85% of them expressed they do not usually feel happy with their owns. While in the Pre-Survey there were 47,81% of the students who would like to change their appearances and personalities, we have that after the Project Application only 34,62% of the students said they would like to change their appearances and personalities. While in the Pre-Survey there were 43,47% of the students who think they are not attractive enough, we have that after the Project Application 50% of them expressed they are not attractive enough. While in the Pre-Survey there were 43,48% of the students who sometimes feel nervous and worried, we have that after the Project Application only 30,77% of them expressed they sometimes feel nervous and worried. While in the Pre-Survey there were 52,18% of the students who sometimes find difficult to express their ideas and thoughts, we have that after the Project Application only 34,61% of them said they find difficult to express their ideas and thoughts. While in the Pre-Survey there were 52,17% of the students who do not usually like English classes, we have that after the Project Application only 38,44% of the students expressed they do not usually like English classes. While in the Pre-Survey there were 91,31% of the students who do not like fairy tales, we have that after the Project Application only 42,31% of them said they do not like fairy tales. While in the Pre-Survey there were 4,35% of the students who think they have not learned to communicate in English, we have that after the Project Application all the students expressed they have learned to communicate in English.

All this information reveals that students from the experimental group developed and boosted their self-confidence and self-acceptance. As we can see, many answers show that the number of students from the Pre-Survey changed in relation with the number of students from the Post-Survey. Even though we still have a considerable number of students who think they are not attractive enough or some students who find difficult to make new friends and express their ideas and thoughts, I think that the main objective of this dissertation, *to develop children’s self-acceptance and self-confidence in order to make them acquire English in an amusing and entertaining way*, was achieved. Now, we can see that students think they are learning to communicate in English, they find their English classes amusing and interesting. Finally, a great number of students expressed they now like fairy tales. The short stories and the fairy tales used to catch students’ attention and willing to learn a new language were really important because they were part of a storytelling session in an amusing and entertaining way, without even noticing they are acquiring the target language.

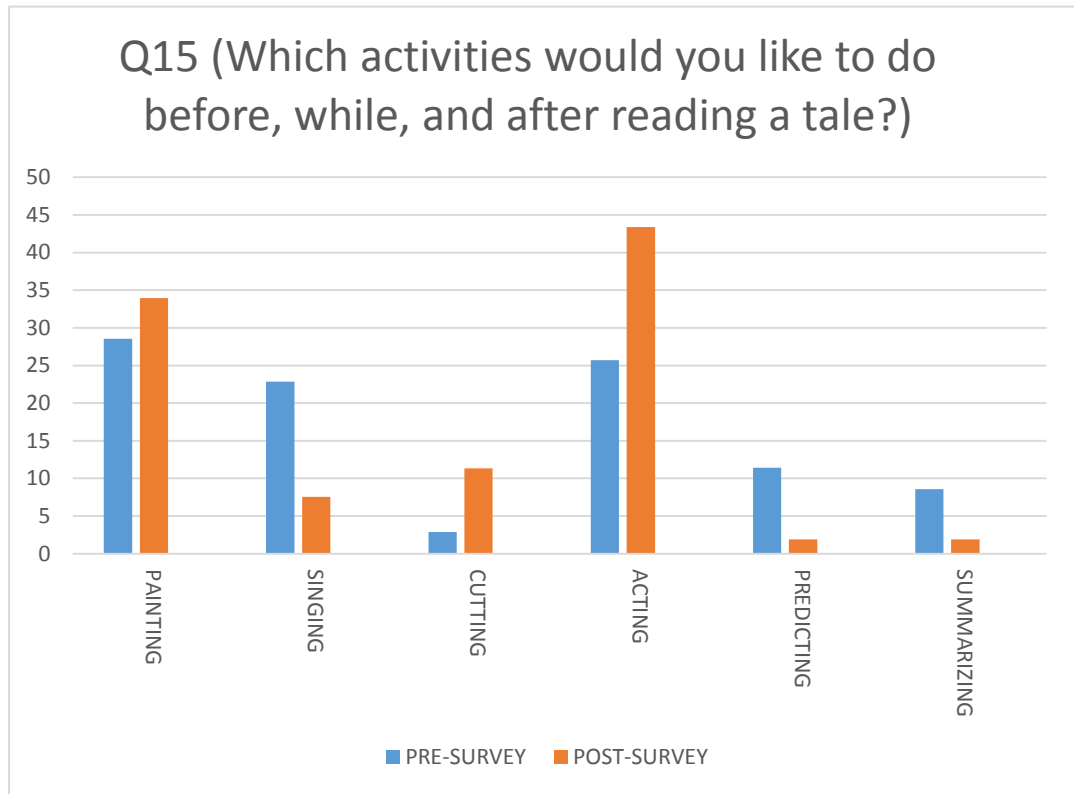
Graphic 10. After – Survey Results



Regarding the fifteenth question of the Post-Survey, Graphic 11 shows that before the Pre-Survey 28,57% of the students from the experimental group prefer painting activities, but after the Post-Survey 33,96% of them prefer painting activities. Before the Pre-Survey 22,86% of the students from the experimental group prefer activities where singing and lyrics are used, but after the Post-Survey 7,55% of them prefer activities where singing and lyrics are used. Before the Pre-Survey 2,86% of the students from the experimental group prefer activities where they have to cut and paste, but after the Post-Survey 11,32% of the students prefer activities where they have to cut and paste. Before the Pre-Survey 25,71% of the students from the experimental group prefer acting activities in class, but after the Post-Survey 43,40% of them prefer acting activities in class. Before the Pre-Survey 11,43% of the students from the experimental group prefer predicting activities and exercises, but after the Post-Survey 1,89% of them prefer predicting activities and exercises. Before the Pre-Survey 8,57% of the students from the experimental group prefer summarizing activities, but after the Post-Survey 1,89% of them group prefer summarizing activities.

As we can see in Graphic 11, the data shows that the students from the Fifth Grade ACUARIO experienced some changes after the project application. Even though we have that activities like painting, cutting and acting really improved after the project application, we also have that activities such as singing, predicting and summarizing were not well accepted by the students. Some of them expressed they are “too old” to sing in class, they also said they find difficult to deal with predictions about the story if they have not read the story yet. Finally and regarding the summarizing activities, we have that after the project application the number of students who expressed that they like this kind of activity is really low. Students refused to work with summarizing activities because they found them tiring and sometimes difficult. Besides, some students had to repeat their summaries because their writings had mistakes in punctuation, capitalization, verb tense agreement, subject verb agreement, spelling, etc.

Graphic 11. After – Survey Results Q15 (Which activities would you like to do before, while, and after reading a tale?)



## 17. EXPECTED RESULTS

This project attempts to demonstrate that with children’s stories, the English teacher not only can teach the second language in an hilarious and enjoyable way, but also the students feel more confident, they don’t feel ashamed of making mistakes and talking in public. Children will develop their self – acceptance and self – esteem and they will realize that the little problems they may have, can also occur to their favorite characters in the story. In addition, this study intends to make the students understand that they are perfect human beings that they have differences but these differences make them special and unique. The main reason for choosing the story *Fish is Fish* is because we want to prove the children that they are appreciated and accepted in our world. We expect to convince the children that there is no limit for their dreams. The project seeks to use storytelling as a useful tool to persuade students to discover and realize that they are as great human beings as they want and imagine

## 18. CONCLUSIONS

The application of the simplified version of the story *Fish is Fish* and the other three stories previously chosen (*Hungry Spider*, *Turtle Races with Rabbit and Aunt Fox and the Fried Fish*) produced positive and some negative results. With Fifth Grade ACUARIO as the experimental group and Fifth Grade PISCIS as the control group, the following conclusions are drawn:

- Even though a random set of activities were previously tested in a one to one situation with an eight year old child. It is important to recognize that the main difference between the child from the testing period and the children who were actually exposed to the experiment was their level of proficiency in English which was unfortunately overlooked. For this reason, the level of challenge for the children of the experiment was sometimes too low and produced boredom in some of the students. This dissertation would have obtained better results with more time for the experiment and application of the project. Some of the activities were designed too quickly and they did not have the adequate level of difficulty that the students from fifth grade ACUARIO with a B1 CFR categorization represents.

*Even though the English level of some of the students was quite acceptable. It is important to recognize and accept that there were also some students who really found the activities very challenging. Some of them had trouble during the activities and it was the teacher's responsibility to try to find ways to get the attention of the students with high English level as well as the attention of those students with low English level without making the class boring.*

- The students' English level of proficiency was an aspect that caused some inconveniences during the application of the experiment. At the beginning all the activities were designed for a specific group of children but after a last minute change of decision from the School Director, Dr. Humberto Herrera, the project was applied to a different group of children of a different age range from the original ones and a higher English proficiency level.

*As mentioned before, the project was previously planned for being applied with a different target group, but because of time and specially the director's decision, I had to apply the project with the students from fifth grade ACUARIO and PISCIS. Working with a different*

*target group would have been a problem because I did not have the support from any of the other teachers who can give their classes to apply the project. Even though the target group was changed to Fifth graders, the objectives of the project continued the same. Consequently, I had to make some adaptations to the activities and to the reading process but the result was the expected one.*

- The very original intention of the project was to work with children with a middle-low and low socio economic status but because of all the reason mention above this aspect was changed and children who were part of the experiment were part of the middle-high and even high socio economic status at William Shakespeare School. As a result, there would have not been any reason for changing and rising the English level of the majority of the activities.
- The number of students who were part of the experiment was also a setback during this project application because recollecting and organizing all the data was really time-consuming. This time would have been used in other aspects of the dissertation itself such as improving the lesson plans, finding new activities and applying new ideas in the pre-reading, while-reading and post-reading process.
- Hand-on activities and role plays were the activities that children enjoyed the most. They showed that it was not important to be in fifth grade the moment that they had to let their minds fly and build up something with just cardboards, paper and some color pencils. Children also enjoyed role plays and they demonstrated that this was something that was lost the moment they started fifth grade. This project helped children to reinforce their communicative skills and their ability to speak in public.

*Even though the age of the students from the previous plan changed, this project was a useful tool to demonstrate that children never lose that interest form making and probing new things. As mentioned before and regardless of students' age, children really enjoyed activities such as role play, hands-on activities, coloring, cutting, pasting, etc. This evidences that age does not matter, what matters is what children learn and what tools you as a teacher use to reach the children's attention and motivation for learning a language.*

- The four simplified stories, *Fish is Fish*, *Hungry Spider*, *Rabbit Races with Turtle* and *Aunt Fox and the Fried Fish* helped students to really develop and reinforce their self-acceptance and self-esteem. Many of the students that were part of this project struggled to see the good in themselves while focusing an excessive amount of attention on what they perceived to be their failures or weaknesses. That is why the application of this project was so important with these children. They were able to realize and understand that they were perfect human beings with weaknesses and strengths that made each one of them a special boy or girl. Children understood that they were perfectly OK exactly as they were. That doesn't mean they should just give up or never try to be happier, wiser, and stronger, but try to accept themselves as they are at each stage of that lifelong journey.
- While the focus of this project was on improving self-esteem and self-acceptance through quality simplified children's literature, changing their way of thinking about themselves, can also change their behavior and abilities by learning new skills. Through these changes, children learn that they play a huge role in their own happiness and they can greatly increase it by taking action and changing their attitude toward themselves. They can become more responsible for themselves. They are aware that their happiness (or their misery) depend in a great part upon what they tell themselves, how they treat themselves and their peers, and how they interpret their world. Children really need to believe in themselves and believe that they are capable of handling life's problems.
- Finally, the research results showed beneficial outcomes of positive self-esteem and self-acceptance, which was seen to be associated with mental well-being, happiness, adjustment, success, academic achievements and satisfaction. This project was also associated with high quality simplified children's literature and their attitude towards a foreign language. However, the evolving nature of self-esteem also resulted in negative outcomes, self-esteem was an important risk and protective factor linked to a diversity of health and social outcomes. Therefore, self-esteem enhancement served as a key component in the second language acquisition approach in motivating students to comprehend they are capable enough to succeed in any task they have to do.

## 19. RECOMMENDATIONS

- Before applying any project or experiment, you should have a clear background idea of all your students. In this way, you can design activities that can be more appealing not just for one group but for all the students of your class. Consequently, it will help you to reduce boredom and improve children's interest inside the class.
- It is recommended that when you apply an experiment that you choose wisely your sample subjects. In the case of this dissertation, the results would have been more realistic if the subjects would not have had B1- level according to the CFR. There were only a few students who really improved their language skills but the rest of them already had strong basis in the L2 and the experiment to prove if they acquire language more naturally was practically irrelevant.
- Before applying any project, it is important to take into account the amount of data you will have to gather. Many hours devoting to collect and organize data would have been better used to improve the quality of the lessons and activities for this project.
- According to Rosa Lizardi, the author of the article "*Hands-on Activities*", *Hands-on activities let your students' minds grow and learn based on the experiences and the environment they are exposed to. It does not matter how old your students are, they really like hands-on activities.*<sup>41</sup> You can take advantage of this kind of exercises to keep you students interested in the class. Role playing is also an extra tool to make your classes really competitive. Children enjoy when they have to demonstrate their abilities and they enjoy the most when they have to compete against their classmates in order to see who the best performer in class was.
- Working with high quality literature that helps children boost their self-acceptance and self-esteem is really necessary in class. Sometimes children do not like to share their feelings but reading stories that leave them a comforting message will help them to reflect about themselves and they are going to put into practice what they read or see or listen in the stories.
- Choosing the right literature for children could be very challenging, but you have to be aware not only of what you think could be helpful for your students but also what could be helpful for as a teacher the moment of dealing with any of the stories. Sometimes children do not like the story at all and your role is really important in making your students enjoy

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<sup>41</sup> LIZARDI, Rosa, "Hands-on Activities", párr. 2 <<http://www.colorincolorado.org/article/13352/>> accessed: March 16<sup>th</sup>, 2014.

literature and more important than that, to make your students understand that literature help dream, believe and feel happy.

## 20. RECOMMENDATIONS FOR TEACHERS WHO USE THIS PROJECT

- Prior to implementing any activity to the reading&literature class, the teachers are suggested to analyze the curriculum, learners' language proficiency level in order to make a right choice of the type of pre-reading, while-reading and post-reading activities.
- Teachers are advised to select the reading texts and stories that were in the range of interest of children's everyday life to make them more interested in the reading process.
- In conducting the reading class, teachers are suggested to give a clear explanation before starting to do each step of the reading comprehension activity.
- In order to incorporate the pre-reading, while-reading and post-reading activities into the reading&literature class, the teachers are advised to be cautious with time allocation. The activities should not take too much of the class time; rather a larger portion of the class time should be sacrificed to more relevant reading activities.
- A good idea before starting a class could be to identify all of the students' low self-esteem components. Every class is an excellent opportunity for you as a teacher to ask about specific situations which recently evoked the students' low self-esteem. Then express self-acceptance perceptions, and correct invalid criticisms and misperceptions of weaknesses, mistakes, and failures. Every class, try to express general self-acceptance perceptions, positive and encouraging messages to replace the students' low self-esteem with self-acceptance. Ask students to imagine upcoming situations that may evoke their low self-esteem. Have students prepare and practice self-acceptance they can use in specific situations. In order to reinforce progress, frequently ask about specific situations which now evoke self-acceptance but used to evoke low self-esteem feelings. These steps must be repeated many times. Each repetition strengthens self-acceptance and weakens low self-esteem emotions.
- Children really enjoyed working with simplified versions of the stories. They are shorter and more understandable for them, but it could be a good idea that the three stories *Hungry Spider*, *Rabbit Races with Turtle and Aunt Fox* and *the Fried Fish* can be also simplified not only in a paper but also as a tangible extra resource to be used in class. This means to create a short story full of drawings and colors (as the one made with the story *Fish is Fish*) to help students focus and remember the story better.

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22. ANNEXES

22.1. ANNEX #1: PRE-TEST

UNIDAD EDUCATIVA "WILLIAM SHAKESPEARE"  
READING&LITERATURE  
5TH GRADE  
PRE-TEST  
2012-2013

NAME: \_\_\_\_\_

TOTAL: \_\_\_\_\_/10

DATE: \_\_\_\_\_

**A. LISTENING:** Listen to the teacher and circle the correct picture. Then, write the feeling or emotion that describes the picture you chose. (6 POINTS)



**B.**



**READING:** Read the following passage about Ants and then answer the following questions.

(5 POINTS)

**WHEN ANTS GO MARCHING, THEY COUNT THEIR STEPS**

Ants use an internal pedometer to find their way home without getting sidetracked, a new study reports. Desert ants on foraging expeditions use celestial cues to orient themselves in the homeward direction, but with few landmarks in the barren land, scientists have wondered how the insects always take the most direct route and know exactly how far to march. The new study reveals that counting their steps is a crucial part of the scheme.

**Old ideas**

Over the years, scientists have proposed several theories for how ants find their way home. One is that they do it like honeybees and remember visual cues, but experiments revealed ants can navigate in the dark and even blindfolded. Another disproved hypothesis was that because ants scurry at a steady pace, they could time how long it took them to get to and fro. Other studies have shown that once ants find a good source of food, they teach other ants how to find it. The ant "pedometer" technique was first proposed in 1904, but it remained untested until now. Scientists trained desert ants, *Cataglyphis fortis*, to walk along a straight path from their nest entrance to a feeder 30 feet away. If the nest or feeder was moved, the ants would break from their straight path after reaching the anticipated spot and search for their goal.

**Try that on stilts**

Next, the researchers performed a little cosmetic surgery. They glued stilt-like extensions to the legs of some ants to lengthen stride. The researchers shortened other ants' stride length by cutting off the critters' feet and lower legs, reducing their legs to stumps. By manipulating the ants' stride lengths, the researchers could determine whether the insects were using an odometer-like mechanism to measure the distance, or counting off steps with an internal pedometer. The ants on stilts took the right number of steps, but because of their increased stride length, marched past their goal. Stump-legged ants, meanwhile, fell short of the goal. After getting used to their new legs, the ants were able to adjust their pedometer and zero in on home more precisely, suggesting that stride length serves as an ant pedometer.

**READING COMPREHENSION:** Choose the correct answer

1. According to the study, what do ants use to find their way?

- A) Antennae
- B) An internal pedometer
- C) Their strong legs
- D) Their sense of smell

2. Ants can navigate themselves

- A) When it is loud
- B) In the cold weather
- C) In the dark
- D) From one tunnel to another

3. Researchers tested if the ants had an internal pedometer by

- A) Changing the length of the ants legs
- B) Building a large ant farm to show how the ants move
- C) Hiring ants to perform in the city zoo
- D) Giving the ants a blindfold

4. The Main Idea of this article is

- A) To prove that some ants are faster than others
- B) When ants walk, they count their steps
- C) Ants are like honeybees and remember visual cues
- D) The ant “pedometer” was first introduced in 1904.

5. The Author’s Purpose for this article is

- A) To explain the difference between short ants and tall ants
- B) To express an opinion about how ants move
- C) To inform the reader that ants use an internal pedometer to trace their steps.
- D) To persuade the reader that ants are smarter than honeybees

**C. SPEAKING:** Pick five different strips of paper from the bag and describe when you feel like the picture. (5

POINTS)

- I feel sad when .....
- I feel happy when .....
- I feel nervous when .....
- Etc.

**D. WRITING:** Pick one strip of paper from the bag and write a short paragraph in which you describe what you do to avoid being like the picture. (4 POINTS)

## 22.2. ANNEX # 2: SURVEY

### ENCUESTA

1. ¿Tienes ganas de intentar, de aprender, de probar nuevas actividades?  
SI..... NO..... A VECES .....
2. ¿Sueles decir mentiras o echarle la culpa a otros de errores tuyos?  
SI..... NO..... A VECES .....
3. ¿Eres tímido o sociable?  
SI..... NO..... A VECES .....
4. ¿Confías en ti mismo y en la capacidad que tienes para realizar cualquier actividad?  
SI..... NO..... A VECES .....
5. ¿Ayudas en las tareas de la casa todos los días?  
SI..... NO..... A VECES .....
6. ¿Sientes miedo de hablar frente a tus amigos?  
SI..... NO..... A VECES .....
7. ¿Quieres que todo lo que hagas sea perfecto?  
SI..... NO..... A VECES .....
8. ¿Prefieres jugar solo antes que con tus amigos?  
SI..... NO..... A VECES .....
9. ¿Estas contento con lo que eres?  
SI..... NO..... A VECES .....
10. ¿Qué te gustaría cambiar de ti?  
.....
11. ¿Qué te gustaría cambiar de tu vida?  
.....
12. ¿Te gustan las clases de inglés?  
..... MUCHO ..... POCO ..... NADA
13. ¿Te gustan los cuentos en inglés?  
..... MUCHO ..... POCO ..... NADA
14. ¿Has aprendido a comunicarte en inglés durante este año escolar?  
..... SI ..... NO
15. ¿Qué actividades te gustaría realizar antes, durante y después de leer un cuento en inglés?  
..... PINTAR ..... CANTAR ..... RECORTAR  
..... ACTUAR ..... HACER COMPETENCIAS ENTRE AMIGOS  
..... OTRAS ACTIVIDADES

### 22.3. ANNEX # 3: LESSON PLAN # 1

#### LESSON PLAN DAY # 1

<b>DATE:</b>	April 15 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	DESCRIBING OUR CHARACTERS
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To help students show respect, sympathy and kindness among them using adequate expressions.
2. To prepare students for the story-sharing session about self-acceptance.
3. To use positive and negative adjectives to describe personalities.

#### **WARM-UP**

Pair your students and give them the adjectives that describe personalities. Ask the children to carefully cut the strips of paper they have and put them inside the bag. Monitor your students and make sure they use the scissors correctly to avoid any accident. While our children are cutting the strips of paper, they read, try to pronounce and unconsciously acquire the new words, so easily you can introduce them to the class knowing that they have a prior knowledge of the words you are going to talk. (10 minutes)

#### **MATERIALS**

1. Happy and Sad faces (worksheet)
2. Markers
3. Positive and negative adjectives on strips of paper

## **DEVELOPMENT OF THE ACTIVITY**

Stick two faces on the board. One face has to show happiness and the other one has to show sadness. Use the strips of paper with the positive and negative adjectives and ask each student to take a strip of paper and read the adjective aloud. If the student gets a positive adjective, he/she has to write it below the happy face and begin to build the frog and the fish puzzle by sticking their parts on the board.

This exercise will help the students to identify the positive and negative adjectives that describe personalities. Students will lose their fear to participate in class and at the same time the teacher will monitor their writing skills on the board. (20 minutes)

## **WRAP-UP**

Ask students to identify ONE bad moment from yesterday and to describe it with ONE NEGATIVE adjective. (10 minutes) Follow the example below:

*I was disobedient/angry/aggressive/timid/etc. yesterday.*

*How did you feel?*

*I felt bad/sad/frustrated/etc.*

# HAPPY FACE



SAD FACE



# POSITIVE AND NEGATIVE ADJECTIVES



Cut the positive and negative adjectives.

NICE

NAUGHTY

UGLY

AGRESSIVE

ARROGANT

CRUEL

LAZY

IMPOLITE

JEALOUS

FRIENDLY

RUDE

TIMID

BEAUTIFUL

COLORFUL

CAPABLE

ENERGETIC

FABULOUS

GENEROUS

KIND

HONEST

PROUD

ROMANTIC

LOYAL

LOVELY

POLITE

BORED

INTELLIGENT

TOLERANT

INDEPENDENT

DEPENDET

FRUSTRATED

VULGAR

DYNAMIC

GOOD

BAD

LUCKY

DISHONEST

AFRAID

INTOLERANT

RESPONSIBLE

## 22.4. ANNEX # 4: LESSON PLAN # 2

### LESSON PLAN DAY # 2

<b>DATE:</b>	April 16 <sup>th</sup> , 2013 / April 17 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	DESCRIBING OUR CHARACTERS
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To help students show respect, sympathy and kindness among them using adequate expressions
2. To prepare students for the story-sharing session about self-acceptance.
3. To meet the two main characters of the story to the children.

#### **WARM-UP**

Write on the board the following sentence: Last class, I felt happy/sad/ bored etc. Then, tell your students that they have to remember some of the words they learned from previous class and tell a sentence like the one they have on the blackboard. This activity will help the students not only remember some vocabulary words from the previous class but also to enhance their speaking and listening skills. (5 minutes)

#### **MATERIALS**

1. Frog puzzle
2. Fish puzzle
3. Simplified version of the story Fish is Fish.
4. Describing our characters

## **DEVELOPMENT OF THE ACTIVITY**

Show your students the cover page of the simplified version of the story *Fish is Fish*. Ask them to identify who is the animal they see in the front page. Wait for their responses and also clarify them the FISH has a friend. Ask the students: “Do you imagine who the fish’s friend is?” Wait for their responses. Then, pass around the Frog puzzle and Fish puzzle. A good idea could be that your students choose the character they want but make sure the number of fish and frogs are equal. Tell your students that they are going to build up a frog and fish before starting with the story session. (25 minutes)

## **WRAP-UP**

Give them the activity *describing our characters*, and explain them that they have to write down sentences that describe the Fish and the Frog. They have to use positive adjectives (the ones that are below the happy face) because our characters like to be treated with love and respect. (10 minutes)

For example:

1. The fish is happy/kind/honest/good/etc.
2. The frog is nice/colorful/brave/friendly/etc.

Besides, you can introduce the use of negative adjectives by adding the sentence:

1. In his bad moments FROG can be lazy/aggressive/bad/etc.
2. In his bad moment FISH can be timid/dishonest/naughty/etc.

Sometimes, the use of negative words, feelings, and emotions can help children realize that not everything is perfect and nice. All people and even the characters of our story can have bad moments in which they can show negative reactions.

# FROG PUZZLE



# FISH PUZZLE



# DESCRIBING OUR CHARACTERS

Name: .....



**FROG**

The frog is *nice*.

The frog is .....

The frog .....

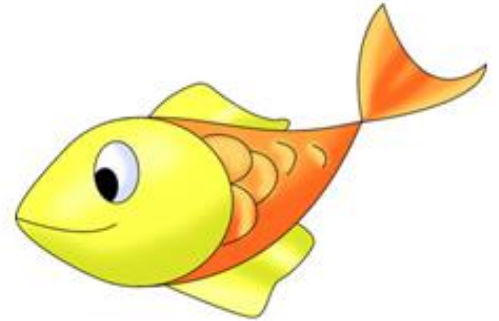
The .....

**IN HIS BAD MOMENTS**

Frog can be *angry*.

Frog can be .....

Frog can .....



**FISH**

The fish is *gentle*.

The fish is .....

The fish .....

The .....

**IN HIS BAD MOMENTS**

Fish can be *shy*.

Fish can be .....

Fish can .....



## 22.5. ANNEX # 5: LESSON PLAN # 3

### LESSON PLAN DAY # 3

<b>DATE:</b>	April 18 <sup>th</sup> , 2013
<b>TEACHER:</b>	SANTIAGO ALVEAR
<b>TITLE OF THE LESSON:</b>	FEELINGS AND EMOTIONS
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To make children identify themselves with one of the characters of the story they are about to listen to.
2. To help children show their feelings and emotions

#### **WARM-UP**

Stick on the board the sad fish picture and tell your students that the little fish was left behind and that is why he is very very sad. Ask your students to cut out and stick the emotions (Positive and negative feeling strips) that reveal how is the little fish is feeling. (10 minutes)

#### **MATERIALS**

1. Sad fish picture
2. Positive and negative feeling strips
3. Markers
3. Cardboards
4. Color pencils

#### **USING THE SIMPLIFIED VERSION OF THE STORY FISH IS FISH**

Each student received a cardboard. Then, teacher explained them that they have to draw a fish. This fish has to show something different from the one who is stuck on the board.

Students can use their imagination to draw a fish they feel proud of it. Then each student has to present their fish to class and explain how the fish feels now and why. (20 minutes)

### **WRAP-UP**

Ask children to show their different fish to their classmates and follow the sentence:

*The fish was ..... , but now is HAPPY.*

*The fish was LONELY, DEPRESSED, FURIOUS, NERVOUS, OR SURPRISED, but now is HAPPY.*

This activity will help children understand that bad feelings and emotions can be changed by looking at them in a positive way. (10 minutes)

# SAD FISH



# POSITIVE AND NEGATIVE FEELINGS



How is the little fish feeling?

CONCERNED

WORRY

DEPRESSED

IGNORED

SCARED

UPSET

RUDE

HESITANT

JEALOUS

FEAR

DISAPPOINTED

TIMID

MISERY

CRUSHED

CONFUSED

ENERGETIC

FABULOUS

REGRET

ENVY

BORED

PROUD

UNHAPPY

HELPLESS

RESIGNED

SHY

CONFUSED

NERVOUS

LOVELY

ALARMED

ANNOYED

FRUSTRATED

TENSE

DISGUSTED

MAD

WEAK

LUCKY

ANXIOUS

AFRAID

ENVIIOUS

ANGRY

**22.7. ANNEX # 6: LESSON PLAN # 4**

**LESSON PLAN DAY # 4**

**DATE:** April 22<sup>nd</sup>, 2013  
**TEACHER:** Santiago Alvear.  
**TITLE OF THE LESSON:** ACCEPTING OURSELVES  
**LEVEL OF THE STUDENTS:** Beginners  
**TIMING:** 1 hour and 20 minutes  
**NUMBER OF STUDENTS:** 26  
**CONTENT AREAS:** Language and Science

**OBJECTIVES**

1. To make children remember the different parts of the body.
2. To make children improve their motor skills through hands-on activities.
3. To develop a sense of self-acceptance through positive messages.

**WARM-UP**

Each student is given a bingo card or bingo worksheet containing a different random selection of body parts, and a marker pen (or set of counters). Write on the board the sentence I like my..... / I don't like my..... and ask each student to get a word (part of the body) from the bag; and follow the sentence below:

*I like my .....*

*I like my hand/knee/legs/head etc.*

OR

*I don't like my .....*

*I don't like my hand/knee/legs/head/etc.*

Ask you students to clearly pronounce the sentence and correct their pronunciation if you find it accurate. The students then look for that word on their bingo card or worksheet. If they find

it, they cross off that square (or cover it with a counter). Students start off with one square they can mark off without waiting for it to be called out - the "Free Space" square in the middle of the bingo card. The winner is the first student to achieve a winning pattern and call out "Bingo!" (the teacher should check their card at this point). (15 minutes)

This activity will help students to reinforce their knowledge about parts of the body. Students will practice their pronunciation and the activity will help the teacher to slowly introduce the main activity of this class (accepting ourselves)

### **MATERIALS**

1. 14 bingo cards
2. Markers
3. Parts of the body (words)
4. Simplified version of the story Fish is Fish.
5. Mix and match activity.

### **DEVELOPMENT OF THE ACTIVITY**

Start reading the simplified version of the story Fish is Fish. Re-read the story from the beginning. Use a loud voice and try to be as enthusiastic as possible. Use voice changes and try to create some expectations about the story, so children feel drawn to it.

Explain children that at the end of the story the fish recognized and accepted himself the way he was. He accepted he was beautiful and his home was beautiful too. Pass out the mix and match activity and ask children to complete it. Tell children that people have to accept the way we are in order to live happily and enjoy life more. (20 minutes)

### **WRAP-UP**

Ask for two volunteers in order to characterize the Fish and the Frog and try to represent what happened in the story. Children can use their own ideas or they can use the simplified version of the story too. (5 minutes)

# BINGO CARD EXAMPLE

B I N G O				
ear	lips	head	leg	cheek
calf	shoulder	thigh	foot	elbow
lip	hair	Free Space	toe	sole
mouth	chest	hand	eyelid	knee
tooth	palm	nipple	teeth	chin

# PARTS OF THE BODY (BINGO CARDS)

TEETH

ELBOW

NECK

FOREARM

ARM

EYELASH

SHOULDER

NOSE

HEEL

LIPS

ARMPIT

SHIN

THUMB

CALF

TOE

HAIR

THIGH

EYELID

FOOT

ANKLE

EAR

MOUTH

CHEST

TONGUE

KNEE

CHIN

HAND

FINGER

BACK

EYEBROW

LEG

CHEEK

# WORKSHEET # 6: MIX AND MATCH

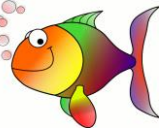
“At the end of the story, the fish accepted fish is fish and frogs are frogs.”

## MIX AND MATCH.

1. A fish is



2. A frog is



3. A boy is



4. A dog is



5. A house is



6. A girl is



7. I am



## COMPLETE THE SENTENCES

1. A fish is a fish and that is that.

2. .... and that is that

3. .... and that is

4. .... and that is that.

5. .... and that is that.

6. .... and that is that.

7. .... and that is that.

8. I AM ME AND THAT IS THAT.

## 22.8. ANNEX # 7: LESSON PLAN # 5

### LESSON PLAN DAY # 5

<b>DATE:</b>	April 23 <sup>rd</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear.
<b>TITLE OF THE LESSON:</b>	ACCEPTING OURSELVES
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	1 hour and 20 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To develop a sense of self-acceptance through positive messages.
2. To build up an origami frog.

#### **WARM-UP**

Start the class talking about the story Fish is Fish. Ask students questions about the main characters of the story, the setting, and even the conflict the characters had to face. Wait for their responses and give them a hand if you consider they are stuck. (5 minutes)

#### **MATERIALS**

1. Green cardboard or paper
2. Two medium white pom-poms
3. Two big eyes.
4. Glue

#### **DEVELOPMENT OF THE ACTIVITY**

Tell children they are going to build up a frog using a cardboard or paper. Ask them to take out their materials and start explaining them the procedure to make the origami frog. (25 minutes)

## **WRAP-UP**

Prepare fourteen cardboards with some positive messages on the back part of them. You can use I AM HAPPY / I AM ME / I AM LOVED / ETC. Give each student a cardboard and ask them to write on the front part of their cardboards the part of their bodies they would like to change. Make sure children do not turn their cardboards around. When all children finish writing their sentences on their cardboards, ask them to read aloud their sentences and right after they read their sentences, they are supposed to read the message they have in the back part of their cardboards. For example:

*I DON'T LIKE MY HANDS*

*BUT I AM ME*

*I DON'T LIKE MY HAIR*

*BUT I AM HAPPY*

(10 minutes)

# ORIGAMI FROG



# POSITIVE MESSAGES

**BUT**

**I**

**AM**

**ME**

**BUT**

**I**

**AM**

**HAPPY**

**BUT**

**I**

**AM**

**LOVED**

## **22.9. ANNEX # 8: LESSON PLAN # 6**

### **LESSON PLAN DAY # 6**

<b>DATE:</b>	April 24 <sup>th</sup> , 2013 / April 25 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear.
<b>TITLE OF THE LESSON:</b>	ACCEPTING OURSELVES
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To develop a sense of self-acceptance through positive messages.
2. To build up a paper plate fish.

#### **WARM-UP**

Start the class talking about the story Fish is Fish. Ask students questions about the main characters of the story, the setting, and even the conflict the characters had to face. Wait for their responses and give them a hand if you consider they are stuck. (5 minutes)

#### **MATERIALS**

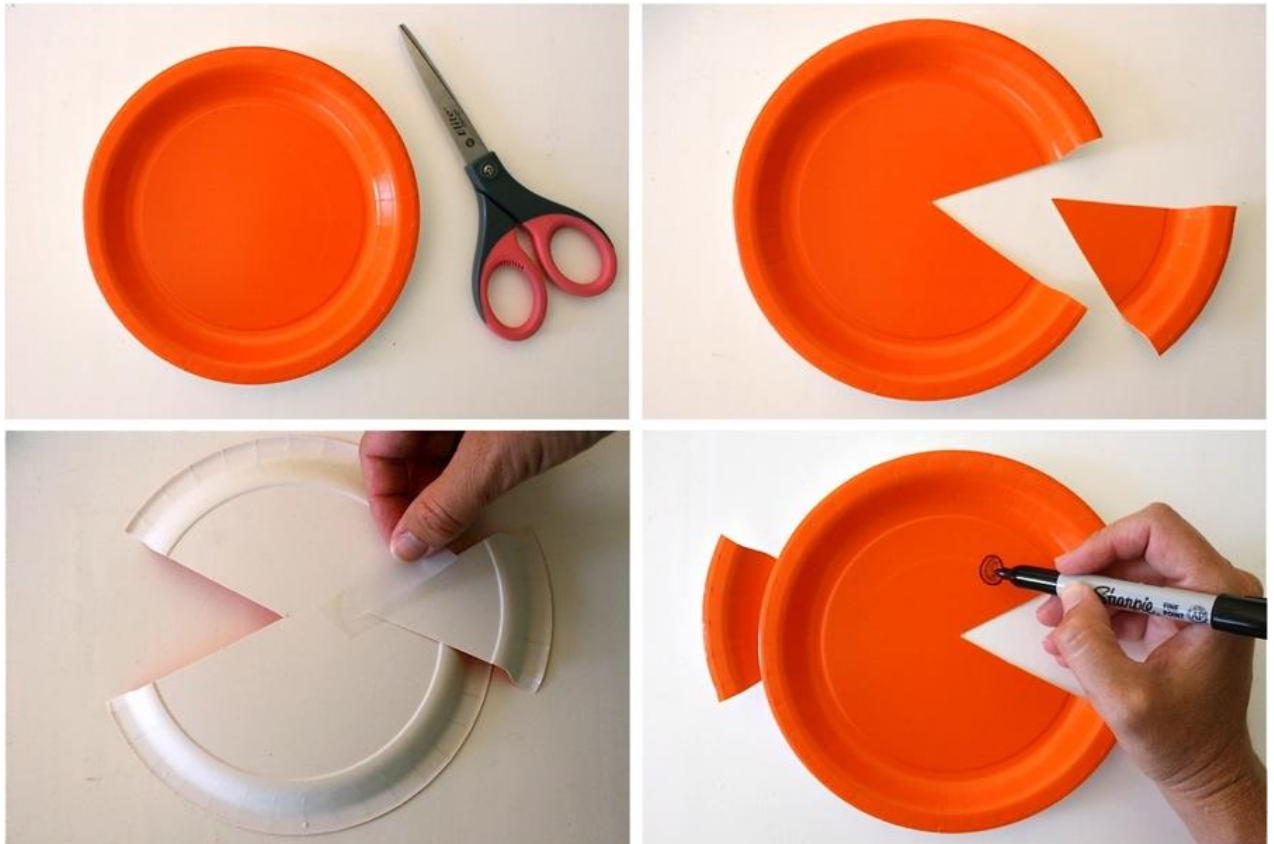
1. 26 white paper plates.
2. Silicone
3. Scissors.
4. Watercolors.
5. Brushes.

#### **DEVELOPMENT OF THE ACTIVITY**

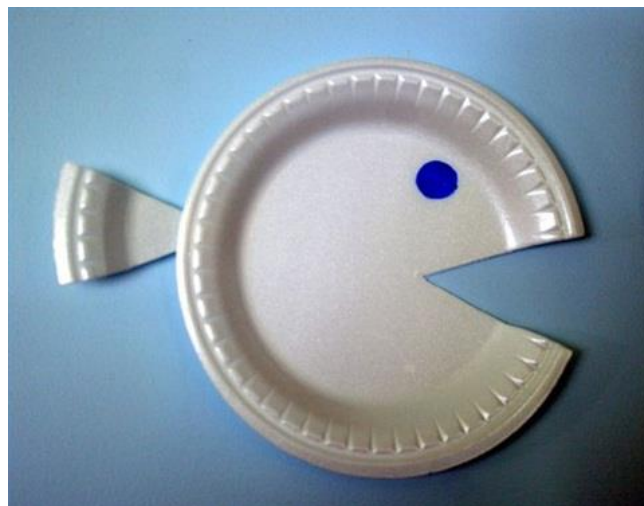
Tell children they are going to build up a paper plate fish. Ask them to take out their materials and start explaining them the procedure to make the paper plate fish. (25 minutes)

## WRAP-UP

Ask each student to exchange their PAPER PLATE FISH with their partners and tell them to describe the project by using positive messages to enhance his/her work. (10 minutes)



**PAPER PLATE FISH**





## 22.10. ANNEX # 9: LESSON PLAN # 7

### LESSON PLAN DAY # 7

<b>DATE:</b>	April 29 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	"ABOUT ME" COLLAGE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To focus a child's attention on those characteristics that make his/her special.
2. To make children aware of the things that make every single person special.

#### **WARM-UP**

Paste the lyrics of the song PROUD OF ME on the board. Explain children that they are going to sing called PROUD OF ME. The idea is that children follow the song and at the same time they can realize that every single part of them is special. This activity will help the teacher to maintain the children stick to the concepts of self-esteem and self-acceptance awareness. Besides, explain children that the cookie monster from the video is very very proud of the way he looks like (10 minutes)

#### **MATERIALS**

1. Copies of the lyrics "Proud of me"
2. Poster board
3. Scissors
4. Glue
5. Photographs
6. Old magazines

## **DEVELOPMENT OF THE ACTIVITY**

Have the children think for a moment about good aspects of their lives and personality or hopes and dreams they have. The children should then find words or pictures from magazines or photos to symbolize those things. Glue these to the poster board to make a collage. The children can draw things on the poster or add glitter glue, pipe-cleaners, clip art or anything else available. Anything the children places on the collage should focus solely on her positive traits. When it is finished, have the children explain what each thing on the poster represents and then hang it in a place where it will be seen every day. This will be a positive reminder of all the things that make the children special and unique and the reasons why the children should feel good about themselves. It could be a good idea that you as teacher prepare your own collage, so you can present it to the class and clarify many of children's doubts about the activity. They can even take your own collage as an example for them to create their own. (25 minutes)

## **WRAP-UP**

Make students listen and follow the song PROUD OF ME. This activity will help students interiorize the song and to maintain them thinking about what they have just learned. This means, being proud of themselves. (5 minutes)



# PROUD OF ME



I am very proud of me,  
I think I will sing out loud of me,  
There ought to be a crowd of me Because I am so special.  
Yes, I do have pride in me,  
I love every bright blue side of me,  
I feel so satisfied in me Because I am so special.  
P-R-I-D-E spells pride, That is P-R-I-D-E.  
Pride is the feeling of feeling good about me,  
About me.  
Yes, indeed, I please myself,  
My fingers, my toes, my knees, myself,  
I hug and kiss and squeeze myself, Because I am so special.  
I seldom have a doubt of me,  
I love every in and out of me,  
I think I have to shout of me,  
Because I am so very, very, very, very proud Of me!



## 22.11. ANNEX # 10: LESSON PLAN # 8

### LESSON PLAN DAY # 8

<b>DATE:</b>	April 30 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	HUNGRY SPIDER TALE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To make students have an overall idea of the story they are about to read.

#### **MATERIALS**

1. Description of the story ACTIVITY

#### **WARM UP**

Explain children that they are about to read a story called HUNGRY SPIDER. Ask some students to pass to the blackboard and draw a spider. *The idea of this activity is to make children show their abilities. Some students possess abilities for drawing and this is an excellent opportunity for them to show it. Besides, it will help students to feel confident and sure that they are doing well.* (10 minutes)

#### **DEVELOPMENT OF THE ACTIVITY**

Pass around WORKSHEET (Hungry Spider, Description of the story) and explain children that before reading the story it is a good idea to have an overall notion of the story they are about to read. The description of the story contains some boldfaced words that seem unfamiliar and can cause some trouble during the story telling session. Students have to check for the meaning of those words in their dictionaries in order to find the words in the WORDSEARCH GAME. (20 minutes)

## **WRAP UP**

As a wrap up, students have to write a sentence using each of the vocabulary words they found in the WORDSEARCH GAME. Depending on how much time do you have left, you can ask your students to share their sentences to the rest of the class. (10 minutes)

## HUNGRY SPIDER

### DESCRIPTION OF THE STORY (PRE-READING ACTIVITY)

**NAME:**.....**COURSE:** Fifth Grade

"Hungry Spider" is a West African **folktale** that humorously represents hunger and the custom of hospitality through the actions and conversations of the characters. Spider and Turtle live in different countries. They first meet when Turtle, **famished** from traveling a long way from home, comes upon Spider's house. While Spider is well known among his neighbors for his great appetite and for being so **greedy**, Turtle, being a stranger, believes Spider's offer of a meal to be sincere. It becomes clear that Spider wants all the food for himself and that his gesture of hospitality is mere show so that people will not speak badly of him. Turtle realizes that he has been tricked out of having any food but doesn't let on that he knows. He **suavely** agreed with Spider that it was a fine meal; and as Turtle leaves, he assures Spider of similar hospitality if Spider ever visits in his country. In time, the **gluttonous** Spider finds himself a long way from home in Turtle's country. Now it is Turtle's turn to use local custom as a **camouflage** for true intent. He repays Spider's gesture of hospitality and Spider gets the meal that he deserves.

L	G	A	O	I	P	A	I	D	G	C	C	Z	M	K	P	N	X	G	W
N	L	T	K	T	F	Y	I	U	T	O	Z	I	Y	T	O	U	J	H	R
H	U	O	E	X	I	O	V	D	E	R	Y	S	V	M	I	N	Y	C	E
F	T	G	H	R	M	D	F	H	V	X	R	T	F	V	Z	Z	I	C	N
A	T	S	U	A	V	E	L	Y	P	A	O	X	P	Y	L	H	G	P	F
M	O	U	Y	S	J	M	B	C	F	D	V	Q	D	Y	W	L	H	T	O
I	N	P	Y	E	N	G	D	Z	Y	Y	U	J	F	W	Y	M	L	Y	L
S	O	P	Y	U	S	A	Q	G	J	O	A	K	Z	P	L	T	G	X	K
H	U	C	Z	G	F	P	P	M	U	P	V	F	N	W	V	C	I	I	T
E	S	A	Y	M	R	T	Y	N	Y	B	S	D	O	C	E	N	N	F	A
D	D	W	U	T	Q	D	B	A	Z	B	R	F	N	K	X	Y	K	O	L
G	Y	S	D	C	A	M	O	U	F	L	A	G	E	H	T	S	D	O	E
B	L	F	V	Z	P	B	M	T	P	I	D	P	W	O	V	V	K	J	B
I	T	F	F	B	W	W	L	E	Q	Q	I	Y	G	O	L	D	G	X	N
W	M	Z	F	J	M	G	R	E	E	D	Y	B	F	A	Y	T	F	X	Q
M	O	L	O	G	V	E	C	Q	V	Z	T	C	U	K	U	K	W	J	N

1. Wanting more money, things, or power than you need
2. Very hungry
3. An old traditional story
4. A way of hiding people or objects by making them look like the natural background
5. Confident and polite in a way that may not be sincere
6. Eating or drinking much more than you need

## 22.12. ANNEX # 11: LESSON PLAN # 9

### LESSON PLAN DAY # 9

<b>DATE:</b>	May 2 <sup>nd</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	HUNGRY SPIDER TALE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

2. To read the story HUNGRY SPIDER
3. To make students know the characters of the story.

#### **MATERIALS**

2. WORKSHEET # 1 (Suitable habitat)
3. WORKSHEET # 1 (Suitable habitat) BIGGER POSTER
4. *Hungry Spider* story.
5. STORY BOARD (*title, characters, conflict, setting, climax, resolution, and message of the story*)

#### **WARM UP**

Explain children they are about to read a story about two wonderful characters. One is a spider and the other is a turtle. Pass around the WORKSHEET # 1 (Suitable habitat) and explain students the instructions, so they can work by their own. While children are working, paste a bigger poster of the WORKSHEET # 1 (Suitable habitat) on the blackboard and wait some minutes. Once you see that a child finishes with the activity first, ask for his/her help to find the way in the bigger poster. Students are supposed to write on the back part of the sheet of paper the way the little hatchlings and mother turtle have to follow to avoid the

dangers. *This activity will make students compete for being the first and the one that is going to help the teacher in the blackboard. (10 minutes)*

### **DEVELOPMENT OF THE ACTIVITY**

Ask students to open their reading books on page 236. Read the title of the story and explain children that the other character of the story is in the picture (the spider). Read the story with them. Try to act out and use the proper intonation in order to maintain the children focused on the story. Another good idea for keeping them focused on the reading is by asking them to read certain parts of the story with you. *This activity is called POPCORN READING. You start the reading until the first period you find. Then you say POPCORN and the name of the student you want to follow the reading, this student reads until the next period and says POPCORN and the name of a classmate he/she wants to continue. (15 minutes)*

### **WRAP UP**

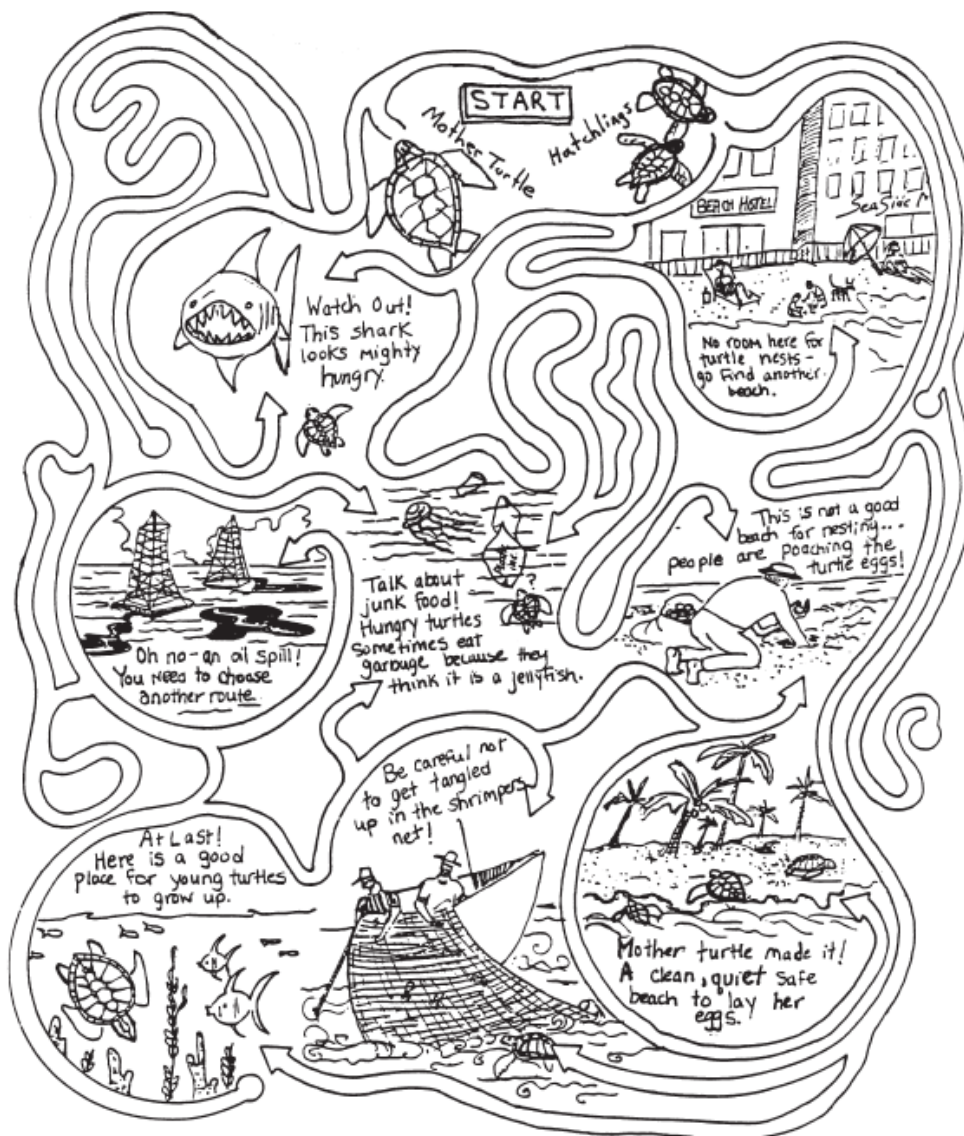
Ask students to work on the STORY BOARD activity in order to help them identify the setting, the main characters, the conflict, the climax, the resolution and the message of the story. If the time is not enough for this activity, students can complete the Story board at home as a homework. *This activity will help students remember the mentioned concepts about literature and at the same time it will help them to reflect on the message the story Hungry Spider taught them. (15 minutes)*



## WORKSHEET # 1: SUITABLE HABITAT

NAME: ..... COURSE: Fifth Grade

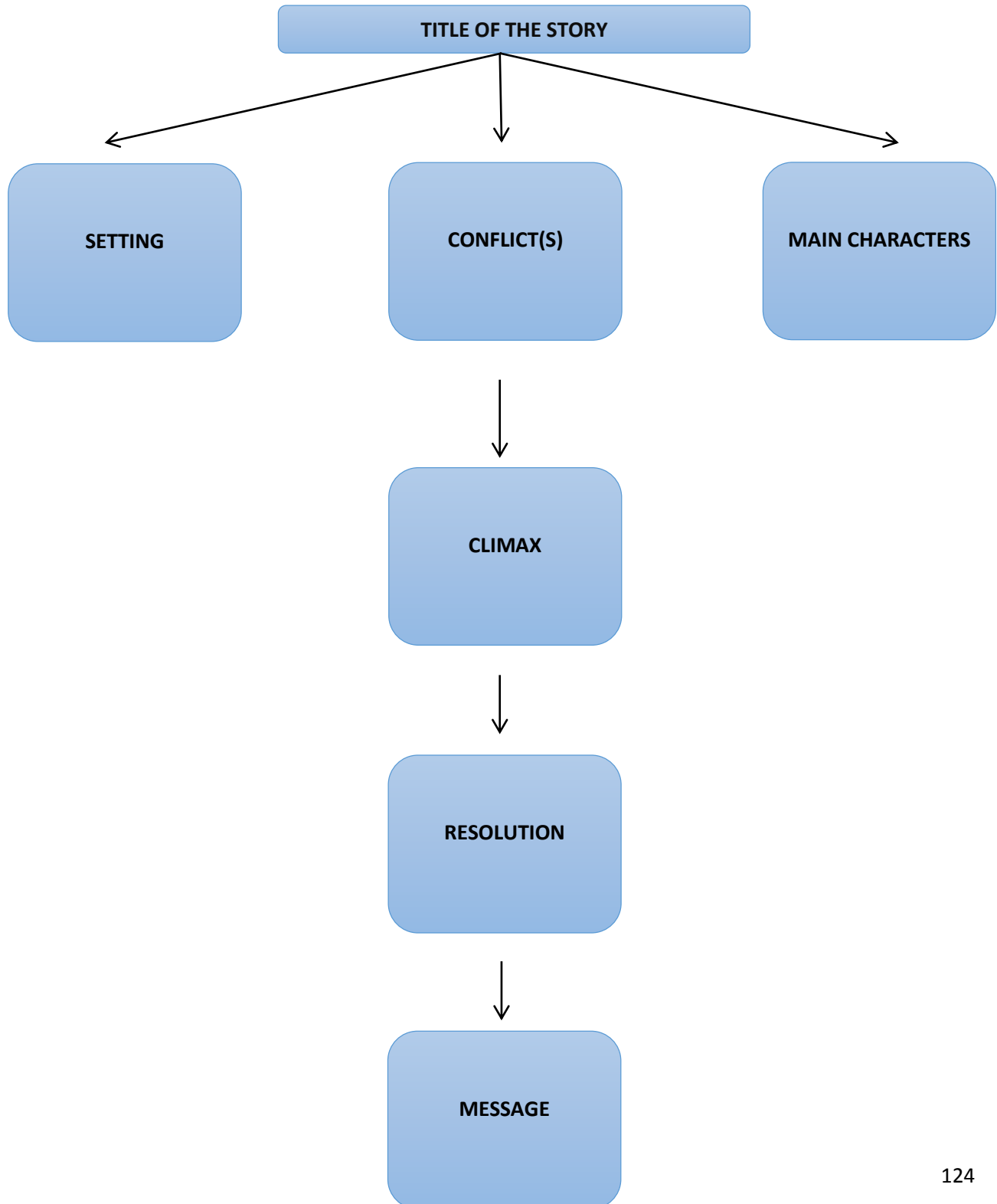
See if you can help the mother turtle and her hatchlings find their way to suitable habitat. The hatchlings must make it to a healthy ocean with plenty of food. The adult female turtle is trying to find a dark, quiet nesting beach on which to build a nest. Be aware of the potential threats that can keep them from reaching their destinations.



**STORY BOARD (WHILE-READING ACTIVITY)**

**HUNGRY SPIDER**

***Complete the following Story Board about the story HUNGRY SPIDER***



## 22.13. ANNEX # 12: LESSON PLAN # 10

### LESSON PLAN DAY # 10

<b>DATE:</b>	May 6 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	HUNGRY SPIDER TALE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To make students reflect on the story HUNGRY SPIDER.
2. To make students learn some of the adjectives that describe people's attitudes.

#### **MATERIALS**

1. WORKSHEET # 2 (Positive and negative attitudes)
2. WORKSHEET # 2 (Positive and negative attitudes) BIGGER POSTER
3. WORKSHEET # 3 (Attitudes)

#### **WARM UP**

Make children remember the story HUNGRY SPIDER by asking two or three random students to tell you the most important parts of the story. Then, write on the board the questions:

*Which best describes Spider's character?*

*A. Friendly*

*B. Selfish*

*C. Angry*

Ask students to think about the spider in the story they read and wait for their correct answer. Then ask the students the question *why do they think the spider is SELFISH?* And wait for

their responses. If you consider necessary you can write the question on the board and their answers as well. (10 minutes)

*Why do they think the spider is SELFISH?*

*Because she didn't share / Because she is not a good friend. / etc.*

## **DEVELOPMENT OF THE ACTIVITY**

Clarify children that the attitude of the spider was not correct. That she was very selfish and that is why at the end of the story she received the same from the turtle. Now, tell them that they are going to work on an activity that deals with positive and negative attitudes people sometimes have. Pass around the WORKSHEET # 2 (POSITIVE AND NEGATIVE ATTITUDES) and explain children they have to complete the crossword puzzle with the adjectives that describe positive and negative attitudes. They have to read the clues and guide themselves with the first letter of the adjective that was given in the worksheet. If you notice children are having some difficulties with the adjectives they have to use to complete the crossword puzzle, you can help them by clarifying the meaning of the adjective or by giving them some extra clues.

While children are working on this activity, you paste the WORKSHEET # 2 (POSITIVE AND NEGATIVE ATTITUDES) on the board. Once you notice all children have finished with the activity, you can make all of them interact in the front of the class by asking them to share their answers and complete the bigger poster together. *This activity will help students to understand that sometimes people can have a bad attitude or reaction towards any circumstance, but the important thing is to learn how to deal with those bad moments, so you don't hurt anybody. Besides, making children go to the front of the class and share their answers will help them not to be afraid of their classmates at all.* (15 minutes)

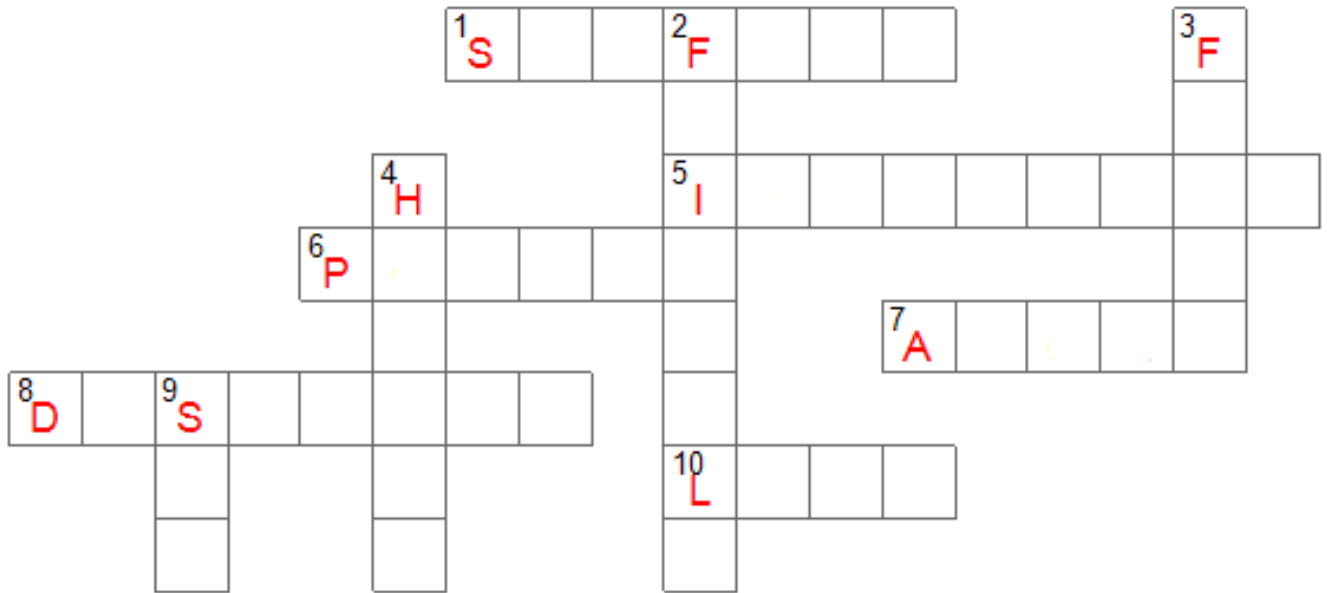
## **WRAP UP**

Finally, pass around the WORKSHEET # 3 (ATTITUDES) and explain students that not only the characters from the story but also their relatives and friends can also have positive and negative attitudes towards any circumstance. They will have to complete the activity by using their own ideas and experiences. *This activity will help students to reinforce the meaning of positive and negative attitudes while at the same time, it will help you as a teacher to understand your students' reactions sometimes.* (15 minutes)

## WORKSHEET # 2: POSITIVE AND NEGATIVE ATTITUDES

**NAME:**.....**COURSE:** Fifth Grade

Read the clues and complete the following CROSSWORD PUZZLE.



### ACROSS

1. When you don't like to share, you are .....
5. When you don't like to wait, you are .....
6. When you respect your elders, you are .....
7. When you get mad easily, you are .....
8. When you don't share secrets that could upset somebody, you are .....
10. When you don't do your homework, you are ...  
.....

### DOWN

2. When you have many friends, you are .....
3. When you make people laugh, you are .....
4. When you always tell the truth, you are .....
9. When you feel nervous in company of other people, you are .....

**WORKSHEET # 3: ATTITUDES (AFTER READING ACTIVITY)**

**NAME:**.....**COURSE:** Fifth Grade

Write the adjective that best describes each picture.



F \_ \_ \_ \_ \_ y

S \_ \_ \_ \_ \_ h

A \_ \_ \_ \_ y

Now, complete the following sentences with your own information.

1. I am friendly when \_\_\_\_\_
2. I am selfish when \_\_\_\_\_
3. I am angry when \_\_\_\_\_

4. My friend is friendly when \_\_\_\_\_
5. My friend is selfish when \_\_\_\_\_
6. My friend is angry when \_\_\_\_\_
7. My mom is friendly when \_\_\_\_\_
8. My mom is selfish when \_\_\_\_\_
9. My mom is angry when \_\_\_\_\_

## **22.14. ANNEX # 13: LESSON PLAN # 11**

### **LESSON PLAN DAY # 11**

<b>DATE:</b>	May 7 <sup>th</sup> , 2013 – May 8 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	HUNGRY SPIDER TALE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To help children understand there could be positive changes in people.
2. To make children built their own spider craft.

#### **MATERIALS**

1. 3" Styrofoam ball
2. 4 black pipe cleaners
3. Black craft paint
4. Red paint
5. 2 large googly eyes
6. Serrated knife
7. Glue
8. Scissors
9. Paint brush (the foam kind work best)

#### **WARM UP**

Ask students to take out their materials and start telling them what they are going to use each material for. For example:

*Teacher: Where do you think am I going to use the Styrofoam ball?*

*Students: I am going to use the Styrofoam ball in the spider's body.*

*Teacher: Where do you think am I going to use the 2 googly eyes?*

*Students: I am going to use the googly eyes in the spider's eyes, ETC. (5 minutes)*

## **DEVELOPMENT OF THE ACTIVITY**

Use the serrated knife to cut a small piece off the bottom of the Styrofoam ball so that it sits flat. Then, paint the ball black and set aside to dry. Cut each pipe cleaner in half and bend slightly in the middle. Insert 4 "legs" on one side of the spider and 4 legs on the other. Next, use the red paint to paint a smile on the spider's face. Push the large googly eyes down into the top of the Styrofoam ball to make an indent. Finally, remove the eyes, add glue and place back in the formed indent. (30 minutes) *This activity is a great bug craft for kids! With all the great textures involved in this Styrofoam Spider the kids are sure to want to make one by themselves. You can use it as part of a lesson on spiders, as a puppet to sing spider themed songs with (like itsy bitsy spider), or as a great Halloween decoration!*

## **WRAP UP**

As a wrap up, you can explain your students that even though the spider was selfish and even mean with the turtle, she can change and be generous and a good friend. Now, each student has to present his/her spider craft to the rest of the classmates and use a POSITIVE MESSAGE. For example, you, as a teacher, can show your own spider craft and tell the following: (5 minutes)

*In the story my spider was angry, but now she is very kind.*

*In the story my spider was selfish, but now she is very generous.*

*Etc.*

*With this activity, students are going to remember the vocabulary and structures from previous classes and they are going to realize that the characters can change and demonstrate that they are concerned about the rest.*

STYROFOAM SPIDER CRAFT



## 22.15. ANNEX # 14: LESSON PLAN # 12

### LESSON PLAN DAY # 12

<b>DATE:</b>	May 9 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	RABBIT RACES WITH TURTLE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

#### **MATERIALS**

1. Picture # 1 (rabbit)
2. Picture # 2 (turtle)
3. Description of the story ACTIVITY
4. Worksheet # 4 (Comparing and Contrasting)

#### **WARM UP**

Stick on the board the title of the story RABBIT RACES WITH TURTLE and then, stick two pictures (a rabbit and a turtle) on the blackboard. Then ask your students some questions like these:

1. *Who do you think is faster?*
2. *Who do you think is slower?*
3. *Who do you think is more intelligent?*
4. *Who do you think is more flexible?*
5. *Etc.*

Wait for children answers and then, explain students that sometimes unexpected things can occur not only in a story but also in our lives that make us change the view we have about others. (10 minutes)

*This activity will set up the path for introducing the whole story RABBIT RACES WITH TURTLE to the children. You can take advantage that students are expecting the obvious thing to happen in the story, but the real point is that they are going to be surprised by the turning point the story will present.*

### **DEVELOPMENT OF THE ACTIVITY**

Once the warm up was finished, tell children that a good idea for knowing what is the story going to be about is by discussing it with an activity called Description of the story. This activity will help students to have a clearer idea about the story and you can clarify the main points of it. Pass around the Description of the Story Activity and make children work on the exercises provides. First, students will have to order a sequence of events and then they will have to re-write the description of the story. (25 minutes)

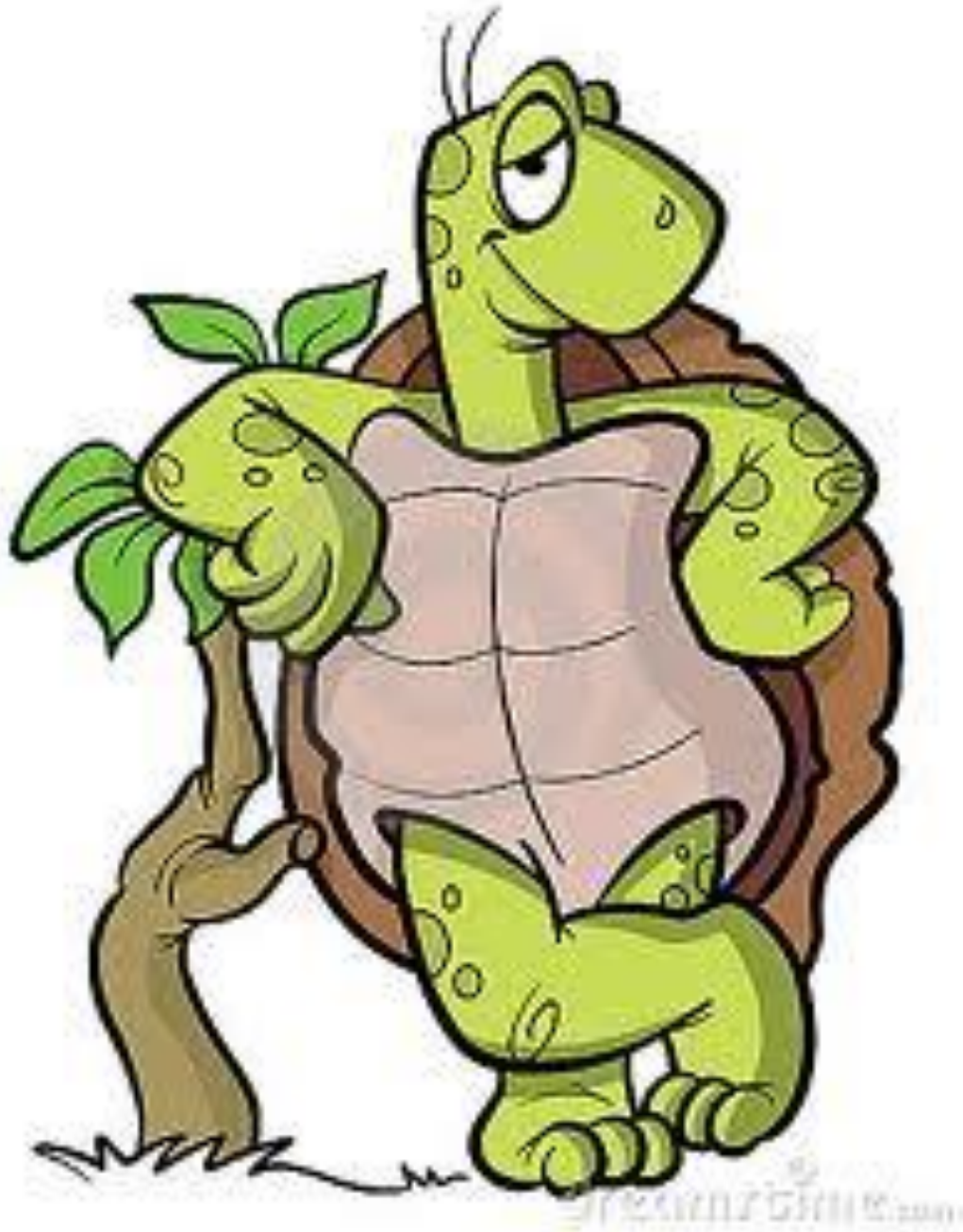
### **WRAP UP**

To end with this lesson plan, you can ask your students the following question: *in a race between the rabbit and the turtle, who do you think is going to win?* Wait for their answers and make children explain the reasons why they think in such a way. (5 minutes) *This simple question will guide the whole class to a further reading story session in which they are going to discover the whole point of the story that is **before we judge whether someone is good or bad at something, we need to see him/her in action.***

PICTURE # 1: RABBIT



PICTURE # 2: TURTLE



## RABBIT RACES WITH TURTLE

### DESCRIPTION OF THE STORY (PRE-READING ACTIVITY)

NAME:.....COURSE: Fifth Grade

Number the following series of event in order to get the correct order of the description of the story *Rabbit Races with Turtle*. ( Use number from 1 to 19)

- ..... All this time the turtle kept walking step by step by step.
- ..... As the race began, the rabbit raced way ahead of the turtle,
- ..... but found the turtle there waiting for him.
- ..... Even if the turtle passed him,
- ..... He could not see the turtle anywhere!
- ..... He just kept going. However,
- ..... He never quit no matter how hot or tired he got.
- ..... He was hot and tired and decided to stop and take a short nap.
- ..... He was laughing at the turtle for being so slow.
- ..... He went at full-speed to the finish line
- ..... he would be able to race to the finish line ahead of him.
- ..... just like everyone thought.
- ..... Much to the rabbit's surprise,
- .....1.... One day a rabbit was boasting about how fast he could run.
- ..... The fox was to be the umpire of the race.
- ..... The rabbit got to the halfway point and could not see the turtle anywhere.
- ..... the rabbit slept longer than he had thought and woke up.
- ..... The rabbit thought this was a good joke and accepted the challenge.
- ..... the turtle challenged him to a race.

Use the other side of the page to write the description of the story in the correct order.

## 22.16. ANNEX # 15: LESSON PLAN # 13

### LESSON PLAN DAY # 13

<b>DATE:</b>	May 13 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	RABBIT RACES WITH TURTLE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To read the story RABBIT RACES WITH TURTLE
2. To make students know the characters of the story.

#### **MATERIALS**

1. Worksheet # 5 (Drawing the Cover)
2. RABBIT RACES WITH TURTLE story
3. STORY BOARD (*title, characters, conflict, setting, climax, resolution, and message of the story*)

#### **WARM UP**

Write on the board the title of the story RABBIT RACES WITH TURTLE. Explain children they are about to read a story with these two characters and they will have to draw a cover cartoon of the story based on the title. *With this activity, students are going to get to know the main characters of the story and at the same time they will infer and predict about what is going to happen in the story.* (10 minutes)

#### **DEVELOPMENT OF THE ACTIVITY**

Ask students to open their reading books on page 242. Read the story with them and try to act out and use the proper intonation in order to maintain the children focused on the story.

Another good idea for keeping them focused on the reading is by asking them to read certain parts of the story with you. *This activity is called POPCORN READING. You start the reading until the first period you find. Then you say POPCORN and the name of the student you want to follow the reading, this student reads until the next period and says POPCORN and the name of a classmate he/she wants to continue.* (20 minutes)

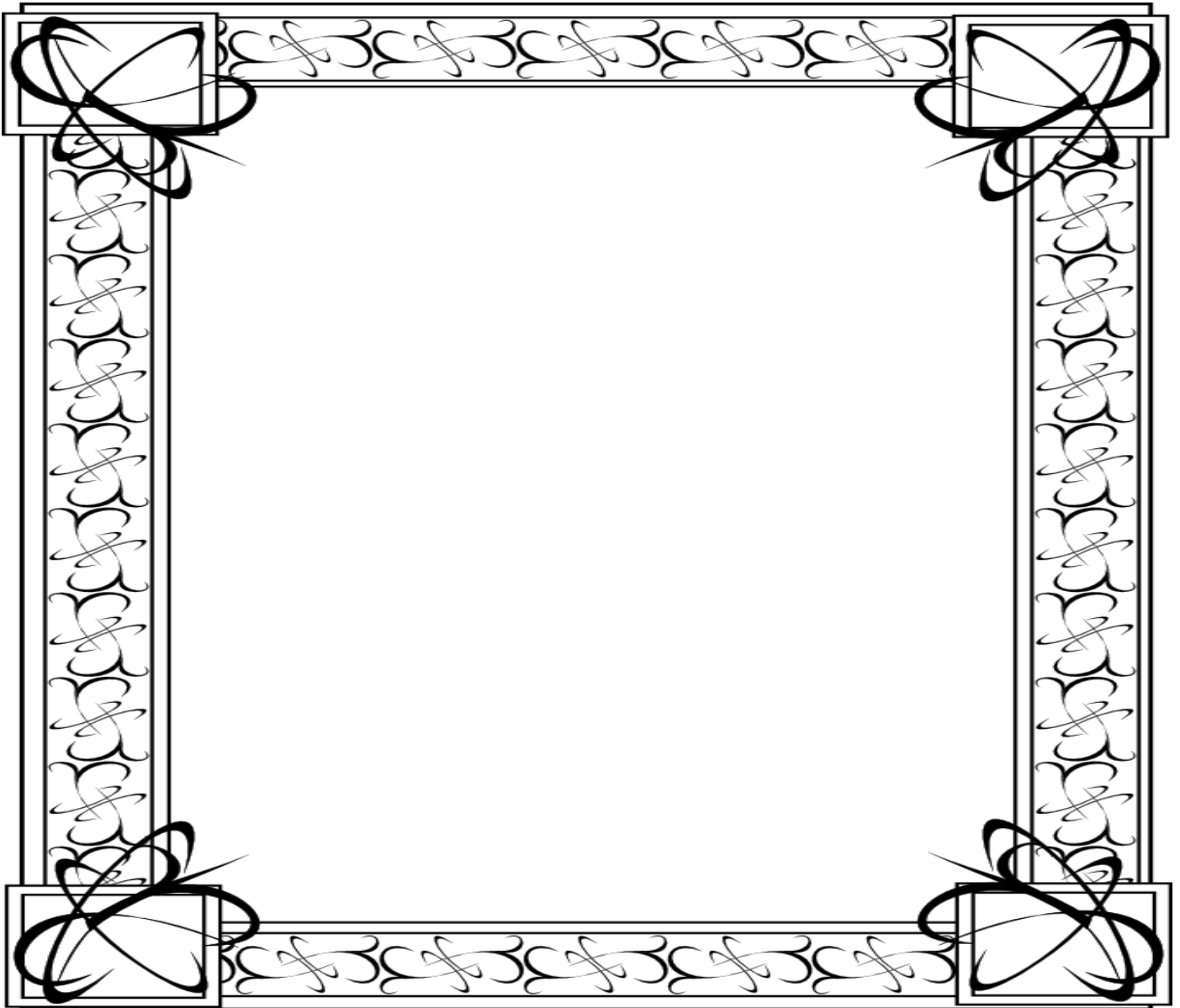
### **WRAP UP**

After reading the story RABBIT RACES WITH TURTLE together. Give students worksheet #6 (Story Board Activity) and ask them to get together in order to complete the activity. *This activity will help students to remember the vocabulary words that were a little bit difficult to understand during the story.* (10 minutes)

**WORKSHEET # 5: DRAWING THE COVER**

**NAME:**.....**COURSE:** Fifth Grade

Look at the title of the story RABBIT RACES WITH TURTLE and draw a cover cartoon.



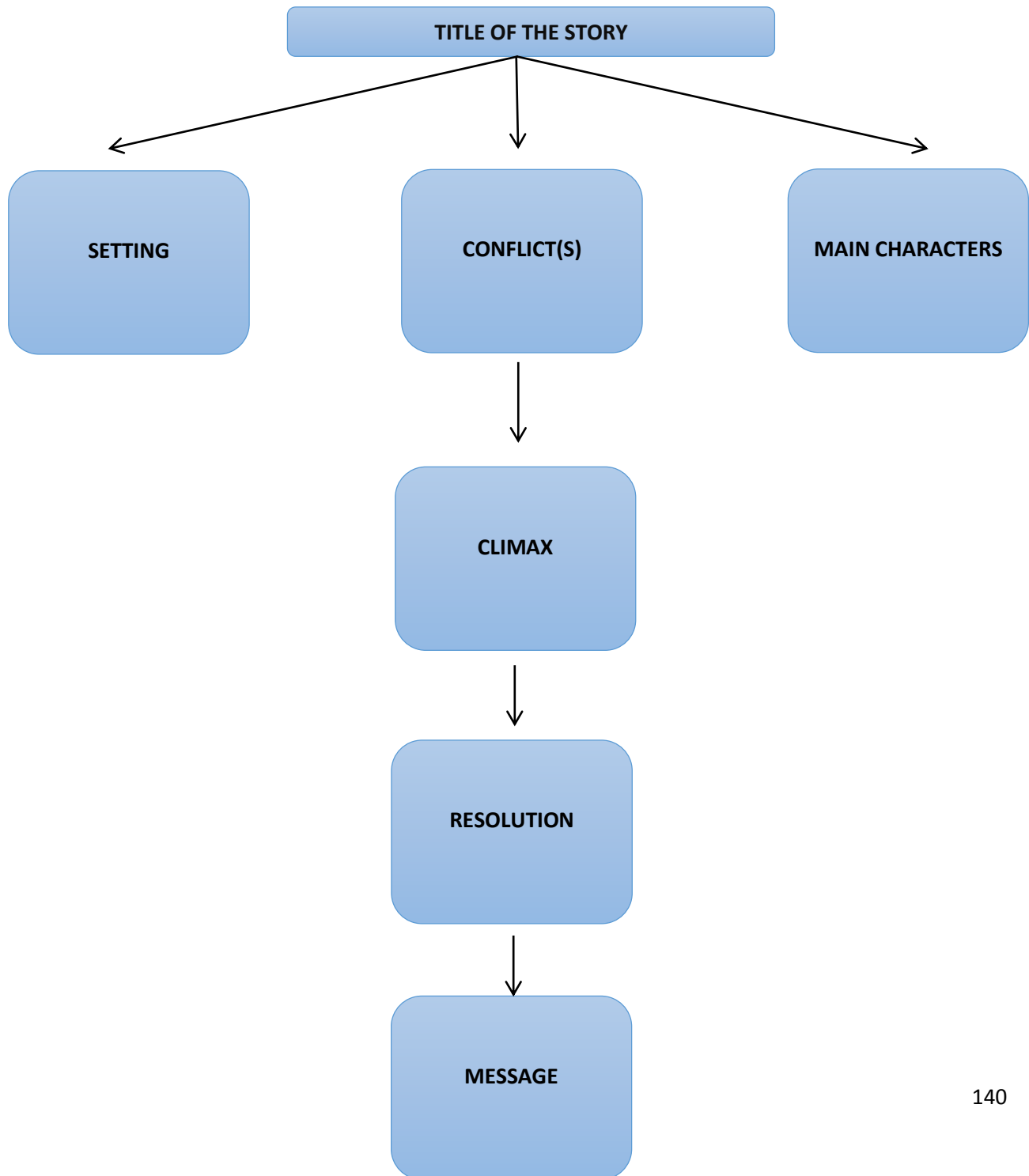
**RABBIT RACES WITH TURTLE**

**STORY BOARD**

**RABBIT RACES WITH TURTLE**

**NAME:**.....**COURSE:**.....

**Complete the following Story Board about the story RABBIT RACES WITH TURTLE**



## 22.17. ANNEX # 16: LESSON PLAN # 14

### LESSON PLAN DAY # 14

<b>DATE:</b>	May 14 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	RABBIT RACES WITH TURTLE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To follow up students comprehension of the story RABBIT RACES WITH TURTLE by working on a Story Map.
2. To make children remember base words ending by reading the story RUN, RABBIT, RUN.

#### **MATERIALS**

1. Worksheet #7 (Story Map)
2. WORKSHEET # 8 (Reading Comprehension exercise)
3. WORKSHEET # 9 (Bragging about myself) BIGGER POSTER

#### **WARM UP**

Summarize the story RABBIT RACES WITH TURTLE with the children. Explain them that the reason why the rabbit lost the race was because he was boastful and the turtle taught him a lesson about bragging. Pass around the worksheet #7 (Story Map) and explain children that they are going to have to summarize the story RABBIT RACES WITH TURTLE using a story map. *This activity will help you to follow up students comprehension of the story RABBIT RACES WITH TURTLE by using a simple story map that will show you if your students remember the story or not. (10 minutes)*

## **DEVELOPMENT OF THE ACTIVITY**

Explain children that the reason why the rabbit lost the race was because he liked to brag about himself and he always thought he was the best runner ever. Ask children to work on the WORKSHEET # (Reading Comprehension exercise) in order to verify if the students have understood the story. (15 minutes)

## **WRAP UP**

Paste worksheet # 8 (Bragging about myself) on the blackboard. Ask students to read the three messages they see in the picture. Then ask children to pass to the front of the class and add a different bragging message next to the picture. At the end of the activity, ask children if they would like to have a friend who always talks about how wonderful he or she is? *This activity will help students to understand that bragging is not well received by the other classmates. That sometimes bragging can irritate the others and you could lose your friends.* (15 minutes)

**WORKSHEET # 7: STORY MAP**

**NAME:**.....**COURSE:** Fifth Grade

Complete the following Story Map by remembering specific information about the story RABBIT RACES WITH TURTLE.

<b>RABBIT RACES WITH TURTLE</b>	
<b>TRICKSTER</b>	
<b>TRICKSTER'S CHARACTER TRAITS</b>	
<b>SETTING</b>	
<b>PROBLEM TRICKSTER NEEDS TO SOLVE</b>	
<b>STEPS USED IN THE TRICK</b>	
<b>RESULTS</b>	

## WORKSHEET # 8: READING COMPREHENSION

**NAME:**.....**COURSE:** Fifth Grade

Read the following statements and circle the correct answer.

1. Who was boasting?
  1. the fox
  2. the turtle
  3. the rabbit
  
2. Who could run fast?
  1. the fox
  2. the turtle
  3. the rabbit
  
3. Who wanted to challenge the rabbit to a race?
  1. the turtle
  2. the rabbit
  3. the fox
  
4. What happened at the start of the race?
  1. The rabbit ran ahead.
  2. The turtle ran ahead.
  3. The rabbit took a nap.
  
5. What happened at the half-way point?
  1. The turtle went past the rabbit.
  2. The turtle took a nap.
  3. The rabbit stopped to take a nap.
  
6. What did the turtle do?
  1. He stopped for a rest.
  2. He stopped for a drink of water.
  3. He kept walking, step by step.
  
7. Who won the race?
  1. the rabbit
  2. the turtle
  3. the fox
  
8. What lesson do we learn from this story?
  1. To succeed, we must keep going and not quit.
  2. Turtles go faster than rabbits.
  3. A turtle should not challenge a rabbit to a race.

WORKSHEET # 9: BRAGGING



## 22.18. ANNEX # 17: LESSON PLAN # 15

### LESSON PLAN DAY # 15

<b>DATE:</b>	May 15 <sup>th</sup> , 2013 – May 16 <sup>th</sup> , 2013 – May 20 <sup>th</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	RABBIT RACES WITH TURTLE
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To follow up students comprehension of the story RABBIT RACES WITH TURTLE by making students acting out the story.

#### **MATERIALS**

1. Script of the story RABBIT RACES WITH TURTLE

#### **WARM UP**

As a warm up, tell students they are going to work in groups in order to act out the story RABBIT RACES WITH TURTLE. Make a raffle and divide the class in groups of 4 people per group. As the Fifth Grade ACUARIO is formed by 26 students you can let students make two groups of six people and four groups of four people each. *The idea of this activity is that you try to make children work in groups but more important than that is that children can get together with students they have not worked together before.* (10 minutes)

#### **DEVELOPMENT OF THE STORY**

Once the raffle was made. Pass around the SCRIPT of the story RABBIT RACES WITH TURTLE. Let students analyze the text and choose the characters they are going to represent later. Once students have chosen the character they are going to represent, ask

each group to come to the front of the class and practice their lines. This time, students are allowed to read their lines, but for the presentation day, they will have to know their lines and even act out the play. *This activity will help students to develop their friendship and at the same time they will have some fun when they have to act out the different lines proposed by the script. Besides, students are going to be able to share their ideas and experiences with classmates that probably they have not talked before.* (20 minutes.)

## **WRAP UP**

As a wrap up, you can tell your students the guidelines and rubrics that are going to be used for the presentation day. They will have to know the specific points they have to cover in order to get a good grade. You can use this time for answering and clarifying any doubts from the students in order to get a good performance the day they will have to present the script of the story RABBIT RACES WITH TURTLE. (10 minutes)

## SCRIPT

### RABBIT RACES WITH TURTLE

**CHARACTERS:**     *narrator*     *rabbit*     *turtle*     *fox*

**NARRATOR**

One day the turtle is out enjoying a stroll down the path when the haughty rabbit bounds up behind him and tries to get around.

**RABBIT**

You are so heavy and clumsy, Turtle.

**TURTLE**

Yes, I may be slow, but in a race, I could probably beat you.

**RABBIT**

Impossible! With my long hind legs, I'm the fastest animal in the forest.

**TURTLE**

Perhaps! Let's find out. Fox, we're having a race. Will you be the referee?

**FOX**

Okay!

**NARRATOR**

Fox is very amused by the unlikely match-up. The two contestants line up.

**FOX**

One, two, three, go!

**NARRATOR**

In the middle of the race, Rabbit sees a comfortable grass by the side of the path and decides to take a short nap.

**RABBIT**

I'll just rest here a bit. I can easily catch up to pokey Turtle.

**NARRATOR**

Meanwhile, Turtle plods on one little foot in front of the other without stopping. Rabbit snoozes for a while and then wakes up with a start.

**RABBIT**

Oh no, I'm behind. No problem! I'm so fast, I can easily past him!

**NARRATOR**

He springs back on the path and speeds toward the finish line.

**FOX**

Too late, Rabbit. Turtle is already here!

**NARRATOR**

The moral of the story: *never underestimate the weakest opponent.*

## 22.19. ANNEX # 18: LESSON PLAN # 16

### LESSON PLAN DAY # 16

<b>DATE:</b>	May 21 <sup>st</sup> , 2013
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	AUNT FOX AND THE FRIED FISH
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

#### **MATERIALS**

1. Story AUNT FOX AND THE FRIED FISH
2. Sentence strips
3. Worksheet #9 (Story Map)

#### **WARM UP**

Gather the class together and read the title of the story aloud. Flip through the story, showing students the illustrations, without reading any of the words. When you arrive at the part in the story where the fox jumps out of the bush, stop. Give students sentence strips and ask them to write down their prediction of what might happen next. When students are finished with this activity, read the story with them so they can see if their predictions came true. (10 minutes)

#### **DEVELOPMENT OF THE STORY**

Ask students to open their reading books on page 248. Read the story with them and try to act out and use the proper intonation in order to maintain the children focused on the story. Another good idea for keeping them focused on the reading is by asking them to read certain

parts of the story with you. *This activity is called POPCORN READING. You start the reading until the first period you find. Then you say POPCORN and the name of the student you want to follow the reading, this student reads until the next period and says POPCORN and the name of a classmate he/she wants to continue.* (20 minutes)

## **WRAP UP**

After reading the story together ask students some questions about the characters, the setting and the plot of the story AUNT FOX AND THE FRIED FISH. Then, pass around worksheet #9 (Story Map) and make children work together in order to complete the chart. *This activity will help you to follow up students' comprehension of the story AUNT FOX AND THE FRIED FISH. Besides, you will verify if the different literary structure of a story are understood by them.* (10 minutes)

**WORKSHEET # 9: STORY MAP**

**NAMES:**.....**COURSE:** Fifth Grade

Complete the following chart about the story AUNT FOX AND THE FRIED FISH

<b>CHARACTERS AND SETTING</b>
The trickster and its character trait:
Other characters:
The setting:
<b>PLOT</b>
The problem:
The trick and the steps taken to carry it out:
The results :

## 22.20. ANNEX # 19: LESSON PLAN # 17

### LESSON PLAN DAY # 17

<b>DATE:</b>	May 22 <sup>nd</sup> , 2013.
<b>TEACHER:</b>	Santiago Alvear
<b>TITLE OF THE LESSON:</b>	HUNGRY SPIDER, RABBIT RACES WITH TURTLE AND AUNT FOX AND THE FRIED FISH
<b>LEVEL OF THE STUDENTS:</b>	Beginners
<b>TIMING:</b>	40 minutes
<b>NUMBER OF STUDENTS:</b>	26
<b>CONTENT AREAS:</b>	Language and Science

#### **OBJECTIVES**

1. To help students comprehend the message a story can leave them to apply in their own lives.
2. To follow up students comprehension of the trickster tales by applying a Post – Test.

#### **MATERIALS**

1. COPIES of the reading control

#### **DEVELOPMENT OF THE ACTIVITY**

Explain students they are going to be tested on the three stories they have read. Pass around the READING CONTROL and explain question by question before they start with the text. Tell them that questions about the test itself and the meaning of words are not going to be answered. Students must demonstrate they have understood the stories and they will have to explain the message each one of the stories left them. (40 minutes)



UNIDAD EDUCATIVA "WILLIAM SHAKESPEARE"  
EFL DEPARTMENT  
LANGUAGE  
5<sup>TH</sup> GRADE ACUARIO  
POST – TEST  
2012 – 2013

NAME:.....COURSE:.....

**ANSWER THE FOLLOWING QUESTIONS ABOUT THE STORIES "HUNGRY SPIDER",  
"RABBIT RACES WITH TURTLE", "AUNT FOX AND THE FRIED FISH".**

1. Why does the author of "Hungry Spider" begin with a description of the spider?
  - a. The author wants the reader to know Spider is always hungry.
  - b. The author wants the reader to know that Spider is selfish.
  - c. The author wants the reader to know that Spider is greedy.
  - d. The author wants the reader to know all of the above.
  
2. Why does Spider invite to dinner even though he doesn't like to share his food?
  - a. Spider likes to hear stories and play tricks at mealtime.
  - b. Spider doesn't like turtle and wants to bully him.
  - c. Spider likes to see how hungry others are when he is full.
  - d. Spider wants turtle to learn that Spiders don't share food.
  
3. Why do you think Turtle invites Spider to dinner, even though Spider wasn't nice to him?
  - a. Turtle wanted to show that he was a better person.
  - b. Turtle wanted to teach Spider a lesson.
  - c. Turtle wanted Spider to be hungry.
  - d. None of the above.
  
4. Why do you think the lesson is important in a trickster tale?
  - a. The lesson teaches characters they need to change.
  - b. The lesson teaches the reader tricks he/she can use.
  - c. The lesson reaches the reader how to behave.
  - d. None of the above.

5. How can you tell “Hungry Spider” is a trickster tale?
- a. Spider and Turtle play tricks on each other.
  - b. A lesson is taught.
  - c. Exaggeration is used to describe characters and actions.
  - d. All of the above.
6. In “Rabbit Races Turtle” why does the Rabbit let Turtle race over less distance?
- a. To show that turtle knows he needs extra time.
  - b. To show that Rabbit is confident of winning.
  - c. To show that Turtle thinks he’s faster.
  - d. To show that Rabbit wants to embarrass Turtle.
7. How does the author build suspense during the tale of “Rabbit Races Turtle”?
- a. He doesn’t reveal Turtle’s trick.
  - b. The reader doesn’t know if the trick will succeed.
  - c. The reader doesn’t know how the trick will work.
  - d. All of the above.
8. How does the author change the character of rabbit during the race?
- a. Rabbit loses his confidence and worries he might lose.
  - b. Rabbit decides he doesn’t care if he wins so stop racing.
  - c. Rabbit decides to stop boasting about being faster.
  - d. None of the above.
9. What details in “Rabbit Races with Turtle” make the story a good trickster tale?
- a. Both characters are honest and trusting.
  - b. A character uses cleverness to solve his problem.
  - c. There is little action in the story.
  - d. The story is realistic. There is no exaggeration.

10. How does the author reveal that Aunt Fox is the trickster in “Aunt Fox and the Fried Fish”?

- a. When she is alone with the food she becomes hungry.
- b. When she cooks the food she makes the way only she likes.
- c. While waiting for her guest she gets impatient.
- d. All of the above.

11. What do Aunt Fox’s actions tell you about her as a trickster?

- a. She uses tricks to fool the other characters.
- b. She lies to the other characters.
- c. Like Spider in “Hungry Spider”, she is greedy.
- d. All of the above.

12. Aunt Fox eats all the fish before Uncle Fox and Uncle Tiger come. This is an example of:

- a. A lesson of moral
- b. A problem to solve.
- c. A tricky main character.
- d. A beginning, middle and end.

13. Why does Aunt Fox tell Uncle Fox that the fish is by the fire?

- a. She wants him to know that the fish are done cooking.
- b. She wants him to wait with Uncle Tiger for the meal.
- c. She does not want him to know she ate all the fish.
- d. None of the above.

**WHAT IS THE LESSON YOU LEARNED FROM EACH ONE OF THE STORIES?**

**1. "HUNGRY SPIDER"**

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**2. "RABBIT RACES WITH TURTLE"**

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**3. "AUNT FOX AND THE FRIED FISH"**

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**LANGUAGE&READING TEACHER**  
Lic. Santiago Alvear

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**EFL DEPARTMENT HEAD TEACHER**  
Ms. Ana Lucía Bunces

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**VICE-PRINCIPAL**  
Ms. Lucía Tamaríz de H

23. TIME LINE

DATES AND ACTIVITIES	APRIL			MAY			JUNE			APRIL			MAY		
Questionnaires application															
Data compilation and tabulation															
Thesis proposal															
Storytelling in the EFL class															
Hypothesis verification															
Outlines															
Final Product															