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NACIONALES Y EXTRANJEROS

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Título de Licenciado/a en Pedagogía del Idioma Inglés**

**Theme:**

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FAIRY TALES IN LISTENING COMPREHENSION

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Ambato – Ecuador

2023

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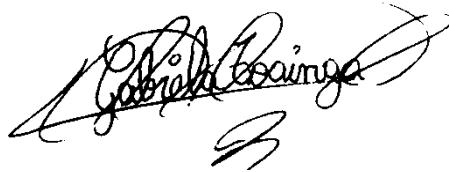
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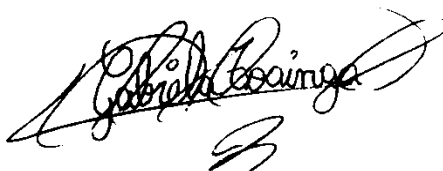
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## DEDICATION

**TO:**

*My parents Domingo Toainga  
and María Toainga for their  
effort, and for giving me the  
privilege of studying and  
fighting to achieve my dreams.  
Me for my effort, and for giving  
my best to achieve this goal.*

***Gabriela.***

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***Gabriela.***

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IDIOMAS NACIONALES Y EXTRANJEROS**

**THEME:** “Fairy tale in listening comprehension”

**AUTHOR:** Gabriela Marisela Toaing Toaing

**TUTOR:** Lic. Mg. Manuel Xavier Sulca Guale

**ABSTRACT**

Fairy tales have been valuable resources for learning a foreign language, for this reason, this research focused on analyzing the effectiveness of fairy tales in listening comprehension. The population was 16 participants 12 males and 4 females between the ages of 8 and 9 from fifth grade at Unidad Educativa "Giovanni Calle" of Pelileo. The researcher used a quantitative approach with a pre-experimental design, and bibliographic and field modality to conduct this research. Furthermore, the researcher selected the A1 Movers exam part 2 and part 4 from Cambridge and used a traditional fairy tale obtained from the LearnEnglish Kids website for the treatment. In addition, the teacher used different teaching aids, visual aids thought out according to the class objectives and planned interactive activities to complement the listening. Furthermore, the results of the pre-test and post-test showed that fairy tale stories had a slight impact on the students due to aspects such as short time or lack of interest of the students when performing the activities. On the other hand, the research showed that the students had problems listening for details or listening for specific information. However, at the end of the training, the students were able to identify the specific information as the sequence of the events presented in the story, listen to details as identify characters, and setting, or analyze the general idea of the story and complete the different activities proposed by the teacher. Finally, interactive activities or short stories are useful to avoid disinterest in children.

**Key words:** Fairy tales, LearnEnglish Kids website, students, listening comprehension, treatment.

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**RESUMEN**

Los cuentos de hadas han sido recursos valiosos para el aprendizaje de una lengua extranjera, por esta razón, esta investigación se enfocó en analizar la efectividad de los cuentos de hadas en la comprensión auditiva. La población fueron 16, 12 hombre y 4 mujeres entre la edad de 8 y 9 años participantes de quinto grado de la Unidad Educativa "Giovanni Calle." de Pelileo. El investigador utilizó el enfoque cuantitativo, un diseño pre-experimental y la modalidad bibliográfica y de campo para realizar esta investigación. El investigador seleccionó el examen A1 Movers parte 2 y parte 4 de Cambridge. Para cada intervención, el profesor utilizó cuentos tradicionales obtenidos de la página web LearnEnglish Kids. Además, utilizó diferentes soportes didácticos, ayudas visuales pensadas en función de los objetivos de la clase, y planificó actividades interactivas para complementar la comprensión auditiva. En contraste, los resultados del pre-test y del post-test mostraron que las historias de cuentos de hadas tuvieron un impacto leve en los alumnos debido a aspectos como el poco tiempo o la falta de interés de los alumnos a la hora de realizar las actividades. Por otro lado, la investigación demostró que los alumnos tenían problemas a la hora de escuchar detalles o de escuchar información específica. Sin embargo, al final de la formación los alumnos fueron capaces de identificar la información específica como la secuencia de los acontecimientos presentados en la historia, escuchar detalles como identificar actores, escenario, o analizar la idea general de la historia y completar las diferentes actividades propuestas por el profesor. Por último, las actividades interactivas o los cuentos cortos son útiles para evitar el desinterés de los niños.

**Palabras claves:** Cuentos de hadas, comprensión auditiva, estudiantes, intervenciones, pagina web LearnEnglish Kids.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1 Research background

For the development of the present research, the investigations of many papers and some articles were taken as support of how fairy tales help in listening comprehension. Once the previous research works have been reviewed, the following bibliographic background was found, which helps to deepen and know the basic concepts of the topic.

Saputri et al. (2018) showed through their research with students at SMA Islamiyah Pontianak among thirty-five participants that using fairy tales produced a positive effect because it increased students' vocabulary and improved their listening skills. The researcher followed a pre-post-test control group design using quantitative and qualitative research methods. Quantitative data obtained from the general listening comprehension skills improved the scores of the students before and after participation. Data were analyzed using independent sample tests. Also, the researcher conducted a simple test to see whether there was a statistically significant difference in listening comprehension test scores between the control and the experimental group. Consequently, the analysis indicates that the general listening comprehension post-test mean score first group is higher than the control group because the use of this medium stimulates learning entertainingly and effectively.

The research executed by Chang and Millett (2014), at Malcolm elementary school, fairy tales are considered a valuable resource to work. For this reason, a survey was applied at those levels to determine if the English teachers use fairy tales in their classes and if it is difficult to find exercises to improve listening comprehension. The questionnaire consists of 12 questions. The results of question number 4 showed that all the teachers used fairy tales, and question number 5 showed listening and reading are the subjects in which all the teachers used fairy tales. They also mentioned that, according to

the answers to question 6, all experts considered the study material appropriate for this level. Furthermore, four experts analyzed it, and E1 specified that the study material could also be used in grades 2-3, 4-5, and 6-7, depending on the topic. E1 specified that fairy tales are interesting. E4 commented that the improvement in students' listening comprehension was significant. Finally, E2 and E3 did not specify why teachers used the study material in class. Thus, using tales reinforces students' listening skills as innovative teaching and learning resource that integrates different skills and is a dynamic alternative to interact in class.

Na-Young (2021), fairy tales have some benefits for English skills such as conveying culture, stimulating the imagination, and making learning fun. This author verified it through an experiment. The participants were 186 EFL students divided into six groups. Each group worked on text-only (TO), audio-only (AO), text-picture (TP), audio-picture (AP), text-audio (TA), and text-audio-picture (TAP). Participants read, listened to, or read and listened to fairy tales with or without pictures in class. The researcher used the TOEIC program to assess English communication skills. Next, the study found that the use of different modalities in class plays a beneficial role in increasing listening comprehension skills. Finally, TP, AP, and TA groups improved their listening comprehension, while the TO, TP, and TA groups increased their reading comprehension. On the other hand, the use of the fairy tales positively affected the students' listening skills, as it improved their communicative competence. The story is one of the tools that have the potential to be used to enhance students' listening comprehension skill.

The examination by Heredia (2018) examined the students' listening comprehension levels after applying different teaching listening techniques using fairy tales through quasi-experimental research that lasted six weeks. The background of the study showed that the lack of listening teaching and meager listening habits were the cause of diminishing listening skills. Likewise, the population consisted of 30 students at the pre-intermediate level. The treatment was given to 15 students (the experimental group). It consisted of listening techniques based on methodology (note-taking, and dictation) and

listening activities based on assessment (matching, multiple matching, and sentence completion exercises). Data was gathered using questionnaires, interviews, the pre-test, and the post-test. Finally, post-intervention data demonstrated the experimental group students' listening progress. On the whole, the results showed that the treated group increased their listening skills due to the listening techniques applied. In conclusion, this experimental research described the benefits of applying different listening techniques to improve students' listening comprehension. Hence, the teacher needs to plan correct comprehension activities in class to get better results.

The pupils need to identify different word sounds and understand the vocabulary and grammatical structures when they listen to fairy tales or other kinds of texts (Mayorga, 2017). Communicative competence involves the correct use of linguistic and non-linguistic codes. In this sense, this author added that fairy tale narration implies a communicative exchange, which is an activity that always requires interaction between who narrates and the receiver. For this reason, it is an efficient resource for teaching English to young learners. Also, it implies a pedagogic communication between teacher-student and even student-student, which plays a fundamental role in the teaching and learning process, to transmit, and construct knowledge.

Additionally, a research work realized by Sandaran & Kia (2013) showed through their investigation among Primary Year 3 the effectiveness of digital stories for listening comprehension. 30 primary Year 3 students were involved in the listening/viewing of 8 animations of fairy tales over 8 weeks. The findings based on the observations revealed that the students displayed high levels of interest in fairy tales, attention, and motivation. The results from the comprehension exercises showed some level of improvement in their comprehension of the stories. Finally, it was also noted that pre-teaching vocabulary is essential to ensure the success of digital stories in improving students' listening comprehension. The findings indicate the potential of digital stories in increasing the level of motivation, interest, and attention.

Furthermore, the study developed by Zheng (2018) established seven obstacles to efficient listening comprehension. First, listeners cannot control the speed of delivery. Second, teachers decide what and when to repeat listening passages; however, it is hard for the teacher to judge whether or not the students have understood any section of what they have heard. Third, listeners have a limited vocabulary. The speaker may choose words the listener does not know, which may cause them to miss the next part of the speech. Fourth, listeners may fail to recognize the signals, which indicate that the speaker is moving from one point to another. Fifth, listeners may lack contextual knowledge. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage. Sixth, it can be difficult for listeners to concentrate on a foreign language. In listening, even the shortest break in attention can seriously impair comprehension. Seventh and last, students may have established certain learning habits, such as a wish to understand every word. Consequently, students tend to become worried if they fail to understand a particular word.

While assessments and interventions for decoding have been the focus of pedagogy in the past several decades, the importance of listening comprehension has received less attention. The author Hogan et al. (2014) reviewed evidence showing that listening comprehension becomes the dominating influence on reading comprehension starting even in the elementary grades. It also highlights a growing number of children who fail to develop adequate reading comprehension skills, primarily due to deficient listening comprehension skills (i.e., poor comprehenders). On the other hand, Byrnes (1984) characterized listening comprehension as a highly complex problem-solving activity that can be broken down into a set of distinct sub-skills.

A study by Kök (2018) explored the relationship between students' listening comprehension strategy use and their listening comprehension proficiency about the group, level, and degree of strategy use. Forty-four university students of an English Language teaching department comprised the study population. Three listening comprehension tests were given to participants at two-week intervals to measure their



listening comprehension proficiency. To measure the students' listening comprehension strategy use, a listening comprehension strategy inventory developed by the researcher was used. Data analysis showed a positive correlation between the level of listening comprehension strategy use and listening comprehension proficiency.

Many obstacles have been reported as causing challenges to English listening comprehension for EFL learners. A study by Tran and Duong (2020) attempted to determine the English listening comprehension problems of Vietnamese high school students as perceived by students and their teachers. The research was conducted at a high school with the participation of 368 eleventh graders who answered a questionnaire and 8 EFL teachers who took part in semi-structured interviews. Both the teachers and the students pointed out English listening comprehension problems relating to perception, parsing, and utilization. In particular, the students encountered phonological and lexical problems (high speech rates and challenging vocabulary), semantic and syntactic problems (long utterances), and discursal problems (implied meanings, unfamiliar topics, and organization of ideas).

Although listening comprehension is now well recognized as an important facet of language learning, much work remains to be done. Unfortunately, as Namaziandost et al. (2019). observed, a significant number of published courses on listening comprehension and classroom practices in many schools in many countries continue to demonstrate that listening is still regarded as the least important skill in language teaching. And yet, despite a gradually increasing acceptance of the importance of listening comprehension for second or foreign language learners, the teaching of listening comprehension remains a somewhat neglected and poorly taught aspect of English in many ESL or EFL programs.

The previously analyzed studies showed that there is a positive effect of using fairy tales as a teaching and learning tool because it helps students to increase their vocabulary. In addition, it promoted their creativity and imagination. Language learning begins with listening comprehension and oral expression, so storytelling is an appropriate way to teach children. Storytelling in class is not just about speaking and listening to basic storytelling. It also offers learners many opportunities to practice their skills by performing a variety of learner-centered tasks. There are numerous engaging pre-telling activities, such as describing pictures and making predictions and personal connections. There are also many post-narrative tasks, such as role-playing, answering questions, alternative story endings, etc. The use of didactic materials should be relevant to avoid distracting the class.

## **Theoretical framework**

### **Independent Variable**

#### **1.1.1 Didactics**

Dagarin et al. (2022) defined didactics as a branch of pedagogy charged with searching for methods, techniques, and strategies to improve learning through didactic resources such as textbooks, whiteboards, fairy tales, or flashcards. Pedagogy focuses on "how to educate " while didactics answered on "how to teach." Nevertheless, this science incorporates theory and practice because human beings learn through experience. Time ago, the educative model emphasized only the teacher and the contents provided to the student. However, education has innovated, new learner-centered methods, and strategies have emerged. On the other hand, one of the leading principles of education is to combine theoretical knowledge with practice and life experience.

Kangas (2021) pointed out that in didactics, it is relevant to place the subject at the center. The advantages are that the teacher can plan experiments or other interactive activities, and students can communicate their ideas and learn from their peers. The disadvantages are that some students prefer to work individually and do not like to work

in a team for a long time. Others do not show interest in learning, which causes unequal participation. In addition, it is essential to value didactics as a discipline that provides resources and teaching strategies. Without pedagogy, didactics detract from potential and end up being a boring class (Ivashchenko, 2022).

In the past, didactics was considered a quality of teachers, recognized for their ability to make students learn. Nowadays, didactics came to be conceptualized as a science since didactics refers to teaching procedures and techniques applicable to all disciplines or specific subjects. There is general and special didactic (Grahut,2022). General didactics refers to the study of general principles and techniques applicable to all disciplines. Teachers are didactic when having the ability to communicate a subject clearly and stimulate students learning. Otherwise, special didactics, also called specific didactics, is the study of the methods and practices applied to teaching a particular subject of study.

### **1.1.2. Teaching methods and approaches**

Techniques carry out a method that is consistent with an approach. An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach describes the nature of the subject matter to be taught. A method is an overall plan for the orderly presentation of language material, all of which is based on, the selected approach. (Nagy, 2020). A technique is implementational that takes place in a classroom. It is a particular strategy used to accomplish an immediate objective.

Another authors defined the approach as assumptions, beliefs, and theories about the nature of learning. The natural approach method is based on the biological principles of children's education. Second, the structural approach asserts that language is divided into several components. Next, the communicative approach trains the learner for authentic communication in a foreign language, both oral and written. Finally, the humanistic approach considers the learner the center of the teaching-learning process (Richards & Rodgers, 2014).

Herrera (2017) considered teaching methods as the actions performed by teachers and students, which comprise a series of steps to achieve an objective, mentioning the total physical-response method based on how children learn their mother tongue. Audio-lingual advises students to use direct language. Consequently, communication helps learners use the language in different contexts. Finally, the silence method is in which teachers only supervise the class. Also, he said that techniques must be consistent with a method, and therefore in harmony with an approach.

Wilson & Dinkins (2019) proposed the didactic method. The didactic is the set of elements used to help students learn better. This method awakens their interest and motivates them in the learning process. In contrast, this method includes exposure, storytelling, hands-on learning, project-based learning (PBL), problem-based learning, and gamification. The didactic action activates the study with tasks, exercises, or demonstrations using teaching resources like videos, fairy tales, or newspapers.

### **1.1.3 Teaching resources**

The purpose and role of teaching and learning resources don't only consist of making the educational process more attractive and interesting, but also of encouraging active learning, the development of different skills, and the adoption of desirable values and attitudes of students (Sarmiento, 2022). In order to achieve the established goals, it is extremely important to clearly define the conditions and methods of utilizing teaching and learning resources in the teaching and learning process.

A teaching resource is a set of materials that facilitate the teaching-learning process. These materials can be physical or virtual to awaken interest. Carrasquillo (2013) mentioned that this is understood as any resource focused mainly on stimulating the students' senses, taking advantage, among others, of audiovisual media to enhance the contents in a dynamic way and with many advantages over the learning process to achieve an objective. For example, viewing flashcards can produce different emotions.

Tammets et al. (2022) considered this a type of resource focused on stimulating the senses, taking advantage, among others, of audiovisual media to enhance the contents in a dynamic way and with many advantages over the learning process to achieve an objective. Alike, she considered the term resource as any material used a support teaching, generally face-to-face, to facilitate or stimulate learning. The teacher uses it to make it effective and reinforce the knowledge achieved through it.

Also, teaching resources are all those means used to support, complement, or evaluate the educational process that the teacher directs or guides. Imamalievna (2022), pedagogical resources are set up from children's experiences to provide access to information that allows children to observe, manipulate, experiment, reflect and, in addition, communicate and represent everything they do. Additionally, the teacher can provide a new way of teaching that is different and attractive to the children, allowing them to improve their listening and understanding of the story (Bizimana, 2014).

#### **1.1.4 Fairy tales**

Fairy tales are short stories that feature fantasy characters and imaginary events involving mythological characters and belong to the narrative genre, which contains good or bad. Simon (2022) said that those are fantastic stories in which characters with supernatural characteristics it has imaginary actions in imaginary places. Those are one of the oldest literary genres dating back to the beginning of history.

Their function is to teach a language. In the case of English, the teacher who wants his students not to present listening comprehension problems can apply stories for the class to increase their vocabulary. Additionally, tales stimulate the child's intelligence and teach customs and traditions. It also teaches respect and equality (Abidin, 2019). For example, the story of the Ugly Duckling is ideal, making children understand that beauty is inside. They reflect the world differently, adapted to the age of the children.

Leong et al. (2019) argued that the child goes through the affective and emotional stages, as well as the cognitive aspect. Thanks to the development of language, their cognitive abilities are developing in a better way. The child is interested in the origin and usefulness of the things around him. Children do not have a clear command of the concept of time but differentiate reality from fantasy as a consequence the importance of stimulating them so that children can develop their language skills using fairy tales are motivational or didactic material during this process (Abreu, 2017).

Terentyeva (2021), fairy tales can be used in any discipline is only necessary to adapt the activities to suit the teacher's needs. In education, activities must develop all English skills. The teacher can move from classes where children do not present out of interest to learning to listen through fairy tales. In contrast, the teacher can plan debates, open-ended questions, role-plays, or other activities (Verner, 2018). The use of it as a pedagogical resource has several benefits, like stimulating the development of language through the correct pronunciation of words.

Xolmurodova (2021) contrasted that fairy tales are the basis of intellectual development, through which students understand things faster. Students are unconsciously learning grammatical structures through storytelling. This aspect will help them in the future because they will not have problems in their language skills, and consequently, they will perform better in school. Finally, the disadvantage of this resource is that most of them present a variety of words unknown to children, which slows down the learning process.

Locke (2009), in fairy tales, the protagonist is the character who is talked about constantly but is also an additional character that covers countless subgenres, such as realistic, horror, or mystery. Fairy tales always have at least one good person in the story, besides evil characters like the witch in Hansel and Gretel, or royalty characters, which means that the person is a king or a princess (Bizimana, 2014). Also, it has hidden messages and produces feelings in the reader or listener

Jorgensen (2019) added elements like the setting, magic objects, numbers, and universal truth. Fairy tales often start and end with the words "once upon a time, a long, long time ago, and they lived happily ever after" Second, fairy tales often occur in a castle, a forest, or a town. Next, it presents fairies, trolls, elves, goblins, etc. Then in a fairy tale often present things, phrases, and tasks appear in "threes, sixes, and sevens." Finally, probably touch on some universal experiences.

Verner (2018) established the difference between myth, legend, and fairy tales. Myth is a narrative to explain some event or phenomenon for which human beings do not find a logical answer or according to their ideology. A legend is a narration that tells facts adorned with fantastic elements, meanwhile, a fairy tale is a brief narration, which can be written or oral, and relates facts and fictitious characters. The main characteristic is that the fairy tale must always have a structure. The structure of the fairy tales is the following:

- Title: serve to identify the fairy tale from others.
- Introduction: the author presents the basis for the plot to make sense and a short introduction of the characters. This part shows a brief overview of when the story takes place.
- Plot: This part shows an alteration of the elements detailed in the introduction. In addition, the conflict is the most significant and the longest part of the story.
- Ending: the final part in which the conflict is resolved and ends the narrative.

Bottigheimer (2018) divided fairy tales into folkloric and literary. Folkloric ones are narratives passed down from generation to generation and told with certain variations from the original story as tales from the Grimm brothers, within the folk tales since they were ancient stories of the oral tradition of their country. In many cases, the authors are unknown because people told stories, and there are no records of their author.

Literary ones consist of carefully structured narratives product of rigorous work like in "Sleeping Beauty, and Cinderella." Sturgess and Locke (2009), it should have understandable vocabulary so children can memorize and use them in the future. Reading or listening to a fairy tale relaxes children and helps them face problems through hidden messages. Further, facilitators can create or use the listening comprehension activities proposed by the authors because this helps students develop the listening subskills, and the teacher must take into account the class time and the length of the story.

Traditional education offers to younger students develop cooperation. Purnama et al. (2022) suggested that teachers can access digital tools to find digital fairy tales. In addition, this author said that the benefits of digital stories are variety and accessibility. On the other hand, Ramadani (2022) pointed out that paper stories allow the teacher to plan other activities focused on developing all the English skills because the teacher can hand out printed fairy tales in which the student can complete the comprehension activities or check their answers after listening to the story.

## **Dependent variable**

### **1.1.5 Language skills**

Patel and Jain (2008), language is a system that connects non-tangible thoughts with sounds, letters, or signs. People's internal ideas can transmit. Consequently, language is the human ability to express thoughts and feelings through words. Learning a new language such as English is essential to know what communication skills to learn. These skills, known as communicative competencies, are linguistic processes that enable people to participate effectively in all areas of human communication.



These English language skills can be acquired through learning or innate in the individual. According to this, it is assumed that the teacher is in charge of providing and motivating activities that help students to enhance all their skills to acquire a foreign language more interesting and possible (Markstrom, 2019). Developing the four skills facilitates the understanding of a language and improves the speaker's communicative and even cognitive skills. Additionally, the skills are divided into active skills or productive skills: speaking and writing; and receptive skills or passive skills: reading and listening

The language skills are listening, speaking, reading, and writing, which enable one to understand and produce spoken language for appropriate communication. On the other hand, receptive skills include productive performance, apparently beginning with listening or reading something; however, beyond this activity, the listener has to distinguish the qualities of the sound when listening, while the reader must differentiate the graphic signs. The criteria are measured based on the Common European Framework of Reference for Languages (CEFR). First, basic level A subdivided into beginner's level A1 in which people understand and express everyday actions. A2, in which people understand topics of personal interest (Cambridge ESOL, 2011).

In addition, the intermediate level divides into B1, in which the student understands the main ideas, writes, and has a conversation on personal topics. B2 is also in which people understand long speeches, participate fluently, and write clearly. Additionally, the advanced level divides into C1, in which students understand texts, speak fluently about different topics, and write complex subjects. Finally, C2, in which students understand the language without difficulty (Cambridge ESOL, 2011).

#### **1.1.6 Receptive skills**

Sanz (2018) defined receptive skills as the principle for the communicative approach in teaching a foreign language since the basis of this approach is that language is communication. Therefore, learning a language is used to communicate. The purpose

of a second language is to develop the grammatical, sociolinguistic, discursive, and strategic competence of communication. Furthermore, the author argued that life is receiving information from external agents, most of which undertake human consciousness through the eyes and ears.

Receptive is harder than productivity skills and refers to understanding language through reading and listening. Likewise, Sheth (2015) considered receptive as the ability to listen and accept new ideas, impressions, or suggestions during the growth and development of one's life. Teachers focus on developing learners' receptive competence rather than their productive competence because productivity arises naturally from receptive.

As the same time listening is a receptive skill, that involves responding to language rather than producing it. Listening involves making sense of the meaningful sounds of language. Learners do this by using context and their knowledge of the language and the world. In fact, we do not listen to everything in the same way. How student listen depends on our reason for listening. Students might listen for gist, specific information, detail, attitude, or do extensive listening (Ulashovna, 2020). The teacher can observe that listening involves doing many things: dealing with the characteristics of spoken language; using the context and our knowledge of the world; understanding different text types; understanding different speeds of speech and accents; using different listening subskills.

Listening and reading are receptive skills, while speaking and writing are productive. The first students receive and process information but do not need to produce language, while the second requires production (Clement, 2018). According to this author, receptive language is the ability to understand words and language. This type of language consists of inferring communication from the environment and experiences. Similarly, receptive language is also responsible for understanding concepts such as size, shape, color, time, and sentence structure.

### **1.1.7 Listening skill**

In the classroom, learners can listen to many sources of spoken language (the teacher, other learners, visitors, videos (DVD, Internet, etc.). When people listen to the radio, a recording or a podcast we can't see speakers' body language or the context he/she is speaking in. And they can't ask the speaker to repeat or to explain. These factors make listening to recordings more difficult than listening to live speakers (Skubic, 2022). Teachers usually develop learner's listening skills by focusing regularly on particular aspects of listening like problem sounds, features of connected speech, subskills.

Elley (1989) defined listening as receiving what the speakers express (receptive orientation); constructing and representing meaning (constructive); negotiating meaning with the sender and responding (collaborative orientation); and creating means through participation, imagination, and empathy (transformative). Warm up help students focus on the topic and prepare them. Main Activity help students fulfil a variety of realistic and authentic tasks and follow up help them to personalize the topic and develop the scope of the lesson. All these aims help student understand what they are listen to.

Darin and Skubic (2022) analyzed that the one skill that receives the least attention is listening. However, listening requires an activity beyond just hearing. It is to understand the message, for which pupils must apply processes of constructing meaning and interpreting an oral discourse. Among the recommendations to develop the other skills is developing a series of aspects like selecting, interpret, anticipating, inferring, and retaining. Through this skill, people are conscious of what the other person is saying and what he is trying to communicate. Through it, speakers give information to their interlocutors, and this skill is an essential component of language skills, as many people seem to be listening, but people are distracted, a few steps ahead of the interlocutor, and miss important aspects (Egamnazarova and Mukhamedova, 2021).

### **1.1.8 Listening comprehension**

Yulisa (2018) defined listening comprehension as an invisible mental process that makes it difficult to describe. Listeners must discriminate between different sounds, understand vocabulary and grammatical structures, interpret emphasis and intent, and retain and interpret all of this within the immediate context in a broader socio-cultural context. Brown and Yule (2018) argued that intentionality makes the difference between listening and listening comprehension. Listening is paying attention. Meanwhile, listening comprehension is having a clear idea of things, recognizing the sounds, understanding the meaning of individual words and the syntax of the sentences, and making relevant inferences based, and information about what is likely to be discussed.

The act of listening follows a process that requires four steps. The first step is reception. Listeners classify between noise and what they are listening. The second is an interpretation where the listeners activate all their experiences to decode the message. Next, evaluation is deciding what to do. Finally, the response is not necessarily which could be speaking or written response (Xolmurodova, 2021). In addition, a fundamental part of the listening comprehension process is bottom-up and top-down processing. The Bottom-up consists of decoding from the phoneme to the more complex. Meanwhile, the top-down comes from an external source that prompts the receiver to construct it.

Bonifacci et al. (2018) emphasized that listening involves the linguistic component, cognitive, perceptual, and sociological factors since children imitate the phrases listen to, which is important to speak clearly. The act of listening requires the interpretation of the message, and the use of memory, since the person must store the information, and involves a series of aspects, such as emphasis, intonation, rhythm, and volume. In some cases, there is the need to process and respond immediately.

Li (2020) mentioned that listeners usually lose concentration or the message has a series of noises (music, other conversations, speakers, or loudspeakers) that interfere. Therefore, the listener must eliminate unneeded information. In the past, others believed that receptive skills did not involve effort and that cognitive demand writing and speaking. Nowadays, teachers recognize that listening is an active process and that good listeners are functional as the person sending the message.

Yemenici and Güzel (2021) listed three fundamental facts in listening comprehension. Listeners must interpret the sounds or distinguish the phonemes. Also, listening is an active skill and not a passive one (as was believed until the 1970s). When a person is listening must activate a series of mental processes that allow one to understand what he is saying. On the other hand, stages that guide students toward listening comprehension activities should be considered.

- Pre-listening: facilitators establish the context, motivates students to do some activities and prepares them for what they are about to listen to.
- While-listening: students perform tasks or find answers.
- Post-listening: students check their answers about what they have been listening to, give feedback, and consolidate what they have learned. It is useful for teachers to analyze particular difficulties students might have with the listening activity.

Syamsir et al. (2021) stated that listening comprehension is more important than other skills since one does not work without the other Astri (2021) referred to it as a fundamental social component for human beings. The interactional talk points to the social aspect of language, that is, the relationship between people when they speak and respond to establish a social bond. Further, transactional talk describes the process by which people engage in conversation to obtain and give information. These terms represent a sequence from the social to the informational aspects of listening.

Listening comprehension is the most effective learning until primary school since there is little research on the functions of listening comprehension and existing theories based on experiences acquired during the study of matter language acquisition. Authors like Dali (2020) and Astri (2021) agreed that learning a foreign language might benefit from input but would not be forced to produce it.

The development of materials and activities for listening comprehension has three basic principles. First, relevance states that content should be meaningful. In these cases, teachers can use didactic materials. Then transfer implies that students should learn aspects to apply every day as orientations task to get feedback on their learning (Astri, 2021). These activities help students increase their knowledge and use it. By the way, didactic materials will produce better results. Therefore, teachers should pay attention when planning and designing listening comprehension exercises.

Listening comprehension exercises should provide meaningful practice to engage students' attention. Moreover, listening exercises are more effective when structured around a task. That is, students, require to perform some activities to demonstrate their understanding (Spratt and Williams, 2011). Listening sessions highlight the main listening strategies employed in each activity. However, it is of course natural for learners to employ a combination of several different skills. Therefore, those skills highlighted simply refer to the main skills focused on by each activity type like:

- Listening for specific information: learners identify certain key information at the word level.
- Listening for details: students listen for phrases and longer strings of information at the sentence level.
- Listening for the main idea: they listen to the complete recording to understand core ideas
- Listening for opinions: they listen to understand the views expressed by a particular speaker

- Inferring meaning: they 'listen between lines' to understand what the speaker is saying.
- Recognizing context: learners listen around the recording to identify where it takes place, who the people are, etc.
- Predicting: students anticipate what they will hear before the recording is played
- Identifying emotion: they listen to identify the mood of a particular speaker.

Dewaele (2020) found that those highlighted in listening comprehension perform better on the TOEFL exam (Test of English as a Foreign Language). On the other hand, the author believed that teaching listening comprehension should be the main focus in the classroom because language rules are easily acquired and are also an unconscious process. He also said that sufficient training aimed at listening comprehension develops speaking ability.

## **1.2 OBJECTIVES**

### **1.2.1 General Objective**

To analyze the effectiveness of using fairy tales in listening comprehension.

### **1.2.1 Specific Objectives**

- To diagnose the listening comprehension level of the students.
- To identify the benefits of fairy tales that enhance students' listening comprehension.
- To determine the impact of using fairy tales to improve listening comprehension.

### **1.2.2 Fulfillment of the objectives**

The teacher applied Movers A1 exam taken from Cambridge. The teacher divided the exam into two parts graded on ten (each item scored on 1 point) to diagnose the listening comprehension level of the students. Part one tested listening for details such as names, dates, and specific words. Part two assessed listening for details such as vocabulary.

The researcher searched for information to identify the benefits of fairy tales that enhance students' listening comprehension in different papers, articles, books, and newspapers. For this reason, the theoretical framework detailed the different points of view of different authors. In addition, the teacher planned their classes according to the didactic resources suggested by the authors to make the teaching-learning process more effective.

Finally, the teacher applied the same instrument he used before applying the fairy tales at the end of the treatment to determine the impact of using fairy tales on the improvement of listening comprehension. In addition, the teacher analyzed the impact through observed behavior of the students in a normal or traditional class and a class in which the teacher applied the independent variable.



## CHAPTER II

### METHODOLOGY

#### 2.1 Materials

For this investigation, teacher used the speaker at the beginning and end of the interventions. However, in each lesson, the teacher used different teaching aids as a board and computer to create a suitable environment for learning. Similarly, the teacher brings flashcards into the classroom to review vocabulary. Although the students received worksheets and the transcript of the stories presented to practice reading and did group activities because that material facilitates the teaching and learning process, stimulating the function of the senses to access the acquisition of concepts, attitudes, or skills. The best way for a teacher to access, the student is through education. Tammets et al. (2022) added that facilitators must have all kinds of material, such as OHP, CD player, or DVD player, and make their classes more fun through puppets or flashcards. As technology advances and educational material has become multimedia to provide a better education.

#### 2.1.1 Population

The experimental group for this study was 16 students between 8 and 9 years old (12 males and four female) from fifth grade at Unidad Educativa “Giovanni Calle.”

**Table 1**

*Population*

<b>Population</b>	<b>Experimental group</b>	<b>Percentage %</b>
<b>Male</b>	12	75%
<b>Female</b>	4	25%
<b>Total</b>	16	100%

**Note:** These data were taken from students of fifth-grade at Unidad Educativa “Giovanni Calle”.

### **2.1.2 Instruments**

The current research applied the Cambridge Movers A1 exam to assess the listening comprehension level of students from fifth grade. The researcher adapted the test according to their needs. In addition, the teacher selected parts 2 and 4 and renamed them parts 1 and 2. Furthermore, the total score of the instrument was 10 points (1 point for each item). The worksheets contained the instructions for each activity and the answer sheet. Finally, the teacher prepared the test for 25 minutes. In contrast, the teacher designed the lessons according to the fairy tales on LearnEnglish kids from British Council's website. On the other hand, the SPSS (Statistical Package for the Social Sciences) software helped to analyze the data obtained before and after the treatment.

### **2.1.3 Procedure**

The treatment had ten sections over five weeks through face-to-face classes. In the first class, the teacher showed the objective to the class. Similarly, the teacher explained the characteristics of the research work and cited some topics to work on during the treatment. Finally, the teacher applied the pre-test to analyze the listening comprehension level of the whole class.

In the second lesson, the teacher asked for ideas about Ali and the Magic Carpet's story, followed by a review of adjectives vocabulary that helped the student complete the activities at the end of the class. Also, the teacher told the story and handed out the worksheets with their respective comprehension activities. Among the tasks were identifying weather vocabulary and ordering the sequence of events presented, which scored 10 points. Finally, the teacher asked students to describe Ali.

In the third lesson, students identified Little Red Riding Hood's picture among many pictures. After, the teacher presented body parts vocabulary to complete activities. Consequently, the teacher gave instructions to the class. Then the teacher asked them to complete the comprehension activities before telling the fairy tale. Next, the teacher divided the class into pairs to students speak about what part of the body they remember. Finally, students handed in their worksheets to the teacher.

In the fourth lesson, the teacher caught the student's attention with the question What would you do if you were rich. Then the teacher divided the class into pairs, and presented the Robin hood's story. Consequently, students completed the worksheet bases on ordering the story events and circling the correct answer according to the story. Finally, the students did a role-paly with a short part taken from the story, and hand in the worksheets.

In the fifth lesson, the teacher began the class with a riddle focused on remembering the vocabulary seen in the previous class, introducing the new topic about the fairy tale entitled Goldilocks, and the Three Bears, furthermore, the students listened to the story and performed two activities to identify specific information and recognize some adjectives present in the story. Then the teacher wrote an incomplete word on the board and asked the whole class spelling the missing word.

In the sixth lesson, the teacher developed the story titled Jack and the Beanstalk. In addition, the teacher presented a group game called a scramble with the word "Beans" to review the vocabulary from the previous fairy tale. In addition, the teacher gave a short class about the elements of the fairy tale. Then the teacher presented the story to the class to solve the two planned comprehension activities following the instructions carefully, and the teacher divided the class into groups to listed the elements of the fairy tale presented previously.

Next, in the seventh lesson, the teacher began the class with an activity that consisted of giving ideas about the image presented. The image was related to the fairy tale titled "Romeo and Juliet" in the same way the teacher reviewed the most common verbs in English. Later, students identified the verbs presented in the fairy tale according to pictures, and wrote the names of the characters in their worksheets.

In the eighth lesson, the story was about The Ugly Duckling. The warm-up was based on repeating the phrase "I am the winner; I can do whatever I want" twice. 222The teacher also showed the characters in the story to students, then the students listened to the story carefully to complete the planned activities. Finally, teacher asked students describe the story with an adjective and students handed in their worksheets at the end.

In the ninth lesson, the class was about The Haunted House fairy tale. At the begging, the teacher presented a game (The Broken Telephone). The phrase used was "Little Red Riding Hood went to visit her grandmother, but on the way, she met a hungry and evil wolf" to remember the last fairy tale. Additionally, the teacher overviewed animal vocabulary, told the story, and presented the activities. Finally, the teacher asked the whole class to represent the haunted house story through an image and collected the worksheets.

At the end of the treatment, the teacher gave the instructions to perform the post-test application to analyze the effectiveness of fairy tales in listening comprehension. Afterward, the teacher proposed to share some ideas with the whole class about whether they liked or disliked the stories presented during the treatment. Finally, the teacher expressed his appreciation for the work done during the treatment.

## **2.2 Methods**

### **2.2.1 Quantitative approach**

The current research study had a quantitative approach because the researcher collected and examined numerical data. Quantitative data allowed the hypotheses to be validated or rejected. In addition, the researcher used digital tools designed for statistical analysis. Mair et al. (2022) defined quantitative design as true science and use traditional statistical tools to measure the results. This design allows researchers work with measurable data (Alcamo, 2008). Further, the collection of numerical data made it possible to measure the listening comprehension level before and after applying tales.

## **2.3 Design**

### **2.3.1 Pre-experimental design**

The research design was pre-experimental because the researcher worked with an experimental group. Pre-experimental design addresses the phenomenon under study by administering a treatment or stimulus to generate hypotheses and then measuring one or more variables to observe their effects (Snyder, 2019). This research was pre-experimental also because apply fairy tales as treatment. According to Snyder, pre-experimental research occurs when the same subject or group of subjects is measured before the application of the independent variable and after the application of the independent variable.

## **2.4 Modality**

### **2.4.1 Bibliographic research**

This research was bibliographic due the author based the investigation on accurate and reliable information from different resources such as books, articles, papers, magazines, or journals to build the scientific theoretical framework of this research work.

Graziotin et al. (2022) stated that bibliographic research focuses on locating documents related to a specific topic, even allowing the researcher to know it deeply. It is also the starting point on which any scientific work is based. Additionally, the quality of academic work depends directly on exhaustive bibliographical research.

#### **2.4.2 Field research**

This work was field research because the researcher developed her investigation at Unidad Educativa "Giovanni Calle," where students presented low listening comprehension levels. According to Harvey (2021), this type of research is the process that allows obtaining data outside the laboratory without manipulating the variables. In the same way, it consists of the collection of qualitative or quantitative data aimed at understanding, observing, and interacting with people in their natural environment. When researchers talk about being in "the field," they are talking about being on the scene and participating in the daily lives of the people they are studying.

### **2.4 Level or types of research**

#### **2.4.1 Correlational level**

This research was correlational because it showed that the improvement of listening comprehension level is related to the use of fairy tales. According to, Meckin (2022), correlational research is a non-experimental study method where the researcher analyzed two variables to measure and understand the degree of correlation between them. Susilowati (2022) stated that this type of research reports what happens to one variable when the other variable is modified. This means that questions are asked, the object of study is observed, the variables are measured and then the data obtained on a topic not studied before or allows them to learn new aspects of existing knowledge are analyzed to get a conclusion. In addition, the correlation can be positive or negative.

## **2.5 Hypothesis**

### **Alternative hypothesis**

H1 (Research Hypothesis): Fairy tales improve the students' listening comprehension.

### **Null hypothesis**

H0 (Null Hypothesis): Fairy tales do not improve the students' listening comprehension.

## **2.6 Variable identification**

Fairy tales (independent variable)

Listening comprehension (dependent variable)

## CHAPTER III RESULTS AND DISCUSSION

This chapter shows the results collected in the pre-test and post-test through tables to determine the effectiveness of fairy tales in listening comprehension:

**Table 2**

*Pre-test results*

Test	Part 1	Part 2	Total
<b>Post-test</b>	2,94	3,06	3

**Note:** General average of the listening pre-test.

### **Analysis and interpretation**

The results obtained in the post-test were the following. First, the table shown part 1 with a total of 2.94, and part 2 with a total of 3.06 out of 5 points. In summary, the average obtained through the pre-test were 3 out of 5.

The results showed that the students presented problems with listening comprehension. First, students did not understand the context, therefore, did not identify the vocabulary. Second, some learners showed problems in listening for specific information such as names, dates, or places. They also presented spelling errors which caused the response to be invalidated. Though, some learners felt disinterested in completing the worksheets.

On the other hand, students did not follow the instructions and completed activities incorrectly. By the way, the audios were stressful for some, so they wrote answers without awareness or got confused between them. Finally, learners showed no complications with activities in which they were only asked to mark the answers, even the lack of teacher-student interaction affected the average.



**Table 3**

*Post-test results*

<b>Test</b>	<b>Part 1</b>	<b>Part 2</b>	<b>Total</b>
<b>Post-test</b>	3,06	3,25	3,16

**Note:** General average of the listening pre-test.

**Analysis and interpretation**

The results obtained in the post-test were the following. Students went from 3 to 3.16, then the class showed a small improvement in part one of 3.06 out of 5, and part 2 with an improvement of 3.25, with an average of 3.16 out of 5 points

The results showed that the application of fairy tales had a positive effect in listening comprehension. However, students still had problems in part one where the students had to write the answer, and part two where they had to mark the correct item, so the application of the fairy tales allowed them to develop listening skills, but not in satisfactory way, On the other hand, the implementation of fairy tales in the classroom allowed improving some specific aspects of listening comprehension, but it is necessary constant use of fairy tales to achieve better results.

**Table 4**

*Pre-test and Post-test comparison*

<b>Test</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Difference</b>
<b>Total</b>	3	3,16	0,16

**Note:** Pre-test and post-test difference.

**Analysis and interpretation**

After comparing the results between the two tests applied to the students, the table showed the following results. The pre-test had a total of 3, meanwhile, the post-test had a total of 3.16 whose difference was 0.16 points.

The table showed that the use of fairy tales had a good impact on listening comprehension. The class performed better on the post-test than on the pre-test. However, the results showed that the improvement was not significant because it resulted in a low average. Therefore, the independent variable did not produce high results due to the short time. Finally, the stories are easy resources to obtain and can be used according to teachers or student's needs.

### 3.2 Verification of the hypothesis

In the current research, the researcher used the SPSS Statistic program to analyze the results through normality and the Wilcoxon signed rank comparison test.

#### Hypothesis statement

##### Null hypothesis (H0)

Fairy tales as a teaching resource do not improve the listening comprehension of students from the fifth grade at Unidad Educativa “Giovanni Calle.”

##### Alternative hypothesis (H1)

Fairy tales as a teaching resource improve the listening comprehension of students from the fifth grade at Unidad Educativa “Giovanni Calle.”

#### 3.2.1 Test of normality

**Table 5**

*Test of normality*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistics	Gl	Sig.	Statistics	Gl.	Sig.
<b>Pre-test</b>	0,226	16	0,028	0,903	16	0,089
<b>Post-test</b>	0,271	16	0,003	0,813	16	0,004

**Note:** Shapiro-Wilk normality test.

## Analysis and interpretation

The table showed the normality of the test existed between the data obtained from the pre-test and the post-test. This test allowed to reject the null hypothesis (N0). First, the population was 16 participants, which was less than <30 which suggested applying the Shapiro-Wilk test. Second, the significant value of the pre-test was 0,089, which is higher than 0,05, which gave the option to reject the H0. Subsequently, the Post-test results was 0,04 which is less than 0.05, which accepted the alternative hypothesis. Consequently, the data allowed the Wilcoxon test to be applied to validate the alternative hypothesis (H1) because the data were abnormal.

### 3.2.2 Wilcoxon signed ranks test

**Table 6**

*Wilcoxon signed rank test*

		<b>N</b>	<b>Mean Rank</b>	<b>Sum of ranks</b>
<b>Pre-test</b>	<b>Negative Ranks</b>	0 <sup>a</sup>	0,00	0,00
	<b>Positive Ranks</b>	13 <sup>b</sup>	7,00	91,00
<b>Post-test</b>	<b>Ties</b>	3 <sup>c</sup>		
	<b>Total</b>	16		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Note: These data were taken from Wilcoxon Signed Ranks test.

### 3.2.3 Test statistics

**Table 7**

*Test statistics*

	<b>Pre-test – Post-test</b>
<b>Z</b>	-3,416 <sup>b</sup>
<b>Asymp. Sig.(2-tailed)</b>	0,001
a. Wilcoxon signed Rank Test	
b. Base on Negative Rank	

**Note:** Wilcoxon signed rank test. Taken from: Pre-test and post-rubric.

### **Analysis and interpretation**

The Wilcoxon signed-rank test showed negative values of 0, meaning that some students had improvements while others remained at the initial score. Therefore, positive ranks were 23, and ties were 3. Moreover, there is a middle rank of 0 and a middle rank of 7 with a sum of 0 and 91.

The table was the test statistic about the hypothesis in which the relationship observed with the value of 0, 001 was less than  $<0.05$ . Moreover, the research and results rejected the null hypothesis and supported the alternative hypothesis. And, therefore, the application of fairy tales does a contribute to the development and improvement students' listening comprehension, but it is necessary to be constant with its use since significant results are not obtained in a limited time. Also, it is necessary to plan dynamic lessons and bring innovative resources into the classroom to capture students' attention.

### **3.3 Discussion**

After having implemented fairy tales as a didactic resource and the results obtained when comparing the pre-test and post-test, evidenced a significant development of listening comprehension in fifth grade at Unidad Educativa "Geovanni Calle". Consequently, the use of this resource is significantly successful compared to other traditional educational resources for teaching and training listening comprehension (Saputri et al., 2018). Terentyeva (2021), teaching using fairy tales causes a significant effect on children's understanding it allows the student to pay more attention and interest in the learning material, and it is also evident that this resource contributes to linguistic development, especially the student's listening skills.

In addition, Purnama et al. (2021) stated that using stories as a didactic resource also implies searching for entertaining material that is possible to see and listen to due to the different types of learning. On the other hand, Bertrand (2017) mentioned that sometimes the use of fairy tales as an educational resource leads to contradictions, especially in places where traditional classes are taught. However, fairy tales are an accessible resource that teachers can acquire or download from the internet where you can even get audio and also visual material (Ramadani, 2022).

Finally, although the above results detected deficiencies in students' listening skill, the results after a content-based treatment of fairy tales as a teaching medium showed a slightly positive impact on the development of student's listening comprehension, thus fairy tales as a medium promotes the development of English language learners' listening comprehension skill for that is recommended using it constantly to obtain better results.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

After analyzing the results obtained to the treatment and apply fairy tales, and considering the objectives of this research work, the researcher concluded that:

- Students showed an intermediate level of listening comprehension because they presented difficulties with listening to identify specific information or listening for details. Students, however, showed a slight improvement after applying the fairy tales through interactive and listening comprehension activities.
- The fairy tales used during the treatment awaken the students' creativity and interest to learn to listen. However, the planned activities like role-plays or didactic resources such as flashcards made the students want to participate and increase their vocabulary. Furthermore, fairy tales do not present benefits significantly because the time of the interventions was short.
- The implementation of didactic resources such as fairy tales in the classroom had a slight positive impact. Furthermore, students at the end of the interventions were able to identify sequences, circle the correct words, or listen to details such as characters, the setting, and actions verbs or listen to understand the general idea of the fairy tale.

## 4.2 Recommendations

- It is suggested that teachers apply fairy tales in class to children's creative and expressive development. In the same way, teachers can ask students to practice all the listening sub-skills such as listening for gist, intensive, or extensive listening. They can also develop listening sub-skills to identify the speaker's attitude and thus improve their listening comprehension level
- Fairy tales used during the treatment awaken the students' creativity and interest. For that, it is recommended the implementation of tales in class because this resource allows teachers to catch the students' attention and activate their imagination, and creativity by stimulating them through dynamic activities. Therefore, reinforcing the class with different teaching aids helps to obtain better results or implement different techniques.
- Fairy tales had a significant effect on improving the students' listening comprehension skills and sub-skills. Hence, fairy tales have to be applied as a teaching technique because it acts as a facilitator of learning, and students can use it to identify sequences, circle correct words, or listen to details such as characters, the setting, and actions verbs or listen to understand the general idea of the fairy tale or other kind of audios, easily. Also, teachers can use it to avoid boring classes.

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## ANNEXES

### Annex 1: Approval



*Universidad Técnica de Ambato*

*Consejo Académico Universitario*

Av. Colombia 02-11 y Chile (Cda. Ingahurco) - Teléfonos: 593 (03) 2521-081 / 2822-960; correo-e: [hcusecregeneral@uta.edu.ec](mailto:hcusecregeneral@uta.edu.ec)

Ambato - Ecuador

### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO. CARTA DE COMPROMISO

Ambato, 26/10/2022

Doctor,  
Marcelo Núñez  
Presidente de la Unidad de Integración Curricular  
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros  
Facultad de Ciencias Humanas y la Educación  
Presente

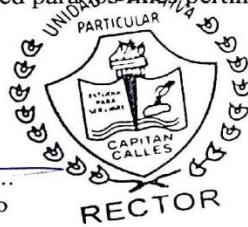
Yo, Roberto Aguirre Murillo en mi calidad de Rector de la Unidad Educativa Unidad Educativa Liceo Militar "Capitán Giovanni Calles", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "Fairy tales in listening comprehension" propuesto por la estudiante Toainga Toainga Gabriela Marisela, portadora de la Cédula de Ciudadanía 1805504832, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Coronel Roberto Aguirre Murillo  
1705066496  
032831-474  
[liceomilitarcalles@gmail.com](mailto:liceomilitarcalles@gmail.com)



**Annex 2: Pre-test and Post-test**

**Source:** <https://bit.ly/3hrmyvt>



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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**  
*Avda. Los Chasquis y Rio Payamin, Ambato - Ecuador*



**PRE-TEST**

**Student's name:** ..... **Date:** .....

Objective: To evaluate the students' listening comprehension level before applying Fairy tales.

Instructions:

- Read the instructions carefully
- Answer all the questions.
- Write your answers on the worksheet
- Each questions are worth 1 point.

**Link:**

[https://drive.google.com/file/d/1n4d2EsfVClwVL90GiyOpA\\_xl1M9TFBx6/view?usp=sharing](https://drive.google.com/file/d/1n4d2EsfVClwVL90GiyOpA_xl1M9TFBx6/view?usp=sharing)

**PART 1**

**– 5 questions –**

**Listen and write. There is one example.**



**Going to the zoo**

**Going to zoo today by:**

Train

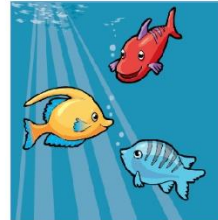
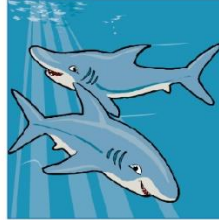
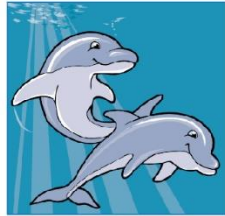
- 1 Name of zoo: Jungle .....
- 2 Number of different kinds of animals: .....
- 3 Can give food to: .....
- 4 Animal food in store next to: .....
- 5 Food on train ..... and lemonade



Part 2  
– 5 questions –

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

What is the DVD about?



A

B

C

1 Who is Vicky's piano teacher?



A

B

C

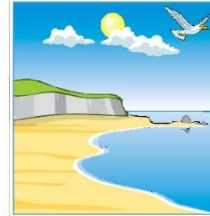
2 What clothes does Nick want to wear at school today?



A

B

3 Where did Peter find the shell?



A

B

C

4 What is Daisy doing now?

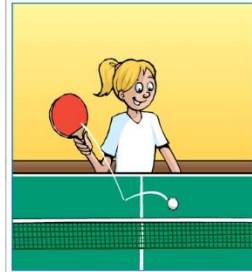


A

B

C

5-- What sport did Anna get a cup for?



A

B

C

### Annex 3: lesson plans

#### Lesson plan 1

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 27/10/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Pre-test		<b>Level:</b> A1	
<b>Aims:</b> <ul style="list-style-type: none"> <li>To identify the difficulties that students present during the listening comprehension before applying the fairy tales.</li> <li>To socialize the topic of the research project with the students.</li> </ul>			
<b>Resources:</b> <b>Young Learners English (YLE exam)</b> Speaker, Cell Phone, worksheets, markers.			
<b>Anticipated problem:</b> <ul style="list-style-type: none"> <li>Ss do not know the purpose of the pre-test application.</li> </ul>		<b>Possible solution:</b> <ul style="list-style-type: none"> <li>T explains step by step the process that will be carried out during the development of the research project.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>T introduces herself and explains to Ss that she will work with them in some sessions and needs their collaboration and participation in the activities that she is going to carry out in each class.</li> <li>T explains to Ss what the pre-test is about and how it is going to be taken.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>T reviews some vocabularies.</li> <li>T asks Ss to read the questions carefully and answer them based on the audio.</li> <li>T plays de listening part of the YLE exam (A2 Movers) twice.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3PwtYKr">https://bit.ly/3PwtYKr</a>	T-S	10 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>Ss write their answers on their worksheet.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3hrmyvt">https://bit.ly/3hrmyvt</a> <ul style="list-style-type: none"> <li>Ss hand in the worksheet to their T.</li> <li>T collects all the worksheets</li> <li>T finishes the class.</li> <li>T evaluates the listening comprehension skill of each Ss.</li> </ul>	T-S	20 min

**Resource:**

**Pre-test**



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 EXTRANJEROS  
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador



**PRE-TEST**

Student's name: ..... Date: .....

Objective: To evaluate the students' listening comprehension level before applying Fairy tales.

Instructions:

- Read the instructions carefully
- Answer all the questions.
- Write your answers on the worksheet
- Each question is worth 1 point.

Link:

[https://drive.google.com/file/d/1n4d2EsVClwVL90GyOpA\\_xl1M9TFBx6/view?usp=sharing](https://drive.google.com/file/d/1n4d2EsVClwVL90GyOpA_xl1M9TFBx6/view?usp=sharing)

**PART 1**

- 5 questions -

Listen and write. There is one example.



Going to the zoo

Going to zoo today by: Train

- Name of zoo: Jungle .....
- Number of different kinds of animals: .....
- Can give food to: .....
- Animal food in store next to: .....
- Food on train: ..... and lemonade

**Part 2**  
- 5 questions -

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

What is the DVD about?



- A  B  C

1 Who is Vicky's piano teacher?



- A  B  C

2 What clothes does Nick want to wear at school today?



- A  B  C

3 Where did Peter find the shell?



- A  B  C

4 What is Daisy doing now?



- A  B  C

5- What sport did Anna get a cup for?





- A  B  C

Note: Source: A1 Mover Part 1-2 – Sample Test. Done by: University of Cambridge

Lesson plan 2

<b>Teacher's name:</b> Toinga Gabriela		<b>Date:</b> 31/10/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Ali and the magic carpet		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to identify weather vocabulary after listening to Ali and the magic carpet.</li> <li>• Ss will be able to describe a person.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers, flashcards.			
<b>Anticipated problem:</b>		<b>Possible solution:</b>	
<ul style="list-style-type: none"> <li>• Ss need a weather vocabulary review.</li> </ul>		<ul style="list-style-type: none"> <li>• T shows flashcards to the whole class to remind them of the weather vocabulary.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T asks Ss to brainstorm what they know about Ali and the magic carpet 'story.</li> <li>• Ss raise their hands and share their ideas.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T revises adjectives vocabulary.</li> <li>• T explains Ss what the fairy tale is about and their activities.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3A4wa59">https://bit.ly/3A4wa59</a></p> <ul style="list-style-type: none"> <li>• T reads the instructions.</li> <li>• T asks Ss to read the questions carefully before listening.</li> <li>• Ss listen to the Ali and the magic carpet ' story.</li> <li>• Ss answer the comprehension activities.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3G2OAao">https://bit.ly/3G2OAao</a></p>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T tells story again quickly.</li> <li>• Ss listen to the story carefully.</li> <li>• T asks students to describe Ali on a sheet of paper.</li> <li>• Ss hand in their work to their T.</li> <li>• T collects all the worksheets and finishes the class.</li> </ul>	T-S	10 min

## Resource



LearnEnglish Kids

**Ali and the magic carpet**

NAME: .....







DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

**1. What's the word?**

Write the word under the pictures according to the audio.

jungle	hot	foggy	windy	snow	forest
					
<b>jungle</b>					

**2. What's the order?**

Listen to the story of Ali and the magic carpet and put the places in order.

Island	<input type="text"/>
Mountains	<input type="text"/>
<b>Jungle</b>	<b>1</b>
South Pole	<input type="text"/>
Forest	<input type="text"/>
Desert	<input type="text"/>

**Note:** [https://www.canva.com/design/DAFRfKa59Z8/qNBMNO\\_NxK1Sx26Z-mG3ig/view?utm\\_content=DAFRfKa59Z8&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFRfKa59Z8/qNBMNO_NxK1Sx26Z-mG3ig/view?utm_content=DAFRfKa59Z8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Flashcards



 <b>hard</b>	 <b>soft</b>	 <b>big</b>
 <b>small</b>	 <b>fast</b>	 <b>slow</b>
 <b>short</b>	 <b>tall</b>	 <b>weak</b>

**Note:** <https://bit.ly/3HLc7Mc>

Lesson plan 3

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 01/10/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Little Red Riding Hood		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to listening for specific information to determine the principles characters within the fairy tale of Little Red Riding Hood.</li> <li>• Ss will be able to speak about the vocabulary presented in the story.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers, flashcards.			
<b>Anticipated problems:</b>		<b>Possible solutions:</b>	
<ul style="list-style-type: none"> <li>• Ss have some difficulties with pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>• T gives a brief review of the vocabulary and its pronunciation.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T presents pictures of different characters of fairy tales.</li> <li>• T asks Ss identify which one is the little red riding hood.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents the body parts vocabulary.</li> <li>• T tells the fairy tale of Little Red Riding Hood.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3G8mcUe">https://bit.ly/3G8mcUe</a></p> <ul style="list-style-type: none"> <li>• Ss read the instructions and complete the activities.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3fT2od6">https://bit.ly/3fT2od6</a></p>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T divides the class in pairs.</li> <li>• Ss write their answers on their worksheet, then compare their answers.</li> <li>• T asks each pair speak about the body parts vocabulary that little red riding hood' story shown.</li> <li>• Ss asks to their partner: What body part do you remember?</li> </ul>	S-S T-S	10 min

## Resource



LearnEnglish Kids

### Little Red Riding Hood

NAME: .....









DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

1. **What's the word?**

Write the word under the pictures according to the audio.

Granny	Nose	Teeth	Eyes	Ears	Nose	Basket	Wolf
							
Granny							

2. **What's the order?**

Listen to the fairy tale. Match what Little Red Riding Hood and the wolf say.

1. Granny, what big eyes you have!	1. All the better to hear you with!
2. Granny, what big ears you have!	2. All the better to eat you with!
3. Granny, what a big nose you have!	3. All the better to see you with!
4. Granny, what big teeth you have!	4. All the better to smell you with!

**Note:** [https://www.canva.com/design/DAFRjkGz\\_xM/FYzUXXDDolhwpHV9v5cQOA/view?utm\\_content=DAFRjkGz\\_xM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFRjkGz_xM/FYzUXXDDolhwpHV9v5cQOA/view?utm_content=DAFRjkGz_xM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Flashcards





**Note:** <https://bit.ly/3YgAJDG>



Lesson plan 4

<b>Teacher's name:</b> Toinga Gabriela		<b>Date:</b> 07/10/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Robin Hood		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to listening for detail to follow the sequence of the Robin Hood's story.</li> <li>• Ss will be able to associate different words with some sentences within the fairy tale of Robin Hood.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers.			
<b>Anticipated problems:</b>		<b>Possible solutions:</b>	
<ul style="list-style-type: none"> <li>• Ss do not know how to complete each activity.</li> </ul>		<ul style="list-style-type: none"> <li>• T presents an example for each activity to be performed.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T presents a question to the whole class: <b>What do you do if you were rich?</b></li> <li>• Students raise their hands and participate with their ideas.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents the fairy tale of Robin Hood. <b>Link:</b> <a href="https://bit.ly/3WTV14h">https://bit.ly/3WTV14h</a></li> <li>• T gives the instructions to whole class.</li> <li>• T asks Ss to read the questions carefully and answer them based on the fairy tale.</li> <li>• T tells the fairy tale.</li> <li>• Ss hand in the worksheet to their T. <b>Link:</b> <a href="https://bit.ly/3UOV6Wn">https://bit.ly/3UOV6Wn</a></li> </ul>	T-S S-S	10 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T divides the class into groups.</li> <li>• T asks Ss make a role-play with a selected part of the story.</li> <li>• Ss realize the activity.</li> <li><b>King:</b> Why are you stealing my money?</li> <li><b>Robin:</b> The money belongs to the poor people</li> <li><b>King:</b> You will go to jail.</li> <li><b>Robin:</b> First, you'll have to kill me</li> </ul>	T-S	20 min

**Resource:**

  **Learn English Kids**

**Robin Hood**

NAME: .....

DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

1. **What's the order?**

Listen to the fairy tale of Robin Hood and put the sentences in order.

	1. The stories say that he was extremely intelligent and a skilled archer.
	2. He took money from rich people so that he could give it to people who needed it.
1	People have told stories about Robin Hood for more than 700 years.
	3. Robin Hood is a well-loved hero in literature, theatre, TV and films.
	4. Nobody knows if he was a real person or an invented character.
	5. He lived in Sherwood Forest with a group of outlaws known as his 'Merry Men'.

2. **Choose the answer!**

Read the sentence. Circle the correct answer.

**People have told stories about Robin Hood for more than years.....600/700/800**

- Little John was unusually..... tall / short / clever
- Maid.....was Robin's true love. Mary/ Marian/ Margaret
- Most people thought that forests were.....places. dangerous / safe / exciting
- Robin was famous for 'robbing from the rich and giving to the.....', sheriff/ poor/king
- Centuries ago people loved to tell.....about Robin Hood. secrets/ facts /stories

**Note:**[https://www.canva.com/design/DAFX-qyZoEA/k3ImTLniUIoxWjp9ct4ZcA/view?utm\\_content=DAFX-qyZoEA&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFX-qyZoEA/k3ImTLniUIoxWjp9ct4ZcA/view?utm_content=DAFX-qyZoEA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**WHAT DO YOU DO  
IF WERE RICH?**




**ROLE-PLAY**

**King:** Why are you stealing my money?

**Robin:** The money belongs to the poor people

**King:** You will go to jail.

**Robin:** First, you'll have to kill me





**Note:** <https://bit.ly/3JTmhx0>

## Lesson plan 5

<b>Teacher's name:</b> Toinga Gabriela		<b>Date:</b> 08/11/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Goldilocks and the three bears		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to identify specific information from fairy tale of Goldilocks and the three bears.</li> <li>• Ss will be able to practice their spelling through a whole class activity.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers, flashcards.			
<b>Anticipated problems:</b>		<b>Possible solutions:</b>	
<ul style="list-style-type: none"> <li>• Ss have some difficulties with pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>• T gives a brief review of the vocabulary and its pronunciation.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T says a short riddle to the whole class. “I am bigger than a cow, can peel my own bananas, and don't eat meat. What animal am I?” <b>Correct answer:</b> An elephant</li> <li>• Students raise their hands and try to guess the riddle.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents some adjectives and things around the house vocabulary.</li> <li>• T presents the fairy tale of Goldilocks and the three bears. <b>Link:</b> <a href="https://bit.ly/3UNEMVV">https://bit.ly/3UNEMVV</a></li> <li>• T asks Ss to read the questions carefully and answer them based on the audio.</li> <li>• Ss listen to carefully and complete their worksheet. <b>Link:</b> <a href="https://bit.ly/3g2zK9l">https://bit.ly/3g2zK9l</a></li> </ul>	T-S	10 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T writes an incomplete word on the board. <b>Goldilocks</b></li> <li>• T chooses one participant and ask their partners spelling the missing words.</li> <li>• T collects the worksheet and finish the class</li> </ul>	T-S S-S	20 min

**Resource:**

**Goldilocks and the three bears**

NAME: .....

DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher.

**Choose the answer!**

Listen to the story. Circle the correct answer.

**Daddy Bear's porridge is too hot / too cold / just right**

- Daddy Bear's chair is \_\_\_\_\_. too big / just right
- Mummy Bear's chair is \_\_\_\_\_. too big / just right
- Daddy Bear's bed is \_\_\_\_\_. too hard / too soft / just right
- Mummy Bear's bed is \_\_\_\_\_. too hard / too soft / just right
- Baby Bear's bed is \_\_\_\_\_. too hard / too soft / just right

**1. Find the words!**

Find five vocabulary words from the audio in the word search below. (adjectives and house's things)


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

**Note:** [https://www.canva.com/design/DAFRgFbH1PM/UkPc3rOPgPucUEA-5pnYBg/view?utm\\_content=DAFRgFbH1PM&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFRgFbH1PM/UkPc3rOPgPucUEA-5pnYBg/view?utm_content=DAFRgFbH1PM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**RIDDLE**

"I am bigger than a cow, can peel my own bananas, and don't eat meat. What animal am I?"

**Correct answer:** An elephant




**Note:** <https://bit.ly/3XbvnrZ>

## Lesson plan 6

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 11/11/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Jack and the beanstalk		<b>Level:</b> A1	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Ss will be able to recognize some elements of the fairy tales within Jack and the beanstalk and their principles characters.</li> <li>• Ss will be able to listening for specific information presented in the story of Jack and the beanstalk to complete sentences.</li> </ul>			
<b>Resources:</b> Speaker, Cell Phone, worksheets, markers, board.			
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>• Ss present desmotivación.</li> </ul>		<b>Possible solution:</b> <ul style="list-style-type: none"> <li>• T makes class more dynamic. (Group work )</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T proposes a group game called scrabble with the word <b>beanstalk</b>.</li> <li>• Each column of the class goes to the board to write their answers as soon as possible.</li> </ul>	T-S S-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents the principle elements within the fairy tales.</li> <li>• T presents the fairy tale of Jack and the beanstalk.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3X9ND69">https://bit.ly/3X9ND69</a> <ul style="list-style-type: none"> <li>• T asks Ss to read the questions carefully and answer them based on the storytelling.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3E6G3kc">https://bit.ly/3E6G3kc</a>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T divided the class into 4 groups</li> <li>• T asks each group lists the elements of fairy tales on one sheet of paper.</li> <li>• Ss hand in the worksheet to their T.</li> <li>• T collects all the worksheets and finishes the class.</li> </ul>	T-S	10 min

**Resource:**

**BRITISH COUNCIL**  **LearnEnglish Kids**

**Jack and the beanstalk**

NAME: .....







DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

1. **What's the word?**

Write the word under the pictures according to the audio.

Mother	Giant	Hen	Cow	Jack	Castle
					
Mother					

2. **Fill it in!**

Listen to the story. Write the missing words in the sentences.

- Jack and his mother were very poor.
- Jack took their \_\_\_\_\_ to market.
- When Jack's mother saw the beans she was very \_\_\_\_\_.
- Jack climbed up to the sky through the \_\_\_\_\_.
- On the \_\_\_\_\_ there was a hen and a golden harp.
- Jack and his mother lived \_\_\_\_\_ ever after.

**Note:** [https://www.canva.com/design/DAFX-zuehb8/VQaaEAwIod0aC2FEzGELPw/view?utm\\_content=DAFX-zuehb8&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFX-zuehb8/VQaaEAwIod0aC2FEzGELPw/view?utm_content=DAFX-zuehb8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

**ELEMENTS**  
**Take notes**





**Note:** <https://bit.ly/3HEp3nf>

### Lesson plan 7

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 18/11/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Romeo and Juliet		<b>Level:</b> A1	
<b>Aims:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to identify specific information of the verbs that are in Romeo and Juliet story.</li> <li>• Ss will be able to recognize specific details of the characters in the fairy tale.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers, flashcards.			
<b>Anticipated problems:</b>		<b>Possible solutions:</b>	
<ul style="list-style-type: none"> <li>• Ss have difficulty with listening.</li> </ul>		<ul style="list-style-type: none"> <li>• T creates work groups in which those who have a higher level of English help those who present a little difficulty.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T shows a picture to the class related to the story.</li> <li>• Students raise their hands and participate with their ideas of what comes to mind when they look the picture.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents the most common verbs through some flashcards.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3TYIJJaN">https://bit.ly/3TYIJJaN</a></p> <ul style="list-style-type: none"> <li>• T presents the fairy tale of Romeo and Juliet.</li> <li>• T explains Ss what the fairy tale is about and their activities.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3EE66AJ">https://bit.ly/3EE66AJ</a></p> <ul style="list-style-type: none"> <li>• T gives the instructions to whole class.</li> <li>• T asks Ss to read the questions carefully and answer them based on the audio.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3ApjOFc">https://bit.ly/3ApjOFc</a></p> <ul style="list-style-type: none"> <li>• T plays the Romeo and Juliet audio.</li> </ul>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• Ss listen to the audio carefully.</li> <li>• Ss write their answers on their worksheet based on the audio.</li> <li>• Ss listen to the audio again and verify their answers.</li> <li>• Ss hand in the worksheet to their T.</li> <li>• T collects all the worksheets and finishes the class.</li> </ul>	T-S	10 min

## Resource





LearnEnglish Kids

### Romeo and Juliet

NAME: .....







DATE: .....

**INSTRUCTIONS:**









- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

1. What's the word?

Write the word under the pictures according to the audio.

	Fight	Sleep	Love	Drink	Dead	Wake up
						
	1	2	3	4	5	
<b>Fight</b>						

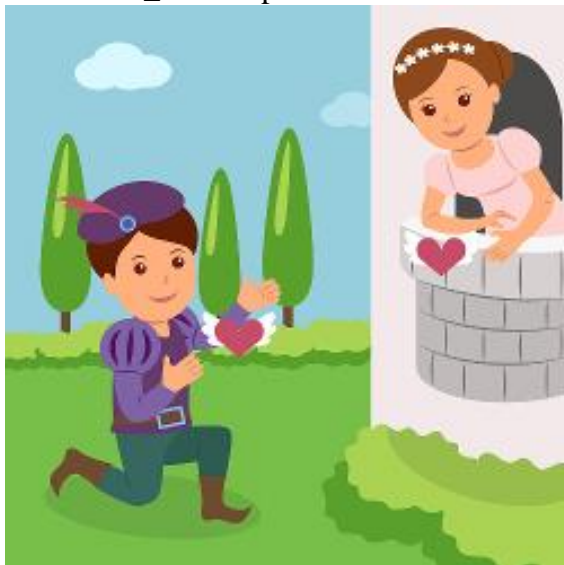
2. Match them up!

	1	
	4	
	2	
	5	

Match the fairy tale. Draw a line to match the character and their name.

A. Prince of Verona	B. Romeo	C. Juliet
D. Tybalt	E. Mrs. Montague	F. Mr. Capulet

**Note:** [https://www.canva.com/design/DAFSKxy4q1U/y6JLpzBI71iwTJ-pG517sw/view?utm\\_content=DAFSKxy4q1U&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFSKxy4q1U/y6JLpzBI71iwTJ-pG517sw/view?utm_content=DAFSKxy4q1U&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)





**Note:** <https://bit.ly/3RHAsqL>



Lesson plan 8

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 22/11/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> The ugly duckling		<b>Level:</b> A1	
<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Ss will be able to infer the sequence of events presented in the story.</li> <li>• Ss will be able to listening for gist to determine the general idea of ugly duckling' story.</li> </ul>			
<b>Resources:</b> Speaker, Cell Phone, markers, flashcards.			
<b>Anticipated problems:</b> <ul style="list-style-type: none"> <li>• Ss don't know the meaning of some words.</li> </ul>		<b>Possible solutions:</b> <ul style="list-style-type: none"> <li>• T lists the new words and ask Ss to look them up in their dictionaries.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T asks the Ss to repeat this phrase. "I am the winner because I can do everything I want"</li> <li>• Students stand up and repeat the phrase twice.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T shows the main characters of the story.</li> <li>• T presents the fairy tale of the ugly duckling.</li> <li>• T explains Ss what the fairy tale is about and their activities.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3XL5TTT">https://bit.ly/3XL5TTT</a> <ul style="list-style-type: none"> <li>• T asks Ss read the instructions carefully.</li> <li>• T asks Ss to read the questions and answer them based on storytelling.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3uavA2J">https://bit.ly/3uavA2J</a>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T writes the title of the fairy tale on the board. <b>The ugly duckling</b></li> <li>• T asks Ss describe the story with one adjective per person.</li> <li>• T collects all the worksheets and finishes the class.</li> </ul>	T-S	10 min

## Resource



LearnEnglish Kids

**THE UGLY DUCKLING**

NAME: .....

DATE: .....

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher

**1. What's the order?**

Listen to the story and put the sentences in order.

1	A. In her nest, she had five little eggs and one big egg.
	B. Mummy Duck lived on a farm.
	C. Then one big, ugly duckling came out the big egg.
	D. It started to snow, but then spring came.
	E. Five pretty, yellow baby ducklings came out the little eggs.
	F. No one wanted to be his friend.





**2. Choose the answer!**

What do you think is the moral of the story? Circle the best answer.

- Be afraid of people who are different.
- Choose your friends carefully.
- How you look is not important.

**Note:** [https://www.canva.com/design/DAFIZZ-Z5I4/dIH8v3q2H8Z\\_gBRUmtkUFw/view?utm\\_content=DAFIZZ-Z5I4&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFIZZ-Z5I4/dIH8v3q2H8Z_gBRUmtkUFw/view?utm_content=DAFIZZ-Z5I4&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Flashcards



	
duck	swan
	
duckling	Ugly Duckling

**Note:** <https://bit.ly/3jxxYPq>

### Lesson plan 9

<b>Teacher's name:</b> Toainga Gabriela		<b>Date:</b> 29/11/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> The haunted house		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Ss will be able to review in groups about the film.</li> <li>• Ss will be able to list other types of animals they remember.</li> </ul>			
<b>Resources:</b>			
Speaker, Cell Phone, worksheets, markers, flashcards.			
<b>Anticipated problems:</b>		<b>Possible solutions:</b>	
<ul style="list-style-type: none"> <li>• Digital resources fail</li> </ul>		<ul style="list-style-type: none"> <li>• T tells story to whole class.</li> </ul>	
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>• T asks to play the game called Broken Telephone. “Little Red Riding Hood went to visit her grandmother but on the way, she met a hungry and bad wolf”</li> <li>• Students follow the sequence until the end of the game</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>• T presents the animal's vocabulary.</li> <li>• T presents the fairy tale of the haunted house.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3OQeNLC">https://bit.ly/3OQeNLC</a></p> <ul style="list-style-type: none"> <li>• T gives the instructions to whole class.</li> <li>• T asks Ss to read the questions carefully and answer them based on the fairy tale.</li> </ul> <p><b>Link:</b> <a href="https://bit.ly/3ESRb15">https://bit.ly/3ESRb15</a></p>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>• T asks Ss represent the haunted house' through an image</li> <li>• Ss hand in the worksheet to their T.</li> <li>• T collects all the worksheets and finishes the class.</li> </ul>	T-S	10 min

## Resource







### The haunted house

**INSTRUCTIONS:**

- Read the instructions carefully
- Answer the questions
- Use a pen
- Write your answer on the worksheet
- Hand in the worksheet to your teacher


1. What's the word?

Write the word under the pictures according to the audio.

Tree	Turtle	Mouse	Leon	Snake	Cat
					
Tree					

2. Write and draw!






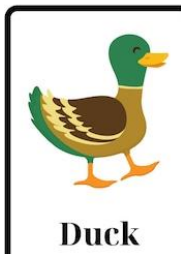
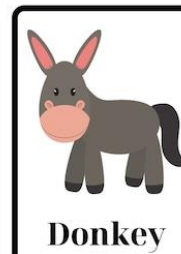

What other animals do you think there are in the haunted house? Complete the sentences and draw pictures!

We looked in the living room and saw a .....Dolphin.... 

1. We looked in the bedroom and saw a .....
2. We looked in the library and saw a .....
3. We looked in the kitchen and saw a .....
4. We looked in the home and saw a .....
5. We looked in the lab and saw a .....

**Source:** [https://www.canva.com/design/DAFX-4g8f5c/4GT15UortK8AwIOaBfFPw/view?utm\\_content=DAFX-4g8f5c&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFX-4g8f5c/4GT15UortK8AwIOaBfFPw/view?utm_content=DAFX-4g8f5c&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

## Flashcards

 <b>Pig</b>	 <b>Cow</b>	 <b>Sheep</b>	 <b>Horse</b>
 <b>Chicken</b>	 <b>Duck</b>	 <b>Donkey</b>	 <b>Cockerel</b>

**Note:** <https://etsy.me/3I3Oe40>

Lesson plan 10

<b>Teacher's name:</b> Toaing Gabriela		<b>Date:</b> 02/12/2022	
<b>Course:</b> 5to EGB		<b>Duration:</b> 40 minutes	
<b>Topic:</b> Post-test		<b>Level:</b> A1	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>To identify the difficulties that students present during the listening comprehension before applying the fairy tales.</li> <li>To socialize the topic of the research project with the students.</li> </ul>			
<b>Resources:</b>			
<b>Young Learners English (YLE exam)</b> Speaker, Cell Phone, worksheets, markers.			
<b>Stage:</b>	<b>Procedure:</b>	<b>Interaction</b>	<b>Time</b>
<b>Engage</b>	<ul style="list-style-type: none"> <li>T asks Ss create a list with the fairy tales presented during the class.</li> <li>Ss raise their hands and write their ideas on the board.</li> </ul>	T-S	10 min
<b>Study</b>	<ul style="list-style-type: none"> <li>T explains that will be the last class by applying the post-test.</li> <li>T hands-out the post-test to be solved.</li> <li>T asks Ss to read the questions carefully and answer them based on the audio.</li> <li>T plays de listening part of the YLE exam (A2 Movers) twice.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3PwtYKr">https://bit.ly/3PwtYKr</a>	T-S	20 min
<b>Activate</b>	<ul style="list-style-type: none"> <li>Ss write their answers on their worksheet.</li> </ul> <b>Link:</b> <a href="https://bit.ly/3hrmyvt">https://bit.ly/3hrmyvt</a> <ul style="list-style-type: none"> <li>Ss hand in the worksheet to their T.</li> <li>T collects all the worksheets</li> <li>T finishes the class.</li> <li>T evaluates the listening comprehension skill of each Ss.</li> </ul>	T-S	10 min

# Post-test



UNIVERSIDAD TÉCNICA DE AMBATO  
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
 CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
 EXTRANJEROS  
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador



## PRE-TEST

Student's name: ..... Date: .....

Objective: To evaluate the students' listening comprehension level before applying Fairy tales.

Instructions:

- Read the instructions carefully
- Answer all the questions.
- Write your answers on the worksheet
- Each questions are worth 1 point.

Link:

[https://drive.google.com/file/d/1n4d2EsfVClwVL90GivOpa\\_xl1M9TFBx6/view?usp=sharing](https://drive.google.com/file/d/1n4d2EsfVClwVL90GivOpa_xl1M9TFBx6/view?usp=sharing)

## PART 1

- 5 questions -

Listen and write. There is one example.



Going to the zoo

Going to zoo today by: Train

- Name of zoo: Jungle .....
- Number of different kinds of animals: .....
- Can give food to: .....
- Animal food in store next to: .....
- Food on train: ..... and lemonade

## Part 2

- 5 questions -

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

What is the DVD about?



- A  B  C

1 Who is Vicky's piano teacher?



- A  B  C

2 What clothes does Nick want to wear at school today?



- A  B  C

3 Where did Peter find the shell?



- A  B  C

4 What is Daisy doing now?



- A  B  C

5- What sport did Anna get a cup for?



- A  B  C

Note: Source: A1 Mover Part 1-2 – Sample Test. Done by: University of Cambridge

#### Annex 4 Pictures



**Note:** Photos taken of fifth grade during the application. **Source:** Unidad Educativa "Giovanni Calle".

## Document Information


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Analyzed document (D156252307)	Tesis_Toainga Toainga Gabriela Marisela.docx
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Similarity	1%
Analysis address	manuelxsulcag.uta@analysis.arkund.com

## Sources included in the report

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URL: <https://repositorio.uta.edu.ec/bitstream/123456789/29686/1/Herrera%20Lady.pdf>  2  
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## Entire Document



Firmado electrónicamente por:  
**MANUEL XAVIER  
SULCA GUALE**

.....  
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