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The deployment of fairy tales for English language teaching in Infant Education

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"If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairytales" (Albert Einstein)

INDEX

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Abstract

This dissertation is addressed towards the analysis of the fairy tale as an instrument to teach English as a foreign language in the Infant Education stage, considering its cultural and extracurricular component. It aims to understand the employment of fairy tales and the array of advantages they offer. In order to reach our goal, this document provides with a theoretical overview of this concept through the revision of literature on this topic and the current legislative framework. Simultaneously, we have complemented our investigation by means of a survey based on the qualitative method. This survey was filled in by thirty teachers in order to illustrate the real significance of fairy tales in the English classroom. Once analyzed, we will observe the results and establish some conclusions about whether the knowledge acquired about fairy tales through the evidences exposed in this dissertation meets the real practice of English teachers.

INTRODUCTION

Following Nelson Mandela (2015), "if you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart." Learning a foreign language in this plurilingual world is nowadays considered a necessity. Taking into consideration the new social-educative demands, both European policies and National Acts agree with the need for introducing foreign languages to offer students an updated education. Furthermore, English will improve and diversify their channels of information and help them to be introduced in the professional world in the future.

There are several reasons why English as a foreign language should be promoted in the Infant Education stage. Firstly, there are sociological reasons. Learning a second language helps students to overcome their egocentrism. At the same time, it promotes social and cultural tolerance and respect from their own culture and the rights and values from other cultures. Moreover, a foreign language emphasises the value of the mother tongue. The knowledge of another language increases respect for one´s own. Secondly there are educational reasons the incorporation of other linguistic codes will be the cause of the improvements in the students' general communicative competence as will see further.

The Communicative Competence was a term coined by the linguist Dell Hymes, who stated that learning a language is not only the learning of structures but learning how to use these structures taking into account assumptions such as time, social conventions and the communicative channel used. At this point, the development of the Communicative Competence implies not only a series of communicative subcompetences, but also the inherent practice of specific linguistic skills like listening and speaking. According to Canale & Swain (1980), in order to achieve the Communicative Competence, five subcompetences have to be developed. First of all, the Grammatical Competence, which refers to the mastery of the linguistic code; the necessary grammar and rules to be able to understand and produce messages. This includes the four linguistic levels: phonetic-phonological, lexico-semantic, morphosyntactic and pragmatics. Secondly, the Discursive Competence. This one refers to the ability to use and to organise different types of speeches, in accordance with the communicative situation. Thirdly, the Sociolinguistic Competence deals with the

comprehension of the social context, in other words, the point where the communication takes place. This allows students to adapt statements to different contexts, observing the usages of a given linguistic community. Fourthly, the Strategic Competence. Following Canale & Swain (1980:30), "this component will be made up of verbal and nonverbal communication strategies … to compensate for breakdowns in communication due to performance variables or to insufficient competence." These four skills are highly linked to the Sociocultural Competence. By means of this last competence, students acquire information on the social and cultural context in which language is used. It also deals with the knowledge of the sociocultural rules that govern language.

Thirdly, there are cognitive and linguistic reasons: one of them is that as children's brains have a natural capacity to learn languages at an auditory and phonological level. At the same time, it broadens their minds and increases their self-confidence. Nowadays, English is considered the most widespread language in the world. In fact, it has acquired the status of a *lingua franca*, that is to say, a language that offers the possibility of communication worldwide. One of the ways whereby children can acquire this communicative competence and are introduced to the foreign language is literature. They can become competent in a language through their approach to literature, namely fairy tales. Thus, children's literature should be considered as a resource to get children acquainted with different forms and patterns from their own language.

THEORETICAL FRAMEWORK

Since the very beginning, children get acquainted with literature as they listen to fairy tales. These children's stories link fantasy and imagination with the real world, helping them to organise their everyday life by providing them with suggestions in a symbolic form. Furthermore, storytelling provides familiar linguistic forms such as syntax, vocabulary, rhetorical structures, and so on.

Katherine Paterson (1989: 163) stated:

> It is not enough simply to teach children to read. We have to give them something worth reading, something that will stretch their imagination, something that will help

them make sense of their own lives and encourage them to reach out towards people whose lives are quite different from their own. (qtd. in Stagg and Swartz, 2007, p. 14).

Fairy tales teach about the inner problems of human beings, but also about the right solutions to their predicaments in any society. Thus, children will find meaning about the world which surrounds them through fairy tales. According to Bettelheim,

these tales, in a much deeper sense than any other reading material, start where the child really is in his psychological and emotional being. They speak about his severe inner pressures in a way that the child unconsciously understand, and – without belittling the most serious inner struggles which growing up entails – offer examples of both temporary and permanent solutions to pressing difficulties…the message that fairy tales get across to the child in manifold form: that a struggle against severe difficulties in life unavoidable, is an intrinsic part of human existence – but that if one does not shy away, but steadfastly meets unexpected and often unjust hardships, one masters all obstacles and at the end emerges victorious. (Bettelheim, 1978, pp. 6-8)

Derek Brewer expands the previous definition:

These stories have stereotyped characters and a certainty of predictability of event. They embody the social wisdom of their communities and an implicit morality or didacticism ... In many tales the protagonist commits some kind of transgression, but recovers through a central magic even on which the plot turns, often a form of wish-fulfilment. (qtd in Ellis Davidson and Chaudhri, 2003, 15).

Regarding these explanations, it can be said that fairy tales present a twofold aspect: a source of entertainment but with a moral at its core.

One of the characteristics of fairy tales is to state an existential dilemma. Characters are explicitly drawn and details, unless important, are deleted. All figures are stereotypical rather than unique. At the same time, they are not ambivalent – not good and bad at the same time, as we all are in reality. But since polarization dominates the child's mind, it also dominates fairy tales. Furthermore, a child's choices are not only based on binary relationships such as right/wrong, but mainly on who arouses his/her sympathy and who his/her antipathy. Following the same author (Bettelheim, 1978), "the more simple and straightforward a good character, the easier it is for a child to identify with it and to reject the bad other... The child decides this on the basis of projecting himself wholeheartedly into one character." In this sense, the child feels

himself/herself identified with the good hero or heroine not only for his/her goodness, but also for his/her condition. The role of the hero or heroine makes a deep positive appeal to him/her. Moreover, Bettelheim (1978:74) states that "through simple and direct images the fairy story helps the child sort out his complex and ambivalent feelings, so that these begin to fall each one into a separate place, rather than being all one big muddle."

At the same time, "fairy tales speak to us in the language of symbols representing unconscious content. Their appeal is simultaneously to our conscious and unconscious mind, to all three of its aspects- id, ego, and supergo – and to our need for ego-ideas as well." (Bettelheim, 1978)

According to Cervera (1993), considering the ludic approach of stories, the means by which reality can turn into communication is the symbolic game. Playing is the natural attitude of 3-to-6-years-old children when learning. Therefore, game is the core of the relation language – reality. In this sense, the ludic approach of the child with children's literature points to the creation of attitudes which make the progressive development of the pairing language – game possible. No doubt, teachers must bear in mind the pleasure that children can experience when playing to interpret stories and adopt different roles. Some of the games that can be implemented in order to approach children to literature since the earlier ages are tongue-twisters, riddles or dramatization. Language games combine both creative and ludic aspects. Amongst the typology of games, it could be distinguished linguistic games and game formulas. Furthermore, gestures or body movements are the best path to convey meaning from the text in order to understand and assimilate the text proposed.

Furthermore, tales can also be classified into different categories depending on its main purpose. Firstly, the text can be implemented to introduce students to a new language content at the beginning of the unit of work or the project, in such way that teachers provide them with specific vocabulary related to the topic. For instance, "A taste of the moon" by Michael Grejriec would be appropriated for introducing students to topics on animals. Secondly, educating students in values can be achieved through the reading of books related to topics about emotions, diversity or equality. Some examples are: "The huge bag of worries" by Virginia Ironside or "How are you feeling today?" by Molly Potter. Thirdly, texts can be introduced to increase motivation when

they are related to students' interests. For instance, using ICTs to read an interactive and digital book will be highly motivating for the students given that they are surrounded by technological material. They will acquire different aspects of the reading task unconsciously since they will display a good attitude towards this channel.

As we have explained, these storybooks can constitute minisyllabuses from which create complete units of work. In this respect, taking into account the legislative framework which supports the use of stories for the learning of a foreign language, we must mention the Organic Act 8/2013 of 9th December for the Improvement of Quality in Education. At the same time, it is compulsory to mention the Order 28th March 2008 by which the curriculum of Infant Education is approved, which suggests the need to train students in the foreign language since this stage. They recognize the role of books as means of approaching reading to children and to let them be aware of linguistic, cultural and social aspects. Some of the objectives extracted from the current educational law, which recognizes the importance of reading and learning a foreign language are: *f) To develop communicative abilities and expressive forms in different languages: h) To initiate in the ability of reading and writing.*[1]

Regarding the Order 10th March 2014, by which the Order 14th February 2013 is modified, by which the Bilinguism Programme in foreign languages in Aragón (PIBLEA) is established, we have to consider two different modalities. Dealing with the Infant Education stage, schools which follow CILE 1 must teach at least 20% of the school time in the foreign language whereas in CILE 2 schools this percentage raises up to 30%. Therefore, teachers must select carefully all the material they are going to use, such as books, to get the most of the learning process. Simultaneously, those schools which aim to foster the learning of foreign languages can participate in the specific call of projects for the promotion of the foreign language (POLE).

As I have previously developed, the purpose of teaching languages is for the students to acquire communicative competence, and one of the subcompetences derived from this is the Socio-cultural competence. The student should be aware of the cultural

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[1] Further references in the Order 28th March 2008 of the Department of Education, Culture and Sports, which approves the curriculum for Infant Education. (own translation from the *ORDEN de 28 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación infantil y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.*)

background of that language in order to communicate appropriately. Therefore, a part of the teachers work consists of introducing relevant knowledge of that country. Brown (2000) indicates that language is part of culture and culture is part of language. The two are inside each other and they cannot be separated without losing the significance of either language or culture. He also states whenever we teach a language we are also teaching a system of cultural customs, way of thinking, feelings and acting.

On the other hand, fairy tales are also used to transmit not only cultural issues but also gender ones. Fairy tales are traditionally misrepresented male and female gender by means of stereotypes. For example, male characters as well as female characters were always under the same personality identity: passive girls waiting to be saved and boys willing to fight for them. Nowadays, fairytales have experienced a huge change. It is not unusual to find books through which authors transmit different gender roles. Some examples are "Don´t kiss the frog" by Fiona Waters and "The worst princess" by Anna Kemp and Sara Ogilvien. Therefore, we can see the extracurricular element of fairy tales, as it also caters for diversity. All children will be able to understand the overall meaning of a story with the support of the teacher's storytelling techniques and the book illustrations.

STATEMENT OF PURPOSE

The intention of this essay is to provide a theoretical overview of the tale as an instrument to teach English as a foreign language in the Infant Education stage, considering its cultural and extracurricular component and to investigate its real usage in the Infant classroom. In this particular essay, we would like to focus on the different methods that have been used in the Infant class for the teaching of English, paying special attention to the fairy tales as an essential element to consider and the array of possibilities they offer. We must highlight the eclectic nature of our essay as it reflects a theoretical usage of fairy tales, but also a contrasted one.

In doing so, first of all, we will analyze different methods and resources for the teaching of languages that teachers have worked with up to now. In this sense, we will follow a diachronic perspective: we start with some indispensable methods for English acquisition and also consider other resources which can still be considered in vogue.

Secondly, we will emphasise on the fairy tale as a powerful tool to teach English and all the benefits they provide to children regarding different aspects. Last but not least, we will confirm or not the theoretical use of fairy tales in the class of Infant Education through a questionnaire oriented towards teachers who currently teach or have taught English in this stage.

Methods and resources to teach English

Whenever we teach a foreign language, we need to consider several methods to be applied in the teaching-learning processes. Hence, along this heading, I am going to focus on the most relevant ones for their appropriateness for the stage of Infant Education: Audiolingual Method, the Total Physical Response (TPR), Suggestopedia and the Teaching Proficiency through Reading and Storytelling (TPRS).

Doubtlessly, there are other traditional approaches for the teaching of English as a second language such as Grammar-Translation Method or the Direct Method. We decided not to focus on these ones as they present some counterproductive aspects. For instance, the exclusive employment of the foreign language, when it is sometimes easier to translate something into the mother tongue, especially in Infant Education with the common lack of understanding. When in the 1950-1960 linguists started being aware of the importance of being able to speak fluently, a new method appeared. It was known as the Audiolingual Method. Within the outbreak of World War II armies needed to become orally efficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioural psychology. This method had four main skills to develop which were: repetition, inflection, replacement and restatement. During the repetition stage, pupils had just to repeat what the teacher said while copying it. During the inflection stage, the teacher said a sentence and the pupils had to change the form, whereas during the replacement stage what they had to change was a word within a sentence. During the restatement stage pupils had to rephrase a sentence that had been said by the teacher. This process made learners to produce autonomous responses when talking in the foreign language. Memorization of set phrases was really important and there was also huge focus on pronunciation.

During the 1960-2000s, we can find several methods which try to solve some of the shortcomings already presented: Communicative Approach, Total Physical Response, Silent Way, Suggestopedia, Community Language Learning, Multiple Intelligences or Project-Based Learning. In this section we will explain the Total Physical Response, the TPRS and the Suggestopedia methods. Teachers were aware of the fact that children often used the association of image and vocabulary, so they attempted to create activities which were related to physical movements in order to make a significant impact on learner's memory. Therefore, Total Physical Response (TPR) was initially developed by Asher (1970) and consisted of the following process: the child encodes language, responds using gestures and receives orders which he/she responds through body movements. Students must obey orders in the foreign language at first; they will gradually become more difficult. Asher understands the imperative form of the verb as the core of the learning of the foreign language. TPR is a language teaching method built around the coordination of speech and action. The main objective is to master spoken language with no inhibitions.

At the same time, it is indispensable to explain the Teaching Proficiency through reading and Storytelling (TPRS), which was invented by Blaine Ray, a Spanish teacher, in 1990. It is considered something in between TPR and the storytelling technique as will be analysed later on. In this sense, this method goes a step farther; this method not only uses the coordination of speech and movements, but also introduces a new aspect: storytelling. In this method, the teacher must awaken students' interest through the formulation of questions and the representation of stories and situations. Moreover, the teacher must provide a comprehensible input so that the structures and vocabulary are learned by children. Students will have a great exposure through the TPR and the listening of stories and they will acquire these patterns more meaningfully. Another important feature of this method is that storytelling has to be introduced in the classroom dynamic since it catches the attention of children. Once students learn a set of words, they will develop the oral skill and thus, they will be more able to understand fairy tales. However, we must not expect them to produce a lot of language until they have plenty of opportunities to listen to it.

It is said that a relaxed environment can enhance learning and make our brain work better. Suggestopedia follows this notion. It was created by Lozanov (1980) and it was based on the idea that human mind could process great quantities of material if simply

the right conditions for learning were given. This learning takes place through suggestions. Some of the most remarkable characteristics are decoration, furniture and music, indispensable to create a comfortable atmosphere for language acquisition. In this method, oral competence is very important. Some advantages are that presents language in culture-based contexts and meets the affective needs of students.

Some resources highly used to teach English as a foreign language in a motivating and meaningful way are drama, flashcards and Information and Communication Technologies. The teaching of English through drama encourages students to speak and gives them the chance to communicate; even if they have a limited language, they can use non-verbal communication. When students dramatise an activity, they will become actively involved in the text what makes language learning more meaningful. Firstly, drama constitutes a game of imitations that allows entertaining and contributes to the acquisition of the Communicative Competence. Moreover, it deals with a desire to perform a role and to reproduce a situation. For this reason, the use of drama, especially with children who are shy, is suitable and helps them to hide themselves behind a character. Furthermore, when introducing games to develop drama, teachers have to transmit students that the most important aspect is to communicate. In addition, some research suggest that children that practice drama in Infant Education write in Primary at a greater length using a richer vocabulary with emotive and expressive insights.

In reference to the representation of tales, this implies a wide array of benefits when dealing with its use in the foreign language class, as students have the chance to feel part of the story. On the one hand, they improve their reading and speaking skills. If students enjoy representing the tale, the reading habit will be intrinsically promoted. It will be the responsibility of the teacher to find a tale that the students love. On the other hand, it will allow students to experiment with language through their tone voices, body language, and so on. This will inevitably encourage creativity. Finally, the representation of tales will involve the whole-class, as non-speaking parts can be given to those students who do not wish to speak.

Doubtlessly, computers are an effective resource to be used in the foreign language classroom, not only as it prescribed by the current legislative framework but also due to the endless possibilities they offer. Computers can make students to get the most of the learning of the foreign language, because they are focus on what they are doing. It

increases their motivation and allows them to interactively engage in different digital materials. Motivation is one of the factors that influence the rate and success of the Foreign Language teaching, and thus, computers should be definitely implemented when learning English. In the Infant Education class, teachers can make the most of the Information and Communication Technologies through applications such as *Pixton* that allow them to create comics or *Storybird*, a powerful platform to illustrate and design stories that encourage them to practise their creative skills. It is important to remark, since "2.0 School Programme" was created in September 2010, the implementation of Information and Communication Technologies, such as audiovisual materials in the classroom, has become an easier process.

Another resource which is commonly used in foreign language lessons is flashcards. Each student can present different types of intelligences, as described in the Multiple Intelligences method by Gardner. It is relevant to appeal to visual learners given that they are a high part of learners who have this intelligence. Moreover, they can also be used with cards including simple words to enhance the comprehension of meaning through the visual aid. As Budden (2017) states, they are a great way to present, practise and recycle vocabulary and when the students get acquainted with the activities used in class.

Fairy tales

Fairy tales are a potent source of stimulation and development. Teachers should practice storytelling, building up a repertoire to entertain and to teach pupils. Traditionally, tales were often handed down by word of mouth and have no identified original author. They are timeless, which means they are not set in a specific time and place, and teach values such as courage, patience, endurance, loyalty, and so on.

Many folk and fairy tales set out to contrast the lives of the common people with the lives of the nobility, showing the harshness, cruelty and injustice that the peasantry experienced. The need to overcome inequality and to aim for a better life are frequent themes. The English tale "Jack and the Beanstalk" illustrates overcoming hardship and a terrifying adversary through native cunning and bravery. A female equivalent is

Cinderella, who overcomes oppression and misery until her true worth is recognized. According to Zipes (1988:148),

> Newly written fairy tales, especially those that are innovative and radical, are unusual, exceptional, strange, and artificial because they do not conform to the patterns set by the classical fairy tale…The classical fairy tale makes it appear that we are all striving for the same happiness, that there are certain dreams and wishes which are irrefutable, that a particular type of behaviour will produce guaranteed results…

Having defined the most important features of fairy tales, it is essential to explain how they must be told. On the one hand, storytelling has become the most widespread trend in the teaching of foreign language by means of books in the last years. Stories introduce children to the vocabulary and grammatical structures of English in an authentic way, and through the context and the visual support that the books provide, they are able to understand the meanings these structures convey. Furthermore, these structures are learned in a progressive way without being formally introduced. The language of stories is real and not grammatically sequenced, what makes acquisition closer to children. As Margaret Meek (1995:6) states, "stories teach children the verb tenses of the past and the future when they are intensely preoccupied with the present." (qtd. in Ellis, 2014)

Dealing with the stage of Infant Education, we must highlight stories will be always told by other people. Listening is a receptive skill which consists of the decoding of an oral message. A person will grasp or recognize meaning, paying special attention to rhythm, intonation and stress. According to Nunan (2001:23), "listening is a six-staged process, consisting of hearing, attending, understanding, remembering, evaluating and responding. These stages occur in a sequence and a rapid succession."

The learning of this skill starts as soon as the teacher uses the English language in the classroom. Firstly, it is restricted to repeat and the student gradually listens to more complex sentences in stories and, with the help of the visual aids and the teacher's gestures, mime and extralinguistic strategies, the student starts to identify those sentences. Therefore, the role of teachers must be to encourage students' self-confidence, especially when they feel frustrated because they have not understood everything what they have listened to.

Regarding teachers' input by means of the books, it should always be varied, comprehensible and graduated in accordance with difficulty. Besides variety, which is necessary in order to keep students motivated, listening should be broadly comprehensible. This idea was developed by Krashen, establishing that people acquire a language much better when their level of understanding is a little more advanced than their competence level. In fact, he established a formula $L+1^2$, to indicate that the level of understanding should be a stage further.

Undoubtedly, one of the main advantages of fairy tales is the poetic function that it develops according to Jakobson (1960:356), that is to say, "the focus on the message for its own sake" (qtd. in Dressler, 1978, p.182). When the language is used in a creative way, like rhymes, similes, metaphors and so on, students can become aware of rhythm, the special word order, alliterations and formal features. In order to introduce our students to the appreciation of poetic language we should enable them to grasp rhythmic patterns from fairy tales. Children can clap their hands in some specific points of the melody; thus, they develop a sense of rhythm. Furthermore, we can make them focus on how the verses rhyme.

In general, a story-based lesson follows these stages: the pre-reading stage, which is a preparatory phase. The teacher sets the topic of the story and discovers the students' expectations by having a discussion with them, and he/she allows them to predict the contents. During the while-reading stage, the teacher gives the students points to search for getting the general idea of the story (extensive reading), or specific information (intensive reading). Finally, the after-reading stage, where the students carry out activities related to the story. Students connect the information obtained to attain an intended goal. Some examples of tasks after reading a fairy tale are reading comprehension questions, role-playing, to create a different ending for a story, and so on.

In this sense, there is no satisfactory answer to the question of what type of books is better to use, whether authentic or adapted. If they are carefully selected, both of them can have several advantages. On the one hand, authentic materials include genuine items in English language. It means that the language used has not been selected. Authentic materials are really important as they encourage exposure to the target

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[2] L: level of competence.

language in order to start enjoying and absorbing it in a natural way. It is also suitable as a challenge because it makes children to learn how to manage partial understanding in an unconscious way. Furthermore, they are motivating and they provide a direct link between the classroom and outdoors. On the other hand, adapted materials are specifically written for the teaching of English as a foreign language, so language has been graded for a specific purpose. It is recommendable to use adapted fairy tales with children in Infant Education because they are adapted to children´s level of competence. Simultaneously, they are easy to be handled by young students, which creates a sense of achievement in these latter ones. Last but not least, adapted fairy tales make sense to learners, since they adapt to the language items and topics they are learning.

In the nineties there were some resistance among teachers to use these kinds of stories, as they did not have the suitable training and did not know the endless possibilities they offered. *Tell it again*, a storytelling handbook which was firstly published in 1991, explains this phenomenon. English language teachers did not use to read books in the classrooms mainly due to their lack of confidence in their ability to tell stories or to read storybooks aloud. They felt that language was too difficult and the content was too childish. Moreover, they admitted their lack of understanding about the true worth of storybooks and how to use and organise them for a work planning.

As I have previously mentioned, storytelling can provide the starting point to develop language and learning activities. One of the most important reasons which support the use of stories in the Infant Education stage are that they help students to develop positive attitudes towards English language and its culture. Moreover, they exercise imagination and fantasy, what makes students to feel involved in the story when they identify with the characters and the situations. Storybooks allow children to play with the feelings that these situations provoke and are meaningful for them. When listening to stories, students develop the feeling of belonging to a group. It is a shared social experience which helps children to increase their self-confidence and encourage social and emotional development.

With regards to the learning of English skills, listening to stories fosters the acquisition and reinforcement of a certain language item such as new vocabulary, sentences structures, and other sub-skills such as rhythm, intonation and pronunciation. Through the frequent and natural repetition, children enrich their own speech inside a

familiar and comfortable atmosphere. It can be useful to start to develop aspects of reading and writing such as copying words or making up short sentences related to the fairy tales in the last year of Infant Education. Furthermore, this input can be selected to have an optimal linguistic repertoire that encourage them to face challenges.

At this point it is important to establish a difference between storytelling and reading stories aloud. Storytelling is widely known as the telling of a story, avoiding the printed page or pictures, which could break the atmosphere between the listener and the reader. According to Chesin (1966), the main difference between the telling and the reading of a story is that "the teller is free; the reader is bound." The reader has to hold the book in his hands and follow the story as it is printed whereas the storyteller is free to watch the audience without any material and make the most of his/her verbal and non-verbal strategies to achieve a real experience of the story. Another aspect that difference both ways of reading a book is the personal element that a teller can add to the story.

Questionnaire

Having defined different aspects related to the sphere of fairy tales, we would like to carry out a comparison to ensure the theoretical aspects of stories make an effect on the daily practice of teaching English. In order to reach our aim, we have designed a questionnaire made of six questions in which teachers who have ever worked in the stage of Infant Education teaching English state their views. Regarding the elaboration of this instrument, the questions presented are based on the knowledge acquired along the analysis of the theoretical framework. Moreover, in this questionnaire, we give them the possibility to tick four options according to the frequency of this practice: always, sometimes, hardly ever or never. Finally, they have a paragraph with an open question whereby they are able to express their opinion about a particular fact included in the questionnaire.

The first question is *"Do you think children acquire the cultural and extracurricular component of fairy tales?"* in order to know the extent of the power of fairy tales to teach notions and values such as freedom, citizenship or multicultural education, intercultural awareness and understanding rights and responsibilities. Moreover, as we

have seen, different authors state culture must be included in fairy tales as it helps develop the Sociocultural Competence and be aware of different ways of living.

The second question is *"Do you consider the stages of reading when using storytelling (pre-reading, while-reading, post-reading)?"* As explained previously, it is essential to engage children in reading by activating their previous knowledge, making them aware of different aspects happening in story time, and allowing them to demonstrate and apply the information acquired in this process.

The third question is *"Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?"* Just as said along my project, fairy tales is a twofold aspect in the Infant Education stage. One of these functions is to approach students to the English language, namely comprehensible input such as vocabulary and simple structures constantly repeated in this type of stories.

The fourth question is *"Do you complement the reading of books with some material such as flashcards or realia?"* Undoubtedly, children understand better when stories are accompanied by the use of extralinguistic elements. Flashcards and *realia* constitute a resource to bear in mind when planning a foreign language lesson, as they help children to convey meaning.

The fifth question is *"Do you consider that the practice of storytelling involves benefits for students' linguistic skills?"* Taking into consideration the Infant Education stage, children listen to stories at the same time they increase their speaking abilities, paying attention to rhythm, intonation and stress. Furthermore, students start to manage reading and writing skills in this phase, what makes children be able to handle key words of the story.

The sixth question is *"Do you make the most of ICTs in the reading of fairy tales?"* ICTs are one of the resources explained due to the benefits it supposes to children´s motivation.

The last question is *"Do fairy tales have a well-deserved place in the curriculum design?"* In this sense, it is important to highlight the fact that the last update of the

Aragonese curriculum is dated from 2008, almost ten years ago[3]. Teachers will analyze in this questionnaire if fairy tales occupy the place they deserve or have been underrated.

ANALYSIS OF RESULTS

Having extracted the entire datum from the questionnaires already presented, we would like to present the conclusions that they offer. We will make use of circular charts or graphics that will illustrate the results, considering the four options provided: always, sometimes, hardly ever or never. In this sense, we will analyse each question with the information we have obtained.

Do you think children acquire the cultural and extracurricular component of fairy tales?

Graphic 1. Cultural and extracurricular component of fairy tales
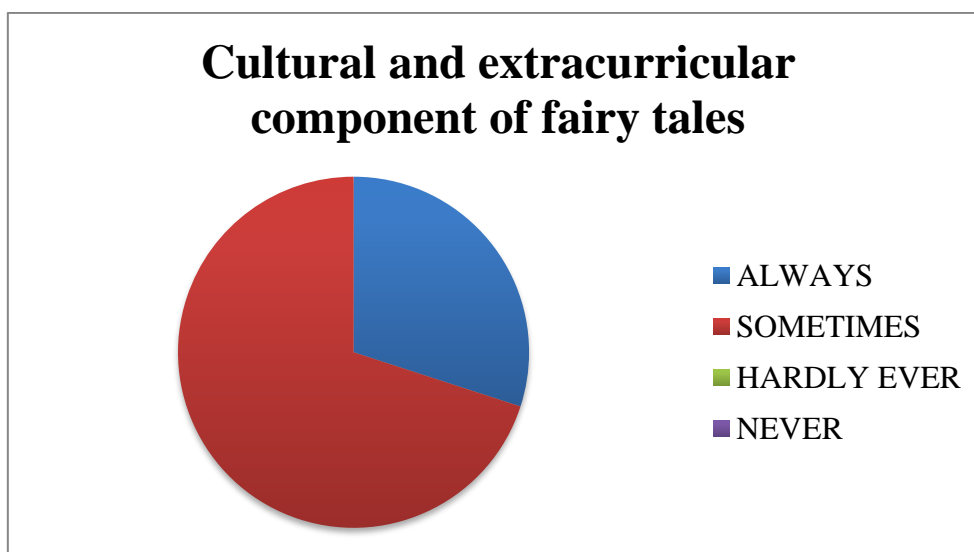
Almost three quarters of the questionnaire respondents admit children sometimes acquire the cultural and extracurricular component that fairy tales offer. In their opinion, all the areas of the curriculum should be embedded in a context to be meaningful

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[3] Order 28th March 2008 of the Department of Education, Culture and Sports, which approves the curriculum for Infant Education. (ORDEN de 28 de marzo de 2008, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación infantil y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.)

enough for the infants. Moreover, children learn from features of characters in the stories, what helps them to connect these fairy tales with their real lives. At the same time, students also learn cross-curricular and moral education through values such as kindness, justice, courage or cooperation and that is a good way to train kids in rules of right conduct. It also helps in the acquisition of the Sociocultural competence, allowing the introduction of customs or traditions. Simultaneously, children get really involved and participative when dealing with fairy tales and they do not feel stuck to learn a new language. Sharing stories builds up this sense of awareness of the external sphere and develops imagination. According to them, children develop a sense of wonder and a strong curiosity about the world the child has just started to meet through fairy tales.

Do you consider the stages of reading when using storytelling (pre-reading, while-reading, post-reading)?

Graphic 2. Stages of reading in storytelling
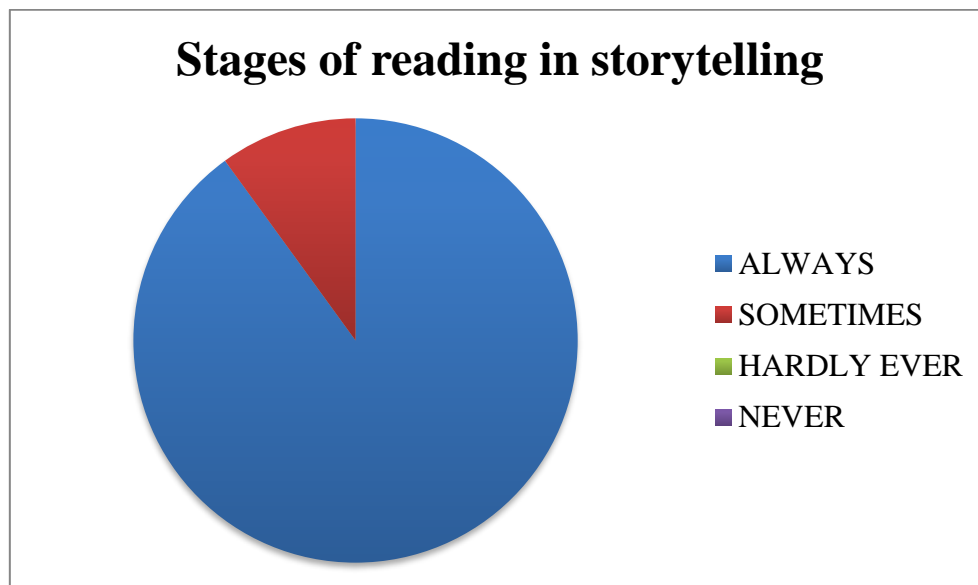
Almost all the teachers who have been polled consider indispensable to follow the three stages when dealing with fairy tales. One of them says that without that structured stages (pre, while and post reading), the use of stories and fairy tales would irrelevant to their learning. They even propose some techniques that they use in some stages, like drama in the while/after reading stage, to allow shy students to play an active role and

forget their shyness. However, teachers cannot sometimes design activities that develop the tree stages because of the lack of time.

Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?

Graphic 3. Linguistic patterns and vocabulary through fairy tales
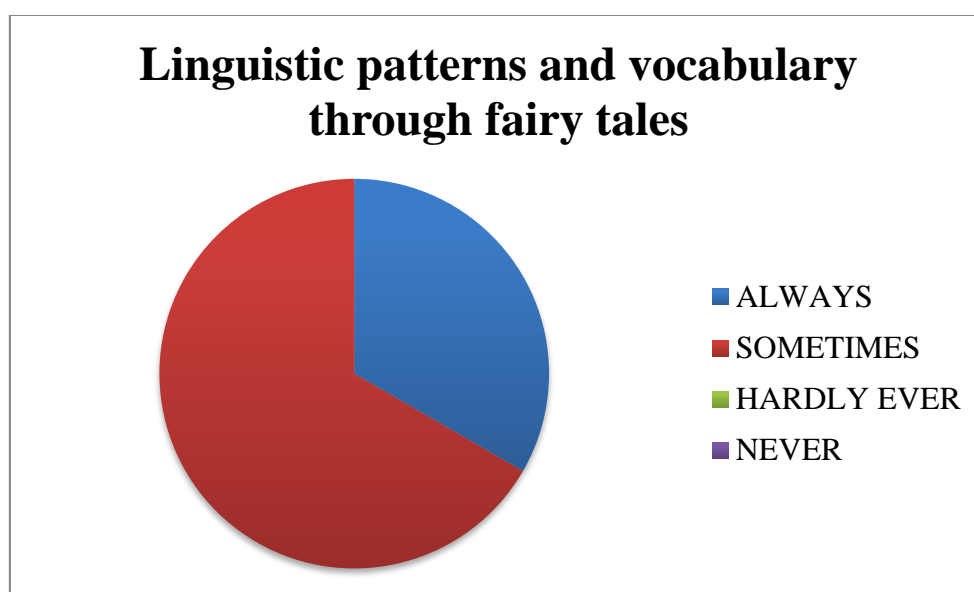
According to the most of the survey respondents, they sometimes use fairy tales as an instrument to teach foreign language structures and vocabulary. They support this strategy by stating most of fairy tales contain repetitive patterns. It helps students to memorize vocabulary. In each fairy tale there are structures that are repeated and help them to remember to retell the story, and to make progresses. There are currently a plenty of books which are based on different topics, so students can always acquire new words. Moreover, from their point of view, they provide excellent elements of language itself. At the same time, they usually deploy stories in their mother tongue. In this manner, they are easily recognized by students in their mother tongue. They know exactly what is happening in the story and, thus, they learn expressions in English. Moreover, it implies meaningful learning as students apply the new content and language structures to their previous background about the story and the deployment of English.

Do you complement the reading of books with some material such as flashcards or realia?

Graphic 4. Complement with flashcards or realia
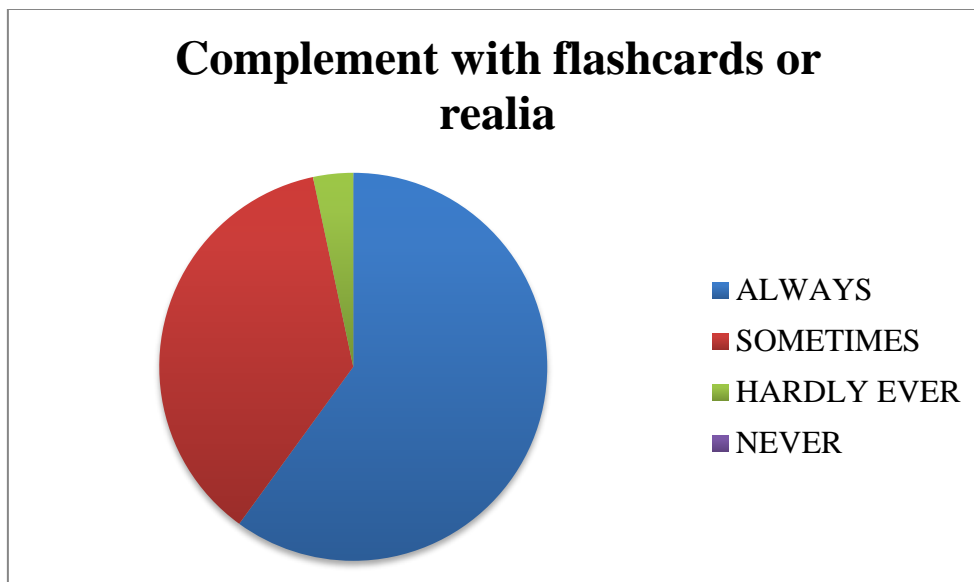
Most of the teachers agree on the need to use visual material to help students with the understanding of the foreign language. They consider these resources are useful for catching their attention and are more enjoyable than reading only the book. Some of them propose to use them during the pre-reading stage so as to learn new vocabulary. Other ones agree on the opinion that is not always a real option due to the limited school budget. One teacher states we must use adapted readings, as it contains simple vocabulary and grammar structures, appropriate for the students' comprehension level.

Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?

Graphic 5. Benefits of storytelling for linguistic skills

Benefits of storytelling for linguistic skills

- ALWAYS
- SOMETIMES
- HARDLY EVER
- NEVER
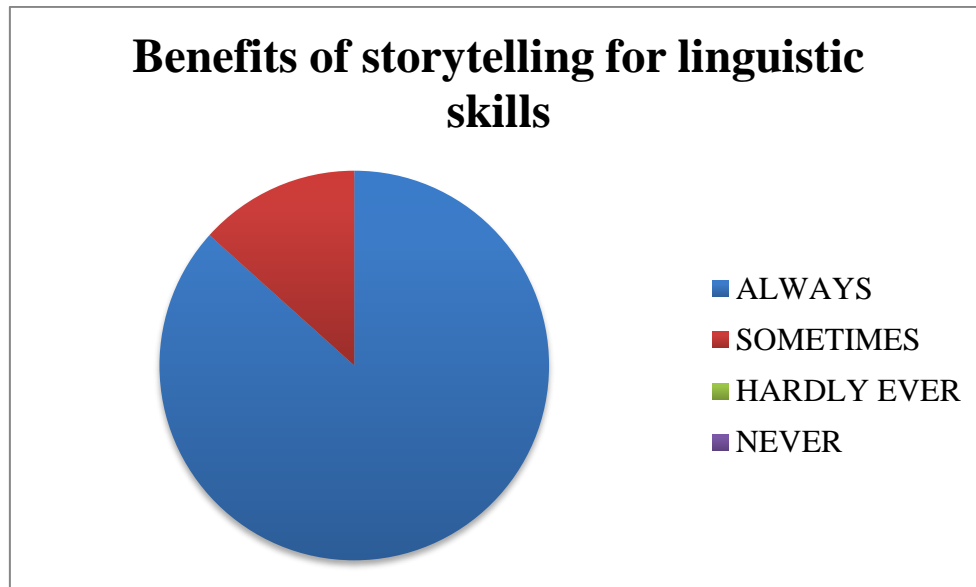
The big majority of the teachers highly consider the benefits of storytelling for the attainment of the linguistic skills. Moreover, they point to the fact that they do it in an unconscious way; an informal way to learn new concepts whose results are very positive. Teachers highlight above all, the development of the oral skills: listening and speaking. In fact, some of them affirm that students will highly acquire linguistic skills if the teachers read them a book daily.

Do you make the most of ICTs in the reading of fairy tales?

Graphic 6. ICTs in the reading of fairy tales
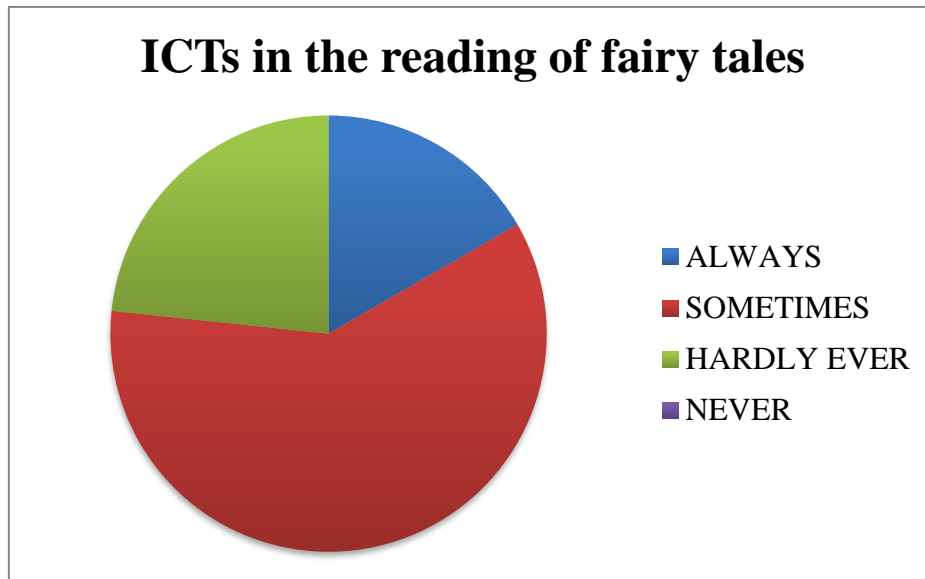
In this case, teachers reckon they should do more to what the use of ICTs in the reading of fairy tales is concerned. Some of them only use the projector to show them other versions of the story, not being this very interactive. They propose different techniques to make the most of computers. Furthermore, they highlight some advantages such as listening to the story with different voices, creating different stories or implementing digital tasks about the initial reading.

Do fairy tales have a well-deserved place in the curriculum design?

Graphic 7. Fairy tales in the curriculum
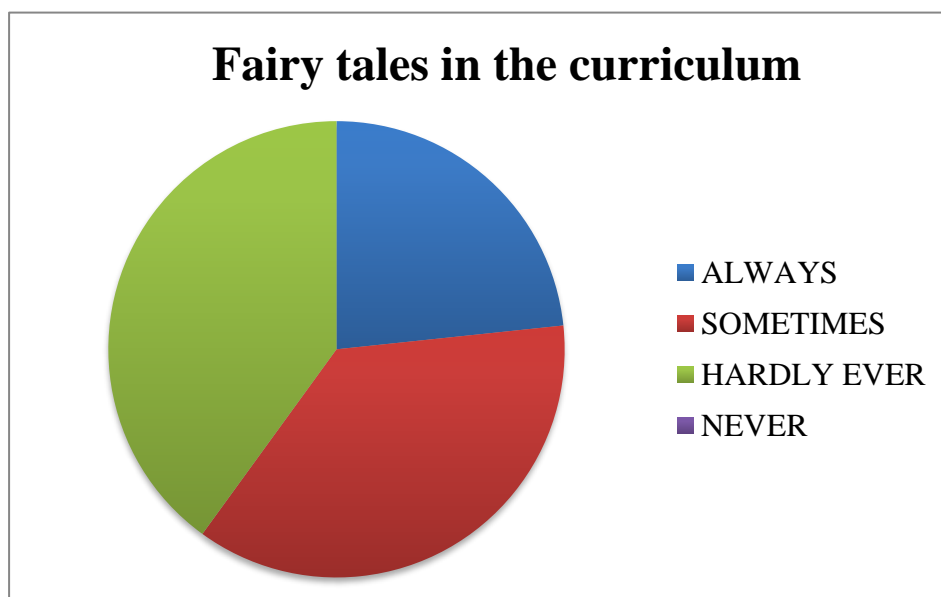
Teachers do not agree with the place that fairy tales must have in the curriculum. However, they mainly support the idea they hardly ever fulfill the requirements of fairy tales. Some of them claim to change the curriculum as it should provide contents and evaluation link with the storytelling of fairy tales. One of them points that all teachers must have more educational training courses in DOCEO addressed to this purpose (didacticism of fairy tales inside the foreign language classroom). It is important to highlight aspects of fairy tales for the learning of a foreign language are not directly included in the Order. Nevertheless, there are tools within the British Curriculum that help to achieve the Communicative Competence. For instance, one teacher states that they face a real challenge when they attempt to develop all the stages due to the lack of training and accuracy in the official curriculum.

CONCLUSIONS AND PERSONAL APPRECIATION

Once gathered the datum from the surveys and its following analysis, we can establish a set of conclusions or ideas extracted through the elaboration of this final year dissertation. First of all, the main aim is to give a response for all the questions considered in the present work, relating it to the theoretical framework as much as we can.

Regarding the teachers' belief to what extent children acquire the cultural and extracurricular component of fairy tales, we must say they reckon this is something difficult to acquire in Infant Education; although they sometimes reach the aim. As we have learned, the Sociocultural competence deals with the comprehension of the social context, and it will definitely help students to show an appropriate attitude towards the language they are learning. At the same time, they will become more motivated to enjoy stories by means of another language as its corpus of understanding will increase simultaneously. Finally, it is relevant to note how teachers make the most of different techniques such as storytelling so that children can acquire moral values unconsciously, one of the most significant features of fairy tales.

In relation with the second question about the stages of reading when using storytelling (pre-reading, while-reading, post-reading), teachers show a strong agreement with following them. Through the answers provided by the survey

respondents, we can highlight the importance of these stages for teachers as they engage children with the story since the very beginning. It is very remarkable the way in which the teachers connect children's previous knowledge with the new contents presented in the story (pre-reading), how they are able to catch students' attention during the while-reading and the meaningful tasks the teacher proposes after the fairy tale. These efforts and the new methodology trends employed to teach English in the early years are showing evident results.

The third question, whereby teachers wonder the real employment of fairy tales as an instrument for teaching linguistic patterns and vocabulary, leads to two different views. On the one hand, some of the teachers try to apply this learning with their students as much as they can. However, all of them agree with the difficulty to make students aware of this acquisition. No doubt, the learning of grammar and vocabulary in the Infant Education must be indirect and always using the different strategies and games that the learning of foreign languages offer us. In this sense, fairy tales constitutes a powerful tool as it is closed to students' interest and thus, it makes acquisition of English much more meaningful. Finally, we should not forget the acquisition of the English in this stage is done in a very gradual way.

With regards to the usage of flashcards or realia to complement a story, most of the teachers agree with the idea of introducing them as a non-verbal communication technique which will help children to convey meaning. This kind of material helps students to activate their knowledge and deals with partial understanding. Moreover, they catch students' attention and they can manipulate those resources, what makes the employment of the fairy tale more enjoyable.

Almost all the teachers share the idea that practising storytelling involves benefits for students' linguistic skills. They focus on the oral skills (listening and speaking) and acclaim these ones are among the most predominant benefits acquired from the use of fairy tales. We must take into consideration the input provided by the teacher should be comprehensible and graded in difficulty. This will make students to widen their knowledge of different aspects of the foreign language such as conventions or vocabulary on a particular topic. Apart from that, teachers can deal with the poetic function and pay special attention to rhythm, intonation, stress or pronunciation of certain words in the story. Dealing with Early Childhood Education, stories will also

approach children to basic aspects of reading and writing skills, since it is one of the goals to achieve through this stage.

Through the sixth question about the real use of ICTs when dealing with fairy tales I realize how teachers admit they do not really make the most of this resource as it supposes another element to introduce in the foreign language class. They recognize that they sometimes do not include them because of a limited timing, although it is frequently used as an auxiliary tool when the fairy tale is placed as the centre of interest of a project. Moreover, some of them find themselves a bit lost when working with ICTs because they consider they do not have enough training and prefer not to use them in an irresponsible way. They also state some people think the physical appearance of the fairy tale is considered as something outdated, but they prefer this format.

Last but not least, the last question in the survey, which referred to the place of fairy the curriculum design. Almost fifty percent of teachers consider that fairy tales hardly ever find their well-earned position in the educative laws. As we have mentioned in the elaboration of this dissertation, only two objectives (*to develop communicative abilities and expressive forms in different languages* and *to initiate in the ability of reading and writing*) make reference to fairy tales for the teaching of foreign languages in the order that establishes the curriculum for Aragón. We consider this is not enough as fairy tales constitute a powerful tool to learn English. This also demonstrates how outdated the current curriculum is as it is dated from 2008. The current legislative framework should not dodge the importance of English in this twenty-first society and pay the attention this issue deserves. Nevertheless, the British curriculum establishes more in detailed all the aspects of the curriculum and every single outcome students in the Infant Education have to reach at the end of this stage. This becomes very important due to the current rise of bilingual schools.

This dissertation gave us the chance to learn much more deeply all the sphere of fairy tales. We have first acquired new knowledge about the history of fairy tales and the place they occupy for the learning of foreign languages. The fact of carrying out the comparison between the theoretical framework and get to know the view of professionals who have experience in teaching English to infants supposed opening our mind about how teachers usually deal with fairy tales and their employment, as well as their functions. We must recognize this learning has been greater in terms of theoretical

aspects that in practical ones, as being working currently in a school gives us the chance every day to share teaching practices. We will emphasise the utility of the "Tell it Again" handbook, as it has been a great discovery. It contains most of the things a teacher should know about how to deal with English books. Another aspect we could develop further is how fairy tales are treated in the curriculum and the lack of teaching training to take advantage of their endless benefits.

Last but not least, we would like to understand this study as the beginning of the performance of our outstanding profession as something very linked to fairy tales in the teaching of foreign languages. With all the contents we acquired, we will make the most of this powerful tool, occupying the place it really deserves.

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APPENDIX

- 30 surveys.

SCHOOL: CEIP GALO PONTE   **YEAR: 1**

ID: 72986796E

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

In my opinion, fairy tales are a really good instrument to teach the language and to make children acquire the competence in linguistic communication. At the same time, realia is used which provides a cultural background while students develop their creativity and establish connections with the students´ previous knowledge through a very familiar source for the children, that is to say, fairy tales.

SCHOOL: CEIP AGUSTINA DE ARAGÓN   **YEAR: 3**

ID: 51073169J

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	X			
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?	X			
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think fairy tales are a great resource for learning, in our first language or in a second language, as well. Story telling should be the most important way for learning the skills at any language, because they provide excellent elements of the language itself (such as vocabulary patterns, rhymes, grammar structures, etc) and other elements like social and cultural characteristics or even extra-curricular aspects. I strongly recommend the use of the story telling to learn, specially a language.

SCHOOL: C.P. Luis Chamizo (Pinofranqueado)   YEAR: 3

ID: 76049235B

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?		X		
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

From my point of view, the benefits of teaching English through fairy tales are endless and it undoubtedly helps students to get the most out of different linguistic items and learning skills.

However, in some circumstances, it is not always a real option to implement a routine of reading fairy tales in the classroom, as there is a lack of resources due to the school budget.

Moreover, due to the fact that fairy tales do not have a well-deserved place in the Spanish curriculum, teachers face a real challenge when they attempt to develop all the stages of reading (Pre-reading, While-reading, Post-reading…).

Every so often, when there is not actual time to develop these three stages in the appropriate way, teachers end up designing activities which main purpose is to fit in the time available, not considering as a priority the benefits of each activity in itself.

SCHOOL: C.P. Luis Chamizo (Pinofranqueado)   **YEAR:4**

ID: 76137313E

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		x		
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?		x		
Do you make the most of ICTs in the reading of fairy tales?		x		
Do fairy tales have a well-deserved place in the curriculum design?		x		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Fairy tales are good tools to motivate pupils within the English lessons. Pupils can learn simple vocabulary and grammar structures but we have to bear in mind that the language may be archaic so we must use adapted readings, we must select the texts carefully and finally, we have to take into account the use of different materials which will help pupils to understand the meaning.. Fairy tales can foster the pupil's creativity because they can develop new characters and roles. Pupils can use the language in real contexts as well as learning about important values.

In my opinion, fairy tales should become more important in the English lessons specially in Infant Education.

SCHOOL: Licenciados Reunidos   **YEAR: year 5 infants**

ID: 76050353W

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?		X		
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Reading stories to children can be very beneficial for them, not only from a playful perspective, but also intellectual and emotional.

Listening and reading fairy tales and responding to them through speaking, drama, and art develops a sense of audience and of sharing and collaborating.

Learning a language is useless if we are not skillful communicators. Story sharing builds up this crucial sense of awareness of other and the exercise of the imagination to support that a story can help the child to overcome their fears or assimilate the world that surrounds them.

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X Very often		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

In my opinion, fairy tales are vital since language is presented in a context.
Fairy tales are included within the British Curriculum and they are regarded as a tool to achieve Communicative Competence.

SCHOOL: CEIP ROSALES DEL CANAL   **YEAR: 1**

ID: 72988714P

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	x			
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?	x			
Do fairy tales have a well-deserved place in the curriculum design?		x		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

By my point of view the use of fairy tales in the English classroom is by far the most motivating way to teach linguistic and sociocultural components of the language. Children get really involved and participative and don´t feel as shy or blocked to learn the new language. We should have more educational courses in DOCEO destined to this purpose (the didactic of fairy tales in the Foreign Language Classroom)

SCHOOL: COLEGIO SANTA ANA   **YEAR: 2**

ID: 73209201V

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Faity tales are a great instrument to teach English to young learners. They provide the perfect atmosphere to:

- Teach new vocabulary in scenes that sometimes are familiar and interesting to children. Sometimes it's interesting to pre-teach some of the vocabulary with some realia or flashcards, and sometimes it's more useful to read the story and let the children guess the meaning of the words they don't know. We can use the fairy tale vocabulary to practice reading or phoneme recognition

- Experience English as something fun where they can be imaginative and creative
- Become familiar with the English language and culture by listening to stories based on foreign countries

SCHOOL: SANTA ANA   **YEAR: 1**

ID: 18048355W

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		x		
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?		x		
Do fairy tales have a well-deserved place in the curriculum design?			x	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

According to my personal experience, using fairy tales with these kids is a good way to introduce reading and comprehension to them. The infant pupils know the Spanish tales such as "Little Red Ridding Hood" so when you tell fairy tales which they know is easier for their understanding.

In addition to that, I think that using realia or drama is useful for catching their attention and it´s more enjoyable rather than reading only with the book.

In conclusion, the curriculum should change and it has to provide contents and evaluation link with the story telling of fairy tales.

SCHOOL: San Vicente   **YEAR: 3-4 Infants**

ID: 18030610J

	ALWAYS	**SOMETIMES**	**HARDLY EVER**	**NEVER**
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	X			
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

From my point of view, the use of fairy tales to improve the acquisition of linguistic skills, the learning of linguistic patterns and to develope the sociocultural competence is essential in Language teaching at an early stage.

When using storytelling, there should be a preparation stage before the reading of the story (we can use flashcards or realia to pre-teach the new vocabulary they are about to learn).

While we are telling the story, we can ask them questions to be sure that they understand what is happening or to attract their attention in case they are absent-minded.

In the post reading stage they can do different activities to reinforce their learning.

Without that structured stages (pre, while and post reading) the use of stories and fairy tales would be irrelevant to their learning.

The use of fairy tales is very useful to learn real and meaningful structures. In every traditional fairy tale there are structures that are repeated and help them remember and retell the story ("I'll blow and I'll blow…", etc) helping the pupils to make progress in their acquisition and use of linguistic skills.

I should do more to what the use of ITCs in the reading of fairy tales is concerned, because in my case I only use the projector to show them other versions of the story (not being this very interactive).

SCHOOL: CPEIP ARRAIOZ   **YEAR: 3 years old.**

ID: 72539226D

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	x			
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?		x		
Do fairy tales have a well-deserved place in the curriculum design?			x	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I believe that fairy tales are very useful instruments to teach language skills. The children learn in an unconscious way and the results are usually very positive.

SCHOOL: CEIP AGUSTINA DE ARAGÓN   YEAR: 6

ID: 25471589D

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think fairy tales can help a toddler develop a vivid imagination, and a sense of wonder and strong curiosity about the world he has just started to meet. The image a fairy tale leaves in his mind fulfills essential qualities within his soul. Fairy tales are also a vital part of the moral education of a child.

As a language learning means, they provide a range of primary comprehension skills that no later on process can provide.

SCHOOL: CEIP LUIS GARCÍA SAINZ   **YEAR: 3 and 4**

ID: 75876710D

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think fairy tales are excellent tools for teaching and practicing English language skills. Also, they are so motivating.

SCHOOL: AGUSTINA DE ARAGON ELEMENTARY SCHOOL   YEAR: 6

ID:18449302J

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	X			
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I truly believe the foundation and the background that tales provide to students and to readers (or users) in general, is tremendously powerful. Not just regarding the idea of models, but also the introduction of concepts and/or customs and traditions. The use of real language in context (the one provided by the tale itself), and the expectations and the interest that should be generated around "story time", are strengthening tools we count on when bringing stories into our class.

Let me conclude by saying tales and any other type of original materials should be a great part of the resources used in class.

SCHOOL: AGUSTINA DE ARAGON   **YEAR: 2**

ID: 76971302p

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?		X		
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Fairy tales are unavoidable when teaching English in Infant education. They provide us the opportunity to teach within a context and at the same time give students time for enjoyment. For that reason, fairy tales should be used in two different ways: the first one well-planned taking into account the three stages and the second one, reading for pleasure. If we want children to acquire linguistic skills we should read them almost every day a book, just focusing on comprehension and pleasure.

SCHOOL: CEIP AGUSTINA DE ARAGÓN **YEAR: 4 years old INFANTS**

ID: 25165957R

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	x			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	x			
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?		x		
Do fairy tales have a well-deserved place in the curriculum design?		x		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Fairy tales are very useful to teach EFL, they improve the oral skills and grow the self-esteem of children because they already know the story so it makes them feel self-confident and able to participate in the lessons. Fairy tales also give good behavior models to the children and through role-play they feel involved in the story and learn to solve different problems. The different stages of reading in fairy tales are very clear for children so they are useful in order to learn the structure when story telling and other kinds of oral and written communication.

SCHOOL: CEIP AGUSTINA DE ARAGÓN **YEAR: 6TH**

ID: 25464334E

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?			X	
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

For these ages it' s a great way to teach and learn a lot of aspects from the curricula: title, characters, plot, listening, vocabulary in a more natural way, since most of fairy tales contain repetitive patterns. And the most important thing: kids have been loving love them for generations…

SCHOOL: CEIP MARIA MOLINER   **YEAR: INFANTS 3**

ID: 29132889P

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Using fairy tales, traditional tales and other stories is a very good way to teach English in a natural way. Children enjoy being told stories and telling stories they know. They usually contain repetition, topics of their interest and appealing images to comment and help them understand the words. Once they know the tale, they can join in the retelling by repeating chunks or structures they have become familiar with.

SCHOOL: CEIP AGUSTINA DE ARAGON   **YEAR:INFANTS**

ID: 73202547X

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	X			
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I address all areas through stories. I integrate the curriculum within the setting, characters and plot. Literacy, maths, sciences and social studies in a second language should be embedded in a context to be meaningful enough for the infants. Fairy tales or games are the most motivating resources a teacher can use in class.

SCHOOL: CPI PARQUE VENECIA　　　　　　　**YEAR: Infants 3 years old**

ID: 73013264V

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?		X		
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?			X	
Do fairy tales have a well-deserved place in the curriculum design?			X	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think that fairy tales are useful instruments when teaching vocabulary or language patterns, but cultural contents are also involved (rhymes, songs, etc.). They also engage children and promote moral values like kindness, justice, courage or cooperation.

SCHOOL: Salesianos Huesca

YEAR: 1 Infant Ed.

ID: 73209005-M

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Fairy tales are an awesome resource in EFL classroom. During those lessons most of the students are concentrate on the activity and we can say that it improves motivation in our students.

Moreover, we can find several topics in fairy tales books' in order to practice new vocabulary with the kids.

Last but not least the moral point of view. Pre-primary education and also Primary Education are essential stages where adults need to contribute and do their best to the training kids' rules of right conduct.

SCHOOL: CEIP Miguel Servet   **YEAR:** 3 (Infant Education)

ID: 18061966G

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Children learn from characters in the stories so it helps them to connect the stories with real life. Students also learn some cross cultural values and behaviors through fairy tales.

Focusing the attention to the English learning, a fairy tale contributes to develop the four linguistic skills in an integrated way, so it helps students to achieve the Communicative Competence. A fairy tale also increases students' motivation and interest towards reading and literature.

SCHOOL:CEIP LOS ABRIGOS   **YEAR: 3**

ID: 43609370

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think using fairytales is very useful as they are good for the childrens' imagination and are well known in others languages too.

SCHOOL: C.E.I.P Los Abrigos   YEAR: level 3, 4, 5 years old

ID: 43766130M

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	X			
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?	X			
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Children around the world listen from youngest ages fairy tales in their mother tongue. So for them it is very easy to recognize the story although it was in a different language. They know exactly what´s happen in every single story, the way it starts, the way it finishes, so this is an opportunity for them to learn expressions in English. They really enjoy repeating the new vocabulary and using new expressions. Even you can play with them doing small dramatizations in the classroom based on the fairy tales. But, from my point of view, fairy tales should not be used only in Infant Education, but also in Primary Education. There is always a small child inside each one!

SCHOOL: CEIP MARIA MOLINER   **YEAR: 3 years old.**

ID: 18047774L

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?	x			
Do you complement the reading of books with some material such as flashcards or realia?	x			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?		x		
Do fairy tales have a well-deserved place in the curriculum design?			x	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I think fairy tales are a good instrument to teach language skills. They learn in a funny way and the possibilities are endless.

	ALWAYS	**SOMETIMES**	**HARDLY EVER**	**NEVER**
Do you think children acquire the cultural and extracurricular component of fairy tales?		✔		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	✔			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		✔		
Do you complement the reading of books with some material such as flashcards or realia?		✔		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?		✔		
Do you make the most of ICTs in the reading of fairy tales?			✔	
Do fairy tales have a well-deserved place in the curriculum design?			✔	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

Fairy tales are a great resource to use in the English lessons because students may already know the story in their mother tongue, besides it is an activity that helps imagination to be developed. Our pupils don't learn just about specific vocabulary, or pronunciation, but also about other aspects such as punctuation, capitalization, by looking at them and reading them. Finally, It also allows the shy students to play an active role, because sometimes, if we use drama after/while reading, they feel they are one of the characters and forget about shyness.

SCHOOL: AGUSTINA DE ARAGON   **YEAR: Infants**

ID: 72985714K

	ALWAYS	**SOMETIMES**	**HARDLY EVER**	**NEVER**
Do you think children acquire the cultural and extracurricular component of fairy tales?		x		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	x			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		x		
Do you complement the reading of books with some material such as flashcards or realia?		x		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	x			
Do you make the most of ICTs in the reading of fairy tales?	x			
Do fairy tales have a well-deserved place in the curriculum design?			x	

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

It helps to understand cultural aspects of the foreign language.

It is an informal way to learn new concepts.

SCHOOL: Ceip Agustina de Aragón   **YEAR: 1st, 2nd 3rd, 4th**

ID: 52931380P

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	x			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?	X			

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

It is a good way to teach a foreign language because fairy tales provide fun, they have a repetitive structure that helps students to memorize vocabulary, grammatical structures and to improve oral fluency; and also they have a cultural component. Besides, the use of visual material helps students with the understanding of the foreign language.

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?	X			
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?		X		
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?		X		
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

I consider that the story-telling (of fairy tales and other types of stories) is essential in the process of learning a foreign language, for both Infants and older pupils. Story-telling develops children's imagination and helps improving the listening skills. Besides, some stories have a repetitive pattern and expressions that could help in the acquisition of literacy skills and grammar.

You can do it in different ways such as dramatization, using visuals, illustrations, realia and non verbal communication. It is a powerful tool that helps the foreign language learning process in many different ways, but definitely, it also helps in the acquisition of cultural background.

SCHOOL: CEIP AGUSTINA DE ARAGÓN   **YEAR: 4**

ID: 72539226D

	ALWAYS	SOMETIMES	HARDLY EVER	NEVER
Do you think children acquire the cultural and extracurricular component of fairy tales?		X		
Do you consider the stages of reading when using storytelling (*pre-reading, while-reading, post-reading*)?	X			
Do you use fairy tales as an instrument for teaching linguistic patterns and vocabulary?		X		
Do you complement the reading of books with some material such as flashcards or realia?	X			
Do you consider that the practice of storytelling involve benefits for students´ linguistic skills?	X			
Do you make the most of ICTs in the reading of fairy tales?		X		
Do fairy tales have a well-deserved place in the curriculum design?		X		

Could you provide your view about the use of fairy tales to teach English as a foreign language in Infant Education?

In my opinion, fairy tales are one of the best ways to teach English in Infant and also in Primary education. For this reason I use them very often to deal with all the aspects that involve the process of learning English as a foreign language.