

Teaching English to Young Learners through a story-based framework and the Role of ICTs

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Abstract: The purpose of this article is to design four consecutive lessons for a particular teaching context in order to develop learners' skills and improve both the learning conditions and activities already used. In the first part, there is a short description of the current teaching context with reference to learners' profile, the aims and objectives set by the official curriculum and the coursebook used. In the second part, there is reference to the teaching framework that will be used in order to design the lessons. Then, in the third part there is a presentation of the story-based framework comprised of the four lessons developed, while there are some suggestions for formative assessment for the particular framework. Finally, there is a conclusion summarizing all the theoretical concepts mentioned in the previous sections. There is also a framework diagram with a brief description of every lesson and the materials used in the appendices (Appendix II, p. 7).

1. Description of the teaching context

The particular group of EFL learners is composed of 16 Greek students, aged 8-9 years old, attending the third grade of a Greek private primary school. All learners are monolingual and they have been learning English since the first grade of primary school. At the same time, they have a positive stance towards EFL and they are really willing to participate actively in the whole teaching-learning process. Their competence level is A1 according to the Common European Framework of Reference (2001), since they can understand short phrases around topics familiar to them, while they are introduced to literacy (reading-writing) (Gregory, 2008), while most of them seem to learn mostly through kinesthetic and visual activities and tasks (Woodward, 2001). English is taught three times a week for 45 minutes each time. Regarding their classroom, it is quite big, colorful and luminous. Students are seated in groups of four close to their teachers' desk. There is also an interactive whiteboard, a projector, a computer and a bookcase for teachers' supplementary material and books. Concerning the teacher's role, she coordinates, facilitates and motivates her learners to participate actively in every activity (Kullman, 1998; Richards, 1990: 5), she uses web 2.0 tools (Weiss, 2006; Penrod, 2007; Bates, 2019), so as to appeal her students and make them autonomous learners in a positive and friendly learning environment. The coursebook used in the particular level is called 'Fairyland 2'. It is composed of 12 units, each one of them divided into three lessons including reading, vocabulary, grammar, short writing, speaking and listening. It focuses mostly on grammar and vocabulary, while creative, meaningful and role-playing activities are missing. For this reason, the teacher quite often assigns roles to her learners and they all engage in meaningful cooperative, purposeful and realistic tasks, while at the same time she designs her own supplementary material. Finally, her learners seem to be attracted by stories and they are always willing to work on them either in pairs or groups maximizing thus their communicative competence, their cooperation and interaction skills and their cultural awareness (Bailey et. al, 1996; Farrell, 1999). Apart from that, stories function as an essential supplementary tool to the coursebook used in the EFL class with many benefits for every learner (Zouganeli, 2004). Consequently, the particular four lessons aim mostly at developing

learners' skills, enriching the whole learning process and replacing the book's story that seems to be quite boring to most learners (unit 9a, 9b, 9c) (Appendix I, p. 5).

2. A story-based framework

Designing a course requires making multiple decisions. A teacher should take into account numerous pedagogical aspects (Yalden, 1987). The teaching framework should be constructed according to learners' needs, preferences, learning styles, possible classroom constraints, available resources and the objectives set. Also, some of its main features should be the use of authentic language, communicative activities, while it should focus on providing learners with motivation to engage in every single activity (Williams, 1991). In general, a variety of frameworks can be included in a teaching context, such as the story-based, topic-based, task-based, drama-based and project-based.

The teacher of the particular group of learners (Young Learners) designed the story-based framework taking into account her learners' needs and characteristics aiming at improving their reading skills, literacy, empathy towards the Little Red Riding Hood and her family, developing their critical thinking, interaction and cooperation skills and creativity. One of the most important characteristics of young learners that seemed to play a significant role in the creation of the particular story-based course and materials was the fact that young learners are enthusiastic with anything new, energetic and willing to participate in every activity (Harmer, 2007; Dendrinis, 2015). Also, they have a short attention span, requiring thus a variety of materials and activities appropriate for their learning style, needs and preferences (Brewster et. al, 2002). Finally, one of their needs is that of praise, encouragement and reassurance, so as to be motivated to cooperate with their peers and teacher so as to achieve the learning goals set (Dendrinis, 2015) and that is the reason why she reinforces and praises them during the whole learning process. The teacher chose the particular framework due to the fact that it offers a wide range of benefits (affective, cognitive and language learning) to every learner. First of all, stories are important for every child and they can be great teaching and pedagogical tools (Loukia, 2006). For instance, through their content and the fixed repeated phrases used that most learners already know or are able to learn easily (Alexiou, Roghani & Milton, 2019; Kutler, 2012; Koushki, 2019), stories contribute significantly to the improvement of a learner's linguistic and oral skills and vocabulary (Phillips, 1993). Also, learners are given the opportunity to improve their pronunciation and intonation skills by reading stories, having guidance by their teachers (Martinez, 2007). However, according to Pantaleoni (1991), a teaching framework should not focus exclusively on the development of a learner academically and linguistically, but also his development as a personality. For this reason, the teacher designed the particular story-based framework as it develops learners both personally and emotionally. To begin with, stories boost learners' confidence and self-esteem, develop them emotionally (Brewster & Ellis, 2002), improve their creativity (Martínez, 2007; Pantaleoni, 1991) and cultivate their imagination (Li & Seedhouse, 2010; Bouniol, 2004). Moreover, learners are given the chance to experience someone else's life, difficulties and adventures and feel empathy (Lekova- Dimitrova, 2006; Zouganeli, 2004) or cooperate with others (Machura, 1991). In addition, they develop a thorough understanding of society (Garvie, 1990) by comparing and contrasting learners' experiences to the characters, resulting in conclusions (Egan, 1997). Furthermore, through them learners obtain cultural awareness, multiculturalism and respect towards multilingualism (Garvie, 1990) while at the same time they have a positive stance and willingness to learn a foreign language (Cameron, 2001; Martínez, 2007; McNett, 2016). Finally, stories boost learners' metacognitive and cognitive skills in many ways (Ninitou, 2006). In other words, a story-based framework can contribute to the intellectual, cognitive and affective development of a learner (Anderson, 2003).

3. The little Red Riding Hood in the EFL class

The particular four lessons are based on the 'Little Red Riding Hood' story by the Brother Grimm's (Appendix XII, p.18). The particular story was chosen for numerous reasons. First of all, it is enjoyable, the style, the storyline and the language used are quite simple to Young Learners, there is repetition of words and phrases resulting in easier language learning, the illustrations and pictures are clear, humorous and colorful (Bouniol, 2004/2020), the characters are interesting, while there are rhyming songs in every chapter (Alexiou, 2016) and topic vocabulary is taught in context through the context-based texts and activities. The vast majority of the activities and materials designed by the teacher are based mostly on learners' needs and interests and the objectives set, while the particular story-based framework is suitable to YL, as they are exposed to stories in their L1 (Ellis & Brewster, 2002). In every lesson, there are three stages, the pre-, while and the post-reading one.

3.1 Lesson 1

In the pre-reading stage, the teacher welcomes students and presents the goal of the lesson. First of all, she shows learners the cover of the book to be taught the (Little Red Riding Hood) (Appendix III, p.11) and learners seem to be really enthusiastic and interested in it. Her goal is to elicit their prior knowledge, trigger their memories and boost their prediction skills by posing some questions around the names of the characters, their clothes and the place they are in. Then, she shows them some flashcards (Appendix IV, p.12) and asks them to name the characters. Learners perform really well and after a few seconds, she asks them to repeat all the names chorally, while there is emphasis on pronunciation (Audiolingual method- Neobehaviourism) (Skinner, 1957). Afterwards, she opens the book in the first chapter (pp. 5-15) and starts reading the story slowly and theatrically giving special emphasis on her intonation and using gestures and facial expressions, while she maintains eye-contact with them (Wright, 1995). Also, she repeats the most important words and phrases and welcomes learners to do the same, while simultaneously she poses some wh- questions on the plot (who, what, where, why). When a learner responds successfully, she reinforces him or her and motivates everyone to make an effort. In the post-reading stage, the teacher uses her computer and presents the first chapter of the book to learners through a video found in the e-book (Appendix V, p.12). Then, she asks them to complete a brief vocabulary activity found in the e-book, working in pairs. So, in the first lesson the teacher aims through the use of the book, the flashcards and the e-book to activate learners' background schemata (Williams, 1998), boost their prediction skills, improve their speaking, listening, intonation skills, familiarize them with the characters and teach them important vocabulary through the repetition of specific words and phrases. Also, she intends to make them cooperate in order to deal with the last activity and she provides positive feedback and reinforcement when necessary. So, she creates many chances for learners to repeat vocabulary and learn it easier (Binh, Xx), while their collaboration and interaction skills (Cooperative learning) (Richards & Rogers, 2014) and their interpersonal intelligence are enhanced (Gardner, 1993).

3.2 Lesson 2

In the first stage, the teacher welcomes students and aims to revise the already taught vocabulary and the plot of the story so as to move on smoothly to the second chapter of the story. For this reason, she puts the story map (Appendix VI, p.13) on the board and she repeats the first part of the story by heart, changing her voice and intonation when necessary, in order to stress emphasis on the most important parts of the story. Learners listen to a song from the book that summarizes the first chapter and urges them to repeat it. As Kanel (2000) and Zouganeli (2004) mention songs are familiar to students and help them significantly to learn. In the while-reading stage, the teacher opens the book (pp.18-35) and asks learners to guess what happens next and then, she starts reading the story. Moreover, she poses some questions (who? what? where is... Grandma?) and uses pantomime to

show some necessary for the plot body parts (eyes, ears, mouth). When the second chapter finishes, she presents the second video of the story to learners. They seem really appealed and interested in it. Then, they are divided into many groups, they are assigned roles and they are supposed to engage in a role-playing activity, acting out their favorite scenes from the story so far (Social Constructivism- pair work and Multiple Intelligences- kinesthetic intelligence) (Van den Branden, 2006). Finally, after receiving positive feedback from their teacher, they listen to the second song from their e-book and they act it out. In this lesson, learners' cognitive, listening and speaking skills are enhanced, while they revised and learnt vocabulary through the song, which boosts their confidence (Butler, 2018) and develops their musical intelligence (Gardner, 1993), the story and the activities held in class. Also, their critical thinking and prediction skills are further developed, while at the same time they exercise both their interactional and interpersonal skills and they practice their kinesthetic ones by taking part in the role-playing activity (Richards & Rogers, 2014). In this game-like atmosphere, they learn language more effectively and implicitly (Alexiou, 2003) and they develop multiple intelligences (kinesthetic/ spatial) (Gardner, 1993).

3.3 Lesson 3

In the beginning of the third lesson, the teacher welcomes learners and starts narrating the story making deliberate mistakes so as to activate their background schemata and check their comprehension. When learners recognize a mistake, they stand up calling out 'Stop' and they correct it (e.g the Little Red Riding Hood was lying in Grandma's bed--- the wolf). Then, in the while-reading stage, the teacher opens the book and reads the final-third chapter of the story (pp.38 -43). After that, the teacher asks learners to think about the moral of the story and presents them the final video from the e-book. Then she divides them into groups of four and they take part into two activities from the e-book. After completing the games, she asks them to draw the map of the story (Appendix VII, p.14) in groups assigning roles to each one of them (e.g. coordinator) and then, present it briefly in class. So, in this lesson the teacher checks learners' knowledge and attention throughout the previous two lessons, while their critical thinking, listening, reading, speaking and interactional skills are further developed. Additionally, the two game like activities develop learners' intelligences (visual/ interpersonal/ kinesthetic) (Gardner, 1989) and constitute an educational tool as learners exercise their metacognitive skills indirectly (memory) (Martinez, 2007; Lee & Seedhouse, 2010).

3.4 Lesson 4

In the pre-reading stage, the teacher welcomes learners and narrates the whole story by asking them to complete the incomplete sentences she makes. In this way, learners are fully concentrated on what she says. Then, she puts a storyboard (Appendix VIII, p.15) she has designed on the whiteboard and asks them to work in groups of four and act- out the story by putting the characters on it. So, through this task learners cooperate, practice their speaking skills and have fun while narrating the story. In the while- reading stage, learners are assigned roles and they read the whole story aloud in a theatrical way. Afterwards, their teacher uses a YouTube video story book presenting the same story from the wolf's perspective (Appendix IX, p.16). Learners seem to be really excited and interested in it, as they have never heard it before. After that, their teacher asks them to vote who was the real victim of the story, the wolf or the Little Red Riding Hood and they are given a photocopy (wanted) (Appendix X, p.17) where they are supposed to draw the real suspect, stating the crime and present it in class using arguments. Thus, in this lesson learners learn how to receive and exchange new information (Isbell, 2002), they work kinesthetically as they use body movements (Bansch, 2016; Wright et. al, 2007), develop multiple intelligences (Gardner, 1983) through the speaking and listening activities which create a friendly environment free from stress, while writing is integrated, too.

4. Suggestions for formative assessment

The story-based framework that was employed for the design of the particular four lessons is quite friendly and motivating for learners, as stories offer them a natural context applied universally to explore and practice language (Phillips, 1993: 18; Ellis & Brewster, 1991), while most activities invite learners to experiment (Fahim & Vaezi, 2011), work collaboratively in groups to perform the tasks (Vygotsky's Social Constructivism) (Vygotsky, 1978) in a supportive environment of positive reinforcement (Cameron, 2001) developing many of their cognitive, metacognitive and interactional skills and finally, learn in an enjoyable way (Cameron, 2001).

For this reason, learners' assessment (Rhea Dickens & Germaine, 1982) should be formative so as to collect all useful information during the teaching and learning process and improve it meaningfully so as to meet learners' needs and interests. Two ways of assessing learners could be through portfolio assessment and peer assessment. According to the first naturalistic form of assessment, learner's systematic work could be evaluated based on samples of their work (Council of Europe, 1997). This process is quite friendly to learners unlike tests, as it does not aim to evaluate their performance in a strict way through closed-type activities. Thus, learner's own collected work could be assessed so as to boost their strengths and eliminate their weaknesses. Also, peer assessment could be applied, as it offers learners a wide range of advantages among which their active participation in the whole process, development of their interpersonal, interactional and cooperation skills and enhancement of their autonomy (Anastasiadou, 2013: 178). In this way, learners would have the opportunity to cooperate with their peers, providing and receiving meaningful feedback in funny ways (interview), having thus a truly motivating impact on each other (Zamel, 1985).

5. Conclusion

The particular story-based parallel framework composed of four lessons has been designed for a particular group of learners with the aim to develop them in numerous aspects and boost their strengths (Cameron, 2001). The teacher designed and employed a wide variety of material, tools and processes, so as to attract learners to participate actively in the teaching and learning process and achieve the goals set in a learner-friendly communicative and interactive classroom environment, where errors are seen as necessary and learners' effort is reinforced.

Finally, it is important to highlight the productive and effective role that digital technologies play in the education sector. These technologies, such as mobile devices (38-42), a variety of ICT applications (43-66), AI & STEM ROBOTICS (67-83), and games (84-87), facilitate and enhance educational procedures such as assessment, intervention, and learning. Additionally, the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and the cultivation of emotional intelligence [88-132], as well as with environmental factors and nutrition [34-37], accelerates and improves educational practices and outcomes, particularly for language learning domain.

6. References

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Appendices:

Appendix I:

Fairyland 2 (Coursebook)

Unit 9 (9a, 9b, 9c lessons)

Knights and castles ★

9a Knights and castles

 knight
 suit of armour
 castle
 king
 queen
 hunt
 bake oven
 butler

Listen and read

1 There's the castle! Wow!



2 Kings and queens lived here a long time ago.



3 They lived like film stars! They dressed in expensive clothes...



4 They listened to music and danced all night.



5 The knights dressed in suits of armour.



6 Hello!



Read and complete.

Kings and queens 1) like film stars. They 2) in expensive clothes. 3) to music and 4) all night.

Complete. Then look, read and choose.

Kings **lived** here a long time ago. listen - listened live - lived
 stop - stopped study - studied

A feast was a very special meal. Everyone in the castle worked hard to prepare for it:

- The hunters **hunted** (hunt) birds and other animals. **D**
- The cooks (work) in the kitchen all day long. They (bake) bread in big ovens. **C**
- The butlers (carry) the food to the Great Hall. **A**
- At the feast, the knights and the ladies (dance) all night long! **B**



Listen and match. Then say.

A PARTY AT SCHOOL

- Harry
- Emma
- Lee
- Mona

- tables, chairs
- chocolate cake
- guitar
- pictures

1 Harry carried tables and chairs outside.

Let's Play!



Yesterday, I played football and video games.



Yesterday, I played football.





















9b It kicked me!

Listen and read. *What happened?*

1 *It kicked me!*
No, it didn't! Quick! Let's pick it up!

2 *Be careful!*
That knight moved and talked!

3 *What's wrong?*
Did the knight talk?

4 *Sorry! I didn't want to score you!*

5 *I wanted to be a knight for a day!*

Read and match.

1 Let's pick it up! a just talk?
2 Did the knight talk? b want to score you!
3 I kicked me! c pick it up!

What did Brainy do last night? Listen and put a tick (✓) or a cross (X).

I did not want to score you. Did the knight talk? Yes, he did. No, he didn't.

Now ask and answer.

A: Did Brainy play football last night? B: No, he didn't.

Read and complete. Then circle.

MONDAY: I played music all morning.
WEDNESDAY: I walked down the river Thames to my palace.
FRIDAY: I played tennis. It was fun!
SUNDAY: I hunted deer in the park near my palace.

1 Did he play music on Monday?
A Yes, he did. B No, he didn't.

2 _____ he _____ down the river on Friday?
A Yes, he did. B No, he didn't.

3 _____ he _____ tennis on Monday?
A Yes, he did. B No, he didn't.

4 _____ he _____ deer on Sunday?
A Yes, he did. B No, he didn't.

Talk with your friend.

A: What did you do yesterday?
B: I played a computer game. What did you do yesterday?
A: I played chess with my brother.

Fairy Files!
My Magic Trick

9c A knight for a day!

Listen and read.

*Life was so fine, you know,
Hundreds of years ago,
I wish there was a way
To be a knight for just one day!*

*They lived in big castles,
They danced with the Queen,
They travelled on horses
And looked like machines!*

*They fenced in the morning
And played chess at night,
They guarded the castle,
And learned how to fight!*

Now sing along.

Find the mistakes in the picture. Then talk with your friend.

A: Did the knights live in big castles?
B: Yes, they did.
A: Did they play baseball?
B: No, they didn't.

Read and complete.

Dear Aunt Sara,
Here are some photos of the 1) _____ castle we visited last Friday. It was great!
We all 2) _____ (travel) on the school 3) _____ bus. It was a long journey, but we all 4) _____ (play) games and listened to 5) _____ music.
It was great fun! At the castle we 6) _____ (look) at some paintings and some 7) _____ art. They were really cool! Then we 8) _____ (watch) a film about 9) _____ knights. We liked it a lot! On the way home we 10) _____ (stop) at a big café. We played on the game machines.
It was a fantastic day! I hope you like the photos.
Love and kisses,
Tina

Now draw and write.

Dear Uncle George,
Last weekend I travelled to London with my mum and dad. It was great fun!
Love,
Donna

Listen and say. Then read.

The knight with the light was in a fight last night.

Appendix II:

Story-based framework

<u>LESSONS</u>	<u>AIMS/ OBJECTIVES</u>	<u>SKILLS</u>	<u>EQUIPMENT/ MATERIAL USED</u>	<u>TASKS- ACTIVITIES</u>
1	<ul style="list-style-type: none"> • Activate learners' background schemata • Boost their prediction skills • Familiarize with characters • Develop learners' cooperation skills 	<ul style="list-style-type: none"> • Speaking • Listening • Intonation • Critical thinking • Interaction 	<ul style="list-style-type: none"> • book • flashcards • computer (e- book) • video 	<ul style="list-style-type: none"> • Predict the story from the cover of the book • Repeat the words/ names chorally • Answer some questions • Complete a brief vocabulary activity found in the e-book

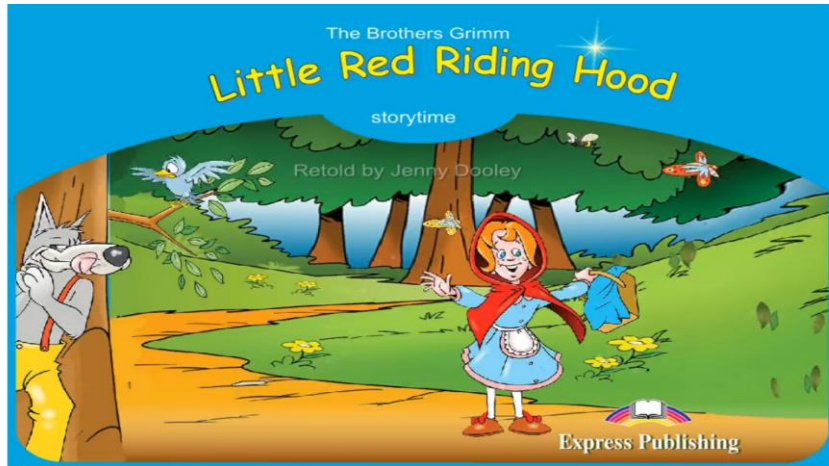
2	<ul style="list-style-type: none"> • Revise vocabulary • Practice language items • Develop learners' skills (speaking, kinesthetic, listening, prediction, cognitive, interpersonal) 	<ul style="list-style-type: none"> • Listening • Speaking • Kinesthetic • Prediction • Cognitive • Critical thinking • interactional • multiple intelligences 	<ul style="list-style-type: none"> • story map • song (e-book) • book • video 	<ul style="list-style-type: none"> • Repeat vocabulary • listen to a song and sing it • answer the questions • participate in a group-work role-playing activity • act-out a song
3	<ul style="list-style-type: none"> • Activate learners' background schemata • Check learners' comprehension • Identify the 	<ul style="list-style-type: none"> • speaking • listening • interaction • cooperation • kinesthetic • critical thinking 	<ul style="list-style-type: none"> • video (e-book) • book • map of the story 	<ul style="list-style-type: none"> • The teacher narrates the story making deliberate mistakes / learners

4	<p>moral of the story</p> <ul style="list-style-type: none"> • Attract learners and maintain their concentration span high • Activate learners' background schemata • Practice vocabulary • Develop learners' decision making skills 	<ul style="list-style-type: none"> • memory • multiple intelligences • Speaking • Creativity • Presentation • Cooperation • Kinesthetic • Reading • Critical thinking 	<ul style="list-style-type: none"> • storyboard • whiteboard • youtube video-story • photocopy (wanted) 	<p>correct them</p> <ul style="list-style-type: none"> • Complete two activities from the e-book in groups • Engage in a presentation activity • Answer questions • Draw the map of the story • Complete the teacher's incomplete sentences • Act-out the story
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		<ul style="list-style-type: none">• Multiple intelligences• writing		<ul style="list-style-type: none">• Put the characters on the storyboard in groups• Listen to the wolf's perspective of the story and vote who's the real victim of the story• Present it in class
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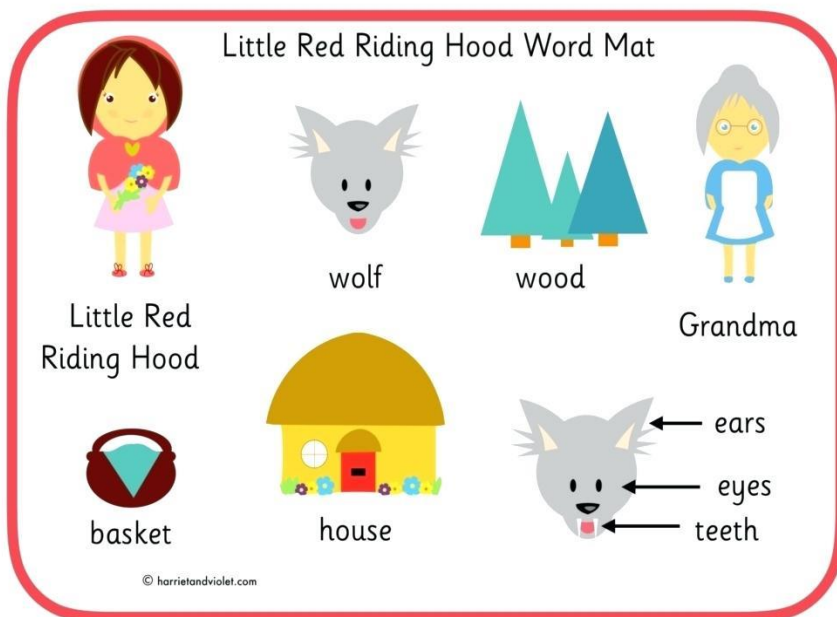
Appendix III

Cover of the book



Appendix IV

Flashcards



Appendix V

Video (e-book)



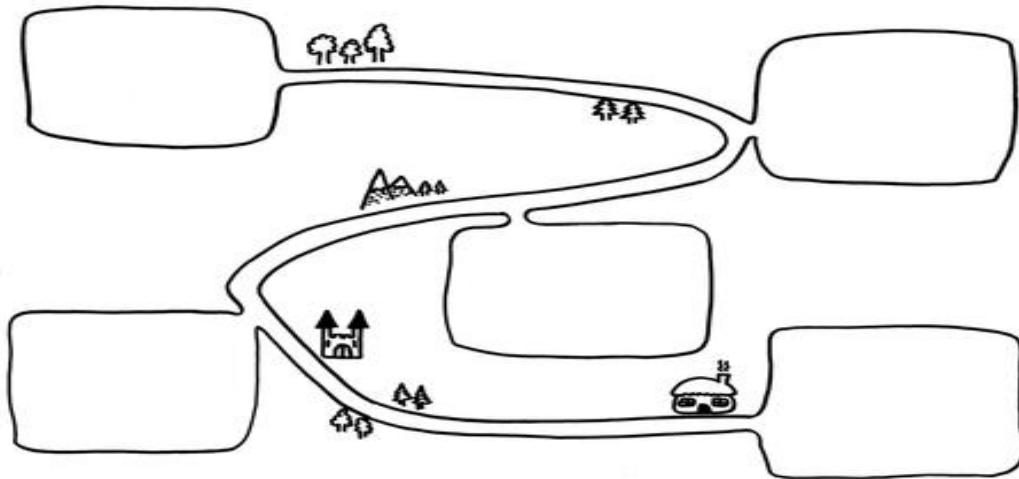
Appendix VI

Storymap



Appendix VII

Draw the map of the story



Appendix VIII

Storyboard





Appendix IX

Wolf's perspective of the story: Youtube story-book



Appendix X

Wanted



Appendix XII:

Sample pages from the 'Little Red Riding Hood' story by the Brothers Grimm

