

Young EFL learners' preference for graded story books

Izumi Tanaka
Shizuoka Johoku Senior High School

Reference data:

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Carried out over a six-month period, this action research was conducted with 60 fifth-grade students from a private elementary school in Japan to investigate their graded story books preference. The fifth-grade students attended two lessons per week. They read authentic books, which were designed for native-speaker children, through team-teaching in one lesson and EFL books with a Japanese English teacher in the other. After the students read two books of each type, summative assessments were carried out on their reading ability and vocabulary knowledge. A questionnaire survey and interview were conducted to investigate their preferences. The results revealed that most students preferred the authentic books over the EFL books and that they liked particular books for the content, attractive visual aids, story length and their own familiarity with the vocabulary.

本論は、私立小学校の60名の5年生を対象に6か月間に渡り実施したアクション・リサーチを基に、対象となった児童の絵本の好みを明らかにしたものである。この60名は小学1年生から英語学習を始め、小学2年生でネイティブ用の絵本を読み始めていた。対象者は週に2回英語の授業を受け、1回はネイティブスピーカーと日本人英語教師によるティーム・ティーチングでネイティブ用の絵本を読み、もう1回は日本人英語教師と外国人学習者のために作成された絵本を読んだ。各2冊終了後、読む力や語彙の知識を問う調査が行われた。同時に、アンケート調査とインタビューも実施され、彼らが、ネイティブ用の本と、EFL用のどちらの本を好むのが調査された。結果、対象となった児童はネイティブ用の本を好むという結論に達した。理由としては、内容のおもしろさ、絵やイラストから得る情報、文の長さ、使用されている言葉への親しみなどが、子ども達の判断基準となったことが明らかになった。

THE PURPOSE of this action research (AR) is to examine young EFL learners' preference with regard to two types of graded books: those written for native speakers or those designed for EFL learners. The first section describes the aim of this research, and discusses the context and rationale. After a brief survey of related AR, the application of this research to the classroom is explained and a story-based syllabus design is discussed. In the second section, outlines of the reading lessons with each kind of books are presented, along with an explanation for the interactions between teachers and reading groups in cooperative learning. The third section discusses the methods of data collection used for this AR and provides analysis of the results.



Background to the action research

Rationale

Authentic picture story books as teaching materials seem to provide a learning environment that might be meaningful to young learners. Their effectiveness has been explained as follows. According to Cameron (2001), "Stories represent holistic approaches to language teaching and learning that place a high premium on children's involvement with rich, authentic uses of the foreign language" (p. 159).

With this in mind, story books were introduced to fifth-grade students five years ago. However, it was not long before the researcher (Tanaka, 2008) realized that teaching children how to read in a foreign language was not easily accomplished through teacher-fronted instruction. The main reason for this seemed to be the differences in the learners' reading abilities. To deal with this problem, the researcher introduced group reading in the form of cooperative learning (CL), defined by Johnson, Johnson, and Holubec (1993) as "the instructional use of small groups so that student's work together to maximize their own and each other's learning" (p. 9).

The result of the small-scale AR conducted six months after the introduction of CL suggested that the learners' reading ability was developed and improved. This finding is supported by Jacobs and Hannah (2004), who suggested that "a combination of cooperative learning and reading aloud by the teacher can promote language learning" (p.115). According to Tanaka (2009), the hypothesis that cooperative group reading might be an effective approach to language learning was the starting point for the next AR, which was conducted two years ago. The primary aim of the investigation was to explore more effective uses of storybooks in cooperative learning. Two specific areas of focus were determined: understanding the meanings of words and awareness of language structures. The findings of this research indicated

that cooperative reading experiences could promote learners' understanding of storybooks, their lexical knowledge and their understanding of language structures. Thus, evidence was found to support the effectiveness of authentic story books in language learning for fifth-grade students through cooperative group reading. With this background, a new AR was planned the year after.

Context

This AR was conducted with 60 fifth-grade students divided into three classes at a private elementary school in Japan. In this school, students start learning English in first grade and attend two English classes every week. The lessons were conducted with team teaching by a native speaker of English and a Japanese English-language teacher. Each lesson lasted for 40 minutes. Graded authentic picture books were chosen from Oxford Reading Tree collection.

Students had been reading this series of books since they were in their second grade.

Research question

Which story books are preferable for children: books designed for native speakers or those designed for EFL learners?

According to Piaget (Cameron, 2001), children enter the formal operational stage of cognitive development at the age of 11. Therefore, the researcher (JTE) predicted that EFL books, which are designed to be easy to read and aim to increase learners' awareness of the structural aspects of English, were considered to be a more suitable reading choice than ORT books for fifth-grade students. It was assumed that the more children's cognitive level develops, the more they become aware of language structure. Accordingly, a new AR was planned to investigate fifth grade students' preference for graded picture books.



Reading materials

The teachers (NS and JTE) always chose the books together. The authentic books that were used in this AR were chosen from the Oxford Reading Tree (ORT) series. Although this series of books was designed for children who are native speakers of English, their context and themes seem to work well with Japanese children as well. According to the explanations of ORT, they are designed by a structured approach, using simple and natural-sounding language that children can understand. In this series, key words are repeated throughout the storybooks so that children gradually increase the number of words they can recognize and read. All the narratives are written in the simple past tense. Cameron states that Oxford Reading Tree now offers another source of stories for teachers of English as a foreign language (2001, p. 168.) Two books from stage 4 (Appendix 1) were chosen, taking into consideration the students' limited knowledge of the language. Each picture in the book was enlarged and put on the blackboard to facilitate the interaction between the teacher and students as well as among the students to communicate with one another.

The EFL books were chosen from Oxford Start with English Readers which follow the syllabus of the Start with English children's course and in which the vocabulary and structure are carefully graded and well organized (Brewster & Ellis, 2002, p. 188). Two books from grades 2 and 3 were selected (Appendix 2). The grammatical structures used in these books were primarily present and present-progressive tenses that were considered to be easy for the students to understand. Each book contained pictures that helped students understand the content.

Duration of research

The AR was conducted over a six-month period in 2009. In the first term (April to June), the children read *The Egg Hunt* (ORT)

and *The Bird and the Bread* (EFL). In the second term (September to November), *The Camcorder* (ORT) and *The Fox and the Stork* (EFL) were selected. Students had two lessons a week. In one lesson, they read ORT books through team-teaching. In the other, they read EFL books with a Japanese English teacher (the researcher). At the end of the second term, after reading four books, summative assessments of their reading ability and knowledge of vocabulary were carried out. A questionnaire survey and interviews were also conducted to identify and understand their preferences.

Data collection

Three different methods were adopted for data collection: summative assessments, questionnaires, and interviews. Thus, triangulation of data collection tools was carried out to ensure the validity and reliability of the results.

A syllabus for EFL story books

White (1988) points out that the natural order of acquisition is one of the criteria for deciding the selection and grading of syllabus content. According to Ellis, the natural order of acquisition is determined on the basis of empirical evidence obtained from studies on second language acquisition (1985, p. 5). Nunan (1988) states that studies have also shown that "certain grammatical items seemed to be acquired in a particular order, and that this order was similar for children and adults, across learners from different language backgrounds" (p. 32).

The EFL graded books were designed on the basis of these findings. Rutherford (1988) underlines the importance of language awareness, in which students identify the grammatical system in language construction and then make generalizations about it. His argument states that "grammar learning should not be seen as the memorization of sets of grammatical items,



but as the raising of consciousness in the learner of the ways grammatical and discourse processes operate and interact in the target language" (p. 35). According to Brewster and Ellis (1992), use of both EFL books and authentic books might provide an environment in which children can raise their language awareness "in order to develop understanding of and knowledge about language in general" (p. 54).

In order to understand the perspective of young learners, Cameron (2001) emphasizes the importance of analyzing the learning environment created by an activity in terms of the demand it places on learners and the support it provides for learning (p. 21). Lightbown and Spada (2006) argue that children's learning occurs when the gap between the demand and support is adjusted, which creates "Vygotsky's zone of proximal development (the metaphorical 'place' in which a learner is capable of a higher level of performance because there is support from interaction with interlocutor)" (p. 206). In addition, Cameron (2001) states that "the teacher must set clear and appropriate language learning goals to provide an appropriate foundation for his/her learners to engage in tasks" (p. 28). Thus, a task-based syllabus seems to be suitable for young English learners.

Therefore, in story-based language learning, a hybrid of a structural syllabus and task-based syllabus could prove valuable, whereby EFL young learners receive instruction from the teacher and interact with the teacher and their peers through meaningful and communicative activities. A sample story-based syllabus is presented in the appendix (Appendix 3).

Implementation of action research

Lessons with an authentic book

The first book (*The Egg Hunt*) consists of 16 pages, and the second book (*The Camcorder*), consists of 24 pages. Considering the students' limited reading ability, the teacher decided to

introduce only two pages and assign 10 to 15 minutes for the students to read during each lesson. In these books, one or two sentences were written below the large picture on each page. Each sentence had no more than seven words.

Introduction

After reviewing the previous pages, the teacher put pictures on the board to introduce the new scene. The teacher's questions about the pictures provided an opportunity for the students to interact. While talking about the pictures, they would venture guesses about the plot and identify the meanings of the key words. No task sheet was prepared.

Interaction

The teacher's questions pertained to the names of the characters and the actions they performed. The exchanges (Appendix 4) between the teacher and the students suggest that the students responded with the names of the characters quite confidently. With regard to the actions, the students were expected to answer questions using the present progressive tense. However, they could not describe the action in the scene properly without the teacher's guidance. According to Lightbown and Spada (2006), progressive forms should be the first morphemes that students start to use. It is apparent that at their stage of interlanguage development, the students were not sufficiently advanced to produce this structure.

Reading aloud with the teacher

As the teacher was a native speaker of English, his reading aloud served as a model for the students' language learning. They earnestly paid attention to his voice, and tried to make a connection between the sounds and letters. Further, the students



could easily read two pages. Although the sentences were in the past tense, the students did not seem to find them difficult. The teacher only explained the meanings of the verbs that were in past tense while reading aloud.

Cooperative group reading

The cooperative group reading activity was often called *round-and-round reading* in the classroom. Usually, the teacher indicated the pages to be read in a group and the number of the student who had to start reading. While the students were reading together, the teachers supported groups which were not good at reading. After round and round reading, each student read the two pages introduced during the lesson, while the other group members listened and supported his/ her reading. After the entire group finished reading, they received a small sticker from the teacher as acknowledgement of good reading.

Lessons with an EFL book

As the EFL books had more than 60 words on each page, more time was spent on them than on the authentic books. In the first book (*The Bird and the Bread*), the pictures on each page were drawn or cut out by the teacher, so that the scenes could be introduced in a lively manner. In the second book (*The Fox and the Stork*), each page had one large picture, so larger photocopies were used during the introduction and the interaction.

Introduction

Key words and structures were introduced and written on the board while the students and the teacher talked about the pictures. The questions were framed to review and reinforce the words and structures introduced in the previous lessons. For the first book, as the scene was introduced with props, the students

seemed to understand the plot easily. However, with the second book, the lack of information in the pictures seemed to make it difficult for the students to understand the story clearly.

Interaction

Questions were given to the students focusing on the pages covered, for example, "What's this?", "Where is the bird?", "What is the dog doing?", "Who is she/he?", "What are they doing?" The students were expected to answer with a complete sentence. As a good response with a complete sentence resulted in a reward of three points, the students tried very hard to provide good responses.

Listening and reading aloud with an audio tape

Before reading the text, students were given an opportunity to listen to the audio tape, while looking at the pictures. They seemed to enjoy listening and were ready to read the text. Reading practice was performed in class; the teacher stopped the tape after a sentence or a short phrase and then the students read it together.

Tasks for cooperative group reading

In order to provide the students with more chances to read and interact with the story, an information gap reading task was assigned (Appendix 5). Two students read the text and the other two students, who were given the random sentences on a worksheet, put numbers to the sentences in order. As the second book seemed slightly difficult to read, some tasks were designed to deepen the students' understanding of the content and required the students to work cooperatively (Appendix 6).



Findings

Summative assessment

Summative tests were conducted to examine the extent of the students' lexical knowledge gained from *The Camcorder* (ORT) and *The Fox and the Stork* (EFL). The formats of the two tests were the same, with the students expected to complete the sentence from the book by identifying the correct word from the list of words provided in the box. The pictures were shown on the board. In order to answer the question correctly, the students had to judge what was going on during the scene and read the words that were shown. Sample tests are presented in Appendix 7.

Figure 1 shows the result of the assessment. The average score on the ORT test was about 80%, while that on the EFL test was 58%. This result obviously indicates that the students worked on the ORT test more confidently than on the EFL test. It also suggested that the ORT test was easier than the EFL test, as most students seemed to remember the texts of the ORT while they were reading them repeatedly. As a result, shorter stories with informative visual guides are easier than the stories which are designed for the EFL students.

ORT ■ EFL ■

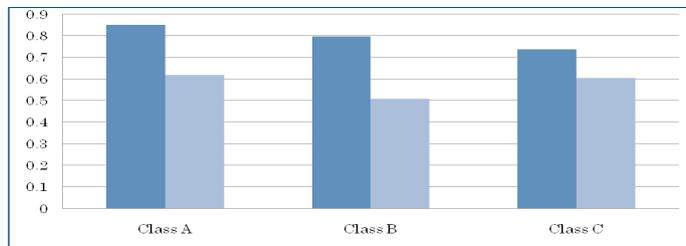


Figure 1. Result of the assessment tests

Questionnaire

Two questions were asked to ascertain the students' preference for the graded books. Figure 2 shows that 77% of the students preferred the ORT books over the EFL books. The researcher had expected that the EFL books would be easier to read as the structures used in them were very basic and repetitive. However, 62% of the students stated that the ORT books were easier to read than the EFL books.

ORT ■ EFL ■

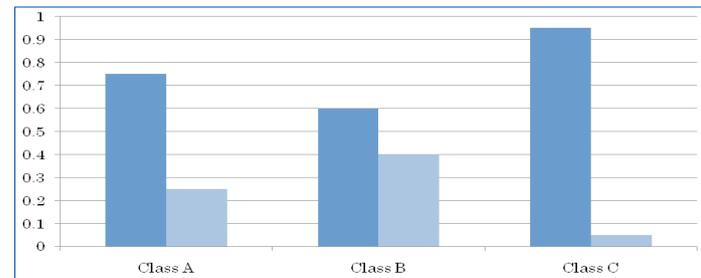


Figure 2. Response to Question 1: Which book did you like better: ORT or EFL?



Figure 3. Response to Question 2: Which book was easiest to read? (Book 1: *The Egg Hunt* (ORT); Book 2: *The Camcorder* (ORT); Book 3: *The Bird and the Bread* (EFL); Book 4: *The Fox and the Stork* (EFL))

Interview

On the basis of the questionnaire responses, the researcher conducted interviews with the students to understand the reasons they chose a particular book. Three students from each class were selected based on English abilities shown in the test and during the classes throughout the research period. Nine students were grouped into three categories: competent students (A1, B1, and C1), average students (A2, B2, C2) and students who had a difficulty in reading (A3, B3, C3). Three questions were asked and the responses are shown in the tables below.

Table 1. The score of the summative assessment

| Class A | Class B | Class C |
|------------------------------------|------------------------------------|------------------------------------|
| A1: boy 100% (ORT& EFL) | B1: boy 100% (ORT& EFL) | C1: boy 100% (ORT& EFL) |
| A2: boy 63% (ORT) 50% (EFL) | B2: girl 50% (ORT) 38%(EFL) | C2: girl 75% (ORT) 63% (EFL) |
| A3: girl 50% (ORT) 13% (EFL) | B3: girl 25% (ORT) 13% (EFL) | C3: girl 50% (ORT) 13% (EFL) |

Table 2. Question 1: Which do you prefer, ORT books or EFL books?

| | | |
|---------|---------------|---------|
| A1: ORT | B1: EFL | C1: ORT |
| A2: ORT | B2: ORT & EFL | C2: ORT |
| A3: ORT | B3: ORT | C3: ORT |

Table 3. Question 2: Which book was the easiest to read?

| | | |
|------------------|--|------------------|
| A1: Book 1 (ORT) | B1: All | C1: All |
| A2: Book 3 (EFL) | B2: Book 1 (ORT), Book 2 (ORT), Book 3 (ORT) | C2: Book 2 (ORT) |
| A3: Book 1 (ORT) | B3: Book 1 (ORT), Book 2 (ORT) | C3: Book 1 (ORT) |

Table 4. Question 3: Why did you choose the book?

| | | |
|---|---|---|
| A1: Teacher taught me how to read well. | B1: I liked all the books. | C1: I liked all the books |
| A2: It was a long story but every one helped me read. | B2: Book 4 was difficult as there were many words I could not pronounce well. | C2: There were only a few sentences on each page. |
| A3: The story was fun. | B3: The pictures were clear and informative. | C3: The chocolate (in the picture) looked good. |

Only one student (B1) chose EFL books in response to question 1, though he said that he could read all the books easily. His test scores were 100%. Student C1 also said that she enjoyed all the books and felt quite satisfied with the reading material. Student A1, who chose the ORT book, also said that Book 1 was the easiest book. He mentioned that this was because he received the teacher's support during the lesson. Student A2, who chose ORT books, seemed to enjoy Book 3 as his group members helped him to read. Student B2, who did not choose a specific book, mentioned that Books 1, 2, and 3 were easy to read, but in



Book 4, she found many words difficult to pronounce. Student C2, who chose ORT, liked Book 2 as there were few sentences on each page. The three students who are not good at reading also chose ORT books. Particularly, Student A3 and C3 chose them because of their enjoyable content. Student A3 also mentioned that the clear pictures gave her enough information to understand the content.

Conclusions

Some teachers may think that EFL books are better for 11-year old students because their cognitive level is high enough to be aware of the structure. However, in this research, a different view and findings are revealed. The learners started reading ORT books when they were in the second grade and were familiar with the characters and the styles of the books. As Cameron (2001) observes:

Teaching children between the age of 6 and 9 years to read and write in English as a foreign language can make use of some of the methods used with children for whom English is a first language. (p. 138)

Accordingly, it may be case that young Japanese learners can enjoy reading with ORT books just like children whose first language is English. As Brewster and Ellis (2002) argue, although EFL teachers tend to choose the books designed for EFL learners, authentic books that are carefully selected also “offer a rich source of authentic input, especially in terms of vocabulary” (p.188).

Although the validity of this action research is limited by the small numbers and limited context, the above findings suggest that students prefer authentic books to EFL books. The language structure in EFL books, which were chosen on the grounds of SLA findings and were intended to raise the students’ language awareness, did not seem to help them read as significantly as I

had expected. The length of the EFL stories and the number of the words in the books might have overwhelmed the students, especially those who had difficulty with English reading. It was obvious that the students preferred the ORT books because of the interesting plots and informative pictures. Further, the repetitive sentences of EFL books did not seem to be helpful those students, who still found it difficult to decode the letters and sounds and combine them with the meanings. Although the competent students showed their confidence in EFL books, they also preferred the ORT books over the EFL books.

Bio data

Izumi Tanaka holds an M.A. in Teaching English to Young Learners from University of York, UK, and is currently teaching at public high school. Her research interests include teaching English to children through picture story books, cooperative learning, and critical thinking. <skyblue_tanaka@ybb.ne.jp>.

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Appendix I

The Egg Hunt (ORT)

Kate came to stay. Mum and Kate made a cake. Kate put little eggs on it.

Wilma looked at the little eggs. She had an idea. Wilma went to the park.

She wanted to hide some eggs. She put them in the trees. She put them in the flowers. Wilf and Kate came to the park. "You can look for eggs," said Wilma.

Kate looked for the eggs. "Where are they?" she said. The squirrels had them.

"Squirrels like eggs," said Kate. "So do I," she said. (87 words)

The Camcorder (ORT)

Dad bought a camcorder. The children had a race. Dad made a video. "Smile everyone," said Dad. Dad went to the sports day. He took the camcorder. He made a video of Wilma. It was Jo's wedding. Dad took the camcorder. He made a video of the wedding. It was Mum and Dad's anniversary. Wilma wanted to make a video.

Dad showed Wilma the camcorder. "It's easy," he said. Wilma made the video. "It's easy," she said. "Smile please!" said Wilf. The children watched the race. They saw the sports day. They looked at Jo's wedding. They laughed at Wilma's video. They went to the tree house. Wilma wanted to make a video. Dad let her use the camcorder. Wilma made the video. She saw two men. They were burglars. The burglars were running away. Wilma made a video of them. "Call the police," she shouted. Dad got the phone. He phoned the police. Wilma got the burglars on video. The police came. They looked at the video. "Well done!" they said. The police caught the burglars "Thanks to Wilma," said Dad. (182 words)

Appendix 2

The Bird and the Bread (Grade 2) (EFL)

This is a bird and a tree. The bird is little. It is red. It is in the tree. The tree is green. The bird is singing. This is a cat. It is black. It is behind the tree. Look at the cat's head. Look at the cat's tail. Look at the bread. This is the story of the bird and the bread. / The bird is in the tree. It is singing. The cat is behind the tree. It is looking at the bird. A boy is on a bicycle. He is eating an ice-cream. A man is sitting down. He is reading a book. / A man is cleaning a lamp. He is standing on a ladder. He is holding a bucket of water. His dog is sitting down. Three ducks are in the river. A road is near the river. A shop is beside the road. A car is on the road. / The bird is in the tree. It is not



singing. It is looking at the bread. The bird is not in the tree. It is near the tree. It is eating the bread. The cat is looking at the bird./

The cat is running to the bird. The bird is not eating the bread. It is looking at the cat. The cat is jumping. The cat's mouth is open. Look at the cat's teeth! It is not touching the bird. It is not eating the bird. The bird is holding the bread. / The dog is not sitting down. It is standing up. It is looking at the cat. Look at the dog's teeth. The cat is running. The dog is running. / The man is not cleaning the lamp! He is not standing on the ladder! Look at his arms! Look at his legs! He is not holding the bucket. His hat is not on his head. Look at the bucket! It is on the man's head. Look at the water! Look at his face! He is holding his book. He is not reading. / The man is standing up. He is walking. He is knocking the boy off his bicycle. The boy is not smiling. He is not holding his ice-cream. / The boy is in the water. His ice-cream is in the water. His bicycle is under the water. The boy is not smiling. He is very unhappy. / Look at the man! The man is in the water. He is in the middle of the river. His hat is at the side of the river. The ducks are not in the river. They are near the road. They are running. / Look at the ducks! They are on the road. They are in front of the car. The car is on the left side of the road. It is going to the right. / There is a shop on the right side of the road. Look at the car! It is going into the shop! / Look at the shop! Look at the car! There are apples on the road. There are pears on the road. There are oranges on the road. There are bananas on the road. There are two pears on the car. There are three oranges under the car. The man in the car is unhappy. The man in the shop is shouting. The woman in the shop is speaking into a telephone. / There is a policeman beside the car. He is writing in his book. He is writing the man's name. The man in the car is very unhappy. / The cat is sitting on a wall. The dog is jumping up. The cat is unhappy. The man is sitting on the seat. His book is on the seat. He is not reading. He is holding his head. He is unhappy. The boy is sitting beside the water.

His bicycle is in the water. His ice-cream is in the water. He is unhappy. / The policeman is shutting his book. The man in the car is unhappy. The man in the shop is picking up the oranges and the apples and the pears and the bananas. He is unhappy. This man is sitting beside the river. There is water in his hat. He is unhappy. / The bird is in the tree. Where is the bread? It is in the bird! The bird is singing. It is happy. (732 words)

The Fox and the Stork (Grade 3) (EFL)

"Good morning, Mrs. Stork," Mr. Fox is saying. "How are you?" "I am very well thank you," says Mrs. Stork. "How are you?" "Oh, I am very well, thank you," says Mr. Fox. "Mrs. Stork, you are my very good friend." "Oh, am I?" says Mrs. Stork. "Yes, you are. You are my very good friend. Come to my house. Come and have lunch with me." / "What are you cooking?" asks Mrs. Stork. "I am cooking some soup, Mrs. Stork. It is very good. Come to my house and drink my soup." "Yes," says Mrs. Stork. "I like soup. Where is your house?" "It is near," says Mr. Fox. "Look. You can see it. Come and have lunch with me at my house." "Yes," says Mrs. Stork. "Thank you." The two animals are walking to Mr. Fox's house. / The two animals are in Mr. Fox's house. Mrs. Stork is sitting down. There is a table and a table-cloth. There are two bowls on the table. One is in front of Mrs. Stork. One is in front of Mr. Fox. Mr. Fox is holding a pan of soup. It is hot. "Please drink my soup, Mrs. Stork," he says. "It is very good soup. You are my very good friend." / "Is the soup good?" asks Mr. Fox. "I cannot drink it," says Mrs. Stork. "I have a long beak." "I cannot drink the soup." "I can drink it," says Mr. Fox. "I have a mouth and a long tongue. I can drink it. It is easy." Mr. Fox is having another bowl of soup. He is smiling. He is drinking all the soup. Mrs. Stork is drinking nothing. "This soup is very good," Mr. Fox says. "Mrs. Stork, I am your very good friend. Please ask me to your house for dinner." / "Yes," says Mrs. Stork. "Please come to my house



for dinner. I am cooking some soup, too. It is very good soup and you are my very good friend. Please come to my house for dinner." "Thank you," says Mr. Fox. "You are very good. I like soup. Where is your house?" "Come with me," says Mrs. Stork. / "Is the soup good?" asks Mrs. Stork. "I cannot drink it," says Mr. Fox. "I have a short nose. I cannot drink the soup." "I can drink it," says Mrs. Stork. "I have a long beak. I can drink it. It is easy." Mrs. Stork is smiling. She is drinking all the soup. Mr. Fox is drinking nothing. "This soup is very good," says Mrs. Stork. "Drink my soup, Mr. Fox. You are my very good friend!"

(441 words)

Appendix 3

The Fox and the Stork Grade 3

Main concepts: a fable, a good friend

Table 1a. A hybrid syllabus

| Types | Aims |
|-----------------------------|---|
| Functional-notional aspects | Students will learn and act every day, real world language for communicative purposes. |
| Task-based aspects | Students will engage in meaningful tasks that allow them to interact with their peers. |
| Structural aspects | Students will raise the awareness of the grammatical system from which they will be able to generate the ways of grammatical and discourse processes. |

Table 2a. Scenes

| Aims | Content of Learning (what to learn, how to learn) |
|----------------------------|--|
| Structural/Functional aims | <p>Simple present tense:</p> <ul style="list-style-type: none"> This is a stork. It has long legs. (p.2) Mrs. Stork, you are my very good friend. (p.3) There is a table and a table-cloth. (p.5) Please come to my house for dinner. (p.7) <p>Yes/No questions: Is the soup good? (p.6)</p> <p>Negative forms: I can not drink it. (p.6)</p> <p>Present progressive tense: I am cooking some soup. (p.4)</p> <p>Wh/How questions:</p> <ul style="list-style-type: none"> How are you? I am very well, thank you. (p.2) What are you cooking? (p.3) Where is your house? <p>Prepositions: near, in front of</p> |
| Skills | <p>Listening to: the story, the instructions and statement, questions and answers.</p> <p>Speaking: comprehension, role play</p> <p>Reading: group and independent reading activities, sentence level and word level work.</p> <p>Writing: Key words and sentences</p> |
| Language features | Simple present, Present progressive, Questions, Negative forms. |



| Aims | Content of Learning (what to learn, how to learn) |
|------------|---|
| Vocabulary | a bird/ a stork/ long/ a leg/ a neck/ an animal/ a fox/ a face/ a mouth/ short/ a nose/ teeth/ a tongue/ read/ a story/ old (p.2) Good morning./ saying/ good/ my friend/ my house/ have lunch/ with me (p.3)..... (All the key words will be written on the worksheet.) |

Appendix 4

Transcription of the exchanges on the introduction

T: First question. What is this?

S1: It's a terebi(Japanese)

T: It's a television

S1: television

T: You can get three points

T: Next question. Who is she?

S2: She is Wilma.

T: Who is she?

S3: She is Biff.

T: Who is she?

S4: She is Chip.

T: Who is he? What are they doing?

S5: He is Wilf.

T: You can use this sentence. They are having a _____. (pointing to the sentence on the board.)

S5: They are having a race.

T: Last picture. What are they doing? They are ____ing.

S6: They are kiss.

T: They are ____ing.

S6: Kissing.

Appendix 5

The Bird and the Bread

Put the number in order, listening to the partners' reading

| A p.8 | B p.9 |
|------------------------------|---|
| () Look at his face. | () He is walking. |
| () He is holding his book. | () The boy is not smiling. |
| () It is on the man's head. | () He is knocking the boy off his bicycle. |
| () Look at the bucket! | () The man is standing up. |
| () He is not reading. | () He is not holding his ice-cream. |
| () Look at the water. | |

Appendix 6

The Fox and the Stork (p. 4)

Let's check the words

cook (), ask (), good ()
 drink my soup (), your house ()
 near (), Look. (), You can see it. ()
 two animals (), walk ()



Where? or What?

- Q: () are you cooking? / A: I am cooking some soup.
 Q: () is your house? / A: It is near.
 Q: () do your grandparents live? / A: They live in Nagoya.
 Q: () is your telephone number? / A: It's 677-1230
 Q: () is your bag? / A: It's in the locker.
 Q: () is your pencil case? / A: It's here.
 Q: () is a nurse room? / A: It's on the first floor.

p. 3. Mrs. Stork, you are my very good (.....).

mother, sister, friend, teacher

p. 5. There are two (.....) on the table.

birds, bells, books, bowls

Appendix 7**Example of the tests which have eight questions each.****The Camcorder**

Complete the sentence by finding the correct word in the box.

p.1 Dad bought a (.....)

potato, sandwich, hat, camcorder

p. 2 The (.....) had a race. Dad made a video.

monkey, Floppy, children, Biff

The Fox and the Stork

Complete the sentence by finding the correct word in the box.

