DEVELOPING INTONATION IN CHILDREN THROUGH STORYTELLING TECHNIQUE

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ABSTRACT

The current classroom project aims to report the impact of implementing Storytelling technique which consists of "an oral art form where a teller performs a story with a live audience', (Phillips, 2013), in order to promote English language intonation by providing students support for improving and correcting their oral production. With the purpose of exposing students to the intonation in the foreign language, practitioners designed tasks that included visual support (big illustrate books without text), sufficient input and output of intonation, and searched for the activation of students' background knowledge.

The study was executed in a public school in Pereira, Colombia. The participants were 33 kindergarteners whose ages ranged between 4 and 6 years old. The group was observed during forty minutes during six classes. The classroom observation followed a pre-prepared form that was used as a tool for feedback employed by the project implementers.

Reflections proved on the importance of planning and designing lessons including Story-telling technique to improve intonation in English language as well to strengthen others areas of learning as vocabulary and listening skill. On the other hand, through this experience practitioners had the opportunity to reflect upon aspects such as professional growth, students' responses and results about the classroom project implementation. Based on the previous facts, the significance of this study is that the results will help for future studies that use the

implementation of Storytelling technique to develop intonation in children in the English language.

RESÚMEN

El siguiente proyecto de aula pretende reportar el impacto de la implementación en la técnica "Storytelling", la cual consiste en una forma oral donde el relator lleva a cabo una historia con una audiencia en vivo (Phillips, 2013), con el fin de promover la entonación en la lengua inglesa, proporcionando a los estudiantes apoyo en el mejoramiento y corrección de la producción oral. Con el propósito de exponer a los estudiantes a la entonación de la lengua extranjera, los profesionales diseñaron tareas que incluían soporte visual (libros grandes ilustrados sin texto), suficiente input and output de entonación y buscaron la activación del conocimiento previo de los estudiantes.

El estudio fue llevado a cabo en una escuela pública en Pereira, Colombia. Los participantes fueron 33 estudiantes de preescolar cuyas edades oscilaban entre los 4 y los 6 años. El grupo fue observado por cuarenta minutos durante seis clases. La observación de clase se realizó por medio de un formato previamente diseñado que fue utilizado como herramienta para la retroalimentación empleado por los implementadores del proyecto.

Las reflexiones demostraron resultados sobre la importancia de planear y diseñar lecciones, incluyendo la técnica "Storytelling" para fomentar el desarrollo de la entonación en la lengua

inglesa, además de fortalecer otras áreas de aprendizaje como vocabulario y habilidad de escucha. Por otro lado, a través de esta experiencia de los profesionales tuvieron la oportunidad de reflexionar sobre aspectos tales como el crecimiento profesional, respuestas de los estudiantes y resultados durante la implementación del proyecto de aula. Basado en lo anterior, la importancia de este estudio radica en que los resultados servirán para futuros estudios que implementen la técnica "storytelling" para el desarrollo de la entonación de la lengua inglesa en niños.

ACKNOWLEDGEMENTS

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1.   JUSTIFICATION

Pronunciation has been an area of special interest in the field of ELT. Furthermore, pronunciation has several features that can be studied and practiced separately, one of those is intonation. Pronunciation has been defined by Kelly (2000) as the way in which a language or a particular language is spoken, not only referring to sounds, but also the stress and the way how sounds are noticed by hearing. Gimson (2001) makes emphasis on the importance of pronunciation; he states that without a correct use of it, communication cannot be effective.

According to Jenkins (2004) since the twentieth century, the research of teaching pronunciation was focused on the contrastive analysis to make the differentiation between the fragmental sounds of the L1 and L2, in that case, to emphasize on the possibilities of transferring L1 errors. Later in the century, some researchers took pronunciation as a linguistic and pedagogical phenomenon, making connections between the investigative features of language and language teaching.

It is a matter of fact that learning pronunciation could be a complex task, since it involves many characteristics which are important to take into account when learning a foreign language. Gimson (2001) makes emphasis on the importance of pronunciation; he states that without a correct use of it, communication cannot be effective. In Colombia, few studies and practices

have been explored to teach pronunciation, as a consequence, it has been left aside affecting learners' pronunciation proficiency.

On the other hand, intonation has been defined by Roach (2009) as the rhythm that a phrase expresses. For instance, the voice goes up and down depending on the intention of the message. Likewise, awareness of L1 and L2 intonation is essential for mastering a second language. The role of the intonation in a foreign language teaching and its influence on foreign language learning may contribute to make important decisions about the implementation of new strategies to teach intonation, while helping teachers enhance their language skills. Not having the correct knowledge of intonation can lead to several problems such as general misunderstandings while producing L2 utterances, even though L1 and L2 share similar characteristics such as in the case of English and Spanish, Valenzuela (2013). Otherwise, Gimson (2001) stated that one of the major responsibilities as tutors will be focus on provide as close approximation to a select model of pronunciation as possible. In other words, teachers should be models for students, so this study may also contribute to increase awareness on the necessity of better pronunciation training for teachers in development, and the teaching of this.

Despite its importance, in the field of ELT, intonation has not had a strong position due to the fact that most teachers prefer focusing on other sub-skills. According to Calderon, Rios & Toro (2016)　in Colombia, including Universidad Tecnológica de Pereira, provide English Language

students one or two pronunciation/phonology courses that empower pre-service teachers on the phonological component. However, the aim of these courses is to improve their pronunciation rather than learning how to teach it. Additionally, in Colombia, especially in this region, few studies have been conducted regarding this field.

One of the issues when applying intonation in speech is that learners tend to transfer their L1 intonation when they are speaking in the L2. For instance, they do not apply the rising and falling patterns of a question in English, instead they ask as if they were speaking in Spanish. This leads us to think that intonation not only may affect the meaning of single words, but also of complete sentences. Ramirez (2006) expressed that intonation is not only associated to the rhythm of the language, but also it is deeply connected to how attitudes and emotions are expressed while the act of speech is performed. It is a "powerful tool in the message of any linguistic exchange".

One of the greatest gaps in teaching intonation is that there are no enough strategies to teach it, especially to young learners. Although there are some known strategies such as Limericks and Narrows, they are very explicit, boring and old fashioned to be implemented with children. Calderon, Rios & Toro (2016) state that pre-service teachers limit the teaching of pronunciation to only two strategies which are reading aloud and listening imitation strategies. According to these researchers, this situation is due to the poor training that they receive on how

to teach pronunciation. Another issue is that intonation is perceived to be the most difficult aspect in learning a second language; however, the attention that has been given to this issue in EFL instruction is poor.

On the other hand, in 1994, the Ministry of Education issued the General Education Law, which states as obligatory the teaching of a foreign language in elementary schools, starting from grade 3rd grade. According to this law, the emphasis should be on the acquisition of speaking and reading skills, however pronunciation in public education has not been taken into account due to different reasons, one of those is that the time for English classes is very limited, so English teachers do not have the enough time to implement at least one activity into the lesson that promotes intonation.

The main purpose of this study was to teach intonation to children by listening stories in the same way they used to listen to stories when they were acquiring their mother-tongue. The strategy proposed for doing this was the storytelling technique supported by the use of visual material such as big illustrated books. Furthermore, we attempted to increase awareness on the importance of teaching intonation to children since the early stages of their English learning process. Besides, we highlighted the importance of teaching pronunciation patterns using implicit strategies which were significant for learners than explicit instruction. Another benefit apart from learning intonation patterns was that using this technique the teachers had the

opportunity of teaching different skills while implementing the storytelling, in this way they saved time and integrated this sub skill into their classes.

2.   CONCEPTUAL FRAMEWORK

The purpose of this classroom project is to explore pronunciation as one of the issues that may arise in learners of a foreign language. The theoretical background, features of pronunciation, teaching implications, and strategies will be described in this document. First, a brief definition from different authors' views will be presented. Then, the features of pronunciation will be described allowing the reader to comprehend its importance in learning a foreign language. After, some specific features such as phonemes and phonetics will be exposed. Finally, some suggestions on how to teach pronunciation to children, special intonation and the strategies commonly used will be taken into account, as well as the possible way to teach intonation through storytelling.

2.1   Pronunciation

In order to understand the importance of pronunciation in the English learning process, some authors' ideas will be mentioned below. Several authors have agreed that pronunciation plays an important role in communication since it refers to get the meaning of a conversation. However, the role of pronunciation in English language teaching has not had strong position in Colombian context, as other sub-skills have. As a consequence, this important and essential part of effective communication has been left aside affecting learners' pronunciation proficiency.

According to Kelly (2000), pronunciation is the way in which a language or a particular language is spoken, not only referring to sounds but also the stresses and the way how sounds are noticed by hearing.Gimson (2001),makes emphasis on the importance of pronunciation, he states that without a correct use of it, communication cannot be effective; he has mentioned two methods that can be implemented to improve pronunciation: 1. Discrete slots:Consists on teachers inserting short, separate bits of pronunciation work into lesson sequences. 2. Integrated phases: Involves teachers getting students to focus on pronunciation issues as an integral part of a lesson. The aforementioned ideas, lead us to the conclusion that teaching pronunciation is a qualitative aspect of spoken language use that teachers cannot ignore when teaching a lesson. Even more, teachers should start implementing different methods in order to improve learners' pronunciation.

2.1.1 Features of Pronunciation

It is a matter of fact that learning pronunciation could be a complex task, since it involves many characteristics, which are important to take into account when learning a foreign language. Fox (2000) expressed that the vocal sounds are extended more than just sounds made or completed utterances involving pitch, stress or juncture pattern; here it is important to mention that sounds also include variations that are divided into segmental and suprasegmental features.

2.1.1.1.   Segmental features

As mentioned before, there are several factors regarding pronunciation that could affect the meaning of a single word, even more, the meaning of a complete utterance. In linguistics, the segmental features of speech are defined as "any discrete unit that can be identified, either physically or auditory, in the stream of speech" (Crystal, 2003,pp. 408–409), such as consonants and vowels, voiced and voiceless sounds, which occur in a distinct temporal order. Hence, segmental features should be included into the lesson in order to create awareness of the differences of these items and avoid misunderstanding when communicating. For instance, Harmer (2007) suggests that working on comparing similar sounds, could help students to focus on the sounds' differences, this way students could be aware of the significant difference between similar sounds such as *ship* and *chip*.

2.1.1.2   Suprasegmental features

Cristal (2008) defines suprasegmental as 'a term used in phonetics and phonology to refer to sound segment in an utterance such as pitch, stress or juncture pattern'. On the other hand, Grice and Bauman (2007) argue that suprasegmental is a level of pronunciation which involves rich information structure that helps the listener interpret emphasized words, phrase boundaries and speech acts, (e.g questions, statements, continuations, etc) as well as the speakers attitudes and emotions. Kulshreshtha (2012)

suggests that suprasegmental features are used in context in order to make meaningful messages. So, intonation, stress, accent, tone and connected speech, are categories of suprasegmental features which their main characteristic is that they need to be combined in order to produce meaningful messages. This makes intonation a crucial purpose for learners in a foreign language. Roach (2009) mentioned that language produces sounds as melody or music does.

However, it could be easy to confuse accent with intonation, which are different items of the language. Accent refers to the way in which people speak according to the region, while intonation is the rhythm that a phrase expresses. For instance, the voice goes up and down depending on the intention of the message. It is important to highlight that having an appropriate intonation in a second language, deals with the distinction of each sound that is produced. The importance of intonation for learners of English as a foreign language is the reason why it will be the main focus of this project.

2.2   Phonetics

Pronunciation is not just the difference between single written symbols, it involves crucial aspects that work together in order to receive or transmit a complete message. According to Nordquist (2006), 'Phonetics is the branch of linguistics that deals with the sounds of speech

and their production, combination, description, and representation by written symbols'. Gick, Lan, and Donald (2013) referred phonetics as the completed production that speaker can produce, keeping in mind that it is not simple to produce and interpret the written symbols in a foreign language, it is in fact a challenging work for learners of a foreign language to adopt themselves to the correct way of articulation of the phonetics symbols. Otherwise, Crystal (2003) proposed three main branch in which phonetics are divided: 1. Articulatory phonetics: how vocal organs are used to produce the sounds, 2. Acoustic phonetics: Physical properties of speech, 3. Auditory phonetics: the way people perceived the speech.

2.2.1   Phonemes

Different from phonetics, phonemes deal with the differentiation of sounds produced and received when talking and listening. Moreover, phonemes are part of segmental features, and they are considered as the smallest unit of speech since they are produced separately. Blaine and Blachman (1991) stated that phonemes consist on the ability to recognize that spoken words are made by sequence of individual sounds. For instance, the word *table* is formed by five single phonemes: /t/ /a/ /b/ /l/ /e/. Additionally, Stanovich (1993) refers to phoneme as the conscious resource to make the correct interpretation of written symbols. That is to say, that for having the ability of speaking and writing in a foreign language, it is necessary to know the phonemes involved in the target language.

In the same line, Hempenstall (2003) added that the speaker and the listener develop an elevated conscious process in order to make the differentiation between single phonemes. E.g. *mat/ cat*. Therefore, the language user needs to develop the ability to distinguish between vowels and consonants since these features are produced in different parts of the mouth; vowels are produced by the minimal shaping of expelled breath while consonants are created by various combined processes between vocal tracks: teeth, mouth, lip and nasal passage, Sacks (2003).The aforementioned, lead to concluded that it is crucial component for learners to master the sounds of the target language in order to develop the communicative competence.

2.3   Teaching Pronunciation

Spanish speakers are unable to recognize certain English sounds that their native language does not have, making the understanding process in a foreign language difficult. Therefore, the teacher becomes a model to get students motivated and practice the right pronunciation. Kelly (2000), mentions that it is important not to create misunderstanding in foreign language learning and not to be frustrated or unmotivated in the learning process for not be able to achieve certain sound. Also, Harmer (2003) added that teaching pronunciation is a process which involves speaking skills and perhaps the smallest pronunciation sounds are important in the learning process; teaching pronunciation has been addressed as one of the most

difficult parts for a language learner to master. Nevertheless, the careful integration in lessons can play an important role in supporting the learners' overall communicative power. Teaching pronunciation should also be done in a meaningful and motivating way.

2.3.1   Teaching Activities

In order to integrate the practice of pronunciation in the English lessons, the teachers present several techniques and tools to develop a more effective and enjoyable language class, giving students the chance to participate in the lessons proposed. One method proposed by Bray (1995) is the use of *Limericks*. He describes this method as a kind of poetry that has a unique place in English comic poetry, it consists of five lines with rhythm, and they are short and funny. The use of such method in the English second language classroom evidences an effective technique to help students learn English by teaching the short and long vowel sounds in five lines. Later on, Cheng (1998) recommended strategies to teach pronunciation while providing meaningful material like songs, which should be simple enough for the students to practice, pronunciation games to practice and entertain, and tongue twisters to help solve pronunciation problems, making learners aware of the sounds produced and at the same time making them participate in the class activities. Furthermore, teaching students explicitly about language learning strategies can increase students' awareness of their own methods to use and at the same time to develop their perception and production skills.

2.3.2   Strategies

Good pronunciation comes from a lot of technical knowledge from the teacher, and at the same time language learners need mechanical and meaningful practice to improve pronunciation. Lin, Fan and Chen (1995) suggest drawing pitch lines/curves or arrows so students can be expected to produce the appropriate intonation with the correct word stress. Also, teaching pronunciation involves that teachers will feel more comfortable placing students in a meaningful and contextual situation, rather than presenting them with a series of isolated sentences or sounds. Gilbert (1994) suggested the technique "Rubber bands" where learners have the chance to experience the real difference between how sounds are produced through operating a rubber band. Nonetheless, as have been mentioned, the teacher is an important factor in the classroom to motivate students to improve and practice pronunciation through the methods used and employed in classroom activities. One possible strategy to teach intonation could be storytelling, which has not been explored so far in EFL classrooms.

2.4   Storytelling

Chambers (1970, cited by Bordine & Hughes, 1998) defines storytelling as 'a technique to teaching that has stood the test of time'. Storytelling has been promoted in children as 'an

ideal method of influencing a child to associate listening with pleasure, of increasing a child's attention span, and retention capacity, or broadening vocabulary and of introducing a child to symbolic use of language' (Cooper, 1989). On the other hand, Phillips (2013, cited by Kirkby & Faulkner, 2014) defines storytelling as 'an oral art form where a teller performs a story with a live audience'. He also states that in this art, there is not interference of any books between the teller and the listener, that is to say that the teller holds the story in his minds and uses body language and gestures to perform it. Storytelling has two main branches, oral and digital storytelling.

2.4.1   Oral Storytelling

Kuyvenhoven (2010, cited by Marynowski (2009) defines storytelling as nothing more than an act in which a person tells a story from memory to a group of people. This definition leads us to the perception of storytelling as a pure and traditional act in which a teller is surrounded by a group of listeners, all enjoying the presence of each other. On the other hand, Jianing (2007) proposes several advantages of the use of storytelling in the EFL classroom. Firstly, she ensures that stories are enormously interesting and motivating, and it promotes communication. Secondly, stories are a valuable source of cultural information. Thirdly, the act of storytelling advocates real life experiences and provides self-confidence to students to talk spontaneously and creatively about topics related to the stories.

2.4.2 Digital Storytelling

Different from traditional oral storytelling, digital storytelling is a fashionable branch that has emerged due to the technology revolution. Olher (2013) suggests that digital storytelling refers to a digital technology to combine with a number of media into a coherent narrative. Otherwise, Haigh & Hardy(2010); Lowenthal (2009) describe digital storytelling as an integrated application of multiple media and software that utilizes the art and techniques of digital storytelling with new methods, contributing to helping learners become involved in the learning situation'. Considering the previous definitions of storytelling, we might consider the use of this strategy to enhance several language skills in children, including pronunciation, taking into account that it exposes the learners to enjoyable listening and speaking activities which encourages and motivates learners on the learning and practice of English.

The importance of pronunciation, especially suprasegmental features such as intonation, takes a great significance when understanding the connection between pronunciation and other aspects of spoken language use, such as vocabulary, grammar, reading, and writing; therefore, English learners need to acquire an appropriate pronunciation with the purpose of developing communicative competence. Furthermore, language teachers should spend more time searching

for new strategies to teach pronunciation, and putting them into practice taking into account the use of segmental and suprasegmental features that the language involves.

3.   LITERATURE REVIEW

The area of teaching English to Young learners has been widely studied, especially in the field of pronunciation; being intonation one of the most relevant issues. However it seems that any study has been developed in order to explore the area of intonation and storytelling. Nevertheless, two studies focused on these areas, will be developed throughout this paper, the ones conducted by Wells, Peppé, & Goulandris, (2004); Mcgrath, Taylor & Kame, (2004), which explored the implementation of a variety of techniques to develop intonation and storytelling. These works were held with children ranging between 3 to thirteen years old. Each study will be further review in this section.

Wells, Sue & Peppé (2004) conducted a study in order to analyze intonation development in children from five to thirteen. In order to gather and analyze data, the authors divided the participants into four groups of thirty children from London (UK), in which a specially designed battery of prosodic tasks was administered in four communicative areas such as chunking, affect, interaction and focus. The study concluded that the ability to produce intonation functionally is largely established in five-year-olds, though some specific functional contrasts are not mastered until 8. Aspects of intonation comprehension continue to develop up to10 years old, correlating with measures of expressive and receptive language development.

McGrath, Taylor & Kame, (2004) carried out a study in which 8 young learners were immersed in the preschool campus at The College of New Jersey in order to answer three questions regarding the implementation of the storytelling art in specific classrooms. E.g. how does consistent exposure to a variety of stories improve the specific literacy skills of vocabulary, grammatics, length of utterance and sentence formation? To answer these questions the researchers exposed the children in an intensive storytelling program during 4 weeks in which different themes of stories were told. With the intention of promoting discussion and conversation about the elements of the story, the researchers implemented Open-ended questions. Then, each child was pre-tested using the standardized test ASSET. (A test that of expressive and receptive semantic abilities in preschool and early and elementary children). In the finally analysis, children showed improvement on language skills, such as vocabulary, grammatics, and sentence construction after the storytelling program.

Therefore, teaching pronunciation, especially intonation through storytelling, seems to be an unexplored factor in EFL classrooms. Based on the research already referred to combine storytelling and intonation, this study is an attempt for teaching intonation in children from Pereira, Colombia; the focus is to remove aspects that interfere with good communication such as the fossilization of intonation of the first language in foreign language learners.

4. METHODOLOGY

For the accomplishment of this classroom project, the context selected was a population from a public school in Pereira where the participants were learners from kindergarten. Continuing with the part of the design, it was considered the PPP model (Presentation, Practice and Production), for the completion of this work we took advantage of sources like flashcards, and big illustrate books in order to perform the tasks into the classroom that finally leaded us to assess students based on Harmer (2001) model and finally reflect based on practitioners' critical thinking.

4.1 Context

This project was carried out at the Primary branch of Instituto Tecnico Superior, located in the city of Pereira, Colombia. This school belongs to a middle social status and it provides education in early childhood, primary and secondary levels with a range of 30-40 students per classroom. The institution has computer laboratories, library, an administrative area, sports areas, a park and an average of 7 classrooms only in the primary branch. The school's pedagogical model is based on the humanistic approach also know as personal-centered education, which offer suggestions and solutions to the growing tension in teaching and learning situation; it gives

importance to the choice of individuals that means learners may enjoy a well-developed being and ultimately contribute towards a well-constructed value oriented society. The average number of teachers is 7, while the average number of students is 180. In the primary branch, there are not any English teachers; it means that the in-service teacher is in charge of teaching this subject. There are several didactic and technological resources in the classrooms, such as computers TVs and video projectors.

The English curriculum design is based on *Estándares Básicos de Competencias en Lenguas Guia 22*, as the Colombian Ministry of Education demands, with a communicative approach. English is taught from kindergarten to 11 grades where students are exposed to the English language 2 hours per week in the English course; there are in charge of 8 teachers in primary level with academic and professional background is bachelor in education, while there are not sufficient specialized teachers on English language teaching to students at the elementary school. On the other hand, secondary levels receive English instruction by 4 teachers with academic preparation on "Licenciatura en la enseñanza del idioma Ingles". Nevertheless, the primary levels are instructed in the English area by the in-service teachers whose English level is very low.

4.2   Participants

The classroom project was accomplished with students from kindergarten from "Instituto Tecnico Superior" and two practitioners from Universidad Tecnologica de Pereira. A brief description about learners and practitioners attitudes and profiles will be presented as follows.

4.2.1 Learners

The present project was carried out with 28 students with English level A1 according to the "Common European Framework". The students were kindergarteners whose ages ranged from 4 to 6 years old, and all of them lived in the city of Pereira, Colombia. There were 19 boys and 8 girls. In terms of the learners' attitudes towards the language lessons, students were motivated to learn English, they were very active boys and girls who evidenced interest in drawing, playing games, singing, and talking. In terms of cognitive issues, none of the students had special needs. The discipline of the group was relatively easy to control since the in-service teacher had established several routines to promote the good behavior.

4.2.2 Practitioners

This classroom project also included the participation of two pre-service teachers from Universidad Tecnológica de Pereira, who were coursing the 9th semester of the English Language Teaching program. The practitioners were in charge of conducting such

implementation and providing learners the most suitable conditions in which the learning process could be more successful. For instance, the implementer needed to take into account different learning styles, students' interests and special needs, the use of suitable material according to their ages among others. The role of the implementer was constantly changing in terms of designing, planning, executing, observing and evaluating the intonation issues. The practitioners carried out the implementation of this classroom project throughout 40 minutes once a week, having in mind that the total classes per week are 2. The practitioners used each class to make reflections about the project, in order to resolve intonation problems in students and to discover the implications on what could occur.

5. INSTRUCTIONAL DESIGN

This classroom project focused on the special attention to promote intonation issues through the use of storytelling technique. Due to the variety of topics to be taught during the practicum, the stories and materials implemented were designed by the practitioners. On the other hand, Estándares Básicos de Competencias en Lenguas Guia 22 were a fundamental part in the process since it provided the parameters followed in the incorporation of intonation in the language lessons. Nevertheless, the general and specific standards had to be adapted for the population due to the lack of these standards on the guide. In order to make the standards suitable for kindergarten students, these were taken from the ones for first graders, and adapted to the topic and to the students' previous knowledge. For instance, if the general standard stated: *Participo en conversaciones con pronunciación clara y buena entonación.* It was modified to a more basic form: *Participo en juegos en los que repito oraciones con pronunciación clara y buena entonación.* It is important to acknowledge that most of the standards for first grade are suitable for kindergarten as well, since they take into account the interests and capacities of children among the ages of 5 to 6 years old. The students in the group with whom this project was implemented, ranged between these ages.

6. DEVELOPMENT AND IMPLEMENTATION STAGE

6.1 Planning stage

The implementation of this project was developed during the first or the second stage of the English lessons. That is to say that the story was told during the presentation or during the practice stage of the lesson. Each session had an aim connected to the expected intonation achievements of the students. In that sense, the main aim of this project was to teach intonation to children through the use of stories as a reference of correct intonation in questions, statements, and commands. This process was carried out during 40 minutes each week, for a period of 3 months in which one of the practitioners implemented different activities that held the input and output of intonation in order to provide enough practice to enhance this feature of pronunciation.

In order to anticipate possible problems, the practitioners conducted one piloting session that provided a clearer view of the learners' attitudes and behaviors. During this piloting session the implementer carried out a one hour observation in order to reflect upon the group that was used to implement this project. Additionally, by doing this, the pre-service teachers considered possible issues that could arise during the class in the planning of the activities. Those issues could be either discipline or academic problems. For instance, the children could be not interested on the topic and this may lead to misbehaviors and indiscipline.

6.2   Materials and Resources

The materials used in this project were big-books and flashcards. The stories were designed by the practitioners, and their topic depended on the topic of the class. That is to say that if the topic was commands, the story was about commands and this could be combined with another vocabulary that the students already know such as animals. *(Stories; See appendix 1).*The stories were told orally, with no reading, and using big illustrated books that were also designed by the teachers. These kinds of material helped to engage and put students in context, additionally they had a better understanding of the story.

The language taught in this project depended on the students' English level and the topics of English that were being taught in the lessons. Since the stories were the main input to teach intonation, they could include different language items such as yes/no questions, information questions, affirmative and negative utterances, and daily simple structures in English.

For the achievement of this classroom project it was appropriate to work with visual material including big-books, posters, images and flash cards, which were useful to present the

target language before learners could interact with it, in order to carry out the tasks into the classroom that involves: individual, peer group, guessing and prediction activities.

6.3   Design

The implementation of this project was applied in 40 minutes per week, during one of the different lesson stages. The model followed was Presentation Practice and Production. During the presentation stage the pre-service teacher presented the key vocabulary of the story by showing flashcards, images and body language. During the Practice stage the teacher proceeded to organize the group into a U shape, she sat in front and told a story using a big-book, body language and gestures. Along this stage, the teacher made emphasis on intonation patterns implicitly, for instance by asking students: *'when you say: good morning! Are you happy or sad? And when you say*: *good morning? Happy or sad?'*(Using the correct intonation to express feelings).The learners were encouraged to repeat some simple and short sentences; they could be either commands, questions, affirmative or negative sentences. Finally, in the production stage, the practitioner showed the book since the beginning and the children were asked to say the target language of the story with the help of the visual material in this case the big book. For instance, if the target language was *I like* and *I don't like*, the teacher showed the students the part of the book in which these patterns were repeated, so the children associated the images to the language and were be able to produce it.

It is important to mention that the story was about the topic of the lesson, for instance, if the topic was 'greetings', the story will be about that. The stories were short and contained elements such as the character(s), the setting, the plot and the end. Additionally, in the last two sessions the learners had an individual session with the teacher in which she showed the students the books and elicited the target language of each of the stories; in that way the students demonstrated what they learned not only in terms of intonation but also about the topics. This last procedure was part of the assessment which was explored in detail in the next paragraph.

6.4   Assessment Procedure

The assessment of this project was done during the whole process and along all the sessions, as well as a final activity was implemented in the last 2 sessions in order to obtain the final results. In other words, formative and summative assessments were taken into account. Harmer (2001) suggests that formative assessment is related to the feedback that the teacher provides to students in class and during the different activities carried out in order to improve students' performance. On the other hand, summative assessment is the kind of measurement that includes a final formal test and that provides the formal results of the students' knowledge (Harmer, 2001: 379). With the purpose of obtaining the information to assess students' progress in intonation, the practitioners to implemented three main instruments. The first instrument was

voice recordings of the learners' oral production, that will be taken during the whole session and which the teachers will analyze after the class. Additionally intonation criteria will be taken into account only in the last two sessions, in which the final results will be taken.

Pierce and O'Malley (1992) suggest as an assessment technique the implementation of oral interviews, using visual cues especially at the early stages of acquisition, and the teacher's role is to guide the student by asking questions that require the use of related vocabulary. The authors argue that this technique works well during the early speech and speech emergence stages, which was taken into account in this classroom project due to the participants' ages. Therefore, for the summative assessment the teachers had an individual interview with each student in which they used the big book as a visual aid in order to produce what they learned towards the language and intonation taught.

6.5   Reflection

The reflections in this classroom project were based on practitioners critical thinking of the positive things as well as areas for improvement; at the same time, they had the opportunity of implementing the variety of input received at the Licenciatura Program on how to teach English, to plan, to develop strategies to guide the language lessons, and to make a balance

between the theory and what really happen in public institutions. For doing that, the teachers described the events that just took place towards the session of intonation implemented; this was done in written form. After, the practitioners reflected and explore about the possible areas of improvement or additional strategies to implement. For instance, how did the drilling of the vocabulary went? How the students' reactions were like? Finally, the teachers analyzed what went well, what the students did well, what the practitioner did well, and what went wrong. The instruments used in this classroom project in order to register all the information required for the results will be described in the next paragraph.

With the purpose of gathering the information to be analyzed at the end of this project, the implementers used three different types of instruments. The first instrument will permit the analysis of the students' linguistics outcomes; in this case they will be the students' productions towards the intonation patterns to be taught, for this the teachers recorded the learners during all the sessions while they were producing the target language related to the intonation patterns taught in class. The second instrument allowed the analysis of the teachers' professional development during and at the end of this project. To facilitate this, the teachers kept a journal in which they wrote all the issues related to their teaching actions, taking into account the strengths that they identify, and challenges that they faced during the implementation of the project.

Last but not least, the instrument that helped the teachers to gather important information towards the students' responses was the observations. For this, one of the pre-service teachers carried out class observations towards all the events of each session. After this both teachers the implementer and the observer, wrote a reflection about the students' responses, the issues that arose during the class, the aspects to improve, the actions to highlight among others.

6.6   Ethical considerations

For this classroom Project it was necessary to consider several ethical considerations, since there were different people and institutions involved such as pre-service, in-service teachers, children and schools. These ethical considerations were taken into account during the whole process of the project execution, during the planning, the implementation, the data collection and the reporting of results.

6.7   Agreements

Initially, the access to the school was assured through an agreement between *Universidad Tecnológica de Pereira* and several schools such the *Instituto Tecnico Superior*, in which this

project was carried out. This agreement was made in order to provide the students from *Licenciatura en Lengua Inglesa* program an opportunity to develop their teaching practicum and at the same time to implement their thesis projects.

6.8   Information Collected

The data collected during this classroom project were tape recordings of the children's outcomes. That is to say that an informed consent from the students' parents and the in-service teacher were carried out before doing this. Also, the in-service teachers as well as the parents were informed that the children's personal information would not be published by any means. Moreover, the in-service teacher was informed about the presence of an observer during the implementation sessions.

6.9   Informed Consents

Secondly, once the classes started at the institution, the pre-service teachers obtained an informed consent from the in-service teacher to develop such project. Taking into account that the subjects in this projects are learners from kindergarten whose ages range between 4 and 6

years old, they were not be informed about this but their parents were explained about the nature and features of the project and they were notified that the result of it would not affect their children's academic performance at all.

6.10   Credibility

According to Merriam, S. (2009) the credibility of a project has to do with the appropriateness of it for the population that this is carried out with. Considering this, the planning of the sessions will be done according the learner's ages, interests and learning styles. Additionally, the selection of the topics will be carefully aligned to the topics that the children are covering in the other subjects in order to avoid overwhelming the students due to the amount of information.

Finally, it is important to mention that the results obtained from this project were not published or shared with other institutions or people different from the strictly interested parts. The data collected was also objectively analyzed without establishing any preference upon any of the students.

6.11 Implementers' roles

The implementers' roles in this classroom project were observer and implementer, that is to say that one of the practitioners were be in charge of implementing the project during about 6 sessions, and the other observed all of them in order to have a clearer view of the class and make reflections of what was going on the class. For that, an observation format was created by the practitioners towards the learning strategies implemented, the activities applied, the materials used, and the teacher's voice projection, attitudes, body language etc.

7.   RESULTS

After the implementation of this classroom project we could reflect upon the challenges and strengths that we faced as well as upon the results that will be presented, reported and classified below in three main categories: the teacher, the learners and the project itself.

7.1   About the teacher

During the implementation of the current classroom project, the practitioners dealt with several aspects that will be considered and analyzed for future teaching practices. These aspects address the professional development which the practitioners are expected to reach after the implementation of this project regarding classroom management, material design and lesson planning.

The discipline was one of the most difficult aspects to manage during all the sessions, since not all the children paid attention during the storytelling. Instead they perturbed their partners and it caused a lot of complaining which interrupted the story while the teacher was presenting it. Due to this, the pre-service teacher had difficulties to control students during

certain moments of the lesson or special activities; this could be caused by the fact that students do not see the English teacher as the main authority as they perceive the in-service teacher. Another reason that could cause this disciplinary issue is that this was the children's first experience at school and they are just learning to follow instructions, especially to follow them in another language. A different reason of this situation could be the teacher's lack of experience controlling large groups, since this is a relevant aspect when teaching, particularly to kindergarteners.

In order to solve the aforementioned issues, several strategies were implemented; however they did not work all the times. For example, the teacher offered awards to the children that behaved the best during the story, the seating arrangement was changed, and the teacher recurred to the use of Spanish to call the children's attention. Also, the children that always misbehaved during the class were asked to sit near the teacher during the storytelling in order to keep them under a better supervision. Additionally, the teacher implemented several interesting activities, and designed colorful materials with the intention of keeping students engaged and attentive. Moreover, the teacher had implemented simple strategies to call students attention such as singing, clapping, counting and congratulating the best tables. We learned that the use of these kinds of strategies is essential in order to keep the class' control and to call the students attention when they are dispersed.

Another aspect that we had the opportunity to learn and improve was related to material design. After this experience, we consider material design as one of the most important features in teaching English as a foreign language, since teachers can provide the adequate material for their students learning process. Also, the design of adequate material helps students to relate the language with the visual material which facilitates the teaching of vocabulary, grammar patterns, and pronunciation patterns such as intonation. In the same line, material design involves different learning styles which help teachers to teach students with different needs and likes. Indeed, teachers have the responsibility of their own material design, since they are the ones who know their own teaching context and their students' needs and interests.

Having in mind the importance of material design in foreign language classes, and the impact that it has on students, the implementers of this classroom project attempted to teach intonation through storytelling and the implementation of big illustrated books without text. Implementers created their own stories, in this way they could create their own big illustrated books according to project and teacher's goals, the students' needs, the lessons' topics and students' adequate language to be exposed such as vocabulary and grammar structures. The big illustrated books were designed in colorful cardboard in order to call students attention, which helped to stimulate students' memory and retention capacity. The books involved topics taught in class such as animals, body parts and foods *(see appendix 1).*

By the same time, the stories contained relevant information and statements that students were able to produce and remember by looking at the images. The big illustrated books helped the teacher to achieve the lesson's aim and allowed students to recall their background knowledge and activate schemata. Moreover, the big illustrated books and the storytelling technique allowed students to understand the stories, and permitted them to explore them using their mother tongue. In addition, the storytelling sessions helped students to be aware of the correct intonation in questions, commands and statements such as *how are you? – Stand up - I don't like* etc.

It is a matter of fact that teachers need to be very creative when planning lessons, and plan sort of activities since when the class becomes boring for students, they start losing the interest and it leads to indiscipline and misbehavior. Poland (2004) says that "knowing the dimension between interesting lessons vs. boring lessons help students to learn and focus them in the lesson". Taking this into consideration, the teacher implemented variety of activities that could keep the class engaged and at the same time organized and quiet when it was required. One example of this was the implementation of stirring and settling activities which helped either to motivate the students or to calm them when it was necessary. The implementation of those kinds of activities permitted that students were engaged and focused during the whole class, and in this way the lesson's aim could be achieved.

To sum up, this classroom project helped the teachers develop variety of abilities towards the implementation of strategies in order to improve the students' behavior in class, design the adequate material and plan according the students' needs and the project's topic. Besides, this implementation allowed the implementers to improve their reflection ability, since they could solve the different challenges through the reflection done after each session. All the aforementioned features should be taken into account for further research in classroom projects for the teacher's professional development as well as for the facilitation of the students' learning process.

7.2   About the Students

In this section, we attempt to outline the results of students' responses to this classroom project. It is important to remark what we did in the classroom in terms of language skills, mainly the language skill targeted used in the project in order to develop intonation. It also attempted to expose students' awareness and ability to identify the correct intonation to be used in questions, commands and statements.

It was perceived during the implementation that students' responses were positive and we attribute this to the fact that we used different strategies. Regarding the lesson, we took into consideration students' interests, their English level and their different learning styles. Learners

were provided with sufficient input through an attractive material which was big illustrative and colorful books. We could notice that learners' attitudes were positively impacted with the material proposed based on their interests and needs. Similarly, learners displayed enthusiasm when teachers elicited information by using the big books. Most of the students were encouraged to participate and take part of the class. When facilitators told the story, the students' interest and motivation increased by showing active participation making sense of what the story was about.

Nevertheless, some difficulties arose when the whole group wanted to be closer to the teacher during the storytelling. It affected the development of it and due to this the students evidenced certain difficulties such as the ease to listen to the teacher. Despite these difficulties, the learners demonstrated high motivation and attitudes throughout the production section, those reactions encouraged us to focus towards the student responses during the production stage. Under these circumstances, we learned that when students were motivated, they demonstrated positive responses but all at the same time, in that way the classroom turned into negative environment in which teachers have to look for alternatives to control over-excitement in students.

On the other hand, what made difficult the implementation process was students' misbehavior. In some classes, students became so excited about participating that most of them wanted to answer the questions or repeat the statements. What means that as some students did

not have the opportunity to participate, they screamed at the same time, some of them started crying and others went to the board looking for teachers' attention which generated indiscipline and interruptions.

Despite the aforementioned issues, by the last implementations we could notice that the learners became used to the storytelling and due to this, they started behaving better. We could notice that the children started paying more attention, participated more during the storytelling, and produced complete statements using correct intonation. Additionally, they demonstrated a better comprehension of instructions since most of them already knew what to do or what was going to happen when the teacher finished the story. For instance, when the teacher finished the story, they already knew that the next step was to repeat the statements related to the story, so some of them answered before the teacher asked. We attribute this to the routines that the implementers could establish since the beginning of the implementations. Lynne (2001), states that routines in the classroom may provide opportunities for language development and discipline control. She also affirms that the use of routines helps students to predict meaning and intention. After the implementation of this technique, we could prove that this technique is effective not only in terms of language development, but also in terms of classroom management.

Finally, we could notice that the storytelling technique is a great tool to teach vocabulary since by the end of the implementation most of the children produced a valuable amount of words related to the stories. For instance, vocabulary about food, animals, nature, school supplies, commands and other grammatical forms such as *I like, I don't like, what's your name?, how old are you?* Etc.

Taking into account the abovementioned challenges and learning, we could conclude that storytelling technique was exceptionally useful to teach not only intonation features but it also worked to create classroom routines, improve discipline and increase motivation.

7.3   About the Project

In this section we will provide a reflection about the results that we obtained regarding the project itself. We will take an overview of the major impacts that the implementation process had concerning the strategies implemented and the effectiveness that these had on the learners' learning process.

One of the advantages of using storytelling that Jianing (2007) proposed is the promotion of communication. She also ensures that stories are enormously interesting and motivating; we could demonstrate these benefits during the implementation of this classroom project since it had a positive impact on students' communicative and listening development. Moreover the learners demonstrated a great interest towards the stories and their topics, and they showed a high motivation by their active participation. Therefore, we considered to design the lesson plans focused on different stories related to students' background knowledge, and at the end of the process we tested if learners achieved or not the expected aims. As a result, we could identify that students were able to understand and get the general idea of the topic, as well as recognize the correct intonation when expressing questions, commands and statements. The fact that we bore in mind the activation of students' background knowledge also facilitated the recognition of input; it was also effective because we provided sufficient input through colorful and visual material.

Furthermore, in order to enhance students' awareness of the intonation, teacher gave two possible ways of intonation of the same sentence with the purpose of making the learners notice the difference between the correct and the incorrect intonation. Most of the students were able to identify the appropriate intonation pattern and repeated it. Nonetheless, it was noticeable that students showed some difficulties when using the appropriate intonation patterns, especially in questions. In order to improve this issue, the teacher repeated as many times as it was possible

and invited students to do it. This helped to determine that students were aware of the correct intonation functions and teachers could encourage the use of intonation in real communication.

Moreover, we realized that learners' high motivation and attitude helped their English learning progress; nevertheless it became a disadvantage because sometimes they were involved in indiscipline. Regarding the aforementioned issue, we were able to find alternatives that helped us to overcome complicated situations. When students were exposed to the storytelling, making emphasis in statements, commands, and questions, a great number of them achieved a good communicative performance. Also, we could realize that planning creative activities could help learners to understand and make association in linguistic elements of what they hear and what they see. Finally, we determined that young learners do not need to know a whole topic because they always come to the classroom with some L1 knowledge which helps to interpret and get the correct information in the L2.

To conclude, we consider that the implementation of storytelling in the English classroom, not only serves as a way of teaching or enhancing a specific skill, but also it provides a great opportunity to improve other features such as increasing motivation and participation, teaching vocabulary and grammar patterns, comprehension of instructions among others. Also, it offers to teachers an opportunity to improve on different professional skills like material design, creativity, body language, voice projection and classroom management.

8.   LIMITATIONS

In this section we will report the implications that could interfere with the realization of this project. Taking into consideration the previous results, we took into account 3 main aspects which deal with the time of implementation, the number of students and the excess of noise at the school.

Among all the benefits and learning that we had after the implementation of this project, we also could identify some other implications that influenced the results of the same. Although the project had positive results, it would have been better if we would have had more time to implement more stories and topics. It is important to mention that we implemented this project in 6 sessions of 30 minutes each, which was not enough to reach the results that were expecting. If we had had the opportunity to start the guided practicum before, we would have been able to implement more sessions, and we would have provided more practice and more input for better results. On the other hand, the number of students was another aspect that influenced the results of this project. This classroom project was implemented in a public school, in a class of 30 kindergarteners whose ages ranged between 4 and 6 years old. Apart from the difficulties that we had to face in order to keep the students' attention, it was also difficult because of the number of children in the classroom. This fact made the implementation more difficult at the moment of the

storytelling. Despite the difficulties that we had controlling all the children and trying to call their attention, we could manage to deal with these situations. However, we consider that the results would have been more optimums if the class would have been smaller. With a class of maximum 20 students, we would have had the possibility of practicing more with each student, and provide an enriching feedback. Additionally, we would have been able to take more advantage of the time.

Another aspect that we considered an issue was the excess of noise at the school since it cause a lot of interruptions. Most of the times when students were in the middle of the storytelling other groups were playing outside the classroom or they were in their sports class. As a consequence of that noise, the children became distracted and the storyteller had to talk louder.

We can conclude that teaching intonation requires more practice time, and better classroom conditions. Having more time to teach intonation through storytelling technique, the teachers would have more opportunities to explore other strategies that promote good behavior among large groups, also to practice more this sub skill.

9.   PEDAGOGICAL IMPLICATIONS

Subsequent to carrying out the present classroom project and analyzing its findings, we consider some pedagogical implications which may be helpful for future projects and instruction. Some limitations were in terms of physical infrastructure, and noise making because the noise outside of the classroom caused difficulties to develop the storytelling. The playground that was located in front to the classroom and the physical education subject generated acoustic interference of students' understanding of the teachers' instructions and the development of the story. In essence, although institutional limitations are always evident in public schools, the teachers play an important role when overcome those limitations, by thinking in actions and applying strategies to solve those difficulties into school settings.

For instance, as the implementation was focused on using big illustrative books, it was important to contemplate the quality in terms of size, images and color mainly when dealing with large classes as all the students should benefit of the material in the same way and obtain the same interest from the students towards the subject. We observed that the use of big books were a practical method to expose learners to different material to enhance their motivation and active participation.

Future projects should consider the use of intonation in real communication since attitudinal intonation should be introduced in context so the learners may be able to associate an attitude with the intonation pattern used. In the same line, in future project, implementers should look for a different method which allows interaction and practice among large classes. Finally, after the implementation of this project we expect to increase awareness in English teachers upon the importance of incorporating the intonation in their lessons, particularly since the first grades of primary school.

10.   CONCLUSIONS

After the development of this classroom project, we want to highlight the performance obtained from students' results during the implementation of storytelling to teach intonation. We can conclude that this strategy helped students to progress in the development of their English listening and communicative skill. When students were exposed to commands, statements and questions, a great number of them achieved a good intonation performance. We realized that planning interesting lessons including storytelling technique could help students to understand enough linguistic elements from what they hear, without the necessity of students' knowledge of reading of writing. As an example, students were able to learn implicit vocabulary related to the stories and made relation of their L1 interest in the L2. Likewise, we determined that when teaching intonation in English, young learners do not have to know a specific vocabulary or general topic because they always come to the classroom with some L1 knowledge which is enough for them to initiate their process of learning a foreign language. As a result, as teachers, we could take advantages of that students' background knowledge in their mother tongue for making them realize what the topic was about, which also promoted the students listening ability to interpret the incoming information in the stories.

During the implementation, we realized that teachers' experiences were made not only of strengths but also of limitations. Due to those difficulties, we had the opportunity to find solutions to those problems that novice teachers may face into the classroom by sharing ideas

and reflecting on them. Those reflections encouraged us to develop critical thinking skills that allowed us to achieve self-regulatory judgment which ended with an individual constantly growing and learning experience. Therefore, considering our English teaching process so far, we noticed that we achieved meaningful learning in terms of teaching because the fact of reflecting on this field, gave us focus on how to strengthen and reinforce areas of classroom management, lesson planning, and material design; as well as achievement of professional knowledge and expansion of our instructional abilities to guide students in their learning process.

Regarding classroom management, it allowed us to understand how learners will develop their understanding in English classes and how those might be structured according to the students' needs. Even though in some cases we faced difficult experiences, such as establishing ground rules with students as well as promoting participation during the storytelling, it helped us to develop important strategies to maintain the classes' control. In addition, planning lessons helped us to structure and guide our classes confidently; it also directed us to reach the objectives easily as well as to be prepared to handle with unexpected situations during the lesson. It was learnt that considering learning strategies increase students' confidence and enthusiasm for learning. It could also improve their academic achievement, change teachers' perceptions of their students' learning abilities, and supported students' with different alternative ways of learning. Furthermore, the design of material requires providing learners a variety of useful sources in order to involve different cognitive abilities.

Although learners' high motivation and attitude helped their English learning progress, it sometimes became a disadvantage because learners were involved on disruptive behavior; however, we were able to find alternatives that helped us to emerge victorious of those situations. Keeping in mind the use of activities that encourage students to participate actively rather than be passive learners. The good students' condition and the positive relationship between the teacher and students encouraged mutual respect and care between both and therefore promoted the development of the classes including the acquirement of the new knowledge. As a final point, we took learners' affective factors into consideration since those components had an impact on the learners' language progress. Finally, all the benefits, learning, challenges and difficulties mentioned throughout this paper should be taken into account for further teaching practices, investigation or implementation of strategies and techniques to teach any skill or subskill in the EFL classroom.

11.   APPENDIX 01 - STORIES IMPLEMENTED

Story # 1. Intonation in Commands / Context: Animals

The Happy Forest

Once upon a time, there was a beautiful forest, with a lot of trees and flowers. Every afternoon, the animals of the forest met there to play.

The monkey liked to **clap his hands**. The giraffe liked to **stand up** next to the trees. The tiger liked to **raise his hands**, the elephant liked to **sit down**, the turtle liked to **pay attention** to his friends. But one day, the animals heard strange steps, the animals were scared. Suddenly, five mice walked in the forest and the elephant started to shiver and the giraffe started to run and run. So, the monkey and the tiger helped to move the four mice away. When the mice left the forest, the days in the forest were happy again.

Story # 2. Intonation in information Questions / Context: School

First Day at School

Once upon a time there was a beautiful school full of flowers and children. The first day at school, the children played soccer, they were all friends.

Sara and Pablo liked to ask many questions**. -How are you? -I'm fine thank you. What's your name? –I'm Sara, and what's your name? – I am Pablo. – How old are you Pablo? – I'm 5, and how old are you Sara? – I'm 5 too!**

But later, in the break the children were playing soccer and… oh oh! Pablo hit Sara with the ball on her head! She cried, she was angry, so she hit Pablo on his leg, oh no! They were very angry. Then the teacher came and asked the children: *-what's your name? – I am Sara. –And you boy, what's your name? –I am Pablo. How old are you Sara? –I am 5. –And how old are you Pablo? – I am 5 too.* The teacher told them to apologize to each other and to not fight again. They continued playing and they were very good friends.

Story # 3. Intonation in affirmative and negative statements. Context: Foods

The Cake Monster

Once upon a time there was beautiful kitchen full of colorful and delicious foods. Guess who lived in that kitchen? The cake monster! A big blue monster who loved the food, especially the unhealthy food.

- *I don't like apples, I don't like bananas, I don't like water, I don't like tomatoes*. Said the monster.
- *But I like pizza! I like hamburger! I like soda! I like cake!* *Yummy* … said the monster, and he ate all that unhealthy food.

   But oh oh! He got a terrible stomachache, he was feeling so bad. – *Oh no! My stomach…* So he decided to drink a complete bottle of water, and yes! He felt better. After that, the cake monster only liked to eat fruits and drink water.
- *Now I like water! I like bananas! I like apples! I like all the fruits!*

And the cake monster was happy and healthy forever.

11.1   APPENDIX 02 - BIG ILLUSTRATED BOOKS
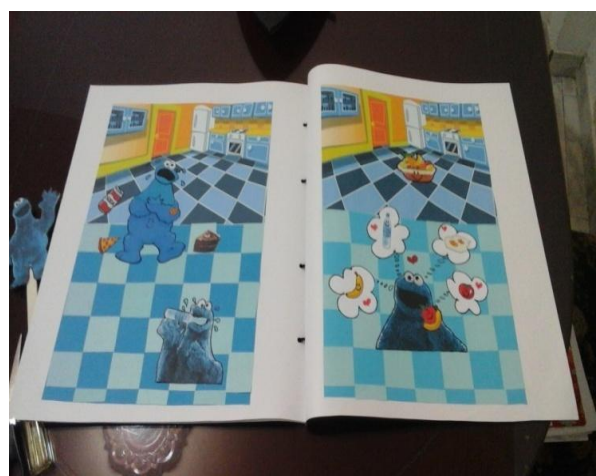
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