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THE USE OF FOLK TALES TO ENGAGE YOUNG LEARNERS IN READING

Presented by: Paula Hervás Raga

ID: 26748336-A

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Departament d'Estudis Anglesos

Universitat Jaume I

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INTRODUCTION

English is one of the most used languages since it is considered the academic, technological and enterprises means of communication. It allows social interaction between millions of people, being the official language in many countries. This has driven to a depth restructuration of educational systems, revaluing the importance of being risen not only speaking our mother tongue, but others as well. Consequently, foreign language education fosters the adaptation of these world changes, in which English seems to be the leader.

The sociolinguistic context emerged from the previous facts favours not only languages, but cultures as well. In addition, media, new technologies and, overall, emigration are contributing to cultural contacts, in which languages are the means allowing this process. However, this is also embodied in educational establishments. Nowadays, most of the classroom settings represent a cultural variety composed of children from different regions, countries, cities, religions, languages and cultures. It offers a privileged context in which culture reaches its highest potential: children aged three to twelve having the possibility of absorbing new information about other cultures from its own citizens. Diversity is, without doubt, the most enriching aspect of the current educational system. As a response to this new setting, new methodologies and approaches are emerging since the last twenty years.

However, new approaches and also the oldest ones coincide in the importance of reading as a basis for any learning. Nonetheless, reading is suffering just the opposite effect than diversity: while cultural exchange is gaining importance and motivates pupils, reading is becoming one of the most rejected activities conducted in the school.

However, innovative devices as *eBooks* or tablets may offer a different scope for this problem. New technologies are a motivating resource for young students, those born in the era of information and communication. Schools has progressively introduced these devices in the educational establishments –like computers, whiteboards, projectors, etc., since they offer a wide range of possibilities regarding teaching.

Thus, this proposal is aimed in giving response to the current state of affairs in nowadays classrooms: to provide a series of activities aimed in the reading encouragement through folk tales, while learning an Anglophone culture. The activities are embodied in the English classroom setting and they follow a specific order; nevertheless, they are not intended for particular lessons, since we consider that depending on the students, they can take longer or shorter. Thus, it will be teacher's decision the distribution of the activities in his or her lessons. However, they are expected to be implemented in a trimester as maximum of time –in order not to forget details of the tale-. Besides, motivation plays a special role in this proposal, since being conscious of the negative attitudes towards reading, it is considered of paramount importance to include motivating elements that may engage the students with the activities.

The proposal is organised as a teacher-guide, i.e., it includes all the information that might be needed to implement the activity. Thus, in the second part of this paper, it will be found the eleven activities with their descriptions, organisation, objectives, materials and evaluation. Besides, Appendices will offer exemplifications of assessment charts and activities among others.

Nonetheless, this proposal has been intended for a particular setting: a group of children in grade 5 in a public school in Quart de Poblet, a small town close to Valencia. Although the masters' internship was conducted in Kinder at the same school, particularly with children aged 4, we considered that taking profit of a previous experience –last internship in the Teaching Grade- would be more inspiring. Consequently, we analysed a particular context of children having problems with reading and English stereotypes. Besides, the multicultural setting of the pupils themselves –children from Morocco, Dominican Republic and Nigeria- offered a significant cultural diversity in which we could take profit to introduce an unknown foreign culture.

In this sense, it is necessary to mention the three main courses taken at the masters MELACOM in which we have based this proposal: Firstly, and due to the nature of this paper, Intercultural Communication (SAY 014), presented culture as the backbone of language learning. This course helped to establish the basis for the proposal, understanding that foreign language teachers is an incomplete term, and according to nowadays affairs, it is necessary to talk about foreign language and intercultural competence teachers (FL&ICT). Secondly, Curriculum Design (SAY 025) aided in the organisation of the activities themselves, providing the essential elements as needs analysis, evaluation and assessment tools, contents and objectives, among others. This course has been suitable as well to organise the activities following a logical pattern. And finally, Affective Factors (SAY 024) provided a wide overview of the importance of motivation in the learning of a foreign language. It has shown that it is crucial to sustain motivation during the implementation of the proposal in order to create positive attitudes towards the language.

Thus, according to these courses, the reader will find in the following sections of this paper a theoretical background including information related to second language learning, that is the context in which the proposal is involved –English classroom-; literature and folk tales, since they will be the means of this proposal; culture in the English classroom –in order to achieve the intercultural competence- and finally, an introduction to motivation in classroom and its importance when learning a foreign language. On the other hand, the second part corresponds with the teaching intervention, i.e., the setting in which the proposal takes place, the participants, objectives, procedures, evaluation and activities inter alia.

PART I: THEORETICAL FRAMEWORK

1.1. Second language learning

Second language learning has become one of the most demanding activities in nowadays society. The era of communication and globalisation requires the learning of languages, particularly English, which is becoming world's lingua franca (Seidlhofer, 2011). Hence, to fully comprehend what the term is, it will be first analysed by defining both terms: language, and learning.

Sapir (2004, p.7) suggested that "language is a purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols". There are lots of definitions of language, some of them focus on the general concept of language, and some of them focus on the specific notions of a language. On the other hand, learning is defined according to the Collins English Dictionary as the "knowledge gained by study; instruction or scholarship".

Then, we can state by the fusion of both concepts that language learning is the arouse of the desire to communicate ideas, emotions and desires in a mother tongue language, or a foreign language, by gaining knowledge by study, instruction or scholarship. On the other hand, in order to have a fully overview of what learning languages implies, it is necessary to state other concepts extremely related to them. That is the case of *second language*. Stern (1983) associated it with a non-native language used by the speaker within one country. Nevertheless, Mitchell et. al. (2013) suggested that second languages are those that were learned later than in the earliest childhood. We cannot deny that sometimes this concept is widely used indistinctly; it is Stern (1983) who

suggests that it must be applied when we want to refer to a community of speakers that are outside of territorial boundaries.

Second language learning process is complex and lasting, and throughout the history, many different methodologies have been implemented. The most popular ones in second language learning are the Natural Approach by Krashen & Terrell (1983), Total Physical Response –TPR- by Asher (1969) or the Oral Method (1955) by Palmer and Litt, among others. These communicative approaches posed a shift in the teaching of foreign languages and meant the foundation for nowadays methodologies. Despite many authors have devoted their career studying how we acquire language it is still unknown.

From a practical point of view, new approaches like Task Based Language Learning and Teaching –TBLT- are gaining importance in school settings. According to Ellis (2003) the acquisition of foreign languages take place when implementing tasks, that are characterised by its meaningfulness, the pragmatic context in which they take place, the focus on meaning rather than on form (Nunan, 1989), the use of the language to achieve a particular objective (Bygate et. al., 2001) and overall, by the authenticity of the language and the context. Thus, it is considered of paramount importance to establish a close connection between the teaching –and learning- of English and both contexts: the one in which the language is being taught and learned, and also, the cultural contexts of the language itself.

1.2. Literature and second language learning

Taking as starting point the characteristics given by the former authors related with the characteristics of tasks in order to acquire in the most contextualised way possible a foreign language it is going to be explained the importance of literature in second language learning.

Literature has traditionally been a useful tool in both language learning and second language learning. Ellen Winner (1982) stated that the three main characteristics of a literary paper are the followings: a) the sound properties of words, b) the weaving of words into metaphors and, c) the structure of the text as a whole. If we focus on children literature as a specific genre, the definition seems quite clear: all literacy books that are indented to children. Nevertheless, we cannot deny that when books are thought especially for children there is some kind of manipulation, as a certain worldview is presented through them, and usually, not unconsciously.

During the nineteen-seventies and the eighties, the influence of the communicative and of the learner-centred approaches extended a tendency to put an emphasis on oral language, giving written language, especially in Primary Education, much less importance. The dominant theories about foreign language teaching supported the use of authentic materials and real language as far as possible (Krashen & Terrell, 1983; Krashen, 1985; Nunan, 1988). Literature might have contributed towards providing this language input, had its language not been considered too difficult to be appropriate for students at this learning stage. Consequently, there was a distancing effect from literature in foreign language teaching.

Traditionally, during the seventeenth and eighteenth century, children literary books were divided into two different types: those whose aim was didactic and the main objective was focused on the instruction and preparation for the social life –manners and modals-; and those intended for adults but were acquired by the kids' community due to its topic or genre (Sutherland, 1996). Nonetheless, there is no doubt nowadays for the existence of a particular literature that is written especially for children. Its objectives have changed; they have moved from a manner-instructional point of view to an amusing final aim. However, and as Sutherland (1996) suggests, "children's books are affected by the society's concept of the roles of children" (p. 14), i.e., authors write their tales and books according to what children are supposed to like, do and learn. In that sense, infant literature is also culturally determined since those *clichés* vary depending on the tale is going to be read.

It must be also highlighted that, consistent with the former information, authors tend to write their texts with a clear purpose, that may oscillate from the instruction to the amusement and pedagogical aims (for example, learning a foreign language). Children's literature has certain particular features, which, apart from the author's inspiration, are what make it more attractive and interesting for children.

1.3. Reasons why using literature in second language learning

As a consequence of what mentioned above, literature is a fundamental part in curriculum development. In fact, Ghosn (2002) points four reasons why using literature in the foreign language classroom. Firstly, motivation engages students in book reading. This author (Ghosn, 1997) provides a research based on the famous book *The Very Hungry Caterpillar*, by Eric Carle, in which children were such motivated that the unit

lasted four weeks. The second reason given by Ghosn (2002) is based on language learning. The author states (p. 174) "literature is not only interesting to children, but also facilitates integration of the language skills. It can also offer predictable yet natural language which promotes word recognition, as well as opportunities for authentic reading and writing tasks, and it is not grammatically sequenced".

According to this, literature provides real input of the language, which it is not modified according to grammatical parameters. Books and tales provide realistic conversations that help in the inductively grammar learning. Through the tales the learner experiences in the language in first-hand, and they also promote cultural awareness. As the author points (Ghosn, 2002, p. 175), "literature seems to offer a medium that can create an acquisition-rich environment in the classroom context".

The third reason why literature should be included in scholar curriculums is the academic literacy fact. Literature plays a turning point not only in grammar and vocabulary learning, but the critical thinking as well. Reading books can help the students to develop their knowledge and broad their mind, favouring the practise of this skill. According to a research conducted by Krashen (1997), those students living in a developed country have more opportunities to have access to books rather than those students living in less developed countries. Despite this statement seems quite obvious, the author deepens reflecting about language learning; i.e., it is evident that book reading in the mother tongue fosters the first language learning. As a consequence, reading in the first language also promotes second language learning, as it enables positive transferences. In that sense, Krashen (1997, p. 21) concluded with the following statement: "To become good readers in the second language, children need to

read in the primary language". Finally, the last reason provided by Ghosn (2002) relies on literature as a change agent. Literary stories are replete with experiences, attitudes, values, culture, etc. that can be taken as an advantage for the language classroom. Literature has traditionally served to solve society problems – for example, the origin of the folk tales was to warn the population of the fears (Bettelheim, 2010) -, thus, nowadays literature can be utilised with the same aim: to prepare the students for the life.

On the other hand, Sutherland (1996) suggests that literature favours the accomplishment of children's needs. On the one hand, books favour the need of security that most children have. Books provide different situations in which children may identify and learn how to solve problems. Consequently, literature also offers behavioural patterns in which children might feel reflected when facing life problems.

1.4. Folk tales in foreign language learning

In children's literature, folk tales tend to be the most useful tool when learning a foreign language. They are a form of literature that passed on by word of mouth. Villasante (1989) states that an aesthetic education using folklore enhances sensitivity. In fact, this type of literature transmits part of the foreign culture. As a consequence, language becomes one of the most important knowledge shared by a community; therefore, this close relationship between language and culture must be taken into account when considering foreign language teaching. It is impossible to learn a new language without relating it to the cultural context, thus language and culture must be studied simultaneously. Thus, literature offers, as Ghosn (2002) mentioned above, behavioural patterns and, overall, experiences of characters who are representatives of that particular

culture. Then, we can state that literature does not only foster grammatical and vocabulary learning, but cross-curricular elements as values, conducts, beliefs, etc. As Bredella (2000, p. 380) suggests, 'literary texts in the foreign language classroom are not only important for foreign language learning, but also provide it with significant educational goals'.

Roser et. al. (1990) studied how a syllabus based on literature teaching using the second language, affected the foreign language skills and the oral development in the second grade of kindergarten. The research was conducted in six schools from Texas and it lasted around eighteen months, with more than 2,000 students. It was the teachers' role to introduce literature into the classroom, giving books to the pupils, collecting what children thought about books, to encourage writing skills and to develop the pupils reading fluency and thinking to establish connections with the literature introduced before. The results were very positive –based on the California Test of Basic Skills- (Roser et. al., 1990) as they shown that there was a statistically improvement in reading and writing fluency using a literature based learning plan. Thus, this methodology is feasible to be implemented in an elementary school in which English is a very limited language in use. Books offer the possibility to introduce the language in a different way and, besides, to transmit culture indirectly. Most of the folk tales and nowadays tales are culturally determined and use to often represent a collective, immersed in a culture.

1.5. Culture in the English classroom

Thus, it is necessary to explain what we mean when talking about culture. The concept is usually related to words such as group, knowledge, behaviour, share, etc. Nevertheless, the definition that best fits according to our perspective is the one provided by Ralph Linton (1945), an American anthropologist who dealt with acculturation problems in various American tribes. He stated (p. 20) that culture was "the sum of knowledge, attitudes and habitual and behaviour patterns that have in common and are transmitted by the members of a particular society". If we extract the essential meaning of Linton's explanation, we can state that culture is identified with knowledge and behaviours, that are usually reflected in the authors' words.

Language is one of the most important knowledge shared by a community; therefore, this close relationship between language –tales- and culture must be taken into account when considering foreign language teaching. It is impossible to learn a new language without relating it to the cultural context, thus language and culture must be studied simultaneously (Sercu, 2006). Here is where literature is located, since it will be the connector between language, culture and knowledge.

A speaker can only fully understand or produce appropriate messages in a language, master its grammar and vocabulary, knowing perfectly the culture in which that language is embodied.

Historically, traditional methods have not considered culture teaching as a main objective when learning a language; however, the most widespread approaches in our schools nowadays are based on a broad enough conception of culture. It is teachers' aim

to transmit to the pupils the culture of the language taught (Tang, 1999; Sun, 2013). Thus, literature is the means to achieve this objective.

Nonetheless, the difficulty lies in the methodology. Sercu et al. (2005) introduced the concept Intercultural Communicative Competence in the field of foreign language education. The author establishes a difference between a teacher using a communicative approach and a teacher using an intercultural communicative approach. The former one is based on the act of talking in the foreign language, in a "linguistically, sociolinguistically and pragmatically appropriate way" (Sercu et al., 2005, p. 3) whereas an intercultural communicative teacher will extend the communicative competence reaching the intercultural component, using an approach to enrich the other. Thus, the aims of the subject are both linguistics and cultural to achieve a fully comprehension of the target language.

In that sense, instead of promoting foreign language teachers (FLT), Sercu et al. fosters foreign language and intercultural competence teachers (FL&ICT) (2005). The latter should know and have contact with the foreign cultures linked to the language taught, avoiding stereotypes that lead to cultural poverty. She emphasises the teacher's attitude towards language and culture, and motivation as the most effective procedures to transmit cultural knowledge (Sercu et al., 2005).

Nowadays intercultural communication is more present in the classes. As a study reveals (Sercu et al., 2005, p. 10), there are two types of teachers: "the favourably disposed foreign language teacher and the unfavourably disposed foreign language teacher". The first group defends the culture taught in the class and outside of it.

Furthermore, they claim that intercultural knowledge should not be reduced only to the foreign language class, it should be taught by all the teachers in all the subjects.

On the other hand, the second group does not trust on cultural learning. They consider that language learning cannot be integrated with intercultural learning, adding that when learning a language and culture together, stereotypes are reinforced. However, if we consult some books of more than twenty years ago (Revell & Seligson, 1993) and the current ones (Mitchell, 2010), it is possible to identify how culture is more introduced. The variety of characters according to their race, skin colour, religion or country is higher, and in some cases (Mitchell, 2010), textbooks include a specific topic about countries were the target language, in this case English, is spoken and its culture.

1.6. The role of motivation in second language learning

When learning, motivation is crucial for the acquisition of knowledge. Research (MacIntyre, 2002) has shown that motivation plays a crucial role in learning, and specially, foreign language learning. It is widely known that language learning is a lengthy process; probably, it will last the entire life. As a consequence, motivation must be present in the whole progression in order to guarantee continuity.

According to Dörnyei (2003), motivation is defined by two parameters: (1) the choice of a developing an action, and (2) the effort and the persistence on it. From this definition, we can extract the three main concepts that have a close relationship with motivation. First, Dörnyei points out the term *choice*. The choice made by the individual is clearly affected by the motivation. It is obvious thinking that, among several options; people tend to select the activity they like the most. However, the

turning point regarding *choice* and *motivation* is why different people select different options and why are they moved to do so. The second concept extracted from Dörnyei's definition is *effort*. When developing an action, the determination put on it is vital for its success. Hence, motivation fosters the effort expended. When an individual is properly motivated, the effort will remain since the end of the action. If not, motivation will decrease during the development of the action. Finally, the last concept is *persistence*. This idea is related with the continuing when doing an activity. If a lot of effort is put, but there is no persistence, the activity will be not conducted successfully.

Regarding learning, Gardner and MacIntyre (1992) stated for elements that are present when a pupil is motivated: a goal, the desire to achieve the goal, positive attitudes and effort. Nevertheless, they pointed out, "there are probably as many factors that might be account for individual differences in achievement in a second language as there are individuals" (p. 212). Motivation is a personal feature, depending mostly on the individual.

Many authors tried to find which are the factors that push people to do actions; nevertheless, the results obtained have been very different. For example, Maslow et. al. (1970) distinguished five different needs when deciding doing an activity: (1) psychological needs – as thirst, hunger, aches…-; (2) safety needs - as self-security-; (3) love needs – as affection or love -; (4) esteem needs – as acceptance, recognition, etc. – and (5) self-actualisation needs – to gain understanding, foster owns potential, etc. - . However, other researchers (Gardner & Lambert, 1972) have shown that society beliefs pose a turning point when deciding. Probably, the latter shows a more realistic view of people, as our decisions are determined by the others.

1.6.1. Sources of motivation in second language learning

According to Dörnyei (1994), we can find two types of motivation when learning a foreign language: extrinsic and intrinsic motivation. The first type is related with rewards after doing the action, whereas an intrinsic motivated person finds the rewards on himself/herself. To achieve good results while learning English – the learner must know that it is a long process-, the best motivation possible is the intrinsic one. This is, students learn by the joy of learning, due to their curiosity and their willing to expand their knowledge. In fact, Deci & Ryan (1985, p. 245) provide the following explanation about intrinsic motivation: "Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning". The authors suggest in their book that the context in which the learning takes place, favours or detriments the intrinsic motivation. I.e., in a stimulated setting in which the student is challenged, the intrinsic motivation will be developed, and as a consequence, better results will be achieved.

Nevertheless, there are several opinions regarding intrinsic and extrinsic motivation. Authors like Brown (1990) believe that extrinsic requirements minimise intrinsic motivation; the exemplification is clear: it is widely known that some students who loved reading books, ended by hating literature due to have felt obliged to read the compulsory readings from the school. Despite these students were intrinsic motivated due to their own joy of reading, when they had to meet an extrinsic requisite, the motivation suffered a radical shift. On the other hand, Dörnyei (1994, p. 276) stated "recent research on intrinsic/extrinsic motivation has shown that under certain circumstances – if they are sufficiently self-determined and internalised - extrinsic rewards can be combined with, or even lead to, intrinsic motivation". On the other side of the continuum we find this viewpoint. These situations occur specially in the first stages of the Primary School; when students are not committed with an activity, it is

teacher's role to motivate them. As a consequence, in many cases, extrinsic rewards are utilised to engage pupils. The final aim of this action is not to motivate from an external source in isolation; but begin the learning process with an external motivation that across time and with the correct implementation of rewarding will become an internal motivation.

1.6.2. L2 motivating strategies

Motivation is not an easy task, just the opposite. There are many components that play an important role when developing a second language session. In that sense, Dörnyei (1994) pointed out the three main components in foreign language learning: (1) the course-specific motivational component deals with all the features of the course – materials, design, methodology, etc. – that can modify the motivation of the individual. Crookes and Schmidt (1991) suggested which four factors related to motivation can take place in a second language classroom: *interest* –intrinsic motivation -, *relevance* – the learner's beliefs regarding the importance of the language for himself/herself -, expectancy – the learner's view regarding the difficulty or easily of the task- and *satisfaction* – referring to the fact that the learner is pleased with the results and the outcomes-.

Dörnyei (1994) also points out the (2) teacher specific motivational components. The role of the teacher is crucial when motivating; he/she can be a turning point in any learning process. Especially in the first stages, the figure of the teacher is very important for the student, as they create an affective link that should be seized in order to improve the pupils' results. There are many types of teachers; in fact, a research conducted by Bitan-Friedlander et. al. (2004) showed that when teachers are confronted with innovative tasks, they can be grouped in five groups: the opponent, the worried, the co-

operator, the docile performer and the improver. These teachers may motivate their students from different perspectives, according to their personality and their teaching beliefs. Finally,

Dörnyei (1994) defines the last main component in foreign language learning: (3) group-specific motivational components. While the former was centred on the teacher's figure, this is concerned with the pupils themselves. Group cohesion, norms, students' profiles, etc. are determinants in the students' group. If the teacher achieves a group in which each student feels represented, the motivational levels will increase. However, norms establishment and its accomplishment also play an important role, provided that the rules were created by al the members of the class.

Nevertheless, teachers' claim resides in how to motivate in second language classroom. Dörnyei (1994) suggests a list of strategies divided into three levels in which teachers can infer on their pupils motivation. At the *language level*, the author proposes for motivational strategies: (1) include a sociocultural component in the L2 syllabus, (2) develop learners' cross-cultural awareness: cultural features always cause impression and curiosity to foreign language students, as they discover an unknown culture and have the possibility to establish similarities and differences through real materials such as TV or radio programmes, music or even literature. (3) Promote student contact with L2 speakers: having a foreign guest in the class always causes sensation among the pupils; they are hosts of the guest and are very committed with him/her. In addition, teachers can also prepare a school trip to a foreign country in which students feel totally immersed in the foreign language. While being in direct contact with the culture, they will receive large amounts of input and motivational levels will increase, as they will

have the possibility to use the language in a foreign context. And finally, (4) develop learners' instrumental motivation: if teachers are able to transmit that the language they are learning is important for both them, and the society, pupils will feel that learning the foreign language is crucial, hence, instrumental motivation will increase.

At the *learners' level*, Dörnyei (1994) states several actions that can infer in the students' motivational levels. Teachers must develop students' self-confidence, promote the students' self-efficacy with regard to achieving learning goals, promote favourable self-perceptions of competence in L2 or decrease student anxiety among others. Research conducted by Gardner & MacIntyre (1993) or Clément, et. al (1994) showed that affectivity poses very important variable in motivation, and in addition, self-confidence largely determines the success or failure in second language learning.

Finally, the last level (Dörnyei, 1994) lies in the *learning situation and the course motivational components*. The author includes several suggestions that can motivate students when learning a L2, such as make the syllabus of the course relevant, discuss with the students the choice of the materials, arouse and sustain curiosity and attention, etc. As a matter of fact, Dörnyei (2001) affirmed that class conditions could increase motivation, i.e., a good scholar context in which the second language will be developed can improve the group's motivation.

Gardner (2004), however, studied motivation from a different perspective. Rather than proposing measures to enhance motivation, created a test to establish statistically the motivation levels of the students in order to know the best approach to present the English lessons. Gardner presented a test addressed to English students as a second

language, with more than one hundred of questions in which the main aim was to ascertain how motivated they were. On the other hand, Dörnyei & Csizér (1998) proposed several activities, which increase motivation based on a research oriented to students of a second language. Furthermore, Dörnyei & Thurrell (1992) proposed communicative activities based on dialogues that respond to one of the strategies commented above – particularly, the learners' level-.

1.6.3. Teachers motivation

Dörnyei (2003, p. 26) stated "there is no doubt that teacher motivation is an important factor in understanding the affective basis of instructed SLA, since the teacher's motivation has significant bearings on students' motivational disposition and, more generally, on their learning achievement". In that sense, Skinner & Belmont (1993) conducted a research in which was studied the effect of the teacher behaviour on the student engagement across the school year. They studied the three dimensions of what they considered a motivated teacher: involvement, structure and autonomy support. The items measured for teachers were affection, understanding, sympathy, knowledge about the students, aid, time, energy and availability in case of need.

On the other hand, they also researched about the active engagement of students in class, through behaviour and emotions. The results (Skinner & Belmont, 1993, p. 571) were clear: "Children's engagement in learning activities is influenced both by their perceptions of teachers and directly by teachers' actual behaviours". The main conclusion extracted from this new field of study, is that not only the learners' role is important, but teachers' roll as well. According to the outcomes, the first motivator agent in class may not be the activity itself, but if the teacher is not engaged and committed with the syllabus, the motivational levels will decrease. Brophy (1986)

suggests some behavioural patterns that motivational teachers should follow: guidance, modelling, enthusiasm, provision of choice, reinforcement, sincere praise, reinforcement, curiosity and interest-induction.

Notwithstandig, authors as Keller (1983) point out which strategies should teachers follow to motivate the students, and to be motivated: confidence building, satisfaction, attention focusing and relevance.

1.6.4. *Motivation, literature and ICT*

Traditionally, children enjoyed tales, especially young learners. Telling stories is a motivating activity per se, as the dynamic of the classroom setting changes and new information is transmitted. According to Kern (2001, p. 213), "the basic curricular sequence recommended for literacy-based teaching is one that works from exploration of meaning, through social interaction, to the internalization of those processes of exploration within the individual, eventually leading to learners' greater independence as readers and writers". Thus, the author points out in his statement words such as *exploration, social interaction* or *independence.* These terms define perfectly the introduction of literary texts in the class. They encourage students to *explore* their own possibilities, as well as unrealistic or realistic worlds they can create. Literature also favours the *interaction*, as dialogue and opinion exchange is the first activity conducted after reading a tale. Finally, they foster *independence*, as they favour the development of a critic sense. Despite the fact that this last term is more related to the teaching than to the motivation in learning, it is clear that exploration and interaction are both powerful motivating activities.

On the other hand, new technologies are more present in nowadays society, as well as school contexts. Salaberry (2002) conducted a study in which he wanted to study the influence of new technologies from a pedagogical point of view. The results showed that they affected negatively; notwithstanding, they are very motivating for the students. Thus, if we apply this information to our research field, we can take profit of tools such as eBooks or even whiteboards. If they are correctly implemented in the foreign language classroom, they can be a useful resource in order to motivate the student in second language learning. In fact, Chun (2006) states "electronic dictionaries, software that provides textual, contextual and/or multimedia annotations, computer-based training programs that aim to accelerate and automatize word recognition, Web-based activities that seek to teach a variety of components (from text structures and discourse organization to reading strategies) and the Internet as a source of materials for extensive reading (p. 69)". In contrast with Salaberry's research (2002), Chun (2006) recognises that new technologies can help in second language acquisition; thus, using eBooks or literary activities based on whiteboards or computers can be motivating for enhancing English learning.

PART II: TEACHING PROPOSAL

2.1. Setting

2.1.1. The school

The centre where the activities were implemented is located in a neighbourhood on the upper side of Quart de Poblet, town in l'*Horta Sud*, in the metropolitan area of Valencia. Regarding this school, the data and the scholarships shows us that the families' economic situation is medium-low, with unequal parent education and a flood of immigration since the last ten years. The city council promotes different activities within the public schools, and this offers Spanish and Valencian courses for parents, extracurricular activities and the public layout of the gym at night.

It is a public school, whose principles are based on equal rights and responsibilities for all the educative community, including teachers, parents and students, through participation and respect to the institution. The educative offer includes the Second Cycle of Kinder Education and Primary Education, what means 547 students, distributed into three groups per level (two for Valencian and one for the Spanish language).

2.1.2. Internal organisation

Referring to the characteristics of the student body, 10.6% are immigrants: the majority come from South America, Morocco and East-Europe countries. On the other hand, if we add the amount of children with special educational needs or support, they compound the 28.15% of the students. The professional team serving the Primary students is formed by eighteen tutors, two English specialists, two Physical Education

specialists, two Music specialists (as one is the head of studies), a teacher of Therapeutic Pedagogy, a Psychopedagogue and a teacher of Audition and Language.

2.2. Participants

This proposal is intended for the 5th grade of Primary Education, with children aged 10 years old. Twenty students with different characteristics, motivations and learning procedures compose the class. Following the psychoevolutive characteristics, the students are still on the concrete operations stage (Mooney, 2013), but during the school year they might move to the abstract operations stage. Besides, they are in the last phase of the childhood and some of the might feel the first signs of the adolescence. They like to feel a close relationship with the teacher and their parents, but the relationship with their friends will gain importance during the over the year.

There is an important multicultural factor in the classroom setting. There are children from different countries like Morocco, Dominican Republic and Nigeria. This context offers us a privileged scene in where introducing culture.

It is advisable to utilise pedagogical principles as meaningful learning and cooperative activities. Nevertheless, they are still attached to their environment, being essential to work on their direct experiences. Linguistically, they are expanding their vocabulary and their communication skills progressively, as well as acquiring the basic grammatical rules of the language.

There are twenty pupils, nine boys and eleven girls. Among the students we would like to highlight one of them who attends the speech therapist. He presents diction difficulties, but they are not uttering in English.

The proposal will be conducted in the English subject and there are three classes during the week, each one of 45 minutes. Students are sat by groups of four people in order to foster communication among them. On the other hand, it must be highlighted that the English level is very low. Besides, we expect an important impact on the students, since this proposal collects very different activities to which they are used to.

2.3. Description of the objectives

As mentioned in the former section, there are two main goals that served as starting point for this paper and for the development of the activities. The first one is to favour the knowledge of an Anglophone culture among pupils in year 5, whereas the second one is to foster the reading habit by using new and more appealing devices.

These two objectives were established according to the needs that were observed during the internship. We based the objectives according to a need analysis conducted by the master student, following a direct observation technique. Despite being in the penultimate grade of Primary Education, the comprehensive levels of written texts of the students belonging to this class were extremely low. Besides, the book followed by the teacher as learning guide was not intended for their age, but for students in grade 4 due to the level of knowledge of the language. Consequently, students rejected doing activities in which reading skills were involved since they were used to do activities based on grammatical patterns and multiple response. Reading activities per pleasure

were totally neglected, creating animadversion towards books. Moreover, pupils felt that English was only spoken in Great Britain and in the United States of America. They were not conscious of the repercussion of the language in other countries. The group was very curious and witty and, consequently, we established that culture will be basis of the proposal. Therefore, we have developed our proposal taking cultural features as starting point. Then, once defined a problem that needed to be solved, we established our aims.

Nevertheless, we were conscious of the non-acceptance of this type of activities among the pupils; hence, we prepared a set of activities based on technological devices in order to increase their motivation. From there, we proposed our second objective, related to the reading encouragement by using new devices. *Tablets* posed a very motivating element for the children in class. Then, it was our purpose to present culture and encourage in reading in the most amusing way possible.

On the other hand, and as mentioned in the Setting section, the educational establishment in which the activities will be implemented is a public school. Thus, by joining to the experimental programmes of Conselleria d'Educació of the Valencian Community, particularly the "Experimental Programme of Tablets", the school will have enough *tablets* to implement the activities proposed.

2.4. Procedures

In this section it will be explained all the general procedures that are necessary in order to implement the activities. It is needed to know how the class and the activities proposed will be organised, to set how to group the activities according to their objective, the materials that will be used and finally how to evaluate the process of implementation.

2.4.1. Class organisation

The organisation of the classroom setting changes according to the needs of each one of the didactic units. There are not large groups; hence students can be sat in groups of four or five, laterally, with vision towards the blackboard. This facilitates the mobility during the classes, the work in groups and in pairs, the communication, and flexibility for changing the distribution.

The educative centre organises the classrooms in corners; consequently, the teaching proposal is adapted to this way of teaching. According to Garcia (2011), corners in the English classroom show a most attractive scope and allow each one of the students' learning rhythms. Besides, corners mean a very useful technique for the teacher and students as well, since the learning process is more amusing for them (Garcia, 2011). Thus, corners are crucial in order to provide a contextualised space in which the activity will develop. In each one of the corners explained below, pupils will find the materials that might be needed and also extra information in order to broad their knowledge about the topic.

In that sense, the organisation is distributed as follows:

- Corner 1 – Cultural corner: there is a big world map with all the Anglophone countries coloured. Besides, during the implementation of the activities we will

refer to it in several occasions, in order to let the pupils know where is located geographically the folk tale we will be working on. On the other hand, there is also a big poster with the most curious facts that students find about different cultures that are taught during the school year.

- Corner 2 – Reading corner: in this part of the class it is hosted all books that are available for the students. Each one of the pupils has a list of the quantity of books they have read. There are a carpet and pillows in order to provide a comfortable and relaxed space to read.

- Corner 3 – ICT corner: it is located next to the previous one, since one of the aims of this teaching proposal is to encourage the reading habit by using new devices. There is a computer available for the students in order to search information on the Internet about a particular author or a summary of a book they want to read. Besides, there are 20 tablets that can be used by the students with the teacher's permission. There are different applications related to the learning of foreign languages and also the folk tale we will work on during the activities.

2.4.2. Activities classification

The activities can be classified according to two parameters: the members involved and the aim. Regarding the first classification, activities are based on four different types: individual, pairs, groups of 4 people and global. Individual and pair activities are intended in the internalisation of the language and its practise. On the other hand, some activities require the contribution of four members in order to achieve the goal and global activities involve all the members of the classroom.

Regarding the aim of the activities they are divided into the two main objectives of this paper: activities aimed in the cultural transmission and activities aimed in the reading encouragement. However, these two aims also involve a third parameter to the previous two that is activities aimed in the reading comprehension. This classification will also serve in order to evaluate the process from three different scopes, providing a more specific overview of the general process.

2.5. Materials

In order to start the explanation this section, it must be highlighted first that in each one of the activities explained in below, there is a detailed list including all the materials for the correct development of the activity. However, we are going to explained in the following lines the most important materials that will be needed to conduct this proposal.

The most important element to develop this proposal is the tablet. It is going to be the device in which almost all the activities are going to be implemented. It will complete the means to achieve the objectives of this proposal: to foster the reading habit and to transmit culture. We decided to use this material since the computer room was available only once a week. However, tablets are part of the classroom setting and mean a very motivating element for the pupils. Thus, we will create an application for the development of the proposal, in which all the activities tablet-based will be collected.

Besides, new technologies and particularly, tablets and their applications, offer a wide range of possibilities regarding feedback. Once the students have answered the proposed question, the application itself shows a positive message if the response is

correct, or a challenging label asking for trying again. On the other hand, the application is also a very useful assessment tool for the teacher. The application will collect the answers provided by the students, sending an individual report of each one of the pupils to the teacher's tablet. Consequently, we will have detailed information of how our students are performing.

Another important material is the folk tale in which the proposal is based: *The First Sunrise* (APPENDIX A). It will serve us to accomplish both objectives: to encourage in the reading habit, and also to transmit an Anglophone culture. The tale has its origins on the Aborigean culture, extremely linked to Australia. The tale explains the sunrise and the dawn using animals as main characters. Thus, pupils will have to deepen into the Aborigines, being communication the means in which the activities will be based. It is necessary to have in the classroom several copies of the tale paper-based and also in the tablets. The tale will be the starting point for the development of the activities.

There are also other important materials like word cards, flashcards, headphones, whiteboard, dictionaries, speakers, crayons, cardboards, etc. to support the activities. However, they are detailed in the explanation of each one of the activities.

2.6. Evaluation

The evaluation will be focused on two different scopes: students and teacher. All the members in the classroom will be involved in the assessment process, since students, not only the teacher, are an active part in this proposal.

Regarding students, they will have to evaluate the process itself – the implementation of the tasks; i.e., if they have been motivating enough for the students, and if the development was correct.-. At the very ending of the proposal, pupils will have to fulfil a self-evaluation rubric (APPENDIX B) in which they will also assess the teacher's intervention. Therefore, the teacher will also have an overview of his or her performance and also how to improve the process for following years. Pupils will also evaluate their own classmates. Regarding de peer-assessment (Mc Donald & Boud, 2003) pupils will evaluate other classmates in several activities, like Activities four, six and eight. Thus, they will be able to reflect on the process itself and it will also be used to improve their own productions after having assessed others.

On the other hand, the teacher will evaluate the students' productions and activities. When the activities are conducted using tablets, the application itself will send a report of their answers to the teacher; thus, he or she will have a sufficient amount of information in order to extract conclusions. From those results and the rest of the activities in which tablets are not involved, the teacher will fulfil the students' individual assessment rubric (APPENDIX C) that will be used as well for the final evaluation of the subject, since culture, reading comprehension and reading encouragement are items that are also included in the final marks of the subject. The students' individual assessment rubric (APPENDIX C) includes information related to

the activities of this proposal, and this assessment tool will offer the teacher a personalised evaluation of each pupil, and consequently, it will favour a better adaptation to child needs. The results obtained will be used by the teacher as a personal assessment of how he or she is implementing the proposal and besides there is also a chart in which the teacher will be able to know how he or she is performing (APPENDIX D) and also to suggest some improvements for future years.

Nevertheless, in each activity of this proposal there is a specific explanation of how to evaluate it and the tools to conduct it. It is important to mention that there are four particular activities having specific assessment charts: activities one, four, six and eight. It has been decided that in order to provide a more detailed evaluation of each one of the students there should be some activities with a deeper assessment. Consequently, we will achieve a personal knowledge of the successes and weaknesses of our students, favouring an immediate intervention in order to avoid future shortcomings. The data and results obtained from these charts (APPENDICES E, F, G, H) will be included in the individual evaluation rubric, as Table 1 shows. It must be highlighted that these activities will be evaluated by all the members of the classroom: the teacher and the students, implementing a peer assessment.

Table 1. Description of the Assessment process.

	WHO	HOW	WHEN	WHY
PEER-ASSESSMENT	Students	APPENDIX F	End of the activity	Reflect on their own learning and for being part of the assessment process.
		APPENDIX G		
		APPENDIX H		
SELF-ASSESSMENT	Teacher	APPENDIX D	End of the proposal	Improve the process.
	Students	APPENDIX B	Beginning and end of the proposal	Reflect on their own learning and notice of the improvements.
EVALUATION	Teacher	APPENDIX E	End of ACT 1	Have a general overview of the student's learning process.
		APPENDIX B	End and during the process	
		APPENDIX C, E, F, G, H	End of the activity	

2.7. Activities

In order to provide a general overview of the implementation of the activities, it must be highlighted that the folk tale selected is named *The First Sunrise* (APPENDIX A), an aboriginal story from Australia. In that sense, pupils will work on the traditional culture from a non-stereotyped Anglophone country. We realised from the needs' analysis that pupils tended to think when dealing with Anglophone culture in Great Britain and the United States of America. Thus, we proposed to broaden our pupils' horizons regarding the Aborigean culture, from Australia. Besides, this tale was selected due to its short length, the cultural values transmitted and the appropriate vocabulary used.

According to the current law of education, LOMCE -Organic Law for the Improvement of the Quality in Education-, particularly in Royal Decree 126/2014 of the 28th February in Article 16, that reading must be an activity developed in all the curricular subjects and students must learn some of the curricular contents through the reading of different texts by using different codes and devices. Consequently, this paper responds to one of newest the requirements of this educative law since we propose the achievement of knowledge –i.e., to improve reading comprehension- based on the use of ICT. Nevertheless, it is also important to mention that in its Article 19, concerning the pedagogic principles, the law suggests that there must be a specific time to read in class every day.

Regarding the implementation of the previous measures in the classroom setting, it is required to refer to how they will be fulfilled. We are going to present eleven different activities that will accomplish the objectives proposed for this paper. They are not divided into different lessons due to two reasons:

1. Firstly, since they do not belong to any particular unit of the school year. They can be implemented and adapted –if necessary- for any lesson and, furthermore, because the exercises are thought to be developed during, at least, one month.

2. Secondly, due to the nature of the proposals. Most of them require the open participation of the pupils and their answers might be longer or shorter than expected. Thus, the timing for each one of them is flexible and based on the students' oral and written productions.

2.7.1. Stages

The activities will follow a three procedure stage: pre-reading, reading, and post-reading. According to Garcia (1991), these tree stages are the most appropriate to let our students discover cultural texts. In Table 2 we have included a summary of the activities belonging to each stage. Thus, activity one is included in the pre-reading phase. Ajideh (2003) suggests that the aim in this first step is to explain the possible difficult words or complex structures. Thus, in Activity 1 we will present the vocabulary and choose the tale we are going to read.

On the other hand, the second step corresponds with the reading stage (Garcia, 1991). According to Saricoban (2002), this phase includes activities aimed in the comprehension of the texts, skimming and scanning, and those related to the realisation of the cross-cultural elements of the text. Thus, there are three activities accomplishing these suggestions, number two, three, four and five. Nevertheless, both phases –reading and post-reading- and consequently, their activities, are extremely linked since both deal with the story and the use of the knowledge extracted from the tale.

Thus, in the last stage we have included the rest of the activities –from six to eleven-. They are very motivating and we consider that there are two activities in this group that deserve special attention. On the one hand, the activity nine, named Skype. It is an innovative proposal since students will be able to talk to other children like themselves, but living in Australia. They will exchange information about their own cultures, favouring an interesting learning climate in which children will not only read about the foreign culture, but feel it by talking to its members. It is hoped to be a very enriching activity not only regarding the language scope, but cultural as well. On the other hand,

the second activity deserving special attention is number eleven, the WebQuest. According to a study conducted by Tsai (2006), there is a positive correlation between students' motivation and the learning of reading skills. Thus, we will present our students a series of questions related to what they have read and to the Aborigine culture. Besides, they will also have several webpages in where the answer is included. We will be forcing our students to learn more about the culture autonomously and to read texts in the foreign language while they are motivated.

Table 2. Organisation of the activities.

	AIM	ACTIVITIES
PRE-READING	Clarify vocabulary, grammar. Motivate.	1
READING	Read and comprehend the tale.	2, 3, 4, 5
POST-READING	Work on what has been previously read.	6, 7, 8, 9
		REVIEW 10, 11

2.7.2. *Motivation as a basis*

As mentioned in the Theoretical Background, motivation is one of the most important roles in activities' development. For that reason, we have proposed a contest related to the reading of the story. According to Street (2001), awards has a powerful impact on students. Thus, we have proposed a contest in which all the members of the classroom will participate individually. Those who best perform in each one of the activities of the contest –number three, four, five, six, eight and elven- will receive extra points. There are five activities that are not part of the contest since their development does not give place to be awarded with points. It will be the teacher –and in some cases, the students-

who will decide which are the best activities. The participation in the activity will be awarded with five points, and the extra points are included in the explanation of the activities below. Besides, there will be a big poster with the order and the points of all the members in the class (APPENDIX I).

Consequently, it is hoped that this proposal will contribute to maintain students' motivation in appropriate levels to progress in the activities and therefore, learning. The activities are ordered according to how they must be conducted, following a lineal process encompassing different exercises and respecting the pupils' learning rhythms.

2.7.3. Activities

ACTIVITY 1: Let's choose a tale!

Description: At the very beginning of the lesson, the pupils will fulfil the students' self-assessment rubric (APPENDIX C) in order to know their perceptions towards culture and reading. Then, they will leave their desks and will move to the reading corner of the classroom in order to provide a more comfortable and relaxed climate. The teacher will select three folk tales from the library and altogether will choose the one they consider more appealing (APPENDIX A). In that sense, they are also involved in the selection of what they are going to read and it is also motivating for them. Then, the teacher will present the vocabulary words that may cause confusion and misunderstanding when reading the story. The material used will also be appealing for the public and must transmit clearly the new vocabulary words by association with pictures, trying to avoid translations into the mother tongue.

Organisation: It is a group activity in which all the members of the classroom must be involved. The participation of the students will be regulated by the teacher, respecting all the opinions. Regarding the space, all the pupils will be sat on the floor in the reading corner, as mentioned above and the teacher will be also sat with them.

Objectives: According to the aims of this paper, the main objective of this activity is to foster the reading habit. Nevertheless, there are other specific goals linked with the learning of the students that can be suggested as well. Firstly, the acquisition of respect towards different opinions and thoughts, since the students will listen to several judgments about the tales they want to read. It may be created a debate climate that gives place to another specific aim: to foster the oral participation in English.

Materials: In order to develop this activity it will be required the following materials:

- Students self-assessment rubric (APPENDIX B)

- Three folk tales paper-based.

- Word cards with the unknown words.

- Images (paper-based or in the tablet) of the unknown words.

Evaluation of the activity: It will be conducted by the teacher. According to the aims proposed before, he or she will fulfil a rubric (APPENDIX E) that will evaluate students' productions and the respect towards the classmates. Nevertheless, the main aim of the activity, encourage in the reading of books, will not be evaluated in isolated activities, but as a process.

ACTIVITY 2: Book reading

Description: The reading of the book is the starting point for the rest of the activities of this proposal. As the aim is to encourage in the reading habit, the teacher will offer the possibility of reading the book individually, by pairs or by groups of three people. It will be pupils' decision how to develop the activity. It is important to transmit the students the importance of the commitment with the aim. On the other hand, they will also decide in which device the book will be read: paper-based books or tablets. We offer our students certain freedom in order to engage them and enable an attitudinal change towards reading books (Brehm & Brehm, 2013; Linder et. al., 1967). The reading of the tale will be done in a lesson, and those students reading in groups will have to read it together, one student after the other, forcing all the members to follow the story.

Organisation: As mentioned above, it will be students' choice the organisation of the activity. It has been considered that the maximum of people composing a group should be three people since according to the teacher of the group, this is the best grouping form in order to succeed in any kind of activity. In regards to the space of the class, it will be organised according to the teacher needs. Pupils will be able to read in the reading corner or in their desks.

Objectives: The main objectives of this activity correspond with the aims of this paper: to foster the reading habit and also to improve reading comprehension techniques. Nevertheless, it is also important the cultural factor of the tale itself. As it is an aboriginal story of an Anglophone country, they will indirectly learn new aspects of the target culture.

Materials: In order to develop this activity, it will be required the following materials:

- Folk tale _The First Sunrise_ paper-based (APPENDIX A).

- Tablets including the folk tale.

Evaluation of the activity: The assessment will be conducted by the teacher when developing the activities that will be explained later, since they pose a revision of the summary and contents of the tale. Thus, the teacher will have a students' individual assessment rubric (APPENDIX C) in where he or she will fulfil all the general items. This activity is the means to achieve the objective.

ACTIVITY 3: Match them!

Description: This is the first activity aimed in the improvement of reading comprehension. With the tablet, pupils will match a picture of the characters of the tale with its written form, as shown in APPENDIX J. It will be an interactive activity in which the vocabulary used will be adequate to facilitate their comprehension but a slightly higher level that they can actually understand (Krashen, 2002). It is advisable to do this activity in a closer timing to the reading of the book, in order to avoid that pupils forget what the story was about. Besides, this is the first activity of a classroom contest of reading comprehension. As most of the proposals will be conducted by using of tablets, the application will record the results of all the students and those having more success for the very first time, will be at the top of the chart. This measure is implemented as competition is a powerful source of motivation among students of this age (Greenwich, 2001). Students will be told that those being in the top five at the ending of the implementation of all the activities will be awarded with a prize.

Organisation: This activity will be done individually in the tablet. Since it is the first activity, there will be no maximum time –understanding that the activity shouldn't last more than thirty minutes-, in order to let pupils focus and think of performing properly. Regarding the space, each one will be sat on their desks.

Objectives: According to this activity, the aim is to improve the reading comprehension techniques. On the other hand, it must be highlighted that despite having a initial idea of including a secondary objective based on the ability of using new technologies, it was rejected since it was seen that the all the population was completely able to use a tablet without having any kind of problems. Thus, the objective would not respond to a real necessity of the classroom.

Materials: In order to develop this activity, the following materials will be required:

- Tablet.

- Programme or application with the matching game.

Evaluation of the activity: It will be based on two factors: teacher assessment and self-assessment. The teacher will evaluate following the students' individual assessment rubric mentioned in the previous activities (APPENDIX C) and the self-assessment will be conducted by students themselves. As the activity is tablet-based, the application itself will correct the mistakes of the students and then, they will have the possibility to amend them and do it properly. However, the initial results are the ones that will be recorded for the class contest. Thus, students are encouraged to perform well from the very beginning, being this kind of evaluation very powerful and advantageous for the learning at this stages (Towler & Broadfoot, 1992; McDonald & Boud, 2003).

ACTIVITY 4: Storytellers

Description: Pupils will be the main characters in this activity. The teacher will first read the tale aloud in order to be a model in the pronunciation of the words. Then, by groups they will record themselves with the tablet as they were storytellers. It is important to mention before starting the activity the items that are going to be evaluated in order to let them perform better. Thus, they should pronounce the word properly, put emphasis in their reading and also modulate the voice tone.

Organisation: As mentioned above, the activity will be performed in groups of three people. Each group will read the complete tale and pupils themselves will distribute which parts will read each one of the members. To record it, they will use the tablets. On the other hand, it is important to mention that during this activity, the member of each one of the groups must be separated one from the others, since the sounds may be mixed. Thus, it might be necessary to use another classroom in order to distribute the students in adequate spaces.

Objectives: The main aim of this activity is to foster the reading habit. Nevertheless, there are also two other objectives related with the activity: to improve the pronunciation and to improve the reading aloud. It must be highlighted that reading aloud should only be done after silent reading. In that sense, we also provide self-confidence to the students.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.

- Headphones.

Evaluation of the activity: As mentioned in the Description section, pronunciation, emphasis when reading and voice tone will be evaluated. Thus, in APPENDIX F there is a rubric including the items. Besides, it will not be the teacher the only evaluating, but

pupils as well. In that sense, the rubrics will be distributed to all the groups and the audios recorded too. Then, the teacher and the groups will assess and mark all the recordings. Regarding the contest, there will be two groups that will be awarded with five points, one chosen by the teacher and the other by the students; thus, pupils are also involved in the assessment process.

ACTIVITY 5: What happened?

Description: This activity has a similar process to activity three. It will be interactive by using the tablet and the outcome of the activity is to order the actions according to what happened in the tale (exemplified in APPENDIX K). They will be provided with different images representing fragments of the story and they have to match the number with the correct images. Thus, they will have to remember what happened, and also to order the information to match them with the pictures.

Organisation: The activity will be conducted by pairs. As there has been a series of activities to practise and deepen in the story, it is going to be included the time factor. There will be a timer on the whiteboard and all pupils will start the activity at the same time, having ten minutes to perform the activity successfully –including also second opportunities to correct mistakes-.

Objectives: The main aim of this activity is to improve the reading comprehension techniques since pupils will be performing the activity according to what they understood from the folk tale. Besides, it will also serve as a review to know if they understood it properly.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.
- Whiteboard.

Evaluation of the activity: In this activity, we will evaluate if the students are able to perform successfully having time pressure. The self-evaluation will be done by the application of the tablet itself, since it will provide students with feedback to know what they did incorrectly. In addition, those pairs doing it better in the minimum time possible will be those having more points for the general contest. Thus, the teacher will receive a report based on the performance of the students in which the application will

include the time in which they did the activity and the initial mistakes. This results will also be used to fulfil the students' individual assessment rubric (APPENDIX C). Besides, this information will also be used by the teacher in order to know if the teaching process is correct (APPENDIX D).

ACTIVITY 6: Alternative ending.

 Description: In this activity pupils will have to write an alternative ending for the initial folk tale. They are encouraged to change the story according to their likes and consequently, their imagination is also fostered. This activity may seem complicated for their low English level, however, they will be provided with several formulas, headings and statements (APPENDIX L) that can be used in the writing. The teacher should ask for adequacy in the text, highlighting the importance of asking her and also using the dictionary in case of doubt. This activity will also be part of the contest, and it will be explained in following sections how will be decided the best alternative ending. On the other hand, pupils should also research at the very beginning of this activity the Aboriginal culture in Australia in order to provide a contextualised ending.

Organisation: Since it is a complex activity, it will be performed in groups of three people. Consequently, we will be offering a more imaginative climate in where three different ideas may be mixed. The teacher must move around the groups in order to provide help if necessary. Besides, it will be also written on the whiteboard the aspects that will be evaluated, providing to the pupils clear information of what they have to do in order to success in the activity.

Objectives: The main aim of this activity is to foster the reading habit among the students, by doing amusing activities in which they are also involved in the tale. Nevertheless, there are also two secondary objectives. On the one hand, to improve the writing skills and on the other hand, to broad the knowledge of the culture of an Anglophone country.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.

- Whiteboard.

- Dictionary.

- Paper and pen.

Evaluation of the activity: In order to evaluate the story, the teacher will have a rubric (APPENDIX G) to assess the aspects mentioned above. The best alternative ending will receive extra points for the general contest. On the other hand, members of another school will also choose the best alternative ending and the winners will also receive extra points. However, this will be explained later into greater detail in Activity 9.

ACTIVITY 7: How do you do in your country?

Description: In this activity we will focus on the cultural aspect of the language. It will be based on a discussion of all the members of the classroom. According to the information obtained from the folk tale, they will have to mention those different facts that we do in our country. They can also include information they found when writing the alternative ending. There will be one pupil writing the ideas of his or her classmates and once the dialogue has finished, altogether will separate the ideas in: food, manners, wearing, others. Then, we will create four groups of people who will decorate a poster having as heading each one of the previous ideas and they will write the new information. Then, it will be hang on the Cultural Corner. In that sense, pupils will have present in class all this cultural evidences.

Organisation: The activity will be composed of three parts: firstly, the dialogue; secondly, the distribution of the ideas into the three headings; and thirdly, the decoration of the posters. Thus, the first two activities will be done in a big classroom group, but the second one will be done by separating the big group in for different groups. Regarding the space, it is advisable to two initial activities in the Reading Corner since it is the place where the information comes from, i.e., from the folk tale. Then, the groups will move to their desks to work in groups.

Objectives: This activity responds to the main objectives of the paper: to improve the reading comprehension techniques –since pupils are asked to talk about information obtained from the folk tale and from other websites- and to foster the reading habit –since they realise that many different knowledge can be obtained from books-. On the other hand, the most important objective of this activity is probably the cultural transmission of an Anglophone country.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.

- Cardboards.

- Paper and pen.

- Crayons and markers.

Evaluation of the activity: The evaluation of this activity will be recognised in the students' individual assessment rubric (APPENDIX C). This activity will not be part of the contest, since it has been considered that it would be very difficult to mark the best poster, as the aim is not to do it nice, but to do it well and offer the information well-organised. On the other hand, while the pupils are decorating the posters, the teacher will fulfil the rubric in order to know if according to his or her perception, pupils have learned new cultural aspects and if the information given was correct.

ACTIVITY 8: Now, you write!

Description: In this activity it will be pupils themselves who will create a story. In groups of three people, they will be able to create a new story or use the alternative ending created before. Then, they will be provided with a website in where they will create their own characters, backgrounds, etc., as shown in APPENDIX M. They will also record the voice of the characters. They will be creating an interactive story in which they are the storytellers. Then, they can play the video and watch the result. Once all the groups finished their stories, they will present them to the rest of the groups. The two best ones will be awarded with extra points for the general contest.

Organisation: The activity will be done in groups of three people. Each one of the groups will log in the website and create an account. The teacher will explain how to use create the characters and introduce frameworks and voice recordings. Once all the groups finished their video-stories, they will present their work to the rest of the classroom.

Objectives: The main objective of the activity is to encourage in the reading habit by using new and more appealing devices. Despite not being reading, they are developing an activity completely related with this habit, and they are also creating new stories using their imagination. Besides, there are also two secondary objectives based on the imagination employed in the development of the tale, and also, in the appropriate use of the language to tell a story.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.

- Internet website: http://www.voki.com/create.php

- Whiteboard.

- Speakers.

- Headphones with voice recorders.

Evaluation of the activity: The assessment will be done following the evaluation rubric for this activity (APPENDIX H). The evaluators will be the teacher and also the students. The evaluation method will be similar as in previous activities. The pupils will fulfil the rubrics according to their perceptions, and they teacher will do the same. Then, the teacher will choose the best one, having 5 extra points in the general contest. On the other hand, a member of the class will sum all the marks given to each one of the groups, and the group having more points will be awarded with the same prize as the given by the teacher. In that sense, all the members of the class take part in the assessment process, not only the teacher.

ACTIVITY 9: Skype

Description: In this activity our students will contact with an Australian school that will have read a Spanish folk tale. We will explain them what we read and vice versa. Pupils from both countries will exchange opinions and information about their own culture and will establish a dialogue based on folk tales. Besides, pupils will read their alternative endings of the tale and the Australian classroom will decide which is the best. Thus, each one of the members of this group will receive five extra points for the general contest.

Organisation: Both teachers will mediate the dialogue between the classrooms. It is important that all the ideas, questions or suggestions of each one of the members of the class are included in the dialogue, favouring that all pupils feel represented. It will be students themselves who will formulate the questions to the other students. In that sense, they will be also improving their speaking abilities. The dialogue will be organised in two parts: firstly, Spanish students will ask Australian about the aboriginal folk tale in English; secondly, Australian students will ask Spanish pupils about the Spanish folk tales in this language.

Objectives: This activity is very motivating since they are going to establish contact with children aged the same and located in a foreigner country. Thus, the main objective is to foster the reading habit, since they are talking about what they read, but also to know cultural facts of the country explained by Australian children.

Materials: In order to develop this activity, it will be required the following materials:

- Whiteboard.

- Projector.

- Computer with webcam and speakers.

- Skype account.

Evaluation of the activity: The activity will be assessed in the students' individual assessment rubric (APPENDIX C). Pupils will establish a contact with children from another country, hence, rather than having a mark in the activity, we consider it as an enriching proposal for them. From then on, the evaluation will be based in the success of the activity: if students liked it and how it could be improved (APPENDIX D).

REVIEW ACTIVITY 10: What did you learn?

Description: This is the first review activity in which students will be asked to list five interesting things they have learned. It will be an individual activity in which they will be given a paper in where list what mentioned above. Thus, they will be forced to remember strange facts or new information they did not know before reading the tale. Consequently, they will be also realising of the importance of reading, both in the mother tongue and also in the target language.

Organisation: The activity will be conducted individually. Each pupil will be sat on his and her desk, and the teacher must put emphasis in the individuality of the activity. The answers will only be read by the teacher, in order to have a general overview of the most relevant aspects that students have learned. This will also be used as an evaluation aspect.

Objectives: The objective of the activity is to review what has been learned. Once having done nine previous activities related with the reading comprehension and with the reading encouragement, the teacher will be able to perceive through this list what students actually highlight of all the information learned.

Materials: In order to develop this activity, it will be required the following materials:

• Paper and pen.

Evaluation of the activity: The evaluation will be based on the answers of the students. this activity is a source of information for the teacher about what students can remember of this process. Rather than assessing the students, the activity is aimed in the evaluation of the teacher himself or herself, perceiving if all the activities implemented have been meaningful enough to be learned by the students. Thus, the evaluation will be included in APPENDIX D, in the teacher's assessment.

REVIEW ACTIVITY 11: WebQuest.

Description: The WebQuest is going to be used as a general review of what pupils have learned. According to Milson & Downey (2001, p. 144) "a WebQuest may be defined as an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet". Thus, according to this definition the students will have to answer twenty questions related with the tale and the Aborigean culture. Thus, they will be also improving the reading comprehension techniques. All the information they need to answer the questions is provided in different websites that will be included in an attached paper given to them (APPENDIX N). Therefore, they will be able to consult it if necessary. Nevertheless, most of the questions will refer to what they should actually have previously learned.

Organisation: The activity will be performed individually. The teacher will include in the software of each one of the tablets of the students a PowerPoint in which all the questions will be included, as shown in APPENDIX O. Besides, he or she will also distribute a paper including all the necessary websites in which the information needed to answer the questions is contained. The correction of the answers will be done by the PowerPoint itself; hence, pupils will review what is right and wrong and will have the possibility to change it if necessary. There will be sent a summary of all students answers to the teacher, being able to know the initial answers, and also how long lasted since they found the appropriate answer to the question.

Objectives: The main objective is to improve the comprehension techniques –since they will need to extract in some cases information from a website in order to answer the questions-. On the other hand, there is also an important cultural component in this activity as they will also have to answer related with Aborigeans. Thus, as a secondary objective, it is also established the extension of knowledge of this culture. Nevertheless,

and as mentioned above, this activity means a revision of all what students should know. Consequently, the results should be very significant for the teacher, since it will also be part of his or her evaluation, as well as the students.

Materials: In order to develop this activity, it will be required the following materials:

- Tablet.

- Internet connection.

- WebQuest.

- Webpages paper (APPENDIX N).

Evaluation of the activity: The assessment of the activity will be based on the results. The teacher will obtain the marks of the students, including those answers answered correctly and badly. Thus, it will be the teacher who will study the results and then, evaluate them in the students' individual assessment rubric (APPENDIX C). On the other hand, as it is the last activity of this proposal, the teacher will also fulfil the teacher's self-assessment chart (APPENDIX D). Once had the general overview of the development of the activities, he or she will reflect on the teaching and will propose several suggestions from the results obtained for following students.

CONCLUSION

Although the author of this proposal will not be able to implement this set of activities due to school organisational inconveniences and time arrangements, we are going to explain the expected results as well as possible difficulties that may occur during the implementation.

Firstly, we are conscious that fostering the reading habit among pupils in Primary Education is not an outcome achieved by only implementing this proposal. Reading for pleasure is a long-life objective that implies much more members than only the English teacher (Lockwood, 2008). However, with our proposal we want to plant the seed for following years, showing that reading is not a tedious activity and it can even become a hobby. This is the main reason why motivation has a crucial role in this proposal. Thus, we expect to engage students in reading in English and to scope it as a pastime rather than a school exercise.

However, we are aware of the difficulties when implementing the proposal. Firstly, the lack of teachers with technological training. In this case, it will be necessary to teach them some general procedures and knowledge related to technological devices. It must be highlighted that the proposal itself is extremely linked with the teacher: if the teacher is motivated, he or she will also transmit it to the pupils (Dörnyei, 2003). And secondly, it may occur that the group of students do not feel identified with the activities and, consequently, not motivated. In that case, there will be necessary a reconsideration of the activities, adapting them to the group of students since, as mentioned above, we

want to engage our pupils in the never-ending learning, firstly having the teacher as a guide, and then, learning by themselves.

Notwithstanding, we would like to highlight two important factors that will be determinant in order to guarantee a correct implementation: firstly, a correct use of new technologies. We also have the responsibility to show our pupils that *tablets* can not be used only for playing online games, but they are also learning and working tools. Consequently, we are also preparing them for their future jobs, since computers, mobile phones and *tablets* –among others- will not be managed with leisure purposes. Accordingly, we are training cross-curricular contents like responsibility, trustworthiness and maturity.

These values are also extremely linked to the second aim we established for this proposal: cultural transmission. Most of the activities are based on a practical point of view, i.e., presenting cultural facts as they are: one of the most important features of language. Thus, this proposal contributes to create real cultural exchanges and encourages pupils to find information using several sources, educating in their critical thinking. The set of activities cover geography, traditions, folklore, etc., consequently, we expect that they will appreciate this reality and therefore, we are providing them with a wider overview of the world. We will show them that they are citizens of the world, and then, understanding and respecting different cultures is necessary in nowadays society (Stewart, 2007). This proposal will have an important effect not only for the English subject but others as well, since we will be educating them with an international scope.

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APPENDICES

APPENDIX A

Tale: The First Sunrise

The First Sunrise

An Aboriginal Story from Australia –adapted-. Extracted from
http://www.worldstories.org.uk/stories/story/153-the-first-sunrise

Long, long ago in the dreamtime the Earth was dark. There was no light. It was very cold and very black. Huge grey clouds kept the light and the warmth out and were so low that the animals had to crawl around. The emu had his neck bent almost to the ground; the kangaroo couldn't hop, and none of the birds could fly higher than several feet in the air. Only the snakes were happy because they lived close to the ground.

The animals lived by crawling around the wet dark earth, feeding on fruits and berries. Often it was so hard to find food that several days would pass between meals. The wombat became so tired of people bumping into him that he dug himself a burrow, and learned to sleep for long periods.

Eventually, the birds decided they'd had enough. They called a meeting of all the animals. The magpies decided that they would raise the sky by collecting sticks and pushing the sky up. All the animals agreed it was a good idea, and they set about collecting sticks. The magpies took a big stick each, and began to push at the sky.

The emus, the kangaroos and the wombats watched as the magpies pushed the sky slowly upwards. They used the sticks as levers, first resting the sky on rocks, then on small hills. As the animals watched, the magpies, pushing, arrived to the top of a small mountain.

It was still very dark, but at least the emu could straighten up, and the Kangaroo was able to move in long hops. The magpies continued pushing the sky higher and higher, until they arrived to the highest mountain in the whole land. Then with a powerful heave, they gave the sky one last push! The sky appeared on the air, and it came a flood

of warmth and light. The whole sky was filled with beautiful reds and yellows. It was the first sunrise.

The magpies sang a song. The Sun-Woman rose slowly, and began her journey towards the west. Now, each morning when the Sun-Woman wakes in the east she lights a fire to prepare the torch that she will carry across the sky each day. It is this fire the first light of dawn. Then she takes up her torch, and begins her daily journey across the sky.

When she reaches the western, she extinguishes her flaming bark torch. Then she sits down, and repaints herself in brilliant reds and yellows, ready for her journey to the east. So that is why, to this day, every morning when the Sun-Woman wakes and lights her early morning fire, all the magpies greet her with their beautiful song.

APPENDIX B

Students' self-assessment

Statements with asterisk will be only answered at the ending of the proposal

	YES	SO AND SO	NO
1. I like reading in English			
2. I'm interested in the Aborigean culture			
3. I think that English is only spoken in G.B. and USA			
4. Reading is an amusing activity			
5. It's interesting to learn about different cultures			
6. *I have broaden my vocabulary word's list			
7. *Now, I can comprehend better written texts			
8. *I was motivated for participating in a contest			
9. *My favourite activity was			
10. *I would change…			

APPENDIX C

Student's individual assessment rubric

ITEM	NAME: _____	1	2	3	4	5
1	The student has read the book.					
2	The student is able to comprehend statements related to what has been read previously.					
3	The student is able to identify the characters of a tale.					
4	The student is able to understand the description of a character of a tale.					
5	The student relates the characters with their description properly.					
6	The student orders correctly the sequences of the tale.					
7	The student is able to match an image of the book with its written description.					
8	The student performs the activities having time pressure.					
9	The student can express –writing and speaking- what he/she is learning.					
10	The student can list five new cultural aspects of an Anglophone country.					
11	The student can formulate questions to other classmates.					
12	The student can answer questions and explain own cultural facts using the language.					
13	The student is able to obtain information from the Internet to answer questions.					
14	The student has increased his/her desire to read in the foreign language.					
15	The student has improved his/her reading comprehension abilities.					

NOTES

IMPROVEMENT MEASURES

APPENDIX D

Teacher's self-assessment rubric

1. MOTIVATION	1	2	3	4	5
1.1 - Students are motivated and committed with the task.					
1.2 – Students desire to start the reading activities.					
1.3 – Students' motivation in reading has increased with the development of the activities.					
1.4 – The rejection towards reading in English has disappeared.					
1.5 - NOTES					
2. ORGANISATION					
2.1 – The order of the activities is correct and follows a logical sequence.					
2.2 – The members involved in each one of the activities is correct.					
2.3 – The materials are appealing and necessary for the development of the activity.					
2.4 – The development of the activities was correct, without behavioural problems related to the organisation.					
2.5 – NOTES					
3. READING COMPREHENSION					
3.1 – According to the results, the reading comprehension has improved after the development of the activities.					
3.2 – Students can read an extract and answer properly some answers related to the text.					
3.3 – After the implementation of the activities, students' beliefs towards reading have changed.					
3.4 – Now, students are able to infer meanings by the context.					
3.5 – NOTES					
4. READING ENCOURAGEMENT					
4.1 – The activities focused on the reading encouragement were properly presented –appealing and challenging-.					
4.2 – Beliefs towards reading in English have changed.					
4.3 – Some students demand reading extracts or tales					

in English.					
4.4 – The tales selected for the development of the activities were correct.					
4.5 – NOTES					

5. CULTURAL TRANSMISSION					
5.1 – Students have learned new characteristics of the Aborigean culture.					
5.2 – The presentation of cultural elements has been done in an interesting and appealing way.					
5.3 Students' interest towards Anglophone cultures has increased after the implementation of the activities.					
5.4 – Students are now more sensitive and respectful with other cultures.					
5.5 – NOTES					

6. RESULTS

7. WHAT CAN I IMPROVE?

APPENDIX E

Assessment ACTIVITY 1

STUDENT:	YES	NO
RESPECT AND TOLERANCE		
1. The student respects different opinions		
2. The student respects the speaking time of others		
3. The student shows respect towards a different culture		
PARTICIPATION		
4. The student explains his/her feelings/opinions		
5. The student participates in the discussion		
6. The student's productions are coherent with the topic		
NOTES		

APPENDIX F

Teacher assessment and peer-assessment ACTIVITY 4

STUDENT:			
	YES	SO AND SO	NO
1. The pronunciation of the words is correct			
2. The student reads clearly and I can understand him/her			
3. The voice tone used is appropriate			
4. The student emphasises words when reading			
WHAT COULD HE/SHE IMPROVE?			
GENERAL OVERVIEW:			

APPENDIX G

Teacher assessment and peer-assessment ACTIVITY 6

GROUP Nº MEMBERS:	YES	SO AND SO	NO
1. They alternative ending is coherent with the culture			
2. They have used new vocabulary words			
3. They have used correct grammatical structures			
4. They have followed the steps provided			
5. The ending is innovative			
IMPORTANT MISTAKES:			
NOTES:			

APPENDIX H

Teacher assessment and peer assessment ACTIVITY 8

| GROUP Nº MEMBERS:	YES	SO AND SO	NO
1. The story is interesting			
2. The story follows a structure: introduction, development of the action and ending			
3. All the members in the group were involved in the presentation of the story			
4. There are no grammatical mistakes			
5. I liked the story			
HOW TO IMPROVE:			
NOTES:			

APPENDIX I

Chart for the contest
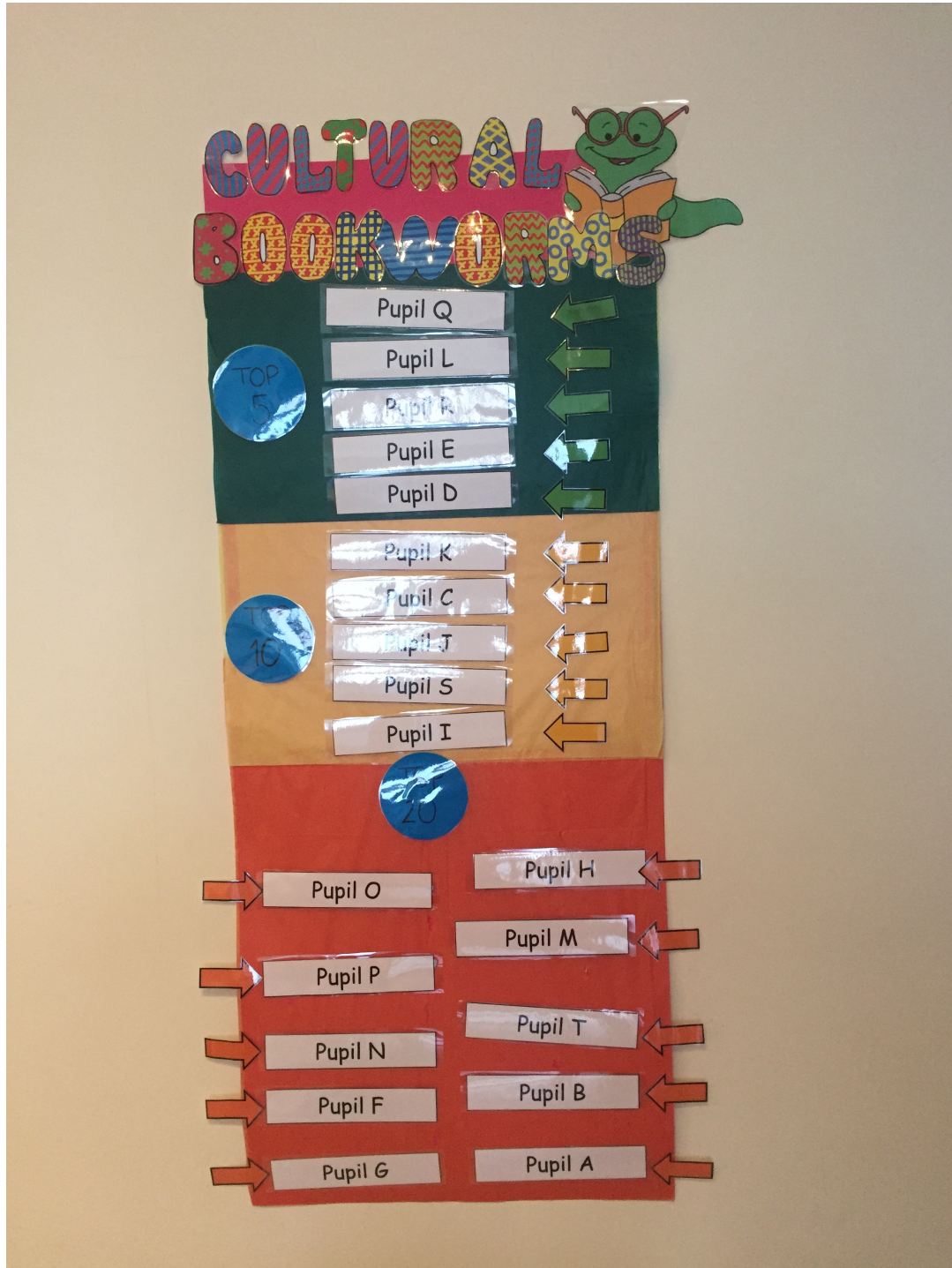
APPENDIX J

Example of ACTIVITY 3-Match them!

APPENDIX K

Example of ACTIVITY 5-What happened?
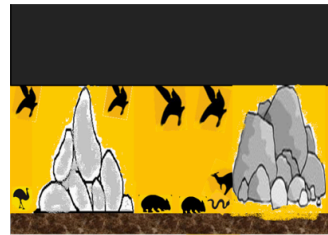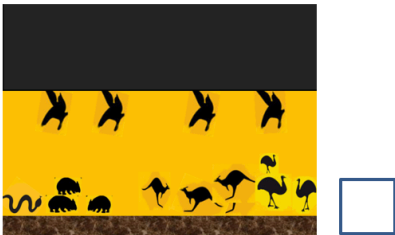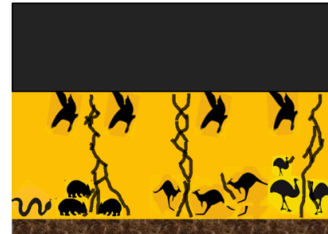
APPENDIX L

Example of ACTIVITY 6- Alternative ending

NOW, YOU DECIDE THE ENDING!

In groups of three, you have to write and alternative ending for the story The First Sunrise.

How to do it? EASY! Follow these steps:

1. Remember what happened in the story.

2. Search some information on the Internet about Aborigines to write a coherent story with the culture.

3. Think each of you about what would you like to happen if you were the writers.

4. Discuss your ideas or use them all. It's up to you!

5. Organise your ideas and think how to write them.

6. Use the attached photocopy to write the story properly.

REMEMBER!

It's very important to write properly. Ask your teacher or use the dictionary in case of doubt

FORMULAS AND HEADINGS

TO CHANGE THE FACTS:

- And suddenly, …

- However, something changed…

- Unpredictably, …

- Soon, things changed …

- Without realising, …

TO INDICATE THE ENDING:

- Finally, …

- At last, …

- And this is how…

- And lived happily ever after.

- And this is how the story ends.

APPENDIX M

Example of ACTIVITY 8- Now you write!

APPENDIX N

Needed webpages for the WebQuest – ACTIVITY 11

NOW, IT'S YOUR TURN

To answer the questions you'll need the following webpages (they are not ordered, search the information by yourself):

- http://www.worldstories.org.uk/stories/story/153-the-first-sunrise

- http://www.schoolatoz.nsw.edu.au/homework-and-study/other-subjects-and-projects/history/aboriginal-australia (Key points)

- http://people.howstuffworks.com/aborigine5.htm (First paragraph)

- http://australianmuseum.net.au/indigenous-australia-cultural-heritage (Living languages and the oldest living culture)

- http://ngm.nationalgeographic.com/2013/06/aboriginal-australians/finkel-text (Heading)

REMINDER
Please, DO NOT use the translator. In case of doubt ask your teacher or use the dictionary ;)

APPENDIX O

Example of ACTIVITY 11- WebQuest

HOW TO DO IT

- You have a photocopy with several webpages.

- In the following slides, you will find some questions. Use the information on the websites to answer them.

- If you're wrong, the app will warn you and you'll have another opportunity.

- The questions are related to the tale and to its culture.

- And overall, ENJOY IT ☺

QUESTION Nº 1

Which animal met all the animals together to change the Earth?

- o **The magpies**
- o **The birds**
- o **The wombats**

QUESTION Nº 8

How long have Aboriginal people living in Australia?

o Less than 50,000 years
o More than 5,000 years
o More than fifty thousand years

QUESTION Nº 8

How long have Aboriginal people living in Australia?

o Less than 50,000 years
• **More than 5,000 years**
o More than fifty thousand years

SORRY!

YOU'RE WRONG. TRY AGAIN