Effects of Using Storytelling-based approach to teach Primary Students English Grammar

Abstract

The study investigates the effect of using storytelling-based approach to teach EFL primary students English grammar in a local school. There were 12 to 14 P.3 Chinese speaking students participated in this study. All these students were newly-arrived to Hong Kong who only been in Hong Kong ranging from half to several months at the beginning of this small-class teaching English remedial course. A pretest developed by the researcher of this study was administered to the pupils before conducting each experimental lesson. During the treatment lessons, story books were used as the course books with the incorporation of task-based learning and a mixed approach of inductive and deductive grammar learning method. After each treatment, students were provided with a posttest in order to evaluate the degree of efficacy in using storytelling-based learning approach in teaching. After 4 pair of trials, the efficacy of using storytelling-based approach in English grammar learning was calculated and assessed using a statistical package namely SPSS. The results revealed a significant difference for students receiving the treatments in English Grammar Learning, indicating the effects of the storytelling-based approach in teaching EFL primary students grammar.

Index Terms – storytelling-based learning and teaching, the task-based learning, inductive and deductive grammar learning, EFL learners

1. Introduction

Grammar learning in Hong Kong schools has traditionally been depicted as a tedious and repetitive memorization of rules, owing to the prevalence of Grammar-Translation Method and Audiolingual Method over the past decades (Widodo, 2006; Lee, 2003; Lee & Collins, 2009). It fails to coin a creative, interesting and meaningful context and usage to unfold the meaning and communicative function behind the target grammar structures. Generally, drilling is a common practise for grammar teaching and learning. Subsequently, fears of grammar learning is bred among the students. According to Kamaludin et al. (2015), L2 learners always find themselves to be less confident in acquiring grammar knowledge and that grammar learning always turns into something incomprehensible and mechanical to them. After all, many students who have received grammar instruction for over ten years still find difficulties with basic grammar (Lee & Collins, 2009). Therefore, there is a need to find a new way out for effective and meaningful grammar learning in Hong Kong classroom.

Though in recent years Hong Kong Curriculum Development Council (2004) has put more emphasis on a task-based learning approach (TBL) in which an appropriate and meaningful context, along with a purposeful use of the target language forms, is provided to display grammar 'as a means to convey meaning or to achieve an outcome' (p.160), the authenticity and quality to achieve effective English learning, as well as the motivation of learners to the English language in Hong Kong are not thereby ameliorated. With reference to an investigation of Hong Kong ESL Books in grammar teaching, Lee and Collins (2009) concludes that Hong Kong textbooks 'reveal insufficient support for the communicative approach' (p.65) and that the distinction between form and meaning, and class and function were always confused, misleading learners on the English language. Furthermore, in the 2011 Progress in International Reading and Literacy Study (PIRLS), it was found that out of 45 regions, Hong Kong ranked the lowest in terms of the motivation to read (Tse et al., 2015). Viewing this, it has been suggested (Sunkyung, 2013; Kamaludin et al., 2015) that using story to teach grammar can not only help students to obtain the authentic language, but also to open their doors, hearts and minds to learning.

Meanwhile, reports from Hedrick and Cunningham (2002), and Krashen (2004) state that self-selected reading is a powerful means to develop students' overall literacy competence as well as their learning motivation. More joyful storytelling and reading by students their own or by the teachers in the class, therefore, can mean improving students' overall language competency.

To investigate to what extent a meaningful and fun reading can help students improve their grammar learning, this study seeks to use a storytelling-based approach to teach a group of primary students English language by focusing on the meaning of the target grammar items in the framework of tasks-based learning approach. Students would engage in a ten-week teaching with one-to-two grammar focus each week. Each week would have one to three lessons, lasted for 35 to 105 minutes, of grammar teaching by using the approach with a pretest and posttest for each unit of grammar focus. After that, the focus will be shifted on finding out the reasons of its effectiveness or ineffectiveness.

Null hypothesis (H0): The use of storytelling for teaching grammar has no significant effect on ESL learners' grammar development.

Alternative hypothesis (H): The use of storytelling for teaching grammar has significant effect on ESL learners' grammar development.

2. Literature Review

2.1 Task-based Learning Approach in Hong Kong

Ever since the traditional grammar teaching had failed to show the relationship among form, meaning and use of the target language in a decontextualized and isolated context, the teaching pedagogy has shifted from habit formation to a little more communication and meaning focusing (Lee, 2003). Task-based learning approach (TBL), therefore, was introduced to the Hong Kong English classroom in 1970s. It is described that TBL encompasses tasks that "stimulate learners to mobilize all their linguistic resources, and push their linguistic knowledge to the limit" (Nunan, 1988, p.84). In other words, instead of focusing on the forms of language alone and doing meaningless exercises, it takes the learners to real-world contexts by asking them to perform specifically purpose-oriented tasks which involve more thinking and doing (Ma & Chow, 2008). Eventually, students are being able to communicate and interact with the ideas and concepts they form behind to the other people.

2.2 Benefits of Using Storytelling in a Task-based Learning Environment

Stories with authentic texts which can intrigue students' interest or curiosity enhance ESL students' motivation and positive affect on language learning (Nicholas et al., 2011). Children love stories, especially the one they are read to (Krashen, 2013). It is widely known that stories comprise of more authentic language than the local textbooks for guiding towards a real world understanding (Sunkyung, 2013). As Jensen (2006) in his exploring non-literal theory states, language, knowledge, perception, and meaning are strongly linked up to each other and that the meaning of a language is not taken literally but is derived through social processes. Based on this theory, stories are the one that contains the authentic meaning of a language as Krashen (2004) has examined that those who read more books have better cultural knowledge on various measures.

Apart from this, stories also provide a more fun and enjoyable context with emotions for students when compared to the textbooks, and they can insert more influence on students' spoken response, in which they are shown to pick up words from the stories and give short phrases at a proper time more easily (Wang & Lee, 2007). Therefore, stories with enjoyable and genuine pedagogical information can lead towards a joyful learning with meaningful interaction and real world understanding within the task-based learning approach in class.

When facing a group of schoolchildren who have little control on their own behavior, an effective use of story in teaching can help capture their full attention. As storytelling-based teaching engages various methods in the classroom, which include content-based activities, projects, pre-while-post tasks and stimulation of multiple intelligences, the goal of catering for learner diversity can be improved (Sunkyung, 2013). As according to Hadaway (2009), there are a myriad of good children literature which can provide a range of topics, formats and language complexity for teacher to choose, children's level of linguistic proficiency and diverse cultural backgrounds can therefore be catered. It is also suggested that through storytelling, a dynamic and interactive experience is shared by the teller and the listeners throughout the process (Lee & Liu, 2011), which in turn fosters intrapersonal relationship among class for a better class cohesion (Wajnryb, 2003). Hence, a positive language learning environment and experience can be carried out by using the storytelling-based approach.

2.3 Methods of the Grammar Teaching

With the advancement of second language acquisition (SLA), different approaches have been found to be effective in varying aspects of grammar learning, depending on several factors, such as the nature of language and the preferences of the teacher and learners (Lee & Collins, 2009; OUPELT, 2015). Broadly speaking, these approaches can be put into two core approaches, namely deductive and inductive approaches (Widodo, 2006). Suggested by Widodo (2006) and Haight et. al (2007), the former is a notion that comes from the general to the specific, in which a grammar rule is explicitly taught to students and followed by applying the rule through practicing, whereas the latter is a notion that comes from the specific to the general, in which implicit highlight of the grammatical rules with presenting sample sentences is used to bring order, clarity and meaning to students' learning experiences. In other words, the deductive approach can also be called rule-driven learning, whereas the inductive approach can be called rule-discovery learning (Widodo, 2006). After balancing the advantages and disadvantages of both approaches, studies (Lee, 2003; Widodo, 2006) have shown that they could be combined for the teaching of grammar items for bring in a more efficient learning in a long run.

2.4 Grammar Teaching in Storytelling

Learning how stories help students to acquire grammar knowledge within the task-based approach framework can lead to an effective grammar teaching and learning. In many children literatures, they often repeat vocabulary, format, sentence structure, or content stylistically while maintaining readers' interest to read pleasingly (Hadaway, 2009). On the one hand, this kind of frequent exposure to target sentence structures and new words in a "comprehensible context", suggested by Krashen (2004), indeed offers help for learners to acquire the structures and words because it encourages the remembering of the sentence structures, words and other target language features in the stories (Sunkyung, 2013). On the other hand, it allows children to anticipate what comes next by using their imagination, inviting them to tell stories with the teacher (Cameron, 2001). By doing so, children will remember the structure of a grammar pattern and some other grammatical features more easily from the stories and over time, internalization occurs. As a result, story can be an encompassing method for teaching pupils grammar.

3. Methodology

3.1 Design of Research Methods

Since adults cannot always accurately predict what books children like (Wang & Lee, 2007), a variety of picture books which seem to appeal to children will be selected according to the level of children (See Appendix I). These selected books could be read not more than 25 minutes in a lesson and should contain vivid illustrations to provide some visual aids for the students.

In assessing the effects of using storytelling-based approach to teach primary students English grammar in a local Hong Kong school, a qualitative approach was used to attain an in-depth understanding in this study. A pre-test and post-test-designed quasi-experiment was used to test a group of students' grammar knowledge. The purpose of this before-and-after test is to compare students' grammar knowledge in relation to the effects of using storytelling approach to teach grammar. The independent variable is therefore the 'before' and 'after' using storytelling-based approach for grammar teaching; the experimental group will participate in a storytelling-based teaching of English grammar with different task-based activities in class for 15 lessons in 10 weeks. The dependent variables are their grammar achievement test.

To obtain reliable and comparable results, only one set of questions regarding to students' syntactic knowledge would be used in pretest and posttest. The design of this assessment encompassed only students' prior grammar knowledge and the duration of the test lasted for 15 minutes in maximum. During those 15 lessons, students would revisit the grammar knowledge which they were taught before, but the method would be using the storytelling-based approach to teach the target grammar items.

3.2 Participants and Setting

The participants of this study were 14 Primary 3 students studying in a local primary school. They were the new immigrants who spoke proficient Mandarin and Cantonese and had been studying English ranging from half a year to a year. English class in school was their primary source of English input in life and thereby, English was a foreign language which would only be used in English lessons to them.

The participants were assigned to a small class setting classroom to receive remedial English lessons. The instructor was the researcher of this paper. With the researcher as the sole instructor of the class, the direction and design of the experiment would be more consistent and have less confusion. During the lessons, some Mandarin was used to help the learning of English.

3.3 Data Collection Procedures

Before starting the instructional lessons, the school had already signed a consent form to agree letting students to participate in the experimental lessons.

3.3.1 Grammar Pretest

The grammar pretest was administered to the students with approximately 10 to 15 minutes for the completion. Once they finished the test, the instructor would collect the test immediately and then an instructional lesson would be held. The grammar test contained 10 to 14 items and their possible test scores ranged from 0 to 14 marks. The grammar pretest featured one to two grammar testing items which were later taught in the treatment lessons (see Appendix II).

3.3.2 Procedures of the lessons

The flow of the lessons with the use of storytelling-based approach to teach students grammar was generally as follows:

   i. Contextualization
   ii. Comprehensible input
   iii. Noticing (form)
   iv. Comprehensible output
   v. Consolidation (internalization/ automatization)

Teaching grammar within an authentic context can encourage students to communicate and interact with each other. Paired with a comprehensible input with focuses on one to two grammar items, using the authentic context in stories also encourages learners to notice not only the form of a grammar item but its communicative meanings.

With the help of teacher, students were encouraged to engage in some purposeful communications through multifarious tasks to acquire the featured grammar items. Through participating in different activities, students were also encouraged to discover the relationship between the meaning and the form of the target grammar form. Lee (2003) adds that different opportunities for learners to explore the relationship between form and meaning of a target grammar form within the mentioned conditions are important for developing their critical thinking and inductive learning. This process is of deep learning and lasts much longer than only telling the rules to the students. Eventually, adding up a comprehensible output and consolidation for students in class, claimed by Swain (1985), would facilitate learners to be conscious of their own learning and help them to move from a semantic processing to a complete grammatical processing for an accurate production.

3.3.3 Grammar Posttest

Upon the completion of the instructional lessons of each set, the students were given the grammar posttest which was identical to the grammar pretest. They had the same amount of time to finish the post-test as in the pretest. This took place about a day after the treatment lessons. It was administered to the students for measuring their short-term learning of the focused grammar item(s) (see Appendix II).

3.4 Target Structures

Five English grammar items were chosen to teach according to students' level. The list of grammatical items using the storytelling-based approach could be found in Table 1.

TABLE 1

List of Target Grammar Items, Duration and Story Books Chosen		
Target Grammar Item	Duration	Story Book Chosen
Trial 1: Subject Pronouns & Subject-verb Agreement	80 mins (2 lessons)	Frozen - Anna's Best Friends
Trial 2: Existential Sentence	80 mins (2 lessons)	In the Dark, Dark Woods
Trial 3: Singular and Plural Nouns	120 mins (3 lessons)	The Very Hungry Caterpillar
Trial 4: Possessive Adjectives	120 mins (3 lessons)	'My family' (A story adapted from EdUHK)

3.5 Data analysis

After collecting all the pre-test and post-test from the participants, A statistical package for Social Sciences (SPSS) 21.0 for Mac was harnessed for analyzing results of the pre- and post-tests to see if there were any generalizable results.

4. Results and Findings

4.1 Pre- and post- test

Dependent (Paired) Samples *t* tests were conducted to evaluate the effectiveness of storytelling-based approach of grammar teaching on a group of P.3 primary students in the framework of task-based teaching (see Appendix III for detailed lesson plans). Prior to the analysis, the assumption of the tests was that the approach to teach primary students grammar was effective. This analysis aims to test the hypothesis stated in this paper.

		Paired Difference			t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean			
Trial 1	Pretest 1 – Posttest 1	-35.12083	24.83029	7.16789	-4.900	11	.000472
Trial 2	Pretest 2 – Posttest 2	-15.38462	25.03843	6.94441	-2.215	12	.046824
Trial 4	Pretest 3 – Posttest 3	-25.59571	17.74205	4.74176	-5.398	13	.000122
Trial 5	Pretest 4 – Posttest 4	-19.28571	17.30464	4.62486	-4.170	13	.001099

Table 2. Main statistics of dependent (Paired) samples *t* tests differences analysis

4.1.1 Trial 1

In the light of Table 2, trial 1 pretest 1 and posttest 1 were compared to generate the mean score of -35.12 (SD = 24.83). The result of the paired samples *t*-test was t(11) = -4.900, with the *p*-value smaller than 0.05 (p = 0.000 < 0.05), suggesting that the true difference in the means of pretest 1 and posttest 1 was significantly different from zero.

The mean of pretest 1 (M = 33.93) was significantly lower than the mean of posttest 1 (M = 69.05), of which the data was shown in Table 3. The mean upsurge in posttest 1 from pretest 1 was 35.12. This indicated that students after receiving the experiment had better lore of the target grammar items than before.

		Mean	N	Std. Deviation	Std. Error Mean
Trial 1	Pretest 1	33.9267	12	25.14149	7.25772
	Posttest 1	69.0475	12	26.43578	7.63135
Trial 2	Pretest 2	63.0769	13	24.28464	6.73535
	Posttest 2	78.4615	13	15.73010	4.36274
Trial 3	Pretest 3	36.9036	14	13.36341	3.57152
	Posttest 3	62.4993	14	27.68639	7.39950
Trial 4	Pretest 4	34.2857	14	27.09365	7.24108
	Posttest 4	53.5714	14	26.48865	7.07939

Table 3. Main statistics of dependent (Paired) samples *t* tests analysis

4.1.2 Trial 2

In the same Table 2, The mean score of trial 2 was -15.39 (SD = 25.04) which implied that the result of the paired samples *t*-test was significantly different. The observed *t* value was t(12) = -2.215, with the *p*-value smaller than 0.05 (p = 0.0468 < 0.05), indicating that the result from posttest from trial 2 was slightly different than its pretest.

The mean of posttest 2 (M = 63.08) in Table 3 was significantly higher than that of posttest 2 (M = 78.46), with 15.38 score of increase. This suggested that students receiving the experiment had gained better grammar knowledge than before.

4.1.3 Trial 3

According to Table 2, trial 3 a mean score of -25.60 (SD = 17.74) was generated from trial 3. The result of the paired samples *t*-test was t(13) = -5.398, with the *p*-value smaller than 0.05 (p = 0.000 < 0.05). This suggested that the difference in the means of pretest 3 and posttest 3 was significant.

It is also shown in Table 3 that the mean of pretest 3 (M = 36.90) was significantly lower than the mean of posttest 3 (M = 62.50). The mean soared significantly with the figure of 25.60, indicating that students receiving the experiment had the target grammar knowledge improved.

4.1.4 Trial 4

The mean score of this trial was -19.29 (SD = 17.30), suggesting an augmentation of the mean score of 19.29 after the students receiving the lesson. This was revealed in Table 3 that the mean score in posttest was 53.57, compared to 34.29 mean scores in the pretest. Therefore, the result of the paired samples *t*-test was significantly different, with the t-observed value t(13) = -4.170 and the *p*-value smaller than 0.05 (p = 0.001 < 0.05). There was true difference in the means of pretest and posttest in this trial.

5. Discussions

This study was attempted to investigate the effectiveness of using storytelling-based approach to teach students grammar in the framework of task-based teaching and measured by four sets of pre-tests and posttests as the instruments.

5.1 Limitations and Strengths

There are a handful of limitations found in this classroom research. First, the findings from this study can only reveal the short-term effectiveness of using storytelling-based approach to teach EFL primary students grammar but fails to test its long-term effectiveness. It was owing to the time restrain that the

researcher was not able to examine the long-term effect of the approach on students' grammar learning. Second, the English foundation of each learners were shallow by the time of the experimentations underwent. Therefore, the instructor could only address a few comparatively simple grammar items by using the storytelling-approach in teaching.

Furthermore, in terms of assessing language skills, this study only concentrated on the effects of using storytelling-based approach on the students' written grammar skills. As a consequent, the researcher did not collect data regarding to the students' verbal production on the target grammar items during the small class time teaching. Lastly, this study only involved a small group of P.3 students for the experiments and thereby may not be generalizable to different years and a larger group of EFL students. Due to the limitations found, future study will need to address the issue of the long-term benefits of using storytelling approach in teaching EFL students' grammar, EFL learners with different foundations and grades as well as the learners' oral grammar skills. Future research on this topic may also benefit from looking over the effects of using such approach on other foreign language skills.

The strengths of this study are that the highly detailed, clear and uniform lesson plans, tests and some of the worksheets are entailed in the appendixes. Each treatment procedure is provided as a chunk of classroom activity in order to fulfill the requirements of task-based teaching. In general terms, the results of these four trials of experiments indicate that the use of storytelling-based approach to teach EFL primary learners English grammar is noteworthy. In correspondence with Wajnryb (2003) and Hadaway (2009), the researcher found that the classroom environment was very positive and influential in contributing to students' concentration as well as motivation in learning the historically dull and rigid grammar rules.

5.2 Effectiveness of Using Storytelling-based Method in Grammar Teaching

The mean scores of pretests in trial 1, 3 and 4 were ranging from 34 to 37, among which the students' performance were very similar. When it came to trial 2 (about the existential sentence), however, their performance soared up to 63 mean scores in the pretest. Reasons behind this were owing to that fact that compared to the other grammar items in other treatments, many students had been very familiar with the focused grammar item and hence many had already achieved relatively high marks in the pretest. Consequently, the data collected in trial 2 was on the brink of being effective, with the significant difference at $p = 0.0468$ level, which was still very near 0.05 level, reflecting that there were not much room for further improvement for the grammar item in the test. Simultaneously, other trials had rather large scale of difference between the pretest and posttest, manifesting the best effectiveness of using storytelling-based approach to EFL primary students' grammar.

In terms of the using authentic language usage with the two grammar learning approaches in teaching, these findings are also compatible to the studies on deductive and inductive approaches by Lee (2003), Widodo (2006) and Sunkyung (2013). With the use of age and level appropriate story books, students' interest and curiosity towards learning were also aroused as they tended to ask more questions in relation

to the stories and words they wanted to include for their own story writing in the language production part. It is in accordance with the findings from Nicholas et. al (2011), Krashen (2013), Hadaway (2009), Lee and Liu (2011) and Wajnryb (2003), during the process of telling the stories, a harmonious interpersonal relationship among the class was reinforced which in turn motivated pupils to learn in a loving and supportive learning environment. Other than providing a meaningful and buoyant learning milieu for grammar learning, these literary texts also allow active engagement in language learning. As Herron and Tomasello (1992) and Tomasello (2003) point out that this kind of engagement is quintessential for the construction of linguistic data and the testing of hypothesis. Therefore, in the framework of task-based learning, inductive and deductive grammar learning, using storytelling-based method to teach EFL primary students grammar carries out positive results in bettering the students' grammar knowledge.

Additionally, the design of the lessons constructed an aligned curriculum for the students. The learning objectives were set clear in the beginning of each trial for pupils to know. The learning content, the learning output activities as well as the assessment tasks were designed in accordance with the learning objectives and the literary texts selected so that everything would be more consistent and systematic. In particular, activities such as group discussions, pair and class activities and story rewriting activities based on the literary texts in the trials were also designed to allow the pupils to become free writers which indeed avoid monotonous copying and drilling of grammar items as well as vocabulary. This, in turn, cultivates eager learners who want to express their ideas in the target language (Lau, 2002). Eventually, a learning environment where teaching and learning activities and assessment tasks are matched with the intended learning outcomes of the subject can be created (Biggs, 1999).

Some classroom teaching strategies were part of the contributing factors in this study. During the language learning process, the instructor would offer opportunities to display students' work on screen, praise several students who had put effort in their learning and appreciate those who actively engaged in the class. These strategies are indeed the signs that affirm students' capability and thereby uplifted their confidence in learning English (Law et al., 2012). Attempts were also made in rendering the students an ownership of their learning. In trial 2 and 4, it was evidenced that attempts were made in which the students needed to use their imagination in creating a story of their own. Since these pupils did not have a solid foundation of English and did not know much English words, some hints of words were provided to aid their story production. After that, they were given an opportunity to display and read aloud their work in front of the class. Benefits of displaying children's work and providing them a chance to speak in front of the class "dignify and recognize the value of children's expression of their ideas, thoughts and imaginations" (Seefeldt, 2002, p.4).

While the process of learning of the students were being valued by the teacher through the display of their in-process and finished pieces in a harmonious learning environment, pupils' zone of proximal development can be gradually bridged by the guidance of the teacher. Eventually, the hiatus between the students' current performance level and their teacher's expectation can be narrowed.

6. Conclusions and Implications for Teachers

With the rapid development of the mass media, story books serve as another alternative in attracting pupils' attention in class. Inspired by the former research papers about using literary texts in teaching vocabulary and in addressing students' learning anxiety, the main purpose of this paper is to investigate the effectiveness of using storytelling-based approach to teach EFL primary students syntax by using level and content appropriate story books as the course books. Built on the research done by the front runners, this study discovered that the use of children's literature can also be used in teaching EFL primary students' syntax. It does not only have the potential in enabling children to think creatively and critically but to develop their linguistic and socio-emotional skills within a meaningful context.

Teachers can use children literature as a springboard to create many different purposeful, meaningful and creative tasks. This can include various pair or group works, games, discussion, reading and composition which address cooperative or collaborative and task-based learning. By teaching students how to utilize a story book to learn English, students will benefit the most from it. It is as if a saying goes, "Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime." Eventually, students can become self-regulated learners in their own language learning.

Word counted: 4545 words

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(i) Children books selected for the new arrival students in this study:

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In the Dark, Dark Woods	British Council. (n.d.). *Dark Dark Wood.* Retrieved from https://learnenglishkids.britishcouncil.org/en/short-stories/dark-dark-wood
The Very Hungry Caterpillar	Carle, E. (2002). Harlow, England: Longman.
'My family' (A story adapted from EdUHK)	EdUHK. (2016). *Grammar Teaching Resources for School Teachers*. Retrieved from http://ec-concord.ied.edu.hk/grammar/?page_id=961

(ii) Other suggested children literature for teaching EFL children English:

Titles	Authors and publishers
For Beginners:	
Goodnight Moon	Brown, M. W., & Hurd, C. (1947). [New York]: HarperCollins.
How Do You Feel?	Browne, A. (2011). London: Walker Books.
Ten Little Monkeys	Faulkner, K., & Lambert, J. (2001). New York: Scholastic/Cartwheel Books.
My Friends	Gomi, T. (1990). San Francisco, Calif.: Chronicle Books
My Mum	Browne, A. (2005). London: Picture Corgi
Willy the Dreamer	Browne, A. (2008). London: Walker Books
The Hungry Giant's Lunch	Cowley, J. & Webb, J. (n.d.). Chicago: McGraw-Hill
The Very Busy Spider	Carle, E. (1984). New York: Philomel Books.

The Smartest Giant In Town	Donaldson, J., & Scheffler, A. (2002). London : Macmillan Children's.
The Gruffalo	Donaldson, J., & Scheffler, A. (2000). London : Macmillan Children's Books.
The Hare and the Tortoise	Sandford, J. (n.d.). New York: Addison-Wesley Publishing Company
For Intermediate Learners:	
Click, Clack, Moo Cows That Type	Doreen Cronin (2000). New York: Scholastic.
Lost at the Mall	Kingan, J. & Ngok, K. (2011). Hong Kong: Educational Publishing House Ltd.
Me and My Cat?	Kitamura, S. (1999). London : Andersen Press.
The Giving Tree	Silverstein, S. (2009). New York : Harper Collins Publishers.
The Gingerbread Man	Baumgartner, B., & Messenger, N. (1998). London : Dorling Kindersley.
The Doorbell Ring	Hutchins, P. (1986). New York : Greenwillow Books.
The Kissing Hand	Penn, A., Leak, N. M., & Harper, R. E. (1993). Washington, D.C. : Child & Family Press
Piggybook	Browne, A. (1990). New York : Knopf.
Winnie the Witch	Paul, K., Thomas, V., & Cadwallader, J. (1996). Oxford : Oxford University Press.
What a Busy Life!	Tait, M. & Yeung, E. (2012). Hong Kong: Educational Publishing House Ltd.
Seven Blind Mice	Young, E. (1991). New York : Philomel Books.
Fall Leaves Fall!	Hall, Z., & Halpern, S. (2001). New York : Scholastic.
I Need My Monster	Noll, A. (2009). Brooklyn, NY: Flashlight Press
Library Lion	Knudsen, M. (2006). Londer: Walker
For Advanced Learners:	
Chester's Way	Henkes, K. (1988). New York : Greenwillow Books.

Diary of a Spider	Cronin, D., & Bliss, H. (2005). New York : Joanna Cotler Books.
Diary of a Worm	Cronin, D., & Bliss, H. (2003). New York : Joanna Cotler Books.
Enemy Pie	Munson, D., & Burton, L. (2002). [Lincoln, Neb.] : Great Plains National Instructional Television Library.
Guji Guji	Chen, C. Y. (2004). La Jolla, Calif.: Kane/Miller
If You Give A Mouse A Cookie	Numeroff, L. J., & Bond, F. (1985). New York, N.Y. : HarperCollins.
If You Take A Mouse To School	Numeroff, L. J., & Bond, F. (2002). New York : Laura Geringer Books/HarperCollins Publishers.
Incredible Book Eating Boy	Jeffers, O. (2009). London : HarperCollins Publishers Ltd.
Lost and Found	Jeffers, O. (2005). London : HarperCollins Children's Books.
Sebastian's Roller Skates	Prats, J. D. D. (2005). US: Kane/Miller Books
The True Story of The Three Little Pigs	The True Story of the Three Little Pigs (2008).
The Snowy Day	Keats, E. J. (1978). [New York] : Puffin Books.
The Enormous Crocodile	Dahl, R., & Blake, Q. (2000). London : Puffin Books.
The Night I Followed The Dog	Laden, N. (2007). San Francisco: Chronicle Books
The Kiss That Missed	Melling, D. (2010). London: Hodder Children's Books,
Thank You, Mr. Falker	Polacco, P. (1998). New York: Philomel Books

Trial 1 – Pretest and Posttest (Subject Pronouns & Subject-verb Agreement)

Part A. Write down a proper subject pronoun in the following questions. You may write subject pronouns 'He', 'She', 'It' or 'They' in the blanks.

1.) Anna and Elsa are princesses.

_____ are princess.

2.) Elsa can play magic.

_____ can play magic.

3.) Olaf is a snowman.

_____ is a snowman.

4.) Kristoff plays guitar.

_____ plays guitar.

5.) Kristoff and Sven are friends.

_____ are friends.

6.) The guitar is brown color.

_____ is brown color.

Part B. Fill in the blanks in the following questions.

Anna and Olaf (1) _____ (is/ am/ are) friends. They always (2) _____ (play) together. Olaf (3) _____ (love) summer. But Elsa (4) _____ (love) winter.

Kristoff and Sven (5) _____ (is/ am/ are) friends. They (6) _____ (is/ am/ are) always together. Kristoff (7) _____ (play) music. Sven (8) _____ (listen) to the music.

Trial 2 – Pretest and Posttest (Existential Sentence)

Look at the picture and complete the sentences.

e.g., 1.) There <u>are</u> two paints <u>on</u> the easel.

2.) There _____ (is/are) a carpet on the floor.

3.) There _____ (is/are) some toys on the table.

4.) There _____ (is/are) two cushions on the carpet.

5.) There _____ (is/are) brushes in the room.

6.) There _____ (is/are) A4 papers in the room.

7.) There _____ (is/are) some sand in the sand tray.

8.) There _____ (is/are) a picture on the wall.

9.) There _____ (is/are) a lot of books on the bookshelf.

10.) There _____ (is/are) a water tray next to the sand tray.

11.) There _____ (is/are) a window in the play corner.

Trial 3 – Pretest (Singular and Plural nouns)

Fill in the blanks with a singular or plural form of fruit.

a. sandwich   b. grape   c. mango   d. cherry
e. tomato   f. watermelon   g. potato   h. pear
i. peach   j. strawberry   k. sausage   l. banana

ies, es, s
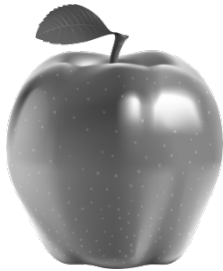
e.g., There is an <u>apple</u>.	e.g., There are some <u>apples</u>.
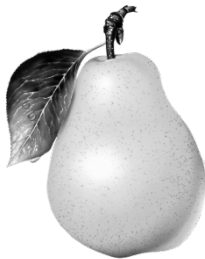
(1) There is a _____. (pear)	(2) There are seven _____. (strawberry)

(3) There are three _____. (mango)	(4) There is a _____. (cherry)
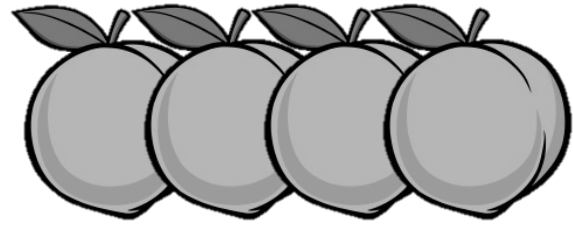
(5) There is a _____.
    (banana)
	(6) There are four _____.
	    (peach)

(7) There are many _____.
    (grape)
	(8) There are three _____.
	    (sandwich)
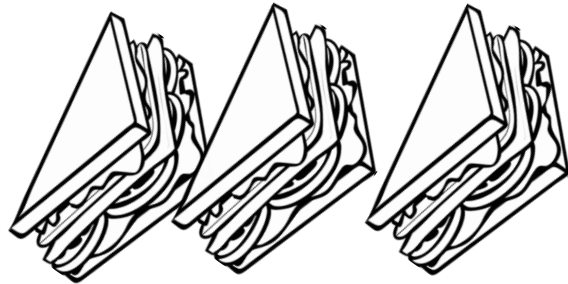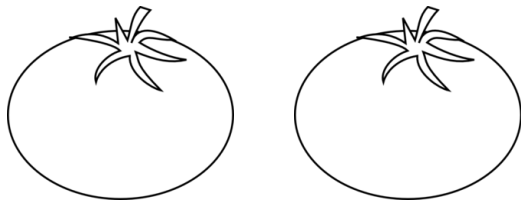
(9) There are two _____.
    (tomato)
	(10) There are many _____.
	    (sausage)
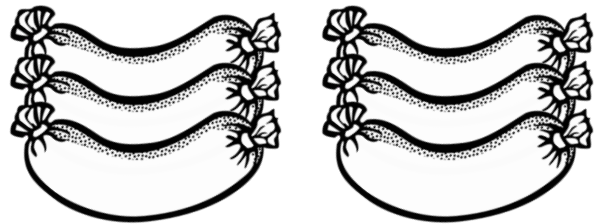
(11) There is a _____.
    (watermelon)
	(12) There are some _____.
	    (potato)

Trial 3 – Posttest (Singular and Plural nouns)

Fill in the blanks with a singular or plural form of fruit.

a. sandwich   b. grape   c. mango   d. cherry

e. tomato   f. watermelon   g. potato   h. pear

i. peach   j. strawberry   k. sausage   l. banana

ies, es, s

e.g., There is an <u>apple</u>.	e.g., There are some <u>apples</u>.

(1) There is a _____.	(2) There are seven _____.

(3) There are three _____.	(4) There is a _____.
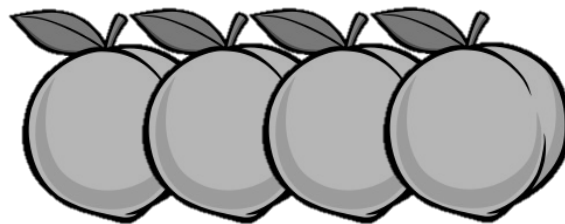
(5) There is a _____.	(6) There are four _____.
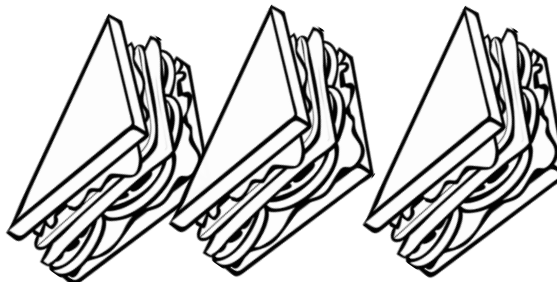
(7) There are many _____.	(8) There are three _____.
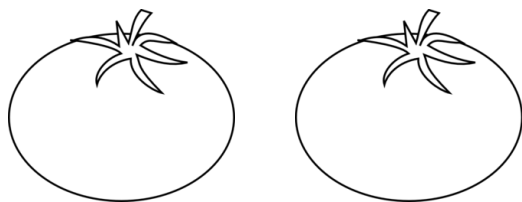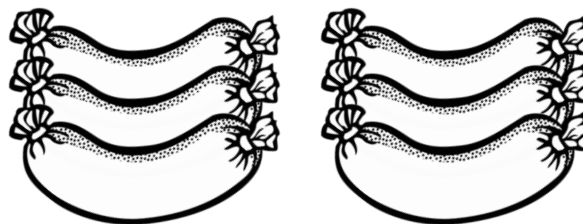
(9) There are two _____.	(10) There are many _____.

(11) There is a _____.	(12) There are some _____.

Trial 4 – Pretest & Posttest (Possessive Adjectives)

Look at the pictures below. Choose a possessive adjective from bellow. Fill in the blanks.

| his   her   its   their   my   our   your |

This is **Jack-Jack**.

Pacifier

1.) This is [   ] pacifier.

This is **Violet**.

2.) Jack-Jack is [   ] brother.

This is **Husky**.

3.) It is [   ] toy.

This is **the Incredible family**.

4.) It is [   ] house.

| his | her | its | their | my | our | your |

This is **Elastigirl**.

5.) Jack-Jack and Dash are [ ] sons.

This is **Dash**.

running shoes

6.) This is [ ] running shoes.

This is **me**.

7.) [ ] name is Bob.

suit

8.) This is [ ] suit.

This is **you**.

9.) [ ] name is Hogenson.

glasses

10.) This is [ ] glasses.

25

Trial 1 – Lesson Plan

1.) Subject pronouns & Subject-verb agreement

Date: October 11 and 13, 2016   **Level: P2-3**

Duration: 80 mins (2 lessons)

Story book: Frozen – Anna's Best Friends   **Teacher: Yue Shuk Kuen**

Learning Objectives	After this lesson, students will be able to: 1. Demonstrate an understanding of the agreement between subjects & verbs. 2. Use proper subject pronouns 'he, she, it and they'.
Language focus and analysis	<u>Vocabulary items:</u> - ice, snow, sleigh, high, snowman, sister, friends. <u>Grammar items:</u> - Subject pronouns - Subject-verb agreement
Prior knowledge	Students have learnt basic English alphabets and subject pronouns.
Assessment strategies	<u>Formal strategies:</u> - Worksheets (Appendix I, II and from the FE school) <u>Informal strategies:</u> - Class observation, class self-answer checking.

Duration	Procedures	Materials
Introduction 8 mins	**[Warm-up]** 1. T asks Ss if they have watched the movie 'Frozen' before and if they like the movie or not. 2. T tells Ss that they are going to read the 'Frozen' story and while they are reading the story from the slides, they should write down the name(s) of the character each subject pronoun represents in a worksheet. 3. T distributes the worksheet to the students.	Worksheet (see Appendix II)
Presentation 15 – 20 mins	**[Activity 1 – Storytelling and blank filling]** 4. T read the 'Frozen' story to the students and have the students finish part one of the worksheet. 5. T checks the answer with the students.	PowerPoint (Appendix I); Worksheet part A (Appendix II)

Development 8 – 10 mins	**[Activity 2 - Matching game:]** 6. T plays a matching game with the students and checks the answer at the same time. 7. T discusses with students on the meaning of 'He', 'She', 'It' and 'They' these subject pronouns and asks students to circle the correct answer in their worksheet.	Worksheet part B (Appendix II) Worksheet part C (Appendix II)

15 mins	**[Activity 3 – Fill in the blanks]**
	
	8. T asks students to work in pairs and tells them that the subjects are classified into two types.
	
	  *Remarks:
	    One group is for one subject only and the other group is for more than one subject.
	
	9. T guides students to finish part of the worksheet in part D by reading the story again.
	
	10. After the guided blanks filling session, students work in pairs to read the story again and to match the subjects with their corresponding verbs according to subject-verb agreement rule.
	
	11. T checks the answer with the students and asks them what are in common for verbs in group 1 and the verbs in group 2.
		Worksheet part D (Appendix II)

Consolidation 5 mins	**[Activity 4 - Proof-reading]** 12. T gives out a proof-reading worksheet and asks students to find out a mistake in each sentence. 13. T checks the answer with the students.	Worksheet part E (Appendix II)

Comprehensible output
20 mins
	[Activity 5 – A writing task]
	
	14. T gives out a writing task for students to finish.
	
	  *Remarks:
	   T may guide students to finish the first part of the writing worksheet and let the students to finish the rest. For some of the weaker students, T may give more guidance in leading them to finish the writing task.
		Worksheet (from the FE school)

Slide 1

By Christy Webster,
Illustrated by the Disney Storybook Artists

Frozen – Anna's Best Friends

Subject pronouns, subject-verb agreement

Slide 2

ANNA'S BEST FRIENDS

Slide 3

Olaf the snowman is Anna's friend.

He dreams of warmer weather.

Slide 5

Kristoff loves playing guitar.

He plays guitar for fun.

Sven is a Reindeer.
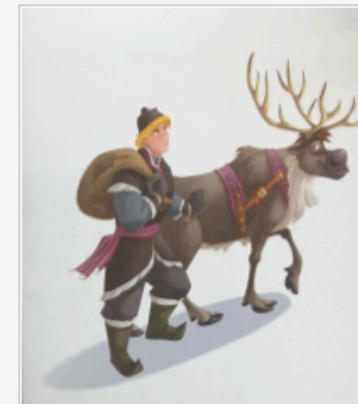
He loves music.

Slide 6

Reindeer Sven and Kristoff are friends.

They always stick together.

A frozen adventure in a sleigh.

Run, Sven, run! Get away!

Anna <u>sees</u> the ice and snow.

Her friends <u>tell</u> her which way to go.

Anna's sister, Elsa, <u>makes</u> magical ice.

Sometimes sister<u>s</u> <u>disagree</u>.

Sometimes <u>they</u> <u>are</u> nice.

Sven <u>is</u> **brave**.

He <u>pulls</u> the sled higher.

Olaf <u>is</u> **brave**.

He <u>builds</u> Anna a fire.

29
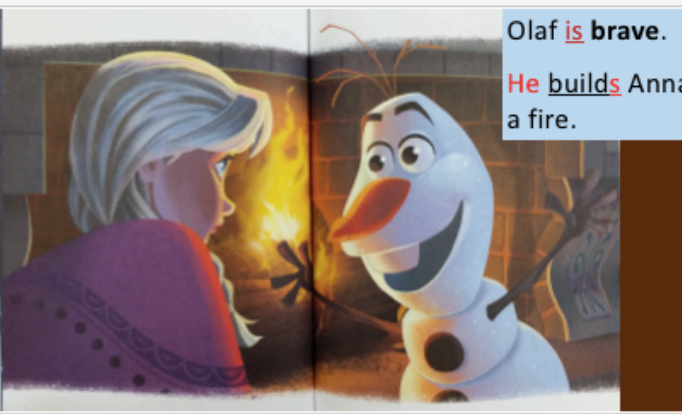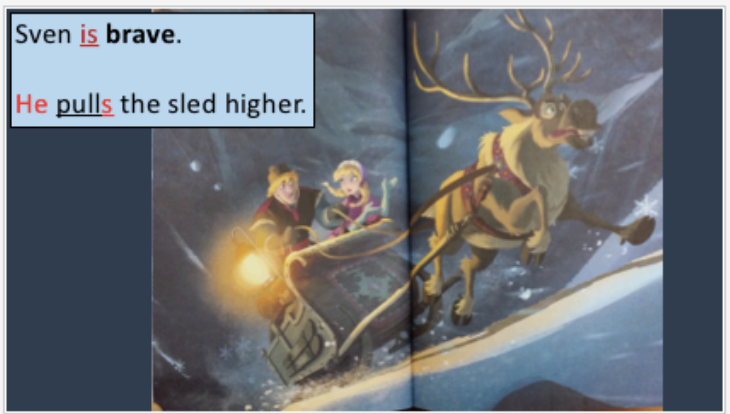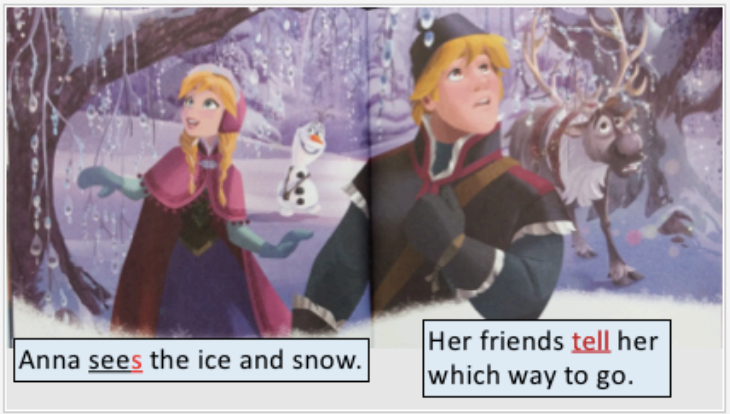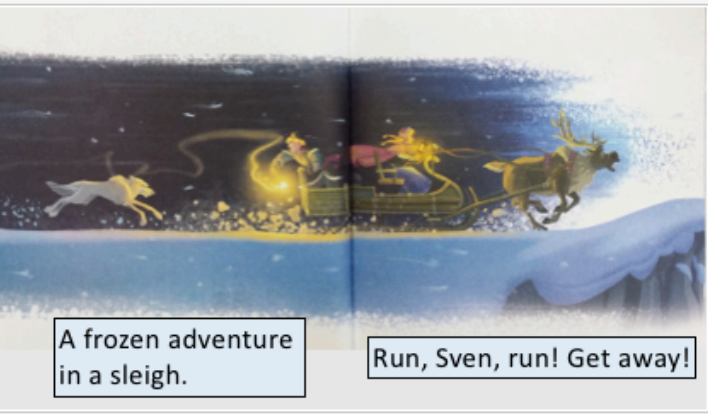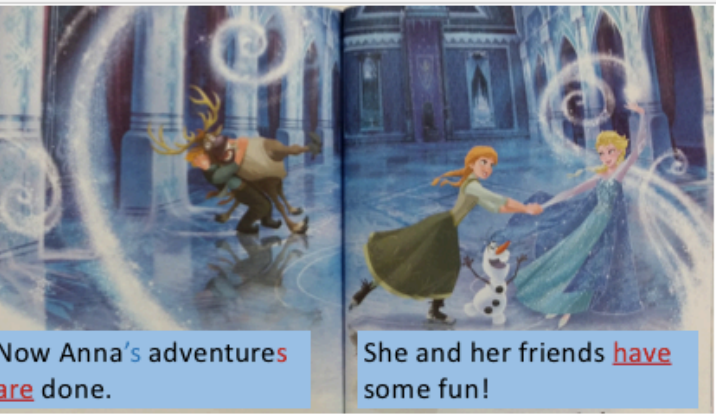
Now Anna's adventures are done.

She and her friends have some fun!

13

Elsa, Kristoff, Olaf, and Sven.

14

Elsa, Kristoff, Olaf, and Sven.

They will always be Anna's best friend

15
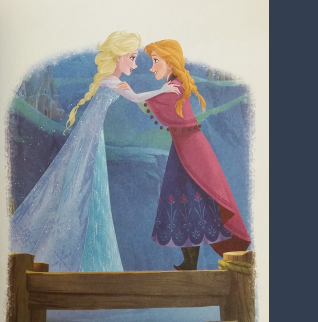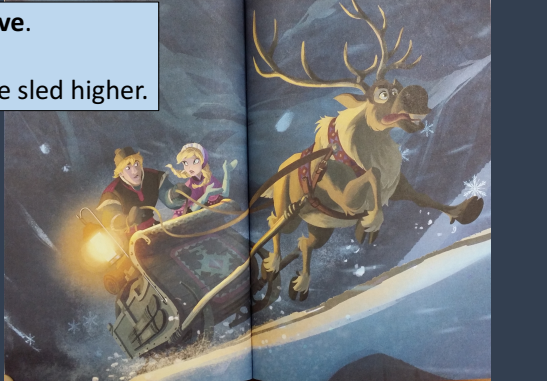
16
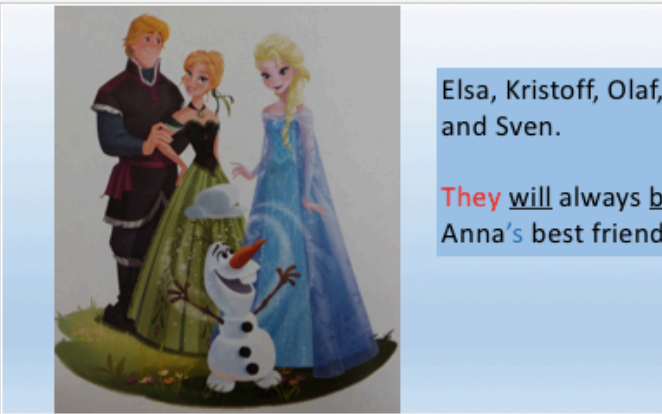
A. Answer the following questions. Fill in the blanks.

Book: Frozen – Anna's Best Friends
Writer: Christy Webster,   **Illustrator:** by the Disney Storybook Artists

a.)	b.)
By Christy Webster, Illustrated by the Disney Storybook Artists — Frozen – Anna's Best Friends — Subject pronouns, subject-verb agreement	Olaf the snowman **is** Anna's friend. He dreams of warmer weather.
-	1.) He = _____
c.)	d.)
Kristoff love**s** playing guitar. He plays guitar	Sven **is** a Reindeer. He love**s** music.
2.) He = _____	3.) He = _____
e.)	f.)
Reindeer Sven and Kristoff **are** friends. They always **stick** together.	A frozen adventure in a sleigh. Run, Sven, run! Get away!
4.) They = _____	-

g.) Anna <u>see</u>**s** the ice and snow. Her friends <u>tell</u> her which way to go.	**h.)** Anna**'s** sister, Elsa, <u>make</u>**s** magical ice.
-	-
i.) Sometimes sister**s** <u>disagree</u>. Sometimes **they** <u>are</u> nice.	**j.)** Sven <u>is</u> **brave**. **He** <u>pull</u>**s** the sled higher.
5.) They = _____	**6.) He = _____**
k.) Olaf <u>is</u> **brave**. **He** <u>build</u>**s** Anna a fire.	**l.)** Now Anna**'s** adventure**s** <u>are</u> done. She and her friends <u>have</u> some fun!
7.) He = _____	-
m.)	**n.)**

Elsa, Kristoff, Olaf, and Sven.	Elsa, Kristoff, Olaf, and Sven. They will always be Anna's best friends!
-	8.) They = _____

B. Match the names below to a subject pronoun.

Kristoff	●		●	He
Reindeer Sven and Kristoff	●		●	She
A guitar	●		●	It
She and her friends	●		●	I
Anna's sister	●		●	They
Anna's friends	●		●	We

C. Circle the correct answer below.

In the story, the subject pronoun:

1.) He = a boy / boys / a girl / girls.

2.) She = a boy / boys / a girl / girls.

3.) They = a boy / a girl / boys and girls / girls / boys.

4.) It = _____

D. Work in pairs. Read the story. Write down the verbs after the nouns (Subject) below.

<u>Group 1</u>

(Slide)	Noun (Subject)	Verb	Others
(b)	Olaf the snowman		Anna's friend.
(b)	He		warmer weather.
(c)	Kristoff		playing guitar.
(c)	He		guitar for fun.
(d)	Sven		a reindeer.
(d)	He (Sven)		music.
(g)	Anna		the ice and snow.
(h)	Anna's sister (Elsa)		magical ice.
(j)	He (Sven)		the sled higher.
(k)	He (Olaf)		Anna a fire.

<u>Group 2</u>

(Slide)	Noun (Subject)	Verb	Others
(e)	Reindeer Sven and Kristoff		friends.
(g)	Her friend**s**		which way to go.
(i)	(Sometimes) sister**s**		- - -
(i)	(Sometimes) they		nice.
(l)	(Now) Anna's adventure**s**		done.
(l)	She and her friend**s**		some fun.

34

E. Find a wrong answer in the following sentences. Put a cross on the wrong answer. Write the correct answer on top of the wrong answer.

1. Anna are my friend.

2. Elsa and Anna is sister.

3. They is friends.

4. Sven love music.

5. Kristoff play guitar.

6. Anna, Kristoff and Olaf goes to play.

7. I loves 'Frozen'!

Trial 2 – Lesson Plan

2.) Existential Sentences 'There is' & 'There are'

Date: October 25 and 27, 2016   **Level: P2-3**
Time: 80 mins (2 lessons)
Theme: In the Dark, Dark Woods   **Teacher: Yue Shuk Kuen**

Learning Objectives	After this lesson, students will be able to: 1. Use existential 'There is/are ___' sentence to describe the things in a picture.
Language focus and analysis	Vocabulary items: - dark dark woods, a dark dark house, door, hall, room, cupboard, three plates, a box, a ghost. Grammar items: - 'There is ___.' - 'There are ___.'
Prior knowledge	Students have learned: 1. Ordinal number 1-10; 2. Some subject pronouns 'He', 'She', 'It', 'I', 'They'; 3. Subject-verb agreement.
Assessment strategies	Formal strategies: - Worksheet (Appendix I, II and III) Informal strategies: - Class observation

Time	Procedures	Materials
Introduction 8 – 10 mins (for steps 1.1 – 1.3)	**1. Introduction of the Lesson:** 1.1 Teacher (T) introduces the lesson objective. 1.2 T and students (Ss) read all the target vocabulary items together and point at, or do the gestures of, the objects referring to in the room when reading the words on the power point. 1.3 T read all the target words and asks Ss to point at, or do the gestures of, the objects referring to.	Visualizer Power Point (Appendix I)
Presentation 20 mins (for steps 2.1 – 2.3)	**2. Storytelling:** 2.1 T presents Ss a short story called 'In the Dark Dark Woods' using the target vocabulary and grammar items.	Power Point (Appendix I)

	2.2 T asks Ss to discuss in groups questions related to the language use 'there is/ are …' in the story (slide 13).	Power Point (Appendix I)
	2.3 T asks Ss to share their view in their mother tongue and explicitly tells the rules and the answer to Ss.	Power Point (Appendix I)
Practice 5 – 10 mins	**3. Fill in the blanks:** 3.1 T asks students to fill in the blanks in a worksheet which is about the story.	Worksheet (Appendix II)
Practice/Production 20 – 25 mins (for steps 4.1–4.4)	**4. Story Writing:** 4.1 T gives instructions and rules for students to write up their own story. 4.2 T gives students a worksheet with prompts and pictures to help them write up their own stories. 4.3 T introduces the context and writes the beginning of the story about 'In the Dark Dark School'. *Remarks: In the story, different scenarios are provided and Ss need to choose one scenario for each paragraph. 4.4 Ss write their own stories.	Worksheet (Appendix III)
5 – 10 mins	**5. Story Sharing:** 5.1 T invites some students to share their stories with the whole class and other students listen and evaluate their stories in relation to the scenario and the language.	
5 mins	**6. Round-up:** 6.1 T concludes for what the students have learned in the lesson.	Power Point/ Visualizer

Slide 2

There is _____.

There are _____.

There has _____.

There have _____.

Slide 3

There is _____. ✓

There are _____.

There ___ _____. ✗

There ___ _____.

Slide 4

IN THE DARK, DARK WOODS

COMPILED BY ELIZABETH SOMERVILLE

ADVISORY TEACHING TEAM\

© NET Section, CDI, EDB, HKSAR

MODIFIED BY PRISCA YUE SHUK KUEN

Slide 5

1. a dark dark room
2. a dark dark door
3. a dark dark cupboard
4. a dark dark hall
5. in the dark dark woods
6. a dark dark house
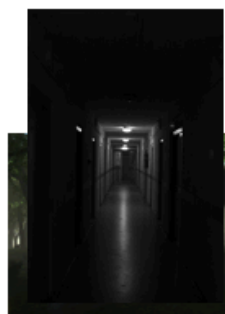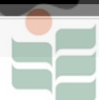
Slide 6

In the dark, dark woods…

38

There are two dark, dark houses...

In a dark, dark house,
There is a dark, dark door...

Through the dark, dark door
there is a dark, dark hall...
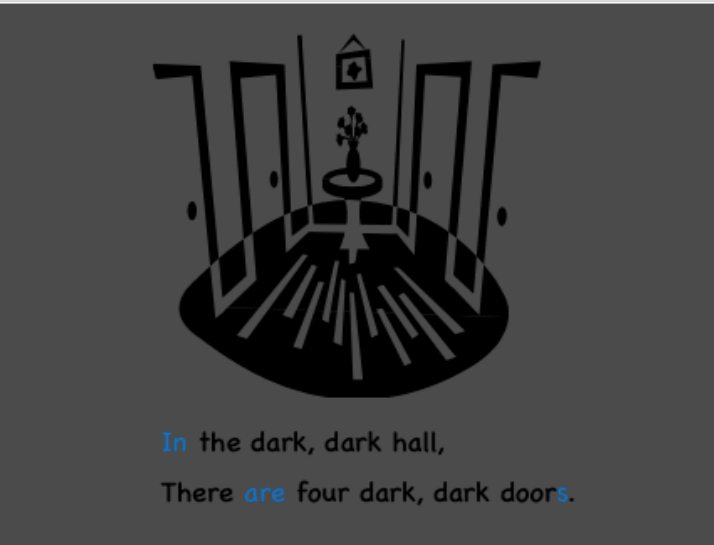
In the dark, dark hall,
There are four dark, dark doors.

Behind a dark, dark door...
there is a dark, dark room.

In the dark, dark room...
there is a dark, dark cupboard.

39
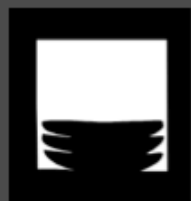
In the dark, dark cupboard…
There are three dark, dark plates.

3
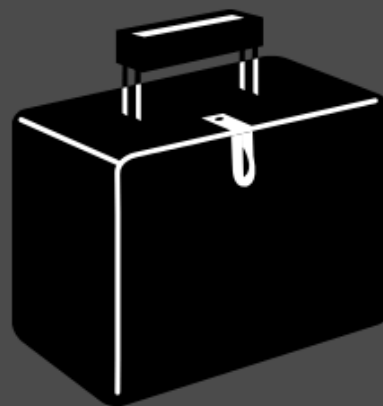
Behind the dark, dark plates,
there is a dark, dark box.

14

In the dark, dark box…
there is…a ghost!…boo!

15

Talk with your group members about these questions:

1. What is the story about?
2. Why 'there **is** a dark dark door' but NOT 'there **are** a dark dark door?'
3. Why 'there **are** three dark dark plates' but NOT 'there **is** three dark dark plates?'

6

Talk with your group members about these questions:

1. What is the story about?
2. Why 'there is a dark dark door' but NOT 'there are a dark dark door?'
3. Why 'there are three dark dark plates' but NOT 'there is three dark dark plates?'

17

1. There is a dark dark door.

2. There are three dark dark plates.

18

40

1. There is a dark dark door.

2. There are three dark dark plates.

1. There is a dark dark door.

2. There are three dark dark plates.

1. There is a dark dark room.

2. There are four dark dark rooms.

1. There is a dark dark room.

2. There are three dark dark plates.

1. There is a dark dark door.

2. There are four dark dark doors.

Fill in the blanks with 'is' or 'are'.

In The Dark, Dark Woods

In the dark, dark woods…

There (1) _____ two dark, dark <u>houses</u> …

In a dark, dark <u>house</u>,

There (2) _____ a dark, dark <u>door</u>…

Through the dark, dark <u>door</u>,

There (3) _____ a dark, dark <u>hall</u>…

In the dark, dark <u>hall</u>,

There (4) _____ four dark, dark <u>doors</u>.

Behind a dark, dark <u>door</u>…

There (5) _____ a dark, dark <u>room</u>.

In the dark, dark <u>room</u>…

There (6) _____ a dark, dark <u>cupboard</u>.

In the dark, dark <u>cupboard</u>…

There (7) _____ three dark, dark <u>plates</u>.

Behind the dark, dark <u>plates</u>,

There (8) _____ a dark, dark <u>box</u>.
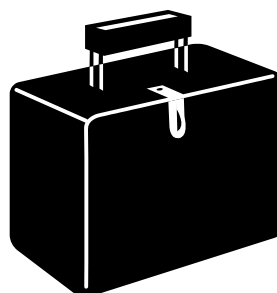
In the dark, dark <u>box</u>…

There (9) _____… a ghost!... boo!

Write a story about a dark, dark school. Fill in the blanks with proper words. Circle the picture you choose and finish the story.

In the Dark, Dark School

In the dark, dark woods… There (1) _____ (is/are) two dark, dark <u>schools</u> …	1 SCHOOL

	(i) window	(ii) gate
In a dark, dark <u>school</u>, There (2) _____ (is/are) a dark, dark (3) _____ …	3	
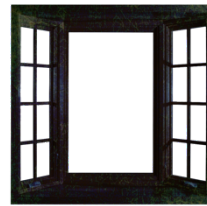
	(i) playground	(ii) garden
Through the dark, dark (4) _____, There (5) _____ (is/are) a dark, dark (6) _____ …	6.	

	(i) cages	(ii) ponds
In the dark, dark (7) _____, There (8) _____ <u>two</u> dark, dark (9) _____.	9.	
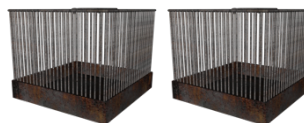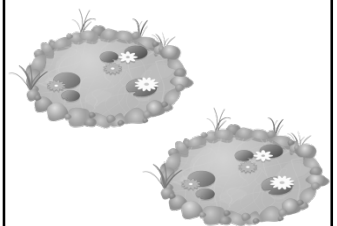
In the two (10) _____...	12.	
	(i) dogs	(ii) frogs
There (11) _____ four dark, dark (12) _____.		

(13) Behind/ Under the four (14) _____...

There (15) _____... a ghost!... boo!

Trial 3 – Lesson Plan

3. Singular & Plural nouns

Date: November 22, 28 and 29, 2016   **Level: P2-3**
Time: 120 mins (3 lessons)
Story book: The Very Hungry Caterpillar   **Teacher: Yue Shuk Kuen**

Learning Objectives	After this lesson, students will be able to: 3. Use '-es' to describe the plural form of nouns about fruits in which their endings are '-o' and '-ch'; 4. Use '-ies' to describe the plural form of nouns about fruits in which their endings are '-y' and are preceded by a consonant; 5. Use '-s' to describe the plural form in most of the nouns about fruits except the abovementioned situations; 6. Use indefinite article 'some' to describe an unspecified amount or number of fruits.
Language focus and analysis	Vocabulary items: - caterpillar, apple, pear, plum, strawberry, orange, chocolate cake, ice-cream cone, pickle, cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon, stomachache, leaf, cocoon, butterfly. Grammar items: *(see table below)*
Prior knowledge	Students have learned about: 1. the names of some fruit items such as apple, peach, sandwich, banana, mango, pear, tomato, cherry, strawberry and berry; 2. ordinal numbers from 1 to 10; 3. existential sentences 'there is…' and 'there are…'.
Assessment strategies	Formal strategies: • Class Worksheet (Appendix II); Worksheet for homework (Appendix III). Informal strategies: • Observation; the warm-up game; Q & A session in class.

Grammar items:

1.) Ending with '-o' and '-ch' → add '-es' to the end	• tomato → tomato<u>es</u>		• mango → mango<u>es</u>	
	• sandwich → sandwich<u>es</u>		• peach → peach<u>es</u>	
2.) Ending in '-y' preceded by a consonant → change the final '-y' to '-ies'	• cherry → cherr<u>ies</u>	• strawberry → strawberr<u>ies</u>		• berry → berr<u>ies</u>
3.) Most of the other fruit words → add '-s'	• apple → apple<u>s</u>	• banana → banana<u>s</u>		• pear → pear<u>s</u>

Strategies to cater for learner diversity	- Heterogeneous grouping in the group warm-up game; - Two sets of worksheets with bountiful pictures and hints to cater for learner diversity; - The use of Power Point and different activities.	
Duration	**Procedures**	**Materials**
Introduction 5 mins	**1. Introduction to the lesson:** 1.1 T revises some of the name about food items with the students.	Power Point (Appendix I)
Presentation 15 mins	**2. Storytelling:** 2.1 T plays a video of the story '*The Very Hungry Caterpillar*' with subtitles to the Ss	A video embedded in the Power Point (Appendix I)
Presentation & Development 5 mins	**3. A Noticing of the Plural '/s/' Sound Feature Activity in Food Items:** 3.1 T asks Ss to spell out the difference between the singular and plural nouns of the fruit items presented in the game for the noticing of the plural '/s/' sound feature, then shows the answer and introduces indefinite article 'some'. *Remarks: For example, T asks Ss, 'Did I just say *2 peach* or *2 peaches*? Which one is correct?' and so on and so forth. The *italic* used here serves the purpose of stressing the word items in order to help students notice the difference of their sounds and spelling.	Power Point (Appendix I)
15 – 20 mins	**4. Explicit teaching on the rules of forming plural nouns in food items:** 4.1 T distributes Ss a class practice worksheet. 4.2 T explicitly teaches Ss the rules of forming plural nouns with some examples on the big paper with removable '-es', '-ies' and '-s'. 4.3 T finishes the class practice worksheet with the Ss. *Remarks: Both the singular form and plural form of each fruit item are shown on the screen. T teaches the rules of forming '-es' ending plural nouns first, then the '-ies' plural nouns and the '-s' plural nouns.	Worksheet I (Appendix II); Big Paper (Appendix IV)
(15 mins)	**5. Worksheet:** 5.1 T distributes Ss two sets of worksheets as their homework. Set A is for the higher ability students and set B is for the lower ability students.	Worksheet II (Appendix III)

	5.2 T demonstrates Ss how to do the worksheet. 5.3 Ss finish the worksheet by themselves in class. 5.4 Ss check the answer with the teacher.	
(15 mins)	**6. Story writing:** 6.1 T demonstrates how to do the story writing. 6.2 Ss finish the worksheet themselves.	Worksheet III (Appendix V)

THE VERY HUNGRY CATERPILLAR
by Eric Carle

2

3

four strawberries

three plums

one apple   two pears

5

6

five oranges

50

'-es'
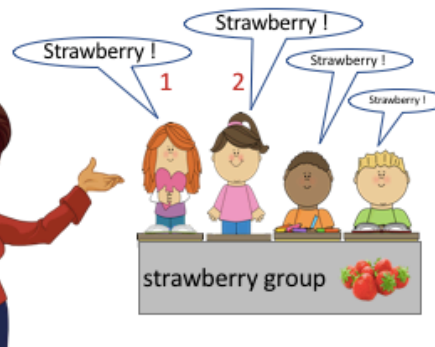
singular form	plural form
1. a peach	some peaches
2. a sandwich	some sandwiches
3. a tomato	some tomatoes
4. a mango	some mangoes

'-ies'

singular form	plural form
1. a cherry	some cherries
2. a strawberry	some strawberries
3. a berry	some berries

'-s'

singular form	plural form
1. an apple	some apples
2. a banana	some bananas
3. a pear	some pears
4. a plum	some plums
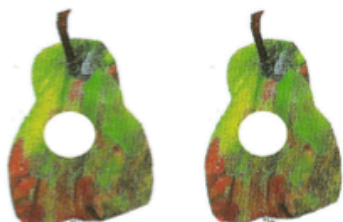
one apple   two pear_

three plum_

four strawberr____

51

five orange_

two peach___

three cherr__
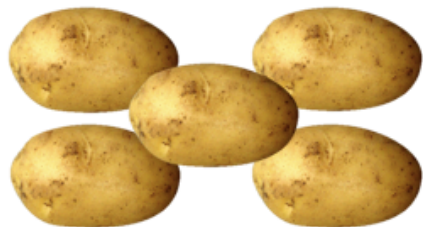
five potato__

two sandwich__

52

Type 1: add **'-es'**

singular form	plural form
1. a peach	some peaches
2. a sandwich	some sandwich___
3. a tomato	some tomatoes
4. a mango	_____ _____

Type 2 : cross out ~~'-y'~~ and add **'-ies'**

singular form	plural form
1. a cherry	some cherries
2. a strawberry	some strawberr___
3. a berry	_____ _____

Type 3: add **'-s'**

singular form	plural form
1. an apple	some apples
2. a banana	some banana___
3. a pear	_____ _____
4. a plum	_____ _____

Forming plural nouns

Word Bank

1. apple   2. grape   3. mango   4. cherry   5. tomato   6. banana

7. pear   8. peach   9. strawberry   10. sandwich
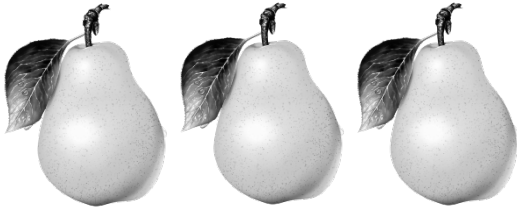
Part 1: Word Study
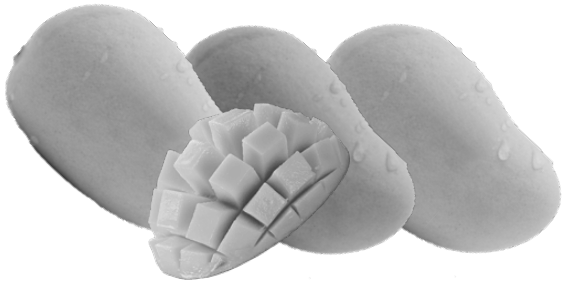
**Look at the pictures below. Cross out the wrong 'a' or 'an' for the single fruit item.
Then, write down the name of fruit.
For the plural form of words, write down their names with 'some'.**

A. (1) e.g., There is a̶/an apple.	(2) e.g., There are <u>some</u> <u>apples</u>.

B. (1) There is <u>a/an</u> <u>pear</u>.	(2) There are <u>some</u> _____ .

C. (1) There is <u>a/an</u> _____.	(2) There are _____ _____ .

D. (1) There is a/~~an~~ _____ .   (2) There are some _____ .

E. (1) There is a/~~an~~ _____ .   (2) There are some _____ .

F. (1) There is a/~~an~~ _____ .   (2) There are _____ _____ .

⭐⭐⭐ Bonus (optional):
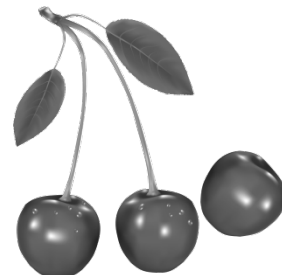
G. *(1) There ___ ____ _____ .   *(2) There _____ _____ _____ .

Forming plural nouns

B

Part 1: Word Study

**Look at the pictures below. <u>Cross out</u> the wrong 'a' or 'an' for the single fruit item.
Then, <u>write down</u> the name of fruit.
For the plural form of words, write down their names with 'some'.**

A. (1) e.g., There is a̶/an apple.	(2) e.g., There are <u>some</u> <u>apples</u>.
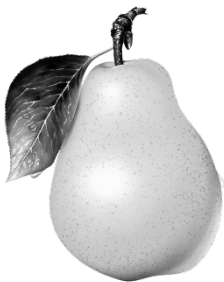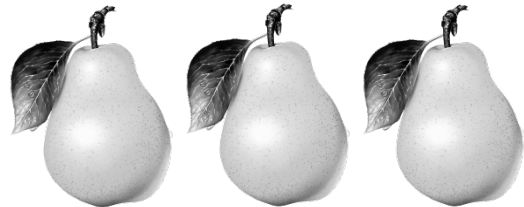
B. (1) There is <u>a/an</u> <u>pear</u>.	(2) There are <u>some</u> _____ . (pear / apple)

C. (1) There is a/an _____. (peach / mango)	(2) There are _____ _____. (a/an/some) (peach / mango)
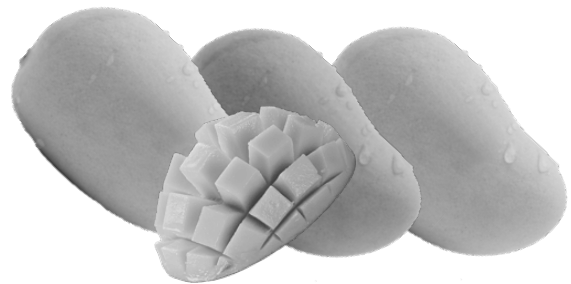
D. (1) There is a/an _____.
                (strawberry / cherry)

(2) There are some _____ .
                (strawberry / cherry)

E. (1) There is a/an _____.
              (pear / peach)

(2) There are _____ _____ .
        (a/an/some)   (pear / peach)
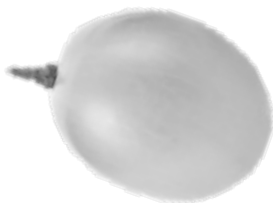
F. (1) There is a/an _____.
            (banana / grape)

(2) There are _____ _____ .
        (a/an/some) (banana / grape)

a peach 🍑 some peach ⬜ 🍑🍑

a sandwich 🥪 some sandwich ⬜ 🥪

a tomato 🍅 some tomato ⬜ 🍅

a mango 🥭 some mango ⬜ 🥭

a cherry 🍒 some cherr ⬜ 🍒

a strawberry 🍓 some strawberr ⬜

a berry some berr ⬜

an apple 🍎 some apple ☐ 🍎🍎🍎

a banana 🍌 some banana ☐ 🍌

a pear 🍐 some pear ☐ 🍐🍐🍐
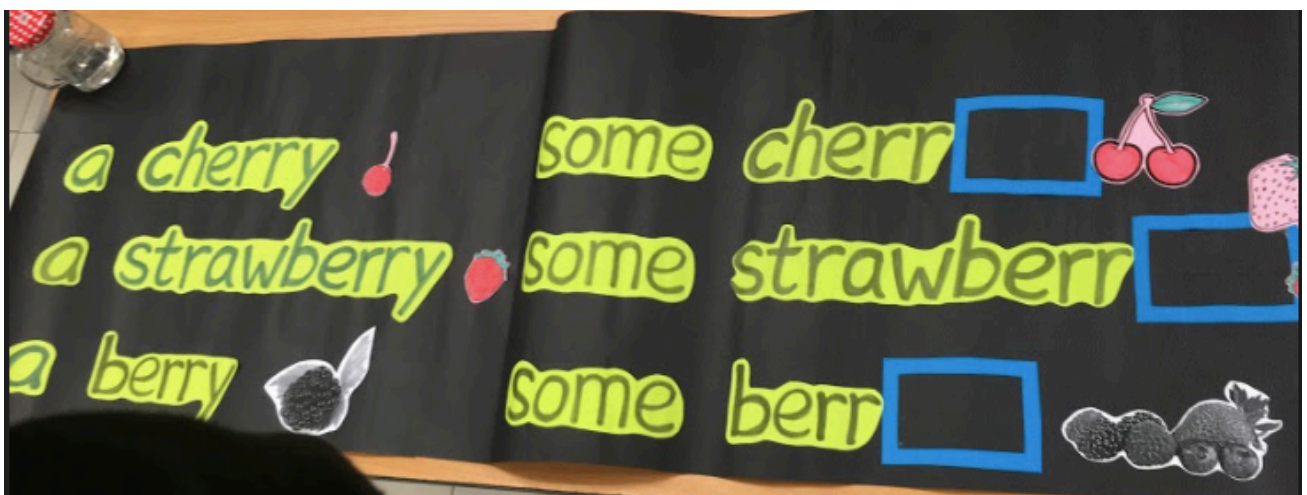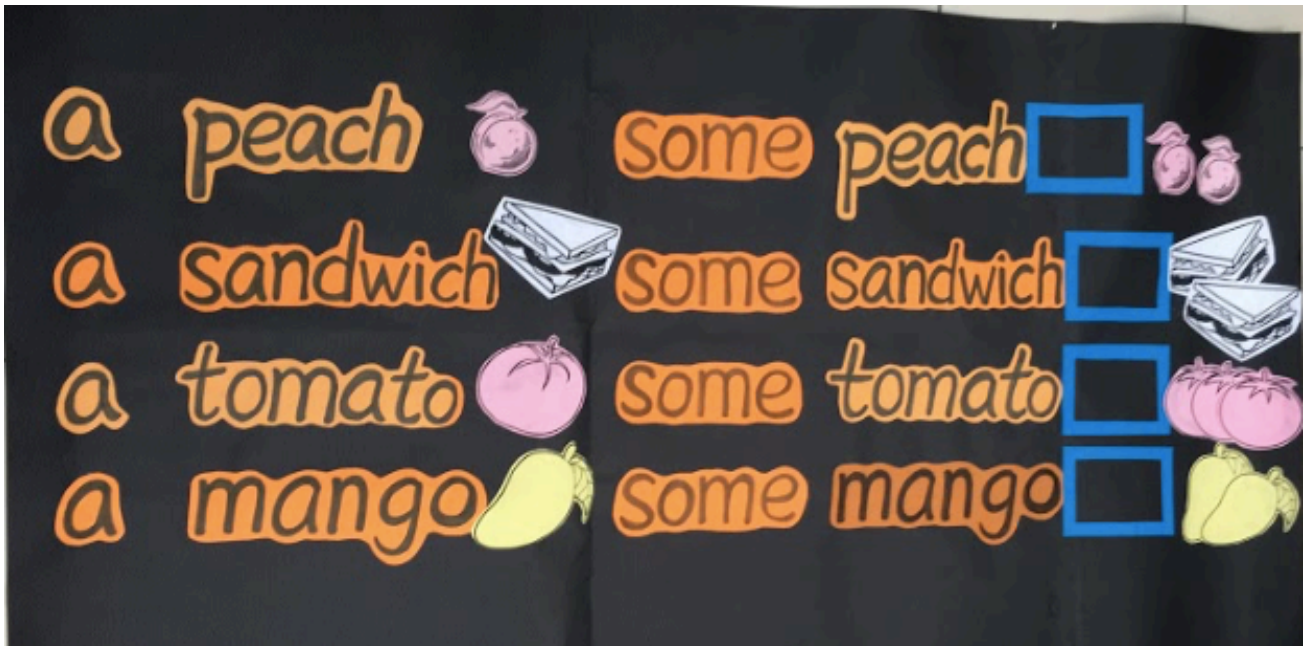
①	peach group	🍑🍑🍑
②	strawberry group	🍓🍓🍓🍓🍓🍓🍓
③	mango group	🥭🥭🥭🥭🥭🥭🥭
④	cherry group	🍒🍒🍒🍒🍒🍒🍒
⑤	apple group	
⑥	pear group	🍐🍐🍐🍐🍐🍐🍐🍐

The Very
Thirsty Bird

by _____

In the light of the moon
a little _____ stands on a leaf.

One Sunday morning the warm sun came up and – pop! – out of the tree jumped a tiny and very thirsty _____.

He started to look for some food.
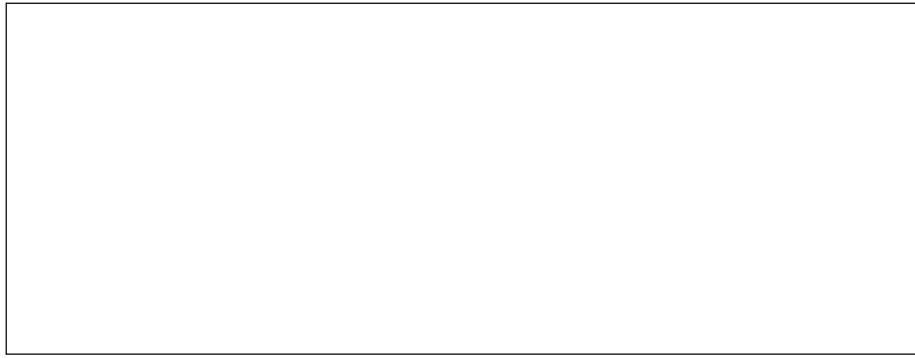
On Monday
he ate through one _____.
But he was still thirsty.

On Tuesday
he ate through two _____.
But he was still thirsty.
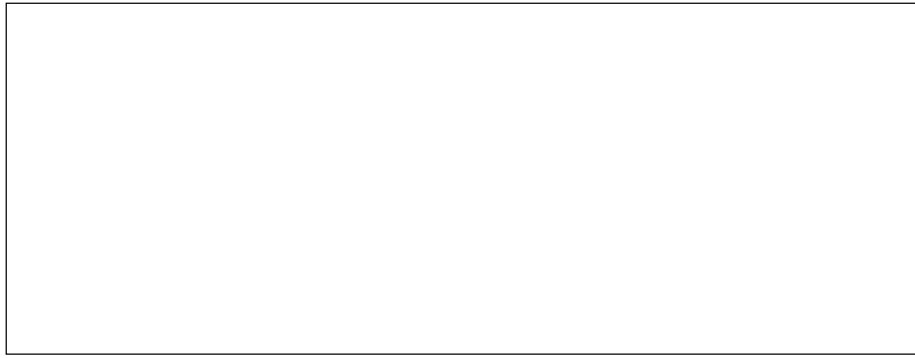
On Wednesday
he ate through three _____,
but he was still thirsty.

On Thursday
he ate through four _____,
but he was still thirsty.

On Friday
he ate through five five _____
but he was still very thirsty.

On Saturday
he ate through…

That night he had a stomachache!
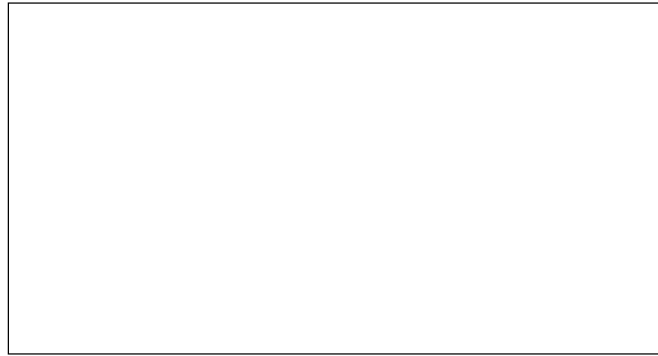
After _____ weeks, he became
a _____ bird.

Trial 4: Lesson Plan

4.) Possessive adjectives

Date: December 5, 6 & 12, 2016   **Level: P2-3**
Time: 120 mins (3 lessons)
Story: (a make-up story) Noby and His Family   **Teacher: Yue Shuk Kuen**

Learning Objectives	After this lesson, students will be able to: 1. Use possessive adjectives 'his/her/my/your/its/our/their' to show the ownership of something.
Language focus and analysis	<u>Vocabulary items:</u> - family, housewife, salesman, a magic pocket, favourite. <u>Grammar items:</u> - Possessive adjectives: his, her, my, your, its, our, their
Prior knowledge	<u>Students have learned:</u> - to use the subject pronouns to show the replacement of a noun in the subject of a sentence.
Assessment strategies	<u>Formal strategies:</u> - Worksheets (Appendix I & II); Writing (Appendix II) <u>Informal strategies:</u> - Observation; Q & A session.
Strategies to cater for learner diversity	- A hints card is given to the weaker students to refer to the meaning of different possessive adjectives. - Appropriate questioning skill: T asks the stronger learner to demonstrate how to play the game or to answer the question first, then asks the weaker students. Weaker Ss are provided with the hints card when answering T's questions. - Heterogeneous grouping.

Duration	Procedures	Materials
Lead-in (5-8 mins)	**1. Activity 1 – A Short Story Reading and Revision of the Subject Pronouns** 1.1 T shows Ss a picture of Noby's family and asks: Do you know Doraemon and Noby? Do you like this cartoon? 1.2 T tells Ss a short story about Noby and His Family. 1.3 T reads the story again in the Power Point but with the repeated subjects missing to revise the subject pronouns with Ss.	Power Point (Appendix I)
Presentation (10 mins)	**2. Activity 2 – Introduction to the Possessive Adjectives** 2.1 T shows Ss another version of the story and presents the meaning of possessive adjectives with the help of Ss' L1.	Power Point (Appendix I)

	2.2 T concludes the meaning of possessive adjectives in a chart with the help of Ss' L1. 2.3 T reads the possessive adjectives with the Ss.	
Development/ Practices (8- 10 mins)	**3. Activity 3 – Lost and Found** 3.1 T tells Ss that they are going to play a game. In this game, T will collect one thing from each Ss and will ask Ss some questions (e.g., Whose pencil case is it?). Ss need to answer the questions by using a possessive adjective and meanwhile point out the owner of the thing to the class. 3.2 T asks Ss to take out one thing from their school bag (whether it is a packet of tissue or a pencil case) and give it to the T. 3.3 Start playing the game.	
Practices (10 mins)	**4. Activity 4 – Video Watching & Doing A Worksheet** 4.1 T plays a short video clip which is called *Lost and Found Fishing Pond* in the Doraemon series. * Remarks: T stops the video when a scene in the worksheet has finished its playing and asks Ss to finish the question. 4.2 Ss finish the worksheet themselves. 4.3 T checks the answer with the Ss.	A video Clip from: https://www.youtube.com/watch?v=epMEXevx6V4; Worksheet I (Appendix II)
Practices/ Consolidation (25 mins)	**5. Activity 5 – Grammar Exercise** 5.1 T demonstrates Ss how to do the exercise. 5.2 T does the exercise with the Ss. 5.3 Ss finish the exercise themselves.	School Worksheet (From FE School)
(15 mins)	**6. Activity 6 – Writing (Short)** 6.1 T demonstrates how to do the writing exercise. 6.2 T does the writing with the Ss. 6.3 Ss finish the writing themselves.	School Worksheet (From FE School)

Slide 25

Activity time ~

Slide 26

Subject pronouns		Possessive pronouns	
I		my	
you		your	
he		his	
she		her	
it		its	
we		our	
they		their	

Slide 27
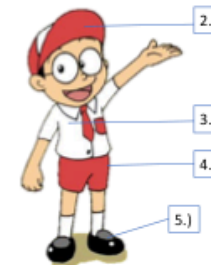
1.) This is Noby.
2.) _____ hat is red.
3.) _____ shirt is white.
4.) _____ _____ is red.
5.) _____ _____ is black.

he	she	it
his	her	

Slide 28
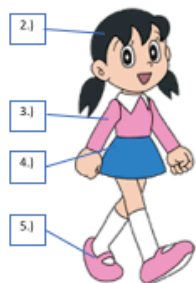
1.) This is Sue.
2.) _____ hair is black.
3.) _____ blouse is pink.
4.) _____ _____ is blue.
5.) _____ _____ is _____.

he	she	it
his	her	

Slide 29
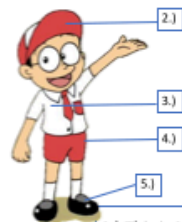
he	she	it
his	her	

1.) This is Noby.
2.) _____ hat is red.
3.) _____ shirt is white.
4.) _____ _____ is red.
5.) _____ _____ is black.
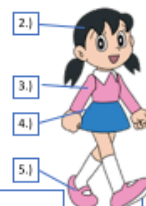
1.) This is Sue.
2.) _____ hair is black.
3.) _____ blouse is pink.
4.) _____ _____ is blue.
5.) _____ _____ is pink.

Watch the video and answer the following questions. Choose a correct answer from the box below and fill in the blanks.

his   her   its   their   my   our   your

Q: Whose dress is it?

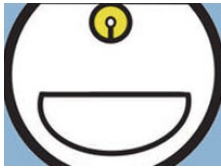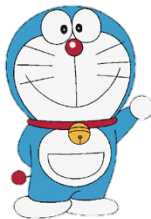1.) Ans: It is _____ dress.

Q: Whose house is it?

2.) Ans: It is _____ house.

Q: Whose pocket is it?

3.) Ans: It is _____ pocket.

Q: Whose blue bucket is it?

4.) Ans: It is _____ blue bucket.

This is **me**.

Q: Whose pants is it?

5.) Ans: It is _____ pants.

Q: Whose food is it?

6.) Ans: It is _____ food.