Aesop's fables adaptation: an alternative for fostering values, oral production and listening comprehension[1]

Adaptación de fábulas de Esopo: una alternativa para fomentar valores, comprensión y producción oral

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Abstract

   This article aims at presenting the experiences acquired from the project titled "Aesop's Fables Adaptation: An Alternative for Fostering Values, Oral Production and Listening Comprehension", carried out at a public school in Tunja with fourth graders. The project related to the adaptation of Aesop´s fables, which were included in the

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1 Pedagogical experience.

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school´s curriculum topics and implemented through different workshops. This was done in order to develop values awareness and English skills. Throughout this project, most of the students participated, were very attentive class after class, and enjoyed the activities. The students began to use the vocabulary they learnt from the fables for communicative purposes. In the same way, students were aware of moral aspects, the implicit values in each story, and the fables' importance in their own lives.

Keywords: Fables, Values, Reading Strategies, story adaptation, materials design.

Resumen

Este artículo tiene como objetivo presentar las experiencias adquiridas del pro-yecto¨ Adaptación de las Fábulas de Esopo: una Alternativa para fomentar valores, comprensión y producción oral ¨ llevado a cabo en una Institución Educativa pública en Tunja con estudiantes de cuarto grado. Este proyecto se basó en la adaptación de las fábulas de Esopo (incluyendo en ellas temas del currículo del colegio) y su implementación en diferentes talleres, con el fin de fomentar valores y desarrollar habilidades en el área de Inglés. A lo largo de este proyecto se notó que la mayoría de los estudiantes participaron, estuvieron atentos durante las clases y disfrutaron de las actividades que las profesoras practicantes proponían. Los estudiantes comenzaron a usar el vocabulario aprendido con fines comunicativos. Así mismo, fueron conscientes de los aspectos morales, los diferentes valores implícitos en cada historia y de su importancia para sus vidas.

Palabras clave: fábulas, valores, estrategias de lectura, adaptación de historias, diseño de material.

Introduction

At some public institutions, students are exposed to different types of environments. Sometimes, the environment contributes to the students' performance at school. For example, when they feel comfortable, they are more focused and willing to pay attention to what they are learning because there is nothing negative to worry about. When they live or come from places where help and support are part of their lives, learning becomes easier because their attention is focused on school and the courses they are taking. A well-guided child will become an adult who knows how important education is in people's lives, as well as how crucial this is for society. As Steiner (as cited in Curtis and O´Hagan, 2009) states "a child who has a creative curriculum will be a creative and flexible adult" (p.140).

However, a child who is having a difficult time at home or with the family will not have the same perception about life and education. He or she will have something else to worry and think about. Their attention will be focused on their own lives and hardships. Therefore, education can become unimportant for these students. That is why material and methodologies are important parts in language learning because they provide students with dif-ferent and innovative ways to learn. These ways are appealing to students, and they promote learning a foreign language by catching their attention. Materials must be attractive, and students should feel comfortable using them.

This pedagogical experience is focused on the adaptation and implementation of Aesop´s fables as an alternative strategy for the development of English skills. These skills include oral production, listening comprehension, and the encouragement of values in fourth grade children at a public institution in Tunja. Our main motivation for developing this project was the children´s interest in literature. The students were attracted to fairy tales, fables and other stories because of the fantastic characters and new worlds. In other words, children could relate the stories with their imagination. We had noticed this kind of preference because they used to go to the school library by their own to read these sorts of stories, especially those that belong to the "Colección Semilla" from the Ministry of Education (2014).

We took advantage of their enjoyment of literature to improve not only the four language skills, but also different values, through an entertaining and different way by means of Aesop's fables. These stories were adapted according to Ellis and Brewster's theory (2014) that states that adaptation makes stories more accessible since the language will be easy to follow. They were also adapted taking into account students' level of English and the topics taught during our project. The project was presented through different activities, along with different kinds of materials such as slides, drawings, videos, role plays, etc.

Regarding the experience, we applied six workshops, in which there were different topics and different activities. These were:

	Story	Topic
1	The Lion and the Mouse	Emotions
2	The Shepherd Boy and the Wolf	Prepositions
3	The Hare and the Tortoise	Actions
4	The Fox and the Stork	Adjectives Comparatives
5	The Mother and the Wolf	Family and Actions
6	The two dogs and the fox	Compilation of all the Previous Topics

Table 1. Description of topics and stories.

In each workshop, the pre-service teachers made use of different reading strategies in order to verify students` comprehension. These strategies were: preview the text, cross check, discuss and respond, background knowledge, summarize, captions under pictures, think about implicit and explicit information, retell and summarize, stop and review, and story maps.

Justification

The use of different pedagogical strategies to increase students´ interests when learning a foreign language has always been a priority for us as teachers as noted during our pedagogical practicum. A good and effective strategy focuses on the students´ culture and needs. This knowledge helped improve our proposal, since we knew what kind of fables and stories to use.

The students' ages (between 9 and 14 years old) and their personalities are also key aspects to take into account, as well as the strategies and resources (materials and didactics) used by the teachers and school staff. A successful methodology starts when the purpose of the project includes simple and relevant content for students. The proposal enables them to start using the words and content they learn, due to the act that the students must use all of the words and expressions to express what they think about the story and the characters. By using the vocabulary in English, they can make use of the language in order to communicate. The challenge for current public institutions is to work on helping students become more independent, responsible, honest, and creative, as well as create a world open to different cultures.

Therefore, the aim of this article is to share the experience of using fables, morals, and showing innovative materials used to improve students´ oral production and listening comprehension skills. Thus, fostering their values despite the violent environment from which they are coming from. The purpose is also to reveal the experiences and outcomes of implementing Aesop´s fables at a public institution with fourth graders. It is important to say that some of the students

come from a difficult social environment. Some of the students were abandoned, some students´ fathers were in jail, and most of the families did not have enough money for education.

The experience took place in an elementary school where the use of different Aesop´s fables and their morals were utilized as the key component of the proposal. Students were learning a foreign language (English) in a fun and different way, as well as thinking and reflecting on the positive and negative aspects of the story and characters. In this way, they understood the difference between right and wrong attitudes displayed by the characters, and their importance in the development of the story. At the same time, they used vocabulary and expressions in English to express themselves.

In regards to Aesop's Fables, we decided to use this author because of the diversity of his stories, which are well-known among children. As for the materials, they are important resources that contribute to the learning of a language due to their diversity in terms of presentation (digital, physic materials) and focus. According to Tomlinson (2008), materials must offer to all a real use of English to all language levels that enables people to engage their knowledge, senses and capacities (p. 4). Moreover, the materials used arouse not only the students' interest, but also their sense of discovery and expectation.

Theoretical Framework

Teaching and learning
Learning is the acquisition of infor-

mation by interacting with people and the environment. According to Zarate (2003), learning is a method where students receive knowledge, which is then adopted and later implemented (p.19). Teaching is the transmission of knowledge. Brown (2007) states that teaching is seen as a promoter of knowledge. Brown also claims that teaching to children (beginners) is often very challenging since students do not have prior knowledge of the subject matter. However, it is very rewarding because one can see improvement in students' proficiency. Therefore, the teacher becomes a true guide and determiner when learning a foreign language (p.98). Teaching allows people to learn by providing them with suitable tools and environments. Learning and teaching are significantly linked processes, since teaching encourages learning.

Second Language Acquisition and Materials Development
According to Cook (2016), the use and acquisition of a second language is currently vital as it increases the chances of getting a job and receiving an education. It also provides us with the ability to take part in different issues, such as politics, religion, culture and education (p.1).

Dulay, Burt and Krashen (as cited in Tomlinson, 1998, p. 9), claim that research has shown the effects of various forms of anxiety on acquisition. But there are also different ways to make the foreign language learning less stressful. For example, Tomlinson (1998) proposes that materials should help learners build confidence because confidence is developed when students are engaged in tasks that are

stimulating, problematic, and achievable. Materials have to encourage students to use their strengths, skills, imagination and creativity (p. 8). Students can also create their own stories, write paragraphs and poems for use in the classroom, and develop their skills in a meaningful way.

Reading Comprehension

Reading comprehension is the ability to understand what we read, not only each of the words that composes the reading, but also its holistic part. According to Winslow (2012) "reading comprehension is developed through cognitive practices" (p. 1). During this practice, learners identify new vocabulary and previously known words, relating them to each other and making inferences. Despite the fact that students might not know the entire vocabulary during the practice, they can interpret and construct meaning. Students decode the information through images and body language (provided in this case by the pre-service teachers). From our experience, students began to produce language by using simple structures, such as the verb to be.

Adapting Stories

According to Ellis and Brewster (2014), when adapting or modifying a story, "it is important not to modify it too much since it might lose its magic. Thus, children might lose interest in the story" (p.17). Therefore, the purpose of using this type of resource is to attract the students' attention, while making the stories more accessible. This allows them to have fun while learning. Also, there are some important aspects

that teachers must take into account when adapting and using a story, such as avoiding unfamiliar content, since students might not understand unknown or difficult words. However, the original idea must be kept the same in order to keep their interest. Concerning idioms, it is necessary to use other words depending on what the story says, while keeping the original idea. By doing so, this makes the information more accessible to children. Idioms are composed of vocabulary that is often too complicated for the students' level. The ideas must be presented in a comprehensible way in order to make the story clearer, and it is important to use examples to clarify the meaning of some words.

Regarding grammar and its structures, it is important to reduce and simplify them in order to avoid confusion. The length of the sentences, as well as their complexity, should be shortened and simplified so that the students can under-stand the idea of the story. When the fable is too complicated, role plays and games are good resources to complement and clarify the story. In terms of time referen-ces and connection of ideas, it is essential to use words to show different sequences of events (first, next day, after, etc.). When using more than one sentence in the sto-ry, there should be connectors so that all the sentences make sense. Finally, a story should always be supported through the use of direct speech to avoid confusion (See Appendix A).

Fables
Fables are brief literary compositions,

written in verse or prose. According to Blackham (2013), fables are imaginary tales that tend to express the truth (p.9), since their characters (animals, objects, mythical creatures, plants, inanimate objects, forces of nature, etc.) have human qualities and defects and virtues, which are introduced with irony. Also, fables illustrate a moral lesson at the end of the story.

Values

Schwartz (as cited in Castro and Nader, 2006, p. 160) said that values are necessary aims that guide or direct the behavior or context. Values are virtues or qualities that contribute to an appropriate relationship among members of society. Social values are behavior parameters that control human actions. Regarding social values with literacy practices, the creation of fables helps people inspect or deepen their emotions and thoughts. Children can also express their feelings. As Street mentioned, literacy practices imply moral aspects (social values), emotions, social contact that help students create and share their ideas (as cited in Edwards, 2012, p.3).

Storytelling Techniques

According to Ellis and Brewster (2014) there are different strategies and tools to tell stories, for example tracks, videos, etc. Nowadays, it is better to tell stories in an oral manner in order to interact better with children. Reading aloud is also better for many reasons. For example, students can better evolve actively with the story, and teachers can help stories come alive by using intonation, gesture, and mime. Students can ask questions, and teachers can immediately repeat what students did not understand and clarify language.

Description

The process to implement Aesop´s fables and their morals to foster students´ values is divided into nine different steps. Each one is of equal importance. The steps are:

1. Theory: Before starting to implement Aesop´s fables, it was mandatory to read and have some background knowledge in order to design the plan. Therefore, reading about different authors and their opinions about learning, materials, storytelling and teaching was essential. By doing so, the next step was much clearer, since there was an understanding on the best way to do it. The authors and their theories were important for the proposal.

2. Searching Aesop's fables: The second step was searching for Aesop's fables, since not all the fables were adaptable and easy to understand for the students. There was a selection of six different fables. The selection was carried out by taking into account the story, the vocabulary and the moral, which were the key aspects in choosing the fables. Furthermore, another aspect to consider when choosing the fable was the population. The participants for this experience were 38 students who belong to fourth grade, and who were between 9 and 14 years old. Most of them lived in a difficult environment and had a hard

time at home. For example, some of students' fathers were in jail, there were cases of family violence, and most of the families did not have enough money to pay for their child's education. At the very beginning of the process, there was an extensive observation of the population.

3. Reading: Once the most suitable fables for this experience were chosen, based on the population and its needs, the following step was reading. We noticed during this process that students did not understand the story due to its complexity in terms of vocabulary and structures. In order to make the story easier for students, it was necessary to adapt them. For the chosen population, it was impossible to implement the story in its original version.

4. Adaptation: This was a key aspect for the proposal. First, the vocabulary in the original fable was too complex for the students. Second, some of the fables were too long for them. Therefore, they could get distracted during storytelling. This is the reason why all the fables were adapted, taking into account Ellis and Brewster's theory (2014) which provides parameters that make stories more accessible. Finally, this theory suggests the use of direct speech, which strengthens comprehension through repeated sequences of the story, and avoids the use of idioms due to their complexity for beginners.

5. Plan designing: The lesson plan included warming up, practice, production and evaluation. For the aforementioned steps, we implemented reading strategies, such as predict and confirm, reread, retell and summarize, stop and review,

and cross-check. These procedures were applied in three different stages: before reading, during reading and after reading. Also, the plan included a title, an objective, and a topic because all of the fables and morals were oriented towards a specific topic. For example, the topic for the fable, "The Fox and the Stork", was adjectives.

At the end of the class, the students were evaluated by the teachers. The evaluation consisted of a couple of questions or activities about the story, the topic, and the moral. However, anxiety was avoided by not letting students know they were being evaluated. According to Nuñez and Tellez (2009), evaluation must be a procedure to reveal the students' knowledge so they can also build up their confidence in the process of learning a foreign language, in this case English (p.183).

6. Creating material: The material was based on the plan and the population. All of the activities helped students understand the topic and get a better idea about the story. So, we used workshops, posters, pictures, word searches and puzzles to tell the story and progress with the class. Students enjoyed a different activity with diverse materials every class (See Appendix A and B)

7. Preparing class: After designing the material, there was a process of reflection and thinking about how to develop the class, and the best way to implement the fable in the classroom.

8. Workshop implementation: This was the time to implement the material, methodology, lesson plan and activities. First, the teachers greeted the students,

and then, a warm up was implemented to introduce students to the topic without telling them what it was. Second, we presented the adapted fable by using posters, pictures and reading strategies. After that, they had time to practice the topic with some of the activities. Then, they were given the chance to participate and be independent. At the end, they were evaluated with some questions and activities.

9. Feedback: After the workshop implementation, the pre-service teachers reflected on the outcomes they received, and they improved the workshop based on feedback. By doing so, the next class was better than the prior one, and the outcomes were also different than the first class.

Every step was a process of reflection and learning, and all of the resources were designed with the population and initial observations in mind.

Results of the Experience

The students' evolution is evident through the development of the workshops. At the beginning, they did not feel free to participate because of their lack of vocabulary. However, their participation increased in every class since they were learning new vocabulary and expressions. The following is a sample of the fable "The Fox and the Stork" and students' participation:

Researcher #1: What is the story about?

Student: Que the fox invitó a la cigüeña a cenar.

Researcher #2: Right, this is the house of the fox and the house of the stork.

Students: Que the fox le dió de comer en una bandeja.

Researcher #2: Ok, so this is a plate.

Student: Plate

Researcher #1: The fox gives a plate to the stork

Researcher #2: But the beak of the stork is stronger and thinner than the nose of the fox.

Researcher #1: So, the stork cannot eat the soup

Researcher #2: When the stork invites the fox to the house, the stork makes soup, a delicious soup, more delicious than the soup of the fox.

Researcher #1: The fox uses a jar, so the fox cannot eat the soup, because the snout of the fox is smaller than the beak of the stork.

Student: La cigüeña podía meter la boca al vaso, pero el zorro no.

Researcher #2: ¿Por qué?

Student: Porque el zorro no tenía una boca larga.

Researcher #1: Very well.

Researcher #2: This is the…

Student: Fox

The participation in class is evident. Students expressed their ideas about what they heard in the story, and they understood the fable and the vocabulary as well. The use of English and Spanish in class was frequent, since students sometimes needed explanations to get a better idea of the fable, the moral, and the characters.

They were very motivated. Sometimes, when they were not sure about their answers they talked with their classmates, and then talked to the pre-service tea-

chers. The interaction in class was also positive. When there were activities to develop, they tried to do it in groups or pairs. Cooperative work and learning was frequent since they did not like working individually. As explained by Johnson, Johnson and Holubec (as cited in Li and Lam, 2013), cooperative learning maximizes students´ learning when they are working together (p. 1).

Students also liked to ask the teachers and their classmates questions. They enjoyed the material we used and tried to interact with it. They also felt very comfortable talking about the moral. The students answered questions such as: "What do you think about …? Do you think this is right?" They gave us their responses, and even talked about some experiences they had related to the moral.

Below is another example in which students answers questions pertaining to the same fable:

Researcher #1: Finally, the fox says, do you remember what he says?

Researcher #2: Do you remember what talk means? lo que estamos haciendo en este momento.

Student: Hablar.

Researcher #2: Do not play tricks on your friends, unless you can stand the same treatment yourself.

Students: OK

Researcher #1: ¿Qué moraleja nos puede dejar esta fábula?

Students: Que no hay que hacer bromas.

Researcher #2: Que no hay que hacer bromas, sí, ¿qué más?

Researcher #1: ¿Qué le hizo el zorro a la cigüeña?

Students: Le hizo una broma.

Researcher #1: Nice! He plays a trick.

Researcher #1: Y ¿qué hizo después este otro personaje?

Students: Le hace una broma al otro compañero.
Researcher #1: Y ¿cómo reaccionó?

Students: Triste

Researcher#1: No, he was angry. [Teachers made an angry face when saying the word so students could understand what they were talking about]

Researcher #2: And what is that?

Students: Bravo, enfadado.

Students: (.) Is angry.

The use of English is frequent when expressing their ideas. They also understand the story since when there were questions about the story, they were able to answer, either in English or Spanish. Sometimes, when they could not answer, the pre-service teachers used movements, gestures and images, so children could understand.

Pre-service teachers noticed some social skills as well. For example, participation increased class after class. In the first workshop, most of the students were afraid of talking in front of their classmates. It seemed they felt uncomfortable, or maybe they thought they were wrong, and only some of them talked in class about the fable and the questions we asked. It was mandatory to ask questions to a specific student to have them participate since they did not feel comfortable. Then, we realized that they became involved in the activity;

they all wanted to participate at the same time, so they had to take turns. Obviously, some students participated more than others, but they all talked. When they did not understand the question, we made them feel comfortable and gave time to think of the story, then they started giving ideas about the fable, their opinions and their beliefs.

Fraser (2012) thinks that moving around the classroom, reducing teacher talk, and giving students time to speak increases intervention and participation (p.176). That is why pre-service teachers let students feel safe and sure about their answers. They provided more time for students to speak, consequently, they participated, were very attentive in class, and enjoyed the activities that we proposed in the last workshops. This is the last part of the transcription:

> *Researcher #1: ¿Cuál es la moraleja de esta historia?*
>
> *Students: Que no debemos hacer bromas.*
>
> *Researcher #2: ¿Qué otra cosa?*
>
> *Student 1: Que uno debe ser buena gente.*
>
> *Student 2: Que uno no tiene que ser envidioso.*
>
> *Researcher #1: Les voy a dar un ejemplo, un día llego a la casa y le escondo los zapatos a mi hermana, y ella se enfada y un día ella me hace a mí lo mismo y yo me enojo. Entonces, ¿qué podemos decir?*
>
> *Students: Que no hay que hacerle a los demás lo que no nos gusta.*
>
> *Researcher #1: Exactamente, entonces es como dice el dicho, que no hagas a los demás lo que no quieras que te hagan a ti.*
>
> *Researcher #2: Acá dice muy poco de las emociones de los personajes, como creen ustedes*
>
> *que ellos se pudieron sentir en la historia.*
>
> *Student 1: Angry,*
>
> *Student 2: Sad*
>
> *Researcher #2: Sí ¿por qué?*
>
> *Student 3: Angry, porque le hizo una broma.*
>
> *Researcher #2: ¿Qué otra emoción puede ver que pudieron percibir los personajes?*
>
> *Researcher #1: Se acuerdan del tono de voz, cuando subimos al pronunciar algunas palabritas.*
>
> *Researcher #2: In….*
>
> *Students: Intelligent.*

Conclusions

In conclusion, we can infer that students need diverse and innovative materials (See Appendix A and B) and methodologies to learn a foreign language. This is especially true when they come from violent backgrounds. An innovative and different proposal enables them to use the language they learn because it is attractive and appealing. Fables are a great choice for learning a language because they are interesting, short and appropriate for kids. The analyzing the moral was also crucial, since students were able to infer right and wrong aspects about the characters and fable, as well as compare their lives with the story.

Not only did the students participate in class, but they also understood the importance of having time and someone to talk about values and their importance. Therefore, these fourth graders from the public institution had a better perception about life and good values. They also

improved their listening comprehension and vocabulary through fables by using reading strategies, such as preview the text, retell stories, summarizing, predict and confirm, and different materials such as slides, drawings, pictures, and booklets when telling the story. They felt free to participate because they knew that the class was a special place to talk and express ideas about the topic.

Participation at the very beginning was completely different from the class at the end. This was because they felt more independent, and they learned more vocabulary to express what they were thinking about and what they knew. In that way, they could make use of the language to communicate with the teachers and their classmates.

We also noticed that by the end of the experience, they were able to differentiate negative attitudes from good ones. They could make better choices taking into account what they learnt during the project. They were also aware of their behavior when they were at school.

This kind of experience was very rewarding because students started to see English as a fun alternative for learning, as well as traveling to the magical world of fables. Students became engaged from the beginning due to the use of materials, along with the implementation of gestures, sounds, body language, etc.

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APPENDIX A

Example of Fable "The Shepherd Boy and the Wolf "

In Here, there is a big poster with a landscape on it. The characters (The Shepherd Boy, the Wolf, the Villagers and the Sheep) can be put anywhere on the poster since they are removable in order to tell the story in an interesting way.
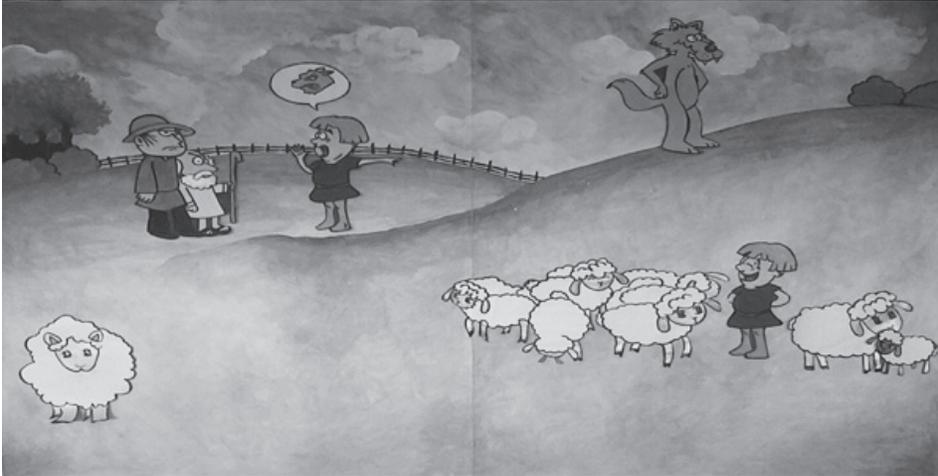
The Shepherd Boy and the Wolf

Original fable (Taken from Library of Congress. The Aesop for Children Rand, McNally & Co. 1919).

A Shepherd Boy tended his master's Sheep near a dark forest not far from the village. Soon he found life in the pasture very dull. All he could do to amuse himself was to talk to his dog or play on his shepherd's pipe.

One day as he sat watching the Sheep and the quiet forest, and thinking what he would do should he see a Wolf, he thought of a plan to amuse himself. His Master had told him to call for help should a Wolf attack the flock, and the Villagers would drive it away. So now, though he had not seen anything that even looked like a Wolf, he ran toward the village shouting at the top of his voice, "Wolf! Wolf!"

He expected, the Villagers who heard the cry dropped their work and ran in great excitement to the pasture. But when they got there they found the Boy doubled up with laughter at the trick he had played on them.

A few days later the Shepherd Boy again shouted, "Wolf! Wolf!" Again the Villagers ran to help him, only to be laughed at again. Then one evening as the sun was setting behind the forest and the shadows were creeping out over the pasture, a Wolf really did spring from the underbrush and fall upon the Sheep.

In terror the Boy ran toward the village shouting "Wolf! Wolf!" But though the Villagers heard the cry, they did not run to help him as they had before. "He cannot fool us again," they said. The Wolf killed a great many of the Boy's sheep and then slipped away into the forest.

Liars are not believed even when they speak the truth.

This is the adapted version of the fable once Ellis and Brewster´s theory (2014) is implemented:

Adapted Fable

The shepherd Boy and the Wolf
(Main Topic: Prepositions of Place)

The Shepherd Boy is with the sheep **near** a forest .He is very sad because he is alone. One day he decides to do something to have fun. He cries ¨ the wolf is **in front of** me¨. The wolf eats the sheep. Some villagers run to help the Shepherd boy, but they don't find any wolf. They find the shepherd boy very happy **between** two sheep.

Next day, the shepherd boy cries again ¨the wolf is **behind** me!!!¨. Villagers run to help the shepherd boy, but they don't find the wolf. They find the shepherd boy **far from** the sheep. The villagers are sad and surprised. The next day, the shepherd boy cries ¨ the wolf is **near** me ¨but this time the wolf is **behind** the shepherd boy. The shepherd boy is scared. The shepherd boy cries but the villagers don't help the shepherd boy because they are **far from** the shepherd boy. Finally, the wolf eats the sheep!
Liars are not believed even when they speak the truth.

APPENDIX B

Fable "The Mother and the Wolf"

This is a sample of the material we used in class. This is about ¨The Mother and the Wolf¨. In Here, we make use of pictures and a booklet where students could re –read the story, fill in the blanks and complete sentences.
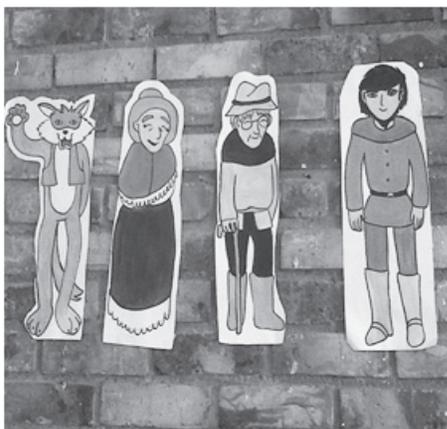
The Mother and the Wolf

Original fable (Taken from Library of Congress, The Aesop for Children Rand, McNally & Co, 1919).

Early one morning a hungry Wolf was prowling around a cottage at the edge of a village, when he heard a child crying in the house. Then he heard the Mother's voice say:" Hush, child, hush! Stop your crying, or I will give you to the Wolf!"

Surprised but delighted at the prospect of so delicious a meal, the Wolf settled down under an open window, expecting every moment to have the child handed out to him. But though the little one continued to fret, the Wolf waited all day in vain. Then, toward nightfall, he heard the Mother's voice again as she sat down near the window to sing and rock her baby to sleep.

"There, child, there! The Wolf shall not get you. No, no! Daddy is watching and Daddy will kill him if he should come near! "Just then the Father came within sight of the home, and the Wolf was barely able to save himself from the Dogs by a clever bit of running. *Do not believe everything you hear*.

This is the adapted version of the fable once Ellis and Brewster´s theory (2014) is implemented:

Adapted Fable

The Mother and the Wolf
(Main topics: Family and Actions)

One day a wolf finds a house where a big **family** lives. The wolf **sees** a **mother** and a **baby**, a **sister** a **brother** a **grandfather** and a **grandmothe**r. The **son cries** and the **mother** says to the **son**: ! Hush children, hush, stop crying or I will give you to the wolf! But the **son** keeps crying. Then the **grandfather** and the **grandmother** say to the baby! Hush children, hush, stop crying or I will give you to the wolf! But the **son** keeps crying.

The **sister** and the **brother** say to the baby: Hush children, hush, stop crying or I will give you to the wolf! But the **son** keeps crying. The wolf **listens to** the conversation and he thinks …. mmmmm what a delicious meal! A **baby** yummy!!!

From this day on, the wolf stays **near** the house for the **baby**. One night the wolf listens to the **mother** saying…. Don't worry baby…if the wolf is near the house, your **father**, your **uncle** and your **aunt** will kill the wolf. In that moment the **father**, the **uncle** and the **aunt** arrive to the house. The wolf sees them and runs away.
Do not believe everything you hear