

Aesop's Fables and Language Learning

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Abstract

Fables are paramount in children literature as they impact on the language learning in different ways. Aesop's fables are a collection of various narratives that were developed in ancient Greece. Children literature in education promotes the appreciation of fantasies, emotional and cognitive growth, escapism and also the acquisition of critical social and life skills. The ability to recount the events obtained from fables promotes the ability to express oneself. Native children learning a foreign language are exposed to two versions of the same story, one in the second language while the other one in the inborn language. The use of first or native language to promote and develop proficiency in a second or a foreign language has been subjected to rigorous experiments in various learning environments and education systems. The ability to recite and narrate various fables promotes the cognitive development of the children as they learn to value the significance of remembering specific details of an event.

Aesop's Fable and Language Learning

Introduction

Fables are some of the earliest forms of human literature that has often been utilized as instructional, educational, and entertainment tools, especially in the children writing. Aesop's allegories are credited to a slave narrator in ancient Greece. Aesop is believed to have redefined the fable genre in the human literature, as most of the modern narratives are ascribed to his ancient narratives. Three centuries following Aesop's death, all his fables were collected and assembled under the banner of Aesop's fables. Moreover, a series of modern jokes, stories, and other narratives are also associated with Aesop's libraries. The original content related to Aesop's work has since been supplemented with tales and fables obtained beyond the sphere of the Greece cultural values (Sheen, 2008). It is also believed that a significant number of Western Fables are attributed to these collections. Additionally, original works associated with Aesop's fables have since been translated to some versions in attempts to suit different cultures and local dialects in various locations. This has triggered the debate concerning the assessment of Aesop's fables and their impacts on language learning.

Literature Review

Children literature in education promotes the appreciation of fantasies, emotional and cognitive growth, escapism and also the acquisition of critical social and life skills. They also promote the ability to understand major theoretical concepts. The ability to understand and interpret the narratives play a central role retention capabilities, particularly in the overall process of learning. Modern and traditional children literature are designed to shape out the behaviors of the children based on the characters features and promote socially acceptable conducts, as highlighted by the moral lessons drawn from the fables (Keshavarz & Astaneh, 2004). Even

though modern stories are recorded in books and other reading materials, the primary mode of transmission and learning is predominantly done through oral narrations. Children are sometimes compelled to replicate or repeat these fables to their peers or before the entire classroom.

Children literature are used for various purposes in the learning process. The ability to recount the events obtained from fables promotes the ability to express oneself. Children recounting these stories are obligated to understand and remember the description of the events that transpired. As a learning exercise, children are compelled to re-read, repeat, and recite most of the fables for educational purposes. The process of repeating different narratives that are characterized by unique and vocabularies constitutes a gradual process that allows children to enhance their communication and interaction skills. The resulting exposure allows the children to strengthen their communication competencies, especially in the predominant language employed in the education process (Lundberg, 2002). Therefore, fables play a central role in promoting the competence of children in speaking a particular language. They promote the children's ability to express themselves in a specific language explicitly. The acquired competence also helps build their writing skills and other components associated with the predominant language.

As previously mentioned, Aesop's fables have since been interpreted in different languages to suit the target audience. This means that one version of a particular story is available in several dialects. Native children learning a foreign language are exposed to two versions of the same story, one in the second language while the other one in the inborn language. The resulting scenario gives exposes the children to different interpretations of the story. It also allows the learners to connect new words taught in the foreign language with their mother tongue (Sheen, 2008). The ability to connect or interpret a foreign language into the native dialect plays a central role in promoting the process of learning a new language. Children

using this approach are better positioned to acquire the competence of a second language at a faster rate. Besides, studies indicate a higher output in language learning among the students taught a second language using their mother tongue.

The use of first or native language to promote and develop proficiency in a second or a foreign language has been subjected to rigorous experiments in various learning environments and education systems for more than two decades. Although the actual impact of this approach has been criticized, a string of the evidence demonstrates that using the first language to teach a second language in a practical setting improves the language learning outcomes. It also improves the efficiency of class management, learners' linguistic development as well as in the diversification of learning styles (Keshavarz & Astaneh, 2004). It boosts the confidence of the learners and increases the abilities to interlink the mother tongue and a second language which is essential in understanding foreign language vocabularies along with the construction of simple and complex sentences or deciphering meanings of sophisticated phrases. Therefore, the use of the first language to enhance the proficiency of the language learning could potentially address the existing challenges facing native learners in efforts to boost the efficiency of language learning.

Albeit teaching students a new language through memorization enhance the remembrance capacity, it hinders the ability to interpret and understand the meaning of various vocabularies. This is attributed to the inability of understanding the meaning of perceived complex words written in a given text. As a consequence, this approach obscures the student's ability to understand unfamiliar words, which complicates the process of language learning. The students also suffer from the inability to recognize connotations of the foreign language since they lack the basic skills to identify the primary meaning and importance of the vocabularies (Lundberg,

2002). This challenge appears to have been tackled by the translation of Aesop's narratives into different languages. The familiarity of story description allows the children to utilize their native language to interpret the foreign or second language. This will enable them to comprehensively understand the meaning of new words and also use them in their writing and communication skills. These observations illustrate that the translation of Aesop's fables plays a central role in promoting the literary competence in foreign languages.

Nonetheless, it is paramount to understand that differences in interpretations may alter the efficiency of using Aesop's stories in promoting the process of language learning. Thus, it is paramount to ensure that the interpretation process of these fables used in children literature is accurately completed. For instance, word for word interpretation enables foreign language learners to understand vocabularies in their native language. This approach goes beyond the significance of memorization and the interpretation of Aesop's narratives. It also allows the children to incorporate the vocabularies used in the learning process in their native dialect, which benefits the language learning process (Sheen, 2008). In other words, the use of two languages in attempts to enhance the efficiency the preferred dialect contributes to the development of cognitive, linguistic, and psychological aspects of the children. The analysis of Aesop's fable as prescribed in children literature in the language learning process. This process plays a central role in describing the meaning of various vocabularies and how they can be incorporated in writing and verbal communication. It also provides the learners with an opportunity to understand the primary and secondary significance of using the studied words. These fables and other narratives are paramount in guiding a systematic process of language learning, especially in the early childhood education.

Fables, narratives, and stories are used in early childhood education to facilitate communication abilities in children. The children literature is also used as an entertainment tool, such that the contents captivate the learners. This means that children can use these resources during their leisure time. This provides them with a discussion forum, in which they are required to narrate various stories. Noticeably, Aesop's fables are often precise and straight to the point due to the utilization of simple sentences. The narration process enables the children to develop sufficient confidence and self-esteem to express their thoughts using organized but straightforward approaches (Lundberg, 2002). The experience of narrating various stories to others improves the ability to use various aspects of effective communication efficiently. For instance, the use of signs and expressions as outlined on the fables allows the children to develop the habits of similar patterns during interactions gradually. Eventually, the children are in a position to utilize different aspects of effective communication in their typical conversations. This competence is then extended to the writing skills, whereby a person can easily map the pattern of the words to stress or emphasize a certain idea or concepts.

Conclusion

Briefly, the contribution of Aesop's fables in children literature cannot be underestimated. The collection of these narratives have extensively contributed to the development of children literature as instructional, educational, and entertainment instruments. Similarly, these fables have also contributed to the process of language learning process. The ability to recite and narrate various fables promotes the cognitive development of the children as they learn to value the significance of remembering specific details of an event. This is paramount in real life, as previous experiences often influence their future behaviors. Applying

the same notion in language learning implies that children are likely to develop their language competence when they are used to remembering and narrating the description of a certain event.

The interpretation of these fables into different languages enhances bilingualism, which is a process of using the first and second language in teaching a foreign language. However, it is paramount to note the significance of word to word or accurate interpretation as it can influence the outcome of the language learning. It is believed that the tendency of using the native language to understand a foreign dialect enhances the language learning process. This is attributed to the fact that such people can quickly decode the meaning of a specific word if they understand the meaning in their mother tongue. Furthermore, constant and repetitive narrations allow the children to develop communication capabilities. Figurative language used in the narratives allows the learners to create different aspects of effective communication.

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