



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

**CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

MODALIDAD PRESENCIAL

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título
de Licenciado en Ciencias de la Educación Mención: Inglés.**

Theme: Fairy Tales in Reading Comprehension

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Ambato – Ecuador

2021

Tutor approval

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Comments expressed in this report are the author’s responsibility.

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Dedication

TO:

My parents for their love, support, and guidance. To my brothers for being nice to me and also for all their support. To my sister for being my tutor and making my college life easier. To my friends for being there for me. Thanks for everything.

Israel

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Israel

Table of contents

Tutor approval	ii
Declaration page	iii
Board of examiners approval page	iv
Copyright refuse	v
Dedication.....	vi
Acknowledgements	vii
Abstract.....	xi
Chapter I.....	13
1. Theoretical framework	13
1.1. Investigative background	13
1.2. Theoretical framework.....	15
1.3. Objectives	27
1.3.1. General objective.....	27
1.3.2. Specific objectives	27
1.4. Hypothesis.....	27
Chapter II.....	27
Methodology.....	27
2.1 Basic method of investigation.....	27
2.1.1 Approach.....	27
2.1.2 Instruments and techniques.....	28
2.1.3 Procedure.	28
2.1.4 Research modality.....	29
2.1.4.1 Field research.	29
2.1.4.2 Bibliography.	29
2.2 Level or type of research.....	29
2.3 Population.	29
Chapter III.....	30
Results and discussion	30
3.1 Analysis and discussion of the results	30
3.2 Students' survey.....	30
3.3 Interpretation of data.....	33
3.4 Verification of hypothesis.....	38
Chapter IV	40

Conclusions and recommendations	40
4.1 Conclusions.....	40
4.2 Recommendations.....	41
Bibliography.....	42
Anexes	44

Tables index.

Table 1. Population.....	29
Table 2 Teacher uses fairy tales for reading.....	30
Table 3 Use of materials to develop the creative thinking	31
Table 4 Teacher ask to find specific information in a reading	32
Table 5. Ranks	36
Table 6. Classification of results	36
Table 7. Pre and post-test's average	37

Graphs index

Figure 1 Teacher uses fairy tales for reading	31
Figure 2 Use of materials to develop the creative thinking.....	32
Figure 3 Teacher ask to find specific information in a reading.....	33
Figure 4 Pre-test scores.....	34
Figure 5 Post-test scores	34
Figure 6 Pre-test and post-test scores	35
Figure 7 Classification of results	36
Figure 8 Percentage difference	37
Figure 9 Paired sample statistics	38
Figure 10 Paired samples statistics.....	39

Abstract

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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Topic: Fairy tales in reading comprehension.

Author: Bryan Israel Pillaga Riofrío.

Tutor: Lcda. Mg. Ximena Calero.

Early exposure to English has a profound influence on a child's brain development. They will improve their focus and problem-solving skills. As language learners, reading helps children to explore themes that they are interested in and stories that captivate them. Children are exposed to a great deal of new information every day, making it difficult for them to understand certain things.

In order to solve these problems, it was decided to implement the fairy tales. Through fairy tales, children will develop an interest in reading, it will make it easier for them to understand what they have just read since it will allow them to connect ideas in a better way. The study was carried out with the participation of 7 5th grade students from the "Pestalozzi Educational Unit". At first it was necessary to take a survey to choose the material to apply with the children. In addition, two standardized tests extracted from Cambridge were applied, the same ones that gave us the data referring to the pre and post-test respectively.

To accomplish the objective some hypothesis was set. And the result obtained from the research was compared with the different hypothesis that were made. The results obtained were analyzed using the Student's T-test for related samples, which were necessary to finally be able to confirm the established hypothesis.

Key words: Fairy tales, reading comprehension, children, English.

Resumen.

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Título: Fairy tales in reading comprehension.

Autor: Bryan Israel Pillaga Riofrío.

Tutor: Lcda. Mg. Ximena Calero.

La exposición temprana al idioma Inglés tiene una profunda influencia en el desarrollo del cerebro de un niño. Ésta exposición mejorará la concentración y habilidad de los niños para resolver problemas. Como estudiantes de idiomas, la lectura ayuda a los niños a explorar los temas que les interesan y las historias que los cautivan. Los niños están expuestos a una gran cantidad de información nueva todos los días, lo que les dificulta comprender de manera correcta ciertas cosas.

Para solucionar estos problemas, se decidió implementar los cuentos de hadas. A través de los cuentos de hadas, los niños desarrollarán el interés por la lectura y les facilitará la comprensión de lo que acaban de leer ya que les permitirá conectar ideas de una mejor manera. El estudio se llevó a cabo con la participación de 7 alumnos de 5° grado de la "Unidad Educativa Pestalozzi". Al principio fue necesario realizar una encuesta para elegir el material a aplicar con los niños. Además, se aplicaron dos pruebas estandarizadas extraídas de Cambridge, las mismas que nos dieron los datos referentes al pre y post test respectivamente.

Para lograr el objetivo se plantearon algunas hipótesis, las cuales se compararon con el resultado obtenido de la investigación. Los resultados obtenidos se analizaron mediante la prueba T de Student para muestras relacionadas, los cuales fueron necesarios para finalmente poder confirmar la hipótesis establecida.

Palabras clave: Cuentos de hadas, comprensión lectora, niños, inglés.

B. Content

Chapter I

1. Theoretical framework

1.1. Investigative background

Over the years, the need to develop reading comprehension has become more important, which has caused several researchers to focus on carrying out research projects focused on the development and discovery of new strategies that improve the understanding of a text. Some of these investigations will be mentioned below.

Sholichah and Purbani (2018), in their research entitled “Fostering language skills development through fairy tales: A Literature Study” developed in Yogyakarta State University (Indonesia), aimed to determine the use of fairy tales in developing language skills e.g.: listening, speaking, reading and writing. Some topics were addressed in the study: why language is important to early childhood learning and how fairy tales promote the development of language skills. The researchers used library research method since its data acquired from library resources such as books, journals, and articles. The current study was intended to help the language teacher to develop the language skills of students through literature, particularly fairy tales. Through the results, the researchers concluded that through fairy tales, learners gain two aspects simultaneously: language development aspects (language skills and language areas); and entertainment aspect. Fairy tales are a great resource for teaching language in the EFL classroom. Therefore, it can be said that when using fairy tales, students can develop language skills that will be useful for them in their studies since they learned important things about the language in their childhood.

Dong (2018) in the research entitled “Fairy tales and students' literacy learning at amaze elementary school: A case study” developed in the University of Rochester, aimed to investigate the meaning of a class of second graders' fairy tale learning experiences. The researcher applied a qualitative case study methodology supported by class observation, interviews, and materials that document second-

grade students' fairy tale learning experiences; there was a group of students whose school has been lagging in state English Language Arts (ELA) proficiency tests. The findings concluded that fairy tales had a positive effect on their readers; these were emotionally, physically and academically.

Wijaya, Mulyati, Damaianti and Sumiyadi (2018), in their research titled "Developing reading skills and beginning writing through Literary Literacy" stated that learning media are highly crucial for the success of learning and for maximizing learning outcomes. Traditional media, such as books, novels, etc., are indispensable and are still used. Literary activity, especially early reading and writing, can successfully be employed in learning. Literary literacy can be chosen as a way for learning via the usage of literary works. In some primary schools of Bandung City, the objective of the study was to obtain an early learning profile in reading and writing. Descriptive qualitative approaches for analyzing the information gathered are employed in the research. After examining the findings of the study, only a few teachers utilized literary works in the early learning of reading and writing; On the other hand, instructors can enhance language, character and social education abilities of the pupils via the use of literary works.

Kole (2018) in the research entitled "The role of fairy tales in affective learning: enhancing adult literacy and learning in FE and community settings" developed in the University of Ulster, stated that the research observed fairy tales in the context of new literacy studies in order to examine fairy tales as a way to improve literacy and effective learning abilities. A work program including written tasks, questionnaires and case study interviews has been created and given for this project. The key to enhancing literacy in connection to linguistic apprehensions, symbolic significance, personal well-being, and the affecting skills of adult education teachers was concluded and underlined. The findings of the study showed a substantial improvement in the learning progress of the participants owing to the connections that are formed between literacy, problem solving, and personal social learning. Participants in the case studies and questionnaires reported: a better grasp of symbolism and metaphor within the narrative, a

stronger knowledge of figurative language, increased language abilities, cognitive skills, enhanced problem solving, self-esteem, and personal well-being.

Wangid (2018) in the research titled “The benefits of educational tales in teacher and student perspective” developed in Department of Primary Education, Program Pascasarjana, Universitas Negeri Yogyakarta, aimed to analyze teacher and student perspectives on educational fairy tales as learning materials; For which questionnaires and interviews were used as data collection techniques, while in the data analysis the researcher used the descriptive statistical data analysis technique. Once the study was completed and the results obtained, it was evident that teachers and students have a very positive perspective on the use of educational books of fairy tales as support materials in the learning process.

Due to these previous studies, it exists a greater knowledge of the problems that children encounter, and fairy tales can be used as a tool to help them improve their reading ability. Students who struggled with reading discovered that using fairy tales while reading helped them connect ideas in the text, recognize key features and characters, and draw inferences based on their knowledge.

1.2. Theoretical framework

Independent variable.

Literary composition.

According to García (2021) there are many literary components in literary creation, and they all work together in order to create an aesthetic experience. Ultimately, literature exists to allow humans to express themselves and create beautiful experiences through written or spoken language. Literature is, in fact, a form of art, a form of linguistic expression in general. Literature cannot be regarded a science since it does not rely on the scientific method to carry out study, but rather on the expression of various views.

According to Servín (2019), composition is a writing in which there are several parts which, when taken together, make a coherent. A literary composition is one that employs literary language to achieve a certain artistic objective. Writers begin by conceiving a concept, which they then structure to express their views to the audience. To develop a literary compositions, it is important to follow these 3 steps:

1. Choose the topic.

As a writer, this is the first step in selecting the core subject that will guide the writing process. This theme was created by the author. To be effective, it must be built on clear and understandable concepts. (Servín, 2019)

2. Organize the ideas.

As a second stage, connections are used to arrange concepts. In addition to the primary concept, the major, secondary, and complimentary thoughts that come from it will ideas that add to a composition will be chosen, and those that do not will be rejected. (Servín, 2019)

3. Write the ideas

After that, it's time to put everything down on paper or in other terms, it's the emptying of the previously formed concepts. There will be a heavy reliance on all of the writing skills you've acquired throughout the years, including your grammatical skills, vocabulary, and punctuation. (Servín, 2019)

Mostacero (2020) says that literary composition is a clear, elegant and harmonious manner of expressing the thoughts, ideas, and feelings of the writer. As the author writes, he must keep in mind the audience he is writing to. The literary composition consists of 2 elements which are *background* (It is the content of the literary work, themes, feelings, thoughts of the author) and *form* (It is constituted by the use of the author's language. It can be a denotative, connotative language or also a historical, logical, flowery, religious language, etc). In literary composition are also 3 phases or moments:

The invention: Look for ideas in context while searching and selecting. Incorporation of several sources of knowledge. Argumentation.

The arrangement: Ideas are prioritized and selected based on their causality and sequentially in order for them to be appropriately arranged.

Elocution: Incorporation of appropriate terminology according to the issue to be discussed while expressing ideas

Writing new words is known as composition in the field of linguistics. When two or more invariable words, called lexemes or roots are combined to produce a new one, a semantic and syntactic unit is formed. (Askinglot, 2020)

According to Igl (2017) literary composition refers to any piece of written material (the work of a writer; anything expressed in letters of the alphabet). Literary composers and creative writers often write for business, academic and artistic outlets. Compositions can be brief or long depending on the purpose. Long compositions can be novels or any other form of literature that has more than 20 pages in it. Poems, short tales and fables are examples of brief compositions that may consist just a single paragraph.

Poems.

A poem is a literary piece that falls under the category of poetry. Verse or prose can be used to develop the text; in the latter instance, it is referred to as poetic prose. (*Literary Compositions*, 2018)

Tales.

One or more writers create or write a tale based on actual or imaginary events, inspired or uninspired by prior works of literature and legends. The storyline is carried out by a small number of characters, and the story is easy to comprehend. (*Literary Compositions*, 2018)

In prose or verse, a tale tells a basic story, either imaginary or genuine. In a story, something or someone unique, fantastic, or even otherworldly is the focus of the story. If a story is not attributable to a certain author (whether they are well-known or not), then it may simply be folklore from a particular culture. Whatever their origins, tales tend to be relatively short narratives; nevertheless, the word is wide enough that critics and authors have used it to lengthier works ranging up to full-length novels. (Bedford Glossary, 2021)

A tale is a fictional or real story or short narrative, with an easy-to-understand argument and whose objective is educational or playful. An overarching storyline is avoided in tales, however several plots do occur in books. Usually, actions are positioned in time and space from the beginning: "once upon a time there was a monarch living in a magical palace..." In order to reach their aim, the main characters must overcome difficulties or pass rigorous examinations. For the protagonist to pass his challenge, he or she needs one or more crucial characters: the fairy that aids the princess, the animal that shows the path forward, and so on. (Meanings, 2018)

Fables.

A fable is a prose or poetry short narrative in which the protagonists are animals that talk. As a result, fables are written with the intention of educating, and the moral, which is generally found at the conclusion, at the beginning, or not at all, is a part of the composition. (*Literary Compositions*, 2018)

Derrida & Ronell (1980) classified literary compositions in literary genres.

Literary Genres.

Literary genre is a category of literary composition. Genres may be determined by literary technique, tone, content, or even (as in the case of fiction) length. The Literary Genres are classified into:

Drama.- Through the use of written language, drama depicts fictitious or non-fictional events in a spontaneous way. It's possible to perform a drama on stage, television, or radio. Drama is also divided in different types like Comedy, Tragedy, Farce, Melodrama, Opera and Docudrama. (Derrida & Ronell, 1980)

Fiction.- fiction literature refers to literature that is based on the imagination of the author. Fiction categories include mysteries, science fiction, romance, fantasy, chick lit, and criminal thrillers. (Derrida & Ronell, 1980)

Nonfiction.- it refers to fact-based literature. It's the widest category of literary works, and it's the most diverse. A wide variety of books and videos are available in this section, including biographies, cooking, health and fitness. There are also books and videos on pet care and crafts as well as languages, travel, home improvement, art, music, etc. (Derrida & Ronell, 1980)

Poetry.- A literary form in which language is chosen and organized for its meaning, tone, and rhythm to elicit a concentrated mental awareness of experience or a specific emotional reaction. (Derrida & Ronell, 1980)

There are literary genres that categorize literature and its works based on their similarities and differences. This classification is based on the author's intended structure, topic, or purpose. There are three main types of literary styles: narrative, lyrical, and dramatic. (IFEMA, 2020)

Narrative.

Authors utilize the figure of a narrator to describe the actions of characters in the epic. The author offers a fictional reality or a reality that is portrayed as if it were the external or objective world, which is foreign to the writer. Narration, description, exposition and reasoning are all used to tell a tale in this genre. There are four sorts of it:

-*Omniscient narrator*: knows everything and describes the scene from the outside, so the author uses the third person.

-*Witness or observer narrator*: narrates those parts of the story that he has witnessed or known. He is not like the first one who knows everything and tells it.

-*First person narrator*: The first person is used because the narrator is the protagonist. In this case, the text would take an autobiographical form.

-*Narrations in epistolary form*: This way of telling the story is very special, since the story is told through letters between two characters.

Lyric.

Texts that reflect the author's emotions or sentiments through poetry or prose are classified as lyric. Because the author portrays reality from his own point of view, and utilizes the art of the word to convey his thoughts, reflect his emotions, experiences, or feelings, this is a very subjective type of fiction writing. (IFEMA, 2020)

Within the lyric there are other subgenres:

-*The song*: it usually includes love and friendship, although other topics are also accepted, such as nature or religion.

-*The ode*: Lyric poetry that glorifies a person or object. When dealing with a serious issue, employ an upbeat, enthusiastic tone of voice

-*The hymn*: In this song, the tone is elevated, and it might be religious or patriotic, or it can be a celebration of friendship and unity.

-*The satire*: The poem is written in a way that mocks and ridicules both individual and collectively undesirable themes.

Dramatic

Acting is a kind of theater that is often performed on a stage. As a result of the interrelationships between the characters, the audience learns to know them without the author portraying or describing them, and without stating what they do or feel. (IFEMA, 2020)

Within this genus are the following subgenres:

-*The tragedy*: it is a dramatic piece with an unlucky conclusion. This author focuses on the disputes that occur among high-ranking individuals when they become the victims of passions that lead to devastation and even death.

-*Comedy*: a work with a pleasant ending and a funny tone. As a result, a number of amusing and pleasant scenarios arise that include individuals who are not of the upper class. The goal is to get the audience to laugh.

-*Drama or tragicomedy*: In this subgenre, the feelings are not as intense as in a tragedy, and humorous aspects are sometimes intermingled. Here, the main characters face difficulty and display considerable suffering; the outcome might be devastating.

Literary subgenres.

A literary subgenre refers to the different categories within the mother category. The comedy and tragedy are inside the Drama genre. In the Nonfiction genre, the biography, autobiography, narrative, periodicals and reference are involved. Lyric, narrative and dramatic belong to genre of Poetry. The Fiction genre contains folklore, historical, mystery, realistic fiction, romance, science fiction, thriller and fantasy as subgenre. (Literary Terms, 2016)

Fairy tales.

Fairy tales are fictitious stories that provide a great deal of enjoyment for the audience. A large part of this is due to how unexpected and beautiful all the events that make up their narrative may be. This is fairly characteristic of this sort of writing style. Fairy Tales belongs to the subgenre of fantasy. A fairy tale is a story, often intended for children, that features fanciful and wondrous characters such as elves, goblins, wizards, and even, but not necessarily, fairies. The term “fairy” tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of the character of a fairy within that story. (Literary Terms, 2016)

According to Rodríguez (2016) this genre apart from other fantasy genres is that it develops within a fictitious universe, where classic characters from stories such as princes and fairies interact with other magical characters such as dragons and talking animals, and mermaid-like goblins. They tend to be short stories for youngsters, which is why they tend to catch the attention of the smallest audience.

Fuente (2020) states that Fairy tales are wonderful tales of popular origin and fantasy connotations handed down and inherited from oral tradition. Fairy tales have elements of fantastic supernatural beings and, in most cases, with a hero as the protagonist immersed in a timeless narrative inscribed in an abstract world. The stories represent the internal world and the stages of life from childhood to maturity reflecting the internal psychological evolution of man and teaching that everything comes in due course.

According to Ramírez (2019) Fairy tales have the main purpose of entertainment. They want listeners or readers to have a good time, but it hides a deep pedagogical load, although this is disguised as a pure metaphor. These stories seek to instruct and educate children with positive values such as love, kindness and generosity, as opposed to the values represented by the villains in these stories.

Dependent variable.

Language learning

Language learning is a process that consists of many aspects like society and culture. When language is used for communicative purposes, it is necessary to take into consideration some factors like the reason, the message, the relation among participants and so on (Skehan. 1998). English is the most spoken language around the world. That is why its study has been implemented in the educational field. In this area, the study of the English language is crucial because an English speaker has many opportunities of working, studying abroad and traveling.

Skehan (1998) affirms that second language learning is not always successful. Due to this fact, a lot of studies have been carried out in order to explore different alternatives with the aim of finding the most effective method for teaching a language. However, what is clear is the importance of developing the language skills so that communication will be reached.

According to Beltrán (2017) assimilation is not the same as learning a new language. It's true that all language learners start off by studying the language, but not. In other words, the acquisition of a second language refers to the ultimate learning process that allows the learner to manage the second language in the same way he handles the first.

Woolley (2011) states that reading comprehension is a mental process in which the reader must understand what is described in the text rather than making meaning word by word. He explains that during this process there is a mental representation of the ideas presented in the text.

In this sub-skill a person receives information and understands what the author is transmitting. This is a difficult process because sometimes it requires the skill of speaking too, so that the person can pronounce the words that he or she reads. However, this depends on each person's style.

Language skills

Husain (2017) affirms that language is mostly a skill. It's not a content-based topic like Science, Social Studies, Commerce, Mathematics, etc., whose goal is to convey information and fill the human mind with knowledge. Since language is a skill, it falls under the psychomotor realm. It is possible to further divide the four basic language abilities (Listening, Speaking, Reading, and Writing) into two sections. Productive skills and Receptive skills. While using speaking and writing, a learner/user is not only active but also creates sounds when speaking and symbols when writing, thus the term "productive skills." Reading and listening are considered passive abilities since the learner gets information either by reading or hearing.

Boyer (2009) affirms that in order to learn any language effectively and use it fluently, it is necessary to focus and work in the development of the four main skills, which are:

- Listening
- Speaking
- Reading
- Writing

She explains that each one of them plays an important role and complement each other in order to understand and produce the language that is being learned. It seems proven that the harmonious development of the four skills in modern language classes favors not only each one of those in particular, but to all others. The four skills are to some extent essential part of a language. It is important not to separate them too rigidly for the purposes of constructing specific teaching materials.

Listening.

Communicative listening involves properly receiving and interpreting information in a conversation. Listening is also the act of hearing, interpreting, and responding to spoken words. (Preply, 2020)

Speaking.

An individual's ability to communicate successfully is characterized as a person's speaking abilities. They allow us to transmit information vocally and in a way that the listener can understand. (Preply, 2020)

Reading.

In reading, you look at a sequence of written symbols and try to decipher what they're telling you. The brain converts written symbols (letters, punctuation marks, and spaces) into words and sentences that convey meaning to us when we are reading. (Preply, 2020)

Writing.

When you write, you use symbols (letters of the alphabet, punctuation, and spaces) to convey your thoughts and ideas in a way that can be understood by other people, such as by reading. You must grasp a language's underlying structure in order to write clearly. Grammar, punctuation, and sentence structure are all part of this in English. Vocabulary, spelling, and formatting are also essential. (Preply, 2020)

Receptive skill

Listening, reading, writing, and speaking are all examples of skills. Skills refer to our capacity to accomplish certain things in a specific manner. The two main categories are receptive and productive. Reading and listening are examples of receptive skills. Producing words, whether through speaking or writing, is a productive skill. However, it's crucial to remember that communication is interactive and involves the use of all abilities most of the time, even if receptive skills emerge first. A language's use may not be accurately reflected by dividing it into skill categories for teaching and evaluating purposes. (Net Languages, 2017)

Holmes (2019) states that receptive skills (also known as 'Passive Skills', or reading and listening) are often compared to productive abilities (speaking and writing). It is common for learners to build their receptive skills initially before acquiring productive abilities while learning a new language. Between the two, there's a complicated relationship, since they all play a supportive role in developing other talents. When interacting with a proficient or native speaker,

developing receptive skills might be particularly difficult. It's very easy to start a discussion, but it's harder to keep it going. As a result, learners may not be able to distinguish between linked speech and idiomatic language, leading to a failed encounter.

Duquette (1995) describes the receptive skills as a basic part of the language teaching and learning approach. In fact, they are fundamental for learning a language and can be developed through the teaching of the productive skills because they are complementary.

Duquette (1995) also describes receptive skills as the ones in which a person receives and understands information, but does not produce it as it is the case of listening and reading. These skills are also known as passive, because when learning a new language or mother tongue students begin with one of the receptive skills that is listening.

Reading comprehension.

According to García (2018), children learn how to portray reality through reading, and they get insight into another world that they may access. This is why reading must be a continual supply of new information for the reader. While occasionally provoking friction and controversy, the book adds to the development of his personality. But reading is a powerful socialization technique that the child should not be without and that he requires for the full development of his socialization. As a result of reading fairy tales, children's literature helps them develop their creativity and fantasy, their vocabulary, their depth of knowledge, and their elocution and understanding.

Cuadrado and Ruiz (2016) affirms that globally, the fairy tale is being worked on as a strategy for children's reading comprehension, basic general education teachers use repetitive activities to teach reading, such as: preparation of summaries, literal questions on the subject, group readings, dramatizations, and puppets. The institutions implement spaces in the classroom that allow motivating the students' comprehensive reading process. There are spaces such as story time, where they can exercise their imagination and awaken new ideas, which allows

their curiosity and critical capacity to develop, improve their capacity for self-expression and increase their reading comprehension.

Shea and Ceprano (2017) states that an author and a reader communicate through written materials. Readers must build meaning by comprehending concepts, assessing and evaluating text for truth, as well as establishing connections with their previous knowledge and life experiences, including social, cultural, educational and other factors. While understanding may be described in a variety of ways (e.g., comprehension, meaning making), success with this language process demands that one completely comprehends the information given, interprets between and beyond the lines of text, and creates personal meaning from the text.

Elleman and Oslund (2019) indicates that reading comprehension is one of the most complicated cognitive tasks that people participate in, which makes it difficult to teach, evaluate, and investigate. There are several cognitive and linguistic processes that go into reading comprehension. These include word reading skills and working memory as well as the creation of inferences and comprehension monitoring. As learners become older, inference-making becomes more important than vocabulary for understanding. Reading comprehension is influenced both directly and indirectly by vocabulary, inference-making, and previous knowledge.

According to Ramirez (2017), a person's ability or cleverness to grasp something is known as their comprehension. 'Reading comprehension' is the process of acquiring the most essential concepts in a book and the ability to make connections between them and other previously acquired ideas. It is possible to understand a text literally (focusing on those data explicitly exposed), critical (with informed judgments about the values of the text) or inferential (reading and understanding between the lines). Reading comprehension is the capacity to grasp what is read, both in terms of the meaning of the words that make up a text, and in terms of the overall understanding of the material. When meaning is developed and connected to concepts that have previously been understood by the reader, it's called a "contextualization."

1.3. Objectives

1.3.1. General objective

- To determine how fairy tales influence reading comprehension in reading skill.

1.3.2. Specific objectives

- To diagnose the use of fairy tales on reading comprehension.
- To evaluate the effect of fairy tales on reading comprehension.
- To analyze how students respond after applying fairy tales for reading comprehension.

1.4. Hypothesis

Null hypothesis (H₀)

Fairy tales do not affect the development of the reading comprehension, in students from 5th grade of Unidad Educativa Pestalozzi from Ambato city.

Alternative hypothesis (H₁)

Fairy tales affect the development of the reading comprehension, in students from 5th grade of Unidad Educativa Pestalozzi from Ambato city.

Chapter II.

Methodology

2.1 Basic method of investigation.

2.1.1 Approach.

The current research is based on a qualitative approach since questions of research are formulated in order to allow students to understand their requirements. And it is also quantitative, because it will explain the facts focused on numerical data, which must be subsequently verified through the collection of information, tabulation of data. This project will also be based on bibliographic and field research. Bibliographic because it will be necessary to resort to academic sources related to the subject that is being studied. And it is a field investigation because the participation of a study group is required.

2.1.2 Instruments and techniques

A survey is the technique through which the data will be collected to be later analyzed. This survey was designed by the author and approved by teachers who work in the major. It consisted of 8 questions classified into 3 yes/no questions, 3 frequency questions and 2 multiple choice questions. These questions were answered through Google forms. In addition, two A1 standardized tests taken from Cambridge were applied, the same that gave us the data referring to the pre and posttest respectively. The first one is the pre-test which title is "Daisy at the farm". This flyer has a text and seven comprehension questions. The post-test' title is "A competition". It consists of a text with seven comprehension questions.

2.1.3 Procedure.

Fairy tales for improving students' reading comprehension were applied during 12 classes, which were carried out in one month.

During the first class, the students only had to answer the survey that was carried out, in which it consisted of 8 multiple-choice questions. The survey was necessary to apply since it would establish the materials with which the future classes will be worked.

Meanwhile in the second class, the respective pre-test was applied. This pre-test was taken from Cambridge which consisted of a short reading and 7 reading comprehension questions.

From third to eleventh class, students had to read different fairy tales, such as "The ugly duckling," "Beauty and the Beast," "Hansel and Gretel," and "Pinocchio." These fairy tales were chosen thanks to the survey that was applied in the first class. Due to the length of the texts or the progress of the students, some stories were analyzed in more than one class. The fairy tales attracted a lot of attention of the children since it transmitted them security of being able to interact either by asking questions or answering them. At the end of each story, the students were given different questions focused on what they had read. These questions were necessary to corroborate the students' understanding.

Finally, during the last class, students took the post-test which allowed the author to analyze the results and conclusions. The different results obtained were analyzed with the application called SPSS, this program is short for Statistical

Package for the Social Sciences, and it's used by various kinds of researchers for complex statistical data analysis.

2.1.4 Research modality.

2.1.4.1 Field research.

According to Bhat (2019), field research is described as a qualitative data collection method which aims at observing, interacting and understanding people in a natural environment. This thesis is classified as field research since the researcher is in direct contact with students, teachers and institutional authorities.

2.1.4.2 Bibliography.

In order to support this work, various authors gathered theoretical knowledge, ideas about fairy tales and interpretation of lectures helped to understand variables more fully; the analysis clarified the theoretical basis from bibliographic sources, such as articles, essays and books, as well as online academic papers.

2.2 Level or type of research.

The following are the level or types of research present in this project:

Descriptive research, to be carried out with students belonging to the fifth level of basic education of the Unidad Educativa “Juan Enrique Pestalozzi” of the City of Ambato, which allows a real-life understanding of the problem, making it easier to assess the significance of this study in this type of research.

Exploratory research, because the research is based on the improvement of the reasoning of the researcher and researching the work that will be investigated; this investigation involves the analytical process of interpreting ideas in a better way.

2.3 Population.

Current research work involves 7 students from Unidad Educativa “Juan Enrique Pestalozzi”, fifth level, Ambato city, Tungurahua province.

Table 1. Population

Description	Population	Percentage
Students	7	100%
Total	7	100%

Source: Field research
Author: Pillaga, I. (2021)

Chapter III.

Results and discussion

3.1 Analysis and discussion of the results

In this chapter the results obtained by the researcher are presented. To start with the study, a survey was taken by the experimental group in order to know more about their preferences related to fairy tales. This survey was designed by the author and approved by teachers who work in the major. In addition, it was applied a flyer standardized Pre-test which was taken from Cambridge. For this study, the participation of 7 students from 5th grade who are studying at “Unidad Educativa Pestalozzi” from Ambato city.

3.2 Students’ survey.

For this section, the most relevant statements of the survey have been considered, where 3 of 8 statements were tabulated and graphed.

3.2.1. Statement 1 How often does your teacher use fairy tales for reading?

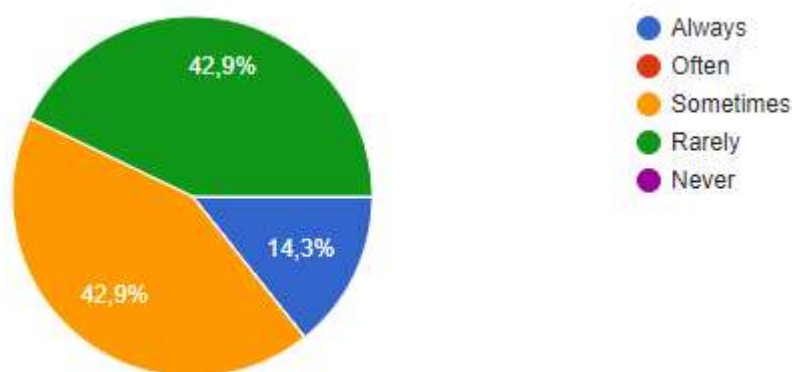
Table 2 Teacher uses fairy tales for reading

Alternative	Frequency	Percentage
Always	1	14,3 %
Often	0	0 %
Sometimes	3	42,9 %
Rarely	3	42,9 %
Never	0	0 %
Total	7	100%

Source: Field research

Author: Pillaga, I. (2021)

Figure 1 Teacher uses fairy tales for reading



Source: Field research
Author: Pillaga, I. (2021)

The results of the figure 1 shows that 1 student, which is equivalent to 14, 3% of the total population evaluated, agree that the teacher always uses fairy tales for reading at the class. Also, there are 3 students, which is equivalent to 42, 9%, that affirms that teacher sometimes uses fairy tales for reading. Finally, 3 students which represents the 42, 9 % of the total population, says that teacher rarely uses fairy tales for reading in the classroom. It is possible to observe that the teacher varies in the use of texts for reading.

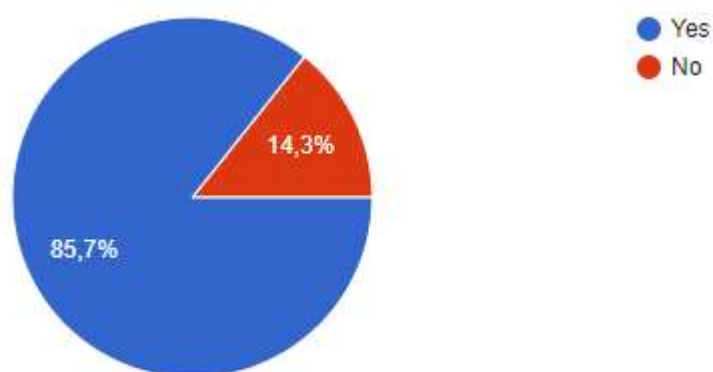
3.2.2. Statement 2 Does your teacher use materials to make you develop your creative thinking?

Table 3 Use of materials to develop the creative thinking

Alternative	Frequency	Percentage
Yes	6	85, 7 %
No	1	14, 3 %
Total	7	100%

Source: Field research
Author: Pillaga, I. (2021)

Figure 2 Use of materials to develop the creative thinking



Source: Field research
Author: Pillaga, I. (2021)

The results of the figure 2 shows that 6 students, which is equivalent to 85, 7% of the total population evaluated, agree that teacher uses materials to develop the creative thinking. However, there is only one student, which is equivalent to 14, 3%, that affirms that teacher do not use materials to develop the creative thinking. It is possible to observe that the teacher uses various materials that help students to develop their creative thinking

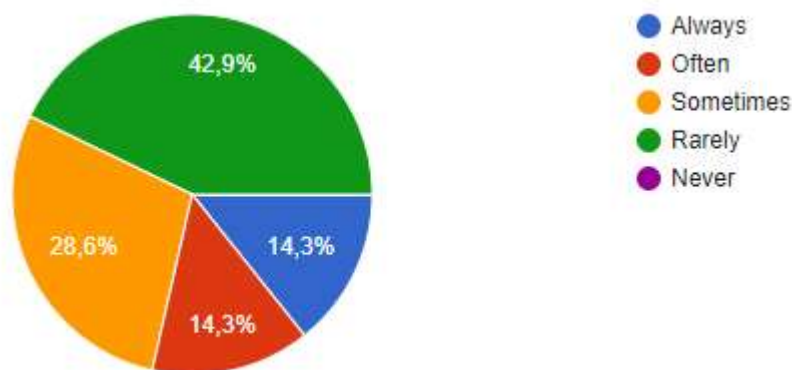
3.2.3. Statement 3 How often does your teacher ask you to find specific information in a reading?

Table 4 Teacher ask to find specific information in a reading

Alternative	Frequency	Percentage
Always	1	14,3 %
Often	1	14,3 %
Sometimes	2	28,6 %
Rarely	3	42,9 %
Never	0	0 %
Total	7	100%

Source: Field research
Author: Pillaga, I. (2021)

Figure 3 Teacher ask to find specific information in a reading



Source: Field research
Author: Pillaga, I. (2021)

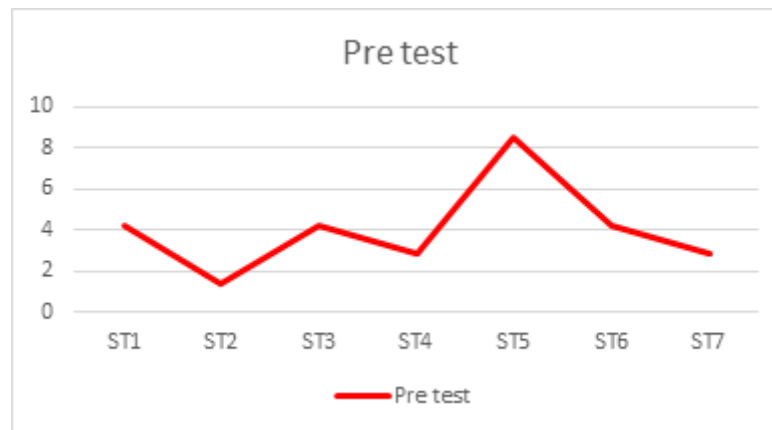
The results of the figure 3 shows that 1 student, which is equivalent to 14, 3% of the total population evaluated, agree that the teacher always asks to find specific information in a reading. Also, there is other one student, which is equivalent to 14, 9%, that affirms that teacher often asks to find specific information in a reading. Nonetheless, there are 2 students, which represents the 28, 6%, that affirms that sometimes teacher asks to find specific information in a reading. Finally, 3 students which represents the 42, 9 % of the total population, says that teacher rarely asks to find specific information in a reading. It is possible to observe that the teacher does make the students look for specific information in the text, but he does not do so continuously.

3.3 Interpretation of data

Individual representation of students' grades

After having applied the respective pre and post-test, the following results were obtained.

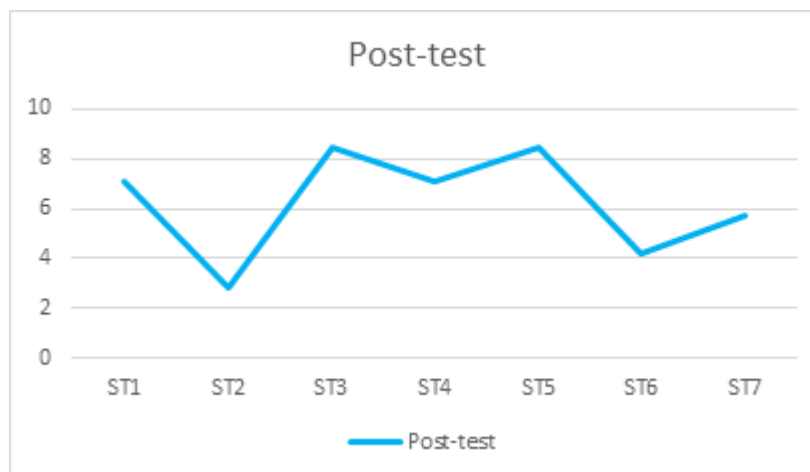
Figure 4 Pre-test scores



Source: Field research
Author: Pillaga, I. (2021)

In the figure 4, it is possible to notice the red line that represents the grades of the 7 students obtained during the Pre-test. The first students obtained 4,2; the second student got 1,4; the third student has 4,2; the fourth student obtained 2,8; the fifth student has 8,5; the sixth student got 4,2 and the last student obtained 2,8. All the grades were over ten points.

Figure 5 Post-test scores

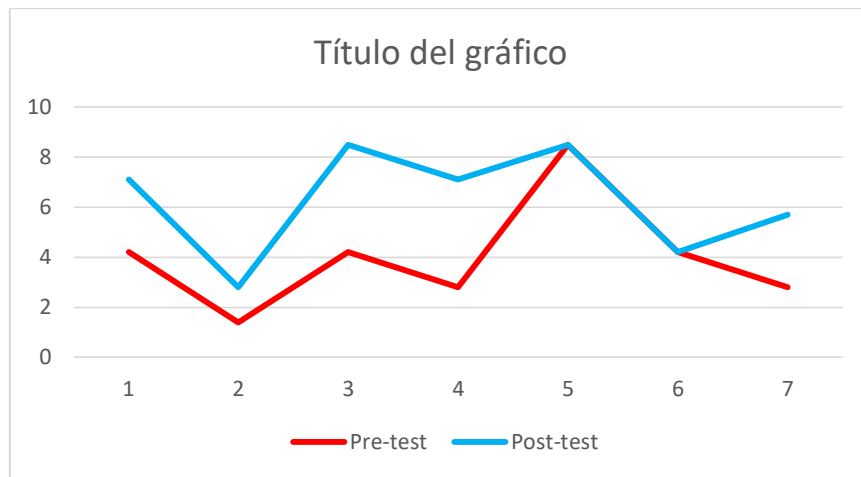


Source: Field research
Author: Pillaga, I. (2021)

In the figure 5, it is possible to notice the blue line that represents the grades of the 7 students obtained during the Pre-test. The first students obtained 7,1; the second student got 2,8; the third student has 8,5; the fourth student obtained 7,1;

the fifth student has 8,5; the sixth student got 4,2 and the last student obtained 5,7. All the grades were over ten points.

Figure 6 Pre-test and post-test scores



Note. This figure shows the difference between the grades of the pre-test and the post-test

Source: Field research

Author: Pillaga, I. (2021)

In the figure 6, it is possible to notice the red line that represents the grades of the 7 students obtained during the Pre-test. While, the blue line represents the results obtained from the Post-test that was taken after the application of reading comprehension through fairy tales during almost 3 weeks.

The red line levels are not the same as the blue line so the applied technique affects pupils' progress in their understanding of reading. Although some people have seen tremendous developments, others have not improved or improved so much.

Global representation of students' grades

Table 5. Ranks

Bad:	1-4
Regular:	5-7
Good:	8-10

Source: Field research
Author: Pillaga, I. (2021)

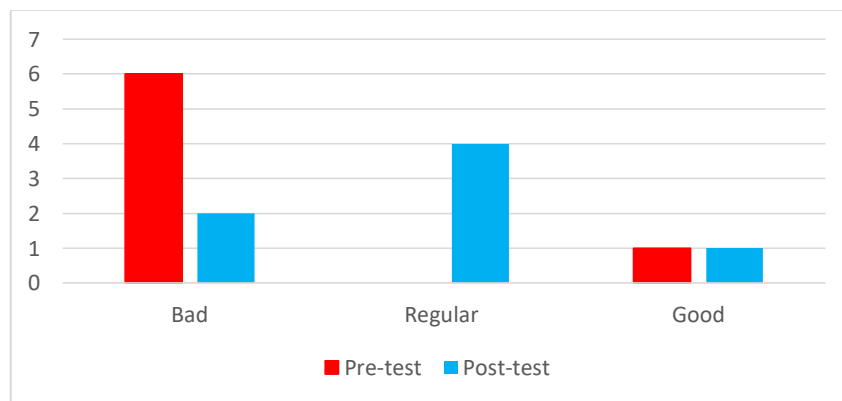
Table 6. Classification of results

RESULTS	BAD	REGULAR	GOOD	TOTAL
Pre-Test	6	0	1	7
Post-Test	2	3	2	7

Note. This table shows the different grades that students obtained during the pre and post-test.

Source: Field research
Author: Pillaga, I. (2021)

Figure 7 Classification of results



Source: Field research
Author: Pillaga, I. (2021)

After applying the Pre-test, the experimental group was divided into three categories in order to measure their improvement in a better way. Those categories were: bad, which went from 0 to 4; regular, which rank was from 5 to 7; and good, which went from 8 to 10. When the Pre-test was applied it is possible to see that there were 6 students in the first category, which represent the 85.7%; in the

second, 0 that is the 0%; and finally in the last category there was 1 student equivalent to 14.3%.

The outcome of the study shows that when the experimental group took the Post-test, the results changed, showing that there were 2 students in the first category, representing the 28.7%; while in the second, 3 which is equivalent to 42.8%; and finally in the last category there were 2 students, which are the 28.7%. This evidences that the procedures and activities that were developed during the 12 classes, did work.

Pre and post-tests' average

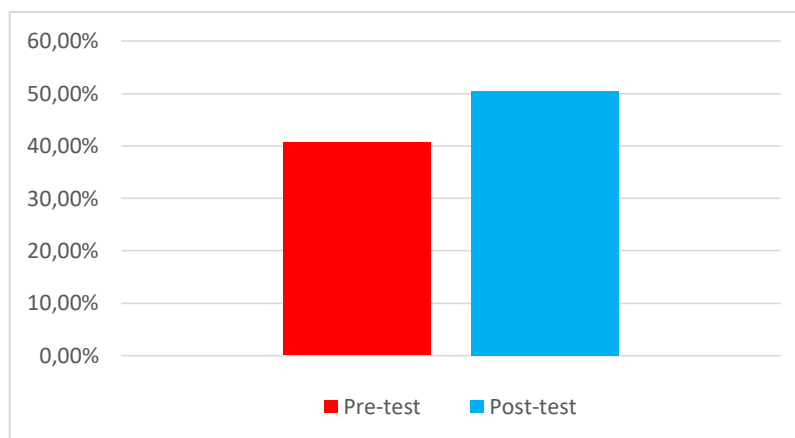
Table 7. Pre and post-test's average

RESULTS	PRE-TEST	POST-TEST	DIFFERENCE
PERCENTAGE	40.6%	50.5%	9.9%

Source: Field research

Author: Pillaga, I. (2021)

Figure 8 Percentage difference



Source: Field research

Author: Pillaga, I. (2021)

Analysis and interpretation.

The average score of the experimental group when they first took the Pre-test was 4.6 out of 10, which is equivalent to 40.6%. On the other hand, the average of the same group after taking the Post-test is 5.5 out of 10, which is equivalent to 50.5%.

The difference between the two averages is 0.9. Thus, it can be said that after the application of this strategy, the studied group experimented an improvement of the 9.9% in their performance

3.4 Verification of hypothesis

The results obtained through this research work were analyzed by using the Student's t-test in the SPSS program.

Independent variable:

Fairy tales

Dependent variable:

Reading comprehension

Student's T-Test with SPSS

Figure 9 Paired sample statistics

		Media	N	Desv. Desviación	Desv. Error promedio
Par 1	Pretest	4,0143	7	2,23639	,84527
	Posttest	6,2714	7	2,15925	,81612

Source: Field research

Author: Pillaga, I. (2021)

Analysis and interpretation.

In figure 9, it is evidenced that the average score that was obtained from the experimental group after taking the Pre-test is 4,01; while the average score after taking the Post-test having passed a moth studying and practicing the strategy is 6,3. Then, in order to know in the difference among both tests is significant, the Student's t-test is applied.

Student's T-test statistics

Figure 10 Paired samples statistics

		Paired differences							
		Media	Desv. Desviación	Desv. Error promedio	95% de intervalo de confianza de la diferencia		t	gl	Sig. (bilateral)
					Inferior	Superior			
Par 1	Pretest - Postest	-2,25714	1,83017	,69174	-3,94977	-,56452	-3,263	6	,017

Source: Field research

Author: Pillaga, I. (2021)

Analysis and interpretation.

According to the theory of the Student's t-test, if the significance value is superior to 0.05, the null hypothesis is accepted. On the other hand, if the significance value is less than 0.05, the null hypothesis is rejected. This table shows that the significance value is 0.017. This value is less than 0.05, thus the null hypothesis is rejected. In consequence, a significant difference does exist after the application of the fairy tales for improving reading comprehension.

Chapter IV

Conclusions and recommendations

4.1 Conclusions

After having done this research work, the following conclusions have been reached:

- A variety of fairy tales were employed to help children improve their reading comprehension. Through the development of the activities, students in the 5th grade had a positive response. However, the findings revealed that this method works best with kids who enjoy fairy tales, since they have more difficulties when they have to understand ideas and information from texts that visually attract their attention.
- A reading part of the Cambridge flyer test was used to evaluate students' understanding of reading abilities before the implementation of the approach started. This phase was significant, because it provided important information to demonstrate the strategy's effectiveness. It can be concluded that this step was vital to be able to contrast the results that the students obtained in the pre and post-test.
- Once the application of fairy tales began, it was found that there are mental processes that enable the reader to understand the text better. This happens because the reader needs a visual stimulus to get their attention, thus they are more attracted to discover what happens in the story or if there is something different than what they had heard before in their native language.
- During the development of reading skills, some elements that students showed at the time of reading were identified. First, the children stopped to look at the images to get some idea of what the text was going to be about. Then, when asking questions, the students connected elements of

the text with the previously observed images, so that in this way, the answers were logical and coherent.

4.2 Recommendations

- It is recommended to include fairy tales in reading classes, as they have a significant impact in helping students improve their reading comprehension.
- At the beginning of the course, it is suggested to evaluate the level of reading comprehension of the students by applying a diagnostic test. In addition, it is necessary to keep evaluating students' progress in order to have a reference that indicates how much improvement they have achieved throughout the classes.
- It is well known that through their student lives, children will be exposed to different types of texts, not just fairy tales. It is proposed to make more use of texts with images, which will act as visual aids that will attract the attention of children and at the same time give them a clue of what reading is about, helping them to improve their comprehension.
- It is advisable to ask comprehension questions during the reading so that students can establish a logical connection between the images they observe and what they are reading. According to Loeza (2016) asking questions while reading is a key strategy as it helps to explain and expand the information in the text and to remember it better.

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Anexos.

ANEXO 3

FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 5/5/2021

Doctor
Marcelo Núñez
Presidente
Unidad de Titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo, Marcelo Pérez Polanco, en mi calidad de Director de la "Unidad Educativa Pestalozzi" de la ciudad de Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Fairy Tales in Reading Comprehension" propuesto por el señor Bryan Israel Pillaga Riofrio, titular de la Cédula de Ciudadanía, 0302422852, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.


Atentamente,




Dr. Marcelo Pérez Polanco
Director Unidad Educativa Pestalozzi de la ciudad de Ambato
C.C. 1800196816
Telf. 032416310
Cel. 0998246396
E-mail: 18h00063@gmail.com

Instrument approval (survey)

TABLAS DE VALIDACIÓN											
Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		

Validator's Information	Dorys Maribel Cumbe Coraizaca	1803694569	 <small>Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA Fecha: 2021.06.03 10:52:07 -0500'</small>
	FULL NAME	ID NUMBER	
	UTA Professor	May 31 th , 2021	
	PROFESSION	DATE	

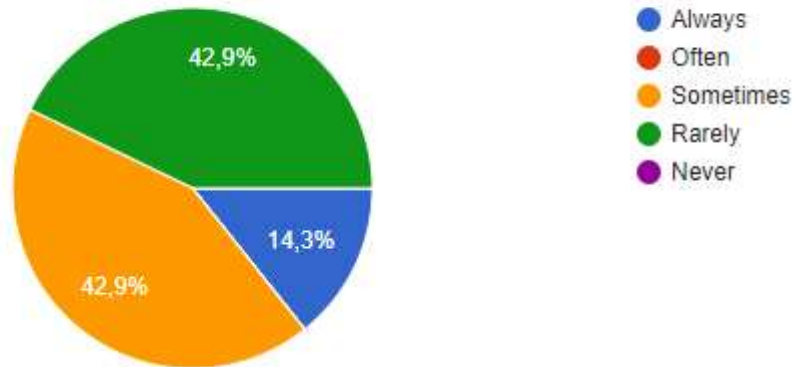
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	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X			X					X		
2	X			X					X		
3	X			X					X		
4	X			X					X		
5	X			X					X		
6	X			X					X		

Validator's Information	Ximena Alexandra Calero Sánchez	180288406-2	 <small>FIRMA DIGITALIZADA POR: XIMENA ALEXANDRA CALERO SANCHEZ</small>
	FULL NAME	ID NUMBER	
	UTA Professor	June 10 th , 2021	
	PROFESSION	DATE	

Results of the survey

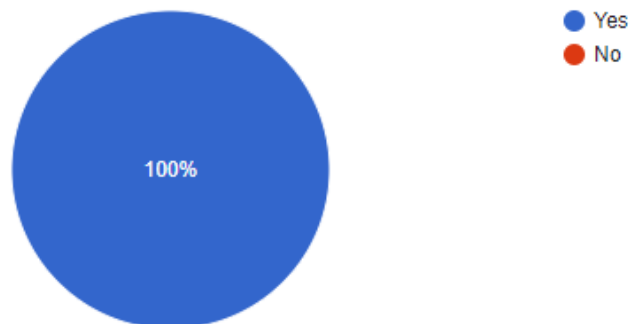
1. How often does your teacher use fairy tales for reading?

7 respuestas



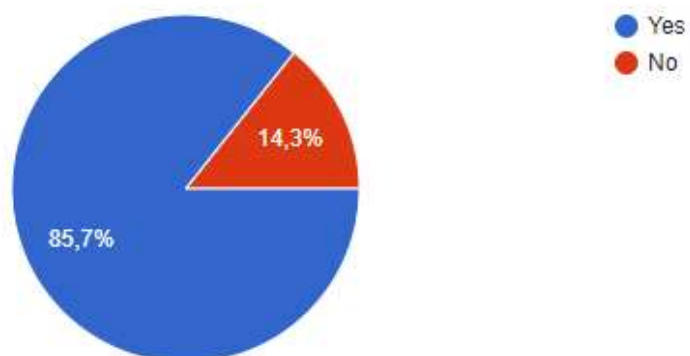
2. Does your teacher use technician resources in a good way? (zoom: pictures, videos, audios)

7 respuestas



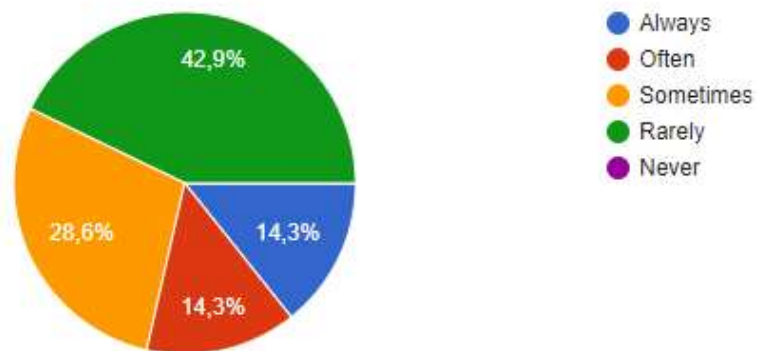
3. Does your teacher use materials to make you develop your creative thinking?

7 respuestas



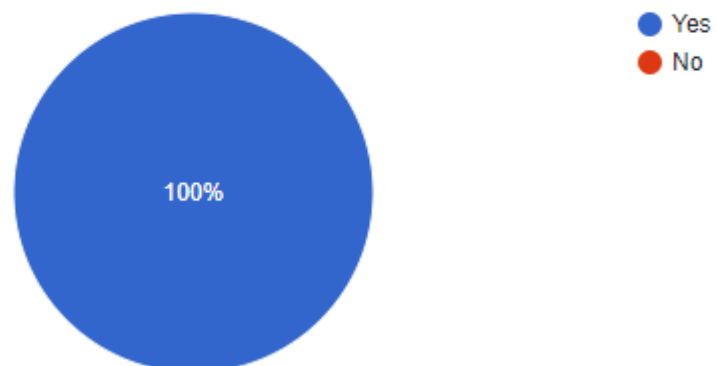
4. How often does your teacher ask you to find specific information in a reading?

7 respuestas



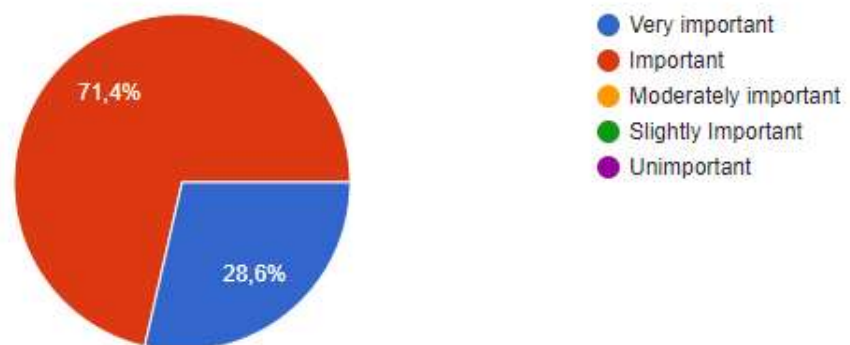
5. Do you think it is important to read a text more than once?

7 respuestas



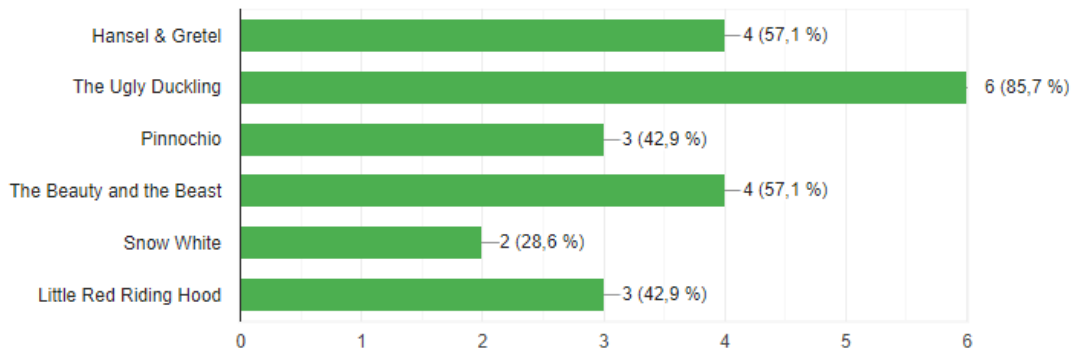
6. How important do you think it is to read with your classmates?

7 respuestas



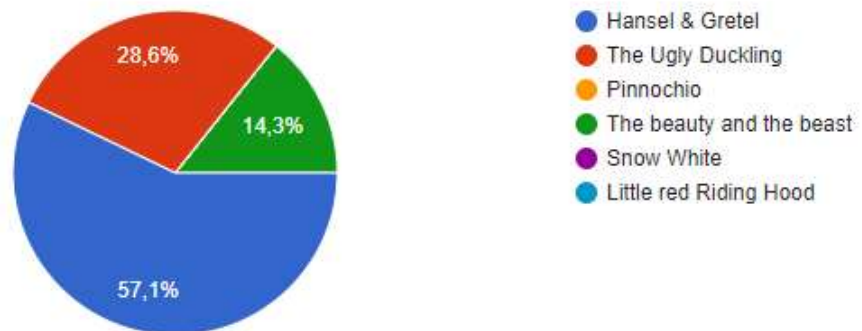
7. Which of the following fairy tales do you like the most?

7 respuestas



8. Which of the following fairy tales would you like to read?

7 respuestas



Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city

Daisy's family went to the countryside by car every weekend.

Questions

- 1 Daisy's mother liked the farm because it was a place.
- 2 Daisy enjoyed working with on the farm.



They were surprised when they saw six noisy trucks on the farm. And when they got out of the car, it started to rain. It was cold, too.

‘Oh dear!’ Daisy’s mum said. ‘It’s very noisy here today.’

‘And I can’t work outside in this rain,’ Daisy’s father said.

‘Well, you two can sit and have tea with Grandma,’ said Daisy. ‘But I have to help Grandpa with the cows and sheep!’

- 3 There were some outside the house when they drove into the farm.

- 4 Daisy’s dad didn’t want to in the wet weather.

- 5 Daisy told to go and have tea with her grandmother.



Daisy worked all afternoon in the cold, wet weather. She gave the cows their dry grass, washed some sheep and carried vegetables.

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

After dinner, Daisy was tired but happy. 'The best farmer in your family isn't your dad or your mum. It's you, Daisy!' her grandfather said.

'That's good because I want to be a farmer like you one day, Grandpa,' Daisy answered!

6 Daisy was after all her work outside.

7 Grandfather said Daisy was the in her family!

Source: <https://www.cambridgeenglish.org/images/young-learners-sample-papers-2018-vol1.pdf>

Page: 50

Post-Test



My name's Richard, and I live in a small village with my older sister and my parents. My sister's name is Katy. Our village is very near a big, blue lake, and we love to go swimming in it.

Last Tuesday, my friend William came to our house and we went swimming together. When we were in the water, we saw some silver fish. Katy said, 'Look, I can swim faster than the fish!' William said, 'So can I!'

Then Katy said, 'Let's see who can swim across the lake the fastest! Let's have a race!' William likes to have competitions, and so does Katy, but I don't because I am the youngest and so I never win. I was last again. I felt tired and unhappy.

William said, 'OK. Let's have one more competition. Let's see who can jump the highest out of the water. Richard, you go first.'

I jumped up, then Katy jumped, then William. I jumped the lowest, and William jumped the highest. William shouted, 'I am the best at jumping! I am the best!' But when he was shouting, a beautiful gold fish jumped out of the water, much higher than William.

I laughed and said, 'No, William, that beautiful fish is the best!'

Examples

Richard and his family live in a small village

The name of Richard's sister is Katy.

Questions

- 1 Richard and his sister go swimming in the
.....*
- 2 Richard's friend is called
- 3 There were in the water with the children.
- 4 Richard doesn't win competitions because he is
..... in the family.
- 5 When Richard finished last in the race he was
.....*
- 6 The second child who jumped out of the water was
.....*
- 7 When William was shouting, a beautiful fish jumped
..... than him.

Source: <https://www.cambridgeenglish.org/latinamerica/images/165873-yle-sample-papers-flyers-vol-1.pdf>

Page: 24

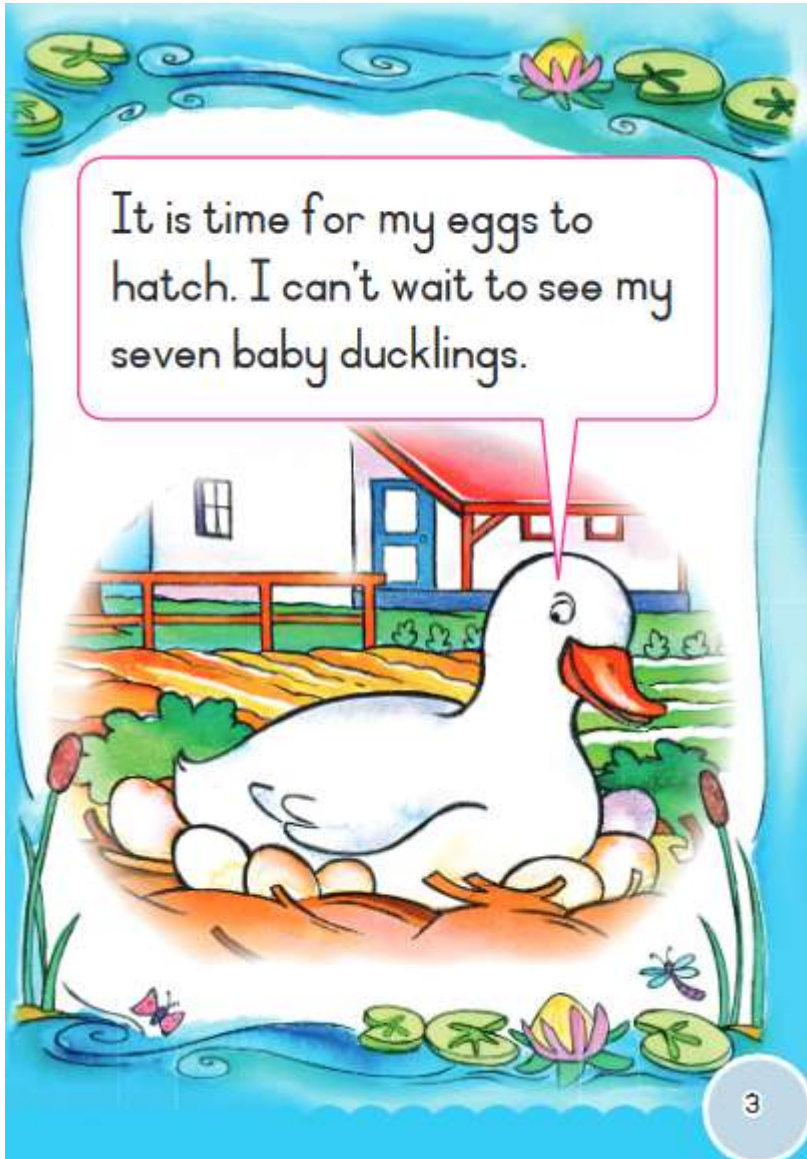
Fairy tales.

The ugly duckling

The ugly duckling



Mother Duck lives with her family on a farm. Mother Duck sits on her eggs and waits for them to hatch.



Then, one by one the eggs crack open. All except one very big egg.

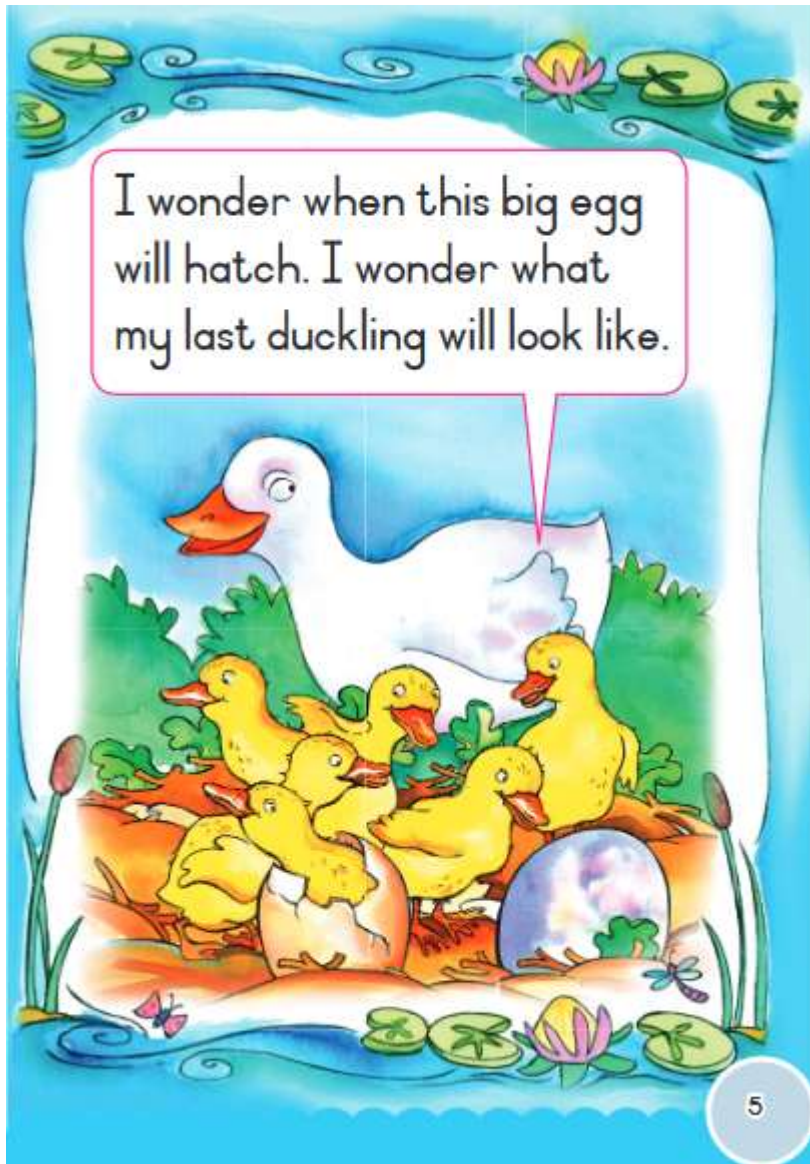
"Hello! I am Fluffy," said the first little duckling.

"I am Tsepo," said the next newly hatched duckling.

"I am ZaZa," said the third.

"I am Nicky," said the fourth.

"How large the world is!" peeped the little ducklings.



Two more ducklings hatch, but still the big egg does not crack open. Mother Duck sits and sits on the big egg. The sun begins to set.

At last the large egg cracks open. Out jumps the last baby duckling.

It looks big and strong but it does not look like any of the other newly hatched ducklings.



The next morning Mother Duck takes all her baby ducks to the pond.

"Look at the last duck! What a strange-looking baby that is!" shouts the horse.

"Ha ha ha! It is such a funny little duck," laughs the cow.



Soon the seven little ducks jump into the pond. They swim and splash and dive in the water.



The ugly duckling swims better than the other ducklings.





But, the ugly duckling is not happy living in the farmyard. The other animals are nasty to the ugly duckling. The hens peck him and the dog barks at him. "They are afraid of me because I am ugly," he said.

One night the ugly duckling
decides to run away.
"Everyone is so nasty to me.
I am running away," he said.



The little duck walks towards the river where he sees many beautiful big birds swimming. Their feathers are so smooth. They have long necks. Their wings flap gently as they fly.

"I wish I could play with them. They are so beautiful. I am so ugly," the little duckling said sadly.



Snow starts to fall and soon everything is white. It is very cold and the river turns to ice. The poor ugly duckling is very cold and unhappy. "I must hide away," said the little duck.



... and then comes the spring.
The sun shines again and the
trees are fresh and green.
One morning the little duckling
walks towards the river where
he sees the big beautiful birds
again. "They are swans," he
whispered.



He watches the swans and feels very sad. He begins to cry.
"I am so ugly, I am all alone.
I have no friends."



While he is crying he looks down between his tears and sees his reflection in the water. "Is that me?" he said. "I am a swan!"

Just then, some swans swim by.
They call the ugly duckling to
swim with them.

The duckling jumps into the
water.
He lives happily ever after
among the beautiful swans.

Come and swim with us.
You are a swan too!
You are the most beautiful
of all the swans.



Group reading activities



- 1 Talk about the story.
 - a. Did you like the story? Give a reason for your answer.
 - b. In what season did the eggs hatch? Why do you say this?
 - c. Do you think the ugly duckling was really ugly?



- 2 Complete these activities with your friend?
 - a. Find words with the following sounds in the story and write them down: fl- sw- sh- sn- -ly
 - b. Rewrite the following sentences in the past tense.

The eggs crack open.
The duck splashes.
 - c. Punctuate these sentences. . , ? ! " "

I am going to run away said the little duck
ha ha look at that funny duck said the cow
what are you, a duck or a turkey
 - d. Write a new ending for the story in four to five sentences.
Draw a picture to match the new ending.



3 Work with a friend. Look at the 2 pictures.
See how many differences you can find.



4 Match the following animals with their babies:

duck	calf
swan	duckling
pig	kitten
cow	puppy
dog	piglet
cat	gosling
lion	cub
hen	cygnet
goose	chick

23

Pinocchio

CHAPTER XVII: Pinocchio Will Not Take His Medicine

"And the four pieces—where have you put them?" asked the Fairy.

"I have lost them!" said Pinocchio, but he was telling a lie, for he had them in his pocket.

He had scarcely told the lie when his nose, which was already long, grew at once two inches longer.

"And where did you lose them?"

"In the wood near here."

At this second lie his nose went on growing.

"If you have lost them in the wood near here," said the Fairy, "we will look for them and we shall find them: because everything that is lost in that wood is always found."

"Ah! now I remember all about it," replied the puppet, getting quite confused; "I didn't lose the four gold pieces, I swallowed them whilst I was drinking your medicine."

At this lie his nose grew to such an extraordinary length that poor Pinocchio could not move in any direction.

If he turned to one side he struck his nose against the bed or the window-panes, if he turned to the other he struck it against the walls or the door, if he raised his head a little he ran the risk of sticking it into one of the Fairy's eyes.



And the Fairy looked at him and laughed.

"What are you laughing at?" asked the puppet, very confused and anxious at finding his nose growing so prodigiously.

"I am laughing at the lie you have told."

"And how can you possibly know that I have told a lie?"

"Lies, my dear boy, are found out immediately, because they are of two sorts. There are lies that have short legs, and lies that have long noses. Your lie, as it happens, is one

of those that have a long nose."

Pinocchio, not knowing where to hide himself for shame, tried to run out of the room; but he did not succeed, for his nose had increased so much that it could no longer pass through the door.

The Adventures of Pinocchio:

Name: _____

Do You Remember?

I. Fill in the Blank

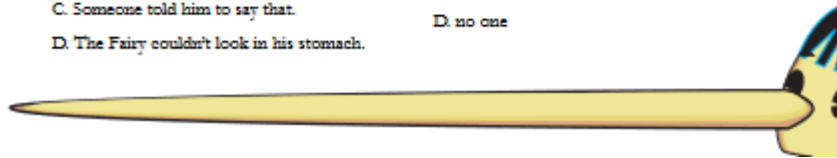
Write the correct answer in the blank.

1. How many coins did Pinocchio have? _____
2. Pinocchio said he lost the coins in the _____.
3. The Fairy said there were lies that have _____ legs and lies that have long noses.
4. Pinocchio's nose got _____ when he told a lie.
5. The coins were really in Pinocchio's _____.

II. Pinocchio and the Fairy: Multiple Choice

Circle the correct answer to each question.

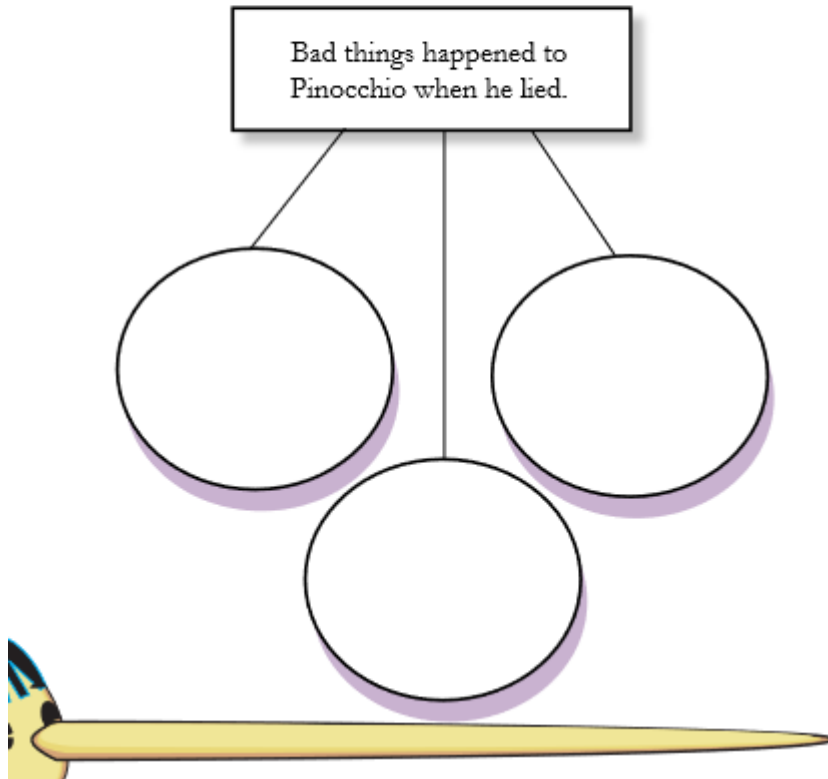
- | | |
|--|--|
| 1. How did Pinocchio feel when the Fairy laughed at him? | 3. What did Pinocchio almost stick into the Fairy's eye? |
| A. happy | A. his leg |
| B. worried and unable to think clearly | B. his nose |
| C. angry and mean | C. the medicine bottle |
| D. pleased that he got away with lying | D. a coin |
| 2. Why did Pinocchio say he swallowed the coins? | 4. Who said they would look for the lost coins? |
| A. He really did swallow them. | A. Pinocchio |
| B. The Fairy served them for dinner. | B. the maid |
| C. Someone told him to say that. | C. the Fairy |
| D. The Fairy couldn't look in his stomach. | D. no one |



Name: _____

The Adventures of Pinocchio: Find the Supporting Evidence

Below is one of the main ideas of the passage. What are three ideas from the passage that support this main idea.



Name: _____

Fun With Words: The Adventures of Pinocchio Word Search

Circle each word from the list in the puzzle. The words can go in any direction.

A	L	U	P	O	C	K	E	T	N	B	C
E	I	I	U	R	D	F	A	I	R	Y	D
Z	E	V	P	T	K	H	E	D	A	Q	S
R	S	K	P	H	N	C	M	P	N	H	T
A	B	T	E	H	L	O	S	T	V	M	O
E	F	E	T	A	Q	I	S	D	O	E	M
F	I	A	J	E	T	N	R	E	D	D	A
L	N	L	R	R	F	S	R	T	L	I	C
V	A	D	O	O	W	O	O	D	C	C	H
H	C	U	P	I	N	O	C	C	H	I	O
Q	D	H	G	U	Y	V	Z	N	J	N	A
Q	K	T	R	H	Q	F	O	N	F	E	J

COINS
FAIRY
LAUGH

LIES
LOST
MEDICINE

NOSE
PINOCCHIO
POCKET

PUPPET
STOMACH
WOOD

Beauty and the beast

BEAUTY AND THE BEAST

Once upon a time there was a rich merchant. He had three beautiful daughters, but the youngest was the most beautiful. When she was a child everyone called her Beauty and the name stuck with her over the years. Her sisters envied her because she was also the kindest and the smartest of the three. Their father lost all his money because his ships sank at sea. The family had to move to a small cottage in a small village. The man went to the fields every morning to work, while Beauty did the cleaning and prepared lunch for her family every day. The only thing her sisters did was wake up late, wander around all day and complain that they had no lovely clothes to wear anymore.

A year passed. One day the father received a letter saying that one of the ships he owned had returned undamaged. It meant that the family was rich again. When they heard the news, the older sisters made a list of things they wanted their father to buy for them - dresses, hats, shoes, earrings, bracelets and lots more.

"Would you like me to buy something for you too?" her father asked Beauty.

She thought that the money they had wouldn't be enough for her sisters' lists, so she replied kindly, "Since you ask, I would like you to bring me a rose, because they don't flower here."

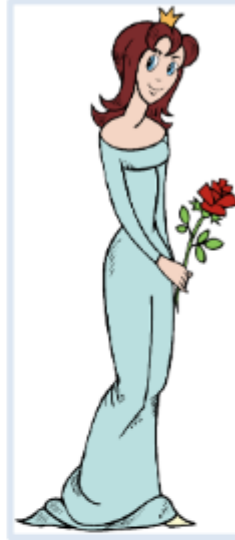
When the man arrived at the ship, it was undamaged, but it was empty and so the man had to go back home as poor as he was before. There was only ten miles left to his house when suddenly a blizzard started. The snow was so thick and the winds so strong that the man fell off his horse twice. It was evening so the man thought that he was going to die from cold and hunger. Just then he spotted a castle not far away. He arrived at the castle and went into a hall. There was a fire where he could dry his clothes and a table set for just one person. The man waited to see if someone would come, but since no one came, and he couldn't stand the hunger any longer, he ate the meal in front of him. He felt a lot better and started to explore the castle. At last he found a bed, which seemed to have been made up for him. He didn't bother waiting, but he got in and fell asleep right away.

When he woke up the next day, he was surprised to find some clean clothes left out for him instead of his own dirty clothes. He put them on and went outside to find his horse. On his way out of the castle he passed under an arch of roses and remembered what his youngest daughter had asked him to bring her. He plucked some roses from the bush. At once, he heard a terrible roar and saw a beast running towards him.

"You are so ungrateful! I gave you food, a warm bed, and clothes and still you pick my roses, the only thing I truly love. Prepare to die!"

"Please master, don't kill me," the man answered, "I have three lovely girls waiting for me to get back home."

"I'm not your master, I'm a beast, so don't flatter me. But you say you have daughters. You can go, but you must promise that one of your daughters will come on her own and die instead of you. If not - you should come back in three months to die."



The man had no choice but to agree. The beast had one last thing to say. "I don't want you to leave the castle with empty hands. Before you leave take this bag and fill it with as much gold and precious things as you can find."

The man went home. He was very sad. He gave Beauty the roses he had taken from the beast's garden and told everyone what had happened. The older sisters started crying but Beauty stayed calm.

"Why aren't you crying?" demanded the sisters. "Father is going to die, just because of your silly roses."

"Father won't die," she replied. "The beast told father that he could send one of his daughters and so I'm going to go."

Nothing could change Beauty's mind. The next day she left with her father to go to the beast's castle. On the way, the father told Beauty about the gold which the beast had made him take. She advised her father to use the money as a dowry for her sisters.

When they arrived at the palace the beast met them. "Did you come here of your own will?" he asked. "Yes," Beauty replied.

"Your heart is too good!" the beast exclaimed and told them to have dinner and sleep well. "Tomorrow morning you can leave the palace", the beast told the man.

The next morning, after her father left the palace, Beauty started crying. She thought that the beast wanted to kill her. With her head full of these horrible thoughts, the girl started walking around the palace. It was very beautiful. To her surprise, she found a room which had a sign on it saying, "Beauty's Chambers". She opened the door and saw a lovely room with piano and library. "The beast doesn't want me to get bored," she thought and regained her courage. "If only I could see my family, everything would be perfect", she thought and at that moment the mirror on the wall showed her home. She saw that one of her sisters was getting married, but then everything disappeared. "This probably means he doesn't want to kill me."

At dinner time, she went into the dining room and saw that the beast was there. "Can I watch while you eat?" he asked.

"Of course," Beauty replied, "you are the master here".

"No," the beast replied. "You are the mistress of this castle. If you want me to leave, I will go right away. Tell me, you find me disgusting, don't you?"

Beauty couldn't lie, so she answered, "Yes, indeed I do, but I believe you have a good heart".

"You are right. Not only am I disgusting, but I don't have any brains either. I am a beast", he said and left her to have her dinner alone.

The next morning the beast entered the room around dinner time and asked the Beauty a question which shocked her. "Will you marry me?" he asked.

"No, beast", she answered. He sighed and left the room again. This is how they lived for three months - Beauty's happiness would have been complete if the beast didn't ask her one and the same question every evening.

One day Beauty was standing in front of the mirror, and saw her family again. She saw that her father was very sick. She ran to the beast and told him what she saw. "I promised never to leave you, but if you don't let me go, I will die from sorrow," she said.

"You can go visit your family", he said, "but you must promise me that you will be back on the eighth day. When you are ready to come back, you should just put your ring on the table."

The next morning she woke up at her father's home. When he saw his youngest daughter safe and well, the father got very excited. Her sisters also came to see her. They were both very envious and angry that Beauty was all dressed up in a lovely dress and was looking more beautiful than ever. They came up with a sly plan to make Beauty go back to the castle later than she had promised so that the beast would get angry and kill her. When the eighth day came, they started crying and asking their youngest sister to stay with them a little more. Beauty's good heart didn't even think there could be a plan and she believed they truly missed her. She promised to stay eight more days. But on the tenth day, Beauty had a dream. In her dream the beast was lying in the garden almost dead. She woke up and put her ring on the table.

The next morning she woke up in the castle. She called for the beast but no one replied. She searched for the beast everywhere but she couldn't find him. At last she remembered her dream and went in the garden. There she found the beast. He had fainted, but Beauty thought he was dead. "He died, because of me!" she thought and a tear drop fell on his chest. As soon as Beauty's tears dripped onto his chest, Beast turned into a handsome prince. Beauty was amazed.

"I was turned into a hideous beast by a fairy long ago, because I didn't let her shelter in the castle when there was a storm," Beast explained, "only finding true love could break the spell. Will you marry me?"

Beauty agreed happily and they lived many long years together in the castle.

BEAUTY AND THE BEAST

COMPREHENSION QUESTIONS

1. Why did the merchant become poor?
2. Who did the housework and prepared lunch for the family?
3. Why was the beast angry with the man?
4. What was the merchant's promise to the beast?
5. What did the beast ask Beauty every evening?
6. Why did Beauty want to go and visit her family?
7. Was the beast dead when she returned?
8. What happened when her tears fell on the beast's chest?



CIRCLE THE CORRECT CHOICE

WRITE TRUE OR FALSE

1. _____ Beauty was kinder and smarter than her sisters.
2. _____ The merchant became rich again as one of his ships returned undamaged and full of goods.
3. _____ The beast got angry because the merchant ate the meal in the castle.
4. _____ Beauty went to the beast's castle of her own will.
5. _____ The beast turned into a handsome prince when he found true love.
6. _____ The beast was dead in the end.

1. They moved to a when all the ships sank at sea.
small cottage / big mansion / huge castle
2. Beauty wanted only a as a gift from her father.
diamond ring / rose / gold bracelet
3. The merchant was so when he saw the beast.
excited / surprised / terrified
4. There was a in Beauty's room which showed her own home..
window / mirror / sphere
5. Her sisters were both when they saw Beauty in a lovely dress.
envious / happy / suspicious
6. She found the beast in the
river / attic / garden

Hansel and Gretel

HANSEL AND GRETEL

Once upon a time there were two children, a brother and a sister, whose names were Hansel and Gretel. They lived with their father and with their stepmother. Their father worked as a woodcutter. Times were hard and the family had a tough life.

One night the children were woken up by a conversation in the next room.

"They eat too much. If they keep on like this, we'll all die of starvation. We must get rid of them. Let's do it tomorrow," they heard their stepmother say.

"I don't want to abandon my children," said the father. He didn't think the plan was a good idea. But the wife was very persistent and kept on talking and talking until he was convinced and willing to do what she said.



"Hansel, tomorrow we are going to die," whimpered Gretel, "what shall we do?" Hansel reassured his sister that they would survive. "Get a good night's sleep!" he soothed, and as soon as his sister fell asleep, he went outside and filled his pockets with as many white pebbles as he could. Then he went to bed.

The next morning the family woke up early, before sunrise. "Today we are going to cut some wood for the winter. It's going to be a long day," said their stepmother. "Take these pieces of bread and don't eat them before noon, because then you will get hungry too early." Hansel gave his bread to Gretel to hold, because his pockets were full of pebbles. They went deep into the forest. On the way Hansel stopped every few steps and dropped a pebble behind him without telling anyone. After a while, they stopped. The stepmother told the children to sit there and wait quietly for them to come back. Their father said nothing.

Hansel and Gretel waited the whole day. They couldn't believe that their father would actually leave them. But as the sun set, they knew that everything they heard the night before was true.

"Don't worry Gretel," said Hansel, "I dropped a trail of pebbles all the way here. Let's eat our bread and have a sleep. We will leave tomorrow morning and be home by noon. Trust me."

They did just as Hansel had said. The next morning they followed the trail Hansel had made and they made their way home. Their father was very happy to see them, that he couldn't say a thing and just hugged them for as long as he could.

When evening came, the children heard their stepmother's voice, "We will leave them further into the forest next time, so they won't be able to find their way back."

"What are you talking about?! We are not going to leave them alone in the woods again!" But the woman persisted, "Do you want to die of starvation?"

The man didn't reply. Hansel went to try and gather pebbles again, but this time the door was locked.

The next morning their stepmother gave them even smaller pieces of bread for lunch. On their way into the forest, Hansel dropped crumbs behind him, so that they would be able to find their way back home just like before. They walked for hours and hours. Eventually their stepmother said, "This looks like a good place. You can have a nap here while your father and I cut wood."

At lunch Gretel shared her piece of bread with Hansel and then they fell asleep. It was already evening when they woke up and it was too dark to find the crumbs, but Hansel told Gretel to keep calm and that they would go home the next morning.

When they woke up, they saw that wild animals had eaten the crumbs during the night. This time it was Hansel who was upset. "We will never find our way home now," he cried. But this time it was Gretel's turn to be brave. "Let's walk. I'm sure we'll be able to find our house," she said.

They walked the entire day. They were already very hungry and tired when they saw a white bird singing on a branch. It flew off and the children decided to follow him. It led them to a house. When they came closer, they saw that the house was built entirely from chocolate, with a roof made of cake, and windows made of clear sugar. The children started eating the house - Hansel took a piece of the roof, while Gretel tore down a part of the wall.

Suddenly the door opened and an old lady came out of the house. "Who's eating my roof and walls?!" she yelled, but when she saw the kids, she spoke again, this time in a much softer voice. "Please, come in. I can see you're hungry. I'll make you a delicious breakfast right now!"

They went in. The old woman made them pancakes with maple syrup and gave them milk to drink. Just as the brother and sister thought that they were in heaven, the old woman grabbed Hansel by the hand, her eyes glittered red and she laughed a creepy laugh. "Stupid children! Didn't you understand that I made this house to lure you in? I will now fatten you up, boy, so that I can eat you." She dragged Hansel into a small dark room and locked him up. Only then did Hansel and Gretel understand that she was not a nice old lady at all, but a witch! Her eyes were red and she was older than any human alive. She had terrible eyesight, but a very good sense of smell. No matter how much the children cried, the witch had no mercy on them.

"Come on, girl, start cooking something delicious for your brother. By the end of the month he should have got fat enough to be cooked."

Gretel had no other option, so she started cooking for her brother. A week passed like that - Hansel ate delicious food, while Gretel was always hungry. Every morning the old woman went to Hansel's room and shouted, "Show me your finger, boy, let me see if you have gained any weight." But Hansel would stick out a little bone and because the witch couldn't see very well, she thought it was his finger. She was furious that he was staying so thin.

When four weeks had passed the witch lost her patience and shouted at Gretel, "Hey, you! This is the biggest pot in the kitchen; fill it with water to the top! I don't care how thin your brother is - I am going to cook him today!"

Gretel prayed for a miracle to happen, but when she finished filling up the kettle, the witch helped her put it in the big oven. Then the old woman started the fire. A little while later the witch pushed poor Gretel towards the oven and said, "Get in and see if the water is boiling yet!" But Gretel thought that the witch wanted to push her into the pot and cook her too, so she cleverly answered, "How can I get inside the oven? Please, show me so that I can check the water."

"What's wrong with you?" the witch yelled, "It's so easy! Look, you just need to step here and ... aaaaaaaaaahhh!!!"

Gretel shoved the old woman into the oven. Then she quickly closed the oven door. The vicious witch burned to a crisp. Gretel rushed to Hansel's room, unlocked the door and gave him a big hug.

"Hansel, my dear brother, the witch is dead, let's get out of this wicked house and find our way home!"

How happy they were! Before they left the house, they went into the witch's bedroom where they knew she kept her treasure. There were wooden chests all over the room and the children filled their pockets with as many gems as they could. "These are better than pebbles," said Hansel when he was done filling his pockets. Then they left the house.

The brother and sister walked for a few hours before they managed to leave the witch's wood. The sun was setting when they finally got to a bridge they knew well, which was close to their house.

"Father!" screamed Gretel when she saw him at the porch, looking more miserable than ever, because his wife had died.

"My dearest children! You are alive!" their father exclaimed joyfully and the three of them hugged. Gretel shook out her apron and the precious stone started falling onto the ground. Hansel joined in and took out all the pearls and diamonds which he had stuffed into his pockets. Finally they could have a carefree life and live happily ever after together!

HANSEL AND GRETEL

COMPREHENSION QUESTIONS

1. Who did Hansel and Gretel live with?
2. What did the stepmother want to do?
3. Did their father really want to leave his children?
4. How could Hansel and Gretel turn back at first?
5. Why did the witch want Hansel to gain weight?
6. What was the witch's house made of?
7. How did Gretel get rid of the witch?
8. What did they take from the witch's house?



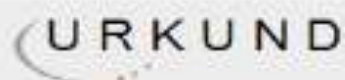
CIRCLE THE CORRECT CHOICE

WRITE TRUE OR FALSE

1. _____ Hansel and Gretel's stepmother wanted to get rid of them.
2. _____ They lived a wealthy life because their father was a rich man.
3. _____ Gretel collected pebbles to save herself and her brother.
4. _____ The old woman made them pancakes and gave them milk.
5. _____ The witch could not see well, but she could smell very well.
6. _____ The witch could finally cook Hansel in the oven and eat him.

1. Hansel and Gretel's father worked as a
woodcutter / carpenter / sculptor
2. When Gretel fell asleep, Hansel went out and collected white
eggs / roses / pebbles
3. Hansel and Gretel's stepmother gave them pieces of for lunch.
cake / bread / pancakes
4. The old woman's house was not made of
pancakes / sugar / chocolate
5. When the witch asked Hansel to show his finger, he would stick out a
candle / pencil / bone
6. The witch had in her bedroom.
a treasure / a golden egg / a magic comb

Urkund



Urkund Analysis Result

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