UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Proyecto de Investigación de Titulación previo a la obtención del Título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: THE USE OF FABLES AND THE READING SKILL

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CERTIFY:

I, Mg. Wilma Elizabeth Suárez Mosquera holder of the I.D No. 1802859841, in my capacity as supervisor of the Research dissertation on the topic: "THE USE OF FABLES AND THE READING SKILL " investigated by Lopez Jordan Jose Andres with I.D No.1804691002 , confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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I declare this undergraduate dissertation entitled "THE USE OF FABLES AND THE READING SKILL" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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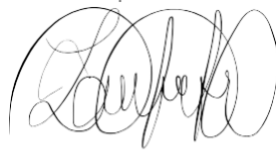Therefore, the presentation before the pertinent organisms is authorized.

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DEDICATION

This research is dedicated to my parents and especially God, for always guiding me and being the light of my path, and to my parents for motivating me to achieve my dreams and being with me in the process of my studies.

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First, I want to express my gratitude to God for giving me the strength, to my father and mother for their unconditional support throughout my life. Thanks for being my guide day by day in my goals

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THEME: "THE USE OF FABLES AND THE READING SKILL".

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TUTOR:

ABSTRACT

The fable as a narrative genre has certain elements that distinguish it from other texts, and its content is worthy of encouraging students' imagination, reflection, comprehension, and desire to read. Under this argument, the present research was conducted to analyze whether applying fables improves reading skills in sixth-grade students of the Unidad Educativa Particular Bautista. A quantitative, quasi-experimental methodology was used for this purpose, in which 12 students were included, to whom a pretest (A1 Movers) was applied at the beginning. Afterward, a pedagogical intervention was developed with six activities based on the use of fables to work on reading skills, and at the end, a post- test was applied for the corresponding statistical analysis. With the development of the research, it was possible to conclude that the fables contribute to the reading competence of the sixth-grade students of the Unidad Educativa Particular Bautista because, after their application, they went from an insufficient level to an acceptable one in reading ability. Because fables are simple, illustrative, and eye-catching texts that capture the student's attention and awaken their creativity, the images facilitate the interpretation of the text, and the moral allows the development of reflection.

Keywords: fables, reading skill, reading comprehension.

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RESUMEN

La fábula como género narrativo tiene ciertos elementos que la distinguen de otros textos, y su contenido es digno de fomentar en los estudiantes la imaginación, la reflexión, la comprensión y el deseo de leer. Bajo este argumento, se realizó la presente investigación para analizar si la aplicación de fábulas mejora la competencia lectora en los estudiantes de sexto grado de la Unidad Educativa Particular Bautista. Para ello se utilizó una metodología cuantitativa, cuasiexperimental, en la que se incluyeron 12 estudiantes, a quienes se les aplicó un pretest (A1 Movers) al inicio. Posteriormente, se desarrolló una intervención pedagógica con seis actividades basadas en el uso de fábulas para trabajar la destreza lectora, y al final se aplicó un post-test para el análisis estadístico correspondiente. Con el desarrollo de la investigación se pudo concluir que las fábulas contribuyen a la competencia lectora de los estudiantes de sexto grado de la Unidad Educativa Particular Bautista debido a que, luego de su aplicación, pasaron de un nivel insuficiente a uno aceptable en lectura. Esto se debe a que las fábulas son textos sencillos, ilustrativos y llamativos que captan la atención del alumno y despiertan su creatividad, las imágenes facilitan la interpretación del texto y la moraleja permite el desarrollo de la reflexión.

Palabras clave: fábulas, habilidad lectora, comprensión lectora.

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CHAPTER I. THEORETICAL FRAMEWORK

1.1 Investigative Background

The use of fables in elementary education is an important pedagogical strategy in the field of reading because it allows the development of reading comprehension, reflection, creativity, imagination, as well as teaching values. It had been demonstrated in several national and international studies, among the most important of which are the following:

The article developed by Della and Jufri (2018) analyzed the use of Aesop's fable to teach reading comprehension. The methodology is based on the fables' implementation in the English classroom for which the teacher showed five sequential pictures to the students to link to the text. The information was collected through observation. The research concludes that Aesop's fable is a good way to teach reading comprehension and that fables awaken interest and motivation to read because they allow the identification of the ideas of the text, relate the information of the text to one's own life, and find a moral value in the text.

In the research developed by García (2017), an attempt was made to demonstrate the importance of stories in early childhood education in a second language learning, English. The methodology applied is qualitative and consisted of the application of a program for learning English for children in the 3rd grade of kindergarten with a high level of English. The program consisted of ten sessions in English. The research found that the use of modern and traditional stories enhances language learning, fosters reading skills, and enables the acquisition of values. This research mentions that the comprehension of a story in English requires the use of gestures to identify the content of the story, the use of repetitive songs to attract children's attention, and the work on memorization.

The research by Ibarra et al. (2017) determined the effectiveness of fables' use as content in English as a foreign language class to teach vocabulary, and ethical and moral principles to children. The methodology was qualitative, and it included a group of third-grade students ranging in age from 8-10 years old from a public institution. The project design was based on two fundamental pedagogical concepts which are: the backward approach, and presentation, practice, and production. The instruments used to obtain the

results and measure the achievement of the objectives were observations and evaluation forms. The study concluded that the use of Aesop's fables in the foreign language classroom allows teachers to have interesting material that can contribute to children's reading development, learning values, and foreign language development.

The scientific article developed by Roslina (2017) investigated the effects of picture storybooks on students' reading comprehension. The methodology used was experimental and included 15 students. The sample was divided into two groups, experimental and control. Data were collected through the administration of a test, a pretest that aimed to determine the students' prior knowledge, and a post-test was conducted at the end of the experiment. The results revealed that story picture books improve reading as well as students' interest in reading. The study concludes that the use of stories has a positive effect on students' reading comprehension when comparing pretest and post-test results.

The objective of Maza's (2018) research was to test whether fables improve the reading comprehension of students in the second grade of primary school at literal, inferential, and critical levels. The research had an experimental design. The study population consisted of 82 students to whom a pre-test and post-test were applied for data collection. The research concluded that the fables significantly improves the student's reading comprehension level because the difference in the score between the pre-test and post-test was 51 points and, it was also observed that the strategy was successful in 42.5% of the population. In this graduate research, the effectiveness of the use of fables in reading comprehension is demonstrated through the undergraduate-graduate application.

The scientific article by Ameera et al. (2018) aimed to investigate the effect of using short stories on the development of 5th graders' reading comprehension skills. The methodology was experimental, students were assigned to the experimental and control groups. The experimental group was taught using the story technique, while the control group was taught by the ordinary English method. The experiment lasted for one month, a pre-test and a post-test were conducted using the reading skills test (self-made test) to measure the effect of using the short story technique. The study's findings showed that there were statistically significant differences in students' reading skills due to the teaching method in favor of the experimental group.

Theoretical Framework

Independent Variable (Fables)

Pedagogy

Pedagogy refers to repeated patterns or sets of teaching methods and learning practices that shape the interaction between teachers and learners; these provide frameworks for the multitude of decisions teachers have to make about how they teach. In addition, pedagogy and pedagogical approaches serve several functions beyond what is achieved through teaching practices because they provide reliable ways of organizing learning; and they provide ways of grouping practices (Paterson et al., 2018).

Didactic strategies

Didactic strategies refer to all processes and activities designed to impart knowledge, skills, and understanding at all levels of education, i.e., in general and simple terms, the way to act or intervene so that people learn (Aondolumun, 2017).

For López (2018), the didactic strategy is a dynamic concept that can be understood as a procedure or adaptive set by which the action is sequentially organized to achieve the desired purpose or objective. These are of great importance in obtaining goals in the classroom because through well-thought strategies students have successful results in their learning.

Rondan, Saavedra, De la Cruz & Menacho (2020) consider that didactic strategies are procedures and methods that make it possible to achieve learning in students and achieve desired results. It should be adapted to the needs of each of those involved in the teaching-learning process in a meaningful way.

Fables

The word fable comes from the Latin fabŭla, and it can be defined as a short fictional literary story, in prose or verse, with didactic intent often manifested in a final moral. It may involve people, animals, and other animate or inanimate beings (Rodriguez, 2010).

According to Rodriguez (2010) main characteristics of fables are:

- Narrative brevity. All fables are brief, and the information they contain is minimal.

- Text can be written in prose or verse, and in most cases, it is a dramatized outline with dialogues in direct or indirect style.

- There is usually a narrator, who tells what happens (action) to some characters in an undetermined place and time.

- The text is based on a conversation between the characters.

- Every fable has a purpose, the transmission of knowledge. These lessons can be summarized in a moral at the end of the text.

The selection of fables as a teaching tool was because fables are presented as instructive games that contain a message that awakens children's curiosity, making it possible to question the truths restrained in the narrative reading. Thus, the fable is presented as a product of extensive possibilities to be explored by educators in the quest to develop various skills (Ferreira, 2015).

In addition, because the Fabula moves with greater freedom the resources and contents. Its language contains a straightforward lexicon and has an illustration in attractive colors that responds to the functioning of the child's fantasy and meets their expectations and requirements with ingredients such as curiosity, irony, bitterness, disappointment, suspicion, criticism, and among other attractive elements (Dido, 2010).

The elements that make up the fable and attract children's attention are personnel, actions (acts and events), demonstrative objects, and morals (principles, teaching). The personnel is generally animals to which a human part is attributed to their habits, temperament, anatomical conditions, and environment. Actions are elementary and sequential. There are protagonists, antagonists, and activities. The demonstrative objects refer to the conflict around which the story develops, and finally, the morale mentioned in the teaching left by the story (Dido, 2010).

How the fable text is presented, the illustrations, the simple text type, the conflict, and the moral, attract the children's attention to a great extent and stimulate them to read and try to understand the text. It was the elementary reason for its selection as a didactic strategy.

Dependent Variable (Reading skill)

Communicative skills

Communication is a paramount aspect of human behavior and generally refers to the ability to establish a relationship with the environment. But communication skills go beyond the simple transmission of a message in a spoken or written form. It is about ensuring that the message reaches its destination and that the receiver understands and responds according to the sender's intention (Rai, 2010).

For Rai (2010) communication has four attributes that help to improve communication competence and skills:

Communication is intentional and unintentional: you do not always convey what you want to exactly. The target receiver may receive less or more than what you intended to communicate.

Communication is a dynamic process: communication is not static but continuous and is constantly changing or transforming.

Communication is systematic: each communication component is interrelated with others (source, environment, nature of the message, receiver, feedback). The message will lose meaning when one fails. Communication is both interaction and transaction: source and receiver can exchange ideas and information, but they can also influence each other during the communication process for the meaning construction.

Communication skills are used to transmit and receive information within the communication. The following elements are involved in this process: an information source (produces the message), a transmitter (encodes the message), a channel (adapts the signals for transmission), a receiver (decodes the message), and a destination (receiver of the message) (Barker, 2010).

Communicative skills comprise receptive and productive skills. Productive skills involve the generation of oral or written language, which is why they are speaking and writing, and receptive skills are reading and listening. Receptive skills are those in which students receive and process information but do not need to produce language to do so, while productive skills require oral or written production (Alonso, 2018).

Receptive skills

Communication through language implies the successful transmission of a spoken or written massage. For this transmission to occur, a minimum of two basic conditions must be met: (1) the sender must be able to encode their message in such a way that it says what they want it to say, and (2) receivers must be able to decode it. There are thus two sets of skills needed for communication to be successful: the productive skills (encoding) and the receptive skills (decoding). Receptive skills are considered passive but are no less important than productive (active) skills because listeners and readers make use of an important cognitive process while listening or reading productive skills are developed (Duquette, 1995). Receptive skills are listening and reading because students do not need to produce language. They receive and understand it. These skills are sometimes known as passive skills, but this does not make them meaningless because the productive capacity of learners depends on receptive skills (Aishah, 2013).

Reading

For Wangare (2012) reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of several interrelated sources of information. The reader must be able to translate the written words into meaningful language. Reading is the process of constructing meaning through the dynamic interaction among the reader´s existing knowledge, the information suggested by the text being read, and the context of the reading situation

Reading is the process of perceiving, interpreting, and evaluating printed material. Reading requires the development of meaningful vocabulary and a multiplicity of skills. The reader must be able to perceive and recognize written symbols and must be able to associate concepts with written symbols. He must be able to understand both concrete and abstract ideas as they are presented in written form (Antar, 2010).

The research was carried out to improve students' reading comprehension, which according to authors such as Pulido (2020), is achieved through a process. This process requires an active reader who processes, examines, and understands a text, for which four fundamental skills are necessary: the first is selective attention, where the reader must focus his attention on the text, and the second is an analysis which consists of continuous reading to connect and achieve meaning, the third is synthesis, which refers to the process

in which the reader recapitulates, summarizes and gives meaning to the linguistic units so that the text takes on meaning and can be understood, and the fourth is memory, which is achieved only with storage routines.

The lesson plans designed in the present research considered the reading process proposed by Montesdeoca, Palacios, Gómez, & Espejo (2020) in three phases: pre-reading, reading, and post-reading. During the first phase, readers predict the content of the text and make assumptions about what may be the main idea of the text for which they can use the information contained in the title, images, context, editorial, etc. The second phase is the reading phase whereabouts readers underline the words they do not know, keywords, and main ideas, which requires deep reading. Finally, the third phase is the post-reading phase which understands the information to fulfill specific tasks such as: answering questions, debating, reflecting, making judgments, etc.

1.2 Objectives

1.2.1   General objectives

To analyze if the use of fables improves the reading skill in students in the sixth year of basic education of the Unidad Educativa Particular Bautista.

1.2.2   Specific objectives

- To identify the level of development of the reading skills of sixth-grade students at Unidad Educativa Particular Bautista.

- To apply pedagogical activities based on the use of fables to improve reading skills in sixth-grade students at Unidad Educativa Particular Bautista.

- To determine the contribution of fables to the reading skills of sixth-grade students at Unidad Educativa Particular Bautista.

Description of compliance with objectives

To meet the general objective of the research, the three specific objectives were met.

To meet the first objective, an evaluation instrument was required and was selected according to the age and educational level of the students. The instrument selected was Cambridge A1 Movers, which was applied twice (Pretest-Posttest). The first is to determine the initial performance level and the second is to determine the final performance achieved by the students after the educational intervention.

To fulfill the second objective, six activities were designed focused on the development of reading skills with the use of fables. Each of the proposed activities was designed according to the institution's micro-curricular planning and was applied once a week.

To meet the third objective, a comparative analysis of the pretest and posttest results was necessary. The comparison of these results showed the student's progress in reading skills thanks to the use of fables.

CHAPTER II. METHODOLOGY

2.1 Resources

To carry out the research work, human, materials, institutional, bibliographical, and technological resources were taken. Among the human resources were the learners of the academic institution, the investigator, and the research tutor. The institutional ones were the Universidad Técnica de Ambato and the Unidad Educativa Particular Bautista. The material resources were: sheets of paper, copies, pens, and folders. The bibliographic resources were: books, journals, papers, and reports. Finally, among the technological resources were: a computer, a printer, the internet, and a USB.

2.2. Methods

2.2.1 Research approach

Quantitative approach

> Quantitative research is regarded as the organized inquiry about phenomenon through collectionof numerical data and execution of statistical, mathematical or computational techniques. Thesource of quantitative research is positivism paradigm that advocates for approaches embeddedin statistical breakdown that involves other strategies like inferential statistics, testing ofhypothesis, mathematical exposition, experimental and quasi-experimental designrandomization, blinding, structured protocols, and questionnaires with restricted variety ofprearranged answers. (Babatunde, 2020, p. 1)

Williamson (2018) mentioned that quantitative research involves of collecting and analyzing numerical data through the use of statical and mathematical tools to get confident results. Further, quantitative research includes measurement that the phenomena under study can be measured. Moreover, the measurement techniques that quantitative research has are experiments, interview, observations among others.

This research is quantitative because it measures the dependent variable reading skill through the application of a pre-test and post-test.

2.3 Research modality

2.3.1 Bibliographic

The bibliographic modality allows the collection of information from various physical and virtual sources to support the study variables and to understand the problem (Reyes & Carmona, 2020).

The present research work implemented the bibliographic research method because it was collected, reviewed, and analyzed by several information sources such as books, journals, papers, publications, research papers, technical reports, and documents of theoretical support for the variables in the research.

2.3.2 Field Research

Field research is conducted at the events scene because it is carried out in the same area where it appears or the research problem's statement is found in such a manner that the researcher can collect the required data (Baena, 2017).

In the particular case, the research was field because it was developed within the educational establishment where the problem of study occurs, at the Unidad Educativa Particular Bautista along with the 6th-grade year of basic education students, by focusing on aspects related to the use of fables and reading skill.

2.4 Research level

2.4.1 Quasi-experimental

Quasi-experimental designs serve the same purpose as experimental studies: testing the existence of a relationship causal relationship between two or more variables. When probability is random impossible, the quasi-experiments (similar to experiments) allow estimating the impacts of the treatment or program, depending on whether it establishes a basis for comparison appropriate (Bono, 2014).

Moreover, as Montano (2018) quasi-experimental research is a type of study characterized by the fact that the subject of the study does not randomly select the participants, but rather finds or establishes them previously and there is no strict control of the variables or elements involved in the study.

Consequently, a quasi-experimental design was chosen because it involved an already formed group of students from the Unidad Educativa Particular Bautista to develop the experimental research which was based on the use of fables for reading skills.

In the present investigation, the quasi-experimental approach was improved because the effect of fables to improve reading ability was tested. The process began with the application of a pretest validated by Cambridge to determine the level of development of this skill, then six reading activities were applied using Aesop's fables and finally a post-test was applied to compare progress.

2.5 Population and sample

The population was made up of 12 students in the sixth year of basic education al the Unidad Educativa Particular Bautista of the Ambato canton. The student's average age was 10 to 11 years old.

Table 1

Population

Population	Frequency	Percentage
Men	6	50%
Women	6	50%
Total	12	100%

Direct method: Unidad Educativa Particular Bautista

Elaborated by: López J. (2022)

The selection of the sample was done by purposive sampling, intentional sampling which is one where the elements are chosen based on criteria or judgments pre-established by the researcher (Cabezas, Andrade, & Torres, 2018). In this case, the selection of the sample was by accessibility to collect data and participate pedagogically.

The sample was formed by all students in the sixth year of basic education, which is 12. It is worth mentioning that the student's participation was free, voluntary, and with previous authorization of their parents and/or legal representatives.

2.6 Data collection technique and instruments

As a technique for data collection, it was used the A1 Movers, the reading section whose application time is 30 minutes. This instrument has 2 sections (Cambridge, 2021):

Third: read to find specific information and get the gist (the main idea of a text) and copy words.

Four: you must read and understand a reading with pictures and then choose the correct words to complete the text.

As an information collection instrument, the Cambridge A1 Movers was transmitted, which was used before and after the experimentation.

2.7 Information collection process

The intervention plan was organized in 3 stages:

Stage 1

First, a letter of request was opened and delivered for the institution to authorize the research. At this point, the director discussed the research topic, the objectives, and the benefits for the students. During this stage, the research groups were selected as well as the timetable for the application of the test and the pedagogical activities were coordinated.

Within this research stage, the type of evaluation instrument was also selected considering the age and academic level of the students. The instrument selected was the Cambridge A1 Movers (Annex 1).

Stage 2

The second stage consisted of the intervention, which took 8 weeks. In the first week, the pretest (A1 Movers) was applied to the sixth-grade year of basic education (estimated time 20-30 minutes).

The intervention was performed between the second and seventh week, using the fables (The Sun and the Wind, The Zoo and the Grapes, The Hare and the Tortoise, The Mouse and the Lion, The Grasshopper and the Ant, The Dove and the Ant) in the classroom to improve reading skills. The first part of each class implied the application of an integration activity, which was followed by the reading of a fable and it was finished with a reinforcement activity and integration of knowledge. The planning activities that were developed are shown in Annex 2.

Stage 3

The third stage was carried out in the eighth week of intervention with the application of the post-test. The A1 Movers was also used as a post-test and its application complied with the same initial parameters.

The data from the initial and final evaluation were processed in an Excel database, that included the student's name, pretest, and posttest scores to analyze them statistically and to verify the hypothesis through the "T-student" test.

2.8 Hypothesis

H0: The use of fables in class does not improve reading skills in sixth-grade grade year of basic education students at the Unidad Educativa Particular Bautista

H1: The use of fables in class improves reading skills in sixth-grade grade year of basic education students at the Unidad Educativa Particular Bautista.

CHAPTER III. RESULTS AND DISCUSSION

3.1 Analysis of results

This section shows the results of the quasi-experimental study which was aimed at improving reading ability after applying fables

The participating students in the research worked with six classic fables to improve their reading skills. Each of the lesson plans was designed with a pre-reading, reading, and post-reading activity.

The T-test allowed to compare the results obtained from the pre-test and post-test. Considering a comparative analysis, it was possible to determine the difference or progress obtained in the students after the pedagogical strategy.

First, this chapter presents the pre-test, and post-test results, followed by a results discussion to finally test the proposed hypothesis.

3.1.1 Pretest Results

The following are the results obtained from the pretest application to 12 students in the sixth year of basic education at the "Unidad Educativa Particular Bautista" The pretest consisted of two parts, rated on a scale of zero to five. Five was the highest value and indicated that the reader is fully informed and the content is relevant to the assigned task, while zero was the lowest value and stipulated that the reader is not informed and therefore cannot fulfill the assigned task.

Table 2 Pretest Results

Students	Part 1	Part 2
1	2	2
2	1	2
3	2	2
4	2	2

5	3	3
6	2	2
7	1	1
8	2	2
9	3	3
10	2	2
11	2	2
12	2	2
TOTAL	2	2,08

Note: Pre test based on A1 Movers

Analysis and interpretation:

Once the pre-test was applied, it became evident that there were problems in the reading ability of the students of the "Unidad Educativa Particular Bautista" because the results were inefficient in the two sections of the instrument.

In the first section, students had to read the story and choose the words in the box to complete the text. In this section, the average achieved by the students was 2.0. The second section was similar because students had to read a text, choose the appropriate words, and complete the lines. In this section, the average obtained was 2.08%.

According to these results, it was determined that there was a problem in the development of reading skills in students because they were placed in level two, which shows irrelevancies or misinterpretation of the task cause the reader to be poorly informed.

These results allowed us to assume the existence of deficiencies in the student's reading skills, especially at the level of reading comprehension, since the students do not know the vocabulary, have difficulties in making inferences, and do not pay the necessary attention during reading. This makes it impossible for students to extract general aspects

and even more so those that are specific to the student's needs. This provided the basis for planning activities that sought to develop reading comprehension.

3.1.2 Posttest results

Table 2 shows the results obtained in the post-test that was applied after completing six pedagogical activities based on the use of fables to improve reading skills. The results of its two sections are also presented on a scale of 0 to 5.

Table 3 Posttest results

Students	Part 1	Part 2
1	3	3
2	3	3
3	3	3
4	2	2
5	4	4
6	3	3
7	2	2
8	3	3
9	4	4
10	3	3
11	3	3
12	3	3
TOTAL	**3**	**3**

Note: Post test based on A1 Movers

Analysis and interpretation:

The Second evaluation results were better than the initial ones, as all students achieved a higher average than the initial one. In the first and second sections, they obtained an average of 3.0.

These results showed the students' progress because they went from an insufficient level (level 2) to an acceptable level (level 3). According to the evaluation rubric, level 3 means that the reader is informed and despite some omissions can perform a task adequately.

When applying the post-test, it was evident that students showed great attention to reading, tried to make inferences to understand the reading skill, and presented better reading comprehension.

Based on these results, it can be said that the fables improve students' reading skills because, after their application, students showed a better performance in the evaluation. It is because fables are texts that captivate students' attention and motivate them to interact in the reading world since they have a language that is easy to understand and contains striking images, which become an element that encourages attention and develops their creativity and imagination.

3.1.3 Comparative analysis

The following table shows the averages achieved by the 12 students in the first and second parts of the pretest and posttest. In addition, it presents the global average of the pretest and posttest, which was used to compare the level of progress achieved by the students after the intervention.

Table 4 Initial and final results

Evaluation	Part 1	Part 2	Global
Pretest	2	2,08	2
Posttest	3	3	3

Note: A1 Movers application
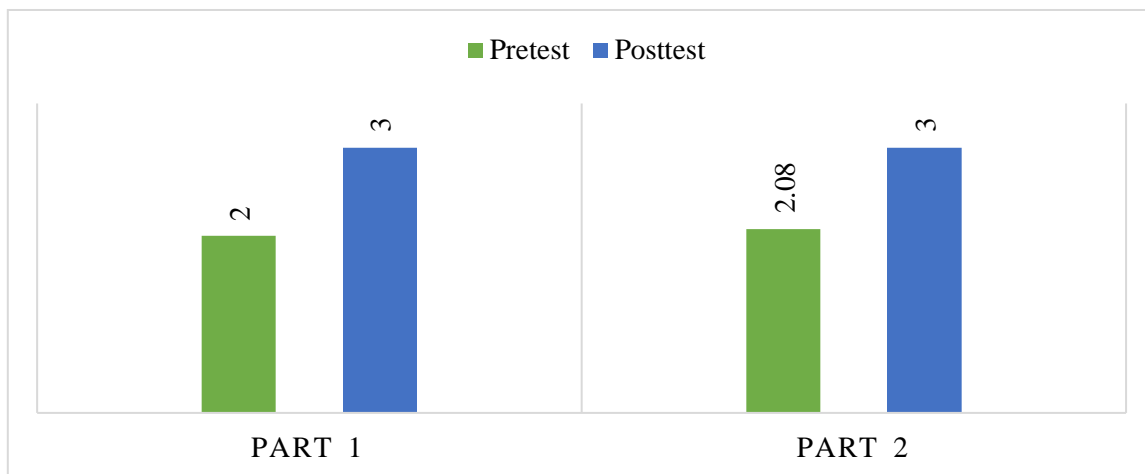
Graphic 1: Pretest-Posttest results

Note: A1 Movers application

Analysis and interpretation

The initial results showed significant differences considering the final results because the general average at the beginning of the experimentation was 2 and at the end was 3. It means there was an advance of one level, which is significant because it went from a regular level to an acceptable level. In other words, they went from having difficulties in the comprehension and development of the post-reading activity to grasping what they read and developing a task adequately.

In addition, at the beginning of the experimentation, it was evident that the students did not like to work on reading skills. They felt unmotivated and did not pay enough attention to reading. It was clear that they did not have the necessary capacity for reflection. These problems were addressed in the pedagogical intervention, and as we worked with the fables, the students became less tense. It became easier for them to understand sentences or paragraphs. They were able to interpret the reading, make inferences, and in general, they were more motivated.

Based on these results, the use of fables does favor the development of reading skills, especially reading comprehension, since this pedagogical strategy is highly attractive due to the content, type of language used, and the characters. In addition, it allows working on a skill such as attention, memory, reasoning, reflection, and creativity.

3.2 Results discussion

The use of fables in elementary education is an important pedagogical strategy in the field of reading because it allows the development of reading comprehension, attention, reflection, creativity, as well as teaching values.

In the investigation, it was demonstrated that fables improve reading skills because there were significant differences concerning the final results since the general average at the beginning of the experimentation was 2, and at the end 3, that is to say, it went from a regular level to an acceptable one.

This result is supported by the research developed by Della and Jufri (2018), which concluded that fables are an excellent medium for teaching reading comprehension. In addition, fables awaken interest and motivation to read because they allow students to identify the ideas of the text, relate the information in the text to their own lives and find a moral value in the text.

In addition, it is supported by the experimental study developed by García (2017) in which an English learning program was used for children in 3rd grade of kindergarten with a high level of English after applying ten sessions. With the use of stories, it was found that this resource enhances language learning, promotes reading skills, and allows value acquisition.

Finally, the results are supported by Maza's (2018) research, in which a pre-test and post-test were also applied to test the effectiveness of the fable in reading. It was found that the fable significantly improved the level of reading comprehension of the students because the difference in the pre-test score and post-test score was significant, demonstrating positive progress, and the effectiveness of the use of fables in students' reading comprehension.

3.3 Hypothesis verification

The proposed hypotheses were:

H0: The use of fables in class does not improve reading skills in sixth-grade grade year of basic education students at the Unidad Educativa Particular Bautista

H1: The use of fables in class improves reading skills in sixth-grade grade year of basic education students at the Unidad Educativa Particular Bautista.

For the hypothesis evaluation, the T-test was used to determine if there is a significant difference between the means of the two groups. The test was performed in the SPSS statistical program taking as reference the number of students and the pre-test and post-test results.

Table 5

Hypothesis verification

	Corresponding differences							- p-value
			Mean standard	95% confidence Interval of difference				
	Media	Standard deviation	error	Lower	Higher	t	gl	obtained
Par 1 PRETEST - POSTTEST	-,96667	,18257	,03333	-1,03484	-,89849	-29,000	29	0,000

Note: A1 Movers application

After calculating, the p-value obtained was = 0.000, which is less than the significance level a = 0.05. It represents the existence of a significant difference between the samples. Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted:

H1: The use of fables in class improves reading skills in sixth-grade grade year of basic education students at the Unidad Educativa Particular Bautista.

We found a significant difference between the initial and final results of the tests. It was possible to show that fables help to improve reading skills. Because they are playful resources that contain images and simple text that attract the student's attention, facilitate their interpretation, and motivate them to read.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- With the development of the investigation it was possible to know that the level of development of the reading competence in the sixth year students of Unidad Educativa Particular Bautista was regular because after applying the pretest and according to the Cambridge evaluation rubric for the reading reached a score of two out of five. Difficulties in reading comprehension, poor vocabulary, lack of motivation and attention to reading were observed.

- The basis of this research was the application of six pedagogical activities based on the use of classic fables (Aesop) to improve reading comprehension in students. For this purpose, structured lesson plans were designed with a pre-reading, reading and post-reading activity. During the pre-reading, games and dynamics were performed, including a review of the vocabulary of the fable. In the reading phase, the fable was read individually and in groups. In the post-reading phase, activities determine reading comprehension, including word search, worksheet, attribute wheel, and story map.

- With the development of the investigation it was possible to verify that the fables contribute to the reading competence of the sixth grade students of the Bautista Particular Educational Unit because after the pedagogical intervention the level of performance rose and a better performance was observed in the reading competence because the students were more familiar with the vocabulary, they were able to make inferences and paid attention to the text and its details, they showed greater motivation and the post-reading activities, despite certain errors, could be completed adequately.

4.2 Recommendations

• It is necessary for teachers to independently assess the level of reading comprehension in students because in most of the students this ability is poorly developed and this can affect the development of productive skills.

• It is recommended that English teachers at "Unidad Educativa Bautista" use the plans designed in the present research and include them in the micro-curricular planning of primary education. In this way, could be used in favor of the development of the children's reading skills as well as to encourage the reading habit. In addition, it is important to consider pre-reading, reading, and post-reading when working in the field of reading to facilitate learning and achieve more significant results.

• Based on the contribution that fables have in the development of reading skills, it is recommended to make more use of this resource, especially in primary level education, because this resource is easy to handle, highly stimulating and allows skills such as attention to be worked on. memory, reflection, as well as moral values.

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Annexes

Annex 1

FORMATO PARA LA VALIDACIÓN DEL INSTRUMENTO **"READING SKILL TEST"** PERTENECIENTE A LA INVESTIGACIÓN:

THE USE OF FABLES AND THE READING SKILL

AUTORA:
Señale mediante un 6, según su criterio para cada pregunta:
1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1 **Evaluation Criteria: Response appropriately to instructions.** **Instructions: Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.** *Jane loves reading about different animals in her school library .... Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1).......................... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2).......................... first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're good at catching fish! Or a lion? People are (3). ....of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them good at (4). .... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5).............................. girl in the class!'*																

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library   website   frightened

hopping   address   surprised

cleverest   bounce   ideas

Assessment: This part tests the candidate's ability to read for specific information and gist.

Part 2

Evaluation Criteria: Response appropriately to instructions.
Instructions: Read the text. Choose the right words and write them on the lines.

Dolphins

Dolphins are part of .... the whale family. They are smaller .... most whales and they have small teeth. Dolphins are very clever animals. They learn things very .... and a dolphin can make noises to 'talk' to another dolphin. Dolphins live with their families. They like to play in the water and to jump...............................of the water and back in again. A lot of people............................... sail boats say that dolphins like to be near people. They come very near to boats and sometimes they .... with the boats for days.

In of by then that than quick quickly quickest *out from up which what who swam swim swimming* Assessment: This part tests the candidate's ability to read and understand a factual text. It also tests their lexical and grammatical knowledge.																			

Observaciones:

_____
_____

Validado por:

_____   _____
      CI.   CI.

SCORING RUBRIC FOR READING

Student´s Name: _____   **Score:** _____

Date: _____

	CONTENT
5	**All content is relevant to the task.** **The target reader is fully informed.**
3	**Minor irrelevances and/or omissions may be present.** **The target reader is on the whole informed.**
1	**Irrelevances and misinterpretation of the task may** **be present.** **The target reader is minimally informed.**
0	**Content is irrelevant.** **The target reader is not informed**

Source: Cambridge: https://www.cambridgeenglish.org/Images/168143-cambridge-english-preliminary-for-schools-teachers-handbook.pdf

READING SKILL

Objective: To determine the level of reading skills that students have.

Time: 30 minutes   **CEF:** A1 Movers   **Level:** 6to EGB

Age: 17-18

Reading Part 1

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5.

Jane loves reading about different animals in her school library ....Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)...........................I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2). ....first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're good at catching fish! Or a lion? People are (3).......................... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them good at (4).......................... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)..........................girl in the class!'

library   website   frightened

hopping   address   surprised

cleverest   bounce   ideas

Reading Part 2

Read the text. Choose the right words and write them on the lines.

Dolphins

Dolphins are part of .... the whale family. They are smaller .... most whales and they have small teeth. Dolphins are very clever animals. They learn things very .... and a dolphin can make noises to 'talk' to another dolphin. Dolphins live with their families. They like to play in the water and to jump .... of the water and back in again. A lot of people .... sail boats say that dolphins like to be near people. They come very near to boats and sometimes they .... with the boats for days.

In	of	by	then	that	than	quick	quickly	quickest
out	from	up	which	what	who	swam	swim	swimming

Annex 2
Lesson plan 1

Informative data	Time: 30-40 minutes	Sources:
Subject: English **Level**: 6 EGB Execution week: *Unidad Educativa Particular* *Bautista*		• Computer • Projector • Fable: *The fox and the grapes* • alphabet soup

Pre-reading (5-10 min)	Reading (20 min)	Post Reading (5-10 min)
The teacher uses a computer and a projector to present an image of the fable. Following this, the students will try to guess its name. Subsequently, the students play the hangman game to make the class more dynamic.	The fox and the grapes fable is projected on the whiteboard, and the teacher called on the roll and students read the fable until they find a full stop. Afterward, the students should read the whole fable individually, and they will try to understand it, for which students can request help regarding vocabulary from the teacher.	The post-reading activity will be to find the answers to the following questions in the alphabet soup:

Vocabulary

Search	Buscar
Rumbled	Rugía
Stumbled	tropezó
Reach	Alcanzar

Fable:

One day, a fox became very hungry as he went to search for some food. He searched high and low, but couldn't find something that he could eat.

Finally, as his stomach rumbled, he stumbled upon a farmer's wall.

At the top of the wall, he saw the biggest, juiciest grapes he'd ever seen. They had a rich, purple color, telling the fox they were ready to be eaten.

Post Reading questions:

Which fruit did the fox want to eat?
Where were the grapes?
What did the fox do to reach the grapes?
Was the fox able to eat the grapes?

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

Catch	Atrapar		*To reach the grapes, the fox had to jump high in the air. As he jumped, he opened his mouth to catch the grapes, but he missed. The fox tried again but missed yet again.*
Failing	Fallando		
Unattainable	Inalcanzable		
Blame	Culpar		

He tried a few more times but kept failing. Finally, the fox decided it was time to give up and go home.
While he walked away, he muttered, "I'm sure the grapes were sour anyway".
Moral: if something is unattainable for you or you are unable to achieve it, you should not blame others or circumstances. It is good to recognize and accept that we all have many capacities, but also limitations.

Source. https://cuentos.gratis/el-zorro-y-las-uvas-en-ingles/

Lesson plan 1

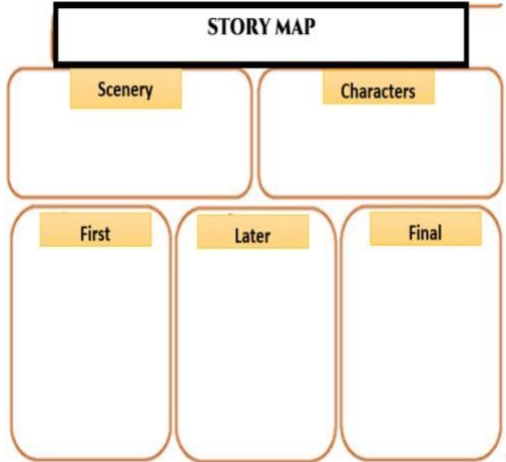| Informative data **Subject:** English **Level**: 6 EGB Execution week:	Time: 30-40 minutes	Sources: • Board • Fable: *The sun and The Wind* • Worksheet • Pencil
Pre-reading (5-10 min)	Reading (20 min)	Post Reading (5-10 min)
The teacher starts by writing some characteristics of the sun and the wind on the whiteboard. Then, the teacher asks the students their opinion on who they think is the stronger of the two? for which they must make use of the vocabulary displayed on the board. **Vocabulary** 	Boasted	Alardeó
Stronger	Más fuerte
Believe	Crees
Wearing	Usando		Each student received the fable "The Sun and the Wind" and will be asked to read it silently for one time. Afterward, the students will circle the vocabulary they do not understand, and the teacher will solve these doubts. Finally, students should reread the fable a second time. Fable: *One day the sun and the wind were just talking. The wind boasted "I am stronger than you". The sun just smiled.* *"If you don't believe me let's have a competition," said the wind. The sun reluctantly agreed. The Sun and The Wind Just then they saw a man wearing a jacket passing by. The wind said, "whoever separates the jacket from the man is stronger". The sun agreed and asked the wind to try first.*	The post-reading activity will involve filling out the following worksheet with information from the fable:

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Blow	Soplar	
Held	Sostuvo	
Warm	Caliente	
Came out	Salió	

The wind started to blow as hard as he could. The man held his jacket tightly. The wind blew harder and harder. But the stronger the wind blew the tighter the man held onto his jacket. The wind blew until it was exhausted, but couldn't remove the jacket from the man. The Sun and the Wind story

Next, it was the sun's turn. At first, the sun shone very gently on the man. The man started feeling a bit warm. As the sun went on shining brighter and brighter the man felt warmer and warmer. Finally, he took off his jacket.

The sun came out as a clear winner in the challenge.
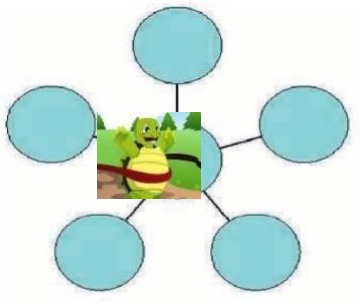
Moral of the sun and the wind story

Gentle persuasion is better than force

**Source:
https://www.lizstoryplanet.com/moral-stories-kids-gentleness/the-sun-and-the-wind/**
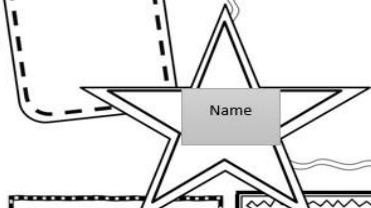
Lesson plan 3

Informative data	Time: 30-40 minutes	Sources:
Subject: English **Level**: 6 EGB Execution week:		• Game piece • Fable: *the tortoise and the hare* • Paper • pencil, colors, eraser

Pre-reading (5-10 min)	Reading (20 min)	Post Reading (5-10 min)
The class begins with the tic-tac-toe game, for which the teacher will hand out a game card to each student, and they should form a sentence with the words they find. The lines can be horizontal, vertical, or diagonal to find a sentence by ordering the vocables. The sentence formed must be consistent with the characteristics of a turtle or a hare.	The students will pair up and read the fable "The Hare and the Turtle" together, then individually. In pairs, without the help of a dictionary, they will try to understand the content by making inferences. The teacher will support this process. Fable: *In the world of the animals, there was a very arrogant hare because she said to everyone she was the fastest. That's why she was always laughing at the slow turtle.* *-Look at the turtle! Hey turtle, don't run so much that you're going to get tired of going so fast!- The hare used to say laughing at the turtle.* *One day, they were talking and it occurred to the turtle to make a strange bet with the hare.* *-I'm sure I can win you a race- she said.* *- To me?- asked the hare astonished.* *-Yes, to you. Let's put our bet on that stone and let's see who wins the race.* *The hare, very amused, accepted. All the animals met to watch the race. The road and the finishing line were marked. Once it was ready, the race started among big applauses.*	For the final activity, students will choose the animal of their choice (tortoise or hare), and they will make an attribute wheel. The animal should be drawn in the center, and the characteristics that make it special can be written around it.

Vocabulary table (Pre-reading):

Nice	Fast	Tortoise
Fat	Intelligent	slow
Crazy	Good	Big
Bad	Ugly	quick
Hare	Fast	Small

Vocabulary

Hare	Liebre	
Laughing	Reir	
Race	carrera	
Bet	Apuesta	
Applauses	Aplausos	
Side	Lado	
Advantage	Ventaja	
Learnt	Aprendió	

Relying on her speed, the hare left the turtle go and she remained lazing about. She had time enough to win such a slow creature!

Then she start running, she run fast as the wind while the turtle went slow but without stopping. At once she went ahead. She stopped next to the road and she sat to rest.

When the turtle passed by her side, the hare made fun of her once more. She left her advantage and set out for her quick walk. She did the same several times but, despite her mocks, the turtle kept her way until she arrived at the finishing line. When the hare woke up, she ran with all her might but it was too late, the turtle had won the race.

That day was very sad for the hare and she learned a lesson she would never forget: you must never mock the others

Source: https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/the-hare-and-the-turtle-cuentos-tradicionales-en-ingles-para-ninos/

Lesson plan 4

Informative data **Subject:** English **Level**: 6 EGB Execution week:	Time: 30-40 minutes	Sources: • Youtube • Worksheet • Pencil • Fable: *The lion and the Mouse*
Pre-reading (5-10 min)	Reading (20 min)	Post Reading (5-10 min)
The activity begins with the animal cage game. Each student should name themselves after an animal, and when the teacher in charge mentions that name in the phrase: "the cage fell, and the mice, lions, horses, etc. escaped" they will have to change places to sit in a different one, the last student to be seated is the one who will lead the game from now on.	Students will go ahead reading the fable "The Mouse and the Lion" with the support of YouTube where the fable will be presented with subtitles. **Source:** **https://www.youtube.com/watch?v=z46K8WqBFnw**	The activity culminates by filling in the following information about one of the characters:

Lesson plan 5

Informative data **Subject:** English **Level**: 6 EGB Execution week:	Time: 30-40 minutes	Sources: • Fable: *The Grasshopper and the Ants* • Story map • Pencil
Pre-reading (5-10 min)	Reading (25 min)	Post Reading (5 min)
The activity begins with the game "I read and imitate" For this, five (5) students at random take a card placed in a black bag containing the name and three (3) elementary characteristics of an animal. Students must imitate the animal for their classmates to guess, who is it? **Vocabulary**<table><tr><td>Field</td><td>Campo</td></tr><tr><td>Hopping</td><td>Saltando</td></tr><tr><td>Chirping</td><td>Chirriando</td></tr><tr><td>Singing</td><td>Cantando</td></tr><tr><td>ant</td><td>Hormiga</td></tr><tr><td>Hunger</td><td>Hambre</td></tr><tr><td>Staggered</td><td>asombrado</td></tr><tr><td>Grasshopper</td><td>Saltamontes</td></tr></table>	The class will be divided into two (2) groups, and each group will read the fable "cicada and the ant" and should try to understand it to form a performance with the most predominant parts of the fable. Fable: *On a field one summer's day, a grasshopper was hopping about, chirping and singing to its heart's content. A group of ants walked by, grunting as they struggled to carry plump kernels of corn.* *«Where are you going with those heavy things?» asked the grasshopper.* *Without stopping, the first ant replied, «To our ant hill. This is the third kernel I've delivered today.»* *«Why not come and sing with me,» teased the grasshopper, «instead of working so hard?»* *«We are helping to store food for the winter,» said the ant, «and think you should do the same.»* *«Winter is far away and it is a glorious day to play,» sang the grasshopper.* *But the ants went on their way and continued their hard work. The weather soon turned cold. All the food lying in the field was covered with a thick white blanket of snow that even the grasshopper could not dig through. Soon the grasshopper found itself dying of hunger.*	The post-reading activity will include filling out the following story map.

	He staggered to the ants' hill and saw them handing out corn from the stores they had collected in the summer. He begged them for something to eat.	
	«What!» cried the ants in surprise, «haven't you stored anything away for the winter? What in the world were you doing all last summer?»	
	«I didn't have time to store any food,» complained the grasshopper; «I was so busy playing music that before I knew it the summer was gone.»	
	The ants shook their heads in disgust, turned their backs on the grasshopper, and went on with their work	
	Source: https://cuentos.gratis/la-cigarra-y-la-hormiga-en-ingles/#:~:text=The%20Grasshopper%20and%20the%20Ants, things%3F%C2%BB%20asked%20the%20grasshopper.	

Lesson plan 6		
Informative data **Subject:** English **Level**: 6 EGB Execution week:	Time: 30-40 minutes	Sources: • Fable: *The dove and the ant* • Worksheet • Pencil • Computer • Projector
Pre-reading (5-10 min)	Reading (25 min)	Post Reading (5 min)
The activity begins with the game: "I am, and you are" for this, each student should have an animal in mind. The teacher starts the activity, and imitates a dog (barks), and says I am...” gua gua” and who are you? The student on your right site mentions: you are a dog, I am a cat (imitates meowing), and sequentially until all students participate. **Vocabulary** 	Fall	Otoño	 	Struggled	Luchó	 	Dove	Paloma		Individually, each student should read the fable "The pigeon and the ant", which will be presented on the class whiteboard through the projector. Fable: *A dove saw an ant fall into a brook.* *The Ant struggled in vain to reach the bank, and in pity, the dove dropped a blade of straw close beside it.* *Clinging to the straw like a shipwrecked sailor to a broken spar, the Ant floated safely to shore.* *Soon after, the ant saw a man getting ready to kill the dove with a stone, but just as he cast the stone, the ant stung him in the heel.*	Students will be given a sheet of the fable text which will also contain pictograms of some of the scenes. The students must link the text and the scene to order it chronologically afterward...

shipwrecked	Naufragó	
Sailor	Señor	
Stone	Piedra	
Flew	voló	

The pain made him miss his aim, and the startled dove flew to safety in a distant wood.

Source: https://cuentos.gratis/la-paloma-y-la-hormiga-en-ingles/

A dove saw an ant fall into a brook.

The pain made him miss his aim, and the startled dove flew to safety in a distant wood.

Clinging to the straw like a shipwrecked sailor to a broken spar, the Ant floated safely to shore.

The Ant struggled in vain to reach the bank, and in pity, the dove dropped a blade of straw close beside it.

Soon after, the ant saw a man getting ready to kill the dove with a stone, but just as he cast the stone, the ant stung him in the heel.