UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Ingles.

Theme:

FAIRY TALES AND READING SKILLS

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SUPERVISOR APPROVAL

CERTIFY:

I, Mg. Dorys Maribel Cumbe Coraizaca holder of the I.D No. 1803694569, in my capacity as supervisor of the Research dissertation on the topic: **"FAIRY TALES AND READING SKILLS"** investigated by Miss Romina Betsabé Núñez Lescano with I.D No. 1804921417, 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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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"FAIRY TALES AND READING SKILLS"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

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

……………………………….

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DEDICATION

TO:

God for being my guide and not letting me down in the most difficult moments, my parents for being my support the whole time, my siblings for their love and affection, my aunts for playing the role of a mother for me, and my nieces for giving color and happiness to my days.

Romina.

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TABLE OF CONTENTS

INDEX OF TABLES

INDEX OF FIGURES

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS

TOPIC: Fairy Tales and Reading Skills.

AUTHOR: Núñez Lescano Romina Betsabé.

TUTOR: Lcda. Mg. Dorys Maribel Cumbe Coraizaca

ABSTRACT

The current research is demanded to cover an examination accomplished with the succeeding topic: "Fairy Tales and Reading Skills" which investigates the relationship among both variables and how students' understudies improve their reading subskills. Firstly, it is necessary to mention that reading is not considered in the way it should be in education. As a result, it leads to poor use of resources to develop reading skills. Thus, English teachers affirm that the four language skills should be developed in an integrated way because they complement each other. Therefore, the current research aims to recognize the impact of fairy tales on reading skills. Secondly, this research was carried out to scrutinize the importance of fairy tales in reading skills on the 4th level at "Unidad Educativa Bilingue La Granja". The participants of the study were 17 students; 10 men, and 7 women. The current project had a qualitative approach and descriptive research. Thirdly, a 20 questions survey was applied to identify the use of fairy tales in the development of reading skills and the frequency that different resources are used in English classes. Finally, discerning the results of the survey, the rejection of the null hypothesis was established. Consequently, the acceptance of the alternative hypothesis was verified by corroborating that Fairy Tales influence the improvement of reading skills, and it is advised the implementation of fairy tales as a resource in English teaching methodologies.

Keywords: reading skills, fairy tales, literary resources.

B. CONTENT

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CHAPTER I.

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THEORETICAL FRAMEWORK

1.1 Research Background

The information provided in this research demonstrates the importance of using literary resources in the learning reading process and encourages the use of literature in teaching materials. Romdanih (2021) conducted a qualitative research. The aim of the research was to investigate if fairy tales attract young learners to read. The population were 30 students from fifth grade in a public school in Indonesia. The research made some interviews to collect data, and also was made an observation. As result, the author found that fairy tales are effective to catch young learners' attention in reading.

Hashemi and Zabihi (2012) carried out a descriptive research on 96 female intermediate EFL learners from five private language institutes in Mashhsad-Iran were participants of this research. They used two instruments, the Persian version of "Watson-Glaser Critical Thinking Appraisal" for measuring critical thinking, and the "Interchange Objective Placement Test" to test reading and listening comprehension, the results of the two instruments were compared to know if there is any relation between proficiency and critical thinking. The results show that the students advanced in the acquisition of receptive skills in both groups.

In a research by Kaya (2015) a qualitative-quantitative methodology was used, the objective of the research was to find if reading skills had an impact on reading comprehension of students; in the research, the population was 50 students in the preparatory year at Kahramanmaraş Sütçü Imam University (KSU) was the selected population to carry out this research. A questionnaire, a pre-test, and a post-test were used in this project, as a result, it presents information about the development of reading skills and the awareness of their skills.

Mart (2021) carried out a mixed research, in which the participants were 60 senior-year ELT students at a university in Iraq, aged between 19 and 26 years old. Interviews were conducted by the researcher to know the personal experiences of students with literature. The researcher considered that the population and the number of participants were limited to have a result of the role of literature in second language learning.

Youman (2012) performed experimental research, the main objective of this research was to find out if teaching English through the use of short stories helps to improve the skills of students to understand better the language. As participants were selected some students from different universities in Cuenca. The result of this research is that teaching English through the use of short stories is a good way to motivate students to acquire new vocabulary and develop the language in a better way.

In a research work by Iffatul (2016), a quantitative method was used, with a pre-test and post-test for the data collection. The aims of this research were to find out the main differences in the development of skills through the use of fairy tales and through the use of lecturing. As the population was selected a group of students from the eighth grade of SMP N 2 Banyubiru and as a finding of this research, the author showed that the use of fairy tales was more effective instead of using lecturing.

Riyadhus and Purbani (2018) carried out descriptive research. The aim of the research was to propose the use of literature, especially fairy tales for the development of language skills, as a result, the author found that through the use of literature, students develop two aspects at the same time, language development and entertainment and the author considered fairy tales as a good resource in teaching English.

Talley (2015) conducted a descriptive research, the aim of the research was to discuss and show the importance on the use of fairy tales in second and foreign languages classes. As result the author stated that fairy tales are motivating and excellent material to use to teaching a foreign language because of the connection on the culture that fairy tales have.

Darmawati et al. (2020) performed qualitative research to collect data was applied interviews. This research was conducted in a High School in Indonesia. The aim of the research was to explain the improvement of the English language through the use of Literature-Based Instruction. As result, the research showed that it is necessary to apply Literature-Based Instruction to practice, develop and improve the language skills.

1.2 Theoretical Framework

1.2.1 Independent variable: Fairy Tales.

Communicative Language Teaching.-

Thamarana (2014), CLT is an approach to second language teaching in which it is emphasized the aim of language learning as a communicative competence. The author considered Communicative Language Teaching as a recent approach in teaching English as foreign or second language and explain the importance of the implementation to make language learning easier for communication.

Brandl (2020), Communicative Language Teaching has two aims, to provide a foundation for learning and its relation with language teaching, and present some practices that help to achieve the best effects using CLT. Communicative Language Teaching is generally considered an approach, it is based on the theory that the main function of the use of language is communication, so language is considered to be easier to learn through communication.

It is contemplated that the primary aim of CLT is to develop communicative competence or ability in students and also to use real-life situations in which students feel the need to communicate.

Literature-Based Instruction.-

Mart (2021) mentions that literature encourages students to create an appropriate environment to learn and develop language in a better way. The use of literature is important in second language learning because language and literature have a relationship and they can work together to develop language abilities, the inclusion of literary materials in second language learning creates a foundation to provide not only linguistic knowledge but also general culture knowledge.

In the 1970s and 1980s, literature was considered inaccessible, so the use of literary materials was eliminated in education. Nowadays the use of literature in English language learning has changed and it is considered a very useful tool, literature is stated as an "ally of language" because it provides real-life situations and uses real language so learners who use literature to develop their language learning have an advantage for the exposure to authentic English (Mart, 2021).

Darmawati et al. (2020) stated that literature-based instruction must be implemented in English as Foreign Language classrooms because this approach has a lot of activities and resources such as: literary, didactic and graphic, that have an important significance in the development of language skills. The author says that the skills should be taught in an integrated way, not separately as is typically taught, and it is possible through the use of literary resources.

Fairy Tales.-

Mikešoá (2006) points out that fairy tales are a literary genre that should be used for the enrichment of the knowledge of children, it gives to children a sensation of familiarity and security because generally fairy tales have an optimistic atmosphere, a sense of reliability and a guaranteed happy end, these factors are important for child's mental development and these make this literary genre beneficial, attractive and engaging for young learners. Some functions of fairy tales are purposed, the most basic is to give sense and order to the real world that so many times it is not comprehensible for children

and they do not understand the adult world, because children can perceive the adult world in a different way. The author believes that fairy tales are the origin of some moral principles and it helps to establish in early childhood the sense of what is correct and what is not.

When English learning starts in children, it is contemplated that fairy tales are a useful tool to motivate and engage the attention and enthusiasm of the learners, it must be taken into account that learning does not imply just academic knowledge but also it implies values learning and the correct development of our personalities. And with the use of what can be interesting for learners could be the first step to a long interest in learning English (Mikešoá, 2006).

Lepin (2012) argues that literature plays an important role in our whole life, besides that fairy tales should be considered as complementary material for English language learning. It also contributes to the development of knowledge, because they teach values and moral principles. In addition, this genre can be adapted to the level or age of learners to facilitate the learning process. Using fairy tales in classes provide students language and personal development.

Characteristics of Fairy Tales

- ❖ Fairy tales use certain words or phrases like "Once upon a time…", "They lived happily ever after", and "In far-far away land…"
- ❖ Places or settings are often enchanted castles, forests or kingdoms. It also includes magic elements and it can be negative or positive.
- ❖ Princesses, princes, kings, and queens are generally the main characters in fairy tales.
- ❖ This genre has clearly defined bad and good characters.
- ❖ Usually in fairy tales is included a moral message.

Lepin (2012) stated some factors to be taken into account to choose a text:

- ❖ The topics stated in the National Curriculum;

- ❖ Aims set and logical sequence;
- ❖ The age, level, and needs of the learners;
- ❖ Feasibility.

Provazníková (2015), establishes that fairy tales are always linked with childhood, a large part of children have a natural, positive, and spontaneous reaction to a fairy tale. When children are under the influence of tales they understand the difference between evil and good, because they can be conscious of the correct rules of behavior. It helps to improve the communication process among children and parents, or among children and adults. This literary genre has a positive effect on their knowledge and on the development of their vocabulary, this for the reason because in fairy tales words are usually repeated, so when children find a new word it can be an adventure.

In education fairy tales tend to have a highly positive effect on learners, because it is read by the teacher, so children pay attention carefully and this also creates a good relationship between teacher and students. And when they listen to someone else read it helps to improve their creativity and imagination (Provazníková, 2015).

Iffatul (2016) revealed four types of fairy tales:
- ❖ Animal Tales

    Many stories use animals as principal characters, it can be in fables or folk tales. In this case, animals can act or even talk like humans. Generally, animals are used to express morals.
- ❖ Tales of Magic

    The vast majority of it occupies a prominent place in this literary genre because of the use of magic. In many fairy tales are used magic or fantastic elements that represent supernatural events.
- ❖ Monster Stories

    In this type of story, the main character encounters some witch, ogre, or other types of monster. The principal characteristic of this story is that the protagonist must overcome an obstacle.
- ❖ Princess Stories

This is another type of tale that occupies a prominent place in this genre. In these stories, royal figures such as kings, queens, princesses, or princes play the leading role.

1.2.2 Dependent variable: Reading Skills.
English Language Learning.-

The majority of English teachers considered that students need to practice English language outside the classroom to improve and to increase their English level. The author stated English language learning as the process of study in English language having the main purpose of teaching the English language to non-native speakers. (Chapelle, 2003).

Hismanoglu (2000) presented a classification of language learning strategies. There are two main strategies:

❖ Cognitive Learning Strategies

It refers to the process or the steps used in the teaching-learning process.

❖ Metacognitive Learning Strategies

It is a strategy used to supervise language learning. It implies planning and setting goals.

Receptive Skills.-

Generally, when teachers talk about the use of language, they tend to talk about the four skills. These skills are divided into two types: Receptive skills (reading and listening) and Productive skills (speaking and writing). Where receptive skills are viewed as passive skills and productive skills are viewed as more active. This is because when we speak or write something we produce language but when we listen or read we use the language but in a shallower way. When people use language they mix their skills (Harmer, 2007). Receptive skills are the forms in which people extract the main things from what they are seeing or hearing.

Hernandez (2016) mentions that receptive skills are very important in the early stages of language learning, it is considered that talking about skills it should be done separately because each one has an important role in second language learning. Reading implies understanding a text, unit by unit of language.

Receptive skills are listening and reading because learners do not need to produce the language, they just receive it and understand it, they are also known as passive skills.

Srinivas (2019) considered listening and reading as receptive or passive skills because they just read or listen to the language but they do not produce anything. On the other hand, speaking and writing are considered productive or active skills because learners need to practice in order to produce the language.

Reading Skills.-

Sangia (2014) stated that reading is one of the four language skills and it plays a fundamental role in the teaching-learning process. The author said fundamental because the four skills must be taught at the same time. Reading skills are used as a tool to obtain a lot of information about different areas of knowledge. Reading is also a requirement in society because people who read are better informed about our daily life. In education, reading has an even more important role, because is considered that students who read the most, have the most knowledge they acquire. Interesting in reading must be developed as early as possible in students because they need to be conscious of the function and the role of reading.

Richards and Schmidt (2010), reading is a process in which a written text is understood, it uses different cognitive skills, and this process includes the recognition of letters, words, text types, and text structures. The author stated that the result of understanding a text is called reading comprehension.

Nowadays, the learning process is extremely linked with fun by using multimedia and these technological tools. Teachers use a lot of technology as a resource for their classes because it is associated directly with the development of our current era. Many books, novels, or literary resources are used by teachers because they are not up to date on technology, they use these literary resources because of the ease to obtain them. Teachers can create their own technological materials using literary resources. (Richards and Schmidt, 2010).

Learning to read is a complex process as well as other skills, in this complex process there are many aspects involved; such as the ability to concentrate, memory, or even the techniques that the reader uses (Rama et al., 2018).

Al-Jawi (2010), stated some different sub-skills of reading, when the process of reading is carried out people use the sub-skills depending on what they are reading.

- ❖ **Identifying the topic:** people who are good at reading are able to understand or pick up the topic faster than the other readers. Generally, people who read tend to have their own schemata and that helps them to get an idea of the topic. It is considered that this ability lets them process the information in a better way.
- ❖ **Predicting and guessing:** sometimes is easier for readers to guess what is coming next or make assumptions about the content of the text, especially when they have identified the topic. Subsequent reading allows them to verify the assumptions that they have anticipated or to readapt what is going to happen.
- ❖ **Reading for general understanding:** good reader s are able to understand the essence, the gist, or the main idea without taking care of general information. Skimming is a term used to define the act of reading a text in a fast way and getting an idea.

- ❖ **Reading for specific information:** in this case readers look for specific details and ignore the information that is not relevant until they get the data they are looking for, this is defined as scanning.
- ❖ **Reading for detailed information:** this is when people read to understand all the information that they are reading meticulously.
- ❖ **Interpreting text:** readers are able to use some hints to try to understand the implication or the suggestion of the text.

Hernandez (2016) recommended that texts should be accessible to readers and appropriate to their learning level, appropriate because a long or difficult-to-understand text can help students develop or improve their vocabulary or general knowledge, but it is not going to be a useful tool to develop their reading skills. Reading is useful for acquiring a foreign language, so the more the students read, the more they understand and improve, and it will help them develop writing skills or acquire a lot of vocabulary.

Reading is part of our lives, people read for information and even for pleasure. It is a cognitive process and two types of readers are established, people who are beginning to read and people who read fluently. In addition, reading is defined as a self-discovery process, because readers interact with different material and they tend to decompose new knowledge, and reading comprehension can be considered as a final product. (Kaya, 2015)

It is important to link reading in a foreign language and thinking in that language. Generally, if you want to read well in another language you must think in that language because learners will have difficulties comprehending if they think in their mother tongue and translate into s foreign language; the result of this practice is incomplete comprehension. It is necessary to connect ideas and information in reading, in this way readers use the information that they already know and what they are reading to get a complete idea (Kaya, 2015).

1.3 Objectives

1.3.1 General Objective

To analyze the impact of fairy tales in reading skills.

1.3.2 Specific Objectives

- ❖ To theoretically define the effectiveness of fairy tales in reading skills.
- ❖ To identify the use of fairy tales in the development of reading skills.
- ❖ To recognize the importance of fairy tales in reading skills.

CHAPTER II.

METHODOLOGY

2.1 Materials

To conduct the current research some different resources were used such as technological, material, or human. To collect information from students at "Unidad Educativa Bilingue La Granja" that are identified as human resources. As a material resource was used a survey. And as technological resources were used the internet, computer, and printer.

2.2 Methods
Research Approach

This investigation was focused on a quantitative approach. Generally, researchers investigate with the quantitative approach because this approach helps them to answer questions that require numerical data. As a part of the process, a numerical analysis was used to analyze the data collected, this analysis involves the interpretation of numerical data to use this information to describe the problem. According to Williams (2007), quantitative research involves numerical or statistical experimentation and based on this some theories are built. Because of that, in this research, a reading test from Cambridge was taken to collect data and analyze it to identify the complications that learners have in their reading skills, and to identify the effect of using fairy tales.

2.2.1. Bibliographic research

The present research is considered bibliographic because it is based on some previous research works that have a similar objective. Rodriguez (2013) stated that bibliographic-documentary research is an essential part of a systematic process in research, which is involved the collection of data, interpretation, and analysis. The main characteristic of bibliographic research. This research is considered bibliographic because, for its correct development, it uses some facts provided by several authors who

made research using the same variables. Perez & Lebrero (2014), bibliographic research uses as main source documents in their different forms such as printed documents, online documents, or even audiovisuals.

2.2.2. Descriptive Research

This type of research consists mainly in characterizing a situation in order to understand it. The aim of descriptive research was not just to collect data, but to identify the relationship that two or more variables have (Morales, 2012). In the current research, this was useful because it was needed to analyze the learning process and to know how reading skills were improved by the use of Fairy Tales.

2.3 Population

The population in this research was applied to "Unidad Educativa Bilingue La Granja", as a field of study. The level of population was A2, and the participants were chosen by the availability of students according to the rulers of the authorities in the institute. The population consists of one class of seventeen students, 10 males and 7 females around 9 to 10 years old.

Table 1

Population

Population	Experimental group	Percentage
Male	10	58.8%
Female	7	41.2%
Total	17	100%

Note: These data were taken from 4th-level EGB students at Unidad Educativa Bilingue La Granja

2.4 Techniques

For data collection of the current research, a survey was used, the objective of this survey was to gather information about the use of fairy tales in English classes and its influence on the development of reading of the students of the fourth grade of "Unidad Educativa Bilingue La Granja". The survey was developed by the researcher and structured according to the operationalization of variables where a process was followed taking into account the dimensions, indicators, and items to set the questions for the survey. The Likert Scale was used in the survey with the same frequency to all the questions, the frequency was: 5 always, 4 almost always, 3 sometimes, 2 almost never and 1 never. The survey had 20 questions and was applied only to students.

2.5 Hypothesis

H1: Fairy Tales influence on the improvement of reading skills.
H0: Fairy Tales do not influence on the improvement of reading skills.

CHAPTER III.

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results.

For the Development of this chapter in which the analysis and interpretation of the results obtained in the study population is developed, the same one that was applied at "Unidad Educativa Bilingue La Granja" to 17 students between 9 and 10 years of age.

The instrument applied for data collection was a questionnaire structured on a 5-point Likert scale the frequency was: 5 always, 4 almost always, 3 sometimes, 2 almost never and 1 never. The survey had 20 questions and was applied only to students.

Being a descriptive exploratory research, the following qualitative values are presented below, in order to know the perception that students have of Fairy Tales as well as the influence on the improvement of reading skills.

Likewise, each one of the items focuses on the study variables, therefore, it is proceeded with the statistical analysis by means of Friedman's Chi-square, which allows us to know the value of each one of the questions so that they can be compared. By means of the standard P value.

Table 2

Descriptive Statistics

	N	Mean	Std.Deviation	Minimum	Maximum
1. How often does your teacher use literary resources in your English classes?	17	2,00	,707	1	3

2. How often does your teacher use didactic resources in your English classes?	17	3,29	,588	3	5
3. Do you consider that using literary, graphic, and didactic resources makes an English class more attractive for reading?	17	4,53	,874	2	5
4. Do you consider fairy tales as a didactic resource to encourage reading?	17	4,65	,702	3	5
5. How often does your teacher use fairy tales in your English classes?	17	1,53	1,068	1	5
6. How often does your teacher use real stories in your classes?	17	3,18	,728	2	4
7. Do you consider that imaginary stories encourage your reading?	17	3,88	1,054	2	5
8. How often does your teacher use collaborative work in your classes?	17	3,35	,786	2	5
9. How often do you organize your time to leave a space for reading?	17	2,12	,697	1	3
10. Do you think that the narration of a fairy tale	17	4,59	,618	3	5

makes English classes more interesting and funny?					
11. Do you think that the use of expressiveness when a fairy tale is narrated makes the story more interesting?	17	4,71	,588	3	5
12. Do you consider that you feel attracted to reading when a text is easy to understand and that is accompanied by pictures or graphics?	17	4,88	,332	4	5
13. Do you consider that comprehension of a text makes the learning process easier?	17	4,76	,562	3	5
14. Do you consider that the context of the story helps you to understand better the text?	17	4,53	,624	3	5
15. Do you consider that the text should be chosen according to your English level and your age?	17	4,94	,243	4	5

16. When you read, do you understand the main idea of a text?	17	3,94	,659	3	5
17. When you read a text without a title, is it easy for you to identify the topic of the text?	17	3,41	,795	2	5
18. Do you think that implementing a reading strategy improves reading? For example, predicting, asking question to yourself.	17	4,47	,943	2	5
19. Do you consider that if you don't understand a word of a sentence the rest of the text helps you to guess the meaning of it?	17	4,06	,827	3	5
20. Do you consider you can guess what is going to happen next in a story when you are reading?	17	3,65	,786	3	5

Note: Table n°2 shows descriptive statistics according to the data collected with 4th Year students at "Unidad Educativa Bilingue La Granja"

In table 2, the descriptive values of the mean are displayed, where the 20 questions that were part of the survey applied to the students are analyzed, in this way it is evident that questions 1, 5 and 9; they have a value below the standard mean which is 2.5.

For question 1 where; How often does your teacher use literary resources in your English classes?, the 52.94% of the students who almost never use the teacher literary resources in English classes; in question 5. How often does your teacher use fairy tales in your English classes? 70.59% of the students affirm that the teacher Never uses fairy tales in English classes; 17.65% mention that the teacher Almost never uses fairy tales; finally in question 9. How often do you organize your time to leave a space for reading?, there is a trend of students who mention that they almost never organize their time to leave a space for reading, this trend is 52.94%, therefore, it is taken as perceptions that currently students do not adequately use fairy tales for the improvement of reading skills.

Within the perceptions that can be evidenced in the research, it is determined that fairy tales are stories that allow students to increase creativity, teamwork and above all imagination, in the same way the student is able to improve their vocabulary and consequently their reading skills, which allows a better reading comprehension of the students.

Figure 1

*Response option percentages of the 17 students.*
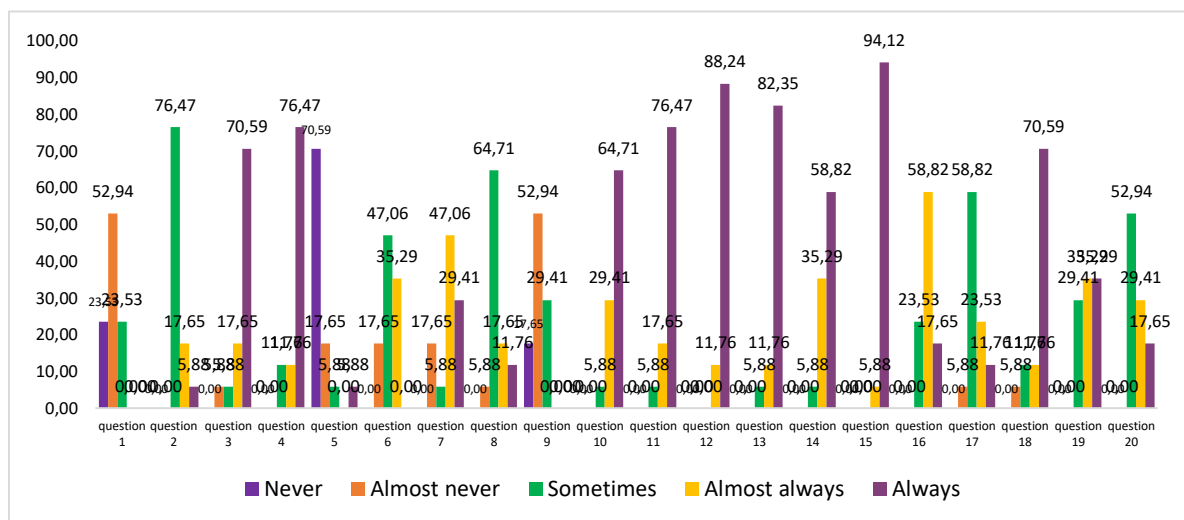
Note: This table shows the percentages of the response options of the 17 students, elaborated by Núñez, R.(2022)

Figure 1 shows the results obtained from the 17 students who were part of the research, as well as the trends that exist in each of the 20 questions with the respective response options in each of them.

There are a total of 10 questions with a calculated mean greater than the standard mean of the research, these questions are Question 3 with a mean of 4.53; question 4 means 4.65; question 10: 4.59, question 11: 4.71; question 12: 4.88; question 13: 4.76; question 14: 4.53; question 15: 4.94 question 18: 4.47 and finally question 19 with a calculated mean of 4.06; Therefore, the discussion is reached that students feel motivated and with the ability to create extra content based on fairy tales when these are applied as a strategy in the improvement of reading skills.

Figure 2

General Mean

General Mean

Never	5,59
Almost never	9,12
Sometimes	23,53
Almost always	20,88
Always	40,88
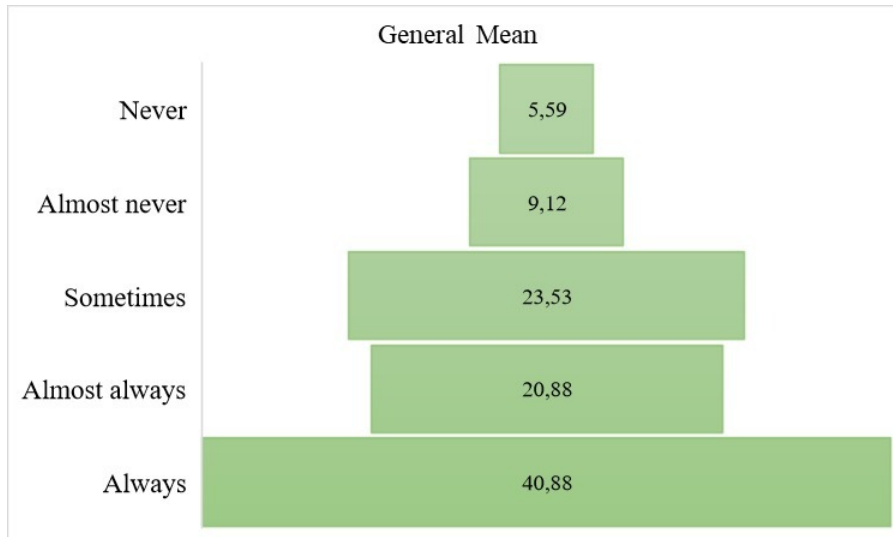
Note: Table n°2 shows the general mean with each item of the scale, elaborated

Figure 2 shows that the indicator with the greatest trend in most of the questions is always with a mean of 40.88% of the total population, followed by the Sometimes indicator with a trend of 23.53%; Almost always with 20.88% and finally Almost never and Never with 9.12 and 5.59 of the lowest trends respectively.

3.2 Verification of hypotheses

Table 3

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of Question_1 occur with equal probabilities.	One-Sample Chi-Square Test	,230	Retain the null hypothesis.
2	The categories of Question_2 occur with equal probabilities.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
3	The categories of Question_3 occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
4	The categories of Question_4 occur with equal probabilities.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
5	The categories of Question_5 occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
6	The categories of Question_6 occur with equal probabilities.	One-Sample Chi-Square Test	,327	Retain the null hypothesis.
7	The categories of Question_7 occur with equal probabilities.	One-Sample Chi-Square Test	,098	Retain the null hypothesis.
8	The categories of Question_8 occur with equal probabilities.	One-Sample Chi-Square Test	,002	Reject the null hypothesis.
9	The categories of Question_9 occur with equal probabilities.	One-Sample Chi-Square Test	,193	Retain the null hypothesis.
10	The categories of Question_10 occur with equal probabilities.	One-Sample Chi-Square Test	,011	Reject the null hypothesis.
11	The categories of Question_11 occur with equal probabilities.	One-Sample Chi-Square Test	,001	Reject the null hypothesis.
12	The categories defined by Question_12 = Almost always and Always occur with probabilities 0,5 and 0,5.	One-Sample Binomial Test	,002[1]	Reject the null hypothesis.
13	The categories of Question_13 occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

[1]Exact significance is displayed for this test.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
14	The categories of Question_14 occur with equal probabilities.	One-Sample Chi-Square Test	,028	Reject the null hypothesis.
15	The categories defined by Question_15 = Almost always and Always occur with probabilities 0,5 and 0,5.	One-Sample Binomial Test	,000[1]	Reject the null hypothesis.
16	The categories of Question_16 occur with equal probabilities.	One-Sample Chi-Square Test	,080	Retain the null hypothesis.
17	The categories of Question_17 occur with equal probabilities.	One-Sample Chi-Square Test	,009	Reject the null hypothesis.
18	The categories of Question_18 occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
19	The categories of Question_19 occur with equal probabilities.	One-Sample Chi-Square Test	,943	Retain the null hypothesis.
20	The categories of Question_20 occur with equal probabilities.	One-Sample Chi-Square Test	,193	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

[1]Exact significance is displayed for this test.

By having a descriptive investigation, it proceeds with the hypothesis test summary where it can be evidenced by means of the calculation of the Friedman Chi square that questions 1, 6, 7, 9, 16, 19 and 20 have a higher P value. to 0.05 (Standard P value); therefore, for these questions it is important to develop or at the same time apply frequently the Fairy Tales, which allow an improvement in the development of reading skills; therefore the teacher must apply strategies that allow students to improve this ability, it is the case of the most frequent implementation of literary resources in their English classes, in the same way it should be created some activities where the student creates real stories based on their perceptions in the development of Reading; likewise the creation of teamwork, form a cooperative learning within the classroom.

The students think that the narration of a fairy tale makes English classes more interesting and funny, since they allows motivation, imagination and creativity for the development of the skill to be improved.

3.3 Hypothesis testing

Table 4

Test Statistics

	Question_1	Question_2	Question_3	Question_4	Question_5	Question_6	Question_7	Question_8	Question_9	Question_10	Question_11	Question_12	Question_13	Question_14	Question_15	Question_16	Question_17	Question_18	Question_19	Question_20
Chi-Square	2,941[a]	14,588[a]	19,471[b]	14,235[a]	19,471[b]	2,235[a]	6,294[b]	14,765[b]	3,294[a]	8,941[a]	14,588[a]	9,941[c]	18,471[a]	7,176[a]	13,235[c]	5,059[a]	11,471[b]	19,000[b]	,118[a]	3,294[a]
df	2	2	3	2	3	2	3	3	2	2	2	1	2	2	1	2	3	3	2	2
Asymp. Sig.	,230	,001	,000	,001	,000	,327	,098	,002	,193	,011	,001	,002	,000	,028	,000	,080	,009	,000	,943	,193

a. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 5,7.

b. 4 cells (100,0%) have expected frequencies less than 5. The minimum expected cell frequency is 4,3.

c. 0 cells (0,0%) have expected frequencies less than 5. The minimum expected cell frequency is 8,5.

Table 3 checks the information that was presented in the hypothesis summary, where items 1, 6, 7, 9, 16, 19 and 20 are questions whose statistical value exceeds the standard comparison P-value; that is to say; the calculated Pvalue is greater than 0.05; therefore, the teacher must resort to the inclusion of fairy tales; in question 8 the teacher must apply activities that promote interest to apply the improvement in the Reading skill; Regarding question 9, where the frequency of participation in class for some type of reward is measured, there is a low indication; since the teacher does not apply this type of activities so frequently; and finally in questions 19 and 20 where the frequency of knowing the pronunciation of a new word is measured, it is an activity that is not applied frequently in the same way; therefore, actions should be taken to apply the best strategy with regard to the study variable; where all these types of resources can be applied as a strategy to improve reading learning.

Finally, having a calculated p-value of less than 0.05 in 13 questions out of the 20 asked to the students; the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1) are considered, which mentions that Fairy Tales influence the improvement of reading skills. Therefore, these types of resources should be applied in teaching reading skills to students.

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

Based on the theoretical review on fairy tales, it is important to highlight that this type of resource promotes creativity and imagination in children; even more so when they are participants in their own stories, the same ones that are generating reading skills and therefore the development of vocabulary to improve reading; the effectiveness of this type of resources in the learning and evolution of the child is 85%.

It was possible to show that students who use fairy tales for Reading learning develop empathy which allows the student to intuitively recognize unreal facts and at the same time improve the inner experience through imagination and social relationships.

It is very important to recognize that fairy tales improve students' empathy and how this improves collaborative work inside and outside the classroom, likewise allows the student to open their minds since this type of resource allows the understanding of other people's realities and unreal, the same ones that assume them in everyday life.

4.2 Recommendations

Implement by the teacher the use of this type of strategies which allow the student to work individually or in groups inside and outside the classroom, since it allows the development of vocabulary, as well as the improvement of the Reading skill as well. The students initiates the process of creativity, motivation and imagination through the investigation of new words and generating a significant contribution to the reading ability.

Promote the creation of fairy tales to students, since when talking about this educational resource we are not only talking about fairies, but about those beings from

popular and ancestral folklore that include goblins, elves, unicorns, witches, gnomes and any other fantastic being that It can arise from tradition or current imagination, therefore, the student generates unique experiences which can be shared.

Develop activities focused on the individual and collaborative work of students, who in turn promote through their unpublished writings the development of communicative competence, and therefore put into practice the five basic language skills, written and oral comprehension, written and oral production and above all interaction.

C. REFERENCE MATERIALS

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Annexes

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	x		x		x		x		x		
2	x		x		x		x		x		
3	x		x		x		x		x		
4	x		x		x		x		x		
5	x		x		x		x		x		
6	x		x		x		x		x		
7	x		x		x		x		x		
8	x		x		x		x		x		
9	x		x		x		x		x		
10	x		x		x		x		x		
11	x		x		x		x		x		
12	x		x		x		x		x		
13	x		x		x		x		x		
14	x		x		x		x		x		
15	x		x		x		x		x		
16	x		x		x		x		x		
17	x		x		x		x		x		
18	x		x		x		x		x		
19	x		x		x		x		x		
20	x		x		x		x		x		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	x		
The items allow to accomplish the objective of the research.	x		
The items are distributed in a logical and sequential way	x		
The number of items is enough to collect data. If not, suggest the items to be included.	x		

APPLICABLE	x	NOT APPLICABLE	
Validated by: _(signature)_		ID: 1803691029	Date: 06-01-2023
Signature: _(signature)_		Email: albaphernandezf@uta.edu.ec	
Place of work: UTA		Academic degree; Mg.	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación*. 19. 228 - 247

A. CHECKLIST VALIDATION

ITEM	Clarity in writing style		Internal Coherence		Induction to the answer (Bias)		Appropriate Language		It measures what it stated in the objectives		Observations
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
1	✓	✓	✓		✓		✓		✓		
2	✓	✓	✓		✓		✓		✓		
3	✓	✓	✓		✓		✓		✓		
4	✓	✓	✓		✓		✓		✓		
5	✓	✓	✓		✓		✓		✓		
6	✓	✓	✓		✓		✓		✓		
7	✓	✓	✓		✓		✓		✓		
8	✓	✓	✓		✓		✓		✓		
9	✓	✓	✓		✓		✓		✓		
10	✓	✓	✓		✓		✓		✓		
11	✓	✓	✓		✓		✓		✓		
12	✓	✓	✓		✓		✓		✓		
13	✓	✓	✓		✓		✓		✓		
14	✓	✓	✓		✓		✓		✓		
15	✓	✓	✓		✓		✓		✓		
16	✓	✓	✓		✓		✓		✓		
17	✓	✓	✓		✓		✓		✓		
18	✓	✓	✓		✓		✓		✓		
19	✓	✓	✓		✓		✓		✓		
20	✓		✓		✓		✓		✓		

General Aspects	Yes	No	********
The instrument has clear and precise instructions to answer the questionnaire	✓		
The items allow to accomplish the objective of the research.	✓		
The items are distributed in a logical and sequential way	✓		
The number of items is enough to collect data. If not, suggest the items to be included.	✓		

APPLICABLE	X	NOT APPLICABLE	
Validated by: My. Edgar Encalada T.	ID: 050182417-1		Date: 06-01-23
Signature:		Email: eg.encalada@uta.edu.ec	
Place of work: UTA - FCHE - PINE		Academic degree: Magister	

Note. Taken and adapted from Corral, Y. (2009). Validez y Confiabilidad de los instrumentos de Investigación para la recolección de datos. *Revista Ciencias de la Educación.* 19. 228 - 247

1. **Operazionalization of variables**

Independent variable operationalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUE INSTRUMENT
VARIABLE **Fairy Tales** The fairy tale is an effective resource that favors reading comprehension in children, by awakening their imagination through stories because it creates learning habits inside or outside of school, the narration of a fairy tale through guidelines allows being able to interpret them in a better way.	**Resources.**	-Literary. -Didactic. -Graphics.	How often does your teacher use literary resources in your English classes? How often does your teacher use didactic resources in your English classes? Do you consider that using literary, graphic, and didactic resources makes an English class more attractive for reading? Do you consider fairy tales as a didactic resource to encourage reading?	**Technique:** Survey **Instrument:** Questionnaire

44

	Stories.	-Real. -Imaginary. -Didactic.	How often does your teacher use fairy tales in your English classes? How often does your teacher use real stories in your classes? Do you consider that imaginary stories encourage your reading?	
	Learning habits.	-Collaboration. -Organization. -Involvement.	How often does your teacher use collaborative work in your classes? How often do you organize your time to leave a space for reading? Do you think that the narration of a fairy tale makes English classes more interesting and funny? Do you think that the use of expressiveness when a fairy tale	

	Narration	-Sort story	is narrated makes the story	
		-View the characters	more interesting?	
		-Use a soft tone		
		-Give expressiveness to the voice		
		-Give sound to the story		

Dependent variable operacionalization

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUE INSTRUMENT
Reading Skills.	**Comprehension levels**	-Literal -Inferential		

		-Critic	Do you consider that you feel attracted to reading when a text is easy to understand and that is accompanied by pictures or graphics?	**Technique:** Survey
	Reading Interaction		Do you consider that comprehension of a text makes the learning process easier?	**Instrument:** Questionnaire
Reading skills are abilities of processing information by which is <mark>comprehended</mark> the meaning of a written text through the <mark>interaction</mark> between the reader and the text. It is composed by some <mark>sub-skills.</mark> This works through a conjunction of <mark>strategies.</mark>		-Reader -Text -Context	Do you consider that the context of the story helps you to understand better the text? Do you consider that the text should be chosen according to your English level and your age?	
	Reading Sub-skills	-Skimming/ Reading for general understanding		

	Reading Strategies	-Scanning/ Reading for specific information - Identifying the topic -Predicting and guessing -Reading for detailed information -Interpreting text -Bottom-up -Top-down	When you read, do you understand the main idea of a text? When you read a text without a title, is it easy for you to identify the topic of the text? Do you think that implementing a reading strategy improves reading? For example, predicting, asking question to yourself, *Top-down* is a reading strategy for example when you turn on the TV and it is said on the news that there was an earthquake in Haiti last night	

			and immediate you start asking yourself questions such as: *How much damage did the earthquake do? What was the magnitude of the earthquake? Did people die?* Top-down is when people can predict or make questions because they have previous knowledge about what the catastrophe that earthquakes cause.) Do you consider that if you don't understand a word of a sentence the rest of the text helps you to guess the meaning of it? Do you consider you can guess what is going to happen next in a story when you are reading?	

2. Instrument

Objective: The aim of the current survey is to gather information about the use of fairy tales in English classes and its influence on the development of reading of the students of the fourth grade of "Unidad Educativa Bilingue La Granja".

1. **How often does your teacher use literary resources in your English classes?**

a) always

b) almost always

c) Sometimes

d) almost never

e) never

2. **How often does your teacher use didactic resources in your English classes?**

a) always

b) almost always

c) Sometimes

d) almost never

e) never

3. **Do you consider that using literary, graphic, and didactic resources makes an English class more attractive for reading?**

a) always

b) almost always

c) Sometimes

d) almost never

e) never

4. **Do you consider fairy tales as a didactic resource to encourage reading?**

a) always

b) almost always

c) Sometimes

d) almost never

e) never

5. How often does your teacher use fairy tales in your English classes?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

6. How often does your teacher use real stories in your classes?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

7. Do you consider that imaginary stories encourage your reading?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

8. How often does your teacher use collaborative work in your classes?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

9. How often do you organize your time to leave a space for reading?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

10. Do you think that the narration of a fairy tale makes English classes more interesting and funny?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

11. Do you think that the use of expressiveness when a fairy tale is narrated makes the story more interesting?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

12. Do you consider that you feel attracted to reading when a text is easy to understand and that is accompanied by pictures or graphics?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

13. Do you consider that comprehension of a text makes the learning process easier?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

14. Do you consider that the context of the story helps you to understand better the text?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

15. Do you consider that the text should be chosen according to your English level and your age?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

16. When you read, do you understand the main idea of a text?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

17. When you read a text without a title, is it easy for you to identify the topic of the text?

a) always

b) almost always

c) Sometimes

d) almost never

e) never

18. Do you think that implementing a reading strategy improves reading? For example, predicting, asking question to yourself,

Top-down is a reading strategy for example when you turn on the TV and it is said on the news that there was an earthquake in Haiti last night and immediate you start asking yourself questions such as: *How much damage did the earthquake do?*

What was the magnitude of the earthquake? Did people die? Top-down is when people can predict or make questions because they have previous knowledge about what the catastrophe that earthquakes cause.*)*

a) Always

b) almost always

c) Sometimes
d) almost never
e) never

19. **Do you consider that if you don't understand a word of a sentence the rest of the text helps you to guess the meaning of it?**
a) always
b) almost always
c) Sometimes
d) almost never
e) never
20. **Do you consider you can guess what is going to happen next in a story when you are reading?**
a) always
b) almost always
c) Sometimes
d) almost never
e) never

Thank you so much for your time and your help for the development of this project.

3. Urkund

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CHAPTER I.

THEORETICAL FRAMEWORK 1.1 Research Background The information provided in this research demonstrates the importance of using literary resources in the learning reading process and encourages the use of literature in teaching materials. Romdanih (2021) conducted a qualitative research.