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en Enseñanza de Inglés como Lengua Extranjera

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Investigación Aplicada y de Desarrollo

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A la Unidad Académica de Titulación del Centro de Posgrados

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DEDICATORY

This research study is dedicated to my beloved husband and daughters, whose unwavering love, support, and understanding have been my source of inspiration and motivation throughout this process. You are my inspiration to continue my studies and strive for professional growth

*With love,
Nancy Martínez*

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TEMA:

THE IMPACT OF USING FAIRY TALES TO ENHANCE THE READING
COMPREHENSION

MODALIDAD DE TITULACIÓN: Proyecto de Titulación con Componentes de Investigación Aplicada y de Desarrollo

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RESUMEN EJECUTIVO

Leer cuentos de hadas es una estrategia valiosa para mejorar la comprensión lectora en estudiantes que se encuentran aprendiendo Inglés como una Lengua Extranjera, especialmente en la decodificación de palabras, la expansión del vocabulario y la fluidez del idioma. Además, los cuentos de hadas ofrecen un contexto atractivo para capturar la atención e interés de los estudiantes en la lectura, proporcionando moralejas y valores para la vida cotidiana. Basado en estos supuestos, este estudio tuvo como objetivo investigar si el impacto del uso de cuentos de hadas mejora la comprensión lectora. El estudio se llevó a cabo con 26 estudiantes en el grupo experimental y 26 estudiantes en el grupo de control. Además, el investigador utilizó un enfoque cuantitativo con un diseño cuasiexperimental cuyos instrumentos de recolección de datos fueron un pre-test, post-test y una encuesta. El pre-test y post-test, fueron diseñado con tres criterios de evaluación: vocabulario, decodificación de palabras, fluidez, y una rúbrica de evaluación. Además, el investigador encuestó al grupo experimental al final del tratamiento para determinar la utilidad de la intervención en términos de interés, entretenimiento, motivación y valores para contextos de la vida real. Los hallazgos indicaron una mejora notable en el rendimiento dentro del grupo experimental en comparación con el grupo de control, destacando la significancia estadística de la intervención. Además, los hallazgos obtenidos de la encuesta demostraron respuestas positivas, tanto en términos de participación como de mejora en la comprensión, indicando una recepción favorable de este enfoque pedagógico.

Los estudiantes mostraron un mayor entusiasmo por las actividades de lectura, mostrando una fuerte motivación y encontrando entretenimiento en los cuentos de hadas debido a los valores que estos proporcionaban para la vida diaria. Por lo tanto, el estudio sugiere el uso de cuentos de hadas como una herramienta educativa para mejorar la comprensión lectora en términos de vocabulario, decodificación de palabras y fluidez, respaldado por comentarios positivos sobre la participación activa y motivación de los estudiantes.

Palabras claves: Cuentos de hadas, comprensión lectora, decodificación, vocabulario, fluidez.

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MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA
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THEME:

THE IMPACT OF USING FAIRY TALES TO ENHANCE THE READING
COMPREHENSION

LINE OF RESEARCH: Titling Project with Components of Applied Research and
Development

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ABSTRACT

Reading fairy tales is a valuable strategy to enhance reading comprehension in EFL students, particularly in decoding words, expanding vocabulary, and fluency. In addition, fairy tales offer an attractive context to capture students' attention and interest in reading, providing morals and values for students' everyday lives. Based on these assumptions, this study aimed to investigate if the impact of using fairy tales enhances reading comprehension in EFL students. The current study was conducted with 26 students in the experimental group, who were divided into 12 males and 14 females. The control group was composed of 26 learners, 16 males and ten females. The researcher used a quantitative approach with a quasi-experimental design whose data collection instruments were a pre-post-test and a survey. The pre-test was designed with three assessment criteria: vocabulary, decoding words, fluency, and a rubric to evaluate these critical indicators from the dependent variable. Additionally, the researcher surveyed the experimental group at the end of the treatment to confirm how helpful fairy tales were for students in terms of interest, entertainment, motivation, and values for real-life contexts. Findings indicated a notable enhancement in performance within the experimental group compared to the control group, underscoring the statistical significance of the intervention. Furthermore, findings obtained from the survey demonstrated positive responses, both in terms of engagement and comprehension improvement, indicating a favorable reception of this pedagogical approach. Students showed an increased enthusiasm for reading activities, showing strong motivation and finding entertainment in fairy tales due to the values that fairy

tales provided for daily life. Therefore, the study suggests using fairy tales as an educational tool in EFL classrooms to enhance reading comprehension in terms of vocabulary, word decoding, and fluency, supported by positive feedback on student engagement and motivation.

Key words: Fairy tales, reading comprehension, decoding, vocabulary, fluency

CHAPTER I

THE RESEARCH PROBLEM

1.1 Introduction

This study, titled "The impact of using fairy tales to enhance Reading Comprehension," sets out to illustrate how the incorporation of fairy tales can improve reading comprehension skills among students learning English as a Foreign Language (EFL). The strategies employed in this research have confirmed to be invaluable in fostering a deeper understanding of the reading process, enhancing various skills such as fluent text reading, effective word decoding, and vocabulary enrichment.

According to Elleman and Oslund (2019) reading comprehension is a challenge to teach, assess, and do research. Since it is one of the most complicated cognitive processes that people perform. Multiple language and cognitive processes, such as word reading proficiency, working memory, inference creation, comprehension monitoring, vocabulary, and prior knowledge, must all be coordinated to understand the text. Based on author's position, reading comprehension plays a crucial role in the overall language development of EFL students, helping them acquire language skills, cultural understanding, critical thinking abilities, and communication proficiency.

On the other hand, Mashtaler and Mástaler (2020) defined a useful strategy to enhance reading comprehension as the use of fairy tales in EFL classrooms. When children engage with fairy tales through listening or reading, they encounter numerous unfamiliar words. While they may not grasp the exact meanings of all these words initially, the narrative context aids in the learner's comprehension. This approach not only encourages children to delve deeper into the story but also motivates them to independently explore word meanings, whether through dictionary consultation or incorporating these newfound words into their own storytelling efforts.

Regarding the researcher's position and the usefulness of the investigations done using fairy tales to enhance reading comprehension, is important to delve into some

difficulties that English language learners attending at Tirso de Molina Middle School face with reading. First, students do not get into the habit of reading or just do not like to read. Second, learners often struggle to comprehend texts from their course materials or find reading challenging due to the lack of visual aids, simplified vocabulary, and clear explanations. Traditional textbooks often provide beyond their vocabulary level while reading, Third, decoding becomes challenging, learners struggle to recognize individual phonemes or grasp word meanings. In addition, a solid understanding of word meanings is indispensable, particularly for attaining reading fluency.

To evaluate the outcomes of this study on high school students, the researcher worked with two small groups of participants who collaboratively engaged in this research. The study used a quasi-experimental design, involving both pre-test and post-test assessments. At the end, a survey was applied to confirm how fairy tales improve students' interest, motivation, values, and entertainment. The findings highlight the tangible benefits of incorporating fairy tales into EFL classrooms. The study concluded that fairy tales not only enhance reading comprehension but also contribute to improve learners' vocabulary, and a more proficient ability to decode words. Furthermore, regarding fluency, there was a slight increase in this subskill observed, with the mean score rising from 3,61 in the initial assessment to 4,3 in the subsequent evaluation. That is why it is important to suggest researchers take this indicator into account for future investigation.

This quantitative study aimed to demonstrate the impact of using fairy tales to enhance reading comprehension in students learning English as a Foreign Language. The whole investigation was structured in six chapters as follows:

Chapter I: This chapter offers a summary of the problem statement and its significance within the socio-educational framework. It outlines the importance of investigating this issue and aligns it with the research's overarching and specific goals, aimed at establishing a connection between the independent variable (fairy tales) and the dependent variable (reading comprehension).

Chapter II: The research's foundation involves a comprehensive analysis of contemporary studies and prior research relevant to the subject under investigation. Additionally, this chapter encompasses the theoretical framework that supports the information regarding the variables.

Chapter III: The methodological framework of the study is described in this chapter, which covers the location, equipment and materials, type of investigation, hypothesis testing, population and sample, Data collection procedure, information processing, data analysis, and a brief description of the statistical analysis performed in this study.

Chapter IV: This chapter presents the data gathered throughout the study that are organized and explained in tables and graphs to support the readers' better understanding of the information. In addition, the data are analyzed and interpreted considering the major statistical findings in line with the research goals.

Chapter V: In this section, the researcher presents an interpretation of the quantitative results from the addresses. The discussion addresses the study's research questions to explain how the results contribute to understand the problem. The chapter also includes useful recommendations for practice and further research.

Chapter VI: This section presents the researcher's contribution to the field in a thorough proposal that contains guidelines for teachers interested in using fairy tales to enhance students' reading comprehension.

1.2. Justification

English reading ability has always been considered crucial in academics and is regarded as the most vital of the four language skills (Al-Nafisah & Al-Shorman, 2011). This skill must be enhanced through different methods and strategies. Participants in schools who do not cultivate a reading habit have been exposed to the challenges inherent to the reading process.

Sheng, (2000) research study stated that identification, interpretation, and perception of written or printed content are all parts of reading. Understanding the meaning of written content is known as comprehension, which entails using deliberate tactics that help one understand. Reading involves dealing with language form, whereas understanding is concerned with the outcome, which deals with language content. Reading also creates a connection between the writer and the reader. In some ways, it can be compared to comprehension because it only requires the recognition of words, sentences, and clauses this skill must be enhanced through different methods and strategies.

On the other hand, Simon (2022) stated the advantages of employing fairy tales in English as a Foreign Language (EFL) schools, with a focus on cultural and linguistic benefits. This research had two goals: first, it provided a general overview of the benefits of bringing literature into English schools, and then it looked into the specific benefits of using fairy tales as teaching materials. The author examined how fairy tales improved engagement and comprehension in EFL classes, focusing on the cultural and linguistic components that made them a great addition to the teaching toolbox. The findings from this research were that fairy tales are an important tool for EFL teachers since they are often more accessible and entertaining for students than other genres of literature. Fairy tales are often shorter and more predictable than other books, which can benefit adolescents with limited attention spans and new language. Furthermore, due to the concrete contextual character of fairy tales, they are an effective tool for teaching vocabulary, verb usage, and other grammatical features. Finally, learners may understand the content more quickly and easily if they are familiar with the structure of fairy tales. Overall, this study indicated that fairy tales can assist students in improving both cultural and language competency in EFL settings.

This study was **important** since the findings suggest that using fairy in EFL classrooms improves students' reading comprehension. Fairy tales provide skills for improving vocabulary, decoding words to understand texts, and fluency. Furthermore, this study was significant since the students and teachers who **benefited** from the application of reading strategies while reading a fairy tale, gained experience and knowledge.

The major contribution of this research lies in the fact that students not only improved their reading comprehension in the three components that were part of this study but behind the improvement they also got a different view of what learning English is through fairy tales should entail.

First, positive engagement and comprehension, the positive responses observed among students indicated that using fairy tales as a pedagogical approach was well-received. Students showed increased interest and entertainment in reading activities and actively participated in discussions, indicating strong engagement and motivation during the intervention.

Second, character development and moral values, fairy tales provided valuable insights into moral values such as respect, responsibility, honesty, and hard work, which contribute to students' character development. Through exposure to these values, students cultivated qualities essential for personal growth and success in life.

Third, Language acquisition is a complex process, and reading fairy tales has been shown to significantly aid students in their mastery of a new language. By engaging with the rich narratives, illustrations, and varied vocabulary found in fairy tales, students not only enhanced their comprehension skills but also developed a deeper understanding of grammar, syntax, and idiomatic expressions. Through exposure to different characters, settings, and plotlines, students were better equipped to navigate and communicate effectively in the target language.

This research was **feasible** because of students' and teachers' interest in improving their abilities to enhance Language use. The institution's authorization and the enthusiastic

engagement of students further contributed to its feasibility. Additionally, obtaining formal permission from student representatives through a written request underscored the commitment to ethical research practices. Therefore, the relevance of this study proposed to incorporate reading fairy tales with students in Middle School at Tirso de Molina School Institution to discover how participants enhance reading comprehension.

1.3. Objectives

Reading comprehension is crucial because it is considered the building block of learning. Given the importance of delving into issues related to reading comprehension, the researcher has furnished general and specific objectives that guided this research. These objectives provide a clear focused direction, a roadmap for planning and conducting the research, the confidentiality of data, and the integrity of the research process. These objectives are presented below.

1.3.1. General

To demonstrate the impact of using fairy tales to enhance reading comprehension in students learning English as a Foreign Language.

1.3.2. Specific

- To evaluate the effect of fairy tales on reading comprehension.
- To determine students' response to an intervention using fairy tales to enhance reading comprehension
- To identify the benefits of using fairy tales for EFL students.

CHAPTER II

LITERATURE REVIEW

Fairy tales and the impact of enhancing reading comprehension on students learning English as a Foreign Language are significant because they promote learners' growth and get them into the habit of reading. Fairy tales have the advantage of increasing their decoding of words, vocabulary, and fluency as indicators of reading comprehension. Additionally, reading fairy tales promotes learners' interest, motivation, human values, and entertainment on learners. The impact of using fairy tales to enhance reading comprehension among students learning English as a Foreign Language is undeniably significant. These enchanting stories also test learners' initiative, serving as a valuable tool in their educational journey. Several studies support the implementation of fairy tales to enhance reading comprehension.

2.1 Independent variable

The researcher has considered the following categories in the analysis of fairy tales as an independent variable:

- Fairy tale definition and types
- Fairy tales to promote students' interest
- Fairy tales to promote motivation
- Fairy tales and human values
- Fairy tales for entertainment.

2.1.1 Fairy tales definitions and types:

Most people are familiar with fairy tales. As children enjoyed hearing tales about princesses and princes, talking animals, wishes coming true, and even frightening tales involving witches and ogres. Some definitions are presented below.

The fairy tale is a traditional kid's story that generally includes magic and fantastical characters possessing a unique and lovely aspect, similar to something from a tale. (Cambridge Dictionary Online 2023)

Harries (2018) defined a fairy tale as a story that is told in a morbid era to the last child who is still sane. A fairy tale revealed to men when they were rational is a legend. Fairy Mythology and the appendix to tales and popular fiction, the Latin term *fatum*, which means "to enchant," is the word's original source to Thomas Keightley's. The French version of the root served as the direct derivation for the word, this French tradition as gathered by Charles Perreault and the German tradition as collected by the Brothers Grimm served as the foundation for many of the traditional fairy tales. Sleeping Beauty, Snow White, and Cinderella are among well-known titles. Perreault is frequently regarded as the most well-known fairy tale pioneer, and significantly dominated and occasionally even preceded by French women writers who are now known as the *conteuses* (female storytellers). The root's numerous incarnations included:

Latin *fatum*, = to enchant."

French *fee*, *feerie* = "illusion."

Italian = *fata*.

Provengal = *fada*.

Literary Terms (2016) described a fairy tale as a narrative, frequently created for young audiences, that includes fantastical creatures like elves, goblins, wizards, and sometimes even fairies. Rather than referring to the presence of a fairy character within a story, the phrase "fairy tale" seems to refer more to the amazing and magical environment or magical influences within a story. Traditional fairy tales were frequently handed down from storyteller to storyteller before being written down in books. All of them are fairy tales. They have been altered and told countless times, that they do not belong to anyone. It's not necessary to record fairy tales for them to be true. Fairy tales can also be found in many stories that parents or grandparents may have told off the top of their heads. For instance, tales of Santa Claus, the tooth fairy, the boogeyman, leprechauns, and pots of gold. A story is almost always a fairy tale if it takes place in a magical world with fantastical animals that accomplish amazing feats. Fairy tales are not restricted by any specific restrictions. As a result, they are grouped according to their components, subtypes, or themes.

Types of fairy tales:

Fairy tales spark the imagination and provide an outlet for experiencing things in people's mind before experiencing them in the real world. Through imagination, learners can explore outcomes and possibilities to enhance their reading comprehension and overcome better readers, different types of fairy tales can be applied in this research according to Literary Terms (2016)

- Supernatural Adversaries: *Hansel and Gretel, Red Riding Hood*
- Supernatural or Enchanted Relatives: *Sleeping Beauty, Beauty and the Beast*
- Supernatural Helpers: *Cinderella, Puss In Boots*
- Magic Objects: *The Magic Ring, Aladdin*
- Supernatural Power or Knowledge: *The White Snake, Ali Baba*
- Religious Tales: *The Three Green Twigs, The Flower of Lily-Lo*
- Realistic Tales: *The Falsely Accused Wife, Ariadne*
- Tales of Fate: *The Robber Bridegroom, Oedipus (Aarne-Thompson)*

Based on the previous information some fairy tales were selected according to the student's interest, and the chosen stories fall into different categories.

Supernatural Adversaries: Hansel and Gretel

This fairy tale involves characters facing challenges posed by supernatural or magical enemies or villains. In "Hansel and Gretel," the protagonists encounter a witch in the enchanted forest.

Supernatural or Enchanted Relatives: Beauty and the Beast

This category features tales where characters have relatives or significant figures who possess supernatural or magical qualities. In "Beauty and the Beast," the Beast is a central character with magical aspects.

Supernatural Helpers: Puss In Boots

These are stories where characters receive assistance from supernatural or magical beings. In "Puss In Boots," the cat's clever tricks and actions help the protagonist achieve success.

Magic Objects: The Magic Pot / the Snowman

This category involves stories where magical items play a crucial role. "The Magic Pot" and "The Snowman" likely feature enchanted objects that contribute to the storyline.

Realistic Tales: Pinocchio

While not strictly magical, realistic tales involve fantastical elements within a more grounded setting. "Pinocchio" is a story that combines real-world situations with magical occurrences, such as a wooden puppet coming to life.

Role of fairy tales in EFL

To begin with, it is essential to analyze research developed by Marosi (2020) who carried out a study "Fairy Tales in the EFL classroom". The study demonstrated that since the beginning of time, people all across the world have been familiar with fairy stories. The literary genre has influenced media, popular culture, fantasy, and, last but not least, education. The study's goal was to introduce and describe activities that center around using fairy tales. The paper's first section aimed to increase the legitimacy of fairy tales in the teaching of foreign languages (TEFL). The second section of the article focused on specific exercises inspired by fairy tales that are meant to help kids with their language (reading, writing, listening, and speaking) and social abilities (cooperation, empathy, problem-solving, decision-making, and confidence). It concluded that fairy tales can be used in the EFL classroom in different stages of a lesson: at the beginning (warm-up activities), during the lesson (in-class activities), and at the end (calm down), but the best if the teacher base the whole lesson on a specific fairy tale, so students can get a whole picture of the story, and so they can approach it from various viewpoints.

The role of fairy tale was also analyzed by Bottigheimer (2002). The author stated that fairy stories are good for young learners as they learn to read and write. Fairy tales are first of all clear and basic in their terminology and syntax. Fairy tale characters can be either good or bad. Children can distinguish between good and evil thanks to this clear divide. Children also find it simple to choose the proper side because rewards for good behavior always outweigh penalties for bad behavior. Furthermore, youngsters tend to

identify with the nice characters more easily, which inspires in them the desire to behave in the same positive way and hence fairy tales can help substantially to their social education.

Moreover, Sholichah & Purbani (2018) affirmed that fairy tales were used as a medium to support the development of language abilities. The development of linguistic skills is a priority for students in young grades. Fairy tales are employed since it is deemed good for all ages, moreover, it also gives rich sources of language development, furthermore, it has real model of language use. The purpose of the study was to suggest how fairy tales might be used to improve linguistic abilities such as speaking, listening, reading, and writing. Additionally, this study examined several problems: why was language vital to early age children's development and how the manner fairy tales support language skills development. Since the data were gathered from a variety of library resources, including books, journals, articles, and any other pertinent sources, the researchers employed the library research methodology. The study was designed to aid language instructor in encouraging students' language skills development through literature, especially fairy tales.

Additionally, Dong (2018) explored into the significance of a class of second graders' fairy tale educational experiences. A qualitative case study methodology was applied that was supplemented with class observation, field notes, interviews, and resources that document second-grade students' fairy-tale learning experiences. As an analytical technique, grounded theory was applied. The study discovered that students' fairy tale learning experiences were social practices developed in the community of fairy tale practices learning and increased students' reading and writing skills. The findings of the study highlighted that the students' engagement with fairy tales was not just an isolated activity but rather a social practice within their learning community. This involvement in fairy tales had a positive impact on their reading and writing skills.

The subsequent compilation encapsulates pertinent contribution to the presented topic, these studies highlight some insights about using fairy tales on EFL Classrooms. Marosi's study underline the adaptability of fairy tales in teaching foreign languages. Teachers can use these stories at various points in language lessons to make learning engaging and relatable, aiding language acquisition. Moreover, fairytales can be a powerful tool

for developing social skills such as cooperation, empathy, problem-solving, decision-making, and confidence. Bottigheimer's research emphasizes how fairy tales can be potent tools for teaching morality to children. This highlights the crucial role of fairy tales in shaping children's moral and social development, going beyond mere entertainment. Furthermore, Sholichah and Purbani's study emphasizes that fairy tales are powerful tools for language development. They provide rich language models and contexts, enhancing speaking, listening, reading, and writing skills. Fairy tales make language acquisition engaging and meaningful, underscoring their pedagogical value. Finally, Dong's research shows that fairy tales are not just stories but social practices in learning communities. They enhance reading, writing, critical thinking, and analytical skills by encouraging active questioning and analysis. Fairy tales contribute to well-rounded, independent, and critical learners. In conclusion, these analyses collectively affirm that fairy tales have a multifaceted and valuable role in education.

2.1.2 Fairy tales to enhance students' interest

Interest in reading plays a big role in helping learners succeed in the classroom. Whereas Ortiz, Stowe, and Arnold (2001) underline that a person's reading interest is a strong drive that motivates them to read for leisure. Simple words, reading interest has something to do with a strong desire and willingness to understand a text. On the other hand Hidi (2021) defines reading interest as an important role in assisting learners in academic progress.

In essence, the foundation of these academic ideas demonstrates that a person's reading interest is a driving force that influences both personal and academic areas. This passion for reading not only enhances one's life outside of the classroom, but also becomes an important aspect in obtaining success in educational environments.

Likewise, Romdanih, & Yuningsih (2021) in their research named "*Integrating Fairy Tales into Reading Class: Do They Catch Young Learners' Reading Interest?*" aimed to better understand how fairy tales increase young learners' interest in reading. The use of an ethnographic approach was qualitative, 30 fifth graders and an English teacher from a public elementary school in Bekasi, West Java, Indonesia, made up the participants in their study. By observation, interviews, and document analysis, the

information was obtained through data reduction, description, and verification techniques. The results showed that fairy tales contain creative and interesting content, and they are known to increase young readers' reading interest. Also, it was found that affective and cognitive aspects influenced the learners' interest in reading.

Moreover, Zur, Sulkifli & Hestiana (2022) research study mentioned that students' interest in reading is influenced by some factors; the student's effort in reading, students' motivation, and students' assumptions about reading. The aim of the study was to investigate students' interest in reading English literature. A quantitative descriptive approach and a questionnaire were utilized to achieve data, the total sampling was used to select 34 undergraduate students from the Teacher Training and Education Faculty at one University in Kendari, Indonesia. The questionnaire consisted of 29 items with five options on a Likert-Scale. The data was analyzed with descriptive statistics to identify the most common phenomena of students' interest in reading English textbooks. The findings of the study, students showed an intense interest in reading texts in English, but their reading habits and interests remained insufficient. The study discovered multiple factors that influenced students' reading interests, including their reading effort, motivation, and reading assumptions. To increase learners' interest in reading, the study suggests that educators prepare attractive reading texts and employ engaging teaching strategies.

Based on the previous research studies, the authors agree that the most important factor in acquiring students' interest in reading is to prepare attractive and interesting material to catch learners' attention and get excited to improve the reading skill that is critical for their development as readers.

2.1.3 Fairy tales to promote motivation

Motivation, in the view of psychological study and theory, is the release of energy caused by deprivation or the occurrence of a stimulus. (Anderson, 1981). This release of energy boosts individuals towards certain goals or actions, influencing thoughts, feelings, and behaviors in the process.

Similarly, Muthmainnah (2017) defined that motivation is concerned with the causes of conduct, including its origins, chance of occurring, intensity, and eventual extinction.

The goal of the study was to determine students' motivation to read English material by employing fairy tales the researcher used the descriptive method. The population of the study included 124 eighth-year students from SMP Negeri 3 Polewali during the academic year 2012/2013. The researcher employed a selection of random approach and only 20 students were chosen as participants. A questionnaire was employed to collect the information. The questionnaire data was examined using the frequency and percentage techniques. The findings of the study showed applying fairy tales may encourage eighth-grade children to read English material. According to the data analysis, the majority of students find fairy tales attractive and extremely fascinating. The study recommended employing fairy tales to increase learners' motivation to read in English.

According to Urinboyeva (2022) defined the fantastic and the supernatural frequently appearing as naturally as they do in fairy tales. The aim of the research was to investigate the motivational impact of fairy tales in foreign language acquisition and their characteristics. The study was undertaken at Fergana Polytechnic Institute, where fairytales were used to encourage learners in English classes. The article also addresses the characteristics of fairy tales that make them useful for language learning. The author found that fairy tales are a successful technique for motivating learners to acquire a language. They offer an exclusive educational experience that improves an individual's worldview and changes their conscious attitude toward life. Furthermore, fairy tales serve as a link between parents, children, and they can be used to enhance the relationship.

In conclusion, findings from the authors emphasized the positive impact of using fairy tales to motivate students into the habit of reading, thereby fostering a more engaging and effective learning environment.

2.1.4 Fairy tales and human values

Values are the principles by which people determine what is good and what is bad, what should be done and what shouldn't be done. Values refer to a built-in system that separates right from wrong. This needs to be understood in light of the social setting in which a person resides, moves, and behaves. Values aid in the process of "becoming," or the elevation of consciousness to higher, more pure states. While

abilities are objective, values are subjective. Education is more directly related to ideals, whereas training is more strongly related to abilities. (Govindarajan, Natarajan & Senthilkumar 2013)

Likewise, Lepin (2012) in her study named *"Fairy Tales in Teaching English Language Skills and Values in School Stage II"*. Organized into three sections. The first section addressed theoretical issues such as fairy tale definitions, characteristics, history, and application in an English as a foreign language lesson in secondary school. The second section described the necessity analysis and its results; it discusses expert analysis methodology and presents the goal of the study material as well as the main principles for compiling it. The third section discussed the expert analysis results, highlighting which changes were made to improve the study material and achieve the goals set. The thesis's overarching goal was to create a study material for teaching English as a foreign language in school stage II using fairy tales. The study material's goal was to broaden students' vocabulary, improve their grammar, reading, and speaking skills, and provide topics for discussions about the values presented in fairy tales.

In the same way, Inaad, Muhammad, & Mediarita. (2018) stated that fairy tales might be used to effectively apply the idea of collaboration. The purpose of this study was to observe children's capacity to identify character values present in fairy tales and their ability to apply such values in their daily lives. This study's participants were 3-4-year-old PAUD Pelangi Palembang kids. There were 15 pupils who responded. The data was acquired using an interview, observation, and test in a mixed study methodology. Fairy tales are an effective instrument for *"establishing and strengthening morality in learners where hundreds of instructions and warnings have failed."* Learners can directly capture the moral lesson by using fairy tales. Fairy tales are fantastical stories with moral lessons that can be used as a character-building tool. Cooperation is one of the virtues taught by fairy tales, which help learners to work cooperatively in the classroom.

Considering the previous research studies applying fairy tales in EFL classrooms are effective instrument to encourage learners to practice values provided from reading in a real context. Using fairy tales as a pedagogical tool offers a significant contribution

to promoting and reinforcing values among students.

2.1.5 Reading fairy tales for entertainment

Entertainment is considered as an action that keeps a crowd's interest and attention or provides pleasure and delight based on an idea or a task, but it's more likely to be one of the events or activities that have evolved over thousands of years directly to maintain the interest of an audience. Shows, movies, television, or other entertainment-related performances, and activities is one of the definitions posted by (Cambridge Dictionary Online 2023).

Collier (2019) determined that reading for enjoyment can help a child's education, social and cognitive development, well-being, and mental health. Reading allows students to travel from one world to another through the pages of a book. Learners can immerse themselves in the lives of fictitious characters to learn new words and phrases, experience a variety of emotions, and gain skills and knowledge about various cultures.

Moreover, Mohamed (2019) demonstrated that reading fairy tales for entertainment is a remarkable practice in the context of teaching foreign languages. This research aimed to investigate that Fairy tales are used to make the learners gain confidence as autonomous readers. In this research is confirmed the deep impact that fairy tales and stories for young learners have, as teaching material in a reading-for-pleasure activity, on learners' vocabulary learning in a foreign language. There are numerous benefits to telling stories in the classroom. Stories are used to help people understand the world, but most often they help people understand new linguistic concepts like vocabulary or sentence patterns. Foreign language learners who read for leisure have possibilities to interact with the foreign language in a context through the stories they read. They are also employed to help students develop their reading confidence. In this research, the researcher confirmed the significant impact that stories and fairy tales for young learners when used as instructional resources in a reading classroom.

Overall, these studies collectively affirm the fundamental role of entertainment in education, emphasizing how reading for pleasure, particularly through fairy tales and stories, contributes significantly to the general development of learners, both

academically and emotionally, in various educational contexts.

2.2 Dependent variable

Reading comprehension

Reading is a fundamental skill that serves as a gateway to a world of knowledge, imagination, and understanding. It goes beyond the mere act of deciphering words on a page. It encompasses the ability to comprehend, interpret, and derive meaning from written text. The ability to understand and interpret written information is referred to as reading comprehension. It is the process of determining the meaning of a passage, the paper, or other written material. Reading comprehension is more than just identifying words on a page; it needs the reader to understand the author's meaning, identify essential concepts, and create connections between various sections of the text. This skill is essential in academic and professional settings because it allows people to learn, extract information, and critically assess the content encountered. Reading comprehension entails not only decoding words but also understanding the entire meaning and context of a piece of writing. It is essential in education, communication, and lifelong learning. The dependent variable in this study is reading comprehension. Given the crucial role of reading comprehension in Language learning, it is mandatory to look at this component in detail. To this purpose, the researcher discusses the following aspects.

- Reading comprehension definition
- Fairy tales and the reading comprehension
- Fluency as an indicator of reading comprehension
- Decoding words
- Vocabulary to enhance reading comprehension

2.2.1 Reading comprehension

One of the four language skills is reading, and it is crucial to the teaching-learning process. Gough & Tunmer (1986) defined reading comprehension is the product of two distinct yet related skills: *decoding*, the ability to recognize individual written words, and *language comprehension*, the process of interpreting words and connected discourse. When reading, the reader's abilities and cognitive functions interact with the

linguistic characteristics of a text. Considering this affirmation excellent reading skills are beneficial for receiving and responding to written communications such as emails, messages, letters and other written text used to communicate or inform.

On the other hand, Sangia (2014) stated that reading comprehension is a difficult ability to master since it depends on many internal and external factors. Additionally, reading ability might be seen as a result of the ability of humans to learn from experience rather than an instinctual or innate aptitude. As a consequence, reading is a business activity that an adult performs and produces something by using a certain amount of financial resources.

It is possible to think of reading as an "interactive" process that results in automaticity or (reading fluency). The reader engages in a dynamic interaction with the text in this process to try and decipher the meaning, employing linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). (Alyousef, Hesham 2005).

Moreover, Gómez & Avila's (2009) study demonstrated how to enhance pupils' reading comprehension abilities in a foreign language. The aim of the study was to examine and implement a variety of reading strategies to improve foreign language learners' reading comprehension skills. This study involved 20 foreign language learners at a university in Colombia. The participants were separated into two groups: experimental and control. The experimental group received instruction on various reading strategies, while the control group did not. The study used a pre-test and post-test design to measure the effectiveness of the reading strategies on the participants' reading comprehension skills. The study employed a qualitative research approach, and the instruments used were a pre-test, a post-test, and a questionnaire. The authors concluded that the use of reading strategies such as *Brainstorming*, *Graphic Organizers*, *KWL (Know-Want-Learn)*, *Comparison-Contrast Charts*, *Question-Answer Relationship* and *Reciprocal Teaching* can significantly improve foreign language learners' reading comprehension skills. Finally, the author recommended that teachers could incorporate these reading strategies into their instruction to enhance students' comprehension abilities.

2.2.2 Fairy tales enhance reading comprehension

Some studies demonstrated that reading fairy tales enhances reading comprehension on learners. Pillaga (2021) mentioned that reading a fairy tale increases the reading comprehension skills. It was carried out with seven fifth-grade children at "Pestalozzi Educational Unit" who participated in the study. To select the material to use with the youngsters, a survey was first conducted. Furthermore, two standardized tests retrieved from Cambridge were used, the same ones that provided data for the pre and post-test, respectively. Some hypotheses were developed in order to achieve the goal. And the research findings were compared to the many hypotheses that were proposed. The collected findings were examined using the Student's T-test for related samples, which were required to finally support the developed hypothesis. The findings revealed that this strategy works best with children who appreciate fairy tales, as they have greater difficulty understanding ideas and information from visually appealing literature.

In summary, the paper provides valuable insights into the advantages of incorporating fairy tales into reading classes, offering practical recommendations for educators. The previous research discusses the findings of a study effort that sought to investigate the impact of fairy tales on reading comprehension and discovered that using fairy tales in reading classrooms might improve students' reading comprehension significantly. The research not only highlights the positive impact on reading comprehension but also emphasizes the importance of integrating both written and visual elements for a more comprehensive and engaging learning experience.

Similarly, Núñez (2022) identified in her study the impact of fairy tales on reading skills. This study was conducted to examine the role of fairy tales in fourth-grade reading skills at "Unidad Educativa Bilingüe La Granja." The study included 17 students, with 10 men and 7 women taking part. A qualitative technique and descriptive research were used in the current project. A 20-question survey was utilized to determine the usage of fairy tales in the development of reading skills as well as the frequency with which various resources are used in English lessons. According to the survey results, the null hypothesis was rejected. As a result, acceptance of the alternative hypothesis was confirmed by corroborating that fairy tales influence the improvement of reading skills, and it is recommended that fairy tales can be used as a resource in English teaching techniques.

Moreover, Montecé & Piza (2022) carried out a study with students who had difficulties in reading English aimed to determine the influence of fairy tales on the improvement of reading comprehension in the English language, through the creation of a handbook with classic fairy tales that strengthen this skill in eighth-grade students in school and college "Simon Bolivar", Zone 8, District 5, in the province of Guayas Canton Guayaquil. A qualitative methodology attempted to comprehend the behavior, beliefs, perceptions, and human values of specific social and non-social problems in their context. On the other hand, a quantitative study was the process of collecting and analyzing numerical data based on the interview. The primary application was to calculate averages and trends, then make predictions and generalize the results to a wide population. In addition, exploratory and descriptive studies were used, as well as interviews with teachers, administrators, and students.

Following, Jijón (2020) stated in a research study the relationship between fiction stories and reading skills. A qualitative and quantitative method was considered for the development of data with a questionnaire from Cambridge KET, specifically the reading section was applied as a pre-and post-test. The Test focuses on various areas of reading for which reading techniques were used in the experimentation: skimming, scanning, predicting, deducing meaning from context, and reading for detail. These techniques were used to read the fictitious stories that were chosen for the genre of mystery stories based on a student survey. The experiment was conducted on a group of 43 third-semester Pedagogy of National and Foreign Languages students at the Technical University of Ambato. Following the application of the treatment, the post-test demonstrated a minor improvement in practically all aspects of the KET exam's reading component. The main findings, however, suggest that fiction books do not increase reading abilities in depth. They need more practice and collaboration with other techniques.

Likewise, Pawana et al. (2014) explored the potential of incorporating fairy tales to enhance the reading comprehension skills of eleventh-grade students at SMA Negeri 1 Palolo. The researchers used a pre-experimental research design with one sample group. The sample consisted of eleventh-year students from SMA Negeri 1 Palolo, selected through group random sampling. The instrument used for data collection was

a test, which was given as a pre-test and post-test. The data were analyzed statistically. The authors concluded that the use of fairy tales can effectively improve students' reading comprehension. The study found a significant improvement in the students' reading comprehension after being taught using fairy tales. The authors recommended that teachers should use interesting and motivating materials, such as fairy tales, to teach reading comprehension.

Researchers in previous studies demonstrated that reading fairy tales to learners of EFL highlights the importance of including fairy tales and fiction stories in school settings to improve reading skills. Researchers provide a sophisticated understanding of the challenges involved, providing educators with practical ideas for developing effective teaching practices aimed at enhancing students' reading comprehension. More research and collaboration in this area can help to improve our understanding and application of these great literary resources in the classroom.

2.2.3 Fluency as an indicator of reading comprehension

According to Samuels (2006), reading fluency is the ability to understand the text while speaking. On the other hand, Vilger (2008), defined the word fluency when a reader reads aloud in his or her own voice at a suitable speed and accuracy. So fluency is a key sign of reading competency because it shows how well a reader can engage with the text on a deeper level and go beyond simple word identification. It is a necessary ability for effective and joyful reading, allowing readers to absorb information, enjoy literature, and learn efficiently.

According to, Başaran (2013) in his study named “*Reading Fluency as an indicator of reading*” looked at how reading habits, circumstances, and contexts affected fourth grade primary school kids' reading comprehension. The study employed a correlational survey method to achieve this goal. 90 fourth-graders from a public elementary school in Kütahya's city center took part in the study. First, four distinct tests were given to the students: a fill-in-the-blank test that assesses reading as a process, a short answer test that gauges memory, a multiple choice test that gauges both superficial and in-

depth meaning linking, and open-ended questions that assess meaning linking abilities. Then, after reading aloud a 409-word narrative text, students were instructed to record their voices. Experts examined the recordings to ascertain the students' prosody, reading errors, and words per minute read by each student. The relationship between reading comprehension and fluency was examined using a Pearson correlation analysis. Further investigation on the accuracy of reading comprehension skills was done using multiple regression analysis. The study's findings showed that reading fluently was a sign of comprehension; prosody predicted deeper meaning connecting more accurately than other fluent reading abilities; and proper reading skills predicted deeper meaning linking more accurately. Additionally, the results showed that there was only a slender relationship between reading speed and comprehension.

2.2.4 Decoding as an indicator of reading comprehension

One of the most crucial fundamental reading skills is decoding. Students cannot use other reading skills or grasp what they read if they are unable to decipher words. Without the ability to decode words effectively, students encounter significant barriers in comprehending texts and applying other essential reading strategies

According to Hamednalla (2017), decoding is the skill of recognizing letters and their sounds to read words efficiently. Proficient readers use decoding to translate written text into spoken language sounds, or pictures into words or the other way around, with instruction covering phonics, and word recognition. Therefore, decoding is a vital developmental stage in comprehending the words within sentences, utilizing visual, syntactic, or semantic cues to derive meaning from words and sentences.

Decoding techniques serve as invaluable tools in teaching reading as they provide students with a strong groundwork for achieving success in reading. An essential component of literacy instruction, decoding encompasses a thorough grasp of phonology, orthography, and the developmental stages of language acquisition in students. By mastering decoding skills, students not only enhance their ability to decipher written words but also lay the foundation for proficient reading comprehension and fluency (Gough, & Tunmer 1986).

Furthermore, Setiawati (2019) shared information in the investigation named “the

students' decoding ability in comprehending reading a text" in which determined how well learners could decode and interpret text. The researcher employed the descriptive method in relation to the research's object by taking a quantitative approach. During the fourth semester of the English program, the research was done. Thirteen students made up the research's sample. The researcher used SPSS to examine the research data. The information was gathered from the test results that measured how well each student could decode and interpret text. The researcher interpreted test score using statistical analysis of the data. According to the calculations, the mean values for the sixth component of decoding ability which includes previewing, reading for main idea, using context for vocabulary, scanning for detail, making inference, did not improve as expected which led the researcher to infer that the value fell into the "Average" category.

2.2.5 Vocabulary to enhance reading comprehension

Vocabulary is described as all the terms they are familiar with and frequently use that are found in a given language, field, or book. (Cambridge Dictionary Online 2023) Since words are required before they can be used to form a sentence grammatically, vocabulary is regarded as the most crucial component of learning any language. While it's beneficial to provide learners the chance to communicate in the target language, they can also expand their vocabulary through engaging reading. A diverse vocabulary is crucial for language learners because it enables them to communicate successfully in the target language (Misbah et al., 2017)

In accordance with Dineshwari & Gurnam (2021) showed that fairy tales have a significant effect on students' vocabulary skills. Besides that, the findings also showed that pupils enjoyed learning through fairy tales and a majority would like to read more fairy tales in the future. Literacy is frequently cited as the cornerstone of all learning. Using fairy tales in the ESL classroom is one technique to improve the vocabulary of primary school students. This study sought to determine how this tool affected students' vocabulary. The study was conducted in Kota Damansara, Malaysia, at a public national-style elementary school. Twenty-one (21) students in a Year 5 ESL classroom with one (1) TESL instructor participated in the study, which used a quasi-experimental research method. A mixed-method approach using both quantitative and qualitative research tools was used to gather the study's data. Pre and post-vocabulary tests, a

feedback form, and semi-structured interviews were among the tools used. The pupils in the study were exposed to three treatments for three months to determine if the pupils displayed improvement after being introduced to fairy tales. The findings revealed that there was a significant difference in the pupils' pre and post vocabulary test scores indicating that fairy tales have a positive effect on the pupils' vocabulary learning. The findings imply that language instructors may consider employing interesting and engaging fairy tales to enhance ESL pupils' vocabulary.

Based on the evidence from researched studies mentioned above by the different authors' explanations on how the use of fairy tales improves the reading comprehension of students who are learning English as a foreign language. Fairy tales provide insight into the customs, values, and traditions of the target culture, excellent comprehension texts with simple structure, and rich in refrains and vocabulary. Fairy tales highlight these aspects because address issues that are significant for all ages. Furthermore, researchers affirmed that by reading fairy tales learners could engage with fairy tales demonstrating greater improvement in understanding ideas and information from literature. By incorporating these stories into educational settings students are exposed to rich language, varied vocabulary, and complex sentence structures, decode words, and improve fluency which can broaden their linguistic repertoire. Additionally, fairy tales often convey moral lessons and universal themes, prompting critical thinking, interest, entertainment, and discussion among students. Moreover, the fantastical elements present in fairy tales encourage creativity and imagination, fostering holistic cognitive development in learners.

CHAPTER III

METHODOLOGY

The methodology adopted in this study was designed to provide a systematic and rigorous investigation of the phenomenon under analysis. The principal aim of this search was to demonstrate the impact of using fairy tales to enhance reading comprehension in students learning English as a Foreign Language. This research embarked on a journey through the enchanting realm of fairy tales as a pedagogical tool. This chapter describes the research approach utilized, the context where the study was developed, the different tools and techniques for data collection as well as a description of the procedure followed to data analysis and the ethical matters considered in this study.

3.1. Research Context and Location

The current research was conducted at Tirso de Molina School. The institution is located in Tungurahua Province, Ambato, in the center of Izamba's Parish on Pedro Vásquez Avenue and Sevilla Street. The institution's philosophy is "Libres para Liberar" This institution offers Elementary Education, Middle School, and High School with a concentration in Science, Systems, and Accounting. Moreover, it is a coeducational institution that receives students from different socioeconomic backgrounds, urban and rural, whose families are mainly dedicated to agriculture. Furthermore, this institution guarantees a great environment and a commitment to delivering high-quality education to students addressing from diverse places within the province.

On the other hand, sixty-five professionals holding a bachelor degree and 25 teachers with master's degrees contribute to the workforce of this institution. Regarding the Foreign Language area, eight teachers specialized in teaching English as a Foreign Language work in the department among them, only one possesses a master's degree. Teachers in the EFL field at Tirso de Molina school actively participate in the teaching and learning processes, covering a diverse range of academic levels.

Furthermore, the institution boasts a student body of 1977 learners across Elementary Education, Middle School, and High School. However, for this study, students from Middle School were selected. There are six ninth-grade sections, each consisting of 26 students, two sections were chosen in this case with 52 students aged from 12 to 13 years old from sections “E and F.” Section E was assigned as the control group and section F was the experimental group. Learners enrolled in the ninth grade were selected and incorporated into the researcher's class schedule. The reason for having chosen this group was the deep interest in activities such as listening to music, playing soccer, and engaging in sports that students have demonstrated throughout time.

3.2. Tools and Techniques

The different tools and techniques applied in this current research were useful to achieve goals. The pre-test and post-test were designed by the researcher with a rubric considering indicators such as decoding, vocabulary, and fluency. These three indicators were part of reading comprehension skills analysis. This instrument was approved by experienced teachers who are knowledgeable in the English Language and are working at different Institutions such as: Universidad Técnica de Ambato, Escuela Superior Politécnica de Chimborazo and Unidad Educativa Tirso de Molina. The approval process by experienced teachers added credibility to the instrument's effectiveness and appropriateness for assessing and measuring how students enhance the reading comprehension skills applied at the end of the treatment. The reason for using pre- and post-testing in research is explained by Dimitrov and Phillips (2003) stated that results from pre- and post-tests provide evidence of the efficacy and outcomes of specific interventions or treatments, in behavioral research, pretest-posttest designs are frequently employed, primarily to compare groups and/or assess change as a result of experimental treatments.

Pre and post-test instruments assessed how students enhanced reading comprehension by reading fairy tales. The researcher presented a fairy tale “The Elves and the Shoemaker” with pictures that helped learners to get familiar with the context. After reading, learners had to complete activities based on decoding words to identify the meaning of a word in a context. Then learners needed to match a line from a word to recognize some definitions as vocabulary. Finally, learners read a short paragraph to

recognize appropriate stressed words and phrases to convey the meaning and style of the reading text to enhance fluency. The researcher took notes in a rubric included in the instrument to get the results.

Finally, a survey was designed by the researcher and approved by other experienced teachers. According to Fowler (2013) stated that surveys are designed to generate statistics about a group of people. The procedure involved determining the characteristics of the target population from the responses provided by a sample of participants. The answers to the questions were used to describe the respondents' experiences, opinions, and other characteristics in common after treatment.

The aim of this survey was to obtain students perceptions towards reading fairy tales. The survey contained two questions per indicator (interest, motivation, values, and entertainment) related to the independent variable. This survey was essential to be applied at the end of the treatment to determine how learners felt, and how interesting and entertaining were fairy tales to read. Additionally, the survey sought to understand the extent to which learners felt motivated to engage in these activities within the classroom setting and the importance of values that fairy tales provide for learners' daily lives.

3.3. Research Approach

This research was a quantitative approach with a quasi-experimental design. According to Creswell (2012) a quantitative approach is used when a researcher identifies the issue in an established area or clarifies why something occurs. This quantitative research aimed to investigate whether reading fairy tales improves reading comprehension in students learning English as a Foreign Language. Therefore, obtaining objective data was paramount to confirm if the treatment produced significant difference after implementation. Furthermore, this research was developed under a quasi-experimental design. According to Thyer (2012) stated that quasi-experimental methodologies involve contrasting the results achieved by an experimental group of students, who are subjected to an intervention, with those of a control group, who either did not receive any form of treatment or intervention.

The use of a quantitative approach and a quasi-experimental design in this research added a valuable dimension to the exploration of reading comprehension in students learning English as a Foreign Language. These methodological choices not only enabled a systematic investigation of the impact of reading fairy tales but also provided a structured comparison between intervention and control group and potentially enhancing the effectiveness of language instruction for students in diverse educational settings.

3.4. Hypothesis Verification - Hypothesis Approach

The hypothesis under examination in this study revolved around the impact of fairy tales on reading comprehension. On one hand, the null hypothesis posited that fairy tales do not contribute to enhance reading comprehension. Conversely, the alternative hypothesis suggested that fairy tales definitely have a positive effect on reading comprehension skills. This research explored these competing hypotheses and uncovered the potential role of fairy tales in reinforcing decoding, vocabulary, and fluency skills, particularly among English as a Foreign Language (EFL) students.

Null hypothesis (H0)

Fairy tales do not enhance reading comprehension.

Alternative hypothesis (H1)

Fairy tales enhance reading comprehension

Research Question

- 1.-What is the effect of fairy tales regarding reading comprehension for decoding words, vocabulary, and fluency?
- 2-How do EFL students respond to an intervention where fairy tales are used to enhance reading comprehension?
- 3.- What are the benefits of using fairy tales to enhance reading comprehension?

3.5. Population and sample:

The population of the research study was conducted on 52 students in the Middle School of the 9th level at “Tirso de Molina” Institution in the 2022 – 2023 School Year. The study involved individuals within the age range from 12 to 13 years. There were 26 students in the experimental group divided into 12 males and 14 females. The control group was composed of 26 learners 16 males and 10 females. Not all of them had been exposed to English Language since kindergarten, some of them came from public Institutions in rural areas where English is not taught. Regarding learners' traits, characterized by respectful, organized, and friendly. Learners enjoyed listening to music, and sports, especially playing soccer during the break time. These two groups of students were assigned to the researcher's working hours from Monday to Friday with 3 academic hours per week. This demographic diversity and commitment to participation provided a rich context for the investigation into the study's objectives. Within this unique and varied student population, contributed valuable insights to enhance learners' reading comprehension skills in middle school settings. Table 1 summarizes the characteristics of the population.

Table 1. Characteristics of the population.

POPULATION	ROOM	STUDENTS	MALES	FEMALES	PERCENTAGE
9 th EGB as	F	26	16	10	50%
Experimental Group					
9 th EGB as	E	26	12	14	50%
Control Group					
TOTAL	2	52	28	24	100%

Author: Martínez, N., (2023)

3.6. Data collection:

A pre-test and post-test were employed to collect data for this study. These assessment tools were administered to a control group, which did not receive any treatment, and an experimental group, which underwent an experimental treatment. The goal was to

determine the impact of enhancing reading comprehension through fairy tales among students learning English as a Foreign Language at the 9th level of Middle School. The pre-test was administered at the beginning of the treatment for both groups to know learners' performance in vocabulary, decoding, and fluency as components of reading comprehension. Subsequently, a post-test and a survey were conducted at the end of the treatment to validate improvements in reading comprehension.

Fairy tales served as a primary instructional tool for the experimental group, with selections based on the students' preferences and interests. The chosen fairy tales included Hansel and Gretel, The Beauty and the Beast, Puss in Boots, Magic Pot, The Snowman, and Pinocchio. Planning for each fairy tale took place between May 10th, 2023, and June 23rd, 2023 in total six interventions were essential to carry out this study. Moreover, two academic hours of 40 minutes each, were distributed for working on a single fairy tale per week.

The instructional process involved beginning each class based on a strategy proposed by Toprak & Almacioğlu (2009) three essential stages in developing effective tactics for foreign language reading comprehension: pre-reading, during reading, and post-reading. Pre-reading activities involve using pictures to introduce the fairy tale's theme, characters, and setting, activating prior knowledge. During reading, learners engage in identifying key vocabulary words and participating in interactive exercises to reinforce comprehension. After reading, learners answer questions, assess understanding, and demonstrate critical thinking skills, often through creative tasks such as retelling the tale or completing writing. Additionally, a short summary was presented by the researcher to provide feedback on the fairy tale's context.

After completing the reading, a task was assigned to evaluate learners' comprehension. This task included diverse strategies such as answering questions from the reading, matching words to verify vocabulary, completing graphic organizers, decoding words, and interpreting pictures. Following the treatment, a post-test was essential to confirm whether students had improved their reading comprehension by using fairy tales in the classroom. Finally, a survey was administered through Google Drive to determine students' preferences regarding working with fairy tales in the EFL classroom.

3.7. Data processing and statistical analysis:

Data was processed, condensed in an Excel file, and analyzed in the statistical software SPSS (Statistical Package for the Social Sciences). Following the completion of the data collection process, which included the use of a pre-test, and a post-test. To determine the feasibility of using fairy tales to improve reading comprehension, and a survey, to confirm the usefulness in terms of motivation interest, entertainment, and values using a Linkert scale. To validate the hypothesis, the researcher employed samples for each criterion outlined in the rubric, as well as the overall score. This methodology was utilized to either support the alternative hypothesis, refute it, or accept the null hypothesis.

First, the data were analyzed and presented using descriptive statistics for pre-and post-tests of both groups. Then, this information was subjected to inferential statistics through the use of the t-test paired samples to determine if there was a significant difference between the two groups comparing means and analyzing the numerical data obtained through statistical software SPSS. Particularly in the experimental group, there was a significant difference. Finally, results obtained from the survey were analyzed using descriptive statistics to know students' feelings and opinions after the treatment of using fairy tales.

3.8. Response variables or results achieved

Variables in this research were measured considering the independent variable: Fairy tales and the dependent variable: reading comprehension.

The dependent variable was measured through the pre and post-test using a rubric with the following criteria: vocabulary, decoding, and fluency. These parameters helped the researcher to get quantitative information to verify the results. Additionally, the independent variable was measured through a survey that was applied at the end of the treatment to confirm students' interest, motivation, entertainment, and values gained from reading fairy tales. Finally, the researcher used an Excel file and the Statistical Package for the Social Sciences software (SPSS) to develop the statistical analysis and the final results.

3.9. Ethical consideration

To carry out this research, some ethical considerations were taken into account in ensuring the study's integrity, credibility, and responsibility. Ethical considerations included set of principles and guidelines that guided the researcher during participant treatment, data collection, analysis, and dissemination of findings. Obtaining permission was a crucial preliminary step. Initially, formal approval was required from the institution's principal to initiate the application of the treatment within the Middle School of the experimental and control group. Subsequently, a formal letter was enrolled and submitted to the students' representatives, formally requesting authorization for learners' participation in this study. This letter, serving as an official document, was meticulously prepared, included all pertinent details, and required the confirmation of the students' representatives through signatures, further ensuring a transparent and ethically sound research process.

CHAPTER IV

RESULTS AND DISCUSSION

This current quantitative research aimed to examine the impact of using fairy tales to enhance reading comprehension in EFL ninth-grade students attending a public school. The purpose of this chapter is to present the major findings according to the pre-test, post-test and survey instruments used for data collection. The following information describes the outcomes for fluency, decoding, and vocabulary as components of reading comprehension to confirm significant difference before and after the intervention. This section also encompasses students' judgements on interest, motivation, values, and entertainment participants experienced throughout the process. Fifty-two EFL learners participated in this study. Participants attended two different sections. The researcher assigned section "E" as the control group while section "F" was the experimental group. Each section had 26 students. The control group did not receive any specific reading instruction during the six-week intervention on fairy tales while the experimental group was exposed to six fairy tales according to students' preferences.

The instructional procedure consisted of applying strategies proposed by Toprak & Almacioğlu (2009) a three-phase approach for fostering effective strategy development in reading text specifically in English Language. The pre-reading, during reading and the post- reading phases. In the pre reading the researcher focused on preparing students by providing context, engaging in activities such as brainstorming and warm-ups, and exploring themes through illustrations and titles to help learners make predictions. During reading phase, students were encouraged to use context clues by pictures presented in the fairy tale as a context to understand vocabulary and apply comprehension strategies as they actively engage with the text. Finally, in the post-reading phase, students consolidated learning through tasks like summarizing, retelling, and discussing themes, allowing for deeper understanding and reflection.

The findings have been divided as follows. First, the researcher presents a descriptive and inferential statistics results for pre and post-test for the control group. Table 2 summarizes the results per student and per category. In the following lines, the

researcher presents the numeric values obtained for pre-test and post-test from the control group.

Table 2. Pre- test results from the Control Group

Pre - test Score				
Students	Decoding	Vocabulary	Fluency	Mean Score
Student 1	0	6	2	8
Student 2	10	6	6	22
Student 3	10	6	2	18
Student 4	0	6	2	8
Student 5	6	2	4	12
Student 6	8	4	4	16
Student 7	6	6	2	14
Student 8	2	2	2	6
Student 9	2	2	2	6
Student 10	6	6	4	16
Student 11	6	10	4	20
Student 12	6	6	2	14
Student 13	6	10	4	20
Student 14	6	10	8	24
Student 15	8	6	4	18
Student 16	8	6	4	18
Student 17	8	6	2	16
Student 18	8	2	6	16
Student 19	8	10	8	26
Student 20	6	2	2	10
Student 21	0	0	2	2
Student 22	8	10	6	24
Student 23	10	0	4	14
Student 24	6	6	2	14
Student 25	8	2	4	14
Student 26	6	10	2	18
Total Score	158	142	94	394
Mean Score	6,07	5,46	3,61	15,15

Author: Martínez, N., (2023)

The table indicates the control group's media score in the pre-test was 15,15 out of 30,00 points. Twenty-six students were assessed with the pre-test over 30 points but only 6 achieved a high score within a range from 20 to 30 points. Fifteen students scored between 10 and 20 points, while 5 students scored between 0 and 10 points.

Considering decoding the highest indicator with a mean of 6,07 points, vocabulary follows closely at 5,46, and fluency the lowest mean with 3,61 points. Based on these findings, the researcher came to the conclusion that a lack of decoding words, vocabulary and fluency are the main reason why most students struggle with the English language.

After six weeks, a post-test was also applied to the control group with the same components. Table 3 summarizes the results from the post-test applied to the control group per student based on the same categories of the pre-test.

Table 3. Post- test results from the Control Group

Students	Post - test Score			Mean Score
	Decoding	Vocabulary	Fluency	
Student 1	0	4	4	8
Student 2	6	4	6	16
Student 3	10	6	4	20
Student 4	8	4	4	16
Student 5	6	2	4	12
Student 6	8	4	6	18
Student 7	2	6	8	16
Student 8	6	8	6	20
Student 9	2	4	2	8
Student 10	10	4	4	18
Student 11	6	4	4	14
Student 12	8	6	2	16
Student 13	8	6	4	18
Student 14	6	4	8	18
Student 15	8	4	2	14
Student 16	6	4	4	14
Student 17	10	2	2	14
Student 18	8	4	8	20
Student 19	8	10	8	26
Student 20	6	4	2	12
Student 21	6	4	2	12
Student 22	10	2	4	16
Student 23	8	0	2	10
Student 24	8	4	6	18
Student 25	6	2	4	12
Student 26	8	4	6	18
Total Score	178	110	116	404
Mean Score	6,84	4,23	4,46	15,53

Author: Martínez, N., (2023)

Table 2 shows the results obtained from the post- test in the control group and the media presented was 15,53 out of 30.00 points. Only 4 students achieved a high score within a range from 20 to 30 points. Twenty students scored between a range of 10 and 20 points, while two students scored between 0 and 10 points. With decoding topping the charts at an average of 6,84 points, fluency comes in a close second at 4,46, while vocabulary trails with the lowest mean score of 4,23 points. These findings were acquired without applying any treatment to this group and highlight the learners' different competence levels and certain areas that might need more focus and assistance in the classroom

What follows is the descriptive statistics for the experimental group for both pre and post-test. Table 4 presents a summary of the findings from the pre-test administered to the experimental group before the intervention, aimed at assessing the learners' prior performance in reading comprehension skills.

Table 4. Pre- test results from the Experimental Group

Pre - test Score				
Students	Decoding	Vocabulary	Fluency	Mean Score
Student 1	0	4	4	8
Student 2	6	6	4	16
Student 3	2	2	4	8
Student 4	6	10	8	24
Student 5	10	6	4	20
Student 6	0	0	2	2
Student 7	6	10	8	24
Student 8	6	8	4	18
Student 9	0	2	4	6
Student 10	10	10	4	24
Student 11	6	6	4	16
Student 12	0	6	2	8
Student 13	10	10	4	24
Student 14	8	10	4	22
Student 15	4	0	2	6
Student 16	0	4	2	6
Student 17	2	2	2	6
Student 18	0	2	2	4
Student 19	2	2	2	6

Student 20	4	10	4	18
Student 21	0	0	2	2
Student 22	10	6	4	20
Student 23	0	6	4	10
Student 24	0	4	2	6
Student 25	8	6	4	18
Student 26	6	4	4	14
Total Score	106	136	94	336
Mean Score	4,07	5,23	3,61	12,92

Author: Martínez, N., (2023)

The results obtained from the pre- test in the experimental group were the mean 12,92 out of 30,00 points. It certainly can be noticed that only 7 students obtained the highest score in this test. On the other hand, seven students got scores from 10 to 20 over 30 points. However, 14 students got scores from 0 to 10 over 30 points. The results show that vocabulary leads with an average score of 5,23 points, closely followed by decoding at 4,07, while fluency delays behind with the lowest mean score of 3,61 points.

In order to demonstrate if the use of fairy tales enhanced participant's reading comprehension, a post-test was administered to the experimental group. Table 5 shows the results obtained from the post-test applied at the end of the intervention to the experimental group to compare the difference between each indicator related to reading comprehension.

Table 5. Post- test results from the Experimental Group

Post - test Score				
Students	Decoding	Vocabulary	Fluency	Mean Score
Student 1	8	10	2	20
Student 2	10	10	2	22
Student 3	10	10	4	24
Student 4	10	10	8	28
Student 5	10	10	4	24
Student 6	10	10	6	26
Student 7	10	10	8	28
Student 8	10	10	4	24
Student 9	10	10	6	26
Student 10	10	10	4	24
Student 11	10	6	6	22

Student 12	10	6	4	20
Student 13	10	10	6	26
Student 14	10	10	4	24
Student 15	10	10	4	24
Student 16	10	10	4	24
Student 17	6	2	2	10
Student 18	10	10	4	24
Student 19	10	4	6	20
Student 20	10	10	4	24
Student 21	10	10	2	22
Student 22	10	10	4	24
Student 23	8	6	4	18
Student 24	10	10	4	24
Student 25	10	10	2	22
Student 26	10	10	4	24
Total Score	252	234	112	598
Mean Score	9,69	9	4,3	23

Author: Martínez, N., (2023)

This table displays results obtained from the experimental group in the post test, after the treatment of using fairy tales. The mean score was 23,00 out of 30,00 points which represents a significant achievement. Twenty-six students scored between the range of 20 to 30 out of 30 points, only 2 students obtained scores between the range of 10 to 20 out of 30 points and none of the students achieved a score between the range of 0 to 10 out of 30 points. Decoding takes the lead with an average score of 9.69 points, closely trailed by vocabulary at 9,00, while fluency lags behind with the lowest mean score of 4,3 points.

General results and analysis from the Control Group

In order to establish if there was significant difference between pre and post-test for the control group, the researcher compared the means between the two stages of the process. Table 6 analyzed the mean score difference obtained from the pre and post-test applied to the control group.

Table 6. Paired Samples Statistics (Control Group)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average_PRETEST	15,1538	26	5,96451	1,16974
	Average_POSTTEST	15,5385	26	4,05197	0,79466

Author: Martínez, N., (2023)

In the data produced by the IBM SPSS statistical software, it is evident that the initial average of the pre-test rose from 15,15 to an average of 15,53, indicating a difference of 0,38. This suggests limited advancement on the three indicators related to the dependent variable decoding words, vocabulary, and fluency among the control group.

Although descriptive statistics provided with a general view of the data behavior, the researcher performed an inferential statistical procedure in the form of two sample independent t test to determine whether there is a statistically significant difference between the pre and post-test. Table 7 presented the p value and its equivalence related to the results obtained from the pre- and post- test applied to the control group.

Table 7. Paired Samples Test (Control Group)

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Average_ PRETEST - Average_ POSTTEST	- 0,38462	5,09177	0,99858	- 2,44123	1,672	- 0,385	25	0,703

Author: Martínez, N., (2023)

Based on the results of the paired samples test, which compared pre-test and post-test scores in the control group, an extremely high p-value of 0.703 was obtained, surpassing the commonly used significance level of 0.05. This high p-value indicates that there is no significant difference between the scores before and after the

intervention. Therefore, there is insufficient evidence to reject the null hypothesis, suggesting that the intervention did not have a significant impact on the scores of the control group.

General results and analysis from the Experimental Group

In order to establish if there was significant difference between pre and post-test for the experimental group, the researcher compared the means between the two stages of the process. Table 8 analyzed the mean score difference obtained from the pre and post-test applied to the experimental group before and after the intervention.

Table 8. Paired Samples Statistics (Experimental Group)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Average_PRETEST	12,9231	26	7,63635	1,49761
	Average_POSTTEST	23	26	3,54401	0,69504

Author: Martínez, N., (2023)

In the data produced by the IBM SPSS statistical software, it is evident that the initial average of the pre-test significantly rose from 12.9 to an average of 23.00, indicating a difference of 10,1. This significant improvement suggests considerable progress in the areas of decoding, vocabulary, and fluency indicators from the dependent variable.

While descriptive statistics offered an overall understanding of the data, the researcher conducted an inferential statistical analysis, specifically a two-sample independent t-test, to establish the presence of a statistically significant difference between the pre-test and post-test measurements. Table 9 presented the p value and its equivalence related to the results obtained from the pre- and post- test applied to the experimental group.

Table 9. Paired Samples Test

		Paired Samples Test							Sig.
		Paired Differences					t	df	(2-tail ed)
Average		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – Average _POSTTEST	- 10,07692	7,09886	1,3922	- 12,94422	- 7,20963	- 7,238	25	0

Author: Martínez, N., (2023)

Based on the results of the paired samples test, which indicates a significant difference between the pre-test and post-test scores in the experimental group. The extremely low p-value of 0.000, which is well below the commonly used significance level of 0.05, provides compelling statistical evidence to reject the null hypothesis. Therefore, it is likely that the intervention had a significant impact on the scores of decoding, vocabulary and fluency indicators of the experimental group, suggesting a notable change in the measured variables.

A comparative analysis of the performance scores between the control group and the experimental group is necessary to present in order to identify the means from the pre-test. Table 10 summarizes the final scores and the mean obtained from the control and experimental groups in the pre- test.

General results and analysis from control and experimental group

Table 10. Pre-Test general results

PRE-TEST			
CONTROL GROUP		EXPERIMENTAL GROUP	
Decoding	6,07	Decoding	4,07
Vocabulary	5,46	Vocabulary	5,23
Fluency	3,61	Fluency	3,61
Mean score	15,15	Mean score	12,92

Author: Martínez, N., (2023)

The general result obtained from the pre- test applied at the beginning of the intervention to the control and experimental groups demonstrated the mean decoding score is higher (6.07) compared to the experimental group (4.07). This suggests that participants in the control group generally performed better in decoding skills. The mean vocabulary score is slightly higher (5.46) compared to the experimental group (5.23), though the difference is not substantial. This suggests comparable performance in vocabulary skills between the two groups. Whereas both groups have identical mean scores for fluency (3.61), indicating similar performance levels in this aspect across both groups.

After analyzing the scores obtained between the control and the experimental group from the pre- test, is important to analyze the mean obtained after a treatment. Table 11 summarizes the final scores and the mean obtained from the control and experimental groups from the post-test.

Table 11. Post-Test general results

POST-TEST			
CONTROL GROUP		EXPERIMENTAL GROUP	
Decoding	6,84	Decoding	9,69
Vocabulary	4,23	Vocabulary	9
Fluency	4,46	Fluency	4,3
Mean	15,53	Mean	23

Author: Martínez, N., (2023)

The collective findings from the pre-test administered to both the control and experimental groups at the end of the intervention demonstrated the mean decoding score is 6.84, in the control group while the mean score in the experimental group is significantly higher at 9.69, suggesting a substantially greater proficiency in decoding. The mean score in vocabulary 4.23, reflecting a moderate level of vocabulary understanding in the control group but vocabulary mean score is notably higher at 9.00, indicating a significantly greater vocabulary understanding compared to the control group. Finally, fluency mean score is 4.46, representing a moderate level of fluency in the control group and the fluency mean score is slightly lower at 4.30, though the difference is not substantial.

Understanding these mean scores is crucial for evaluating the effectiveness of the intervention in enhancing the targeted outcomes. Let's delve into the specific findings presented in the table. Table 12 reviews the mean score of the results obtained from the control and the experimental groups.

Table 12. General results from the Pre- Test and Post- Test mean score.

General results from the Pre- Test and Post- Test	
	mean
Pre- test control group	15,5
Pre- test Experimental group	12,92
Post- test control group	15,53
Post- test Experimental group	23

Author: Martínez, N., (2023)

In this context, the mean pre-test scores for the control group were 15,50 and experimental group 12.92, respectively. These scores offer insight into the initial performance levels of each group prior to the intervention. Subsequently, the post-test means scores for the control group 15,53 and experimental group 23. Based on these findings the control group had a higher mean pre-test score compared to the experimental group. This indicates that, initially, participants in the control group performed better on average before any intervention took place. After the intervention, the control group's mean score only slightly increased, suggesting limited improvement. In contrast, the experimental group's mean score increased significantly, indicating substantial improvement compared to their initial performance level and the control group.

These two sets of statistical results appeared to be the outcomes of T-Student Paired samples tests conducted on two different groups: an experimental and a control group and analyzed the comparison in detail.

In the experimental group, the paired differences mean was 10,07 with a standard deviation of 7,09 and a standard error mean of 1,39. The 95% confidence interval of the difference, determined by the t-test, ranged from -12,94 to -7,20. The t-test yielded a t-value of -7,23 with 25 degrees of freedom (df), and a highly significant p-value of

,000, indicating a substantial difference between pre-test and post-test scores. Conversely, in the control group, the mean difference between pre-test and post-test scores was much smaller, at -0,38, with a standard deviation of 5,09 and a standard error mean of 0.99858. The 95% confidence interval of the difference was from -2,44 to 1,67. The t-test for the control group produced a t-value of -0,38 with 25 degrees of freedom (df) and a non-significant p-value of ,703, suggesting that the observed difference could be attributed to chance. Overall, these findings underscore the statistical significance of the intervention in the experimental group, while highlighting the lack of significant change in the control group.

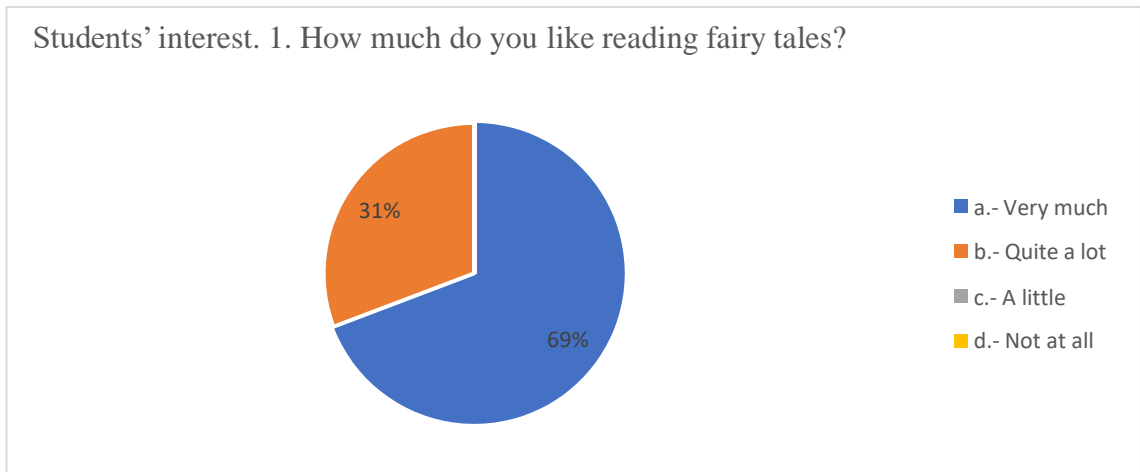
Although descriptive and inferential statistics results emphasize the effectiveness of the intervention in the experimental group after 6 weeks of being using fairy tales as educational tool to enhance reading comprehension, it is also important to consider student's opinion about the process of reading fairy tales in terms of motivation, interest, entertainment, and values, what follows next is the analysis and the results obtained from the survey applied after the intervention to the experimental group.

Survey results applied after the treatment to the experimental group

A survey was necessary to be applied at the end of the treatment with the experimental group to confirm students' interest, motivation, entertainment, and values gained from reading fairy tales across a 6-week timeframe. This survey was designed by the researcher and approved by knowledgeable teachers; it was composed of 8 questions 2 questions per each indicator from the independent variable fairy tales

The survey findings are presented below.

Graphic 1. How much do you like reading fairy tales?

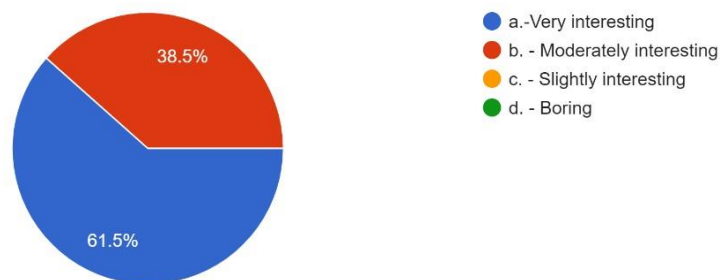


Author: Martínez, N., (2023)

Regarding to the previous question a combined total of 26 students participated in the survey referring to how much did they liked reading fairy tales. The majority (18 students) showed a strong affinity for fairy tales, while (8 students) also indicated a positive sentiment towards them. Overall, the data suggests that fairy tales are generally well-liked among this group.

Graphic 2. How interesting do you find Reading fairy tales from May, 4th to June 23rd, 2023?.

Students' interest. 2. - How interesting do you find reading fairy tales from May, 4th to June 23rd, 2023?
26 respuestas



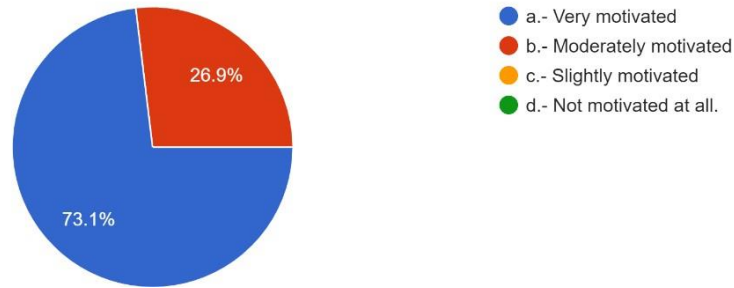
Author: Martínez, N., (2023)

The second question demonstrated that 16 students (61.5%) found reading fairy tales to be very interesting, while a significant minority 10 students 38.5% found it to be moderately interesting. All in all, the data indicate a positive level of interest in reading fairy tales during the specified intervention.

Graphic 3. How do you feel about reading fairy tales?

Students' motivation. 1. - How do you feel about reading fairy tales?

26 respuestas



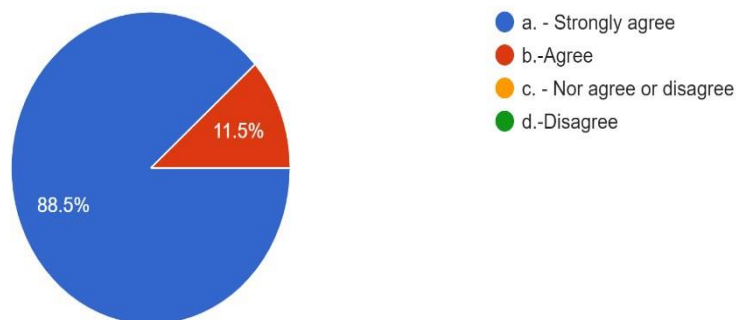
Author: Martínez, N., (2023)

Regarding to question 1 about motivation, the majority of students (19 out of 26) 73,1 % feel very motivated about reading fairy tales, while a smaller portion (7 out of 26) 26,9 % feel moderately motivated. In summary, the responses indicate a generally positive attitude towards reading fairy tales, with a significant majority expressing high level of motivation.

Graphic 4. Would you like to continue learning English through fairy tales?

Students' motivation. 2.-Would you like to continue learning English through fairy tales?

26 respuestas

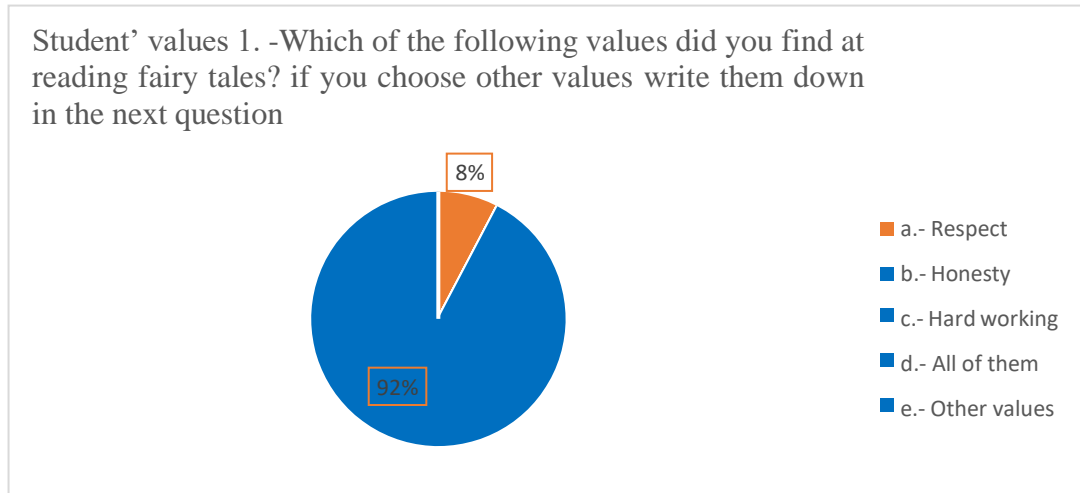


Author: Martínez, N., (2023)

Motivation, question 2 the data indicates a strong overall preference among students for continuing to learn English through fairy tales, with the vast majority 23 students 88, 5% expressing strong agreement with the idea. Only a small minority 3 students 11,5% express agreement without strong enthusiasm. The responses suggest that fairy tales are seen as an effective and enjoyable method for learning English among the

surveyed students.

Graphic 5. Which of the following values did you find at reading fairy tales?

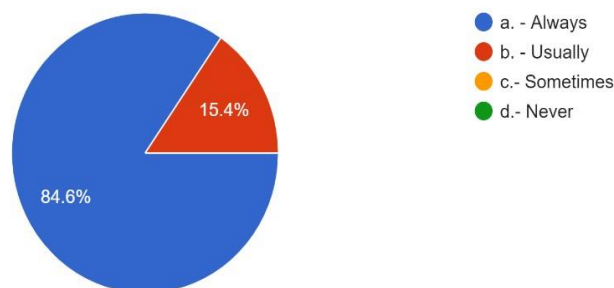


Author: Martínez, N., (2023)

The analysis reveals that while a small minority of students 2 students 7,7% identified respect as a value found in reading fairy tales, the overwhelming majority 24 students 92,3 % answers all of them recognized honesty, respect and hard work as prevalent values within these narratives. These findings suggest that fairy tales are perceived as rich sources of moral and ethical lessons by the surveyed students.

Graphic 6. Do you think fairy tales provide values for life?

Student's values 2. - Do you think fairy tales provide values for life?
26 respuestas



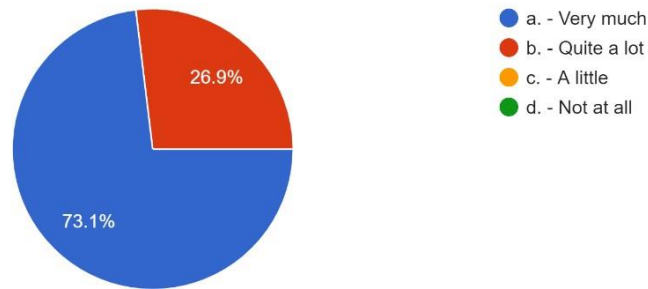
Author: Martínez, N., (2023)

Question 2 for values indicated the overwhelming majority of 22 students (84.6%) strongly believe that fairy tales always provide values for life, indicating a widespread perception of fairy tales as valuable sources of moral and ethical guidance. Additionally, a minority 4 students (15.4%) still recognize the potential for moral lessons in fairy tales, though with slightly less certainty. The data suggests that fairy

tales are widely regarded as important sources of values and life lessons by the surveyed students.

Graphic 7. How entertaining are fairy tales for you?

Student entertainment. 1.-How entertaining are fairy tales for you?
26 respuestas

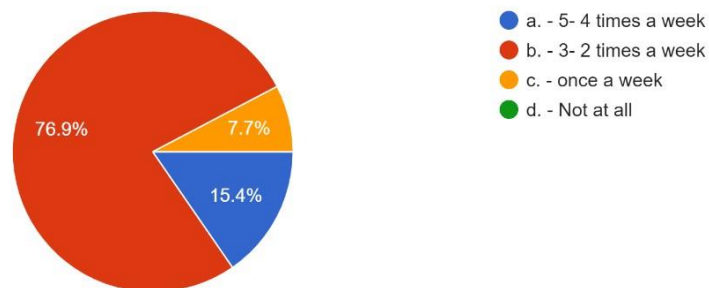


Author: Martínez, N., (2023)

The data presented in question 1 for entertainment indicated 19 students (73.1%) find fairy tales to be always entertaining, with a smaller portion (26.9%) 7 students usually finding them entertaining. Fairy tales are perceived as a source of enjoyment and entertainment by the surveyed students, with a strong preference for their ability to captivate and engage.

Graphic 8. How much time would you like to spend reading fairy tales per week?

Student's entertainment. 2.-How much time would you like to spend reading fairy tales per week?
26 respuestas



Author: Martínez, N., (2023)

The data indicates that 20 students (76.9%) prefer to spend 5-4 times a week reading fairy tales, with a smaller portion of 4 students (15.4%) preferring to do so 3-2 times a week, and an even smaller minority 2 students (7.7%) preferring once a week. In summary the responses suggest a varied but generally positive interest in engaging with fairy tales on a regular basis among the surveyed students.

4.1 Hypothesis testing

The research hypothesis is confirmed by examining the results obtained before and after the intervention, where the researcher used fairy tales as an educational tool to enhance reading comprehension. Hypothesis tests are formulated by comparing indicators from independent and dependent variable to assess this relationship.

Null hypothesis (H0)

Fairy tales do not enhance reading comprehension in Middle School EFL students.

Alternative hypothesis (H1)

Fairy tales enhance reading comprehension in Middle School EFL students.

In the context of paired samples, the formula for the t-test in statistics is given as follows:

Where:

\bar{d} = represents the mean of the differences, as indicated in the statistics table.

Sd = denotes the standard deviation of the differences.

n = signifies the sample size, corresponding to the number of pairs of observations.

$$t = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

Once inferential statistics were applied and the results were analyzed, demonstrating the effectiveness of the intervention, it was once again confirmed that fairy tales are a useful educational tool to enhance reading comprehension. Besides, fairy tales also motivate students to engage in the world of reading.

4.2 Discussion

The difference between the experimental and control groups underscores the statistical significance of the intervention. The substantial difference in mean scores, supported by the significant t-value and narrow confidence interval in the experimental group, corroborates the effectiveness of employing fairy tales as an educational tool to reinforce reading comprehension based on the three indicators: decoding, vocabulary and fluency. A notable increase was observed in learners through the intervention period. Conversely, the lack of significant change in the control group, as evidenced by the non-significant t-value and wider confidence interval, highlights the absence of any tangible improvement resulting from factors other than the intervention.

The findings from this study highlighted the effectiveness of employing fairy tales as an educational tool to enhance reading comprehension. Results of the pre- and post-tests indicate substantial improvements across all three assessment criteria: decoding, vocabulary, and fluency. In decoding, there was a notable increase from a mean score of 4.07 in the pre-test to 9.69 in the post-test, demonstrating significant progress in students' ability to decode words. Flashcards were a useful material that helped students to decode a word into a picture and understand the context of fairy tales. Similarly, vocabulary skills showed considerable enhancement, with the mean score rising from 5.23 in the pre-test to 9 in the post-test. This indicates a marked expansion in students' vocabulary knowledge. Additionally, in terms of fluency, there was a notable improvement from a mean score of 3.61 in the pre-test to 4.3 in the post-test. However, the modest increase in fluency compared to decoding and vocabulary scores may be attributed to several factors. Firstly, fluency encompasses not only the speed but also the accuracy and expression with which individuals read. Second the intervention was short, only lasting for 6 weeks, and the students were not familiar with this type strategy. While students may have improved their ability to decode words and understand vocabulary, achieving fluency requires consistent practice and exposure to varied texts. Additionally, fluency development may be influenced by individual differences among students, such as prior reading experience, language proficiency, time of reading exposure and comfort level with the language.

To verify the effectiveness of the results obtained in this research, it is important to analyze other studies that have demonstrated the usefulness of fairy tales in improving reading comprehension. According to Pawana et al. (2014) investigated the potential of using fairy tales to improve reading comprehension skills. Researchers used a pre-experimental design and collected data through pre- and post-tests, which were analysed statistically. The research revealed a notable improvement in students' reading comprehension after being exposed to fairy tales as educational tool in EFL students. Similar assessment instruments and the design were used to obtain the results after the interventions to demonstrate the efficacy of incorporating fairy tales in EFL classrooms.

Likewise, Pillaga, (2021) showed that incorporating fairy tales into reading classes enhance reading comprehension skills on learners. Being exposed to different type of text catch students' attention and interest to get into the world of reading. By exposing students to diverse texts like fairy tales, educators can capture their attention and explode their interest in the realm of reading, ultimately contributing to their overall literacy development and academic success.

Based on the survey results learners not only enjoy reading fairy tales but also find them highly entertaining, motivating, and valuable sources of moral and ethical lessons. Inaad, Muhammad, & Mediarita (2018) studied how fairy tales promote collaboration among children, assessing their ability to recognize and apply character values in daily life. The findings suggested that fairy tales effectively instill morality in learners, particularly teaching virtues like cooperation, which enhances collaborative behavior in the classroom. Moreover, this is proven by the study carried out by Núñez, (2019) fairy tales act as powerful tool in fostering children's creativity and imagination, especially when they actively contribute to shaping their own narratives. Through this engagement, children not only refine their reading abilities but also enrich their vocabulary, nurturing a more comprehensive grasp of reading skills and proficiency. Students express overwhelmingly positive attitudes towards reading fairy tales. Furthermore, students recognize the educational value of fairy tales beyond mere entertainment.

The results obtained from the survey demonstrated that learners believe that fairy tales provide valuable lessons for life and can serve as effective tools for learning and language acquisition, as evidenced by their willingness to continue learning English through fairy tales. The highest percentage from the survey results belonged to values with 92,3 % answers all of them recognized honesty, respect and hard work as prevalent values within these narratives perceived as rich sources of moral and ethical lessons and the lowest percentage belong to interest (61.5%) found reading fairy tales to be very interesting, while a significant minority 10 students 38.5% found it to be moderately interesting. The majority of respondents expressed a high appreciation for the moral and ethical lessons embedded in fairy tales and the overall willingness to continue learning English through fairy tales underscores their perceived effectiveness as educational tools.

These findings not only emphasize the practical implications of using fairy tales in educational settings but also contribute to the wider discourse on innovative approaches to enhancing reading comprehension skills. Moreover, the results underscore the importance of rigorous statistical analysis in evaluating the effectiveness of educational interventions, thereby providing valuable insights for educators and researchers alike.

Future studies could further explore the long-term impact of incorporating fairy tales into educational curricula and delve into potential mechanisms underlying their efficacy in improving reading comprehension.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter encapsulates the most salient conclusions from this study by synthesizing key findings and insights from exploring the impact of fairy tales on reading comprehension among students learning English as a Foreign Language. Subsequently, this chapter endeavors into practical guidance by presenting carefully created recommendations that extend beyond the study's limitations. The chapter also offers actionable insights for educators, institutions, and curriculum developers. Together, the conclusions and recommendations presented here aim to contribute not only to the academic discourse on language learning but also to the practical landscape of pedagogy, fostering an enriched and effective approach to enhancing reading comprehension skills among students.

5.1. Conclusions

The research into the use of fairy tales to enhance reading comprehension has generated valuable insights as follows.

First, the data suggested that exposure to fairy tales significantly enhances students' comprehension abilities, showcasing the potential of these narratives as engaging and effective instructional aids. In this small-scale study, the researcher worked directly with the control and experimental groups for six weeks. Although the control group showed minor improvements in decoding words, vocabulary, and fluency due to regular exposure to reading, the experimental group reported substantial improvements in the aspects mentioned before. For instance, in vocabulary, students demonstrated a better use of verbs (regular and irregular). Likewise, students exhibited a better performance in the use of specific nouns presented in each one of the fairy tales.

Regarding fluency, throughout the intervention process, it was evident that students made stops when necessary and improved their pace while reading, leading to better text comprehension. Finally, decoding words, the intervention had a significant impact

on the students' ability to decode words, as evidenced by a noticeable increase over the six weeks. Decoding words was an essential strategy for the students while reading fairy tales, and learners demonstrated clear improvement in recognizing sounds for instance while reading "Puss in Boots" sounds like /æ/ in "cat" and /o/ in took (the past tense of a verb), and representing these words into a picture were useful to get a better understand words while reading.

Second, the observed positive responses, both in terms of engagement and comprehension improvement, indicate a favorable reception of this pedagogical approach. After the intervention process, students showed an increased enthusiasm for reading activities, showing strong motivation and finding entertainment in fairy tales due to the values fairy tales provided for daily life. Likewise, Students showed high levels of engagement and enthusiasm, participating in discussions about the fairy tale, sharing their thoughts, opinions, and predictions about the characters, and moral lessons embedded within the narrative, creating an interactive activity with a great environment classroom. The valuable insights into values provided by fairy tales were considered useful for learners during the intervention because values contribute to the development of student's character by shaping their moral compass and defining their sense of identity. Through exposure to values such as respect, responsibility, honesty, hard work, and resilience, students cultivate qualities such as integrity, compassion, and perseverance that are essential for personal growth and success in life.

Third, the benefits of using fairy tales as an educational tool for EFL students to enhance reading comprehension through engaging narratives capture students' interest, entertain them while learning, and motivate them to read attentively. Fairy tales expose students to diverse cultural perspectives in a context of active class participation. Furthermore, these stories embrace language acquisition by enriching students' decoding of words, fluency, and vocabulary acquisition. Because students perceived these written texts as engaging resources that captured their interest. Students felt fully immersed in the stories because they were straightforward to understand. Consequently, learners were able to employ the PDP (pre-reading, during-reading, and post-reading) strategy. In pre-reading activities, visual aids were the main resource to introduce themes, characters, and settings of fairy tales, relating them to students' own lives. Whereas in during reading, pinpointing important words, offering preparatory

exercises, and engaging students in interactive discussions and predictions were essential facts to understanding fairy tales' context. Finally, in post-reading activities, evaluate understanding, stimulate critical thinking, and encourage imaginative retellings or alterations of endings. Overall, these aspects help to create a dynamic and enriching post-reading experience that goes beyond simple comprehension to foster deeper understanding, critical thinking skills, and creativity in students.

5.2. Recommendations:

It is recommended to assess students' reading comprehension levels before and after treatment through a test. By using pre and post-tests as evaluation tools can provide valuable insights and results into the effectiveness of the approach. Likewise, the teacher implementing the intervention should invest additional interest and care into the process by employing observation sheets or conducting interviews with students. These tools enable the teacher to gain insights into the students' feelings and experiences throughout the intervention, allowing for adjustments and improvements along the way. By actively seeking feedback from students, the teacher can modify the intervention to better meet their needs and address any challenges they may encounter during the process.

Educators must consider integrating fairy tales into their teaching practices. By doing so, educators can enhance student engagement and comprehension. Additionally, incorporating fairy tales can contribute to a more enjoyable and participatory learning experience, fostering a positive classroom environment. Educators could consider diversifying the selection of fairy tales to expose students to a wider range of values and cultural perspectives. Additionally, integrating follow-up activities that encourage students to apply these values in real-life situations can reinforce their understanding and application of moral principles. Further research could explore additional factors influencing the effectiveness of fairy tales in language learning and expand the scope of application across different educational settings.

It is recommended to leverage the positive results of using fairy tales as a pedagogical tool to enhance reading comprehension skills among students learning English as a Foreign Language. Through thoughtful integration, diverse selection, interactive

activities, assessment strategies, and promotion of lifelong learning, educators can create enriching learning experiences that inspire and empower students to succeed in their language learning journey. However, it is important to address the aspect of fluency. Since the findings revealed that fluency wasn't significantly improved through the use of fairy tales, educators may consider complementing the fairy tale approach with additional strategies specifically targeting fluency development.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Reading fairy tales to enhance reading comprehension

Name of the Institution: Unidad Educativa Fiscomisional “Tirso de Molina”

Beneficiaries: Students who attend to Middle School

Location: The Institution is located in Tungurahua’s Province, Ambato, Izamba’s Parish on Pedro Vásquez Avenue, and Sevilla Street.

Estimated time for the execution: The estimated time for the execution will be about six weeks.

Person in charge: Lic. Nancy del Rocío Martínez Llerena

6.2. Background of the proposal

The rationale for putting forward a proposal that involves the use of fairy tales to enhance reading comprehension responds to several factors. First, reading comprehension is a crucial ability that serves as the foundation for academic achievement and lifetime learning. This signifies those students not getting the quality of reading comprehension in their English as a Foreign Language preparation may struggle in further academic areas derived from the proper understanding of a text.

However, it is frequently difficult to engage teens in activities that promote this skill. With their fascinating charts and creative components, fairy tales provide a unique and effective strategy for enhancing reading comprehension in young learners. According to Mashtaler and Mástaler, (2020) fairy tales are an excellent and beneficial resource for English language instruction. Fairy tales are short entertaining, and fun. Students can acquire grammar, new vocabulary, values, and other language skills through fairy tales. Moreover, fairy tales have a good impact on children's vocabulary an important component that must be acquired by students learning a new Language.

Nowadays fairy tales continue to survive as a great resource for young readers. The

fascinating narratives, colorful characters, and inventive scenarios make them a fantastic stand for engaging young readers. Fairy tales' imaginative features frequently encourage young people's imagination, making learning entertaining and memorable. This proposal introduces a helpful strategy for teachers at Unidad Educativa Tirso de Molina who currently do not possess prior research or recommendations that effectively assist students in addressing challenges with reading comprehension. Additionally, teachers lack valuable tools that can be utilized or adapted to better align with their specific teaching and learning requirements.

6.3. Justification

This proposal is designed especially for middle school ninth-level learners at Unidad Educativa Tirso de Molina due to low level of skill in understanding a foreign language. By having students act out classic fairy tales, this proposal aims to improve learners' comprehension skills through a variety of carefully designed activities in order to encourage into a love of reading and make the acquisition of vocabulary, decoding words and fluency easier. These strategies help learners to become more proficient in the English language.

At the moment of learning English as a Foreign Language, one of the most important factors that must be taken into consideration is that learners are not able to understand instructions or any information from short texts provided from student's books to reflect and interpret the activity to demonstrate that reading comprehension has been acquired.

Furthermore, this proposal is important because will significantly enhance English language learning for the students involved. It emphasizes the need to incorporate reading skills, which will improve communication, and reinforce learners' fluency, vocabulary, and decoding of words. The goal is to empower students to master these language skills, employing this magnificent strategy that encourages critical thinking at the moment of reading.

Finally, using the fairy tale handbook will make easier to implement English teaching-learning strategies, to improve students' language ability to a beneficial level.

6.4. Objectives

6.4.1. General

To devise a booklet based on fairy tales that improves reading comprehension on EFL middle school learners.

6.4.2. Specific

- To provide teachers and students lesson plans with fairy tales that include activities to enhance vocabulary, decoding words, fluency and reading comprehension
- To encourage teachers the use of fairy tales as an instructional resource in EFL classrooms.
- To contribute with appropriate media resources to boost students reading comprehension.

6.5. Feasibility analysis

This idea of use of fairy tales in EFL students has been carefully thought out, planned, and developed to have plenty of applications. Thus, from a technical, technological, and financial perspective, it is feasible.

Technically viability is guaranteed because all school facilities are reachable and the required permissions from authorities have been secured to carry out the classroom intervention. For teachers who want to help learners become more proficient in reading comprehension skill, the school has projectors that facilitate the teaching processes.

Furthermore, the computer lab's internet access, which makes web browsing and research easier, demonstrates the technological viability of the project. Finally, all costs have been paid by the researcher during the entire procedure, economic viability is also guaranteed.

6.6. Theoretical foundation

Fairy tales

Fairy tales are recognizable to all people around the world. A type of folklore known as fairy tales usually consists of imaginative stories with magical aspects, mythological creatures, and magical locations.

According to Monica, Wibowo & Harsono (2023) Fairy tales serve as a vehicle for catching students' attention. Since most youngsters prefer to see images over words, fairy tales engage young learners while also providing entertainment and moral lessons. Therefore, the role of fairy tales is seen as a strategy to increase literacy among children.

The fairy tale, as defined by Cambridge Dictionary (2024), is a classic children's tale known for its portrayal of magic and fantastical animals, undoubtedly engaging with emotions. Additionally, Sayer, Kristiawan, and Agustina (2018) describe the fairy tale as a fantastical narrative that serves as a vehicle for imparting moral lessons and facilitating character development. Thus, fairy tales not only captivate audiences with their enchanting elements but also serve a deeper purpose in instilling moral values and fostering personal growth through storytelling.

Some insights provided from authors underscore the profound impact of fairy tales on engaging young learners and fostering literacy making these narratives an effective tool for capturing students' attention. The combination of entertainment and moral lessons embedded in fairy tales not only makes learning enjoyable making these narratives an effective tool for capturing students' attention. This emotional engagement can play an essential role in enhancing comprehension skills and fostering empathy among young readers. By recognizing fairy tales as vehicles for both entertainment and moral lessons, educators and parents can harness potential as strategic tools to not only increase literacy but also instill valuable life lessons and virtues in the minds of learners.

Reading Comprehension

Reading is the cognitive activity of deciphering and understanding printed or written symbols, including words, phrases, and letters, in order to derive meaning from a text. According to Muchtar (2019) referred that reading is an instructional process that is primarily controlled by the eyes and brain. The eyes take in the information, and the brain interprets it. One of the receptive skills is reading. The focus of receptive skills is on the student's active engagement as a reader during English class.

Likewise, Mohammad (2019) determined that reading increases empathy and provides access to a wide range of information. Reading is a particular skill that involves a variety of techniques that promote interacting with written words for both meaning and enjoyment. This process not only enhances cognitive abilities but also fosters a deeper connection with others' experiences and perspectives. Thus, reading serves as a gateway to empathy and a vast reservoir of knowledge, enriching individuals' lives on multiple levels.

About et al, (2019) established a reader needs to develop an effective mental representation of the text, by mapping the word form onto the appropriate speech sounds, connect the word to its meaning, integrate meaning across word, sentences, and integrate pertinent background information.

Drawing from the insights provided by the authors, it becomes apparent that emphasizing the significance of reading encompasses a multifaceted engagement with cognitive processes. This includes but is not limited to improving word reading proficiency, working memory, monitoring comprehension, expanding vocabulary, and tapping into prior knowledge. Moreover, the act of reading extends beyond mere comprehension; it serves as an element for learners to actively immerse in written texts, extracting both understanding and pleasure from learners' encounters. Consequently, reading emerges not just as a cognitive activity but as a basis in a learner's intellectual evolution and personal enrichment.

6.7. Methodology

Teaching English through fairy tales to enhance reading comprehension can be an engaging and effective method, integrating language skills with imaginative stories. fairy tales have been strategically integrated to enrich the reading comprehension abilities of middle school students learning English as a Foreign Language. A useful methodology that combines various strategies for an enriched learning experience.

Choosing fairy tales that are age-appropriate and align with the language proficiency of student's interest is an important fact, fairy tales provide learners with rich vocabulary, clear moral lessons, and possible for various language skills to be developed.

According to Gómez & Avila's (2009) demonstrated that strategies such as Brainstorming, Graphic Organizers, KWL, Comparison-Contrast Charts, Question-Answer Relationship, and Reciprocal Teaching significantly improved reading comprehension skills. Authors recommended that teachers should integrate these strategies into instruction to enhance students' comprehension abilities.

On the other hand, Toprak & Almacioğlu (2009) stated that the process of developing an effective strategy for foreign language reading comprehension involves three key stages. These stages include pre-reading, during reading, and post-reading, as outlined above.

Pre-Reading Activities through pictures that help teachers introduce the fairy tale's theme, characters, and setting through discussions, images, or short summaries activating prior knowledge by connecting the tale to students' experiences or cultural backgrounds. During reading activities encourage learners to identify key vocabulary words from the fairy tale and create pre-teaching activities to familiarize students with these terms, using contextual clues, visual aids, and interactive exercises to reinforce new words. Reading fairy tales aloud and encourage students to read individually, pausing at key points for discussions, predictions, and reflections to enhance comprehension. After reading motivates learners to answer questions, assess understanding and encourage critical thinking, fostering creativity on students to retell the fairy tale in their own words or rewrite the ending. Finally assigning writing tasks such as vocabulary words, answering questions, identifying values, completing

graphic organizer, drawing pictures demonstrate how appropriate and useful fairy tales were to enhance reading comprehension.

Moreover, using multimedia resources canva presentations of fairy tales, catch learners' attention at the moment of reading. Providing constructive feedback to guide students' language development and help them to summarize the story to create a positive impact on the teaching and learning process.

Finally, a booklet of fairy tales created in canva, with six lesson plans and tasks related to each fairy tale is provided in this proposal to be used by teachers at Tirso the Molina High School with Middle level students to enhance reading comprehension.

Table 13. Operational Model

6.8. Operational Model

Stages	Objetives	Activities	Resources	People in charge	Time
Identificati on	To incorporate fairy tales in the Middle School Year at Tirso de Molina High school	Socialize with teachers some aspects related about methodology and the correct application of fairy tales.	Classroom Projector	Researcher Teachers Students	2 weeks
Design	To create a booklet of six fairy tales in canva presentation .	Socialize with students about the previous activities and advantages of using fairy tales Designing canva's presentations of fairy tales, lesson plans and worksheets.	Internet canva presentations Computer Internet conection	Researcher	2 weeks

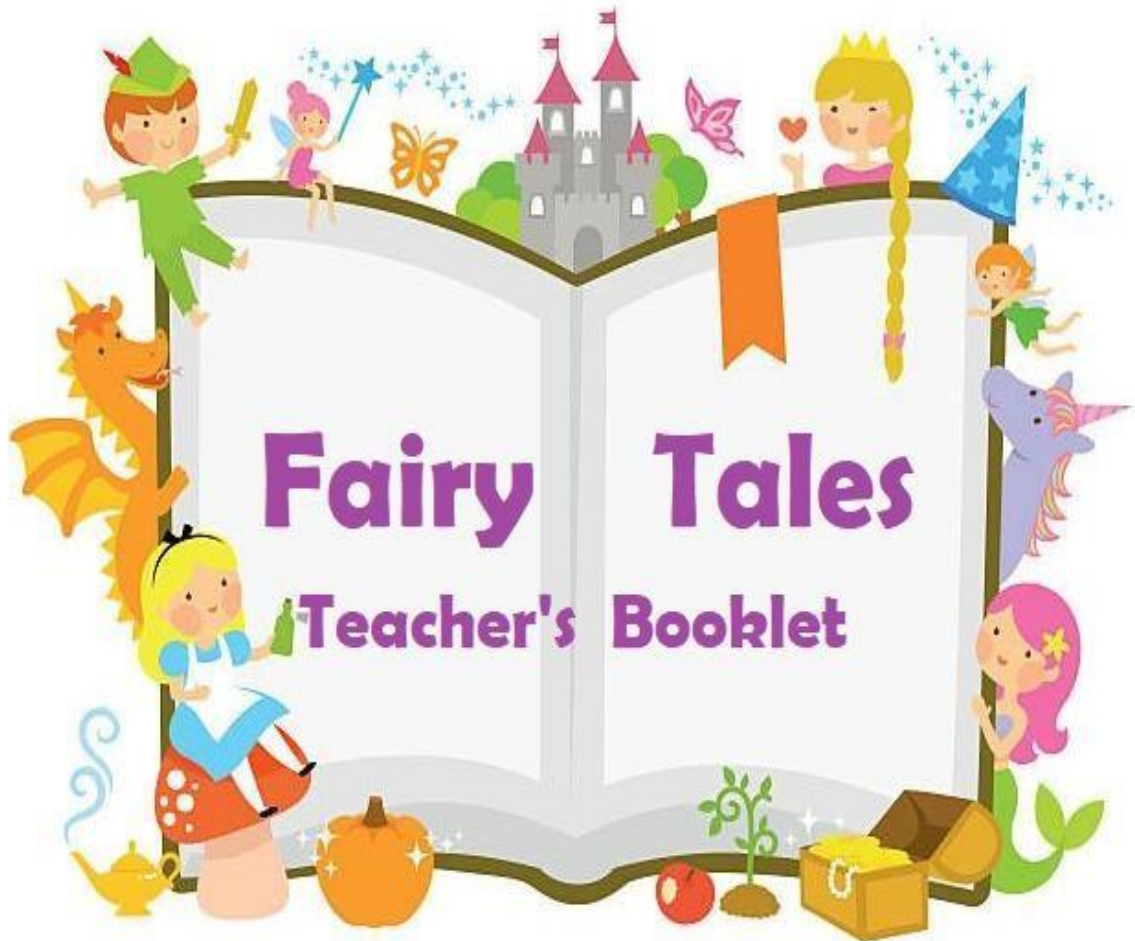
	To select the appropriate material based on their level, age, and needs of students.	Analysis of the material according to students' needs.			
Promoting	To implement the proposal at the intervention stage	Support teachers with instructions on how to use the material, evaluate students, present the fairy tales from this proposal. Providing learners an attractive material	Canva's presentation of fairy tales Lesson plans Worksheets Internet connection	Researcher Teachers Students	6 weeks
Evaluation	To assess the intervention stage	Applying pre-post tests and surveys	Questionnaires Survey	Researcher Teachers	2 Hours

Author: Martínez, N., (2023)

This booklet is being organized as follows.

First, teachers will find the lesson plans as a guide to work with fairy tales in EFL classrooms with a general and specific objective oriented to develop reading comprehension skills based on decoding words, vocabulary and fluency parameters. Then a methodological part is presented with different activities considering three stages include pre-reading, during reading, and post-reading. In the Pre-reading activity teachers will involve using pictures to introduce the fairy tale's theme, characters, and setting, connecting it to students' experiences. During reading, learners will identify key vocabulary words and engage in pre-teaching activities to familiarize themselves with these terms using contextual clues and visual aids. Reading aloud prompts discussions and reflections, while post-reading encourages answering questions and creative activities like retelling the tale in their own words. Additionally, teachers will find activities to assess students in class by drawing pictures, answering

question, completing graphic organizers, writing morals. Finally, the pre-post-test is presented at the end of this proposal to assess students before and after the intervention.



Presentation

In today's fast-paced world, the skill of reading comprehension is increasingly vital. It surpasses the mere recognition of words on a page; it entails the abilities to understand, analyse, and interpret the deeper meaning behind written text. This booklet serves as a valuable resource, offering a diverse selection of fairy tales presented through engaging Canva presentations. Alongside these enchanting tales, you will find six meticulously shaped lesson plans, each accompanied by practical exercises designed to enhance students' reading comprehension abilities. Through this comprehensive approach, students will not only immerse themselves in the magic of fairy tales world but also develop the essential skills needed to navigate and comprehend a wide range of written materials.

Guidelines that must be consider by educators while teaching English through fairy tales.

Fairy tales have captivated audiences for generations, offering a blend of fantasy, adventure, and moral lessons. In education, they serve as powerful tools for engaging students and promoting literacy skills. This guide explores the PDP (pre- reading, during- reading, and post-reading) strategy for integrating fairy tales into the curriculum. Through this process, educators can guide students on a journey of discovery, enhancing comprehension and instilling timeless values.

Pre- reading

- To start is important to use a warm -up activity related to the tittle of fairy tales.
- Begin by engaging students' prior knowledge and activating their schema related to the fairy tale you will be reading using visual aids.
- Encourage students to make predictions about the story based on the title, cover illustrations, or any background information provided.
- Prompt students to think about what they already know about fairy tales and the themes commonly found in them.
- Encourage students to share their thoughts, questions, and expectations about the story.
- Guide students to think critically about the characters, setting, plot, and themes of the fairy tale.

During- reading

- Ask students to read the fairy tale aloud to the class, pausing at strategic points to check for understanding and engage students in discussion.
- Model fluent reading and expression, emphasizing key elements of the story such as dialogue, descriptive language, and plot developments.
- Encourage students to actively listen, follow along in their own copies of the text if available, and visualize the events as they unfold.

After- reading

- Facilitate a reflective discussion about the story.
- Encourage students to share their reactions, thoughts, and feelings about the events and characters.
- Guide students to make connections between the story and their own lives, other texts they have read, or broader themes and concepts.

- Encourage critical thinking by prompting students to analyze the moral lessons or messages conveyed in the fairy tale.
- Provide opportunities for students to extend their understanding of the fairy tale through follow-up activities.
- This could include creative writing exercises, role-playing or dramatization, art projects, or further exploration of related themes through research or discussion.
- Encourage students to apply the lessons learned from the fairy tale to real-life situations or to consider how the story might have different outcomes in different contexts.

Assessment:

- Use formative assessment techniques such as questioning, observation, and discussion to gauge students' understanding and identify any areas for further instruction or support.
- Provide feedback to students on their participation and responses, and use this feedback to inform future instruction and activities.

By following these instructions, teachers can effectively use the PDP strategy to engage students with fairy tales, promote reading comprehension and critical thinking skills, and foster a deeper appreciation for literature storytelling.

ANEXES PROPOSAL

LESSON PLAN 1		
Teacher's name: Nancy Martínez		
Date: 10/05/2023	Time: 07:20 – 08:40	Length of lesson: 80 minutes
Level: A1	Grade: 9th	
Language skills: Reading Comprehension		
General objective: Students will be able to identify the main idea, supporting details, and vocabulary words, to complete the activity. “The magic pot”		
Specific objectives: <ul style="list-style-type: none"> ➤ To read images from the fairy tale ➤ To identify new words as vocabulary ➤ To decode new words ➤ To complete the activity 		
PROCEDURE		
Time	Activities	Resources
Warm-up: 5 min.	Warm-up activity “The magician game”	Humans: Teacher Students
Before reading: 20 min.	Pre-Reading: Introducing the topic with questions * Brainstorming about pictures (predictions) *What are the pictures about? *What happened in the fairy tale? *What is the story about?	Materials: Board Markers Eraser Printed sheet of paper (fairy tale)
During reading: 30 min.	While- Reading: * Underlining unknown words in the text *Reading together each paragraph *Summarizing each paragraph *Taking notes from each paragraph	Pen Pencils Color pencils
After reading: 10 min.	Post-Reading: *Asking students to summarize the fairy tale *Identifying some words to decode them in sentences or representing them in pictures. *Drawing some pictures on the board to clarify vocabulary. *Identifying the principal moral or value from the reading	
Assessment: 15 min	Assessment:	

	Complete the activity based on the reading *Decoding some new words *Identifying vocabulary	
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Link: the magic pot Canva presentation.

https://www.canva.com/design/DAF7mKi8nsE/zVvGI4IPShaKXgqmHQ-IuA/edit?utm_content=DAF7mKi8nsE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



UNIDAD EDUCATIVA FISCOMISIONAL "TIRSO DE MOLINA"
2022-2023

Name:.....

Date:.....

Course:Level:.....

Answer the following questions from the reading

1.-Why was the pot magic?
.....

2.-Who are the characters in the story?
.....

3.- What is the main idea of the fairy tale "The magic pot?"
.....

4.- What is the moral of the reading?
.....

Decoding: complete these words with a vowel base on the reading, then replace them with a picture.

1.-C_ _k

2.- P_ t

3.-St _p

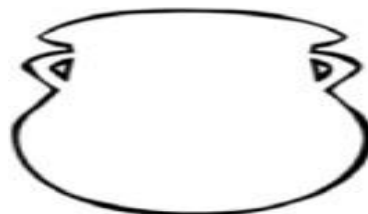
4.- H_ m e

Vocabulary: Complete these sentences with the missing word

1.- The old woman _____ her a _____ pot.

2.- The _____ began to cook the _____.

Write some values inside the pot presented in the reading "The magic pot"



English Teacher
Lic. Nancy Martínez

LESSON PLAN 2

Teacher's name: Nancy Martínez		
Date: 17/05/2023	Time: 07:20 – 08:40	Length of lesson: 80 minutes
Level: A1	Grade: 9th	
Language skills: Reading Comprehension		
<p>General objective: Students will be to identify the main idea, supporting details, and vocabulary words to complete the activity based on the reading of the fairy tale “Puss in the Boots.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> ➤ To read images and identify the main idea from the fairy tale ➤ To identify new words as vocabulary ➤ To Recognize supporting details that contribute to the development ➤ To complete the activity 		
PROCEDURE		
Time	Activities	Resources
<p>Warm-up: 5 min.</p> <p>Before reading: 20 min.</p> <p>During reading: 30 min.</p> <p>After reading: 10 min.</p> <p>Assessment: 15 min</p>	<p>Warm-up activity “Which animal do you like the most?”</p> <p>Pre-Reading:</p> <p>Introducing the topic with questions</p> <ul style="list-style-type: none"> * Brainstorming about pictures (predictions) *What are the pictures about? *What happened in the fairy tale? *What is the story about? <p>While- Reading:</p> <ul style="list-style-type: none"> *Underlining unknown words in the text *Explaining to students the vowel sound /ʊ/ /ʊk/ Look *Searching words in the reading with this sound. *Pronouncing and repeating the sounds. *Reading together each paragraph *Asking students to imagine the context *Summarizing each paragraph *Taking notes from each paragraph <p>Post-Reading:</p> <ul style="list-style-type: none"> *Asking students to summarize the fairy tale *Identifying some words to decode with the vowel sound /ʊ/ and representing them in pictures. *Drawing some pictures on the board to clarify vocabulary. 	<p>Humans:</p> <p>Teacher Students</p> <p>Materials:</p> <p>Board Markers Eraser Printed sheet of paper (fairy tale) Pen Pencils Color pencils</p>

	<p>*Identifying the principal moral or value from the reading</p> <p>Assessment: Complete the activity based on the reading *Decoding some new words *Identifying vocabulary *Answering some questions</p>	
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Link: "Puss in boots" Canva presentation.

https://www.canva.com/design/DAF7mOj6log/8DoZk8FvgQePRbr6y_62pQ/edit?utm_content=DAF7mOj6log&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



UNIDAD EDUCATIVA FISCOMISIONAL "TIRSO DE MOLINA"
2022-2023

Name:.....

Date:.....

Course:Level:.....



Complete this activity based on the reading.

What is the main idea of the fairy tale "The Puss in Boots?"

.....
.....
.....

What is the moral of the reading?

.....
.....
.....

Decoding: complete these words with a vowel sound base on the reading. Then represent it with a picture.

P _ _ R

B _ _ T

T _ _ K

L _ _ K

Vocabulary: Look at the picture then trace a line to the corresponding word.

Boots

Puss

Miller

king



English Teacher
Lic. Nancy Martínez

LESSON PLAN 3

Teacher's name: Nancy Martínez

Date: 24/05/2023

Time: 07:20 – 08:40

Length of lesson: 80 minutes

Level: A1

Grade: 9th

Language skills: Reading Comprehension

General objective: Students will be to identify the main idea, supporting details, and vocabulary words to complete the activity based on the reading of the fairy tale “Hansel and Gretel”.

Specific objectives:

- To identify and discuss various elements typically found in a forest to activate prior knowledge
- To underline unknown words and regular verbs in the past, reading parts of the text projected on the board
- To demonstrate learners' comprehension of the fairy tale by completing the assessment task.

PROCEDURE

Time	Activities	Resources
<p>Warm-up: 5 min.</p> <p>Before reading: 20 min.</p> <p>During reading: 30 min.</p> <p>After reading: 10 min.</p> <p>Assessment: 15 min</p>	<p>Warm-up activity “What can we find in a forest”</p> <p>Pre-Reading:</p> <p>Introducing the topic with questions</p> <ul style="list-style-type: none"> * Brainstorming about pictures (predictions) *What are the pictures about? *What happened in the fairy tale? *What is the story about? <p>While- Reading:</p> <ul style="list-style-type: none"> *Underlining unknown words in the text *Underlining regular verbs in the past *Asking students to read parts from the reading projected on the board. *Reading together each paragraph *Asking students to imagine the context *Summarizing each paragraph *Taking notes from each paragraph <p>Post-Reading:</p> <ul style="list-style-type: none"> *Asking students to summarize the fairy tale in a graphic organizer presented in the activity *Drawing some pictures on the board to clarify vocabulary. *Identifying the principal moral or value from the reading 	<p>Humans:</p> <p>Teacher Students</p> <p>Materials:</p> <p>Board Markers Eraser Printed sheet of paper (fairy tale) Pen Pencils Color pencils Computer Projector</p>

	Assessment: Complete the activity based on the reading *Matching words to the pictures *Writing true or false *Choosing a word to complete sentences *Completing a graphic organizer.	
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Link “Hansel and Gretel” Canva presentation

https://www.canva.com/design/DAF7mDQ8m4I/q2dK_tqjL6cIGYffQzsIpg/edit?utm_content=DAF7mDQ8m4I&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Name:.....







Date:.....

Course:Level:.....

ANSWERING THE FOLLOWING QUESTIONS ACCORDING TO THE READING.

Activities

A Match. Match the words to the pictures

<p>a </p> <p>b </p> <p>c </p>	<p>1 finger</p> <p>2 cage</p> <p>3 bone</p> <p>4 pepper</p> <p>5 gold</p> <p>6 witch</p>	<p>d </p> <p>e </p> <p>f </p>
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B Tick (✓) true or false.

- 1 The bad stepmother and Father have got a lot of money.
- 2 Hansel drops some stones.
- 3 Hansel and Gretel go to sleep in the forest.
- 4 The witch puts Gretel in a cage.
- 5 Hansel and Gretel take the witch's gold.
- 6 Some birds take Hansel and Gretel home.

	T	F

C Write.

Choose one word to complete the sentence

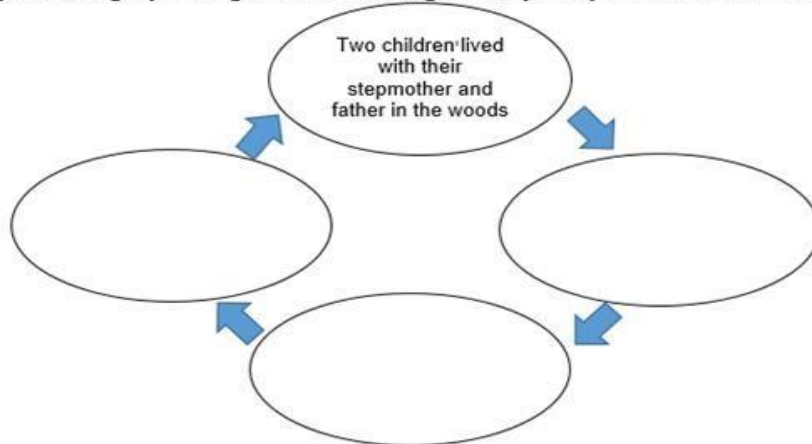
biscuits cake forest hungry
money pepper sweets woodcutter

- 1 Hansel and Gretel's father is a
- 2 They haven't got any
- 3 The bad stepmother and Father leave Hansel and Gretel in the
- 4 Hansel and Gretel are and they want to eat.
- 5 Gretel eats some
- 6 Hansel eats some
- 7 The witch gives Hansel and Gretel some milk and
- 8 Gretel blows a lot of at the witch.



D Complete

Complete the graphic organizer according to the principal events from the reading



	*Choosing a word to complete sentences *Completing a graphic organizer.	
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Link "Pinocchio" Canva presentation

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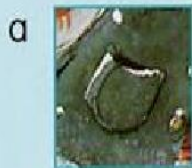
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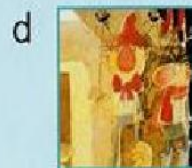
Course:Level:.....

ANSWERING THE FOLLOWING QUESTIONS ACCORDING TO THE READING.

A Match. Match the words to the pictures



- 1 puppet
- 2 goldfish
- 3 pocket
- 4 arm
- 5 tail
- 6 nose



B Tick (✓) true or false.

- 1 Geppetto decided to make a puppet.
- 2 Geppetto didn't work very hard.
- 3 The cat and the fox gave Pinocchio some money.
- 4 Pinocchio lied and his nose got longer.
- 5 Pinocchio had two cat's ears.
- 6 The big man jumped into the sea.

T	F
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Answer these questions based on you criteria.

What is the principal value of the reading ?

.....

What is the message of the reading?

.....

C Write.

Choose a word to complete the sentence

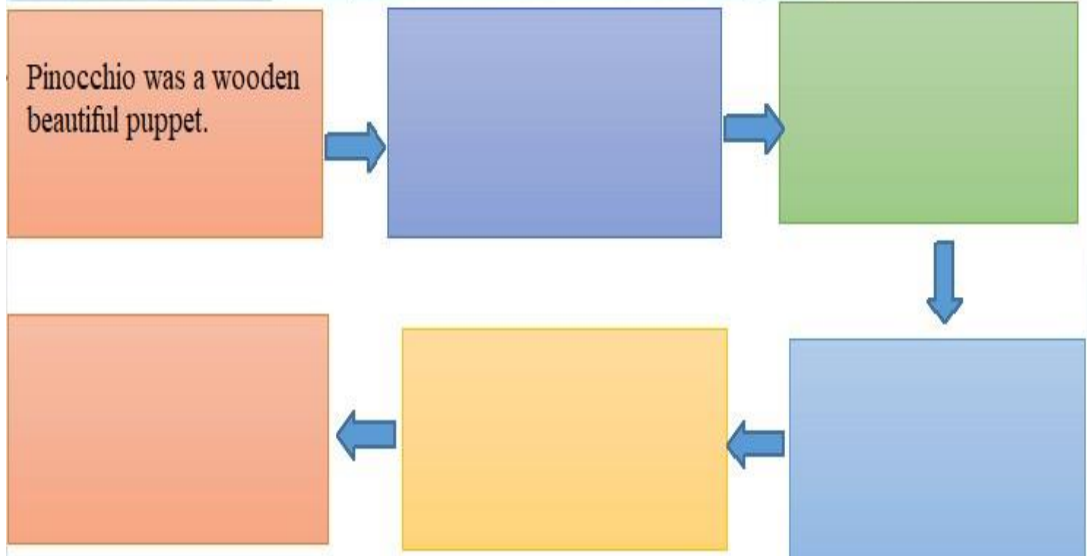
box clothes hole school
storm theatre whale wood



- 1 One day Geppetto found some
in the forest.
- 2 Jiminy Cricket was in the on the table.
- 3 Pinocchio hated and was very bad
at lessons.
- 4 Geppetto gave Pinocchio some warm
and books for school.
- 5 Pinocchio bought a ticket and went to the
- 6 Pinocchio believed the fox and put his money in a
.....
- 7 Pinocchio and Jiminy Cricket ran to the sea, but there
was a
- 8 The ate Pinocchio and Jiminy Cricket.

D Complete

complete the graphic organizer according to the sequence of events from reading



English Teacher
Lic. Nancy Martínez

LESSON PLAN 5

Teacher's name: Nancy Martínez		
Date: 07/06 /2023	Time: 07:20 – 08:40	Length of lesson: 80 minutes
Level: A1	Grade: 9th	
Language skills: Reading Comprehension		
<p>General objective: Students will be to identify the main idea, supporting details, and vocabulary words to complete the activity based on the reading of the fairy tale “the Snowman”.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> ➤ To engage in collaborative problem-solving by working in small groups to construct a snowman using provided materials ➤ improve reading fluency and comprehension by reading aloud selected passages from the projected text. ➤ To decode new words such verbs with “ing” form ➤ To complete the activity 		
PROCEDURE		
Time	Activities	Resources
<p>Warm-up: 5 min.</p> <p>Before reading: 20 min.</p> <p>During reading: 30 min.</p> <p>After reading: 10 min.</p>	<p>Warm-up activity “Snowman Building Challenge:” Divide the class into small groups. Provide each group with materials like paper, cotton balls, markers, and glue.</p> <p>Asking students to create a snowman using the materials.</p> <p>Pre-Reading: Introducing the topic with questions</p> <ul style="list-style-type: none"> * Brainstorming about pictures (predictions) *What comes to mind when you think of a snowman? *Have you ever built a snowman? Describe the experience. *What kind of stories can you imagine about snowmen? <p>While- Reading:</p> <ul style="list-style-type: none"> *Identifying unknown words in the text *Asking students to read parts from the reading projected on the board. *Reading together each paragraph *Asking students to imagine the context *Summarizing each paragraph by retelling the fairy tale *Taking notes from each paragraph like words as vocabulary and important details <p>Post-Reading:</p> <ul style="list-style-type: none"> *Asking students to summarize the fairy tale <p>Creating groups of work and present the most principal details from the fairy tale</p>	<p>Humans: Teacher Students</p> <p>Materials: Board Markers Eraser Printed sheet of paper (fairy tale) Pen Pencils Color pencils Computer Projector</p> <p>Fairy tale presentation</p>

Assessment: 15 min	*Drawing some pictures on the board to clarify vocabulary. *Identifying the principal moral or value from the reading Assessment: Complete the activity based on the reading *Ordering numbers *Answering questions *Unscrambling words	
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Link “ The Snowman” Canva presentation

https://www.canva.com/design/DAF7mA_o3DA/k8vjwj4tRn54NdpnRhec9w/edit?utm_content=DAF7mA_o3DA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Name:.....

Date:.....

Course:Level:.....

ANSWERING THE FOLLOWING QUESTIONS ACCORDING TO THE READING.

Write numbers from 1 to 1 on how to create a snowman

Add rocks for eyes and a carrot nose.

Place one snowball on top of another.

Give your snowman a scarf and hat.

Put the third snowball on top.

Roll three big snowballs.



Answer these questions based on your criteria according to the reading

What is the principal value from reading?

.....
.....
.....

What is the message from the reading?

.....
.....
.....

Do you like the fairy tale? Why?

.....
.....
.....

Which was the funniest part of the story?

.....
.....
.....

Give the story a new title?

.....
.....
.....

What is the snowman like? Underline the correct words.

funny, friendly, kind, happy, evil, clever,
loud, good-hearted, polite, grumpy

Unscramble each word. Write it on the table. The first letter of each word has been provided. And represent it with a picture.

Wrong word	Right word	Draw a picture
a.- ohlidng	<u>H</u>	
b.- lfygin	<u>F</u>	
c.- oloikng	<u>L</u>	
d.-wlaikng	<u>W</u>	

LESSON PLAN 6

Teacher's name: Nancy Martínez		
Date: 21/06 /2023	Time: 07:20 – 08:40	Length of lesson: 80 minutes
Level: A1	Grade: 9th	
Language skills: Reading Comprehension		
<p>General objective: Students will be to identify the main idea, supporting details, and vocabulary words to complete the activity based on the reading of the fairy tale “The beauty and the beast”.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> ➤ To activate prior knowledge and schema by examining the cover of "Beauty and the Beast" and making predictions about the story. ➤ To enhance vocabulary acquisition by identifying and underlining unknown words in the text. ➤ To analyze the moral or value conveyed in the reading, fostering critical thinking and reflection ➤ To demonstrate comprehension and critical thinking skills by answering questions related to the text. 		
PROCEDURE		
Time	Activities	Resources
<p>Warm-up: 5 min.</p> <p>Before reading: 20 min.</p> <p>During reading: 30 min.</p>	<p>Warm-up activity Title: "Fairy Tale Charades" Begin the lesson with a game of charades where students act out different fairy tale characters. After a few rounds, introducing the characters from "Beauty and the Beast" to pique their interest.</p> <p>Pre-Reading: Introducing the topic with questions Title: "Predict the Story" Showing the students, the cover of "Beauty and the Beast" and ask them to predict what the story might be about. Discuss their predictions as a class and write them on the board. Introduce key vocabulary from the story, such as "enchanted," "castle," and "curse."</p> <p>While- Reading: Projecting the fairy tale *Underlining unknown words in the text while reading Reading the story aloud or use an illustrated version, pausing to discuss the plot and characters. Asking students to draw their favorite character or scene read.</p>	<p>Humans: Teacher Students</p> <p>Materials: Board Markers Eraser Printed sheet of paper (fairy tale) Pen Pencils Color pencils Computer Projector</p>

<p>After reading: 10 min.</p> <p>Assessment: 15 min</p>	<p>Encourage students to share their drawings and discuss why they chose those particular scenes or characters.</p> <ul style="list-style-type: none"> *Asking students to imagine the context *Summarizing each paragraph *Taking notes from each paragraph <p>Post-Reading:</p> <ul style="list-style-type: none"> *Asking students to summarize the fairy tale retelling the main events of the story. *Identifying the principal moral or value from the reading *Drawing some pictures on the board to clarify vocabulary. *Discussing the different interpretations and how they reflect the understanding of the fairy tale. <p>Assessment:</p> <p>Complete the activity based on the reading</p> <ul style="list-style-type: none"> *Answering some questions *Completing the graphic organizer 	
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Link “ The Beauty and the Beast” Canva presentation

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Name:.....

Date:.....

Course:Level:.....

ENGLISH TASK

ANSWERING THE FOLLOWING QUESTIONS ACCORDING TO THE READING.



What is the name of the story?

- a) The Wizard of Oz
- b) The Beauty and the Beast
- c) Rumpelstiltskin

Who lived in the castle?

- a) a Witch
- b) a Beast
- c) a Fairy

What is the name of the girl?

- a) Elsa
- b) Ariel
- c) Belle

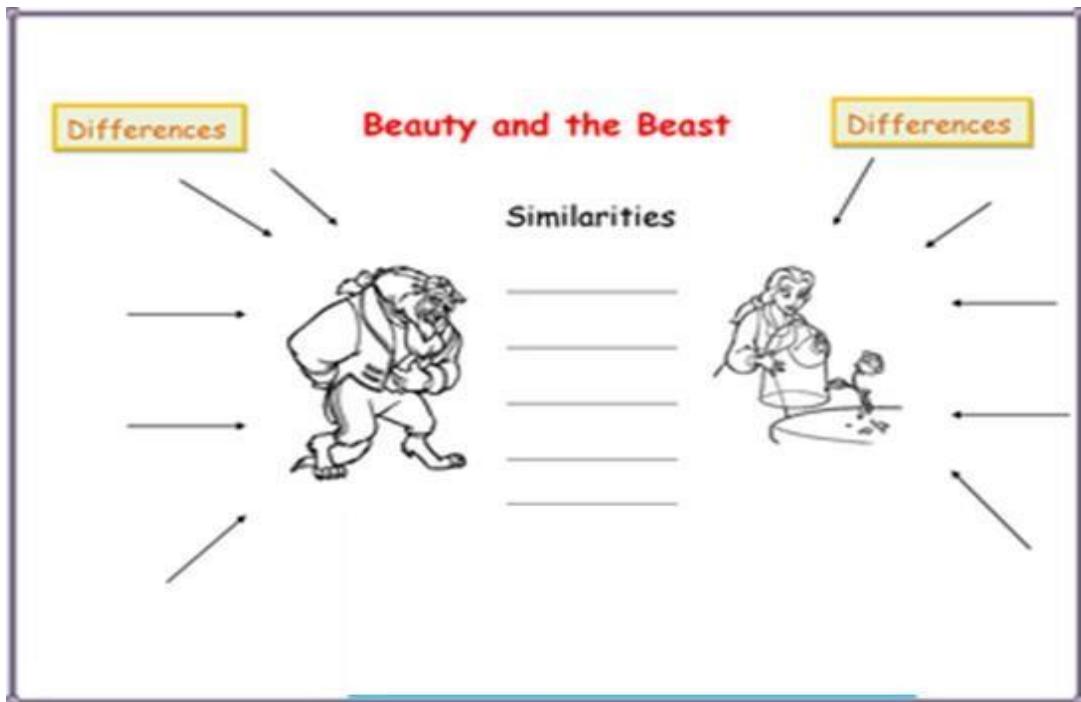
What was her father's job?

- a) He was a cook
- b) He was an inventor
- c) He was a pilot

Why did the Beast let her father go?

- a) Because Belle stayed instead of her father
- b) Because Belle promised to help the Beast in the castle
- c) Because Belle paid the Beast a lot of money

Look at the graphic organizer then complete with the information provided in class.



Look at the pictures then unscramble the words

1) ELBLE -----

2) STBEA -----

3) STONGA -----

4) PICH -----

5) TTOPSMRS -----



What is the most important value for you in this fairy tale?

.....

English Teacher
 Lic. Nancy Martínez



UNIDAD EDUCATIVA FISCOMISIONAL “TIRSO DE MOLINA”
2022-2023
PRE AND POST TEST

STUDENT'S NAME	
SUBJECT	
COURSE	
PARALLEL	
DATE:	

INSTRUCTIONS

- It will take place on the established date by the researcher.
- The answers issued will be under the strict responsibility of the student, framed with respect and honesty.
- You have a specific time to develop this evaluation.
- It will be evaluated according to the rubric.

OBJECTIVE: To evaluate students' reading comprehension before and after applying the new strategies to improve reading comprehension.

TEST DIRECTIONS:

This reading comprehension test includes 3 parts that will assess students' ability to read and answer these questions or each section. You will be given specific directions. The reading test takes about 60 minutes long.

PART 1 DECODING

Learners will be able to decode words from reading

PART 2 VOCABULARY

Learners will be able to identify the definition of some words.

PART 3 FLUENCY

Learners will be able to read about 20 to 30 words in one minute with fluency, word stress, chunked phrases to identify mood and tone of reading.

The Shoemaker and the Elves



Once upon a time, a shoemaker lived with his wife behind his workshop. The shoemaker was a good man, and he worked hard, but he was very poor. He did not have enough leather to make shoes. But if he did not make shoes, he and his wife would not have any food to eat.

He had only enough leather to make one pair of shoes. He cut out the leather and then left it on the workbench. The shoemaker was very tired so, he thought of making shoes in the morning.

The next morning, he found a pair of nicely finished shoes on his workbench. Soon, a man came in and bought them for a good price.



With the money, the shoemaker was able to buy enough leather to make two new pairs of shoes. He cut out the leather and went to sleep.

The next morning there were two pairs of beautiful shoes.

The shoemaker put them in the window, and before lunchtime, he had sold both pairs for an excellent price.

It went on and soon, the shoemaker became a wealthy man.



The shoemaker and his wife wanted to know who was making all the beautiful shoes for them. So that night the shoemaker left some leather in his workbench as usual. Then instead of going to bed, he and his wife hid behind the curtains.

They saw two tiny elves dancing and sewing shoes. The shoemaker was astonished.



They both decided to repay the elves for their help. So, they made some warm clothes and tiny shoes for them. That night, instead of leaving leather on his workbench, the shoemaker left the clothes and hid behind the curtain. The little elves hopped up onto the workbench and saw the clothes and shoes that had been left for them.

In the twinkling of an eye, they had dressed up. They were so happy. They clapped and jumped excitedly, and danced on the table, singing silly songs.




The shoemaker and his wife never saw the elves again. They both never had any problems again. They lived happily ever after.

ACCORDING TO THE READING COMPLETE THE FOLLOWING ACTIVITIES:

PART 1 DECODING

1. - Unscramble each word. Write it on the table. The first letter of each word has been provided. And represent it with a picture.

Wrong word	Right word	Draw a picture
c.- kagmin	<u>M</u> aking	
a.- iswegn	<u>S</u>	
b.- gandicn	<u>D</u>	
c.- ginog	<u>G</u>	
d.- ignsign	<u>S</u>	
e.- ctuight	<u>C</u>	

PART 2 VOCABULARY

2. – Match the words to the corresponding meaning.

Shoemaker	Having a great deal of money, resources, or assets; rich.
Leather	A person who makes, repairs or sells shoes.
Elf	A flat table or surface at which carpentry or other mechanical or practical work is done.
Wealthy	It is the prepared skin of an animal.
Workbench	A supernatural creature of folk tales, typically represented as a small, elusive figure in human

PART 3 FLUENCY

2. – Choose a paragraph to read.

1.- They both decided to repay the elves for their help. So, they made some warm clothes and tiny shoes for them. That night, instead of leaving leather on his workbench, the shoemaker left the clothes and hid behind the curtain. The little elves hopped up onto the workbench and saw the clothes and shoes that had been left for them.

2.- Once upon a time, a shoemaker lived with his wife behind his workshop. The shoemaker was a good man, and he worked hard, but he was very poor. He did not have enough leather to make shoes. But if he did not make shoes, he and his wife would not have any food to eat.

ELABORATED BY:	REVISED BY:
Teacher:	Teacher:
Signature:	Signature:
Date:	Date:

ASSESSMENT RUBRIC						
Criteria/Scale	10	8	6	4	2	0
Decoding	The student seems to fully understand the story and accurately complete 5 decoding words related to the fairy tale.	The student seems to understand most of the story and accurately completes 4 decoding words related to the fairy tale.	The student understands some parts of the story and accurately completes 3 decoding words related to the fairy tale.	The student has trouble and accurately completes 2 decoding word related to the fairy tale.	The student has trouble understanding or remembering the story and completes 1 decoding word related to the fairy tale.	The student has trouble understanding or remembering the story and did not complete any decoding word related to the fairy tale.
Vocabulary	Student identifies the correct definition of 5 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of 4 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of 3 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of the 2 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of the 1 word of vocabulary from the fairy tale reading.	Student does not identify any definition of the words from fairy tale reading
Fluency	Student stresses appropriate words and phrases. Student appropriately chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates satisfactory expression by stressing some words and phrases throughout the text. Occasionally chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates suitable expression by stressing some words and phrases throughout the text. Partially chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates limited expression by stressing some words and phrases throughout the text. Rarely chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates rarely stress words or phrases throughout the text. Reading sounded monotone. Audience cannot understand and identify mood and tone of reading.	Student do not stress words or phrases throughout the text. Reading sounded monotone. Audience cannot understand and identify mood and tone of reading.
Score						

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ANNEXES

Annex 1. Commitment Letter

Ambato, 11 de abril de 2023

MSc. Padre Fray

Isaac Bueno Arciniegas.

RECTOR DE LA UNIDAD EDUCATIVA FISCOMISIONAL "TIRSO DE MOLINA"

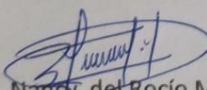
Presente. -

De mi consideración:

Yo, Nancy del Rocío Martínez Llerena, con C.I. 1804167524 Estudiante de la Maestría en Enseñanza de Inglés como Lengua Extranjera, de la Universidad Técnica de Ambato, solicito muy comedidamente se digne otorgar el respectivo permiso para la ejecución del plan de intervención del proyecto de titulación denominado: **"THE IMPACT OF USING FAIRY TALES ENHANCE THE READING COMPREHENSION"**, que se ejecutará en Noveno Año de Educación Básica Superior paralelo "F" a partir del mes de mayo del presente año.


Por la favorable atención dada a la presente, anticipo mi agradecimiento.

Atentamente,


Lic. Nancy del Rocío Martínez Ll.
DOCENTE DE INGLÉS



Annex 2. Legal tutor's authorizations

**UNIDAD EDUCATIVA FISCOMISIONAL "TIRSO DE MOLINA"**
RELIGIOSOS MERCEDARIOS
2022-2023

**CONSENTIMIENTO INFORMADO PADRES Y/O CUIDADORES LEGALES /
MAYORES DE 18 AÑOS, DOCENTES.**

Tema de la investigación
"The impact of using fairy tales enhance the reading comprehension"

INFORMACIÓN

Su hijo(a) ha sido invitado(a) a participar en la investigación sobre **"The impact of using fairy tales enhance the reading comprehension"** en estudiantes de la Unidad Educativa Fiscomisional Tirso de Molina", elaborado y presentado por NANCY DEL ROCIO MARTINEZ LLERENA, estudiante de la MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA COHORTE 2022 de la Universidad Técnica de Ambato. Lo cual forma parte del trabajo final de grado para obtener el título **Magister en Enseñanza de Inglés como Lengua Extranjera**, con el objetivo mejorar la comprensión lectora en el idioma Inglés en los estudiantes de Noveno Año de Educación Básica Superior paralelo "F" de la Unidad Educativa Fiscomisional "Tirso de Molina", sin dejar atrás el trabajo cooperativo dentro del aula de clases y así mejorar el aprendizaje y hacerlo significativo.

Esta investigación surge de la necesidad de la problemática global, nacional y de nuestra provincia por tal motivo luego de un diagnóstico en el día a día de mi práctica profesional, al trabajar con varios grupos etarios y la dificultad que tienen los estudiantes al momento de leer un texto, el nivel de vocabulario y la fluidez se propone trabajar con lectura de cuentos para mejorar la comprensión lectora en el idioma Inglés.

Los datos aquí recogidos se tratarán con la confidencialidad del caso.

Se le solicita su autorización para que **su hijo (a)** participe en este trabajo porque **aprenderá** actitudes y valores dentro y fuera del aula, se fomentará la capacidad de aprender, memorizar, razonar, incrementar el nivel de vocabulario, mejorar la fluidez al momento de leer textos, decodificar palabras para mejorar la comprensión lectora.

Participación: La participación es libre y voluntaria

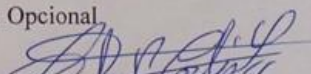
Riesgos: No tiene ningún riesgo

Beneficios: La institución y el estudiante

Voluntariedad: La participación es voluntaria

Confidencialidad: Segura 100% confidencial

Conocimiento de los resultados: Opcional





UNIDAD EDUCATIVA FISCOMISIONAL "TIRSO DE MOLINA"

REGILOSOS MERCEDARIOS

2022-2023

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a:

Estudiante responsable de este estudio:
Nombre: Nancy Martínez Llerena
Correo electrónico: nancy_marsol@yahoo.es

FORMULARIO DE AUTORIZACIÓN DE PARTICIPACIÓN DE MENORES DE EDAD

Por la presente, yo Carmelo Cortes 60 años, con CC: 180102054-6, padre/madre/tutor/a del Sr/Sta. Damavis Cortes,

de Noveno Año paralelo "F" autorizo y doy mi consentimiento para que mi hijo/hija participe en el estudio sobre, "The impact of using fairy tales enhance the reading comprehension" a cargo de la Licenciada Nancy del Rocío Martínez Llerena docente de Inglés, y declaro que he leído y he comprendido las condiciones de la participación en este estudio de mi hijo(a). He tenido la oportunidad de hacer preguntas y han sido respondidas satisfactoriamente. No tengo dudas al respecto.

En Ambato 03 de mayo de 2023.

Firma de los padres

Firma Investigador Responsable

Annex 3. Instrument pre-post test



**UNIDAD EDUCATIVA FISCOMISIONAL “TIRSO DE MOLINA”
2022-2023
PRE AND POST TEST**

STUDENT'S NAME	
SUBJECT	
COURSE	
PARALLEL	
DATE:	

INSTRUCTIONS

- It will take place on the established date by the researcher.
- The answers issued will be under the strict responsibility of the student, framed with respect and honesty.
- You have a specific time to develop this evaluation.
- It will be evaluated according to the rubric.

OBJECTIVE: To evaluate students' reading comprehension before and after applying the new strategies to improve reading comprehension.

TEST DIRECTIONS:

This reading comprehension test includes 3 parts that will assess students' ability to read and answer these questions or each section. You will be given specific directions. The reading test takes about 60 minutes long.

PART 1 DECODING

Learners will be able to decode words from reading

PART 2 VOCABULARY

Learners will be able to identify the definition of some words.

PART 3 FLUENCY

Learners will be able to read about 20 to 30 words in one minute with fluency, word stress, chunked phrases to identify mood and tone of reading.

The Shoemaker and the Elves



Once upon a time, a shoemaker lived with his wife behind his workshop. The shoemaker was a good man, and he worked hard, but he was very poor. He did not have enough leather to make shoes. But if he did not make shoes, he and his wife would not have any food to eat.

He had only enough leather to make one pair of shoes. He cut out the leather and then left it on the workbench. The shoemaker was very tired so, he thought of making shoes in the morning. The next morning, he found a pair of nicely finished shoes on his workbench. Soon, a man came in and bought them for a good price.



With the money, the shoemaker was able to buy enough leather to make two new pairs of shoes. He cut out the leather and went to sleep.

The next morning there were two pairs of beautiful shoes.

The shoemaker put them in the window, and before lunchtime, he had sold both pairs for an excellent price.

It went on and soon, the shoemaker became a wealthy man.



The shoemaker and his wife wanted to know who was making all the beautiful shoes for them. So that night the shoemaker left some leather in his workbench as usual. Then instead of going to bed, he and his wife hid behind the curtains.

They saw two tiny elves dancing and sewing shoes. The shoemaker was astonished.



They both decided to repay the elves for their help. So, they made some warm clothes and tiny shoes for them. That night, instead of leaving leather on his workbench, the shoemaker left the clothes and hid behind the curtain. The little elves hopped up onto the workbench and saw the clothes and shoes that had been left for them.

In the twinkling of an eye, they had dressed up. They were so happy. They clapped and jumped excitedly, and danced on the table, singing silly songs.




The shoemaker and his wife never saw the elves again. They both never had any problems again. They lived happily ever after.

ACCORDING TO THE READING COMPLETE THE FOLLOWING ACTIVITIES:

PART 1 DECODING

1. - Unscramble each word. Write it on the table. The first letter of each word has been provided. And represent it with a picture.

Wrong word	Right word	Draw a picture
c.- kagmin	<u>M</u> aking	
a.- iswegn	<u>S</u>	
b.- gandicn	<u>D</u>	
c.- ginog	<u>G</u>	
d.- ignsign	<u>S</u>	
e.- ctuight	<u>C</u>	

PART 2 VOCABULARY

2. – Match the words to the corresponding meaning.

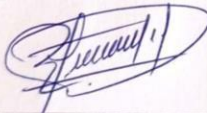
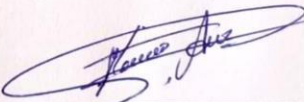
Shoemaker	Having a great deal of money, resources, or assets; rich.
Leather	A person who makes, repairs or sells shoes.
Elf	A flat table or surface at which carpentry or other mechanical or practical work is done.
Wealthy	It is the prepared skin of an animal.
Workbench	A supernatural creature of folk tales, typically represented as a small, elusive figure in human



PART 3 FLUENCY

2. – Choose a paragraph to read.

1.- They both decided to repay the elves for their help. So, they made some warm clothes and tiny shoes for them. That night, instead of leaving leather on his workbench, the shoemaker left the clothes and hid behind the curtain. The little elves hopped up onto the workbench and saw the clothes and shoes that had been left for them.

2.- Once upon a time, a shoemaker lived with his wife behind his workshop. The shoemaker was a good man, and he worked hard, but he was very poor. He did not have enough leather to make shoes. But if he did not make shoes, he and his wife would not have any food to eat.

ELABORATED BY:	REVISED BY:
Teacher: Nancy Martinez C.I 1804167524	Teacher: Mg. Mónica Amores C.I 1802992576
Signature: 	Signature: 
Date: 25/ 04/2013	Date: 30/04/2023

REVISED BY:	REVISED BY:
Teacher: Mónica Castillo N. C.I. 0603117805	Teacher: Mg. Susana Parrales C.I 1804003612
Signature: 	Signature: 
Date: 2023-05-03	Date: 28/04/23



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

**PRE AND POST-TEST DIRECTED TO STUDENTS BELONGING TO
 THE RESEARCH: “THE IMPACT OF USING FAIRY TALES ENHANCE THE
 READING COMPREHENSION”**

Validation objective: Review and approve the validity of the questions that make up the test used in the investigation.

Author. Lic. Nancy Martínez Ll.

Write a ✓, according to the validation per each parameter:

	1- POOR	2- REGULAR	3- GOOD	4- OPTIMAL
PARAMETERS	1P	2R	3G	4O
ANALYSIS QUESTIONS				
Relevance of the instrument questions with the objectives.				✓
Effectiveness of the instrument questions.				✓
Quality, technique, and representativeness of the questions.				✓
Wording and language of the questions.				✓
Sequence of questions				✓
Appropriate number of questions				✓

OBSERVATIONS _____

Applicable 100%	Correctable 75%	Regular 50%	Deficient 25%	Not applicable 0%
✓				

Annex 4. Scoring Rubric for Reading comprehension

ASSESSMENT RUBRIC						
Criteria/Scale	10	8	6	4	2	0
Decoding	The student seems to fully understand the story and accurately complete 5 decoding words related to the fairy tale.	The student seems to understand most of the story and accurately completes 4 decoding words related to the fairy tale.	The student understands some parts of the story and accurately completes 3 decoding words related to the fairy tale.	The student has trouble and accurately completes 2 decoding word related to the fairy tale.	The student has trouble understanding or remembering the story and completes 1 decoding word related to the fairy tale.	The student has trouble understanding or remembering the story and did not complete any decoding word related to the fairy tale.
Vocabulary	Student identifies the correct definition of 5 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of 4 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of 3 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of the 2 words of vocabulary from the fairy tale reading.	Student identifies the correct definition of the 1 word of vocabulary from the fairy tale reading.	Student does not identify any definition of the words from fairy tale reading
Fluency	Student stresses appropriate words and phrases. Student appropriately chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates satisfactory expression by stressing some words and phrases throughout the text. Occasionally chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates suitable expression by stressing some words and phrases throughout the text. Partially chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates limited expression by stressing some words and phrases throughout the text. Rarely chunked phrases to convey meaning and style of the text. Audience can understand and identify mood and tone of reading.	Student demonstrates rarely stress words or phrases throughout the text. Reading sounded monotone. Audience cannot understand and identify mood and tone of reading.	Student do not stress words or phrases throughout the text. Reading sounded monotone. Audience cannot understand and identify mood and tone of reading.
Score						

Annex 5. Survey



UNIVERSIDAD TÉCNICA DE AMBATO
CENTRO DE POSGRADO
MAESTRÍA EN ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

STUDENTS' SURVEY TO STUDENTS PARTICIPATING IN THE RESEARCH PROJECT: "THE IMPACT OF USING FAIRY TALES TO ENHANCE READING COMPREHENSION"

Validation objective: Review and approve the validity of the questions that make up the survey used in the investigation.

Author. Lic. Nancy Martínez Ll.

Write a ✓, according to the validation for each parameter:

1- POOR 2- REGULAR 3- GOOD 4- EXCELLENT

PARAMETERS	1P	2R	3G	4E
ANALYSIS QUESTIONS				
Relevance of the survey questions with the objectives.				X
Effectiveness of the survey questions.				X
Quality, technique, and representativeness of the questions.				X
Wording and language of the questions.				X
Sequence of questions				X
The appropriate number of questions				X

OBSERVATIONS _____

The survey is:

Applicable 100%	Correctable 75%	Regular 50%	Deficient 25%	Not applicable 0%
X				



UNIDAD EDUCATIVA FISCOMISIONAL

“TIRSO DE MOLINA” 2022-2023

STUDENTS' SURVEY

STUDENT'S NAME	
SUBJECT	
COURSE	
DATE:	

INSTRUCTIONS

- It will take place on a suggested date by the researcher.
- The answers issued will be under the strict responsibility of the student, framed with respect and honesty.
- You have 30 minutes to develop this survey.

OBJECTIVE: Students will be able to answer these questions based on their experience of reading fairy tales.

This survey includes 2 questions per each indicator of the independent variable (fairy tales) to confirm the usefulness in terms of interest, motivation, human values, and entertainment.

Read and answer the following questions:

Students' interest.

1. How much do you like reading fairy tales?

- a. - Very much
- b. - Quite a lot
- c. - A little
- d. - Not at all

2. - How interesting do you find reading fairy tales from May, 4th to June 13th, 2023?

- a. - Very interesting
- b. - Moderately interesting
- c. - Slightly interesting
- d. - Boring

Students' motivation.

1.-How motivated are you about reading fairy tales? a.- Very motivated

- b.- Moderately motivated
- c.- Slightly motivated
- d.- Not motivated at all.

2.-Would you like to continue learning English through fairy tales?

- Strongly
- a.- agree
- b.- Agree
- c. - Nor agree or disagree
- d.-Disagree

Students' values

1.- Which of the following values did you find in reading fairy tales? If you choose other values write them in the next question.

- a.- Respect
- b.- Honesty
- c.- Hard-working
- d.-Other Values

Students' values

- If you find other values after reading fairy tales write here.

.....
 2.-Do you think fairy tales provide values for life?

- a.- Always
- b.- Usually
- c.- Sometimes
- d. - Never


Students' entertainment.

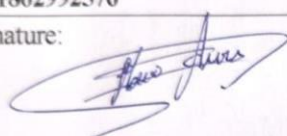

1.-How entertaining are fairy tales for you?

- a.- Very much
- b.- Quite a lot
- c.- A little
- d.- Not at all

2.-How much time would you like to spend reading fairy tales per week?

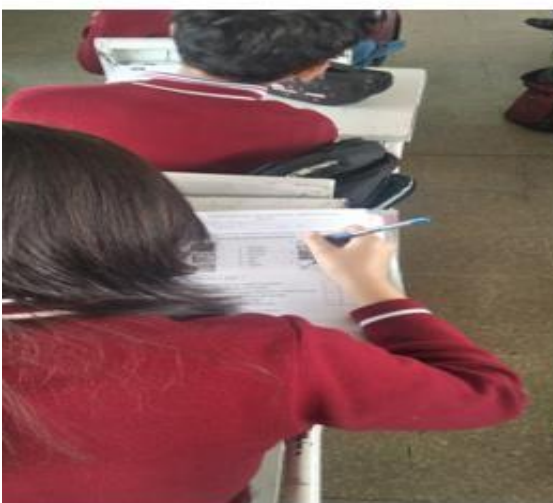
- a.- 5- 4 times a week
- b.- 3- 2 times a week
- c.- once a week
- d.- Not at all

ELABORATED BY:	REVISED BY:
Teacher: Nancy Martinez C.I 1804167524	Teacher: Mg. Adriana Cundar C.I 1709268534
Signature: 	Signature: <small>ADRIANA</small> <small>Presidente del plantón</small> <small>XIMENA</small> <small>SECRETARÍA</small> <small>CUNDAR RUANO</small> <small>CELEBRAR EL DÍA</small> <small>23/07/23</small> <small>11:52 AM</small>
Date: July 07th, 2023	Date: July 07th, 2023

REVISED BY:	REVISED BY:
Teacher: Mg. Mónica Amores C.I 1802992576	Teacher: Mg. Susana PARRALES C.I 1804003612
Signature: 	Signature:  <small>CARMEN SUSANA</small> <small>PARRALES MOLINA</small>
Date: July 07th, 2023	Date: July 07th, 2023

Google forms survey: <https://forms.gle/HTG2rWUpy57rvCf99>

Annex 6. Photographs



Annex 7. Turnitin Analysis

thesis

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