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**RESEARCH PROJECT:**

**“USING FAIRY TALES TO IMPROVE THE READING SKILL IN THE  
SEVENTH GRADE STUDENTS AT UNIDAD EDUCATIVA FISCAL FICOA  
DE MONTALVO.”**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:  
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Yo, Msc. CRISTINA VIZCAINO DE FERNANDEZ, certifico que el Proyecto de Investigación con el tema: “USING FAIRY TALES TO IMPROVE THE READING SKILL IN THE SEVENTH GRADE STUDENTS AT UNIDAD EDUCATIVA FISCAL FICOA DE MONTALVO.”, ha sido elaborado por el señor LUIS ANGEL GALARZA PALMA, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

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Luis Angel Galarza Palma

Autor



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## **ABSTRACT**

The main purpose of this research project is to determine the reasons why there is a low performance in the reading area in the seventh grade students at Unidad Educativa Fiscal Ficoa de Montalvo. A careful study was conducted to find and analyze those reasons after a careful revision of studies and published material developed by theorists and linguists about the reading skill. All the information was gathered through an investigation that included class observations, interviews to teachers and authorities and a survey to students. The results of the investigation have been carefully analyzed to establish a comparison between the results derived from the different instruments. This study also proposes a way to improve reading through the use of fairy tales by using different didactic material, technological equipment, and following the most suitable strategies and techniques to reach the objective to benefit the students in the school. Several conclusions have been reached and recommendations have been proposed to improve the reading performance of the students.

**Keywords:** Reading, skills, improvement, fairy tales.

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# **USING FAIRY TALES TO IMPROVE THE READING SKILL IN THE SEVENTH GRADE STUDENTS AT UNIDAD EDUCATIVA FISCAL FICOA DE MONTALVO.**

## **CHAPTER I**

### **1. INTRODUCTION**

Reading has always been one of the most beneficial activities that humans practice around the world. It is very useful to get ideas about new places, people and situations to improve the thinking development when learning a language.

Reading is using the eyes to capture those symbols and using the brain to turn them into words, and then using the words to form sentences, and the sentences to form paragraphs and use them as means of communication with other people.

Reading is more than that. It can also be considered a process in which a person looks at a series of written symbols and tries to decipher them, the person analyzes the words and tries to get meaning from them.

But reading can also be an enjoyable activity or in some cases even boring depending on the mood of the reader and depending on the training in the activity. Reading definitely has to start at an early age to develop the joy of reading.

Reading is one of the four basic skills every learner should master when learning a foreign language, which is why it is necessary to develop strategies to enhance this activity in the English classroom.

Reading has a big function in today's society. There are many people that sometimes do not know how to use objects they buy in the market or, they do not even understand how to follow the instructions to take the medicine they get from the drugstore because they do not like to read at all.

Reading is an important skill that is present in all the languages around the world. It gives children lots of benefits to increase their vocabulary and spelling through the use

of stories, books, magazines and the internet. Therefore, reading is a fundamental learning tool that children need to learn how to use.

Richard Steele said “Reading is to the mind what exercise is to the body.” (Beck, 2013). As this quote states reading is as important as working out because it helps our imagination expand to become smarter, just as the exercise makes us stronger.

Sometimes, teachers are not completely aware of the difficulties children may have when they are in a reading class. In some cases, teachers just read and read creating an uncomfortable environment during the development of the class so children do not find a purpose to read because they are not interested in that moment. As a consequence, they prefer to do another activity that has nothing to do with the learning process of the class.

It is essential to guide the learners so they will not only feel motivated during the activity but they will also apply what they read in real life situations using more vocabulary words. Even at the moment of reading any book, they will be able to understand and get new concepts about problems and other situations that are present in today’s society.

There will be more young learners using creativity and showing passion as they enjoy what the English language has to offer them through reading.

In most of the cases, learners have problems with finding reasons to read, or simply they think that reading a book is not interesting at all. Students usually complain about the reading class at the moment of giving them instructions to develop a specific activity with the material they have.

Reading can also be considered as a motivational aspect during the English classes in the way the teacher introduces the topic using different techniques and pedagogical resources. The development of the class will be completely different enjoyable if the teacher uses creativity at the moment of planning the reading class.

The use of technology could be a good option to use in the classroom because nowadays all children are really interested when something is taught in a way that they enjoy with the use of videos, pictures and great scenes that are part of the stories.

## 1.1. BACKGROUND OF THE PROBLEM

Because of the importance of reading as a skill, it is necessary to develop abilities in children to enhance reading in the classroom and to obtain the benefits of a very enjoyable activity as reading.

In search of a topic to develop as a requirement for graduation, the author of this paper work made the contacts to visit a public educational institution and requested the permission to do class observations to see how the reading classes were conducted. Here are some details about the educational unit that was chosen.

Unidad Educativa Fiscal Ficoa de Montalvo is a public institution that is located in a popular neighborhood in the north part of Guayaquil. This school is divided into three teaching sections that are kindergarten, primary and secondary education.

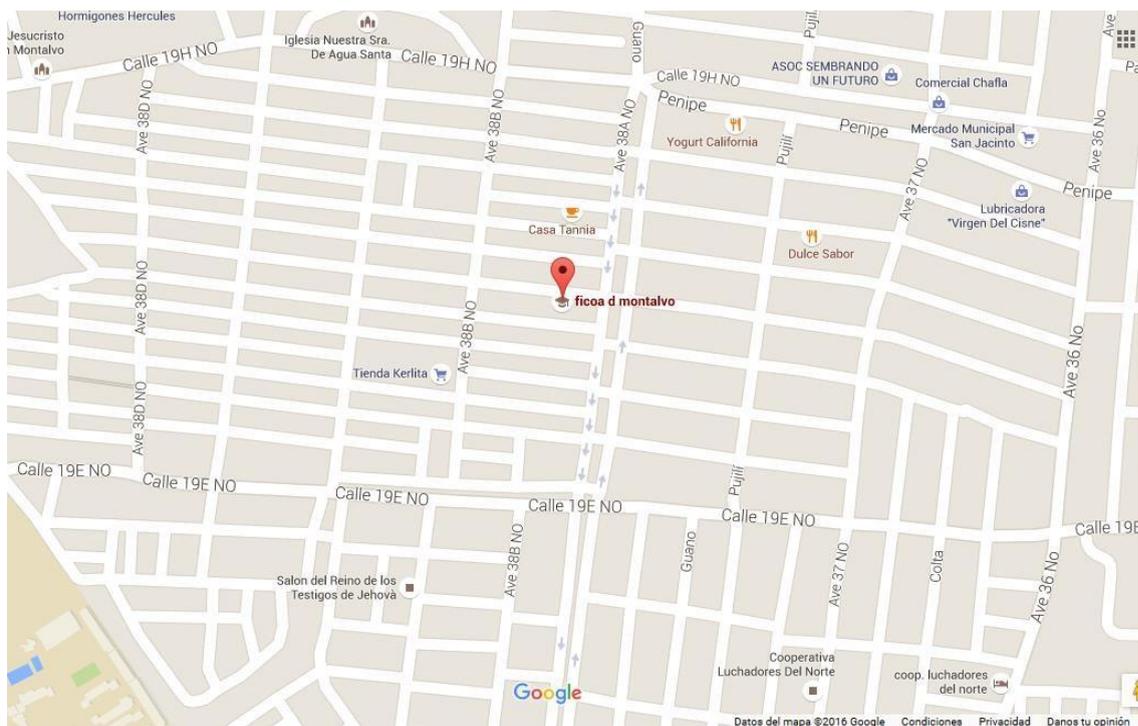


Figure 1 Location of the School

The Institution has approximately 762 students and a teaching staff of 25 educators. Four of these teachers are part of the English department. English classes are given from the seventh grade up to the twelfth grade.

This Institution is well-known for its efforts to teach and fulfill students' pedagogical requirements.

Even though it is a public institution, it is recognized in the neighborhood as an excellent and complete place where students are educated with good values. Teachers are always there to work together with their students and also with the community.



Figure 2 Unidad Educativa Fiscal Ficoa de Montalvo

The institution functions in two shifts, mornings and afternoons. There are 11 classrooms where kindergarten, primary from second to seventh grade classes are given. There is only one section per class. Second and third of BGU also attend classes during the morning. In the afternoon, not all of the classrooms are used. Eighth grade

students to first of BGU work in that shift. Each of those classrooms are divided into two sections.

English classes are taught with the material that is brought by the teacher. English teachers are free to create the class in the style they prefer. There is not a specific book to work with. That is why, reading classes in the seventh grade are taught with short stories and with activities that are prepared before starting a new class.

There is a book for the eighth grade that is called Viewpoints and students work the different activities that are included there. There is a laboratory in the school where Spanish and English classes can be given prior asking the inspector for the lab ahead of time.

The principal of the institution allowed the development of this research and the English staff compromised their participation to support it.

The main reason for conducting this research work is the lack of motivation in the reading skill observed in the 7th grade students. This research conducted in the Academic year 2015-2016 started with classroom observations where it has been observed that the students do not pay attention to the teacher in class.

They present difficulties in the reading classes and they do not show interest in the subject when it is being practiced. This problem was found while observing a 45 students reading class taught by the previous seventh grade English teacher.

The students were somehow discouraged and did not seem to be engaged in the class. Apparently, the students did not understand the importance of learning a language.

Specifically, in this classroom and with these students, reading was not interesting in the way they received the classes and the result of this was a low interest in the learning process of reading and their attitude sometimes was not the best, they needed a lot of encouragement from their teacher.

Although, according to new regulations established by the Ministry of Education (Ministerio de Educación, 2015), English is only taught in basic education from 8<sup>th</sup> to 10<sup>th</sup> grade in public institutions. It is up to the institutions to decide whether or not to include English in the syllabus for younger students.

That is why Unidad Educativa Fiscal Ficoa de Montalvo dedicates three hours a week to teach the English language to students from 7<sup>th</sup> grade. This is not the case of private institutions where they teach English starting in kindergarten.

It is clear that students do not feel motivated while reading English because the teacher only uses traditional and conventional teaching techniques and methods, and the students get bored.

They do not use an appropriate text to follow a program and for that reason they read paragraphs that are not appealing for the level of English they have and also to their age. At ten years old, they need to have interactive classes to develop the reading skill in a fun way.

They do not even participate in the class and their performance is not as good as it should be when working with children. As a result, students have very low grades in English due to the lack of motivation while studying the language.

This situation causes an imbalance in students' proficiency needs. This research project is intended to find the real reasons for this lack of interest with the purpose to find a way to motivate the students to reading and to develop the reading skill through the use of appropriate tools.

## **1.2. STATEMENT OF THE PROBLEM.**

Reading has always been a great source of knowledge. Children learn vocabulary and improve their language learning process through the practice of reading using books and magazines. The thinking process is also developed while they read in the way they comprehend the meaning of the words and paragraphs. Reading brings relaxation to the brain and gives people more knowledge.

Every learner should enjoy reading as part of the process when learning a foreign language. It makes children feel good when they comprehend what a story is about and when they can produce in the new language.

Reading should be taught in a way children see it can be a way to explore around interesting things. Reading will provide something they can talk about when they are with their friends.

Reading classes should be practiced in a nice environment using the specific material to work with young learners. The use of flashcards and other resources are considered good tools to motivate the learners in the reading process.

Motivation is a key factor in a successful reading activity and in that way students will be engaged to the reading that is being practiced in the class.

Reading has to be meaningful to children otherwise it will create a boring environment. It cannot be taught just as any other subject. It has its own importance. Teaching reading to children has to be carefully planned. The target is to make them like what they are doing. Sometimes the reading texts are not appealing for children.

The teacher has to work a bit harder to select the material he is going to use in class. The children need to be engaged in the reading activity. That is the importance of selecting material according to the age of the students. Stories, activities, games have to be appropriate for their ages.

Teachers play an important role in the developing of reading skills when teaching children, and so does the material he selects. In the case of the children at Unidad Educativa Fiscal Ficoa de Montalvo who show some problems in their performance in the classroom, one question arises:

Will the use of fairy tales cause an improvement in the development of the reading skills in the seventh grade students at Unidad Educativa Fiscal Ficoa de Montalvo?

### **1.3. GENERAL OBJECTIVE AND SPECIFIC OBJECTIVES**

#### **1.3.1. GENERAL OBJECTIVE**

To improve the reading skill in the seventh grade students at Unidad Educativa Fiscal Ficoa de Montalvo.

#### **1.3.2. SPECIFIC OBJECTIVES**

- To determine the causes why the seventh graders have a low performance in the reading activities.
- To develop motivation using the appropriate reading activities in class.

- To propose didactic strategies based on fairy tales according to the age of the seventh grade students.

#### **1.4.SIGNIFICANCE/ RATIONALE OF STUDY**

Since it is not mandatory to teach English in the seventh grade but they do it at Unidad Educativa Fiscal Ficoa de Montalvo, the importance of this project lies in the possibility to apply or adapt the suggested techniques and methods in other classrooms at different institutions.



Figure 3 Students from the Seventh Grade

Reading is sometimes a neglected skill because teachers are not prepared to teach reading in a way that motivates students to learning.

Most of the time teachers follow the suggestions given on a teacher's guide, but these activities are not always adjusted to the Ecuadorian culture and they might present facts that are not relevant to the students, or facts that the students are not familiar with because they have never heard about them.

Adapting reading material, especially for younger kids, is not an easy task and it takes time and creativity to do it. The teacher needs to engage in selecting material and adapting it to the students' interest.

Reading can be fun if teachers and students become an active part in the process. That is why the application of different didactic strategies can help improve the production of the students in the English language.

This paperwork is based on activities applied with seventh grade students, using two different stories: King Midas' golden touch and Jack and the beanstalk.

### **1.5.SCOPE AND DELIMITATION OF STUDY**

This research has been developed at Unidad Educativa Fiscal Ficoa de Montalvo a public institution where fortunately teaching English to their students is considered important in spite of the lack of resources. As any other institution they struggle to have good teachers in their staff.



Figure 4 The Seventh Grade Class

The role of the principal authorities at the school is that of motivating their teachers to constant upgrade their knowledge and they are always willing to back the teachers up in their initiatives, especially when they present well-organized projects that will benefit the learning in their students.

Basically the students participating in the project are the seventh grade students. A group of 45 students, all in the same classroom. Since 12 to 25 is an ideal number of students in an English classroom, forty five students can be considered a rather large class.

Teaching large classes is a more difficult task to fulfill and that was an inconvenience the author of this study had to overcome. With the help of the home teacher and with proper activities, there was a good turnout in the classroom which resulted in a good participation from every student in the classroom.

## **CHAPTER II**

### **2. LITERATURE REVIEW**

#### **2.1. THEORETICAL REVIEW**

This project deals with the use of fairy tales in the English class. The use of stories cause a big impact during the development of the class since young learners feel motivated and engaged to the world of stories through different situations and cultures.

The study focuses on the reading skill that is well-known around the world as one of the most important skill when learning a foreign language. This research will present different studies where there has been a deep impact in the way reading activities are taught in the class and in the way students learn. There are some learning theories that are related to the field of teaching reading as an important tool to master a language.

Some researchers have developed different definitions to comprehend the use and importance of the skills in the reading process. They also present teaching methods that can be used to improve the learner's reading proficiency in the target language.

Reading is present in all the languages. That is why linguists and grammarians have studied that field in order to create new methods or techniques that will allow children to enjoy and learn any language using the best strategy to read and comprehend texts through different activities. Reading as a skill is strictly necessary to help the kid comprehend and learn and acquire new vocabulary words helping the other skills to be more productive and better developed.

Most of the time children show short attention during the class in spite of having a lot of physical energy. They are connected to the environment and interested in the physical aspects that are in their surrounding during the activities in the class.

The good understanding for reading classes depends on how children received motivation from the environment with the resources and materials that are being provided and used during the activities.

Fun and enjoyment are two important words to consider when teaching reading to young learners. On the other hand, teachers should use creativity to practice the reading skills with kids in order to engage them to the world of reading stories.

Young readers have to be able to understand what the reading text is about and to recognize the words that are represented there. They will also make progress with the ability to read a text by getting the significance of it and by learning new vocabulary and meaning in an accurate way.

Reading is also important in children's daily life routines since it is present everywhere when they are walking in the streets, watching TV, or reading the lyrics of the song they like, and even in video games that nowadays are very popular in their life.

Reading also creates a sense of happiness in children from the moment they choose the material they want to read with pictures and other resources that make them feel attracted to such activities in their daily activities in the school or even at home.

There is always a sense of fulfillment when the students are able to understand and interpret the sentences and paragraphs present in the printed material they have been recommended to review.

### **2.1.1. WHAT IS READING?**

Reading is one of the most important skills at the moment of learning a language. According to Brunan W.K (1989) reading is defined as a two way interaction in which the reader and the author exchange information among them". Smith (1973) also defines that "Reading is an act of communication in which information is transferred from a transmitter to a receiver".

### **2.1.2. REASONS FOR READING**

There are several reasons for reading among which are the following:

- To choose a professional career
- To acquire a language
- To learn new vocabulary words
- To learn how to write using the words from the vocabulary learnt
- To present different topics at the moment of having conversations
- To create fluent dialogues using the text from different stories

### **2.1.3. TYPES OF READING**

To be able to understand the process of reading it is necessary to review different types of reading.

Reading is not only comprehension. Reading is also the construction of meaning by using the appropriate reading material in the class.

If teachers encourage learners to read, they will help them to construct different ideas while developing different exercises using reading as an important tool to improve the learners' confidence to make them become better readers and not using reading as a common form of testing.

It is important to use different teaching strategies during the reading process when teaching English to young learners to assist them with decoding and comprehension.

Morpheme, semantics, and syntax and context clues are used for young learners to recognize the significance of words that they do not understand. After the recognition of words, they integrate the words or phrases they already read into the previous knowledge to improve their ability.

#### **2.1.4. EXTENSIVE READING**

Extensive Reading can be defined as the general comprehension of reading long texts which objective is to make the learner enjoy what is read. In this kind of reading, learners are given the freedom to select the topic they want or they think is productive for them to be debated. It means they will have the opportunity to find other topics related to the one they chose before in order to get more information to support the ideas that they are interested in.

According to Richard Day: “The extensive reading strategy is an approach to teaching reading whose goal is to get students reading in the English language and enjoying it.” (Day, 2011)

Reading for pleasure can be determined as one main objective in the extensive reading process.

Students choose the material they want to read and continue finding other articles to get more information about it making learners more individual and autonomous.

Hedge (2003) suggests that extensive reading may vary according to the motivation and materials of the children in the class. Teachers should know what material students are going to use in the class and also if that activity is going to be enjoyable during the process to motivate children during the reading activity that is practiced in classroom.

Extensive Reading is also useful when children are learning a language. They learn vocabulary words in their native language and with the time they will be able to use the same strategy to learn a second language in the same way they did before.

#### **2.1.5. INTENSIVE READING**

Using intensive reading is also common in young learner’s routines when doing activities during their free time. It is important to say that this reading strategy requires high concentration at the moment of reading a text or passage analyzing the information in detail.

This kind of reading is also common applied at a slower speed to comprehend the information that is being read. It will help the child improve the understanding of new vocabulary words and also to differentiate the content of other reading activities increasing more and more the skill in the reading process.

Usually intensive reading is one of the kind of activities that students practice during the class. It helps them in the process of reading information carefully with attention to understand the meaning.

The learner will also improve the use of grammar structures and words from the vocabulary presented to use that information in other activities during the learning process or other learning activities developed during that moment.

Intensive reading activities include skimming a text for specific information to answer true or false statements or filling gaps in a summary, scanning a text to match headings to paragraphs, and scanning jumbled paragraphs and then reading them carefully to put them into the correct order.

There are also other strategies to apply and more skills to develop.

#### **2.1.6. GETTING CHILDREN INVOLVED IN READING**

Frank Smith in his *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning*, published in 2004 has this to say about the process of reading: "The more we read, the more we are able to read. Every time a reader meets a new word, something new is likely to be learned about the identification and meaning of words. Every time a new text is read, something new is likely to be learned about reading different kinds of text. Learning to read is not a process of building up a repertoire of specific skills, which make all kinds of reading possible. Instead, experience increases the ability to read different kinds of text."

During the reading process children learn new words that are very useful for their vocabulary and useful for other skills as well. Reading texts makes them discover the world and gives those opportunities of having more experience to show others the intellect that is possible to gain every time a new word is found in a paragraph in order to be deeply discussed in a daily life situation.

A continuous practice is important during the reading process that is a requirement to develop the skill in an appropriate form. The educational benefit will be great if more books are present during the process.

Taking in consideration that reading is a meaningful process for language development; there are some ways, including some hands-on activities, to engage children through the use of different material in class.

Mini-books: Teachers can create this kind of texts by using pictures from newspapers, and magazines. These books seem to be simple in their format, but they can help a lot at the moment of teaching vocabulary words through short stories especially when working with young learners.

Sequencing stories: This kind of material gives children the opportunity to organize a series of pictures into the logical order to form a story with a beginning and an end.

Fun stories: It is important to read fun stories to children but in order to get a better result it is important to implement a space for it. Reading spaces can be implemented in the classroom with the use of posters, flashcards, magazines and others to make children feel in a relaxed environment and get them ready for listening to stories. There is also a necessary connection between language and thought during the reading process when a child is practicing the skill through fun stories.

The text and the child exercise a complex interaction at the moment of talking about reading. This interaction is enhanced by the previous knowledge, the reality, the attitude, and the language community in which the child develops culturally and socially.

#### **2.1.7. THE NECESSITY OF READING IN YOUNG LEARNERS**

As reading is considered an important skill during the learning process of a language; it is a necessity that kids learn to read at a very early age, with reading they will also learn to construct new ideas and therefore language learning becomes a receptive and productive process as well.

All kinds of reading are very important during the language learning process, each one of them should have specific objectives that will allow the child to comprehend and apply new techniques to obtain more vocabulary words and language skills that can be used during the development of other skills.

During the process of reading is recommendable to teach the child how to avoid the use of mechanical reading that means the way of reading a text or paragraph without understanding the idea or message. That is the importance of setting the rules for a proper way of getting children involved in reading and making out of it a more enjoyable experience.

In general terms, reading is very necessary in today's society. It is present everywhere and in every corner. It is necessary to read and comprehend instructions before doing something. Reading is also needed to follow directions while in the road, driving or walking and using maps.

There are some important learning tools such as newspapers, books, magazines and even the Internet which require to improve the ability to read and comprehend what is read. Learning how to read is beneficial for readers to educate and learn themselves in any area of their lives in which they might really be interested in.

Speed reading or fast reading can also be developed once reading has been mastered. Many young adults and adults after learning some techniques and with some training start speeding up in their reading by counting the words they read per minute. The cue is not to read fast only. Reading and understanding cannot be separated. Fast reading deals with shortening the time in which a person can read and understand something. President Kennedy who had the ability to read 1200 words in a text per minute

Reading fast or slow does not only matter, what really matters is learning to understand and then use what has been read in different circumstances. Therefore, teaching children to read is very important because they are not only developing a new skill. It is preparing them for their future life.

### **2.1.8. PROBLEMS DURING THE READING PROCESS**

There are benefits during the development of the reading process but there are also some problems that can be identified when teaching the language to young learners in the class.

Problems that may appear could be:

- Sometimes children read too slowly during the activity in the class.
- During the class, teachers may notice that the vocabulary words used by some students is not enough to continue with the development of the activity.
- In some cases young learners get disappointed because they do not understand the meaning of the text to give an opinion.
- Students get bored if the reading activity is inappropriate for their ages.
- If students are not motivated during the reading class, they will prefer to do another activity that is not the indicated by the teacher.

### **2.1.9. READING STRATEGIES IN TEACHING READING**

Most of the time students do not apply the same strategies they use in their mother tongue at the moment of reading in the language they are learning, for example in this case it is English. This situation usually becomes a problem for teachers as they see students looking for the meaning of every single word they do not understand which causes a delay in their reading process. This is a bottom-up strategy which in this case is not good, so it is essential that teachers help students stop following this idea and focus on applying top-down strategies just as the ones they use when reading in their native language.

Some reading strategies that young learners can focus on are the following:

#### **2.1.9.1. PREVIEWING:**

This strategy consists on looking quickly at titles, headings, pictures, photo captions and even the sleeve to get a general idea of the book or story before start reading.

### **2.1.9.2. COHESION:**

Basically it is based on understanding how sentences are related in the text.

### **2.1.9.3. INFERRING MEANING:**

It means to deduce information that the text is not giving to the reader.

### **2.1.9.4. IDENTIFYING THE TOPIC:**

Here it is vital to look for relevant words and analyze how they are related to get the main subject of the story.

### **2.1.9.5. SCANNING**

To look through a text quickly to find specific information.

### **2.1.9.6. IDENTIFYING TEXT ORGANIZATION:**

Understanding how texts are organized whether or not the text follows a specific pattern by using key words.

### **2.1.9.7. UNDERSTANDING THE MAIN IDEA:**

Trying to get the most important idea of a paragraph or of the story.

### **2.1.9.8. SKIMMING:**

Looking quickly through a text to see what it is about.

### **2.1.9.9. GUESSING MEANING FROM CONTEXT:**

When the reader does not know the meaning of a word, he should try to get the meaning from context instead of searching for the meaning of the word in a dictionary.

#### **2.1.9.10. PARAPHRASING:**

To check comprehension students should be able to summarize the last section read and use his own words.

#### **2.1.9.11. PREDICTING:**

The act of using the information the reader has read so far to make predictions about content, vocabulary, structure, writing style, etc.

#### **2.1.10. HOW DO WE GET CHILDREN EXCITED ABOUT READING?**

After consulting some information about teaching reading to young learners; it is also important to mention that there are principles that can be useful for teachers to help children develop this ability in the class.

It is fundamental that while teaching reading to young learners, teachers should let them select the material that they want to check in that moment to make them feel comfortable and motivated to do what they prefer during the activity. Besides that, teachers must give them interesting material that will be enjoyable to work on when they are going to start with the activity.

Most of the time children enjoy when the teacher reads a story to them in the class or in another place provided by the institution. Reading stories to them also helps in the development of other skills such as listening and speaking by forming groups to give opinions about the information that they comprehend from the story.

#### **2.1.11. MOTIVATING YOUNG LEARNERS WHEN READING**

Motivation is fundamental in the development of all the skills when learning a language. That is why it can be defined as a process that makes a person go straight to what is going to be achieved. It also refers to the willingness that a child has to read during different activities in the learning process.

A good attitude and motivation are essential for the improvement in literacy and numeracy. The experience of reading a good book may cause enjoyment and happiness and then learners may take advantage of it.

Motivation plays an important role in the learning process of all languages. The good attitude is created with the motivation given by the teacher to the students to create an enjoyable environment while the reading is being developed in the classroom. Every planned reading activity has a purpose and the benefits acquired from it will be part of the experiences that young learners will develop as they improve little by little with time and practice.

Excitement and motivation can be provided during the development of the reading activity by teachers with:

- The use of interesting and enjoyable reading material.
- Choice of text
- Authentic purposes for reading
- Chance to investigate and experiment with paragraphs.

There are some important aspects that should be considered to motivate young learners when reading activities are being practiced. For example the classroom environment could be implemented with digital texts and other printed resources that can be part of the physical aspect to encourage all learners to focus on the activity that is being assigned in the class. It will also motivate students to feel like if they were at home working and supporting each other during the learning process.

#### **2.1.12. WORKING WITH UNMOTIVATED STUDENTS**

As Lyons states: “Motivation is self-generated and happens within the child; it is not done to the child.” (Lyons, 2003, 77).”

When working with little kids it is necessary to make them feel motivated in the class using the appropriate resources. If they see that the environment in the class is enjoyable, they will feel motivated to continue practicing the activity.

Classroom management will provide a comfortable environment for the development of reading of exercises.

Usually the environment provided by the institutions is not the appropriate one for reading classes. Sometimes those places where reading is being practiced are not well implemented and ready to develop a class. When that happens, children do not feel motivated during the class and that is when they prefer to do other activities that have nothing to do with English. There are some suggestions that teachers may use at the moment of working with unmotivated students.

Teachers should:

- Show to the class that they are really interested in developing an interactive class helping students to succeed in the achievement of the reading exercises.
- Choose the appropriate material for young learners according to their ages to create stories about topics of their interests.
- Be advisors for their learners helping them in situations that may somehow affect their lives. Sometimes those situations affect the learner's performance during the class.
- Create classes including morals and values in the stories to teach learners about everyday life.
- Give the chance to children to take risks without being afraid during the performing of activities.
- Use encouragement words or phrases to praise the effort of their students during the class.
- Present the activities and texts in a special way to encourage their students in the development of such activities.

### **2.1.13. IDEAS FOR PRACTICING READING ACTIVITIES WITH CHILDREN**

Nowadays, teaching reading to young learners demands a lot of effort from teachers in the way that they have to be creative with the activities they have planned for their kids. When the class is developed in a nice environment that is considered the appropriate to work with children, the situation in the class would

be different in the way that students feel that the motivation comes from external factors.

The place should be implemented with different resources related to the field that in this time is reading, natural resources are also useful to encourage children during the process of the class.

Apart from that, there is also a situation that may be a problem when teaching English to young learners. Some children may not be able to read well in their own language and for that reason, dealing with a different language could be quite difficult even in the pronunciation of the alphabet used in the reading learning process.

Concentration is another issue when teaching reading to little kids. They do not pay attention for very long during the class that is why motivation should present most of the time there.

#### **2.1.14. THINGS TO CONSIDER WHEN TEACHING READING TO CHILDREN**

Teaching children is a very challenging experience and it can become a much rewarded one but it is not an easy task. Therefore, it is important to consider the following ideas when working with little kids in the class:

- Choose the right material for working with young learners and select it according to their level. The activities in the material selected should not be difficult but it would be interesting that they offer the students some challenge so the learning experience can take a different turn.
- The use of realia is a beneficial resource to be used in the class according to the topic of the reading activity selected. The students can feel more at ease managing things that are familiar to them.
- Before the activity develops, the instructions should be given clearly and the teacher should keep eye contact with the students. They need to know what is expected from them.

- Pause briefly in the middle of the reading exercise to check if the young learners are able to tell what is going on in the story. If they don't seem to understand a little reinforcement may be required.
- Plan fun activities before the class. Young learners enjoy doing role-plays or acting out activities and teachers can promote them by using situations that are included in the text. Children enjoy reading the same book more than once so teachers have to use their creativity and imagination to exploit reading material at its best.
- Let students have the chance to express themselves by asking them some questions they can answer enthusiastically and in that way they can learn that reading is not just a normal activity that will show them that reading can be also pleasant and enjoyable not only in the class but also in their daily life.

As it was mentioned before, teaching reading to children sometimes depends on how the environment is implemented for them. Teachers must be creative to engage children during the activities and never forget that there is a factor that must be present in class at all times and that is called motivation.

Social learning theories help individuals comprehend how people learn from each other. They are also useful to understand the important role that teachers play in the social development of children either by working and constructing new ideas in the community or in a simpler form, through reading activities,

One of the most remarkable theorists was the Russian teacher and psychologist Lev Vygotsky. Vygotsky (1962) stated that people learn in the interaction with others by communicating in the society. The learning process also plays an important role in the social learning theory.

Besides that, teachers can show creativity applying fun activities to motivate their kids making them work in groups to start discussions, debates, collaboration to help each other to get a result.

Interacting with others is a great way for constructing knowledge for little kids. When reading activities are carefully planned and presented with specific purposes, they can make out of reading an enjoyable skill to develop and an activity the students will enjoy practicing.

### **2.1.15. FAIRY TALES**

The use of fairy tales in the English class gives the teachers some helpful ideas for the development of reading activities. They offer the possibility to choose from a variety of topics with different scenes and situations to get the attention of the kids to learn how to read and how to expand their knowledge with more vocabulary words that they can discover in the magical world of each one of those stories.

The use of stories when working with children play an important role in student's lives. It is a way to introduce literature. Fairy tales can be used as a great motivational source to help children learn English as a second language and furthermore, to develop exercises to enhance the reading skill.

The vocabulary words that are presented in the stories open the chance to exploit the knowledge of the learners to create more sentences and paragraphs according to what they understand on each of those activities that are practiced in the class.

Another characteristic of using fairy tales with kids is that depending on the content and situation of the stories, students could feel that they are in a magic world and that is something that motivates them especially when they are children to get involved in the reading process that is being practiced.

The implementation of fairy in the class is good for children and adults at any level. They work on two stages: literal which children find more enjoyable and the symbolic which is more interesting for adults.

During the reading process all fairy tales are suitable for old people and children. Both enjoy reading something that sometimes is part of the culture of every country.

Fairy Tales in the English class also teach human values and good manners to young learners with the comprehension of morals that are included in each of the stories.

Usually pictures are included in fairy tales and this makes them easier for children to understand the text and awake their interest in the story as it helps them to use their imagination.

It has been proven that using fairy tales allow the learners to improve their comprehension at the moment of reading because the tales are selected material chosen according to the child's age and level of knowledge.

It is really important for the teacher to consider choosing a book with an appropriate number of illustrations depending on the students' ages. The younger the students the more pictures the story should have. During the development of the activities it is important to know that pictures are just as important as words for children because they need them to give meaning to what they read and keep interested in the text. Always remember that kids like drawings, painting using different colors and others.

#### **2.1.16. FEATURES OF FAIRY TALES**

Fairy tales are well-known as a part of the culture of a place such as a country, city, or town and it is related to its folklore. These kinds of tales have some features. One of these is that most of the times they have particular words or phrases at the beginning and the end of the story like:

- Once upon a time
- Long, long time ago
- They lived happily ever after

The setting also has some features that makes us identify a fairy tale when we read it. For example, we can imagine the place and time even though they are not written in the text.

Besides, the setting usually has the presence of castles, kingdoms, magic, enchanted places, and other things that may not be considered real human experiences, as it is in the case of Red Riding Hood and Hansel and Gretel.

Talking about the characters, there are a lot of different people we can find in these tales just like: heroes, princesses, poor farmers, soldiers, magicians, and others, for example, Rapunzel, Hansel and Gretel, The Frog Prince.

The main character usually is a good person who tries to make life better. For example, in the fairy tale Robin Hood he tries to help poor people. Of course,

there are also bad characters that almost always are the opposite of the main character.

Sometimes magic is also found in fairy tales which might be good or bad. For example Maleficent, who is a well-known character, uses her magic to hurt people. While Merlin the sorcerer can use his magic to protect Arthur.

Then we have the plot which is known for having a situation that needs to be solved.

Another feature of fairy tales is a lesson that we can notice or infer after reading the whole text, so this tales are really good for children because they have life's lessons in a number of different cultures.

Fairy tales include elements such as a supernatural or fantastic atmosphere with fictional characters and a vague setting which together form a literary narrative.

#### **2.1.17. MOTIVATING READING THROUGH THE USE OF FAIRY TALES**

Nowadays, more and more people do not read printed material as much as they should because of the presence of technology and its impact all over the world; however, reading was the primary free activity some years ago.

People used to read a lot and imagine the details written in the text. These stories opened a door to a whole imaginary world for children and at the same time they learned unconsciously some aspects of the language like vocabulary and basic structures.

Fairy tales usually show the importance of values through enjoyable reading which encourages children to increase their curiosity and look for new roads of meaning.

Most books in schools focus on pedagogical aspects instead of addressing young learners. Fairy tales catch children's attention and turn on their natural curiosity and reading becomes more interesting and enjoyable.

Teachers should focus on improving student’s motivation. They should carefully select the material they are going to use in class.

There are two fairy tales that have been particularly selected to be used in the development of this research process. They are the following:

#### **2.1.17.1. JACK AND THE BEANSTALK BY JOSEPH JACOBS:**



Figure 5 Jack and the Beanstalk

(Applecom, 2016)

It is a popular English fairy tale about a boy called Jack who exchanges his cow for some magic beans. The beans he receives grow overnight into a beanstalk which Jack climbs. Then he arrives at a magical land ruled over by a big giant. Jack battles the giant and steals a hen that lays golden eggs and a golden magic harp.

When he is going back to his house, his mother cuts the beanstalk causing the giant to fall to his death. After that they become rich and live happily ever after.

### 2.1.17.2. KING MIDAS' GOLDEN TOUCH BY CRAFT CHARLOTTE:



Figure 6 King Midas' Golden Touch

(Blogspotcom, 2016)

This is the story about a king that even though he was very rich, he always wanted to have more and more gold. One day, he asked his court magician if he could get more treasures besides the ones that he already had. His magician told him that he could give the power to turn into gold everything that he touched.

He said yes to the magician. He turned into gold everything and anything. Then, there was a problem. There was nothing he could eat. He even turned his daughter into a golden statue as soon as she kissed him. At the end, the king asked his magician for some help and changed everything back to normal.

### **2.1.18. TEACHING ENGLISH AS A SECOND LANGUAGE THROUGH THE USE OF FAIRY TALES**

Fairy tales appear as a really useful tool that teachers can apply in their English classes. These stories present important aspects of the language including poetic and literary characteristics that can very well be used in the reading classes.

Fairy tales are fun to read and bring topics for discussion because they usually present easy grammatical structures. Besides they give teachers the opportunity to adapt them and make the stories look easier or more complex depending on the level of the learners.

Fairy tales are well-balanced in terms of length which means that they are not too short to make students think they are very easy, and not too long to make students get bored.

### **2.1.19. FAIRY TALES IN TEACHING ENGLISH LANGUAGE SKILLS**

The basis for learning English efficiently is to focus on the receptive and productive skills and reading is a good option to start with, because many times students develop their English production by texts that they find interesting.

Pre-reading is a good and useful way to engage students before reading. This activity is used to make the student use his previous knowledge about the topic and to start getting familiar with the material he is about to read.

Teachers can use pictures related to the story or they can also ask questions related to the topic if students have a good level of English.

The questions have the purpose to make students have a better idea of what they will read in the tales. General comprehension is also important and the strategy of asking questions is helpful for students to understand the story better and to practice communication.

On the other hand, too many questions can overwhelm students and they will lose interest in the story. Questions must run short and they should look for specific information that the student can give and feel a sense of achievement for doing it.

Giving students an appropriate atmosphere is essential to make them participate in class and make them feel enthusiastic. Reading is a core skill because it also involves communication and then speaking is also practiced.

Students can work in pairs or groups and share their ideas with the class. This is important since students have time to discuss, interact and give opinions about the text and then prepare their answers.

Practicing reading will get students ready for the other skills such as writing, speaking or listening. For example teachers can make students write an alternative ending for the story or summarize it and by doing this they can practice some grammar.

Fairy tales can also be a good resource to enhance vocabulary. Although fairy tales for children offer not very long sentences, they can be used to increase students' vocabulary depending on the creativity of the teacher to introduce new words based on the activity of reading.

#### **2.1.20. WHY USING FAIRY TALES**

Fairy tales are a contribution to the objective of English teachers which is to develop language knowledge of the target language and get satisfactory results. Course books are often used by teachers but they may not be the best option because they are mostly created by pedagogical reasons.

On the other hand, fairy tales have a more personal addressing to young learners because they promote students' curiosity and interest at the same time.

Besides, these stories awake a strong emotional response and personal involvement of learners. If English instructors apply interesting activities and connect them correctly with the story, it will allow teachers to focus on meeting students' weaknesses and start thinking on a way to improve them.

In general, the use of fairy tales in the reading class becomes an important tool to motivate the students to focus in reading comprehension exercises. It does not really matter whether the tales are classic or modern. What it is really important is the way to use them and introduce them to the class.

Therefore, the role of the teacher and the adequate use of additional resources will make out of reading an enjoyable experience when using fairy tales.

## **2.2. CONCEPTUAL FRAMEWORK**

For a better comprehension of the contents of this project, there are some terms that need to be clarified. The concepts for this terms have been retrieved from different webpages as follows:

### **2.2.1. READING:**

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. (Englishclub.com, n.d.)

### **2.2.2. SKILL:**

The ability, coming from one's knowledge, practice, aptitude, etc., to do something well.

skill. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website <http://dictionary.reference.com/browse/skill>

### **2.2.3. MOTIVATION:**

The state or condition of being motivated or having a strong reason to act or accomplish something.

motivation. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website <http://dictionary.reference.com/browse/motivation>

#### **2.2.4. FAIRY TALE:**

A story, usually for children, about elves, hobgoblins, dragons, fairies, or other magical creatures.

fairy tale. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website [http://dictionary.reference.com/browse/fairy tale](http://dictionary.reference.com/browse/fairy%20tale)

#### **2.2.5. LEARNING RESOURCES:**

Learning resources are texts, videos, software, and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula. (Columbia, n.d.)

#### **2.2.6. FLASHCARDS:**

A card having words, numerals, or pictures on it, designed for gaining a rapid response from pupils when held up briefly by a teacher, used especially in reading, arithmetic, or vocabulary drills.

flashcard. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website <http://dictionary.reference.com/browse/flashcard>

#### **2.2.7. VOCABULARY:**

A list or collection of the words or phrases of a language, technical field, etc., usually arranged in alphabetical order and defined.

vocabulary. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website <http://dictionary.reference.com/browse/vocabulary>

#### **2.2.8. TECHNOLOGY:**

The branch of knowledge that deals with the creation and use of technical means and their interrelation with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science.

technology. (n.d.). Dictionary.com Unabridged. Retrieved January 20, 2016 from Dictionary.com website <http://dictionary.reference.com/browse/technology>

### **2.3.LEGAL FRAMEWORK**

The Ministry of Education has designed a specific program for the Teaching of English as a Second Language starting in the eighth grade. This program is based on the English Language Learning Standards (ELLS). These standards are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show “what students must know and be able to do as they move toward full fluency in English<sup>1</sup>”, according to what is stated in the Ministry of Education webpage.

“The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

Level A1: At the end of 9th year Educación Básica General

Level A2: At the end of 1st year Bachillerato

Level B1: At the end of 3rd year Bachillerato

The English Language Learning Standards are developed taking into consideration the communicative language components and the language skills as a core part of the program: (a) listening, (b) speaking, (c) reading, and (d) writing”.

According to the Ministry of Education, English should not be taught in the seventh grade as it is shown in the following chart:

ASIGNATURAS	HORAS SEMANALES DE CLASE POR ASIGNATURA / AÑOS DE EDUCACIÓN GENERAL BÁSICA									
	1.º	2.º	3.º	4.º	5.º	6.º	7.º	8.º	9.º	10.º
LENGUA Y LITERATURA		12	12	9	9	9	9	6	6	6
MATEMÁTICA		8	8	7	7	7	7	6	6	6
ENTORNO NATURAL Y SOCIAL	25	5	5	-	-	-	-	-	-	-
CIENCIAS NATURALES		-	-	5	5	5	5	4	4	4
ESTUDIOS SOCIALES		-	-	4	4	4	4	4	4	4
EDUCACIÓN ESTÉTICA	2	2	2	2	2	2	2	2	2	2
EDUCACIÓN FÍSICA	5	5	5	5	5	5	5	5	5	5
LENGUA EXTRANJERA		-	-	-	-	-	-	5	5	5
CLUBES		3	3	3	3	3	3	3	3	3

Figure 7 Weekly Hours of Classes per Subject

Educación General Básica | Ministerio de Educación. (n.d.). Retrieved January 20, 2016, from <http://educacion.gob.ec/educacion-general-basica>

However, it allows educational institutions to start teaching English earlier only if the school has the teachers and pedagogical resources to do it. As Unidad Educativa Fiscal Ficoa de Montalvo is a public school, they have taken into consideration the assignment of three hours a week for the teaching of English because it is an important language that should be practiced in this institution. They have put emphasis in the teaching of reading skills through the use of activities to make young learners enjoy reading and prepare them to read critically and creatively.

## 2.4. HYPOTHESIS

The use of fairy tales and the application of didactic strategies related to them will improve the English reading production in the seventh grade students at Unidad Educativa Fiscal Ficoa de Montalvo.

## 2.5. VARIABLES AND INDICATORS

Variables	Definition	Indicators	Instruments
<p><b>Independent variable</b></p> <p>The use of fairy tales</p>	<p>Fairy tale: a story (as for children) involving fantastic forces and beings (as fairies, wizards, and goblins) —called also fairy story</p>	<p>The reaction of the students when the teachers use and apply activities based on fairy tales.</p>	<p>Observations of the reaction of the students when the teacher uses didactic strategies based on the fairy tales.</p>
<p><b>Dependent variable</b></p> <p>The improvement of the English production</p>	<p>Improvement: an addition or change that makes something better or more valuable.</p> <p>Production: the process of making something naturally.</p>	<p>Academic performance.</p>	<p>Oral and written evaluation exercises.</p>

Table 1 Variables and Indicators

## **2.6. SUMMARY**

Based on what has been mentioned before about the improvement of Reading in children through the use of fairy tales. It is good to know that Reading can be taught in a fun way using different didactic material during the development of the class such as flashcards, posters, realia, and technology.

This project deals with the use of fairy tales in reading classes at Unidad Educativa Fiscal Ficoa de Montalvo in the seventh grade with 45 students. It will be beneficial not only for the children but also for the English staff who work in other classes.

Reading is considered a fundamental skill to be used during the learning process in the English classes because it is necessary to make children read since the moment they are young learners. Through the use of fun stories they will also learn to create new ideas and concepts about the content of the class they have.

Motivation also plays an important aspect during the development of Reading classes. Young learners need to be engaged with the kind of the activity they are doing during the time they are in the class.

It is also important to consider that not only the activity motivates the learner but also the role of the teacher as an excellent motivator at the moment of giving the class and also the kind of resources used for the development of those activities.

One of the most important skills in the language learning process is Reading. That is why the use of fairy tales in the English classes will help children improve the skill at Unidad Educativa Fiscal Ficoa de Montalvo.

According to the Ministry of Education, English should be taught starting at the eighth grade in public schools. Public schools can adapt the English program just if they have time and teachers to do it. Since this is a public institution, three hours were adapted for the development of English as a subject in the seventh grade.

Didactic resources have been implemented for the development of the classes in this institution being the technology one of the most important ones that has been present through the use of tablets, digital images, speakers and projectors in order to motivate and engage the students with the use of different activities with fairy tales to improve the reading skill.

## **CHAPTER III**

### **3. RESEARCH METHODOLOGY**

#### **3.1. METHODS AND TECHNIQUES**

Because of the nature of this research project, the qualitative approach has been used because most of the information that has been gathered came from observations, questionnaires, and interviews to the English teachers and the principal of the institution and students.

It can be said that this research project includes different opinions from teachers, students and the main authorities who work every day at Unidad Educativa Fiscal Ficoa de Montalvo.

A problem was found after several classroom observations. The main problem was the students' lack of interest and low production during reading exercises so once the problem was detected, a hypothesis was formulated and the process to find the causes why this happened started.

This research project is rather exploratory because it is centered in finding out the reasons why the students seem to diminish their attention when the teacher presented exercises to develop reading skills.

Qualitative research allows to register students' attitudes and to interview them and the teachers to compare answers in search of possible results.

Classroom observations were the starting point, then question sheets were given to the students who were asked to be honest with their answers after explaining the importance of the questionnaire for the development of this project.

The surveys given to the students have been used to gather information to find a way to help them improve the reading skill. These surveys have included information regarding to the use of different reading material to find out what is relevant to them.

Practice teaching also became part of the project when didactic strategies using fairy tales were applied. Fairy Tales were selected after the students' choice of selecting them as reading material of their preference.

Personal Interviews to the English teachers and the principal of the Institution have been made as well in order to know whether they are aware of the situation that is affecting the right development of the reading skill in the school and their attitudes towards solving the problem.

### **3.2. RESEARCH POPULATION SAMPLE**

From a universe of 762 students this project will be applied to seventh graders at Unidad Educativa Fiscal Ficoa de Montalvo. This research intends to gather accurate information to try to improve the reading skill in a class of 45 students which ages are between eleven and twelve years old who have been studying since they were in the second grade of basic education in this school.

### **3.3. RESEARCH INSTRUMENTS**

#### **3.3.1. SURVEYS:**

They were applied to 45 students in the seventh grade in order to appeal to prior knowledge in the reading skill. They were asked sixteen different questions about their class and preferences.

The results have been tabulated and presented in graphics in the following pages.

#### **3.3.2. INTERVIEWS:**

They were applied to the English teachers and the principal of the institution.

As this is a public institution, the staff of this institution are people who have been working for several years in this school and they are also aware of the situations that students and teachers have to go through in order to improve the teaching-learning process.

### **3.3.3. CLASS OBSERVATIONS:**

They have been made following a chart that includes the atmosphere of the classroom, the teacher and the students' attitude and performance in class. They show whether students are motivated and comfortable in class especially when they are receiving a reading class.

## **3.4. RESULTS/FINDINGS AND ANALYSIS**

The following is the format of the interview applied to four different teachers and the answers from one of them.

### **3.4.1. TEACHER'S INTERVIEW**

#### **1. What is Reading for you?**

Reading is a very important skill during the learning process of a language. We can learn about different topics through Reading.

#### **2. How often do you use reading activities in the class?**

Sometimes because it is complicated to work with reading activities and the vocabulary words that we may find in the texts could be difficult for the students.

#### **3. How do you notice that your students enjoy Reading?**

It is clear that they enjoy reading when the topic is interesting and short at the same time because it is easier for them to understand.

#### **4. What kind of printed material do you use and how you get it?**

I print different pictures that I download from the internet according to the vocabulary that is included in the activity.

**5. What kind of Reading activities do you do according to the age of your students?**

I always bring to class reading comprehension activities, different vocabulary words in English and Spanish with some questions and answers according to the topic.

**6. How often do you use the English language in class?**

Exercises are presented in English but it is necessary to explain the instructions in Spanish.

**7. How do you encourage students to read fairy tales in class?**

My students do not read fairy tales but they read other stories just two per unit and they are very short.

**8. Do you think your students could learn English through the use of fairy tales?**

Of course, it would be a great idea to use fairy tales especially with kids not only to improve the reading skill but also for the rest of the skills that are part of the English learning process.

**9. How can reading be useful for the students during the English learning process?**

Reading is very useful to learn new vocabulary words and also to know how they are pronounced.

**10. What kind of reading activities do you use in your class?**

I use interesting topics such as touristic places around the world, or legends from different parts of Latin America.

**11. Do you think Reading is an important skill to be considered at the moment of learning a foreign language?**

Yes I do, because Reading is always present not only when we learn a new language but also in our daily life.

**12. Do you ever use videos in Class?**

We do not have the equipment to show videos in class, but when a teacher brings a computer then it is possible to use the only projector that is available.

**3.4.2. PRINCIPAL'S INTERVIEW**

**1. What do you think about the use of fairy tales in the English classes?**

I think it is a great idea the use of fairy tales for children in order to make them feel motivated to participate during the class. Children want to play all the time and this is a good opportunity to apply that technique to make them read more and through the use of those activities with the use of stories they will improve the reading skill and that is a benefit not only for them but also for the institution and the English staff.

**2. Do you consider reading as an important skill for the learning process of a second language?**

Yes I do. I really think Reading is very important because our children learn how to pronounce different words and understand ideas that are expressed in the texts. That is why it should be present at the moment of learning a second language.

### **3. How can the institution help the teachers improve English teaching?**

The institution should train the English staff with new methods and techniques at the moment of teaching reading to young learners. It would be necessary not only for teacher but also to make students read more and enjoy the activities during the class.

### **4. What type of material is there available in the institution to teach English through reading?**

Very little because public institutions do not have enough resources for the teachers and their classes.

### **5. How can you infer that the students need motivation to develop reading skills?**

Sometimes they are bored during the class and do not pay attention when the teacher is talking.

## **COMMENTS**

After checking the answers from the interviews it can be concluded that they are all aware of the importance of teaching reading but at the same time they know their limitations. Several recommendations will be given in the following chapter.

### **3.4.3. RESULTS FROM CLASS OBSERVATIONS**

After observing several class, the results show that the students do not show interest during the activities in class and there is not an active participation when the teacher asks questions related to the topic she is presenting.

The students use the native language during the class because they seem to be more at ease speaking their mother tongue.

The students do not show interest when the teacher asks them to read the instructions for the exercises.

The students get easily distracted with other activities rather than getting involved in class.

The students do not show interest at the moment the teacher is giving the class and it causes the lack of attention during the development of the activities.

The students feel uncomfortable during the activities the teacher is presenting and they do not like to work with printed material too much.

The teacher does not motivate the students to participate in the class and during the development of the class some students were looking out of the classroom to other kids that were playing soccer in the yard.

Some of them did not know what to do when the teacher asked to read the activities.

The teacher does not speak English during the class. The instructions during the activities are given in the native language.

The teacher gives the class using flashcards and some other didactic material being creative and engaging but the students were not paying attention at the moment of the activities.

The teacher although resourceful is not able to motivate the students to a better participation.

The topic used by the teacher during the reading activity is not the appropriate for the students' ages.

The teacher does not use technological equipment such as computers or tablets to create different activities in order to engage the learners to be active during the class.

The classroom does not offer the adequate environment to develop the class.

There is one air conditioning but it is not working and there are also two fans that are noisy and disturb the class.

The illumination is ok but there are big windows that lets in the traffic noise causing some distraction to the teacher and the students.

### 3.4.4. STUDENTS' SURVEYS

		Always 	Sometimes 	Not always 	Never 	Total
1	Is Reading interesting?	7	6	15	17	45
2	Do you like to read in class?	6	7	19	13	45
3	Do you think Reading is important?	7	9	15	14	45
4	Do you like the English material the teacher uses?	5	5	16	19	45
5	Do you like the way your English teacher teaches?	12	14	11	8	45
6	Does the teacher motivate you to read in class?	7	8	15	15	45
7	Does the teacher talk to you in English?	4	5	19	17	45
8	Do you have a computer at home?	9	12	16	8	45
9	Do you learn new things when you read?	6	6	12	21	45
10	Do you enjoy watching videos in class?	15	16	6	8	45
11	Does the teacher bring printed material?	14	12	10	9	45
12	Do you like to read books?	4	6	18	17	45
13	Do you like to read magazines?	9	10	13	13	45
14	Do you like to read stories with pictures?	13	12	11	9	45
15	Do you read stories in the computer?	9	10	15	11	45
16	Do you like to read fairy tales?	16	15	7	7	45

Table 2 Students' Surveys

**Question 1. Is Reading interesting?**

<b>Is Reading interesting?</b>		
Always	7	16%
Sometimes	6	13%
Not always	15	33%
Never	17	38%
<b>Total</b>	45	100%

Table 3 Question 1 Students' surveys

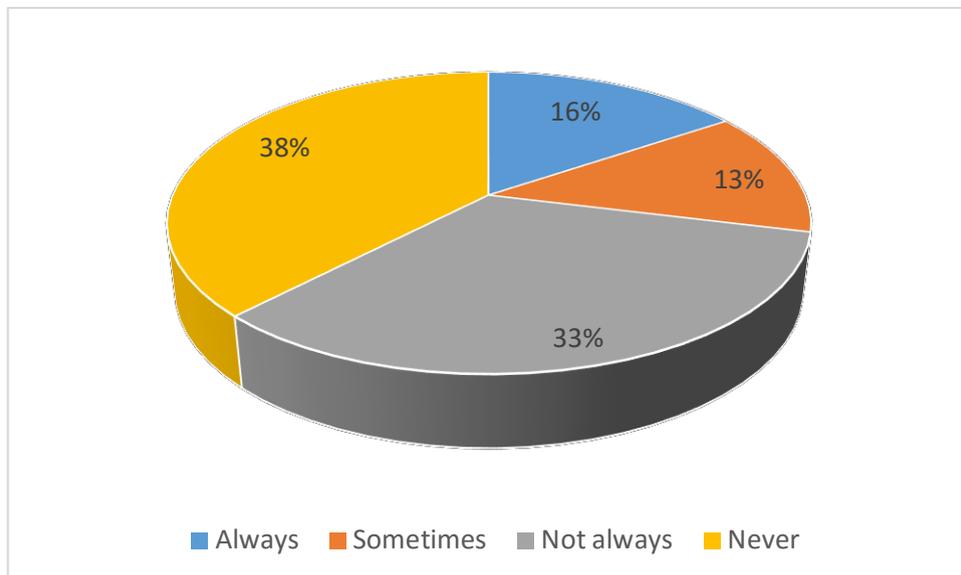


Figure 8 Question 1 Results

In question one, the results show that 16% of students said that reading is always interesting, while 13% of them said it is only sometimes. Although, 33% of students said that it is not always interesting and 38% that it is never interesting.

**Question 2. Do you like to read in class?**

<b>Do you like to read in class?</b>		
Always	6	13%
Sometimes	7	16%
Not always	19	42%
Never	13	29%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 4 Question 2 Students' surveys

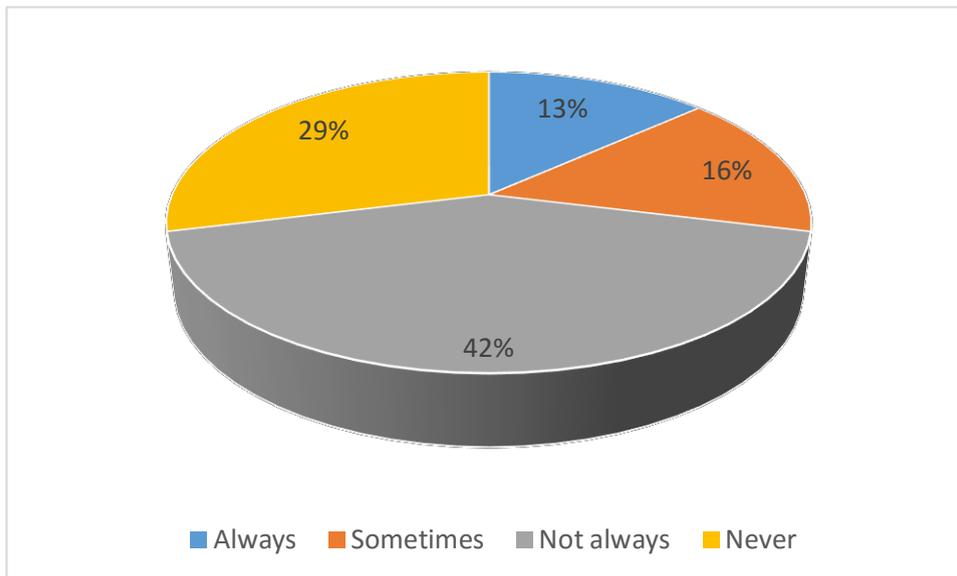


Figure 9 Question 2 Results

In question two, 13% of students said that they always like to read in class while 16% said that they like to do it sometimes. Although, 42% of them said that they do not always like to read in class, and 29% said that they never like to do it.

**Question 3. Do you think Reading is important?**

<b>Do you think Reading is important?</b>		
Always	7	16%
Sometimes	9	20%
Not always	15	33%
Never	14	31%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 5 Question 3 Students' surveys

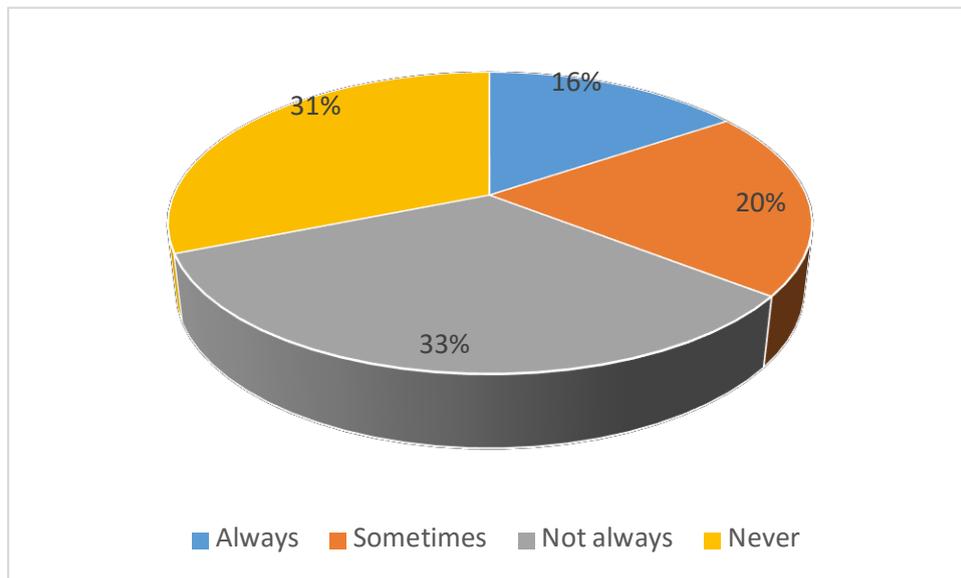


Figure 10 Question 3 Results

In question three, 16% of students think that reading is always important while 20% of them think that it is sometimes important. Although, 33% of students think that it is not always important, and 31% think that it is never important.

**Question 4. Do you like the English material the teacher uses?**

<b>Do you like the English material the teacher uses?</b>		
Always	5	11%
Sometimes	5	11%
Not always	16	36%
Never	19	42%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 6 Question 4 Students' surveys

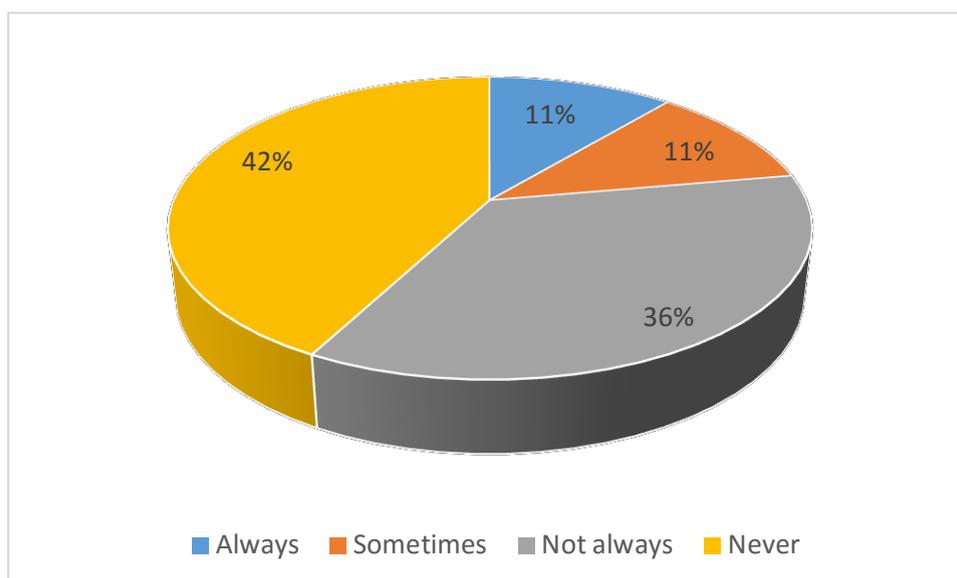


Figure 11 Question 4 Results

In question four, 11% of students said that they always like the English material the teacher uses while 11% of students sometimes like it. Although, 36% said that they do not always like the English material the teacher uses, and 42% said they never like it.

**Question 5. Do you like the way your English teacher teaches?**

<b>Do you like the way your English teacher teaches?</b>		
Always	12	27%
Sometimes	14	31%
Not always	11	24%
Never	8	18%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 7 Question 5 Students' surveys

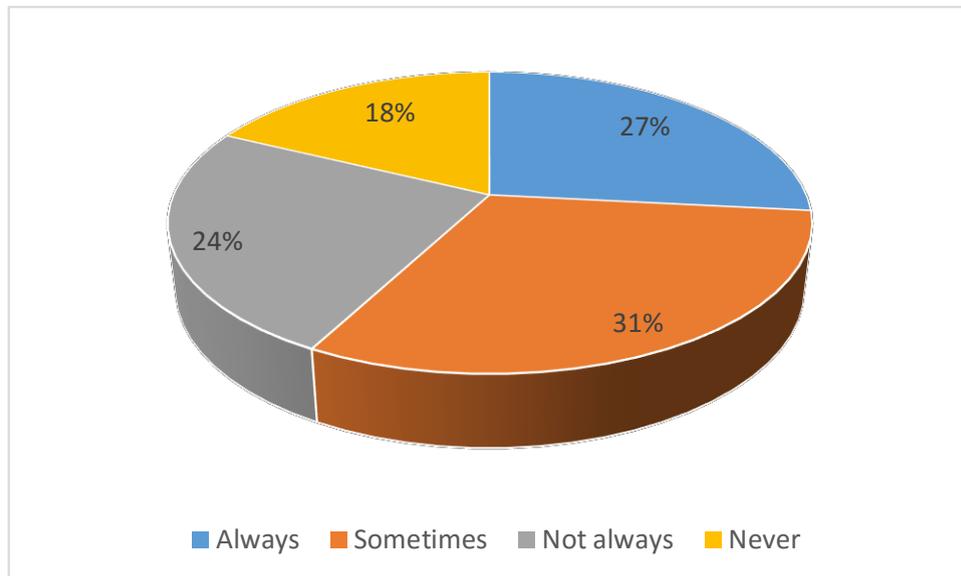


Figure 12 Question 5 Results

In question five, 27% of students always like the way their English teacher teaches while 31% of students sometimes like it. Although, 24% said that they do not always like the way their English teacher teaches, and 18% of them said never like it.

**Question 6. Does the teacher motivate you to read in class?**

<b>Does the teacher motivate you to read in class?</b>		
Always	7	16%
Sometimes	8	18%
Not always	15	33%
Never	15	33%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 8 Question 6 Students' surveys

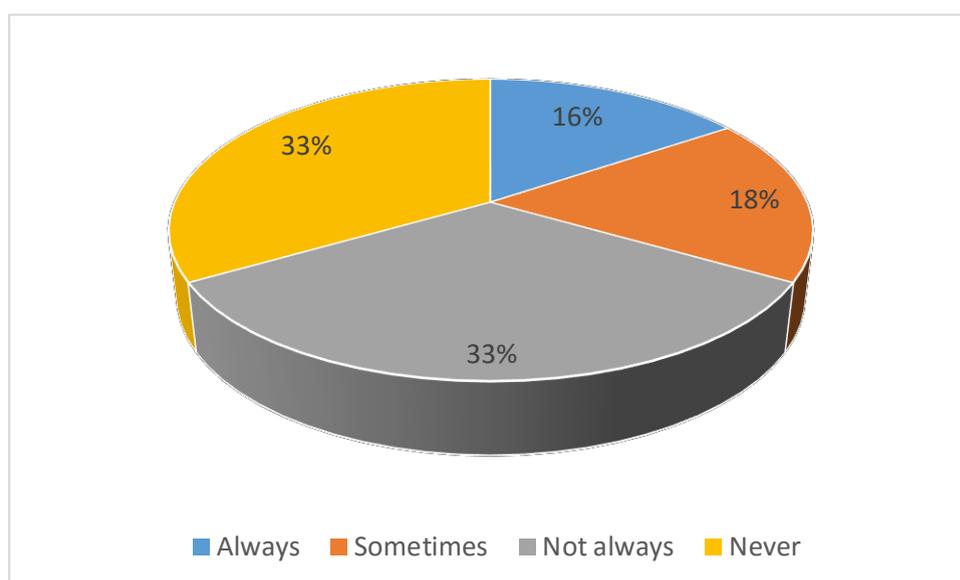


Figure 13 Question 6 Results

In question six, 16% of students said that their teacher always motivates them to read in class while 18% of students said that sometimes their teacher motivates them to do it. Although, 33 % of students said that their teacher does not always motivates them to read in class, and 33% also mentioned that their teacher never motivates them to do it.

**Question 7. Does the teacher talk to you in English?**

<b>Does the teacher talk to you in English?</b>		
Always	4	9%
Sometimes	5	11%
Not always	19	42%
Never	17	38%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 9 Question 7 Students' surveys

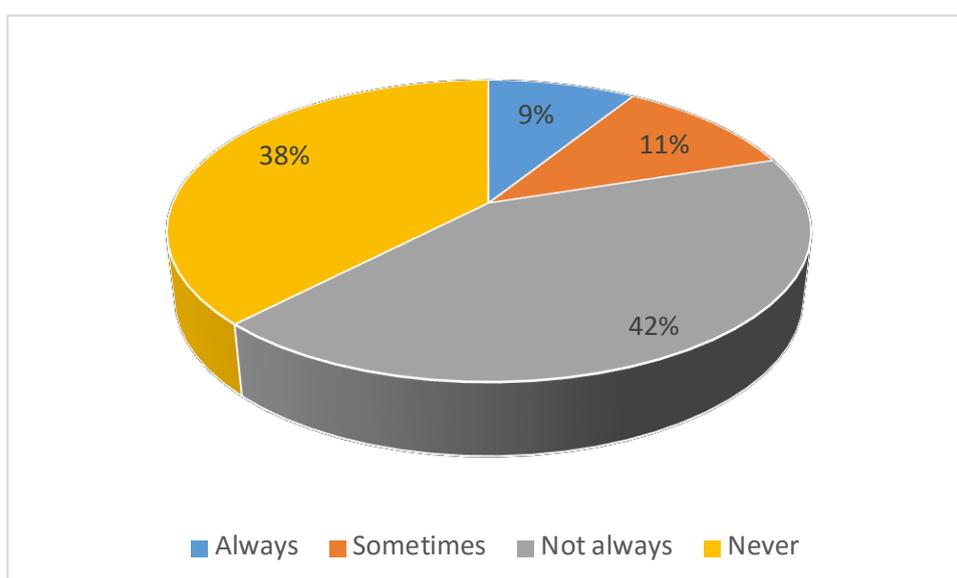


Figure 14 Question 7 Results

In question seven, 9% of students said that their teacher always talks to them in English while 11% of them said that sometimes their teacher does it. Although, 42% of students said that their teacher does not always talk to them in English, and 38% said that their teacher never does it.

**Question 8. Do you have a computer at home?**

<b>Do you have a computer at home?</b>		
Always	9	20%
Sometimes	12	27%
Not always	16	36%
Never	8	18%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 10 Question 8 Students' surveys

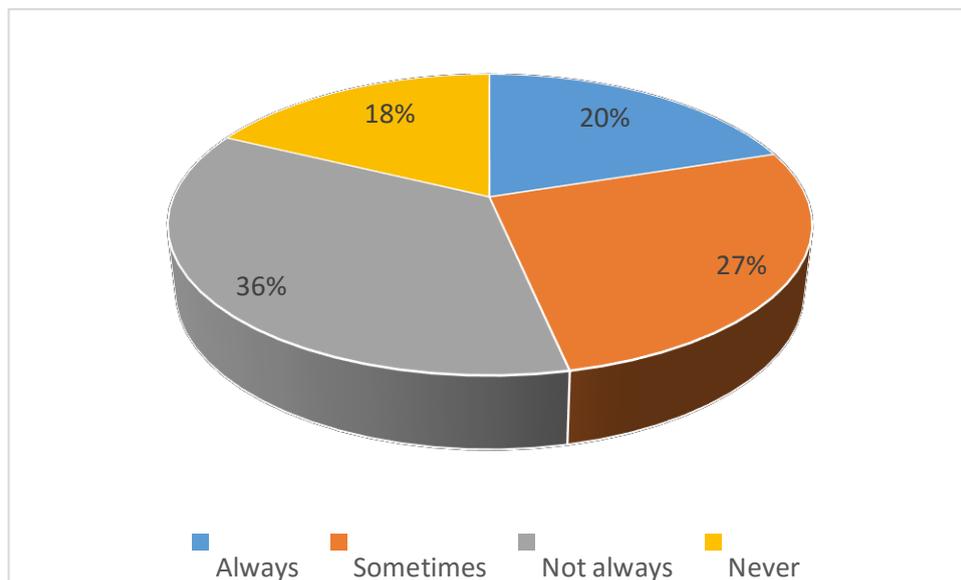


Figure 15 Question 8 Results

In question eight, 20% of students said that they always have a computer at home while 27% of them said that sometimes they have one at home. Although, 36% said that they do not always have a computer at home, and 18% said that they never have one at home.

**Question 9. Do you learn new things when you read?**

<b>Do you learn new things when you read?</b>		
Always	6	13%
Sometimes	6	13%
Not always	12	27%
Never	21	47%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 11 Question 9 Students' surveys

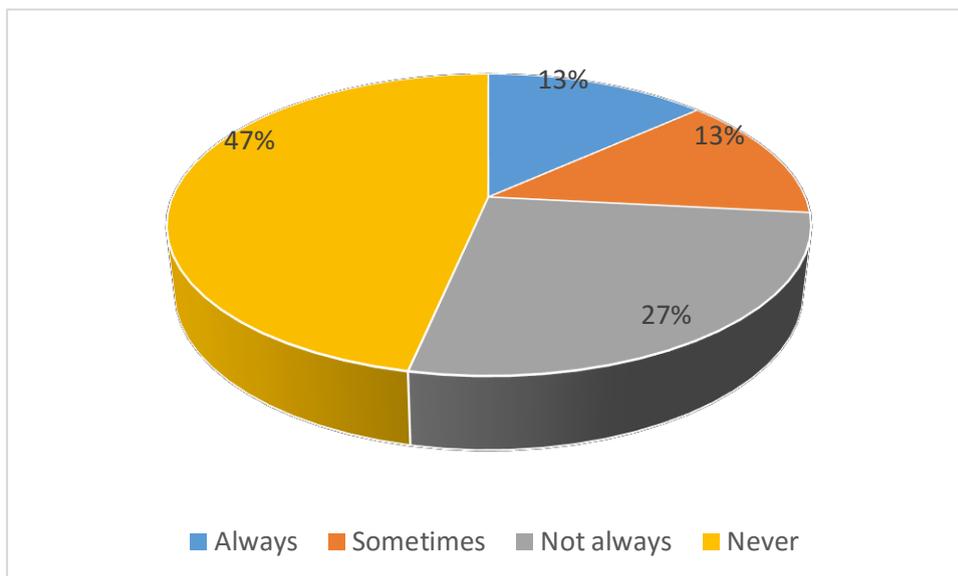


Figure 16 Question 9 Results

In question nine, 13% of students said that they always learn new things when they read while 13% said that sometimes they learn new things when they read. Although, 27% of students said that they do not always learn new things when they read, and 47% of them said that they never learn new things when they read.

**Question 10. Do you enjoy watching videos in class?**

<b>Do you enjoy watching videos in class?</b>		
Always	15	33%
Sometimes	16	36%
Not always	6	13%
Never	8	18%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 12 Question 10 Students' surveys

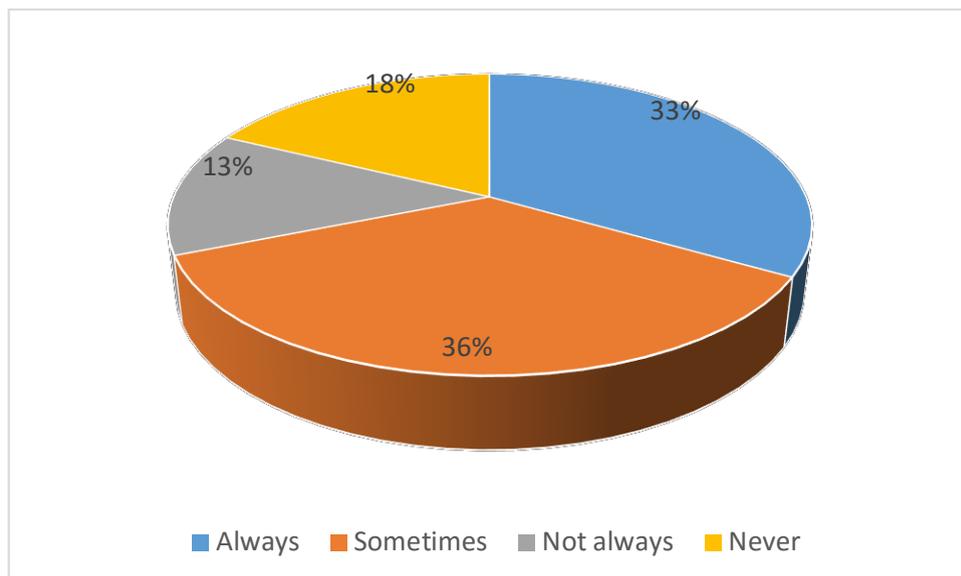


Figure 17 Question 10 Results

In question ten, 33% of students said that they always enjoy watching videos in class while 36% of them said that sometimes they enjoy doing it. Although, 13% of students said that they do not always enjoy watching videos in class, and 18% of them said that they never enjoy doing it.

**Question 11. Does the teacher bring printed material?**

<b>Does the teacher bring printed material?</b>		
Always	14	31%
Sometimes	12	27%
Not always	10	22%
Never	9	20%
<b>Total</b>	45	100%

Table 13 Question 11 Students' surveys

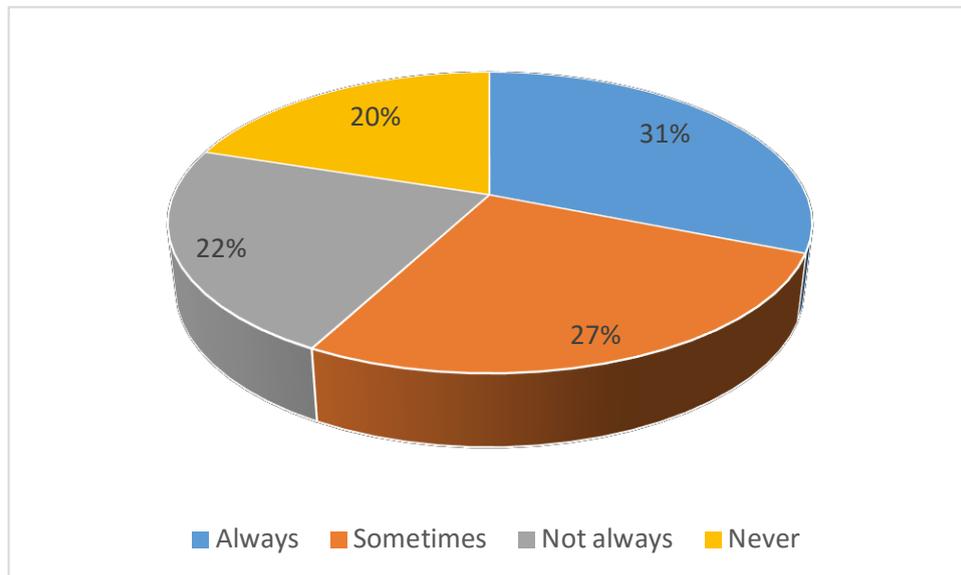


Figure 18 Question 11 Results

In question eleven, 31% of students said that their teacher always brings printed material to class while 27% said that she sometimes does it. 22% of them said that their teacher does not always bring printed material to class, and 20% of them that their teacher never brings it to class.

**Question 12. Do you like to read books?**

<b>Do you like to read books?</b>		
Always	4	9%
Sometimes	6	13%
Not always	18	40%
Never	17	38%
<b>Total</b>	45	100%

Table 14 Question 12 Students' surveys

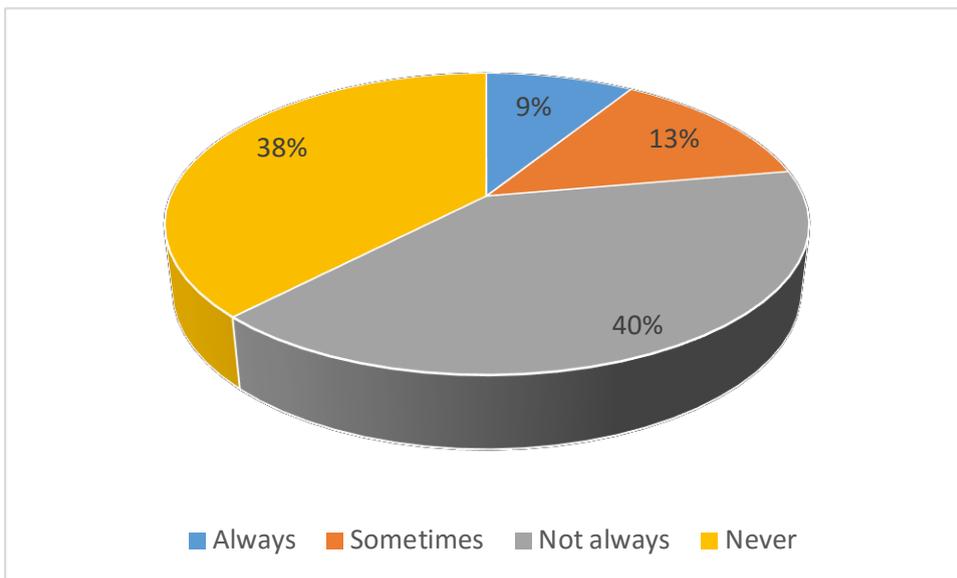


Figure 19 Question 12 Results

In question twelve, 9% of students said that they always like to read books while 13% of them said that they sometimes like to do it. 40% of students said that they do not always like to read books, and 38% of them that never like to do it.

**Question 13. Do you like to read magazines?**

<b>Do you like to read magazines?</b>		
Always	9	20%
Sometimes	10	22%
Not always	13	29%
Never	13	29%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 15 Question 13 Students' surveys

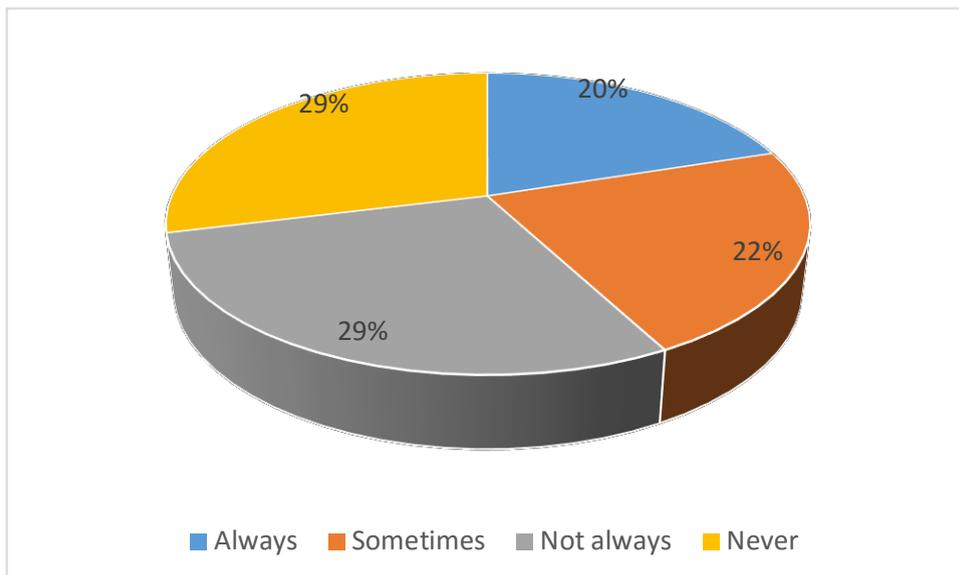


Figure 20 Question 13 Results

In question thirteen, 20% of students said that they always like to read magazines while 22% of them said that they sometimes like to do it. 29% of students said that they do not always like to read magazines, and 29% said that they never like to do it.

**Question 14. Do you like to read stories with pictures?**

<b>Do you like to read stories with pictures?</b>		
Always	13	29%
Sometimes	12	27%
Not always	11	24%
Never	9	20%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 16 Question 14 Students' surveys

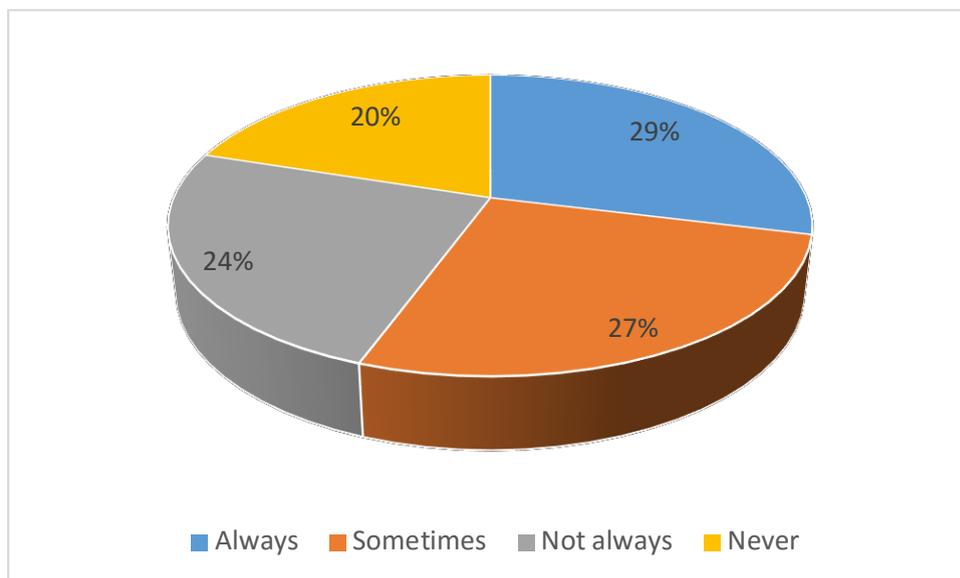


Figure 21 Question 14 Results

In question fourteen, 29% of students said that they always like to read stories with pictures while 27% of them said that they sometimes like to do it. 24% of students said that they do not always like to read stories with pictures, and 20% of them that never like to do that.

**Question 15. Do you read stories in the computer?**

<b>Do you read stories in the computer?</b>		
Always	9	20%
Sometimes	10	22%
Not always	15	33%
Never	11	24%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 17 Question 15 Students' surveys

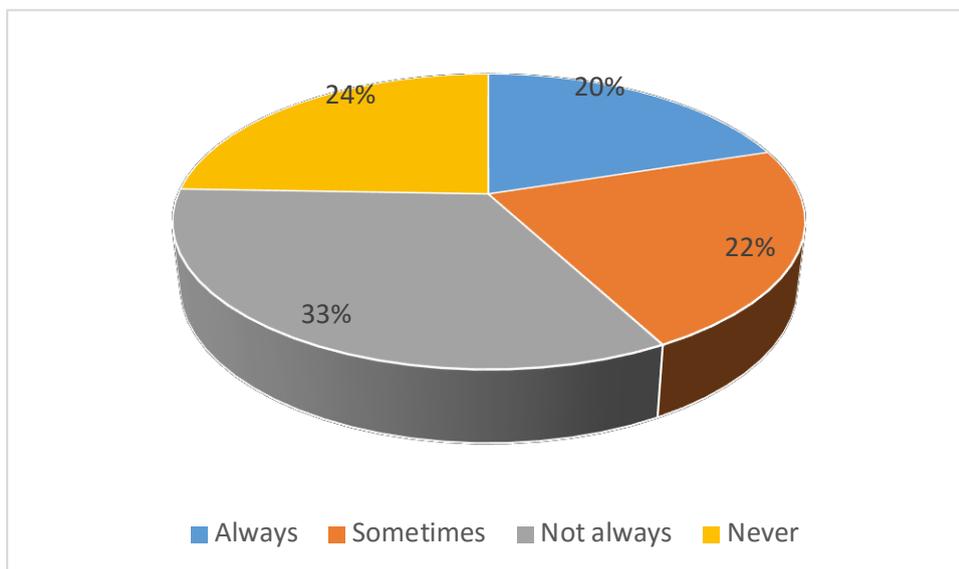


Figure 22 Question 15 Results

In question fifteen, 20% of students said that they always read stories in the computer while 22% of them said that they sometimes like to do it. 33% of students said that they do not always read stories in the computer, and 24% of them that never do it.

**Question 16. Do you like to read fairy tales?**

<b>Do you like to read fairy tales?</b>		
Always	16	36%
Sometimes	15	33%
Not always	7	16%
Never	7	16%
<b>Total</b>	<b>45</b>	<b>100%</b>

Table 18 Question 16 Students' surveys

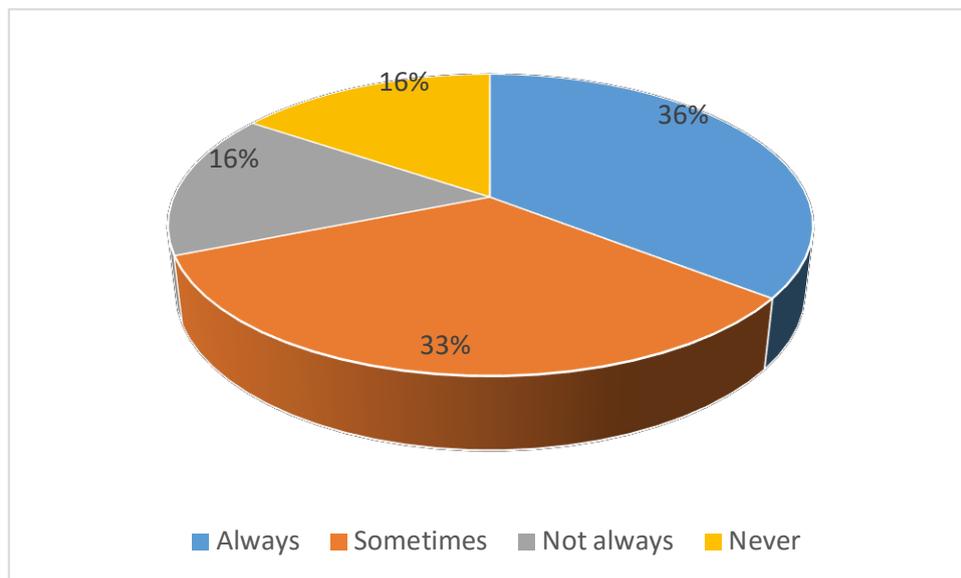


Figure 23 Question 16 Results

In question sixteen, 36% of students said that they always like to read fairy tales while 33% of them said that sometimes they like to read them. Another 16% of students said that they do not always like to read fairy tales, and the other 16% of them said that never like to do it.

### **3.5. SUMMARY**

In general terms, the results that have been gathered from observations, surveys and interviews show that there is a problem when reading activities are developed in the English classes.

During the interview with the English coordinator and the Principal of the Institution some ideas were expressed in order to improve the way the English classes are given.

They said that it would be a great idea to implement the use of stories to motivate the learners to participate during the class and in that way they will improve their reading skills.

They also said that not only the reading skill could be improved with the use of stories but also the other skills that are part of a language learning process. As this is a public institution, the didactic material that is given to the teacher is limited because they do not have enough money to make it better.

The students at this institution would like to receive classes in a different way with the use of technology and other activities using stories that are the appropriate for their ages.

The use of different activities during the English classes would be a great option to make them enjoy the class and also to improve their grades in the subject through an active class participation.

After observing some classes, the researcher could notice that students were not motivated during the development of reading exercises in the class and even their participation was not active at the moment the teacher was asking questions related to the topic that she was presenting.

Besides that, the students were also using their native language and doing other activities during the class. It was also clear that they did not like to work with printed material too much.

On the other hand, the teacher did not really motivate the students to participate during the activities developed in the class. The use of printed material was not enough to engage the students with the topic.

Spanish was also used by the teacher during the English class and even more at the moment of giving the instructions for the reading exercises that she was presenting.

The researcher also noticed that the use of technology was not present and it would be a great idea to engage the learners during the exercises in order to make them participate and enjoy the English classes.

### 3.6.RESOURCES/TIMELINE AND BUDGET

#### 3.6.1. TIMELINE

Activity	November				December				January				February			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Tutorship Approval		X														
Activities Outline			X													
Chapter one			X	X												
Chapter two					X	X										
Elaboration of Surveys						X										
Application of Surveys									X							
Teacher's Interview									X							
Chapter three										X	X					
Chapter four														X	X	
Final Revision																X

Table 19 Timeline

#### 3.6.2. BUDGET

Category	Activity	total
<b>1. Movilization Expenses</b>	Commuting to the school	
Gasoline		\$30
Taxi		\$20
<b>2. Equipment</b>		
Laptop	To make the project and worksheets	\$500
Printer	To print the project and sheets for students, flashcards	\$300
Tablet	To show the activities to the class during the development of the project	\$400
Speakers	To listen to the videos that were used during the development of the project	\$10
<b>3. Material and Supplies</b>		
Paper	To make copies, print the project and worksheets	\$50
Markers	To prepare the material	\$10
Flaschards	To use in the class	\$20
Table games	For warm up activities at the beginning of the class	\$45
<b>Total</b>		\$1,385.00

Table 20 Budget

## **CHAPTER IV**

### **4. FINAL CONCLUSIONS**

#### **4.1. CONCLUSIONS**

After revising all the results that come from the interviews, the class observations and the surveys given to the students, it has been possible to conclude that the lack of participation on the student's side come from several reasons:

The classroom environment does not provide all the comfortability to develop normal classes. They are constantly disrupted by noise coming from the streets nearby. Ventilation is not enough to hold a 45 students class.

The institution does not have enough resources available for teachers and students. That is a reason why students get distracted easily because they do not have the appropriate material to make the reading activities more active and enjoyable for them.

The teacher is not using adequate material for the students. What they use is not of their interest. They need to use material than can be appealing to them. It is important to remember the students' age when selecting material or negotiate with them in regards of what they would like to read.

Fairy tales appear as a choice the students have to read. The teacher can very well adapt any fairy tale and present it to the class through different activities and make the class more enjoyable,

Since the title of this project is to show the effectiveness of using fairy tales as reading material to improve the students' performance, it was necessary to implement a set of didactic strategies for a period of time to see if any changes occurred.

After applying the strategies for a period of four weeks, a change on the students' attitude towards reading was observed.

These didactic strategies were prepared in the following way:

- Presentation of fairy tales by using a tablet-computer through short videos for children.
- Use of flashcards and printed illustrations taken from the internet to practice vocabulary words.
- Use of technology as an audio source while showing them the scenes in order to make them understand the sequence of the events.
- Application of reading exercises based on the fairy tales selected.
- Role-play exercises using the content from the story outside the class.
- Evaluation of students' performance.

The immediate result was that they improved their grades and they also started to pay attention to the teacher and participated during the activities.

They also felt motivated in the class especially when the teacher used the computer and didactic resources to present different fairy tales at the moment of the reading class.

Students also changed their attitude and they felt confident to produce in the target language during the reading activities.

It can be concluded that the use of fairy tales is a good option to make students improve their reading skills.

It will also motivate the students to have an active participation during the classes and the teacher will also have the opportunity to engage the learner through different exercises that can be applied with the help of technology.

The use of additional resources are very important components for the development of the reading class. Useful materials to be used are flashcards, posters, and printed materials such as books or cards with fragments of the story according to the scenes.

The teachers' role in the use of fairy tales is very important. He is the principal motivator in the development of reading skills. The use of technology also works as an important tool to engage the students by watching videos or showing them pictures related to the stories presented in the reading class.

## **4.2. PROBLEMS AND LIMITATIONS**

Limitations and difficulties are common at any institution. At the beginning of the project the researcher had to deal with student's attitude towards the investigation and new ways of teaching during the English classes with feelings as shame or even shyness were noticed.

The institution is located in a neighborhood that sometimes is considered dangerous not only for teachers but also for the students.

As the project was developed in a public institution, the lack of didactic material and equipment was remarkable during the classes. The researcher had to bring extra material and technological equipment such as the computer and a tablet with an encouraging attitude to face the situation.

Two teachers were not open to listen to suggestions in the way they teach in the English classes. Another issue that concerned the researcher was the weather and the time because of the last months of the academic year when the project was developed.

The researcher has moved forward and accomplished the main objective which is to improve the attitude towards the reading skill through the use of fairy tales despite of the difficulties presented.

## **4.3. RECOMMENDATIONS**

These are some recommendations for teachers to do in their reading classes:

- The teachers should plan activities using the technology as an important resource in the class. Tablets, laptops and even the projector are helpful tools to show short movies or the main details of the stories using different scenes to engage children to participate during the lesson.
- The teachers should avoid the use of Spanish during the class in order to activate the student's ear to the sounds of the new language. Instructions should be given in English with the time the students will get used to the new words and sounds

- The teachers should create interactive presentations. The use of Prezi is strongly recommended to show the stories with simple phrases and lots of pictures during the reading classes.
- If technology is not available, teachers are welcome to design a booklet with the most enjoyable and fun stories including reading activities to make students participate actively during the English classes using fairy tales. Teachers should use creativity and imagination to make their own teaching material.
- The teachers should plan reading activities using fairy tales to create a communicative environment so children can relate those stories with real life situations.

It can be said that the seventh graders need to be given different reading activities during the class. That is why the use of fairy tales is a great idea to be implemented with the help of the technology in order to improve the reading skill and also to engage the students to participate during the activities. Fairy tales or any other reading material of the student's preference can be adapted to the student's needs but it does require a lot of work and effort. The improvement in the performance of the students are worth the trouble.

The teachers cannot fulfill all these recommendations alone. They need the necessary support from the institution where they are working at. So here are some recommendations for the institution as well:

- The Institution should provide a place for reading or design a learning center inside or outside the classroom with flashcards, fairy tales books, posters, realia to engage the children into the magic world of reading fairy tales.
- The Institution should provide additional reading material such as worksheets, stories, and training courses to the teachers especially in teaching reading which is the skill where children need more motivation.
- The ideal size of the classroom is not 45 students but if the institution cannot afford to have smaller classes they should at least provide a comfortable environment where the students can receive their classes.

The use of fairy tales will be of benefit for the students as they can offer great opportunities to awaken their interest and curiosity and to elicit an active participation. Teachers can also use this benefit to create material and produce exercises that can keep the students busy in the classroom. One of these activities can be the use of role play that younger kids like to get involved in.

The author of this work expects to see other teachers or students apply some of his suggestions for the benefit of the development of a good English class.

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# ANNEXES

**Universidad Laica Vicente Rocafuerte de Guayaquil**

**English School**

**Students' Survey**

Read carefully the following questions in this survey which purpose is to obtain information for a research project about the use of stories in the class. Your answers are very important for the development of the research project.

Mark with an X the option you considered the best.

Questions		Options			
		Always 	Sometimes 	Not always 	Never 
1	Is Reading interesting?				
2	Do you like to read in class?				
3	Do you think Reading is important?				
4	Do you like the English material the teacher uses?				
5	Do you like the way your English teacher teaches?				
6	Does the teacher motivate you to read in class?				
7	Does the teacher talk to you in English?				
8	Do you have a computer at home?				
9	Do you learn new things when you read?				
10	Do you enjoy watching videos in class?				
11	Does the teacher bring printed material?				
12	Do you like to read books?				
13	Do you like to read magazines?				
14	Do you like to read stories with pictures?				
15	Do you read stories in the computer?				
16	Do you like to read fairy tales?				

**Universidad Laica Vicente Rocafuerte de Guayaquil**

**English School**

**Teacher's Interview**

1. What is Reading for you?
2. How often do you use reading activities in the class?
3. How do you notice that your students enjoy Reading?
4. What kind of printed material do you use and how you get it?
5. What kind of Reading activities do you do according to the age of your students?
6. How often do you use the English language in class?
7. How do you encourage students to read fairy tales in class?
8. Do you think your students could learn English through the use of fairy tales?
9. How can reading be useful for the students during the English learning process?
10. What kind of reading activities do you use in your class?
11. Do you think Reading is an important skill to be considered at the moment of learning a foreign language?
12. Do you ever use videos in Class?

**Principal's Interview**

1. What do you think about the use of fairy tales in the English classes?
2. Do you consider reading as an important skill for the learning process of a second language?
3. How can the institution help the teachers improve English teaching?
4. What type of material is there available in the institution to teach English through reading?
5. How can you infer that the students need motivation to develop reading skills?

**Universidad Laica Vicente Rocafuerte de Guayaquil**

**English School**

**Observation Guide 1**

**Teacher's name:** \_\_\_\_\_ **Subject observed:**

\_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

<b>Student:</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improve-ment</b>
Pays attention during the class			
Shows interest at the moment the teacher is giving the class			
Feels comfortable to work during the activity			
Listens carefully to the material presented by the teacher			
Likes working on reading exercises using printed material			
Participates actively when questions are asked			
<b>Teacher:</b>			
Motivates the students to participate in class			
Is creative and engaging			
Uses correct and appropriate didactic material			
Teaches grammar and vocabulary during the class			
Uses English to address the students			
Uses English to give instructions			
Uses appropriate material for reading			
Provides consistent support and encouragement to students			
Uses technology as a teaching tool for reading			
<b>Classroom</b>			
The space is appropriate for the development of a class			
The class is well structured with fans or air conditioning for the			
Classroom lighting is the adequate for the development of a			
Outside noise disturbs classes			
Pictures and other didactic material are part of the classroom			
The chairs are comfortable enough			

Unidad Educativa “Fiscal Ficoa de Montalvo”

Class Activity

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Find the vocabulary words from the list of words in the next puzzle.

King Midas’ Golden Touch



List of words

- CASTLE
- DAUGHTER
- GOLD
- KING
- KINGDOM
- LOVE
- MAGICIAN
- PRECIOUS
- RICH
- STATUE
- TOUCH
- WISH

# Unidad Educativa “Fiscal Ficoa de Montalvo”

## Class Activity

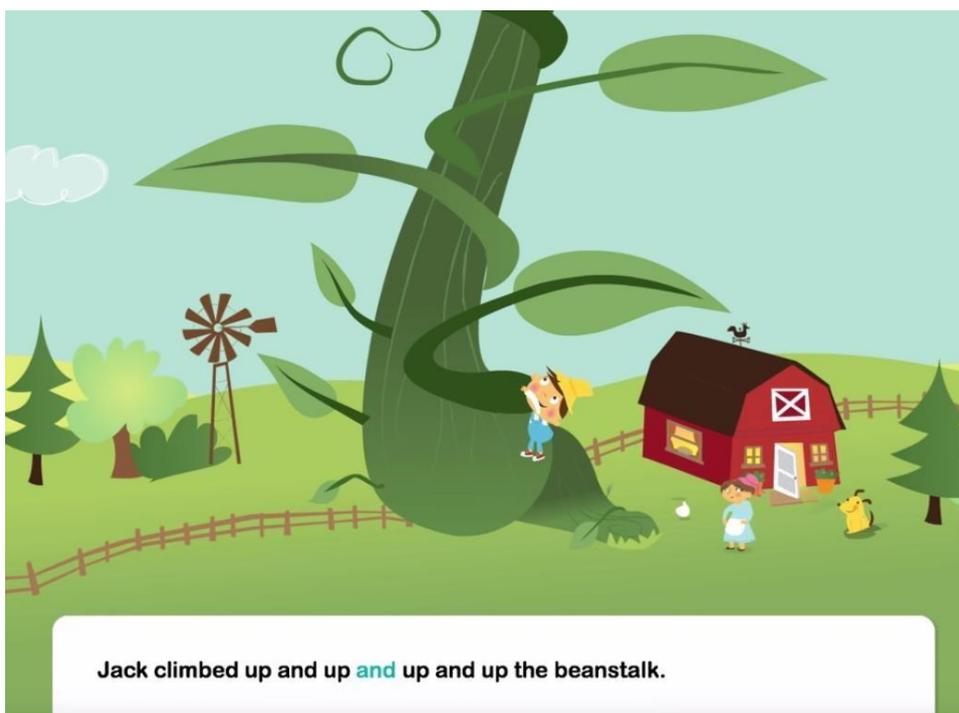
Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Look at the pictures and write down the correct sentence according to the sequence of the following fairy tale.

### Jack and the beanstalk



- ❖ A giant lives in the castle.
- ❖ Jack sells the cow for magic beans.
- ❖ Jack takes gold, a harp and a hen that lays golden eggs.
- ❖ The giant chases Jack. Jack chops down the beanstalk.
- ❖ The beans grow and Jack climbs up the beanstalk.



Screenshots taken from the computer of videos related to the fairy tales selected.



The seventh graders working on reading exercises in class.



Reading activities with the use of technology



Principal's Interview



Teacher's Interview



Illustrations used during the class

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## REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

### FICHA DE REGISTRO DE TESIS

**TÍTULO Y SUBTÍTULO:**

Using fairy tales to improve the reading skill in the seventh grade students at Unidad Educativa Fiscal Ficoa de Montalvo.

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**ÁREAS TEMÁTICAS:**

**PALABRAS CLAVE:**

**RESUMEN:**

El objetivo principal de este proyecto de investigación es determinar las razones por las que existe un bajo rendimiento en el área de lectura en los estudiantes de séptimo grado en la Unidad Educativa Fiscal Ficoa de Montalvo. Un cuidadoso estudio se llevó a cabo para encontrar y analizar esas razones después de una cuidadosa revisión de los estudios y el material publicado desarrollados por los teóricos y lingüistas acerca de la habilidad de lectura. Toda la información se obtuvo a través de una investigación que incluyó observaciones de clase, entrevistas a profesores y autoridades y una encuesta a los estudiantes. Los resultados de la investigación se han analizado cuidadosamente para establecer una comparación entre los resultados derivados de los diferentes instrumentos. Este estudio también propone una forma de mejorar la lectura a través de la utilización de los cuentos mediante el uso de diferentes materiales didácticos, equipo tecnológico, y siguiendo las estrategias y técnicas más adecuadas para alcanzar el objetivo de beneficiar a los estudiantes en la escuela. Varias conclusiones se han alcanzado y se han propuesto recomendaciones para mejorar el rendimiento de lectura de los estudiantes.

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