Fairy Tales And Reading Skills

Cuentos De Hadas Y Habilidades Lectoras

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ABSTRACT

The current research is demanded to cover an examination accomplished with the succeeding topic: "Fairy Tales and Reading Skills" which investigates the relationshipamong both variables and how students' understudies improve their reading subskills.Firstly, it is necessary to mention that reading is not considered in the way it should bein education. As a result, it leads to poor use of resources to develop reading skills. Thus, English teachers affirm that the four language skills should be developed in an integrated way because they complement each other. Therefore, the current research aims to recognize the impact of fairy tales on reading skills. Secondly, this research was carried out to scrutinize the importance of fairy tales in reading skills on the 4th level at "Unidad Educativa Bilingue La Granja". The participants of the study were 17students; 10

men, and 7 women. The current project had a qualitative approach and descriptive research. Thirdly, a 20 questions survey was applied to identify the use of fairy tales in the development of reading skills and the frequency that different resources are used in English classes. Finally, discerning the results of the survey, the rejection of the null hypothesis was established. Consequently, the acceptance of the alternative hypothesis was verified by corroborating that Fairy Tales influence the improvement of reading skills, and it is advised the implementation of fairy tales as a resource in English teaching methodologies.

Keywords: reading skills, fairy tales, literary resources

RESUMEN

La investigación actual se demanda para cubrir un examen realizado con el siguiente tema: "Cuentos de Hadas y Habilidades Lectoras", que investiga la relación entre ambas variables y cómo los estudiantes mejoran sus habilidades lectoras. En primer lugar, es necesario mencionar que la lectura no se considera de la manera en que debería en la educación. Como resultado, esto lleva a un uso deficiente de los recursos para desarrollar habilidades lectoras. Así, los docentes de inglés afirman que las cuatro habilidades del idioma deberían desarrollarse de manera integrada, ya que se complementan entre sí. Por lo tanto, la presente investigación tiene como objetivo reconocer el impacto de los cuentos de hadas en las habilidades lectoras. En segundo lugar, esta investigación se llevó a cabo para examinar la importancia de los cuentos de hadas en las habilidades lectoras en el cuarto nivel de la "Unidad Educativa Bilingüe La Granja". Los participantes del estudio fueron 17 estudiantes: 10 hombres y 7 mujeres. El proyecto actual tuvo un enfoque cualitativo y una investigación descriptiva. En tercer lugar, se aplicó una encuesta de 20 preguntas para identificar el uso de los cuentos de hadas en el desarrollo de habilidades lectoras y la frecuencia con la que se utilizan diferentes recursos en las clases de inglés. Finalmente, al discernir los resultados de la encuesta, se estableció el rechazo de la hipótesis nula. En consecuencia, se verificó la aceptación de la hipótesis alternativa al corroborar que los cuentos de hadas influyen en la mejora de las habilidades lectoras, y se aconseja la implementación de cuentos de hadas como recurso en las metodologías de enseñanza del inglés.

*Palabras clave***:** habilidades lectoras, cuentos de hadas, recursos literarios

INTRODUCTION

The current research focuses on the topic "Fairy Tales and Reading Skills," exploring the relationship between these two variables and how their interaction can influence the improvement of students' reading subskills. Often, reading does not receive the attention it deserves in the educational field, resulting in an ineffective use of available resources for its development. English teachers argue that the four language skills should be developed in an integrated manner, as they complement one another. In this context, it becomes necessary to investigate the specific impact of fairy tales on reading skills.

The research was conducted at "Unidad Educativa Bilingüe La Granja," focusing on fourth-grade students. The study involved 17 participants, comprising 10 males and 7 females, and utilized a qualitative and descriptive approach for data analysis. A 20-question survey was applied to identify how fairy tales are used in the classroom and the frequency of various resources employed in English classes. Through this process, it was possible to reject the null hypothesis and validate the alternative hypothesis, which posits that fairy tales positively influence the enhancement of reading skills.

Additionally, various resources, including technological, material, and human resources, were employed for data collection. The research adopted a quantitative approach, allowing for a numerical analysis of the collected data, which facilitates the identification of patterns and relationships between the variables. This approach was complemented by a bibliographic review of previous studies addressing similar themes, providing a solid theoretical framework.

In summary, this study aims not only to characterize the current situation regarding the use of fairy tales in English teaching but also to understand how these narratives can contribute to the improvement of reading skills among students. As this research progresses, it is expected to provide valuable insights for teaching practice and the implementation of effective methodologies in the classroom.

Objectives

General Objective

To analyze the impact of fairy tales in reading skills.

Specific Objectives:

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

METHODOLOGY

To conduct the current research some different resources were used such as technological, material, or human. To collect information from students at "Unidad Educativa Bilingue La

Granja" that are identified as human resources. As a material resource was used a survey. And as technological resources were used the internet, computer, and printer.

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

The present research is considered bibliographic because it is based on some previous research works that have a similar objective. Rodriguez (2013) stated that bibliographic-documentary research is an essential part of a systematic process in research, which is involved the collection of data, interpretation, and analysis. The main characteristic of bibliographic research. This research is considered bibliographic because, for its correct development, it uses some facts provided by several authors who made research using the same variables. Perez & Lebrero (2014), bibliographic researchuses as main source documents in their different forms such as printed documents, onlinedocuments, or even audiovisuals.

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

RESULTS

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

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

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

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

Table 1
Descriptive Statistics

	N	Mean	Std.Deviation	Minimum	Maximum
1. How often does your teacher use literaryresources in your English classes?	17	2,00	,707	1	3
2. How often does your teacher use didactic resources in your English classes?	17	3,29	,588	3	5
3. Do you consider that using literary, graphic, anddidactic resources makes an English class more attractive for reading?	17	4,53	,874	2	5
4. Do you consider fairytales as a didactic resource to encourage reading?	17	4,65	,702	3	5
5. How often does your teacher use fairy tales in your English classes?	17	1,53	1,068	1	5
6. How often does your teacher use real stories in your classes?	17	3,18	,728	2	4
7. Do you consider that imaginary stories encourage your reading?	17	3,88	1,054	2	5
8. How often does yourteacher use collaborative work in your classes?	17	3,35	,786	2	5
9. How often do you organize your time to leavea space for reading?	17	2,12	,697	1	3
10. Do you think that the narration of a fairy tale makes English classes more interesting andfunny?	17	4,59	,618	3	5

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11. Do you think that the use of expressiveness when a fairy tale is narrated makes the story more interesting?	17	4,71	,588	3	5
12. Do you consider that you feel attracted to reading when a text is easy to understand and that is accompanied by pictures or graphics?	17	4,88	,332	4	5
13. Do you consider that comprehension of a text makes the learning process easier?	17	4,76	,562	3	5
14. Do you consider that the context of the story helps you to understand better the text?	17	4,53	,624	3	5
15. Do you consider that the text should be chosen according to your English level and your age?	17	4,94	,243	4	5
16. When you read, do you understand the main idea of a text?	17	3,94	,659	3	5
17. When you read a text without a title, is it easy for you to identify the topic of the text?	17	3,41	,795	2	5
18. Do you think that implementing a reading strategy improves reading? For example, predicting, asking question to yourself.	17	4,47	,943	2	5
19. Do you consider that if you don't understand a word of a sentence the rest of the text helps you to guess the meaning of it?	17	4,06	,827	3	5
20. Do you consider you can guess what is going to happen next in a story when you are reading?	17	3,65	,786	3	5

Note: Table n°1 shows descriptive statistics according to the data collected with 4th Year students at "Unidad Educativa Bilingue La Granja"

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

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

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

Figure 1
Response option percentages of the 17 students
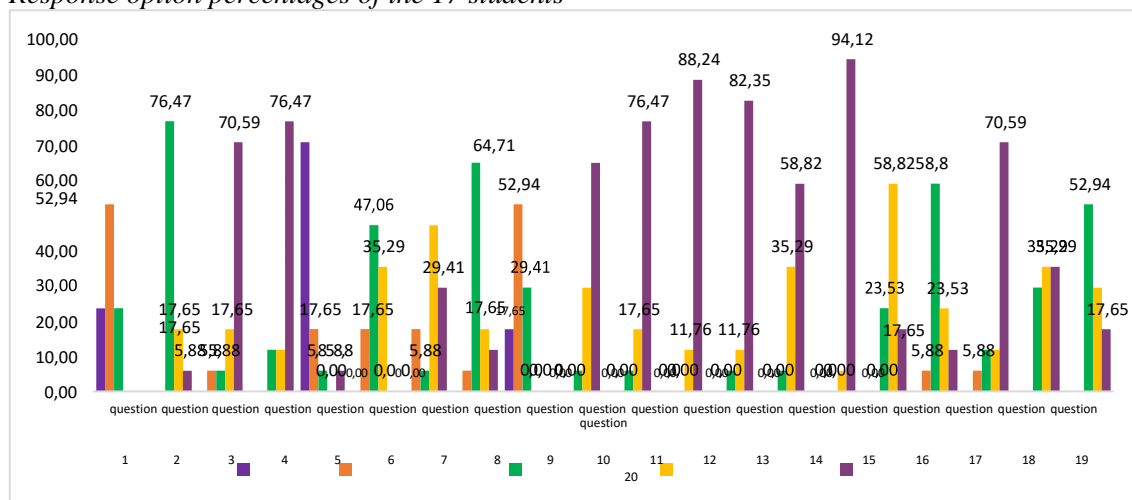
Note: This table shows the percentages of the response options of the 17 students, elaborated by Núñez, R.(2022).

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

There are a total of 10 questions with a calculated mean greater than the standard mean of the research, these questions are Question 3 with a mean of 4.53; question 4 means 4.65; question 10: 4.59, question 11: 4.71; question 12: 4.88; question 13: 4.76;

question 14: 4.53; question 15: 4.94 question 18: 4.47 and finally question 19 with a calculated mean of 4.06; Therefore, the discussion is reached that students feel motivated and with

the ability to create extra content based on fairy tales when these are applied as a strategy in the improvement of reading skills.

Figure 2
General Mean
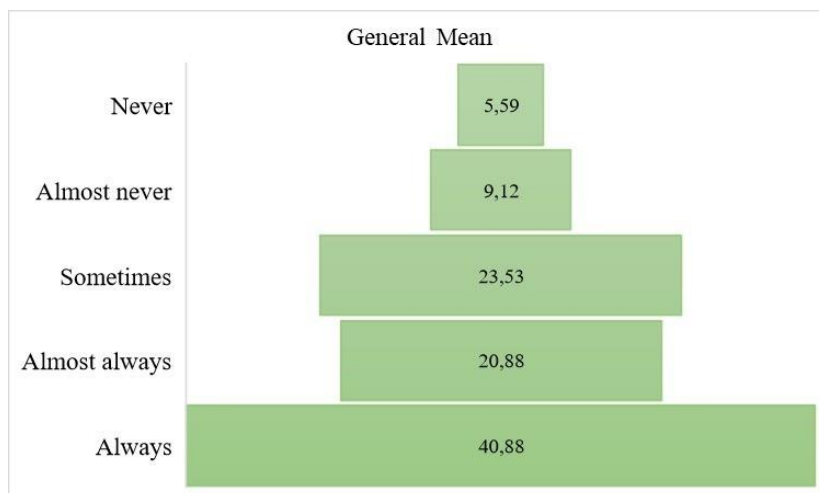
Note: Table n°2 shows the general mean with each item of the scale, elaborated.

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

Verification of hypotheses

Table 3

Hypothesis Test Summary

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

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

[1] Exact significance is displayed for this test.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
14	The categories of Question_14 occur with equal probabilities.	One-Sample Chi-Square Test	,028	Reject the null hypothesis.
15	The categories defined by Question_15 = Almost always and Always occur with probabilities 0,5 and 0,5.	One-Sample Binomial Test	,000¹	Reject the null hypothesis.
16	The categories of Question_16 occur with equal probabilities.	One-Sample Chi-Square Test	,080	Retain the null hypothesis.
17	The categories of Question_17 occur with equal probabilities.	One-Sample Chi-Square Test	,009	Reject the null hypothesis.
18	The categories of Question_18 occur with equal probabilities.	One-Sample Chi-Square Test	,000	Reject the null hypothesis.
19	The categories of Question_19 occur with equal probabilities.	One-Sample Chi-Square Test	,943	Retain the null hypothesis.
20	The categories of Question_20 occur with equal probabilities.	One-Sample Chi-Square Test	,193	Retain the null hypothesis.

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

¹Exact significance is displayed for this test.

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

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

Hypothesis testing

Table 4
Test Statistics

	Question_1	Question_2	Question_3	Question_4	Question_5	Question_6	Question_7	Question_8	Question_9	Question_10	Question_11	Question_12	Question_13	Question_14	Question_15	Question_16	Question_17	Question_18	Question_19	Question_20
Chi-Square	2,941a	14,588a	19,471b	14,235a	19,471b	2,235a	6,294b	14,765b	3,294a	8,941a	14,588a	9,941c	18,476a	7,176a	13,235c	5,059a	11,471b	19,000b	,118a	3,294a

df	2	2	3	2	3	2	3	3	2	2	2	1	2	2	1	2	3	3	2	2
Asymp. Sig.	,230	,001	,000	,001	,000	,327	,098	,002	,193	,011	,001	,002	,020	,008	,000	,000	,009	,000	,943	,193

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

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

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

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

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

DISCUSSION

The implementation of strategies by teachers that encourage both individual and group work, both inside and outside the classroom, is essential for developing vocabulary and enhancing reading skills. Such strategies not only foster a deeper understanding of language but also ignite creativity, motivation, and imagination among students. By engaging in activities that require the exploration of new words, students can make significant contributions to their reading abilities.

Promoting the creation of fairy tales provides students with a unique opportunity to connect with a rich tradition of storytelling. When discussing this educational resource, it is important to recognize that fairy tales encompass a wide range of characters from popular and ancestral folklore, including goblins, elves, unicorns, witches, gnomes, and other fantastic beings. This broad scope allows students to draw from both tradition and contemporary imagination, fostering a sense of originality in their writing. The process of creating their own fairy tales can lead to unique experiences that students can share, enhancing their engagement and investment in the learning process.

Developing activities that emphasize both individual and collaborative work is crucial for promoting students' communicative competence. When students engage in writing their own fairy tales or other narrative forms, they practice essential language skills, including written and oral comprehension, written and oral production, and interaction. These activities not only improve their vocabulary and reading skills but also encourage critical thinking and creativity.

Collaboration in writing projects allows students to learn from one another, share ideas, and refine their work through peer feedback. This interaction fosters a supportive learning environment where students can take risks and explore their creative potential. Individual writing assignments, on the other hand, provide students with the space to express their thoughts and develop their unique voice.

The integration of fairy tales and collaborative writing activities into the curriculum can significantly enhance students' reading and vocabulary skills. By fostering creativity and encouraging collaboration, educators can create a dynamic learning environment that promotes language development and a love for storytelling. This holistic approach not only benefits students academically but also enriches their social and emotional learning experiences.

CONCLUSIONS

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

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

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

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