UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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Fables and Reading Comprehension

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DEDICATION

TO:

First, I want to dedicate my work to my God for having put me in the place where I am now. I also want to dedicate this thesis to my closest friends who have helped me throughout the process.

To my mommy Maria, I don't know how to express how much you have sacrificed for me, leaving aside luxuries to give me the best. Thank you for wanting me to succeed in life, and for my father Marco who supported me in my studies until today.

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Fables and Reading Comprehension

Author. Johanna Lissette Chaglla Moyolema

Tutor: PhD. López Jaramillo María Gabriela

ABSTRACT

The objective of this research was to analyze the perspectives on the use of fables for the improvement of reading comprehension in seventh graders English students. In a descriptive design, the participants were in total 61 students (34 and 27 females). The study used a survey that was verified by 5 experts. The total number of questions was 22, divided into 8 questions for the dependent variable (fables) and 9 questions for the independent variable (reading comprehension). This survey was evaluated using the Likert scale: (Always 5, Often 4, Sometimes 3, Rarely 2, Never 1). In addition, the research was based on three research questions related to the objectives. A descriptive design was used to combine quantitative analysis of the survey results with interpretation of the data. Moreover, the study was given by a pre-pilot test for 10 students in which Combrach's alpha coefficient confirmed that the survey can be applied (M=7.72). Validation was also carried out to show acceptance of each question by applying Aiken's V coefficient. The results reveal that the fables most used by the students are didactic and poetic. In addition, some of the skills most used by the students were prediction, skimming and scanning. The results also reveal that the students faced difficult strategies to improve their comprehension. However, one of the skills that students do not like is inferring, which becomes an obstacle for them. In addition, the strategies that students used the most were summarizing, prior knowledge, and visualizing.

Key words: *Fables, skills, strategies, reading comprehension, teaching*

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

RESUMEN

El objetivo de esta investigación fue analizar las perspectivas sobre el uso de fábulas para la mejora de la comprensión lectora en estudiantes de inglés de séptimo curso. En un diseño descriptivo, los participantes fueron en total 61 estudiantes (34 y 27 mujeres). El estudio utilizó una encuesta que fue verificada por 5 expertos. El número total de preguntas fue de 22, divididas en 8 preguntas para la variable dependiente (fábulas) y 9 preguntas para la variable independiente (comprensión lectora). Esta encuesta se evaluó mediante la escala de Likert: (Siempre 5, A menudo 4, A veces 3, Rara vez 2, Nunca 1). Además, la investigación se basó en tres preguntas de investigación relacionadas con los objetivos. Se utilizó un diseño descriptivo para combinar el análisis cuantitativo de los resultados de la encuesta con la interpretación de los datos. Además, el estudio se sometió a una prueba piloto previa para 10 estudiantes en la que el coeficiente alfa de Combrach confirmó que la encuesta puede aplicarse (M=7,72). También se llevó a cabo una validación para mostrar la aceptación de cada pregunta aplicando el coeficiente V de Aiken. Los resultados revelan que las fábulas más utilizadas por los alumnos son didácticas y poéticas. Además, algunas de las destrezas más utilizadas por los alumnos fueron la predicción, el skimming y el scanning. Los resultados también revelan que los alumnos se enfrentaron a estrategias difíciles para mejorar su comprensión. Sin embargo, una de las destrezas que no gusta a los alumnos es la inferencia, que se convierte en un obstáculo para ellos. Además, las estrategias que más utilizaron los alumnos fueron resumir, conocimientos previos y visualizar.

Palabras clave: *Fábulas, habilidades, estrategias, comprensión lectora, enseñanza*

Chapter I.- Theoretical Framework

1.1 Research Background

The current research aimed to determine the relationship between the use of fables and reading comprehension in children. The research includes the various fables and strategies that the student would use to comprehend a text.

These authors implemented a research study focused on the use of fables using strategies to improve students' reading comprehension. Aisyah et al. (2024) implied different techniques to make students enjoy reading. This aim is to find out different manners to improve students' reading comprehension that focus on determining the (main idea) and (conclusion) by using different techniques in narrative texts. The population was in total 35 children, 15 girls and 20 boys from Junior Highschool. This research applied pre-experimental research by using tools such as pre-tests and post-tests. The results obtained were crucial because on the pre-test the score was 14.42 while the post-test had a score of 22.95. It was concluded that it was successful with a significant difference between before and after giving the treatment likewise to increase the students' capability in reading comprehension.

SpinilloI and DuarteII (2021) conducted a study investigating the challenges in the educational setting of how it can affect comprehension through the use of fables with students who do not understand the vocabulary. Also, talk about the difficulty of identifying morals. The primary objective of this study explored the understanding of fables from a developmental perspective. The number of students who participated in the experiment was 80 students from the 1st and 3rd grades of elementary school, who participated in an experimental design that consists in analyzing only 5 questions to make students analyze the fables. This search employed a qualitative approach through a system of categories that shows how the understanding of morals is expressed inside the text. Thus, the findings of this study revealed the significance of progress to understanding the morals of the messages that the text conveys.

The authors carried out a research project examining the difficulties that students have in understanding texts. Septia et al. (2022) mentioned that this study analyzes the problems that students make while they are reading. The objective of this research was to find out difficulties in reading comprehension such as answering questions, getting main ideas, vocabulary questions, and inference questions. The number of students who participated in the experiment was 60 students of eighth grade from Simpang Katis district in Bangka Belitung Province. This research used a descriptive qualitative method. Additionally, as a tool to get real results tests and interviews were applied. The results were a challenge because learners had difficulty answering questions (53,67%), vocabulary questions (47,84%), and making inference questions (45, 34%). It also includes the different factors that take part in this investigation such as interest in learning, translating texts, lack of facility, and the environment. Thus, this article mentioned that this research was effective in identifying and categorizing the main difficulties students face in reading comprehension, particularly in the areas mentioned above.

In addition, these authors engaged in a study that explores the main difficulties that students experience in reading comprehension in 8 grade students. Sarawati et al. (2021) claimed that this study investigated the large problem in students reading comprehension. So, to run this research took into consideration 129 pupils of eighth grade from Tegallalang in the academic year 2020/2021. The type of work was a descriptive quantitative method. The results of the eighth-grade students showed that they have problems in the main 5 aspects of reading comprehension. Those problems are understanding vocabulary, making inferences, getting the main idea, and finding specific information. This study concluded that getting the main ideas becomes the most difficult one.

Also, the authors conducted a study that investigated the study of fables in pairs in order to acquire more vocabulary. Razaq et al. (2022) investigated the study of fables in pair work teaching vocabulary. The purpose of this study was to determine whether teaching students fables in pairs of students is effective. For this investigation, the population was in total 17 students in the second year of MA Nurul As'adiyah Callacu while the rest of the students didn’t take part in this experiment. This study included a pre-

experimental methodology to get results. The tools to get data were a pre-test and a post-test. Those results threw scores from (52.52) were higher than their pretest mean scores (32.23). Thus, this article shows that it is important because was helps students benefit their vocabulary performance.

The authors performed an analysis exploring when reading tends to be difficult, as it is important to take into account several factors. The main objective of this study was to assess students through the use of fables. This research emphasizes the skills that students have difficulty with. For this research, a total of 420 first and fourth-grade students in the area of English pedagogy were taken into account. In addition, this research used quantitative and non-experimental study, and the instrument used was a questionnaire with 80 items. Thus, the results were particular in that it was determined that the students had problems with reading. This led the researcher to create a program to measure comprehension (Federe et al., 2023).

However, these authors conducted a study examining the role of literature as part of pedagogy and teaching in a classroom. This research delves into the importance of reading as a way for readers to capture information. Through this comprehensive analysis, the impact of fables on reading comprehension is taken into account in order to improve students' skills. The main objective of this research is to analyze and demonstrate how fables help in reading comprehension. Education and literature are still considered part of pedagogy and teaching. This study explores the importance of reading as a way for readers to capture information. Through this comprehensive analysis, the impact of fables on reading comprehension is taken into account to improve students' reading skills (Pelletier & Beatty, 2015). Two studies were considered in this research. The first study consisted of 172 Junior Kindergarten children about reading comprehension and Aesop's fables, in total 87 girls and 85 boys. Study 2 was on the theory of mind with reading comprehension and fables with a total of 186 students aged 4 and 5 years. Study 1 is descriptive and quantitative. Like study 2, it tended to have the same focus. It was concluded that this study made a comparison between the reading comprehension of fables and the comprehension

of stories with the theory of mind. This study provides useful information to support educators in assessing the level of comprehension as well as reading and listening.

Also, the authors emphasized that exploring the teaching reading comprehension can be both a challenge and an opportunity to explore creative methods by using fables. This research focuses on the use of fables as a tool to improve students' comprehension of narrative texts (Saputra et al., 2023). It aims to determine the effectiveness of this approach in comparison to traditional teaching methods. The number of students who took part in this experiment was 240 students. This group were 11th-grade students of SMK Rawas Hulu during 2022/2023. In addition, this research used a quasi-experimental method and instruments for data collection such as pre-test and post-test as well as control and experimental group. In this research, the experimental group was taught by using fables while the control group was taught by using the conventional method. Thus, the results showed that the use of fables is effective in teaching reading comprehension.

Theorethical Foundation of the Variables

Independet Variable

Pedagogy

Pedagogy is considered a central concept in education that encompasses many methods, strategies, and interactions. Compayre (1886) affirmed that pedagogy is the heart and act of teaching as well as learning particularly for children. The term pedagogy has several synonyms, for example, art, science, and the teaching profession. Furthermore, Friesen & Su, (2023)stated that pedagogy involves the relationship between the teacher, students, and the learning environment. However, it cannot be disassociated with education as it addresses the essential goal to achieve within it. Similarly, education depends on teachers who can instruct and have the vocation to teach.

The term pedagogy has a long history. Its meaning varies over time, ‘pedagogy’ is derived from the Greek word ‘paidagōgeō’ in which ‘pais, genitive and paid’ means child and ‘ago’ (to guide) which is summarized as ‘to guide the child’. It is also derived from the latin ‘Instruction of the child’ (Shah, 2021). Moreover, in English, it is used to indicate

the theory of instruction that teachers who learn a specific branch of teaching learn from it and the proper way of teaching. Nevertheless, in Greece, the history goes back to the time when wealthy families owned slaves. The slaves were driven to take children to be educated. Shah also said that this Greek word means ‘boy’, ‘country’ (paid), and ‘leader’ (agogus) which can be summarized as a ‘leader of children’. Furthermore, pedagogy took a big turn and refers to teaching young people and it comes from the Ancient Greeks (Joshi, 2021). Thus, pedagogy has a lot to do with educating children to learn in a fun way through different forms of learning.

Use of Literature in the Classroom

Louise Rosemblatt was a prominent figure in literary theory. Rosenblatt wrote her first book called Literature as Exploration. This theory focused on Transactional theory in literary reading, which gave rise to different methodologies within reading comprehension and reading improvement in teaching children and adults. Transactional theory emphasizes the reader´s interaction and the text (Shook, 2019).

Literature plays an important role as a tool for education. Literature´s goal refers to teaching differently through interaction that enhances language communication between learners (Gamble, 2019). This can help students develop their critical thinking. Moreover, it encompasses various forms of reading, including all written material genres such as poetry, drama, fiction, and non-fiction. It is often associated with traditional genres like legends, myths, ballads, and tales, but it also focuses on deeper qualities such as fantasy, language usage, and interpretation.

In addition, literature takes place by offering opportunities such as valuable lessons and developing key skills. It is not only teaching important values with each reading but also enhancing students' writing, reading, and speaking abilities. Teachers can actively engage students by selecting texts that capture their interest and by incorporating exercises based on the readings (Koutsompou, 2015). It is often described as the discipline of expressing feelings and thoughts in written form, drawing readers into worlds filled with fantasy, fear, and emotions. Finally, literature and language are closely connected, with literature serving as a didactic tool within the communicative approach to teaching.

Literature is vital in language learning. It offers many opportunities such as exporting different styles, developing skills, and having great lexicon. Koutsompou (2015) indicated the main principles of literature. Firstly, it advocates the use of literature in a second language or several languages as it gives the learner different styles of texts. Studying foreign languages is very important as learners learn different linguistic forms such as registers, styles, and genres being able to differentiate each of them. This means that students will be able to interpret texts. The second principle is methodology and refers to texts with various interpretations, for example, learners' ideas they get from the readings, through the teacher and the learner, or with the material itself. Interaction is the fundamental part of the communicative approach. In other words, the learner can be participative, and autonomous. Lastly, the motivational principle. The texts show different emotions according to the content, whether they are real feelings of the writer, generating curiosity in the student (Koutsompou, 2015).

Furthermore, Koutsompou (2015) mentioned additional reasons that justify teaching, including cultural, linguistic, and personal growth models. The cultural model refers to the context of the history of society and politics within a story. As a result, they appreciate different mentalities such as ideology, traditions, and customs of a patrimonial. Second, linguistics is to give students acquaintances to promote language center literature to help them find ways to understand. Teachers who teach a language must be in charge of motivating their students to learn. Literature can be a motivational guide, so students need to want to learn more. Likewise, literature and the use of authentic materials increase motivation in students learning a second language.

Furthermore, literary genres help students to develop various skills and to improve their comprehension. Students would learn everything that literacy best encompasses, as well as focus on content related to history(Caleya et al., 2012). In addition, increased reading is considered an essential part of education around the world. Although there are doubts that literature in the English language has decreased. Language use in literature varies between simple and complex structures of expressions. In addition, there are more ways that abroad literature. The student learns according to the teacher's teaching style.

The teacher must find ways to motivate the students and took into consideration 2 ways of reading: Extensive reading and Intensive reading (Spratt et al., 2011).

According to Ali (2019), extensive reading refers to reading for pleasure or fun. Some factors related to this are interesting reading and appropriate level. For example: comics, magazines, and letters. In addition, it has some characteristics such as reading a lot, enjoying reading, selecting what you like the most, reading silently and individually.

(ER) has become very helpful in acquiring a wide range of vocabulary. Over time this practice became accepted in English as a second language and in English as a foreign language. This type of reading is not only developed in the classroom but also at home, for example, when a child wants to read a book that catches his or her attention (Guerrero & Rodriguez, 2009). These approaches are recommended as they are helpful to students in encouraging reading habits. Also, it involves reading many books according to each person's level of interest. This helps teachers alike a lot as it helps students engage in reading not only for pleasure but also for fun. On the other hand, extensive reading to progress is advisable to use authentic materials in a classroom where students are exposed to them, including motivation. Students also become curious on their own to explore what is around them by showing positive attitudes to reading and relating them to experiences that will strengthen their skills as professionals in any area. This helps to improve their reading and their awareness of a particular topic of interest to them. Thus, reading is individualized as students choose at their pleasure what to read or what not to read.

The importance of extensive reading is to help students develop word recognition. Also is not enough to ask students to read a lot to improve their understanding and it is recommended to help students enroll in programs that include many resources such as materials, facilities, tasks, and books. Thus, some extensive materials encompass this reading such as extensive materials and reading tasks (Harmer, 2007). Extensive materials are when students need to have reading materials that they can understand, and they can read easily and confidently. When students have struggled with reading. They feel bored becoming hardly comprehended. On the other hand, Harmer considered that extensive reading makes students choose reading according to their level, interest, and likes.

Intensive Reading

Intensive reading is another type of reading that students develop and requires effort on grammar, and information such as academic books, articles, and books. It allows the reader to analyze what they read in a teacher-led classroom environment where grammar is considered a fundamental part of this reading (Mart, 2015). This approach refers to the learner finding texts where the reading level is beginner and advanced. In this way, teachers simultaneously help with various aspects of reading such as understanding vocabulary, grammar, and linguistic concepts (Ali et al., 2022). Intensive reading has 4 approaches based on grammar, themes, reference topics, and the structure of the text. Ali et al., 2022 took into consideration that intensive reading is known as an approach also called narrow reading. Thus, teachers participate in these narrative texts by reading aloud, questioning, and predicting pictures or texts.

Similarly, intensive and extensive reading also incorporate concepts related to aesthetic and efferent reading.

Efferent and Aesthetic Reading

Efferent and aesthetic reading is considered a way in which the reader closes the texts depending on the purpose.

Efferent Reading

Forouzani (2017) mentioned that efferent reading refers to extracting information, facts, or knowledge. This term comes from the Latin ‘effere’ which means ‘to take away’. This concept relates to what the reader reads and what students will take away from what they read. Efferent reading focuses on acquiring and processing information. For example, reading text or articles to learn what we need to learn, reading a recipe to learn how to cook. Thus, it focuses on what the reader can take away from the text.

In contrast, aesthetic reading is an approach that is related to emotion and imagination rather than to obtaining information. It means that when a reader reads a text, students enter the role by making a connection with some aspects such as feelings, emotions, and environment. As a result, readers can connect what they read with their

personal life to make it more memorable and meaningful. Additionally, aesthetic reading involves sources such as metaphors and the narrator's voice. It is also related to the pleasure of reading as well as intensive reading, reading for pleasure rather than reading for information.

Fables

Fables are a literary genre, known for their engaging storytelling and meaningful lessons. According to Woflgang (1991), fables originate from Aesop, a Greek epic character. It is considered a genre like this type of reading because it is aimed at children. Fables refer to both supernatural and fictional events with a meaning in each. It has essential characteristics such as short and long stories, and animals with human and moral traits. Fables are short because they include plots and denouements that make readers remember and retell what they remember. In addition, another feature is that the story has a funnier feel and clear content, which helps students read the story to see if they can understand it.

The word fable comes from the Latin “fabŭla” defined as a literary story in verse and prose with a final moral. Morals are the message that the text is trying to convey. Fables existed since the Ancient Age and ancient Mesopotamia. It involves different characters with human qualities such as the ability to speak and move or animate objects (Ruiz, 2010). Ruiz also noted that the ancient Greek fables were transferred to Rome. After that, in the IV century, Flaviano Aviano wrote many fables adapted from another one.

Furthermore, during that time another fabulist appeared. His name was Fredo. Fedro was one of the fabulists of that time who included small prologues related to his life. He was curious to enhance the genre since it was a new literary form but to give prestige to the fables, he was forced to say that he was taking up previous genres taken from Greece. Furthermore, the fable is known as an instrument of wisdom. Likewise, in the Middle Ages, the prologue of the fable explained the way the text works. This gender lacked popularity because its world was small and colloquial (Bizarri, 2011). Within the story, they had to take the measure of explaining the prologue since previously they did not do it in what is now a very well-known genre. However, in the 12th century, Fredo no longer felt the need

to explain the original meaning of what a fable is. On the contrary, he distinguishes fables from animalistic comparisons. Thus, Bizarri concluded that it involves a heterogeneous collection offering unique narrative and moral lessons.

Fables are the earliest glance of animated stories used to teach something (Fraile, 2007). Fraile also explained that The Southern Joel Chandler Harris presented animation based on stories or legends. Uncle Remus is a kind was a kind old man who counted stories and listened to the sleaves with children around him. Uncle Remus's stories bring people back to the Aesop and Fontaine time. Harris uses the metaphorical world of fable to guide and make the lector interested in it.

Furthermore, fables selected as teaching tools are presented as instructive games. It is because it contains hidden messages that increase children's curiosity. Thus, the teachings contained in the fables must be associated with funny experiences (Ferreira, 2015). Fable has become part of children's literature but over time more versions have been adapted for children. One of the adaptations is the language of the texts with less difficult vocabulary and colorful pictures (Dido, 2009).

The following modern fables are divided into didactic fables, political fables and poetic fables.

Didactic Fables

Didactic fables are defined by their purpose to teach a lesson. Fraile (2007) mentioned that this type of fable has related to adventures and enjoyable content that attract children´s attention. According to Kleinová (2012), didactic fables are a type of short story or narrative designed that specifically teach. The term “didactic” is derived from the Greek word “didaktikos” which refers to instruction. Therefore, the goal of this fable is to instruct and educate the reader. These types of fables are classified into Aesop fables and the symbolization of characters. Kleinová also mentioned that every type of history is considered a fable as an aim that convey meaningful messages. Typically, didactic fables represent animals that are played by people to allow them to symbolize human behavior and flaws. This type of anthropomorphism is acceptable as it evokes emotions and its audience is varied.

This fable encompasses Aesop fables and the anthropomorphizing of the characters.

Aesop´s Fables

Aesop's fables were the first to appear and it was the first one to be told so long ago. This fable was written by a man named Aesop who came from Greece. Lefkowitz (2014) mentioned that Aesop's fables are characterized by brevity and striking characters which make them accessible to all ages, making them focus on morals and not on unnecessary descriptions. In addition, these genres are a collection of short stories being the most recognized for their simple content, their morals, and the brevity in their narrations making them less boring for readers (Watson, 2021).

The fables contain characters that have various qualities that are the same as those of human beings. Pelletier and Beatty (2015) pointed out that the characters in this type of fable are animals that act like humans with the ability to speak, think, act, and like them. Aesop maintains a wide range of fables that are adapted today. This fable contains characters that can take on different qualities such as weak animals that take on the role of being the strongest and the strongest tend to be the weakest. One of his famous fables is called 'The Wolf and the Lamb'. For example, the wolf has qualities such as being a cruel, unfair animal and abusing power with the ability to use these qualities to attack the weaker. Meanwhile, the lamb is innocent, submissive, and vulnerable and represents the weaker, being the victim of the stronger (Clayton, 2007). Clayton (2007) also suggested another example of a fable called 'The Eagle and the Fox' are example of how animals can take on various qualities. For example, the eagle has qualities that symbolize justice, arrogance, and sometimes confidence. On the other hand, the fox has various qualities, such as being very cunning, shrewd, and sometimes deceitful. This helps the character manipulate actions to get what he wants. Thus, it is taken into account that the qualities that these animals possess are similar to human actions.

Antropomorfization

According to Dilaveronva (2017), fables usually symbolic roles that represent morals which are categorized as cunning, clever, weak, strong, powerful, sharp, weak, and humble animals. This symbolization starts with:

Cunning and intelligent animals: Jacob (2022) pointed out that these qualities symbolize cunning, wit, and intelligence, which is considered a positive aspect, but at other times they use their qualities to deceive. For example: in the fable of 'The Fox and the Raven', the fox has the cunning to deceive the Raven by using charming words. Whereas the Raven tends to symbolize naivety by falling for the fox's trickery.

Strong and powerful animals: Also, Jacob (2022) mentioned these qualities that symbolize physical power, but in some fables, they are also vulnerable if their opponent is usually bigger, and their qualities represent arrogance and abuse of power. For example, in the fable "The Lion and the Mouse" where the lion, as the strongest animal, tends to be helped by a small mouse and that is considered a harmless animal.

Weak and humble animals: Some animals symbolize humility, weakness, and patience, but they also represent that despite small actions, they can overcome great ones. For example, the fable "The Country Mouse and the City Mouse" implies different lifestyles with qualities such as vanity and humility (Jacob, 2022).

Political Fables

Fables are tools to express various ideas of society such as corruption, and abuse of power among other political aspects. According to Kleinová (2012) pointed out that political fable is usually satiric, which refers to ridiculing something by words or gestures and is considered one of the oldest genres. It refers to a narrative genre that relates to allegory and parable to convey political criticism. It is short stories that use animals to represent political situations in the world. Like traditional fables, political fables also teach lessons by focusing on the government, law, corruption, fraud, and theft that occur in society (Ginsberg. 2007).

Political fables are also anthropomorphized, the characters are mythical creatures such as fairies, centaurs, and dragons (Baysoy,1996). For example, in the fable "The Tooth Fairy" fairies symbolize manipulation, the hidden powers that influence political decisions while centaurs symbolize power and instinct, and dragons represent threat and tyranny. Fictional characters such as Batman or Harry Potter represent the complexities of the real world and politics. It aims to decrease political ideas across the world. For example,

Batman can represent various political aspects such as justice and authority, while Harry Potter symbolizes aspects such as a tyrant figure, resistance, and equality.

A fable that exemplifies political aspects is the “George Orwell's Animal Farm”. This fable is characterized by elements such as satire, and allegory (Pavlov, 2016). In the fable, farm animals take charge to gain control over their territory. The story tells of regimes relating to the French Revolution and the discord that occurred, illustrating how power can corrupt. Another example of a political fable is “The Frogs who wanted to be king” where the frogs symbolize dissatisfaction and unhappiness with a leader. While in the fable “The Wolf and the Lamb”, these fables contain political messages about governance, power, and justice where the wolf represents swindling and theft. These fables become firmer as they abandon universal themes and remain a part of this time (Croxall, 1863). Thus, political fables effectively combine allegories and parables to critique and reflect on social and political structures.

Allegory

Raymond and Gibbs (2020) suggest that allegory is also considered literally derived from the Latin ‘allegoria’ which means ‘veiled language’. It refers to a discourse that conveys a message through a text, a group of figures, actions, images, or symbols. It often conveys political, spiritual, or moral messages. For example, the fables of Aesop, which are also considered allegories where human beings, animals, and actions represent their distinct ways of living including desires and spiritual afterlife.

According to Baysoy (1996), allegory is a form of imaginative literary or oral expression that encourages readers to look for hidden meanings in the readings. It uses symbolism to convey human experience and shows human minds are capable of thinking and thus reflecting on complex. Allegories often present various situations such as travel and other scenarios through different circumstances trying to make a change in their life. In addition, it expresses concepts related to spiritual ideas. Some works are considered allegories such as: ‘The Picture of Dorian Gray’ and ‘And Gulliver's Travels’ among others. A unique feature of allegory is personal characters. This personification often

encompasses human actions, and this is distinguished by the fact that their personification is always good deeds, wealth, and gluttony.

Parable

A parable is a narrative gender often associated with the bible that illustrative moral or spiritual lessons. Similar to fables, parables aim to teach values, but fables typically involve non-real stories with the use of talking animals. As a Jewish literary form, of real narratives with religious messages where it serves as a didactic tool to transmit values and principles, parables and fables are a means to convey messages and emotions (Kleinová, 2012). This one also narrates a particular case related to religion. The message conveyed by the parable helps the listener to reflect on decisions (Oegema et al., 2022). Thus, parables are like fables, using the same human being to convey ideas. These ideas encompass and relate to aspects of religion. In addition, parables are related to people´s lives (Via,1967). The parables of the Bible are the following: "The Good Samaritan" and “The Prodigal Son”, both parables teach lessons where the moral of this parable teaches love for one's neighbor, helping those in need regardless of origin or condition while the other is a freely invented story about a father and two sons that represent repentance, forgiveness, and change.

Poetic Fables

Poetic fables are short, entertaining stories that convey moral lessons through verse that combines the teachings and morals of traditional fables with the artistic expression of poetry (Kleinová, 2012). Like traditional fables, poetic fables contain the same characters such as plants, animals, and objects. However, Reverand (1988) mentioned that the only difference in this genre is that it is related to a poetic structure where its main elements have to do with metrics, rhyme, and other poetic resources. One of the writers of poetic fables is known as Jean de la Fontaine, a French poet who, despite his training, focused a lot on the poetically based fables. Jean de la Fontaine adopts Aesop's fables by adding verses. Thus, it is divided into themes, anthropomorphism.

Moral Lessons

This type of fable is focused on morals, such as kindness and honesty. For example: in “Tortoise and the Hare” the hare represents overconfidence, impatient, and complacency

to underestimate his opponent. In contrast, the tortoise represents patience, determination, and humility that's part of being a good person.

Anthropomorphism

According to Leatherland (2018), anthropomorphism also takes part in fables where Jean de la Fontaine's fables include many characters who take human actions, including greed, cunning, and pride animals. Some of the famous fables of this type are: "The Fox and the Grapes and the crow and the Grapes". In the fable of "The Fox and the Grapes", the moral of the fox and the grapes is about despising something can't have. It illustrates how people get angry when they don't get what they want instead of admitting what the problem was with why they didn't get it. In other words, how this story demonstrates failure just because you can't get what you can't get. Another example of a poetic fable covers positive and negative qualities such as vanity, cunning, and caution. Similarly, the fable of "The fox and the crow" represents the concept of rationalization through characters such as the fox and the raven. For example, the fox represents ambition and persistence. While the raven represents carelessness which refers to the tone of voice they can use with different people.

Dependent Variable

English Language

Fromkin et al. (2014), English language is considered one of the systems that humans use to communicate. It involves 4 skills: reading, speaking, listening, and writing. Husain (2015) indicated that language refers to complex and encompasses subskills. Meanwhile, Pinker (1999) affirmed that language has different forms of communication through gestures, sounds, and signs. In this way, people understand what is being said and people have thoughts or hear new terms that they have not heard before. Furthermore, Marlina and Xu (2005) defined the English language as a lingua franca as it has a wide range of popularity in many countries. Thus, teachers around the world have modified various ways for their students to appreciate and love the language. This change has come about mainly on the part of teachers to make their students achieve and acquire the

language. Consequently, the use of literature in the classroom and the use of a second language has become very popular. different people.

English Language Skills

The English language encompasses the 4 English language skills, reading, speaking, listening, and writing. According to Husan (2015), language refers to the sub-skills that are developed through language acquisition. These are classified into productive and receptive skills. Productive skills are speaking and writing while receptive skills are listening and reading (Tavakoli, 2014).

In addition, language can also be divided into auditory-oral skills, which are more concerned with comprehension skills and writing and reading skills. Auditory-oral skills are related to listening to being able to speak a second language. On the other hand, the graphic-motor skills are related to listening. Thus, in language acquisition, good exposure is necessary to master the English language (Watzinger & Paesani, 2018).

Reading

Reading is a fundamental skill that allows people to access information, knowledge, communicate, learn, and participate in society. Spratt et al (2011) documented that reading belongs to one of the receptive skills and sense of words. Additionally, reading is an interactive activity since readers must link the message of the text to the information students have. Spratt (2011) also affirmed that reading responds to texts rather than produces to giving a sense of the written text. Understanding texts is important, and for that reason, it is crucial to understand the language of the text at a word level. Also is important to connect the message of text of any reading with knowledge.

Masniari et al. (2022) proposed that reading belongs to one part of the language as a receptive skill. Reading can be applied at any level of education. That is why when students read, they obtain useful information.

Reading Schema Theory

Reading is important in some theories to provide a foundational understanding of these skills. One of the theories that has a strong incidence on reading is schema theory.

In accordance Al-Issa (2006) concluded that schema theory involves acquisition, processing, and retrieval of knowledge. Students are familiar with the subject of the text they read, recognize the structure and level, and can decode necessary features such as recognizing certain characteristics like words and understanding certain sentences. In addition, the application of this schema theory in a foreign language has several advantages such as improving the logical thinking of the right and left hemispheres of the student generating a variety of skills that will boost the organization of knowledge in the English language using tables, diagrams and mind maps facilitating communication between student and teacher.

Reading Purpose

In addition, reading comprehension has internal and external factors related to the reader that affect their understanding. Mckee (2012) mentioned that reading factors involve skills, strategies, and prior knowledge. Prior knowledge is relevant to reading comprehension because it refers to a model of the meaning of the text and the reader's lack of related knowledge. External factors were identified: text modality, text characteristics, time, and place. Thus, basic knowledge affects the ease and difficulty with which a text is understood. Other factors complicate reading comprehension such as the form of testing since the student's cognitive structure cannot be measured. Also, there are a variety of types of texts classified as descriptive, argumentative, narrative, or expository. It is important to mention that the difference between these texts is the way they are organized since they are easy to understand.

Furthermore, another concept related to reading comprehension is metacognition. Metacognition has two dimensions: knowledge of cognition and regulation of cognition. So, regularization of reading refers to the ability to detect contradictions in reading texts while knowledge is based on strategies in various texts separating important information from information that is not important (Mckee, 2012).

Reading Processes

Willis and Judis (2008), Effective reading is an essential reading process for academic and personal purposes, and this requires continuous practice to be able to read

fluently. It occurs when the brain links the orthographic representations and begins to decode them to process them into understandable categories. When the reader manages to associate the words and phrases, a fluent reading process will develop. These processes must be followed to have a clear understanding of the text read.

According to Nurmula (2013) agreed that there are some principles behind the reading process that encourage students to read as much as possible, and students need to be motivated by what they are reading, the teacher should encourage students to respond to the content of a reading text, not just the language, prediction is an important factor in reading, match the task with the topic, and good teachers get the most out of reading texts.

Reading Comprehension

Edward Thorndike is the pioneer of reading comprehension. This starts in the ancient roots in the 19th and 20th centuries. In that time, he explored the interpretation of texts through decoding texts. Reading encompasses reading comprehension which refers to being able to understand different content by making sense and meaning of the text (Elleman & Oslund, 2019). It clarifies that reading comprehension is the combined steps between individual words or groups of words and sentences. It is part of the classroom, and this means that throughout history reading has promoted comprehension whether through books, articles, or magazines. However, in the 20th century reading comprehension became a factor of competence and performance. Israel and Duffy (2014), in the 17th and 19th centuries it was undoubtedly oral competence in comprehension through the application of the various resources mentioned above. Also, comprehension focused on religion as a personal understanding.

Reading comprehension is the process of understanding different types of reading. It is the application of various skills such as listening and speaking comprehension. It becomes a complex idea as the brain does not fully develop it. Whereas listening comprehension develops naturally with short interventions either through summaries or paraphrases. In addition, other factors contribute to reading comprehension such as listening comprehension, decoding, fluency, and strategies (Kirby, 2007). Thus, it can be said that reading comprehension tends to be a complex process. It is an important skill on

which we depend to interact in different ways. It can also be identified that literacy comprehension is visualized in the early stages of primary school.

Comprehension goes beyond just reading long or short readings. In short, to understand a text, students not only read it, in the nominal sense of the word, but they construct meaning (Pirozzolo & Wittrock, 1981). Comprehension goes beyond just reading long or short readings. In short, to understand a text, students do not only read it, in the nominal sense of the word, but we construct meaning for it. This implies changes in the way reading comprehension is given to children and young people by focusing on the construction of meaning read in texts. As a result, pupils generate information that does not relate to experience.

Pirozzolo and Wittrick (1981), comprehension is also related to professional people such as manufacturers, traders, and teachers who measure the level of comprehension without considering any strategy or way of identifying it. When a teacher wants to measure the level of comprehension of the students, they do it using a series of multiple-choice questions according to the subject matter of facts, paragraphs, or sentences. Another method to measure reading comprehension is the Cloze test, where students rewrite the paragraph by modifying after 7 words according to the context of the reading. In this part, the students try to insert new words so that comprehension can be measured.

Kamil et al., (2011) considered the contribution of Thorndike as the father of the same, reading comprehension results from a series of tests. The test takes part in paragraphs followed by open-ended questions. Thorndike concludes with this analysis that he can see incorrect and correct responses of the 3 types of errors: Incorrect meaning of words, less important to the keywords, and current responses. Kamil et al., also claimed that Thorndike's reading is considered critical because his analysis of students can recognize better results about student’s mistakes.

Some factors make reading comprehension a challenge. One of them is factors related to external technology such as television and mobile phones. Another factor is teacher intervention, for example, a teacher's failure to apply motivational strategies in the classroom. This has a connection with the cognitive process related to reasoning or learning (Montesdeoca et al.,2020). There is a process of simulation and extraction between the

experiences of the students (reader). It is therefore clear that no human being is born with the ability to read and that learning to read depends very much on effort, time, and dedication. However, other aspects affecting the reader's comprehension are culture, economy, technology, and others.

Reading Comprehension Subskills

Several skills read comprehension addresses. Reading comprehension is a process that encompasses reading skills. Listed below are the general skills that make up reading comprehension. Reading comprehension occurs when a reader can summarize the key points of what he or she is reading. It requires the use of reading subskills to help readers understand written material such as books, stories, articles, or newspapers. Several authors propose a collection of subskills. Spratt et al. (2011) mentioned that reading comprehension takes place when a person relates text content to their background knowledge. In addition, reading is longer than just simple monologue words. It always contains a series of sentences.

Spratt et al. 2011) also pointed out that reading involves many skills, and they are called reading skills or reading subskills. Reading is a complex process that involves the use of different skills that depend on the purpose of reading, which is why teachers must use them to promote learning**.** Furthermore, to read something, we need to apply some subskills, such as reading for gist, reading for detail, inferring, deducing meaning from the context, predicting, and understanding text structure.

Reading for Gist

Banditvilai (2020) explained the purpose of reading for gist is to grasp the overall main idea or general meaning of the text rather than comprehending specific details of the reading. Students must read skipping details to catch the essence of the text. Students must read the introduction, phrases, or conclusions to try to understand the overall argumentative. Banditvilai (2020) described that the most common placement of the main idea is usually in the first sentence of the first paragraph, as well as in the first sentence of the last paragraph.

Reading for Detail

According to Banditvilai (2020), reading for detail has one goal of this subskill of reading involves careful examination of a text to extract specific information and fully understand details. The goal of this strategy is to pay attention to important details such as facts, examples, explanations, and evidence. This strategy defers reading for specific information in that reading for details emphasizes overall comprehension of all content while reading for specific information focuses more on effectively locating specific details.

Inferring

Inference is a reading subskill that consists of concluding, making speculations or interpretations based on the information provided by the text and on the reader's prior knowledge. Küçükoğlu (2013) mentioned that students use their knowledge along with information from the reading to draw their conclusions, make predictions, or identify underlying themes. The author also noted that readers can use various components for inferring, such as graphics, vocabulary, dates, illustrations, or titles.

Deducing Meaning from Context

Inferring meaning from context is a reading subskill that consists of understanding the meaning of unknown words or phrases from the preceding words, sentences, or paragraphs (Fukkink, 2005).

Predicting

Sumirat et al. (2019), prediction is a reading subskill that involves using clues from the text such as words, phrases, colorful pictures, and settings to predict what might happen next or to guess the content that will follow. Readers draw on their understanding of the text, the author's writing style, and contextual information to make predictions. Although both inferring and predicting involve making speculations and concluding. The difference with inferring subskill is that inferring is more about understanding implicit meanings and filling in gaps in current information, while predicting is about anticipating future events or outcomes based on clues provided in the text.

Understanding Text Structure

Understanding the structure of a text is a reading skill that consists of recognizing and understanding the organization of information in a written passage, since different types of text have different structures, and it helps readers comprehend the content more effectively (Wijekumar, K. et al., 2017). For example, it shows different events such as cause and effect, finding similarities and differences between two or more things identifying the problem, and suggesting possible solutions.

Skimming

According to Asmawati (2015), skimming is considered rapid reading to get general information to get an idea of the text. This strategy looks for the essentials such as keywords or phrases but does not attempt to grasp the full meaning of the text. What the learner can do to get the specific idea from the text is to read and move their eyes very quickly through the text, jumping from heading to subheading, from one word to bold words and so locate the necessary and concrete content.

Scanning

Banditvilai (2020) implied that scanning skill permits the reader to locate specific information and noted that scanning helps readers learn to read and comprehend faster. Scanning is a skill that allows students to save time and search for relevant information. This strategy refers to focusing on keywords or elements related to the search. It is a technique in which readers search for specific information by reading fast instead of reading the whole text by moving their eyes quickly. It refers to read fast way of reading as you do not read sentences or paragraphs unless they contain information that you think is important. It is based on focusing on headings, bullets, bold words, or numbered lists. This strategy focuses only on paying attention to important aspects of the reading such as keywords, dates, names, or phrases.

Reading Comprehension Strategies

These strategies can be acquired consciously or unconsciously. Most individuals spontaneously develop reading skills to understand what they read. In a classroom, the

teacher will teach students various reading strategies for better comprehension (Farrell, 2001). Farrell (2001) stated that students gain reading strategies that can be taught. Generally, there are several occasions when readers do not apply reading strategies and thus have difficulty understanding a text. Therefore, it is recommended that readers make use of strategies for better comprehension of a text. Patterson (2000) claimed that it is important to look at texts before reading. This means that each text has features such as images according to the content of the text, headings that determine the main theme of the reading, and headings and sub-headings that point to sub-themes that help to predict future readings. Through reading, the reader tries to understand or comprehend what they read by using questions to discuss with peers. Furthermore, this stage of inferring a text helps to finalize a story through previous clues (Gildroy & Deshler, 2006).

Warner et al., (2017), strategies help students to acquire information better. Students need to know about reading strategies for their benefit. He stated that it is very important to know more to apply reading strategies. Thus, for an efficient use of these strategies, it is necessary to know each one of them to know which one is the appropriate one.

Prior Knowledge

Prior knowledge plays an important role in student's learning. It is the knowledge that students already know before they learn a new topic. This strategy can have advantages and disadvantages for learning. However, teachers can also enhance learning by relating new resources to different experiences such as personal life, classroom activities, culture and tradition, and specific places (Dilinika, 2022).

Making Predictions

Making predictions is another reading strategy where students use clues and what they already know about a text to relate the ideas in the text to their own experiences and beliefs, which makes reading more meaningful (Wahyuni & Jufri, 2016). This helps readers comprehend the content and continue using the reading strategy to improve comprehension and critical thinking. Predictions are made by paying attention to details in the text, such as titles, headings, pictures, or key phrases.

Summarizing

It involves essential information in students' own words. Nurhayati and Fitriana (2018) proposed that reading a text and summarizing it can help students learn to identify or determine the main ideas and important details. Summarizing also helps readers focus on keywords or phrases that need to be remembered. The author also outlined that this reading strategy can bring with it some advantages, such as awakening creativity, motivation to read correctly, and acquisition of new vocabulary.

Questioning

According to Amin (2019), the questioning strategy entails readers asking themselves questions to construct meaning, deepen comprehension, seek answers, and uncover fresh insights. This approach aids students in monitoring their comprehension and maintaining their engagement and interest in reading material. In addition, students can highlight that with this strategy, students are expected to continuously review the text throughout the reading process, that way they seek answers to their questions before, during, and after reading and thus improve their comprehension. Furthermore, this strategy entails obtaining input before reading the text via brainstorming, to increase student engagement and involvement with the supplied paragraph and asking questions before, during, and after reading about titles, cover page, and title of title.

Visualizing

Creating mental or visual images (inside or outside the mind) of things or situations that are not directly present but are described in a text is the process known as visualization (Koning & Schoot, 2013). The author also implied that visualizing the content of readings improves the ability to comprehend the events more accurately in the text. Likewise, the author stated that nonverbal visualization is a natural process, although less proficient readers do not automatically create visual representations. For educators, teaching or helping student readers to try to better comprehend text by incorporating visualization as a strategy involves stimulating students to activate perceptual as well as motor experiences that are within long-term memory, for example, words, sensorial details, and key concepts.

Making Inferences

This refers to generating information from the readings, for example, drawing conclusions that are not directly explicit by considering evidence and reasoning as well as using clues to understand all the information that is hidden, for instance, data, facts, situations, and clues. Its explicit information tends to take on a distinct role in conveying the message to the reader. Thus, inference not only builds a mental picture of the text but also helps to reinforce memory. So, it can be concluded that inferences do not only serve to fill in ideas (Bayat & Cetinkaya, 2019).

1.2 Objectives

General Objective

- To analyze learners' perspectives on the use of fables in the improvement of reading comprehension.

Specific Objectives

- To describe the kind of fables learners read the most in EFL classes.
- To explain the reading comprehension subskills that students have developed the most.
- To analyze the reading comprehension strategies that students use to learn English.

Fulfillment of Objectives

All objectives were successfully achieved by collecting data through a 3-question survey. The questions designed for this project are part of the 3 specific objectives proposed for this research. For example, the kind of fables learners read the most in EFL classes and determine the skills and strategies that students use within a classroom. In addition, the survey was beneficial for the respective analysis of the skills and techniques that students know. In particular, it was vital to know the students' opinions, especially on the skills and strategies they use the most. This information was crucial to identify the areas where students might need more practice. For this reason, the survey included questions that allowed students to learn about strategies and skills they could use for reading comprehension.

Chapter II.- Methodology

This chapter makes a significant contribution to organizing the procedure for information analysis within the context of fables and reading comprehension. Its justification lies in addressing the challenges students face in understanding texts, based on a study of 61 students from the Mario Cobo Barona Educational.

2.1 Materials

Materials have a crucial role in research. Tomlinson and Farajnezhad (2022) mentioned that materials include anything that can be used to facilitate the learning of a language related to resources, tools, and items. This research conducts human materials and institutional resources. Human resources refer to all the people who participate in and support the research, such as the researcher, students, and tutor (Dushi & Domfler, 2015). Institutional resources considered for this investigation were the survey, internet connection, and computer laboratory of the institution located in Ambato. Materials are essential in this research as they support the development of the study to obtain real data on a problem. Additionally, instruments contribute and demonstrate the credibility and accuracy of the study and ensure reliable results.

Instruments

The survey was conducted with questions related to fables and their categorization as well as the strategies and subskills of reading comprehension. It was divided into 3 sections that correspond to the research questions: What kind of fables do learners read the most in EFL classes? What are the reading comprehension subskills that students have developed the most? What are the reading comprehension strategies that students use to learn English?

The survey that was conducted on the 3 research questions. It consisted of 15 items using the Likert Scale (Always 5, Often 4, Sometimes 3, Rarely 2, Never 1). The first section was related to diverse types of fables that contain 8 items. The second section corresponded to 8 items and the last section contained 6 items related to strategies of reading comprehension.

2.2 Research Approach

2.2.1 Quantitative Approach

Rana et al. (2021) pointed out that there are many ways of collecting information, such as qualitative and quantitative approaches. Additionally, the quantitative approach refers to choosing techniques to interpret, collect, and analyze information based on the problem of the research. The author mentioned that this type of research provides numerical information about a group of people used to summarize and make predictions. This research was quantitative because the results obtained were numerical. This information was collected through 22 questions. It was divided into 8 questions on the independent variable “Fables”, and 14 questions on the dependent variable “Reading comprehension ”. In addition, a Likert scale was collected through the instruments that were processed in the form of descriptive and statistical charts.

2.2.2 Modality

Field Research

This research employed field research as data collection. Bernard (2006) indicated that this field research involves careful and thorough data collection within a real-life setting. Furthermore, Denzin and Lincoln (2023) mentioned the importance of field research where researchers immerse themselves in the field to understand more about their research topic. In this study, the researcher observes the students through stages or based on the approach they choose. Furthermore, surveying a group of people will help to assess different perspectives. Therefore, this research is called field research because numerical information was collected from the questions ‘Fables and reading comprehension’ within a classroom. Moreover, these results were objective to avoid manipulation and misinterpretation.

Bibliography Research

In order to learn more about this research, it was important to review various articles such as magazines and books, which were very helpful for the review and evaluation of literature and various sources. Bibliographic research helps researchers find information

about different studies, facilitating understanding and mastering the panorama within bibliographic research (Van Raan, 2025). Based on that definition, the research collected data from research literature including many sources of articles, books, and documents. Finally, this helped in the preparation, analysis, and results of this research.

2.2.3 Type of Research/ Research Design

Descriptive Research

Descriptive research is concerned with describing a particular phenomenon. The descriptive method aims at a detailed account without manipulating variables. This makes descriptive research the opposite of experimental research. That is when information is collected using instruments such as surveys, questionnaires, and even observation. Within this research, there is the survey, the qualitative study, and the content analysis (Atmowardoyo, 2018). Atmowardoyo also noted that this method is an approach where it is used for the description of various aspects such as characteristics, behaviors, groups, phenomena, and population, among others. Therefore, this research has a descriptive approach, as we analyzed the behavior of fables and reading comprehension in a group of 61 students through a survey that allowed us to describe the respondents' perspectives.

Techniques/ Instruments

Pandey and Mishra (2021) affirmed that in research, data collection can be done through tools or techniques. The tools can vary depending on the level of difficulty and each tool is appropriate for a type of research. There are many ways to collect data, and these can be questionnaires, interviews, schedules, observation techniques, and rating scales. This investigation uses a survey as a tool to get numerical information about the learner´s perspective on the use of fables by the prior knowledge about reading comprehension. For this investigation, 61 students from 7th grade were chosen. This survey contains 3 sections which include types of fables, reading comprehension skills, and strategies. In the first section, students had to click to fill in the information to start answering the statements. In the second section, students had to choose the options they considered relevant for them to analyze if students read and know about this type of fable.

However, in sections 3 and 4 students had to select if they make the use of this skill and strategies to understand texts.

Survey

A survey refers to the collection of data from a group of individuals and contains the population to be studied. Surveys are conducted for a variety of purposes and in a variety of ways, for example, by telephone, e-mail, or in person (Scheuren, 2004). Nonetheless, all surveys collect information from the entire population, but a research survey only collects data from the population that is of interest to it. Moreover, the results of the survey are presented in a theoretical way, i.e. in summaries, tables, and statistical graphs.

Population

Population refers to a set of individuals such as humans, where they are part of an investigation. This refers to the population as a group of people from which information is required to be obtained (Thompson, 2004). For that reason, the population was made up of 61 students in the 7th year of Basic Education from Unidad Educativa Mario Cobo Barona. The students' average age was 10 to 11 years old. It is worth mentioning that student participation was free, voluntary, and with previous authorization of the institution and the district.

Table 1

Population

Gender	Participants	Percentage
Male	34	57.99%
Female	27	42.01%
Total	61	100%

Note: Number of students surveyed

Procedure

This section corresponds to all the processes to create the survey. According to Procurement (2023), the procedure refers to describing how the research will be carried out

and the organized process it will receive. This helps the research to be a coherent and objective process that helps the researcher to manage it in an organized way. For that reason, this study was carried out directly by a series of researchers on the mentioned topic. This research was conducted in two phases. The first phase was conducted through literature research on fables and reading comprehension. This process consisted of collecting all the material from diverse sources, including articles, books, and documents. Furthermore, this extensive bibliography was collected from various libraries and platforms such as Google Scholar, Research Gate, and Dialnet.

Following the literature research, the next phase was to create a survey to evaluate how students are associated with fables and reading comprehension. The survey was directly creating the specific objectives that were converted into 3 research questions. This study topic required extensive research to find several types, examples, skills, and strategies appropriate for the development of the survey. This procedure involved empirical data that were converted into written questions. During the development of the survey, corrections were made to ensure that the students had clear and understandable ideas about what the survey was about.

After the survey was completed, it was subjected to a series of validations to determine its validity. First, a pilot test was carried out with 10 students who responded to the survey by providing useful information. The results of the pilot test were manually entered into the application (SPPS) for validation which included numerical data of Combach's Alpha that was of 7,72 which indicated the consistency and clarity of the survey. Likewise, the survey was also validated and approved by 5 career experts who, through Aiken's validation.

Research Questions

- What kind of fables do learners read the most in EFL classes?
- What are the reading comprehension subskills that students have developed the most?
- What are the reading comprehension strategies that students use to learn English?

Chapter III.- Results and Discussion

3.1 Analysis and Discussion of the Results

The chapter presents the data to respond to the research questions.

The data obtained was analyzed by a program (Statistical Package for the Social Sciences) SPSS to calculate different data such as the mean.

To a better understand the development of this section in English as a foreign language classroom, this study aims to explore key research questions, for example:

1. What kind of fables do learners read the most in EFL classes?
2. What are the reading comprehension subskills that students have developed the most?
3. What are the reading comprehension strategies that students use to learn English?

Most Read Fables in EFL Class

Table 2 represents an analysis of several types of fables that learners engage in within the EFL classroom, highlighting their preferences based on mean scores. Similarly, the bolded sentences present the highest mean, which indicates the item that will be considered in the analysis.

Table 2

Types of Fables

Item	Mean
I read short stories that have simple content and contain messages, for example, the fables of 'The Wolf and the Lamb' [Didactic Fables]	3.44
I read stories in which the characters are strong and powerful animals, for example, the fable of 'The Lion and the Mouse'. [Aesop]	3.13
I read stories in which the characters are weak and humble animals, for example, the fable of 'The city mouse and the country mouse'. [Antropomorfization]	3.11
I read short stories where animals represent political situations in the world, for example governments, laws, theft, corruption and swindling, in the fable 'The Farm Animals'. [Politic Fables]	3.03
I read stories that are related to the bible that illustrate moral or spiritual lessons, for example, in the story of 'The Prodigal Son' and 'The Good Samaritan'. [Parables]	3.16
I read fables which are short stories with a lesson that contains fiction, verses, rhymes and nice sounds. For example, in the fable of 'The Fox and the Grapes'. [Poetic Fables]	3.31
I read stories where the characters represent trusting, impatient, and humble animals. For example, in the fable of 'The Tortoise and the Hare'. [Qualities]	3.18
I read fables where the characters represent intelligent, ambitious, and persistent animals. For example, the fable of "The fox and the crow". [Antropomorfization]	3.11

Note: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never are scales to measure each question. Items in bold represent the selections that students know and those that they do not know and also represent the items that will be taken into account for the analysis.

Analysis and Interpretation

Research question: What kind of fables do learners read the most in EFL classes?

The results of this study indicate that students read didactic fables (M=3.44). In addition, it is important to mention that all types of fables contain a unique characteristic, as exemplified by well-known fables such as "The Wolf and the Lamb" and "The Lion and the Mouse". It means that this type of fable contains a short narration and has morals. Moreover, the students show a preference for poetic fable (M=3.31). It is understood that they read this fable because its content is related to rhymes and has a different structure, which means that it is written in verses. For example, in the fable of 'The Fox and the Grapes'. On the other hand, it was observed that students are less familiar with political fables (M=3.03). Therefore, it can be determined that students do not prefer this type of fable related to political issues. Thus, the students find these fables difficult to understand.

According to the obtained results, students prefer to read didactic and poetic fables, while political fables are the least appreciated by students. These results may be because

political fables do not relate to students' interests at an early age or, possibly because teachers do not use this type of material in their classes. For this reason, it is recommended to incorporate political fables into the teaching process that help students analyze and reflect on topics. This will help students improve their understanding.

Most Skills Developed by Students

Table 3 provides an overview of the skills within reading comprehension. Each item has a scale rating from 1 (Never) to 5 (Always), reflecting the frequency with which students use these skills. Similarly, the bolded sentences present the highest mean, which indicates the item that will be considered in the analysis.

Table 3

Reading Subskills

Item	Mean
When I read, I start by reading the introduction, development, and conclusions. For example, the first sentences of each paragraph. [Reading for gist]	3.59
When I read, I pay attention to key details. For example, true information, examples, explanations, and evidence. [Reading for detail]	3.93
When I read, I use elements, for example descriptions, key words, events, pictures, and titles. [Inferring]	3.72
When I read, I pay attention to clues to understand unknow ideas, for example, identify key words between connectors, but, even though, because and them. [Deducing meaning from the context]	3.84
When I read, I use clues, for example, words, phrases, colorful pictures and settings to guess what will happen next. [Predicting]	4.25
When I read, I pay attention to different structures about how the reading forms. For example, cause and effect, compare and contrast and sequence and chronological structure. [Understanding text structure]	3.78
When I read, I pay attention to different details to get the main idea, for example, checking titles to subtitles and bold words. [Skimming]	4.03
When I read and want to obtain specific information, I pay attention to details like key words, dates, names, and relevant phrases. [Scanning]	4.16

Note: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never are scales to measure each question. The items in bold represent the selections that the students dominate and those that they did not dominate and represent the items that will be considered for the analysis.

Analysis and Interpretation

Research question: What are the reading comprehension subskills that students use the most?

The analysis reveals that the skill most frequently employed by students is predicting (M=4.25), indicating a strong proficiency in this area. Following closely is the skill of skimming (M=4.03), which implies obtaining general information from reading. Gathering general information does not prove to be a challenge for them and they can obtain clues to a topic easily. In contrast, the skill that students do not use frequently is inferring (M=3.72), which presents more difficulties for students. It may be because they are not familiar with that skill. The skill is predicting the author's ideas within a reading is considered a complex task for students; however, many students have shown that because it is a complex skill.

From this analysis, it appears that students used the following skills more: predicting, scanning, and skimming, while inferring was difficult for them. Students have no difficulties using predicting, skimming, and scanning as reading subskills. However, there is a difference in the number of students who have difficulties with inferring. This may be due to students' lack of vocabulary, lack of practice, and comprehension difficulties among other factors.

Strategy Used to Learn English

Table 4 represents the most used reading strategies in English classes. Each item is rated on a scale from 1 (Never) to 5 (Always), reflecting the frequency with which students use these strategies. Moreover, the sentences in bold show the highest mean, which

Table 4

Reading Strategies

Item	Mean
In English class, the teacher relates the knowledge I was gaining to different experiences, for example, personal life, class activities, culture and tradition. [Prior Knowledge]	4.15
When I read, I pay attention to important details, for example, titles, headings, pictures, and key phrases. [Making Predictions]	4.07
When I read, I identify important information in my own words, for example, by using main ideas and details, through keywords, and phrases. [Summarizing]	4.21
When I read, I ask myself questions related to the title, cover, or theme of the text. [Questioning]	3.69
When I read, I interpret texts by mental and visual images, for example, words, sensorial details, and key concepts. [Visualizing]	4.10
When I read texts, I draw conclusions of evidence, facts, data, and clues. [Making inferences]	3.30

Note: 5. Always, 4. Often, 3. Sometimes, 2. Rarely, 1. Never are scales to measure each question. The items in bold represent the selections that the students dominate and those that they did not dominate and represent the items that will be considered for the analysis.

Analysis and Interpretation

What are the reading comprehension strategies that students use to learn English?

The analysis indicates that students use several strategies to learn English, especially summarizing, prior knowledge, and visualization. Among them, summarizing is found to be the most frequently used by the students (M=4.21)., which shows that students analyze texts and summarize them for comprehension. These skills are followed by the prior knowledge skill (M=4.15), which means that students can relate what they already know to what they are going to learn without any difficulty, which makes it easier for them to understand more of what they already know. The visualization strategy is also considered one of the strategies that students most frequently use (M=4.10). This finding may be explained because students use this strategy where they can visualize images or mental that are not in a text, which also helps students to visualize beyond their imagination. The analysis reveals a low score for the skill of making inferences (M=3.30). Students do not apply this strategy as the previously mentioned strategies.

According to the highlighted results, it can be said that students are aware of reading strategies such as summarizing, prior knowledge, and visualization, but they consider that making inferences is one of the strategies that they do not develop is a great difference

among the others difficulty may stem from a lack of emphasis on making inferences inside English classes, as the English teacher may not prioritize this strategy. Another factor may make the children´s level of English, which may difficult their use of other types of strategies.

Discussion

The 3 research questions were designed to analyze learners' perspectives on the use of fables in the improvement of reading comprehension.

Question 1: What kind of fables do learners read the most in EFL classes?

According to the results, it was determined that students show a preference to read more didactic fables and poetic fables. This finding may be understood because didactic fables contain characters that have human qualities, and their objective is to teach values through a moral. In this sense, Fraile (2007) mentioned that this type of fable is related to adventures and entertaining content that attract children's attention. This type of fable makes the content more entertaining for children because it contains colorful images and engaging text. Poetic fables are another type of fable that students read frequently, as they include short stories and the characters are animals, plants, and objects. In this regard, Reverand (1988) stated that the only difference in this genre is that it is related to a poetic structure where its main elements have to do with metrics, rhyme, and other poetic resources. Even so, political fables are the least appreciated by students since their content differs from poetic and didactic fables that have entertaining content for children. In this regard, Kleinová (2012) pointed out that political fable is usually satirical, which refers to ridiculing something with words or gestures and is considered one of the oldest genres. Thus, it is recommended that political fables are less appreciated as their content is difficult to understand as it depends on the English level of children.

Question 2: What are the reading comprehension subskills that students have developed the most?

From the information obtained, it was found that students frequently use predicting, skimming, and scanning skills. The reason may be in relation to the notion that predicting is a skill that students develop unconsciously. For example, when a teacher asks her

students to guess the possible content of a story, children can produce a prediction from an early age. Regarding this, Sumirat (2019) implied that students develop better predicting as they activate their prior knowledge by focusing on key aspects such as determining a topic to be taught, and group division, among others. In addition, this group of students frequently use skimming and scanning well. that also develop more. Concerning this, Asmawati (2015), pointed out that skimming is considered a quick reading to get general information to get an idea of the text. This strategy looks for the gist, such as keywords or phrases, but does not attempt to grasp the full meaning of the text. Similarly, Banditvilai (2020) implied that the scanning skill enables the reader to locate specific information and noted that scanning helps readers learn to read and comprehend faster. Inference is a reading subskill that consists of concluding, making speculations or interpretations based on the information provided by the text and on the reader's prior knowledge. Küçükoğlu (2013) mentioned that students use their knowledge along with information from the reading to draw their conclusions, make predictions, or identify underlying themes. Inferring is a strategy that learners prefer not to use as frequently as other skills. The decision of this group of students to not frequently use inferring as a reading skill may be related to the difficulties implementing it in the classroom.

Question 3: What are the reading comprehension strategies that students use to learn English?

These results indicate that the strategies that students use most to learn English are summarizing, prior knowledge, and visualizing. The summarizing strategy is the first one that students use when reading texts and summarizing what they learned about a topic. Similarly, Nurhayati and Fitriana (2018) proposed that reading a text and summarizing it can help students learn to identify or determine the main ideas and key details. Summarizing also helps readers focus on keywords or phrases that need to be remembered. In addition, prior knowledge is the second most used strategy that is part of the group´s choice of learning tools as they tend to relate their experiences to what they are supposed to learn with this prior knowledge. Similarly, in this group of students, prior knowledge plays a significant role in their learning. It is the knowledge that students already know before learning a new topic (Dilinika, 2022). Contrastingly, one of the strategies that

students find challenging is making inferences. This may be due to the lack of practice with this strategy. Then, this strategy refers to generating information from readings, for example, drawing conclusions that are not directly explicit by considering evidence and reasoning, as well as using hints to understand all the information that is hidden, for example, data, facts, situations, and clues (Bayat & Cetinkaya, 2019).

Chapter IV.- Conclusions and Recommendations

4.1 Conclusions

The main objective of this study was to look at the perspectives on the use of fables in the improvement of reading comprehension. Through this research several results were obtained which led to the following conclusions:

It is concluded that didactic and poetic fables are the most popular among seventh graders. This preference may be because their content is easy to understand and is a valuable and striking resource that captures the attention of students because of its simplicity and easy content. On the other hand, the complexity that exists with political fables may be due to the difficulty of comprehension of readings related to political aspects, which proves to be a challenge for children.

This thesis highlights the varying levels of proficiency among students in different reading skills. The analysis demonstrates that students in predicting, skimming, and scanning, with predicting being the most frequently employed skill. This indicates a strong ability to anticipate content and gather general information from texts. However, the results also reveal a significant challenge with the skill of inferring, which students find more complex and often avoid using it due to their level of English proficiency. This discrepancy suggests that while students are comfortable with certain reading strategies, they struggle with deeper comprehension tasks that require critical thinking and vocabulary knowledge. To address these challenges, it is essential to implement targeted practice in inferring and other reading skills, as this will enhance overall reading comprehension and support students in becoming more proficient readers. By fostering a balanced development of all reading skills, educators can better equip students to tackle a wider range of texts and improve their academic performance.

The results reveal that students use more strategies such as summarizing, prior knowledge, and visualization to improve their English language learning. Summarizing stands out as the most used strategy followed by the others with the same criteria. On the other hand, making inferences tends to be difficult for students to adapt to as it puts into practice the depth of reading. Therefore, students prefer the strategies they already know.

4.2 Recommendations

After completing the study that aimed to examine the perspectives on the use of fables in improving reading comprehension, the following recommendations are proposed:

It is recommended that English teachers should consider implementing the use of fables within the enlightened curriculum as a pedagogical tool for enhance reading comprehension in the classroom according to the strategies, skills, and age of the students. The didactic and poetic fables help to identify values within each reading. Political fables, even though they are the least used, should be encouraged to be included in the literary practices. This type of narrative can include different aspects related to the social problems surrounding the world so that the students can learn about them what they know or know, providing students with a perspective that helps enrich their understanding and face more challenges.

In addition, this research goals the varying levels of proficiency among students in different reading skills. The analysis demonstrates that students dominate skills such as predicting, skimming, and scanning. These results give insight into the skills that students develop the most and the skills that they find challenging. On the other hand, reading comprehension skills are helpful as students can comprehend texts. These skills are key to helping children think openly by providing opportunities for students to express their opinions. To address these challenges, it is suggested that a variety of strategies be implemented into practice, as they will help improve reading comprehension and help students become more proficient readers. In this way, teachers will better prepare their students a wide range of texts and improve their academic performance.

The results suggest that students use the strategies of summarizing, prior knowledge and visualizing are the strategies that students dominate the most, but one that tends to be a challenge for them is making inferences. Although these results highlight that making inferences is the least used strategy, this may be because they prefer to summarize and relate previous experiences to what they already know. In addition, the use of exercises where students can put into practice the strategy of making inferences should be included, since it is a strategy that tends to be complicated and challenging for students.

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Annexes

Annex 1

UNIDAD EDUCATIVA "MARIO COBO BARONA"
RESOLUCIÓN N° 406-UDP-18D02-2014

Oficio N° MINEDUC-CZ3-18D02-UEMCB-REC-2024-00290
Ambato, 13 de agosto del 2024.

Asunto: permiso para la realización de trabajo de investigación.

Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Marcelo Coronado, en mi calidad Rector de la Unidad Educativa " Mario Cobo Barona", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: " FABLES AND READING COMPREHENSION" propuesto por el/la estudiante Chaglla Moyolema Johanna Lissette, portador/a de la Cédula de Ciudadanía, 1805626387 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

UNIDAD EDUCATIVA "MARIO COBO BARONA" RECTORADO AMBATO - ECUADOR

Dr. Marcelo Coronado. Mg.
Rector
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Elaborado	**MC**
Revisado	**MC**

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Av. Rumiñahui y los Shyris esquina

Gobierno del Encuentro | Juntos lo logramos

Annex 2

Cronbach's Alpha validation

Estadísticas de fiabilidad	
Alfa de Cronbach	N de elementos
,772	22

Note: Statistics with Cronbach´s Alpha of 22 items with Liker scale.

Annex 3

Survey

Survey upon request

Annex 4

Validated by: Mg. Diego Cumbe	ID: 1803694569	Date: Nov 13th, 2024
Signature:	Email: dm.cumbe@uta.edu.ec	
Place of work: UTA	Academic degree; Master in TEFL	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Edgar Encalada	ID: 050182417 1	Date: Nov 7th, 2024
Signature:	Email: eg.encalada@uta.edu.ec	
Place of work: UTA-FCHE-PINE	Academic degree; Magister in Applied Linguistics	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Mg. Xavier Sulca	ID: 1802447548	Date: 15-11-2024
Signature:	Email: manuelxsulcag@uta.edu.ec	
Place of work: U.T.A.	Academic degree; Magister.	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Marcelo Ernesto	ID: 1802917250	Date: 07/11/2024
Signature:	Email: mg.ernesto@uta.edu.ec	
Place of work: UTA	Academic degree; Magister	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Validated by: Dr. Hayron Chumbo	ID: 1802696458	Date: 13/11/2024
Signature:	Email: dhamchumbo@uta.edu.ec	
Place of work: UTA	Academic degree; PhD	
Note. Revised and approved in Curricular Organization Unit November 14th, 2023		

Annex 5

Aiken

		J1	J2	J3	J4	J5	Media	DE	V Aiken	Interpretación de la V
ITEM 1	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 2	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 3	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 4	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 5	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 6	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 7	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 8	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 9	*Relevancia*	1	4	4	4	4	3,4	1,34	0,80	Valido
	Pertinencia	1	4	4	4	4	3,4	1,34	0,80	Valido
	Claridad	1	4	4	4	4	3,4	1,34	0,80	Valido
ITEM 10	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido

ITEM 11	*Relevancia*	3	4	4	4	4	3,8	0,45	0,93	Valido
	Pertinencia	3	4	4	4	4	3,8	0,45	0,93	Valido
	Claridad	3	4	4	4	4	3,8	0,45	0,93	Valido
ITEM 12	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 13	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 14	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 15	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 16	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido

ITEM 17	*Relevancia*	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 18	Relevancia	2	4	4	4	4	3,6	0,89	0,87	Valido
	Pertinencia	2	4	4	4	4	3,6	0,89	0,87	Valido
	Claridad	2	4	4	4	4	3,6	0,89	0,87	Valido
ITEM 19	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 20	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido

21	Claridad	4	4	4	4	4	4	0,00	1,00	Valido
ITEM 22	Relevancia	4	4	4	4	4	4	0,00	1,00	Valido
	Pertinencia	4	4	4	4	4	4	0,00	1,00	Valido
	Claridad	4	4	4	4	4	4	0,00	1,00	Valido

Annex 6

Turnitin Report



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