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**The use of Fables to enhance EFL Reading comprehension  
and vocabulary in students of a high school**

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### **Dedication**

First of all, I want to dedicate this thesis to God for guiding me all the time. To my beloved children Neicer and Giuseppe, my mother, grandmother and brother whose words of encouragement pushed me to continue forward to fulfill my dreams. They provided me enough support during the challenges that I faced throughout life, without their wisdom and blessings I would not have achieved this goal.

Katherine Gonzaga

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### **Abstract**

The present research aims to analyze the influence of the use of fables to enhance students' reading comprehension, and vocabulary. This study was carried out in a private high school in the city of Loja. The participants involved in this research are 30 EFL students from the eight year of high school. This intervention was carried out during 6 classes where fables were used as the main didactic resource. To achieve the purpose of this study, a mixed-method that includes the quantitative and qualitative approaches was implemented. The information was collected through a pre-test, a post-test, an interview to the students, six worksheets, and a survey to the students. The results showed that the use of fables improved students' reading comprehension and vocabulary development since they are usually short texts with few characters, which made it easier for students to understand. Additionally, fables helped students increase their motivation to read since they involve short and interesting stories that make readers enjoy reading.

*Keywords: EFL reading comprehension, EFL vocabulary, Fables.*

## Resumen

La presente investigación tiene como objetivo analizar la influencia del uso de fábulas para mejorar la comprensión lectora, y vocabulario de los estudiantes. Este estudio se desarrolló en un instituto privado en Loja. Los participantes son 30 EFL estudiantes de octavo año de bachillerato. Esta intervención se llevó a cabo durante 6 clases en las que se utilizaron fábulas como principal recurso didáctico. Para lograr el propósito de este estudio, se implementó un método mixto que incluye los enfoques cuantitativo y cualitativo. La información se recogió a través de un pre-test, un post-test, una entrevista para los alumnos, seis fichas de trabajo y una encuesta para los alumnos. Los resultados mostraron que el uso de fábulas mejoró la comprensión lectora y el vocabulario, ya que suelen ser textos breves y con pocos personajes, lo que facilita su comprensión. Además, las fábulas ayudaron a los alumnos a aumentar su motivación por la lectura, ya que se trata de historias cortas e interesantes que hacen que los alumnos disfruten de la lectura.

*Palabras clave:* EFL comprensión lectora, EFL vocabulario, Fábulas.

## Introduction

Reading is a process characterized for understanding information that is transmitted through determined codes, known as language (Indriani, 2009). Reading is also defined as a habit of communication that allows the development of cognitive and interactive thoughts; therefore, its importance lies in facilitating the acquisition of new knowledge, which helps the development and improvement of a certain language to make it more fluid (Sianturi, 2020).

Some studies revealed that reading comprehension is directly related to the vocabulary level of readers. A study conducted by Sparapani et al. (2018) showed that the vocabulary of the participants, determined the speed with which they integrated the new information into the context. This was proven since the students who had a richer vocabulary, were able to integrate new words into the context more quickly than those with less vocabulary.

One of the major problems that English foreign language (EFL) students face is the lack of reading awareness. The vast majorities of students consider reading as something boring; consequently, teachers tried to overcome this problem by applying reading tools and strategies to help readers have fun while reading (Joshi, 2019).

Based on this problem, the present study aims to analyze the influence of the use of fables to enhance students' reading comprehension, and vocabulary; to determine the effects of the use of fables on students' reading comprehension; and to identify the students' perception of the use of fables to enhance their reading comprehension, and vocabulary.

To present the results of this study, the information has been organized into three chapters: the literature review, method, and results and discussions. The first one discloses the theoretical support considered for this study. The second chapter describes the population sample and the procedure applied in the data collection, and the analysis of the information. While the last chapter presents the description,

analysis, and interpretation of results and presents the conclusions and recommendations at the end.

Some studies evidence the positive results when using fables in EFL learners to enhance their' reading comprehension, and vocabulary. Fables enable students not only to understand the meaning of the story by using pictures.

A study conducted by Romdoni (2020) examined the use of fables to improve reading comprehension skills in a public high school. The results revealed that the implementation of fable story text is a useful source to improve students' reading comprehension skills since students were able to figure out the meaning of some words by using context and the graphic representation of the fables.

Another study carried out by Jufri and Sari (2018) analyzed the use of Aesop's fables to teach reading comprehension of narrative text in junior high school. The findings evidenced that fables increased the students' interest in reading since fables involved short, funny and interesting stories that were easy to interpret.

A third study conducted by Azhar and Tarigan (2018) examined the improvement of students' reading comprehension based on the use of fable and comprehension questions. The sample considered for this study involved a total of 20 eight grade students. The results showed that fables positively influence the students' reading comprehension since students were able to interpret better the text's idea due to the use of pictures and context clues.

The analysis of the data gathered for this study will be helpful for the education field, and this research work may be helpful for academics who wish to use the findings as the foundation for other studies.

## Chapter one

### Literature Review

The present section introduces the theoretical support considered for this study. It encloses information related to the use of fables in EFL learners to enhance their reading comprehension and vocabulary. Each one of the topics is presented bearing in mind the definition, importance, advantages and benefits of reading, vocabulary and fables. Additionally, some previous studies that evidence the importance of the use of fables to enhance reading and vocabulary are presented at the end of this section.

#### Definition of reading

Indriani (2009) states that reading is an activity that consists of interpreting and decoding, through sight, the meaning of a series of written signs, either mentally (in silence) or out loud (oral). This activity is characterized by the translation of symbols or letters into words and phrases endowed with meaning, once the symbol is deciphered, it is reproduced. In other words, reading is the understanding of the content of a text or other media in which it is necessary to decode the information, either through conventional language, graphic signs or some non-linguistic symbology. In this process, it is the brain that is responsible for interpreting and deciphering these codes (Sianturi, 2020).

According to Zhang (2021) reading itself is a process of an intellectual nature where sensory, psychic and cerebral functions intervene and are combined to carry out the decoding, understanding and interpretation of a set of signs or a language, which may be visual or graphic. An individual's ability to understand text is influenced by their traits and abilities, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing power to read individual words, which interferes with their ability to comprehend what is read.

Within this frame of reference, Joshi (2019), states that reading basically consists of four steps: Visualization, a discontinuous process, since the look does not slide continuously over the words. Phonation, and oral articulation, conscious or

unconscious, through which the information passes from sight to speech. Hearing, when the information passes to the ear, and cerebration, when the information reaches the brain and completes the comprehension process.

### ***Importance of EFL reading***

As stated by Ali and Razali (2019) EFL reading is a perceptive, decoding, comprehensive and analytical process aimed at analyzing a given text. It is considered as a tool that allows the acquisition of experiences, knowledge and skills. In the same way, Nourdad et al. (2018) establish that EFL reading is a communication habit that allows the development of cognitive and interactive thoughts of any reader; hence, reading enables the construction of new knowledge.

According to Schoonen (2019), EFL reading is important for many features. First, it helps the development and improvement of language. Second, it improves oral and written expression and makes language more fluent. Third, it gives the facility to expose one's own thoughts and enables the ability to think. Finally, it enhances the capacity for observation, attention and concentration.

In this context, Teng and Reynolds (2019) mention that EFL reading is considered a fundamental part of learning, since it is mandatory for the efficient development of knowledge. Learning to read well is essential, as it allows learners to develop good habits accompanied by concentration and attention, consequently it is mandatory for EFL students to develop this skill since it provides learners with enough content and language input. By reading, students have access to language use, considering many aspects such as grammar, vocabulary, spelling and punctuation (Martina et al., 2020).

### ***Reading benefits in EFL students***

Pustika and Wiedarti (2019) state that reading offers many advantages for those who make it an essential habit in their lives. Among some of the riches it produces are enrichment of the internal universe and of the understanding of other realities, acquisition of knowledge, improvement of the communicative capacity, and

collaboration with the development of the capacity for analysis, problem solving and associations (Bakken & Lund, 2018).

Among other benefits that reading brings proposed by Marzuki (2019) are that it increases curiosity and knowledge. It fuels inspiration and sparks ideas. It allows readers to connect and put their selves in the shoes of other people. It exercises the readers brain: awakens neuronal pathways, and activates the memory. It releases readers' emotions: joy, sadness, anger, fear, surprise, and love. It allows readers to know / discover / explore the world better. Also, it helps to understand texts, improves grammar, vocabulary and writing and facilitates communication (Ahmed, 2020).

### ***Importance of reading comprehension skills***

Radzuwan and Qrgez (2019) explain that reading a text is not just going through words with eyes, it is taking the words, decoding them in the readers' mind, analyzing them, understanding them and encoding them again. Texts often offer more than what readers usually get, that is why the development of reading comprehension plays a crucial role.

In the same way, Habók and Magyar (2019) state that it should be noted that reading comprehension is the process that each reader develops when reading, where readers construct ideas, feelings and analysis based on what they read and using their previous knowledge as opposed to what the reading offers. The reader's interaction with the text is the central axis of this comprehension, and therefore fundamental for an efficient and rich reading (Nadirah et al., 2020).

According to Patra et al. (2022) the importance of reading comprehension lies in the fact that through this exercise readers can better understand existence, take risks knowing the consequences and analyze important aspects of the readers' life using a critical look for the evaluation. But before criticism comes perception, that is why reading comprehension encompasses a much broader field of work than reading; it serves to interpret and relate to the world (Namaziandost at all., 2022).

### ***Strategies for improving reading comprehension***

Lei et al. (2010) suggest that reading comprehension strategies consist of a series of proposals for better use of the activity. For example, if readers wish to read in order to acquire knowledge and study, a reading strategy will divide different ways of approaching reading that allow them to better adhere to the knowledge. These ways are exploratory reading, speed reading, deep reading, rereading and review. If they are also combined with certain study techniques (underlining, dictionary consultation, note-taking, etc.), reading will be much more enriching and the concepts will be assimilated in a deeper way (Delgado et al., 2018).

Explorative reading or pre-reading consists of a first reading of the text in order to become familiar with its general structure and with some of the fundamental concepts or ideas that appear, whether implicit or explicit. Through this type of reading, an overview of the text is obtained (Kočíský et al., 2018). While, speed reading consists of reading only the first sentence of each paragraph. After this quick reading, the readers can identify the most important points and thus establish the objective of their reading or the work on the text they want to do (Khashabi et al., 2018).

On the other hand, according to Awada and Plana (2018) define the deep reading as the process by which the readers, in addition to understanding or comprehending the signs, find meaning and relates the text to other significant elements that are part of their real or intellectual context. Re-reading allows readers to discover details that they had overlooked. The second reading will never be the same as the first, as the readers' perspective on certain topics changes over time, improving their perception and understanding (Muhassin et al., 2021). Finally, reviewing implies a retrospective look at the situation, the content selected in the planning, the scheme used to organize the information, as well as the progression and connection of the ideas that were decided in the textualization stage (Fathi & Afzali, 2020).

### ***Vocabulary in EFL context***

Lin and Lin (2019) state that EFL vocabulary consists of the set of words of a language. Such vocabulary is known to people who share a common language and

can also be compiled in a dictionary. On a more specific level, vocabulary is the set of words that a person masters or uses in everyday conversations. This means that if a language has a vocabulary of one thousand words, a person may have a vocabulary of sixty thousand words. Therefore, the vocabulary of such a person will be more limited than the general vocabulary of the language. In this sense, it is necessary to determine that any person who decides to learn a language other than his or her mother tongue must dedicate many hours of study to learning vocabulary. This is a fundamental key to being able to manage in this other language (Guaqueta & Castro, 2018).

It should also be emphasized that there are, two clearly differentiated types of EFL vocabulary. One of them is known as an active vocabulary, which is that which a person not only understands on his or her own but also uses frequently when expressing him or herself (Shakibaei et al., 2019). On the other hand, the second is called passive vocabulary., is the one that someone can understand without any problems and without help, but then is not able to use when expressing him/herself, either in writing or orally (Klimova & Polakova, 2020).

In this context, it can be concluded that EFL vocabulary is crucial to be mastered by EFL learners since it allows them to express ideas and understand other people's sayings (Alqahtani, 2015). Therefore, EFL vocabulary learning is essential since if students have a limited vocabulary, it will interfere with correct and fluent communication (Romero-Villamil & Guzman-Martinez, 2020).

### ***Importance of EFL vocabulary***

Escaleras (2019) states that English vocabulary is essential when learning English as a foreign language since thanks to this exist the English language, and it allows people to exchange ideas and feelings. EFL vocabulary is important due that it allows people to refer to things with a name and give them a meaning that is the same for everyone around them. Without sufficient knowledge of EFL vocabulary, people cannot understand others or express their own ideas (Schmitt, 2019). In this context, it can be said the importance of EFL vocabulary lies in the fact that it helps EFL students

develop greater fluency and expression in English, the acquisition of productive vocabulary is important to further develop their communication skills (Alfadil, 2020).

Johnson and Johnson (2009) established that to emphasize the importance of EFL vocabulary, it should be pointed out first of all that human beings live immersed in a veritable verbal ocean, in a world or a social reality that is eminently competitive, where the EFL vocabulary, especially the verbally expressed one, is a decisive factor that comes to constitute the bridge, the bond, the weapon, the means or important instrument of union or disunity; of understanding or misunderstanding; of success, recognition or indifference; of failure, frustration or marginalization among human beings.

In other words, EFL vocabulary becomes a vital process that makes communication with others possible, increasing the opportunity to live better in today's society. Thus, all human beings need EFL vocabulary to express their needs, thoughts, feelings and emotions; people need it even to solve the most basic needs of their lives: hunger, thirst, shelter, and work. They also need it to acquire knowledge, to abstract and project their selves symbolically and really in time and space, as well as to communicate and adapt to the environment. All these people can do thanks to EFL vocabulary; but when there are defects in this quality, a series of problems are generated that can limit people and marginalize them socially (Pikulski and Templeton, 2004).

### ***Good vocabulary knowledge and development***

Alqahtani (2015) states that vocabulary can influence many areas of people's lives. First, it improves reading comprehension. Vocabulary increases knowledge, brings wisdom and expands the mind. On the other hand, a lack of vocabulary stops this process because having to stop reading to look up definitions of unfamiliar words, the more people lose the flow of the text, and its meaning, slows down your learning and forces you to repeat it more times than you should.

Some studies revealed that reading comprehension is directly related to the vocabulary level of readers. A study conducted by Sparapani et al. (2018) showed that the vocabulary of the participants determined the speed with which they integrated the new information into the context. This was proven since the students who had a richer vocabulary, were able to integrate new words into the context more quickly than those with less vocabulary.

Masrai (2019) determined that vocabulary is a variable related to reading speed because students with higher knowledge of vocabulary easily integrated new words into the text showing greater reading speed. The results of both studies highlight the importance of pedagogical work on vocabulary, and transversal to all subjects and not only as an objective of language and communication. For example, it is recommended that all courses work with glossaries that serve to expand the lexical knowledge of students.

Having a good vocabulary also helps people improve their thinking. Precise thinking is more effective than ambiguous thinking. And since people use words to represent their ideas, a greater selection of words facilitates the thinking they seek. It takes a lot of words to describe everything people can experience in this world. Even more so when they have variations. For instance, expanding vocabulary not only helps people think more accurately, it also opens their minds to new possibilities and ways of thinking since new words can describe ideas, emotions, situations, phenomena, and occurrences people have never experienced before, so they acquire new mental models (Odinokaya et al., 2021).

Last but not least important, having a good vocabulary improves people's communication skills. The vocabulary helps people think and communicate better. Using words that describe exactly what people want, makes them easier to understand (Shakibaei et al., 2019). This is important in work and personal relationships. In addition to this, people need to be ready to hear vocabulary at any time since it is used in many situations like in a job interview, an exam, a conversation, and more, for

instance, the more words a person know, the easier it is to interpret using the context in which they are used and your previous knowledge (Varitsara, 2019).

### ***Strategies for increasing vocabulary***

Haddad (2020) mention that vocabulary strategies are the activities that students use to learn the meaning of new words, remember and learn them, retrieve them in comprehension and use them in communicative production. Some of the strategies for increasing vocabulary are word lists. Creating word lists sorted by topic will be easier for students to learn and associate new terms. For doing this, students should learn a limited number of words each day avoiding setting out to learn a large number of terms daily, as it will be easier to forget the words (Al-Khresheh & Al-Ruwaili, 2020). For avoiding forgiveness, learners should write these words down in a notebook, word document, or any other system that allows them to collect and review them easily. In this way, learners will also be able to collect vocabulary of special interest to them (Atifnigar et al., 2020).

Another strategy is active reading. This is the strategy by which learners aim to recognize the words in the text they are reading by recognizing the meaning of each term in 2 ways. In the first one they use previous knowledge to interpret the meaning of the word, and in the second one, learners use the context of the sentence to figure out the meaning of the unknown words. Reading actively will allow learners to incorporate new vocabulary progressively. If the level they have is very low, they will choose simple and short texts to work on periodically, such as fables, stories and more (Goundar, 2019).

Among other strategy is the association with images. Learning the meaning of a term is easier and faster if learners associate it with an image. Practicing vocabulary with exercises based on images and with explanations of the use of each term is one of the best ways to improve in the knowledge and use of new words. For instance, reading fables and stories are the best ways to improve vocabulary (Al-Omairi, 2020).

Mehrabian and Salehi (2019) state that another strategy is vocabulary exercises. Practicing with vocabulary exercises will allow learners not only to learn new terms, but also to reinforce and review the ones they have already learned. The process of learning vocabulary requires repetition, not only by reviewing vocabulary lists but also by practicing with exercises that allow learners to "refresh" the terms and identify them in context.

Some ways to reinforce vocabulary by practicing it in exercises are considering activities with pictures since they allow learners to practice and learn new vocabulary terms in the most effective way, as they reinforce the association of the terms with their visual representation. Another way is by practicing English reading comprehension exercises. These exercises will help learners interpret the meaning of sentences and identify the important terms they need to recognize with comprehension questions about what they have read (Noprianto & Purnawarman, 2019).

### ***The use of fables in EFL classes***

According to Fahmy (2021) the fable is a literary story that is characterized, mainly, by being brief, simple and, especially, by having animals as protagonists. The most common characteristics that a fable has are the following: Fables are popular and brief. They can communicate in verse or prose. Its chronological order is linear, without time jumps. They are educational or moralizing. They are timeless. The characters are animals or objects humanized (Romdoni, 2020).

As a literary genre, the fable has a narrative and didactic character when teaching and learning English as a foreign language. They are important in EFL classes since fables offers didactic content (Luis, 2020). They always contain a moral. Generally, they consist in very brief piece of text with few characters, an aspect that facilitates its comprehension. Additionally, fables provide EFL learners with a great inventiveness, imaginative and colorful richness. Fables are useful in EFL classes to stimulate the creativity of the students, who would have to make use of their own resources (Jufri & Sari, 2018).

### ***The use of fables for improving reading skills***

Knowing vocabulary is fundamental to reading comprehension. The more words a learner knows, the better he or she will understand the text. Fables stimulate the love of reading, as they are short stories, easy to read and understand, making them a great way to introduce learners to the pleasure of reading. Fables are motivating reading tools for students, they consist of short stories written in prose or verse, that include narrations told by humanized animals, an aspect that provides readers with magical ingredients to make them enjoy and love reading (Rahmawati et al., 2019)

Fables are good resources for improving reading skills since they add innovative didactic resources instead of traditional storytelling. If teachers add innovative didactic resources instead of traditional storytelling, reading encouragement will be evidenced since they will keep the learners interested in reading (Fahmy, 2021). According to Hartati and Ardila (2020), the fables always reveal the imagination of an individual narrator. The action, whose characters are humanized animals or animated things keeps the reader's mood in suspense, and is finally resolved in a satisfying reading denouement.

### ***The use of fables for vocabulary acquisition***

Vocabulary enrichment is indispensable for language comprehension and is a must for the learning process. Given that written learning does not come naturally but must be learned, it is necessary to learn how to improve vocabulary and for learners to carry out exercises to increase it since this is an indispensable tool that will help them to build their communicative skills (Erdogan et al, 2018).

According to Hidayatullah (2022) knowing how to improve vocabulary is not an easy task, it is necessary to find simple and entertaining methods that make learning something not tedious or boring.

Fables are the best tools that teachers can employ to help learners improve their vocabulary since further than helping learners to develop a logical and global interpretation of the text and increase their vocabulary (Nippold & Marr, 2022). Fables

help learners improve their vocabulary since they can be easily interpreted due to the presence of pictures and predictable sentences. The implementation of fable story text is a useful source to improve students' vocabulary since they are able to figure out the meaning of some words by using context clues and the graphic representation of the fables (Gebeyehu & Mengesha, 2020).

### ***Advantages of using fables in EFL classes***

According Fahmy (2021) fables are tools that not only increase the EFL students' interests in reading and developing their vocabulary, but they promote critical thinking. Among some of the advantages of using fables in EFL classes are that fables encourage reflection since learners not only listen to an interesting story but there is a moral that stimulates their critical thinking and leads them to make a distinction between good and bad (Valente & Marchetti, 2019).

Fables also help EFL learners to stimulate their memory because, as they are short stories, learners are able to remember them more easily and thus expand their memory capacity. Furthermore, fables broad sensitivity and stimulate empathy, especially when learners are able to put themselves in the place of the characters and understand their emotions and points of view (Rahmawati et al., 2019).

Additionally, Erdogan (2018) mentions that fables motivate students to read in English since they are short and stimulate curiosity. Although fables help EFL learners acquire values since they understand in a didactic and entertaining way what is right and what is wrong. They foster their creativity through stories that are full of imagination and that open the doors to a magical world where everything is possible. In this way, it can be concluded that fables are not just for young children, they always contain essential life lessons that accompany those who learn them (Nippold & Marr, 2022).

Some studies evidence the positive results when using fables in EFL learners to enhance their reading comprehension, and vocabulary. Fables help readers to develop a logical and global interpretation of the text but also increase their vocabulary.

A study conducted by Romdoni (2020) examined the use of fables to improve reading comprehension skills. The population sample involved a total of 20 senior students from a public high school. To collect data, observations of some classes were made; thus, an observation sheet and a survey to determine the students' perception of using fables to enhance their reading and vocabulary skills. The results revealed that the implementation of fable story text is a useful source to improve students' reading comprehension skills since students were able to figure out the meaning of some words by using context and the graphic representation of the fables.

Another study carried out by Jufri and Sari (2018) analyzed the use of Aesop's fables to teach reading comprehension of narrative text in junior high school. To develop this study, the sample consisted of 40 junior high school students to determine the efficiency of fables to improve reading comprehension. The data was collected through a pre-test, observation sheets, fables worksheets and a post-test. The findings evidenced that fables increased the students' interest in reading since fables involved short, funny and interesting stories that were easy to interpret. Furthermore, fables helped both the teacher and students to improve the students' reading comprehension and made teaching and learning process more fun than the way it used it.

A third study conducted by Azhar and Tarigan (2018) analyzed the improvement of students' reading comprehension based on the use of fable and comprehension questions. The sample considered for this study involved a total of 20 eight grade students. For data collection, the researcher considered a pre-test, observation sheets and a post-test. The results showed that fables positively influence the students' reading comprehension since students were able to interpret better the text's idea due to the use of pictures and context clues.

Another study conducted by Sparapani et al. (2018) aimed to analyze the influence of vocabulary on reading comprehension. This study included participants recruited for a longitudinal cluster-randomized evidencing a total of 468 students and 28 teachers. The data was collected through observation sheets and pre-post-test.

Findings revealed that the vocabulary of the participants determined the speed with which they integrated the new information into the context. This was proven since the students who had a richer vocabulary, were able to integrate new words into the context more quickly than those with less vocabulary.

A similar study was conducted by Masrai (2019) who aimed to determine the influence of vocabulary on reading speed when reading fables. The participants in the present study were 256 adult students. For data collection, the researcher considered a test to measure the participants' vocabulary size, an observation sheet to analyze the influence of vocabulary on the reading speed, and another test to check the students reading comprehension. The results evidenced that the students with higher knowledge of vocabulary easily integrated new words into the text showing greater reading speed, highlighting the importance of pedagogical work on vocabulary, transversal to all subjects and not only as an objective of language and communication.

Finally, a study conducted by Ismail (2019) aimed to determine the use of fables as a medium to foster reading skills and vocabulary. The study involved a total of 30 EFL students in the second year. For data collection, the researcher administered a pre and post-test, to determine the student's improvement of reading skills and vocabulary. The results evidenced that fables helped learners improve their reading skills and vocabulary without they felt motivated in reading, for instance, they improved their comprehension skills and vocabulary acquisition.

## Chapter two

### Method

#### Setting and participants

This research was conducted in a public high school located in the city of Loja, Ecuador. The participants were 30 senior high school EFL students of eight-year, disclosed in a total of 22 men and 8 women whose ages ranged from 12 to 13 years old, and their English proficiency level was A1. For the purpose of this study, the participants attended to 6 reading classes where the fables were the main resource.

#### Procedure

To carry out the present study, it is essential to follow some steps. The first step is to searching and researching for literature related to the use of fables to increase EFL students' reading comprehension and vocabulary. This information was gathered from several sources such as scientific journals, printed and electronic books, and previous studies.

Then, the researcher designed different instruments to collect the data. The first instrument was a pre-test that included reading comprehension and vocabulary questions. This instrument was employed to know the student's prior knowledge before the intervention. In the same way, an intervention in an educational institution was carried out. Thus, six fables were implemented as main resources in the English classes with their corresponding reading comprehension and vocabulary worksheets with the purpose of determining the influence of fables in developing reading skills; in addition, a checklist was used to determine the students' reading improvements. Then, a post-test that contains the same information from the pre-test was administered to determine the students' progress after the intervention. Lastly, a survey about the students' perceptions of the use of fables to increase their vocabulary and reading comprehension was implemented to know the students' attitude toward the use of fables for improving their reading skills and vocabulary.

To interpret the data, the researcher considered to use the mixed-method since the information gathered from the instruments were qualitative and quantitative. The qualitative data involved the analysis of the students' performance and attitudes while receiving the classes. On the other hand, the quantitative data was considered when interpreting the results gotten from the pre and post-tests and the surveys. Finally, once the data was tabulated, the interpretation and analysis of the results were made to draw out the conclusions and recommendations.

## Chapter three

### Results and Discussion

#### Description, Analysis, and Interpretation of Results

This section presents how the objectives of this research were achieved, through the analysis and interpretation of results gathered from the instruments applied to the participants of this study. To present this information, the data has been classified in terms of three aspects. The first one presents the influence of the use of fables to enhance students' reading comprehension, and vocabulary. The second one displays the effects of the use of fables on students' reading comprehension. Finally, the last aspect reveals the students' perceptions about the use of fables to enhance their reading comprehension, and vocabulary.

#### **How do fables contribute to increase students' reading comprehension and vocabulary?**

This section analyzes the influence of the use of fables to enhance students' reading comprehension, and vocabulary by considering the results gathered from the pre/post-test applied to the participants of this study.

**Table 1**

*The influence of fables on students' reading comprehension, and vocabulary*

Test	Mean	Coefficient of variation
Pre-test	4,8	3,1
Post-test	7,9	

Table 1 displays the results obtained from the pre-test and the post-test applied to students to determine the influence of fables to enhance students' reading comprehension, and vocabulary. The results from the pre-test showed that the students reached an average of 4.8 points out of 10 points. Meanwhile, after the intervention the students evidenced an improvement since they obtained 7.9 points out 10 evidencing in this way that fables really helped students increase their reading comprehension and vocabulary. Furthermore, table 1 also shows that the data had a

coefficient of variation of 3,1 which means that the results are not dispersed from the media.

These results corroborate what Rahmawati et al. (2019) state. According these researchers, fables stimulate the love of reading since they are short stories that are easy to read and understand, aspects that make fables a great way to introduce learners to the pleasure of reading. Fables are motivating reading tools that forward of helping students increase their reading comprehension, help them improve their vocabulary by using context clues that sometimes can be clarified by the use of pictures.

While analyzing the results found in the pre-test, it was observed that the students reading comprehension skills and vocabulary knowledge were not their strongest abilities, since as it is illustrated in table 1, the mean of the results obtained in the pre-test was 4,8 points out 10 points, an aspect that evidences that students did not meet the required knowledge in terms of reading abilities and vocabulary knowledge. Based on the results obtained from the pre-test, it can be proved that one of the major problems that English foreign language (EFL) students face is the lack of reading awareness, evidencing in this way a strong feeling of demotivation when it comes to reading.

This result is aligned with the findings of Joshi (2019) who evidenced that a vast majority of students considered reading as something boring. According to this researcher, developing love for reading is not merely a matter of individual will, consequently, interest in books appears only in certain circumstances being the teachers the responsible of overcoming this problem by applying reading tools and strategies that help readers have fun while reading.

On the other hand, considering the results found in the post-test, it was observed that reading comprehension skills and vocabulary knowledge improved significantly after using fables. An aspect that was evidenced when the mean of all students was 7,9 points out of 10 points at the end of the intervention. This aspect

shows the students' improvement from the lack of the required knowledge (<4) to the achievement of the required learning (>7) in terms of reading abilities and vocabulary knowledge. Based on the results obtained from the post-test, it can be proved that fables increased the students' reading awareness since they won more motivation when it comes to reading.

Romdoni (2020) indicates that fables forward to develop a logical and global interpretation of the text, and increase vocabulary acquisition. This is due that fables are short, funny and interesting stories that are easy to interpret by just using context clues and graphic representations.

Analyzing the students' reading comprehension before the intervention. It was noticed that in the pre-test, the students presented problems in terms of not understanding the main idea or details from the fable; incapability of recognizing the role of characters, and inability of recognizing specific details and facts to answer questions or to discuss the reading by questioning and answering about the fable, problems caused by the lack of vocabulary.

The same results were obtained by Radzuwan and Qrquez (2019), who found that a vast majority of students evidenced problems in terms of comprehension. According to these researchers, this problem was caused by the students' misconception of reading, in other words, the students considered that reading is just going through words with eyes, setting apart the real purpose of reading, that is taking the words, decoding them in the readers' mind, analyzing them, understanding them and encoding them again.

When analyzing the students' reading comprehension improvements. The post-test showed a notable increment of this ability since after the intervention the students were able to construct ideas, feelings and analysis based on what they read. The same results were found by reading Nadirah et al. (2020). According to these researchers, fables facilitate the reader's interaction with the text, increasing comprehension,

consequently, students were able to critically look for the evaluation of the reading, an aspect that helped them answer deductive and inductive questions about the reading.

On the other hand, considered the analysis of the students' vocabulary knowledge before the intervention. The pre-test evidenced a lack of background vocabulary, since at the beginning, they did not know the meaning of a great variety of words, an aspect that impeded students answer correctly the questions related vocabulary. This was evidenced when the students did not know the meaning of the words "bunch, scared, strong, net, and more". Words that are simple and were supposed to be learned. Guaqueta and Castro (2018) stated that the lack of vocabulary was one of the most frequent problem that the students evidenced, in consequence, the students were not able to answer neither vocabulary nor comprehension questions.

Considering the analysis of the students' vocabulary knowledge after the intervention. The post-test evidenced an improvement in this sub-skill. At the end of the intervention, the students acquired more vocabulary, whence, the students were able to understand the reading in a better way, at the same time they were able to express their ideas more fluently and with not too limited vocabulary. This aspect was noticed when fables helped students infer the meaning of some words by using context clues. Furthermore, the repetition of the same words in other contexts, facilitated students interiorize the words and learn them. This, can be illustrated in the following example: "The son collected a very big bunch of branches, and the father asked him to break all the bunch of branches together but it was impossible because it was a big bunch". Alfadil (2020) mentioned that fables helped students improve their vocabulary since they are easy to predict and can help learners infer the meaning of the words by just using context clues, repetition, and pictures.

Within this frame of reference, it can be concluded that fables are the greatest instruments that teachers can apply for improving reading comprehension skills and vocabulary acquisition since they motivate students to read. This is due to fables are

short and easy stories that are interesting and easy to predict, aspects that facilitates the interpretation of the entire test and the acquisition of new words.

### **What are the effects of using fables on EFL students' reading comprehension?**

This section presents the effects of fables on students' reading comprehension. These results are presented considering the scores gathered from the worksheets applied to the participants of this study.

**Table 2**

*The effects of fables on students' reading comprehension*

<b>Fables</b>	<b>Reading comprehension</b>	<b>Vocabulary</b>
Fable 1	6,3	7,50
Fable 2	6,8	7,80
Fable 3	7,4	7,60
Fable 4	7,8	8,40
Fable 5	8,3	8,70
Fable 6	8,7	9,00
<b>Mean</b>	<b>7,55</b>	<b>8,17</b>

Table 2 illustrates the students' improvement of their reading comprehension skills based on the application of fables. As it can be seen, the mean in reading comprehension is 7,55 evidencing an improvement comparing the results gathered in the first activity. The same occurred with vocabulary, where the mean of students showed an improvement of 8,17 points over 10.

With these results, it can be demonstrated that fables are good teaching-learning resources that helped students improve their reading comprehension skills and vocabulary acquisition satisfactorily. This result is aligned with Jufri and Sari (2018) who found that fables offer very didactic contents. This because as they are brief pieces of text, with few characters, they are easier to interpret facilitating in this way the students' reading comprehension and vocabulary acquisition.

Considering the results in the first fable. The students obtained 6,3 points over 10 in terms of reading comprehension, meanwhile, they obtained 7,50 points over 10, in terms of vocabulary knowledge. Considering the reading comprehension

improvement, the students evidenced the ability of answer simple comprehension questions such as identifying the main characters, describing the places where the story was carried out, and ordering sequences. Meanwhile, analyzing the vocabulary acquisition, the students were able to predict the meaning of some words by using context clues and circling the correct meaning. These results were the same obtained by Guaqueta and Castro (2018), who mentioned that students improved their reading comprehension and vocabulary acquisition due that fables facilitates inferring and are easy to read and interpret.

Analyzing the improvements considering the application of the second fable. The students gathered 6,8 points over 10 in terms of reading comprehension, meanwhile, they obtained 7,80 points over 10, in terms of vocabulary knowledge. Within these results, the students demonstrated to have the same skills found in the first fable, the difference was that they were able to answer simple comprehension and vocabulary open questions. In the application of the second fable, the students appeared to be a little bit more motivated and showed more confidence, for instance, they were able to answer simple open questions about the fable by using simple grammatical structures as it can be evidenced in the following example: Question: "What are the main characters of the fable?" Answer: "A spider, a rabbit and a turtle"

Interpreting the results gathered after the implementation of the third fable. The students obtained 7,4 points over 10 in terms of reading comprehension, meanwhile, they gathered 7,60 points over 10, in terms of vocabulary knowledge. Considering the reading comprehension skills, the students evidenced being able to describe a little bit more some characteristics of the main characters of the fable, as it is illustrated in the following example: Question "Which of the animals was a bad character?" Answer "The wolf, because he ate the lamb".

On the other hand, considering the improvements in terms of vocabulary acquisition, the students were able to complete some simple sentences with missing words; for example, "The \_\_\_\_ was confused when he saw the lion" (lamb). Both examples

evidenced that students were able to answer simple comprehension questions based on simple or predictable details from the fables.

Considering the results displayed in the fourth fable. The students had 7,8 points over 10 in terms of reading comprehension, meanwhile, they obtained 8,40 points over 10, in terms of vocabulary knowledge. With this frame of reference, the participants of this study evidenced a noticeable improvement in terms of vocabulary acquisition since they were able to determine the meaning of some words based on context clues and the use of pictures. As it is illustrated in the following example: Question "Analyze the pictures and the short descriptions. Define the word tasty" Answer "Tasty is something delicious". In this example, it can be evidenced how students apart from answering open comprehension questions, were able to answer using more words than the ones that they used to apply in the previous fables, probing in this way an increment in their vocabulary acquisition.

In the same way, considering the reading comprehension skills gathered after the application of the fable number four, the students evidenced the ability of correcting some mistakes considering details from the reading, as shown in this example: Question "Correct the sentence – A young dog was in the school yard, chasing squirrels" Answer "An old dog was in the forest, chasing rabbits". In this example, the students evidenced a better understanding of the reading since they were able to identify and correct sentences based on the information gotten from the fables.

Interpreting the results obtained after the application of the fifth fable. The students had 8,3 points over 10 in terms of reading comprehension, meanwhile, they gathered 8,70 points over 10, in terms of vocabulary knowledge. Analyzing the reading comprehension improvement, the students were able to understand the fable for answering comprehension questions related to order chronologically some sentences, in the same way as answer open questions that required some details. For example, in the fable 4 "The ants and the grasshopper", there was the following question "How did

the grasshopper prepare himself for winter?” and the students answered that “The grasshopper didn’t prepare himself for the winter, he didn’t matter about the winter”

In the same way, analyzing the improvement in terms of vocabulary acquisition, the students were able to describe some characters using the synonyms or antonyms from the words in the fable. For example, “The wolf is a big animal that likes to eat small animals from the forest”. Similarly, students were able to identify from a list of words the one that does not belong to that category. Evidencing in this way the ability of discerning the words learned from the fable.

Considering the analysis of the last fable. The students gathered 8,7 points over 10 in terms of reading comprehension, meanwhile, they obtained 9 points over 10, in vocabulary acquisition. Considering the reading comprehension improvement, the students were able to answer inferring questions, for instance, they were able to answer questions where the answer were not exactly specified in the reading, as it is illustrated in the example from the fable 2 “The lion and the mouse” where there was a question that said “Why do you think that the wolf made fun of the mouse?” and the students answered “Because he thought that the mouse was too small and could not make him any favor in the future”. This example evidenced that students’ level of comprehension increased significantly since they were able to figure out an idea based on the information gotten from the fable.

Regarding the students’ improvement in terms of vocabulary acquisition, they were able to complete some parts of the text with the required word or words. Likewise, students were able to provide a short definition of some words, just using context clues. For example, “Break means to separate into parts some objects.” “Advice is to offer suggestions about the best action”. Within this frame of reference, it could be proven that students increased significantly their vocabulary comprehension.

The same results were found by Rahmawati et al. (2019). According to these researchers, using fables in EFL learners to enhance their reading comprehension, and vocabulary is effective since fables help readers to develop a logical and global

interpretation of the text but also to increase their vocabulary. This is possible due that fables involved short, funny and interesting stories that are easy to interpret.

In the same way Fahmy (2021) mention that fables positively influence the students' reading comprehension since students were able to interpret better the texts ideas due to the use of pictures and context clues. Additionally, this researcher considered that fables are tools that not only increases the EFL students interests in reading and develop their vocabulary, but they promote critical thinking. This because fables encourage reflection, in fact, students do not only listen to an interesting story but there is a moral that stimulates their critical thinking and leads them to make a distinction between good and bad.

### **What are the students' perceptions about the use of fables to enhance their reading comprehension, and vocabulary?**

This section displays the students' perceptions about the use of fables to enhance their reading comprehension, and vocabulary by considering the results gathered from the survey applied to the participants of this study.

**Table 3**

*The effects of fables on students' reading comprehension*

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Total
I have used fables to improve my vocabulary before.	30%	70%	0%	0%	0%	100%
I feel interested in reading fables.	0%	0%	0%	30%	70%	100%
I am able to predict the fable just analyzing the pictures and the tittle.	0%	0%	0%	60%	40%	100%
I have an adequate sight word vocabulary to understand fables.	0%	20%	30%	50%	0%	100%
I can use background vocabulary to interpret the text.	0%	10%	20%	40%	30%	100%

I can define new words using context clues.	0%	10%	0%	30%	60%	100%
I can comprehend complex sentence structure.	0%	20%	0%	80%	0%	100%
I confirm my understanding using pictures	0%	0%	0%	30%	70%	100%
I can identify author's message.	0%	0%	0%	70%	30%	100%
I can identify the main idea.	0%	0%	0%	60%	40%	100%
I can recognize the sequence of the fables.	0%	0%	20%	80%	0%	100%
I can recognize cause & effect ideas.	0%	0%	0%	70%	30%	100%
I am able to summarize the fable.	0%	0%	0%	70%	30%	100%
I can locate details and facts to answer questions.	0%	0%	20%	40%	40%	100%
I would like to continue using fables to improve my reading and vocabulary skills.	0%	0%	0%	70%	30%	100%

Note: This table presents the students' appreciation of using fables to enhance reading comprehension, and vocabulary.

As it can be seen in the table above, the results for each statement is expressed in percentages, for the first statement "I have used fables to improve my vocabulary before", the 30% of students responded that they strongly disagreed. 70%. Consequently, from the responses, it can be seen that the students before the intervention plan did not use this strategy to improve their reading comprehension and vocabulary.

For the second statement "I feel interested in reading fables", nobody answered the options strongly disagreed, disagreed, and neutral. On the other hand, 30% replied agreed and, 70% strongly agreed. Based on these results, it was deduced that the intervention plan has been successful. Since, the totality of students affirms to agree with the statement. Currently, the students are aware of the use of "Fables" as a

strategy and the advantages of using it to improve their reading comprehension and acquire new vocabulary.

This result is consistent with Joshi (2019) who declared that fables help students feel interested in reading since they are short and interesting stories that produce an enrichment of the internal universe and of the understanding of other realities, facilitating the acquisition of knowledge, improvement of the communicative capacity, and collaborating with the development of the capacity for analysis, problem solving and associations.

To the third statement "I am able to predict the fable just analyzing the pictures and the title", 0% of participants responded to the options strongly disagreed, disagreed and neutral. On the contrary, 40% of students responded agreed and 60% strongly agreed. These results reveal that a vast majority of students appreciate the advantages of the strategy. It demonstrates that students are able to use pictures to apply reading strategies for comprehension and infer what the reading is about.

As Alfadil (2020) mentioned that learning the meaning of a term is easier and faster if learners associate it with an image. Practicing vocabulary with exercises based on images and explanations of the use of each term is one of the best ways to improve in the knowledge and use of new words. For instance, reading fables and stories are the best ways to improve vocabulary.

The fourth statement "I have an adequate sight word vocabulary to understand fables" showed that 0% of students strongly disagreed, 20% disagreed, 0% neutral, while 50% responded agreed, 0% strongly agreed. These results demonstrate that most of the students have adequate vocabulary knowledge to understand a fable. While another equally important percentage would lack the vocabulary knowledge to understand the fable. This result can be evidenced by observing different levels of knowledge of the English language in the classroom. For this reason, teachers must assign Fables or readings according to the level of their students.

These results could be compared to Guaqueta and Castro (2018), who stated that the vocabulary of the participants, determined the speed with which they integrated the new information into the context. This was proven since the students who had a richer vocabulary, were able to integrate new words into the context more quickly than those with less vocabulary.

To the fifth statement "I can use background vocabulary to interpret the text", 10% disagreed, 20% neutral, 40% agreed, and 30% strongly agreed. These results showed the researcher that most of students are able to use the background vocabulary to understand the Fable. While only a minority of students are unable to do so. This result shows that applying an effective reading strategy such as using Fables helps the students to gain vocabulary and improve their reading comprehension skills. Consequently, the gotten data showed the strategy applied was well accepted by the students.

This result is supported by Joshi (2019) who argued that this is the strategy by which learners aim to recognize the words in the text they are reading by recognizing the meaning of each term in 2 ways. In the first one they use previous knowledge to interpret the meaning of the word, and in the second one, learners use the context of the sentence to figure out the meaning of the unknown words. Reading actively will allow learners to incorporate new vocabulary progressively. If the level they have is very low, they will choose simple and short texts to work periodically, such as fables, stories and more.

The responses to the statement "I can define new words using context clues" 10% responded disagreed, 30% answered agreed, and 60% replied strongly agreed evidencing that almost all students were more willing to work through fables.

This result could be sustained by Jufri & Sari (2018) who found that fables provide EFL learners with a great inventiveness, imaginative and colorful richness. Fables are useful in EFL classes to stimulate the creativity of the students, who would have to make use of their own resources.

For the statement “I can comprehend complex sentence structure” 20% disagreed, 0% neutral, 80% agreed, and 0% strongly disagreed. Findings reveal that students displayed learning better using “Fables”. These results showed that a vast majority of students are able to understand a complex sentence structure using a Fable as a strategy to improve their reading comprehension skills.

This result is aligned with Rahmawati et al. (2019) who stated that fables stimulate the love of reading, as they are short stories, easy to read and understand, making them a great way to introduce learners to the pleasure of reading. Fables are motivating reading tools for students, they consist in short stories written in prose or verse, that include narrations told by humanized animals, an aspect that provides readers with magical ingredients to make them enjoy and love reading.

For the statement “I confirm my understanding using pictures” the students responded 0% strongly disagreed, disagreed, and neutral. On the other hand, 30% answered agreed and 70% strongly agreed. These results shown that students were able to accomplish their tasks with an acceptable level on understanding using pictures. Therefore, it was demonstrated the success of using “Fables” as strategy to teach reading and vocabulary, these findings revealed an important positive improvement of the students’ reading skills and vocabulary taking into account that they had not used fables to practice reading or learn vocabulary prior to the intervention plan.

This result is in concordance with Alfadil (2020) who stated that fables are good resources for improving reading skills since they add innovative didactic resources instead of the traditional storytelling, aspects that enhances reading encouragement since they keep the learners interested in reading.

Considering the analysis of the statement nine “I can identify the author’s message” a 70% of students agree with this idea, while the rest 30% of the students strongly agree with the idea that they are able to identify the authors message. These

results evidence that the use of fables helped students interpret the text in an easier way, being able to recognize the author's message.

According to the students, an aspect that helped them identify the author's message is that fables are very short stories that use predictable language that facilitates the general understanding of the text. The same results were gotten by Nadirah et al. (2020) who mention that fables influenced positively the students' reading comprehension since they are easy to interpret due to the use of pictures and they consist in brief pieces of text with few characters, an aspect that facilitates its comprehension.

Regarding the analysis of the statement number ten, "I can identify the main idea" 60% of scholars mentioned that they agree with this ability, while 40% of the students mentioned that they strongly agree with the idea of being able to identify the main idea of the fables. Consequently, from the responses, it can be shown that after the intervention, the students improved their reading comprehension skills in a way that they can identify the main idea of the fables.

Based on this, Rahmawati et al. (2019) established that fables facilitates the comprehension of the main idea since they are motivating reading tools that consist in short stories written in prose or verse told by humanized animals, an aspect that provides readers with magical ingredients to make them enjoy, interpret and love reading.

Taking into consideration the analysis of the statement "I can recognize the sequence of the fables" 20% of students answered that they felt neutral regarding the ability of recognizing sequences, 80% of the students agree with this ability, evidencing in this way that any of the students felt incapable of recognizing the sequences of the fables.

Derived from these results, the researcher can prove that fables facilitate the recognition of the events due that they are present in chronological order, this means that the events occur based on a temporal succession. These results were aligned with

the findings of Gebeyehu and Mengesha (2020) who mentioned that fables facilitate the understanding since all the events are presented in a chronological order, being the questions related with sequencing, the easiest comprehension questions that can be asked.

Analyzing the statement number twelve "I can recognize cause and effect ideas." A 70% of students mentioned that they agree with this idea, meanwhile 30% of the students answered that they strongly agree with this ability. Consequently, it can be proven that fables helped students recognize cause and effect ideas since fables involve short stories where it is clearly specified the situations that originate determined consequences.

These results are aligned with the findings of a study conducted by Hidayatullah (2022) who determined that fables are the best tools for helping students recognize cause and effect since fables narrate in details all the behavior that people have and the consequence of that behavior.

Concerning the analysis of statement number thirteen "I am able to summarize the fable" 70% of students mentioned agree with the idea of being able to summarize what they have read, while 30% of the students answered that they strongly agree with this ability.

Based on this result, it can be proven that the students developed their comprehension skills since summarizing involves being able of understanding general and specific details of the reading. These results are similar from the ones gotten by Hartati and Ardila (2020) who established that fables are easy to be understood since they are short and the information can be easily predicted.

Analyzing the results obtained in the statement fourteen "I can locate details and facts to answer questions" 20% of the students felt neutral when ranking this ability. Similarly, 40% of students answered that they agree with the idea of being able to locate details and facts to answer questions. Finally, the last 40% of the students answered that they totally agree with this ability.

Derived from these results, it can be probed that fables helped students improve their comprehension skills since they were able to recognize enough supporting details to answer complex comprehension questions. The same results were obtained in a study conducted by Masrai (2019) who mentioned that fables apart from helping to the development of reading comprehension, help readers to develop their critical thinking since they always provide a moral that can be discussed with the whole group of students.

Finally, interpreting the last statement "I would like to continue using fables to improve my reading and vocabulary skills." A 70% agreed with this idea, while the 30% of the participants, strongly agreed with the idea of continuing using fables for reading comprehension improvement and vocabulary acquisition.

According to the participants of this study, they would like to continue using fables since they helped them increase their reading motivation. This result is aligned with the ones gotten by Rahmawati et al. (2019) who mention that the students improved their reading comprehension skills and vocabulary acquisition since fables are motivating reading tools that involve short narrations told by humanized animals, an aspect that provides readers with magical ingredients to make them enjoy and love reading.

## Conclusions

The influence of the use of fables to enhance students' reading comprehension, and vocabulary is positive since fables are short stories that are interesting and easy to predict, aspects that facilitates the interpretation of the entire text and the acquisition of new words.

Some of the effects of using fables on students' reading comprehension is the improvement of the ability of comprehending, identifying general and supporting details; and questioning information gathered from the fables.

Fables' simple sentence structures make it possible for readers to infer the meaning of ambiguous cues by merely examining the context, which helped children increase their vocabulary.

A vast majority of students would like to continue using fables to improve their reading comprehension and vocabulary acquisition since fables are popular and brief. The events are presented following a chronological order where the information is linear, without time jumps, aspects that facilitates comprehension and prediction.

Fables help students increase their motivation to read since they involve short and interesting stories that include narrations with magical ingredients to make readers enjoy and love reading.

The students show motivation by pleasantly completing the exercises without being prodded and by questioning about the vocabulary used in the session. This is due to the fact that the words used in the fables involve interesting topics for the students.

## **Recommendations**

Based on the result of the data analysis and conclusions stated above, the researcher can make the following suggestions:

Teachers should include the use of fables in their daily lessons to improve the students' reading skills and vocabulary acquisition. Besides being interesting, fables also teach many moral values that can educate students' speech and behavior.

Teachers should use fables to promote vocabulary acquisition since they are easy to be understood, aspect that helps students be aware of a determine range of words to be able to express their opinions about the moral of fables by giving examples and referring to their own experiences.

Fables should be considered for teaching EFL classes because they are great didactic resources that help students improve their reading comprehension, and vocabulary acquisition since they are brief pieces of text with few characters.

Teachers should make use of graphic representations to help students associate the reading's images with the new words in order to aid in the comprehension of vocabulary.

Teachers should be conscious of the importance of vocabulary knowledge for reading comprehension, this because a richer vocabulary facilitates the integration of new words into by just using context clues.

## Appendixes

### Appendix 1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
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## MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

### PRE-TEST

#### 1. Read the following fable. Answer the questions.

##### A Farmer and His Sons



Once a farmer had three grown-up sons. They always **quarreled** among themselves. Their father **advised** them to live in peace but it had no effect on them. He was worried about their future. One day the farmer fell seriously ill. He sent for his sons. He asked them to collect a handful of sticks which they did at once. He tied the sticks into a bundle.

Now, he asked them to break the **bundle** one by one. They tried hard to break it but none could. At last, the farmer untied the bundle and asked each of them to break each stick. They did so quite easily. Their father said, "My dear sons, you could not **break** the sticks as long as they remained tied together but you broke each single stick quite easily. They were strong in bundle but became weak when separated from one another. Never forget that united we stand and divided we fall." This had a deep effect on the farmer's sons. They gave up quarrelling and began to live in peace.

Moral: United we stand and divided we **fall**.

#### 2. Match the words in bold with their definition. Use context clues.

- |             |                                                         |
|-------------|---------------------------------------------------------|
| ✓ Quarreled | ✓ A quantity of material tied or wrapped up together.   |
| ✓ Advised   | ✓ To separate into parts with suddenness or violence.   |
| ✓ Bundle    | ✓ To move downward rapidly and freely without control.  |
| ✓ Break     | ✓ To have a heated argument or disagreement.            |
| ✓ Fall      | ✓ To offer suggestions about the best course of action. |

#### 3. Complete the sentences with the correct word from the box.

- ✓ I am a \_\_\_\_\_. I take care of my big farm.
- ✓ I need a \_\_\_\_\_ to prepare a bundle for the wood fire.
- ✓ My mom has children and all of them are boys. They are her \_\_\_\_\_.
- ✓ We should stay together to avoid \_\_\_\_\_.
- ✓ United we \_\_\_\_\_ and divided we fall.

stand / sons / farmer /  
falling / stick

#### Read the questions. Choose the correct answer

##### 4. How many sons has the farmer?

- ✓ Three
- ✓ Tree

**5. Does the farmer has any daughter?**

- ✓ Yes, he does.
- ✓ No, he doesn't.

**6. What was the accident that the father suffered?**

- ✓ He broke his arm.
- ✓ He got sick.

*Read the questions. Write the correct answer. Use full sentences.*

**7. What did the father ask his sons to collect?**

- ✓ \_\_\_\_\_

**8. Why the sons couldn't break the bundle of sticks?**

- ✓ \_\_\_\_\_

**9. What did the sons stop doing after his father lesson?**

- ✓ \_\_\_\_\_

**10. What do you think about the fable's moral?**

- ✓ \_\_\_\_\_

## Appendix 2

### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA *La Universidad Católica de Loja*



#### MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

#### CHECK-LIST

- 1- Very unsatisfied
- 2- Unsatisfied
- 3- Neutral
- 4- Satisfied
- 5- Very satisfied

Items	1	2	3	4	5
<b>Pre-reading</b>					
1. The students feel interested in reading the fable?					
2. The students predict the fable just analyzing the picture					
3. The students feel motivated in reading the fable.					
4. The students have an adequate sight word vocabulary.					
<b>While-reading</b>					
5. The students use background vocabulary to interpret the text.					
6. The students define new words using context clues.					
7. The students have enough vocabulary to understand the text.					
8. The students comprehend simple sentence structure.					
9. The students comprehend complex sentence structure.					
10. The students use pictures to confirm their understanding.					
<b>Post-reading</b>					
11. The students identify author's message					
12. The students identify the main idea.					
13. The students recognize the sequence of the fable.					
14. The students recognize cause & effect.					
15. The students summarize the fable					
16. The students compare and contrast fables, characters, etc.					
17. The students locate details and facts to answer questions.					
18. The students discuss the reading by questioning and answering					

## Appendix 3

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
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## MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

## WORKSHEET 1

## Aesop's Fables: The Wolf and the Lamb



Once upon a time a Wolf was lapping at a spring on a hillside, when, looking up, what should he see but a Lamb just beginning to drink a little lower down. "There's my supper," thought he, "if only I can find some excuse to seize it."

Then he called out to the Lamb, "How dare you muddle the water from which I am drinking?"

"Nay, master, nay," said Lambikin; "if the water be muddy up there, I cannot be the cause of it, for it

runs down from you to me."

"Well, then," said the Wolf, "why did you call me bad names this time last year?"

"That cannot be," said the Lamb; "I am only six months old."

"I don't care," snarled the Wolf; "if it was not you it was your father;" and with that he rushed upon the poor little Lamb and ate her all up. But before she died she gasped out: "Any excuse will serve a tyrant."

## 1. Write the names for the following pictures.










## 2. Complete the sentences.

- The \_\_\_\_\_ was confused when he saw the wolf appeared being dressed.
- But at \_\_\_\_\_ the shepherd went to \_\_\_\_\_ his meat provision for the next day.
- The wolf wanted to get food \_\_\_\_\_

d) \_\_\_\_\_ thoughts have \_\_\_\_\_

**Answer the questions. Choose the correct option.**

3. How old was the lamb?

- a) About one year old.
- b) Less than one year old.
- c) More than one year old.
- d) Older than the wolf.

4. Where do farm animals often eat grass?

- a) In the forest.
- b) In the pasture.
- c) In the stream.
- d) In the well.

5. The wolf in the story wasn't:

- a) Angry.
- b) Cruel.
- c) Hungry.
- d) Thirsty.

**Answer the questions. Write full sentences.**

6. Which of the animals was bad character? Support our answer.

---

---

7. Why was the wolf accusing the lamb of various things?

---

---

8. What message did you get from reading the fable?

---

---

## Appendix 4

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
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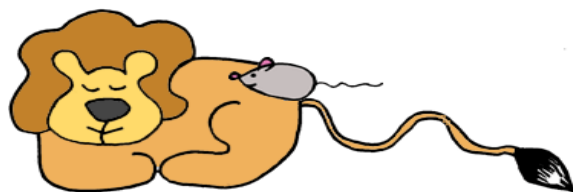
## MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

## WORKSHEET 2

## Aesop's Fables: The Lion and the Mouse

## 1. Insert the sentences below into the fable.

- I did not **mean to** wake you.
- 'Be **patient**, Your Majesty,' said the mouse. 'I'll **free** you in a minute!'
- '**It was my turn to** help you,' answered the mouse.
- You save my life?
- Anyone who **disturbs** my sleep will die.
- Every animal heard it, **including** the tiny mouse.



Once, as a lion was sleeping, a **naughty** little mouse ran up his tail, and onto his back and up his **mane** and danced and jumped on his head so that the lion woke up. The lion **grabbed** the mouse and **roared angrily**.

'**How dare you** wake me up! Don't you know that I am King of the Animals?'

(1) ..... I will kill you and eat you!'

The **terrified** mouse, shaking, asked the lion to **let him go**. 'Please don't eat me **Your Majesty!**

(2) ..... I was only playing. Please let me go - and I **promise** I will always be your friend. Who knows, maybe one day I could save your life?'

The lion looked at the **tiny** mouse and laughed.

(3) ..... What a **ridiculous** idea!' he said laughing.

'But you have **made me laugh**, so I will let you go.' And he let the mouse free.

'Oh thank you, Your Majesty,' cried the mouse, and ran away as fast as he could.

A few days later the lion **was caught** in a hunter's **trap**. He tried as hard he could, but he couldn't **break free** and became even more **stuck** in the **net**. He let out a roar that woke the forest.

(4) .....

'My friend the lion is **in trouble**,' thought the mouse. He ran as fast as he could, and soon found the lion in the hunter's net.

(5) ..... And the mouse began biting through the net with his sharp little teeth. Very soon the lion was free.

'I did not believe that you could help me, little mouse, but today you saved my life,' said the lion. You are my friend, and I am yours.

(6) .....

Even the weak and small may one day help out those much stronger than themselves.

## 2. Answer the questions and explain your answers using 'because' or 'when'.

Example: Who was naughty?

The mouse was naughty because he disturbed the lion in his sleep.

a) Who was angry?

---

b) Who was terrified?

---

---

c) Who was laughing?

---

---

d) Who wanted to break free?

---

---

e) Who was helpful?

---

---

## Appendix 5

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## MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

## WORKSHEET 3

## Fable: The Old Dog and the Young Lion



An old dog was in the forest, chasing rabbits. Suddenly, he saw a young lion and the lion saw him! The old dog thought "Oh no! I'm in deep trouble now!"

Just then, he saw some bones on the ground and he had an idea! He chewed the bones.

Just as the hungry lion was about to pounce on him, the old dog licked his lips and shouted loudly:

"That lion was delicious! I wonder if there are any more?"

When he heard this, the young lion was terrified and he turned

around and ran away.

"Phew!" he said, "That was close! That old dog nearly had me!"

Meanwhile, a squirrel who was at the top of a tall tree, saw this. He decided to follow the lion and he told him everything, in return for a promise of protection from the lion.

The young lion was furious because the old dog had tricked him. "Here squirrel, hop on my back and see what's going to happen to that old dog!" he said.

When the old dog saw the lion coming back with the squirrel on his back, he thought fast and he made a plan! He pretended not to see them, turned his back and said out loud:

"Now, where's my squirrel? I sent him off to bring me another lion!"

**What might happen next?**

**WORD STUDY: Match up the synonyms**

Pounce	angry
Spotted	big
Tasty	return
Terrified	in the meantime
Run away	jump
Meanwhile	saw
Tall	delicious
Furious	escape
Come back	frightened

**Answer: Yes, he did OR No, he didn't.**

- 1) Did the dog see a lion?
- 2) Did the lion see the dog?
- 3) Did the dog run away?
- 4) Did the lion pounce?
- 5) Did the dog lick his lips?
- 6) Did the lion eat the dog?
- 7) Did the lion run away?
- 8) Did the squirrel see what happened?
- 9) Did the squirrel mind his own business?
- 10) Did the squirrel hop on the lion's back?

**Read the sentences. Find the mistakes and write the sentences out correctly.**

1) A young dog was in the school yard, chasing squirrels.

.....  
.....

2) The old dog found some toys and buried them in the ground.

.....  
.....

3) Just as the tiger was about to pounce on him, the old dog ran into the forest.

.....  
.....

4) When the young lion heard what the old dog said, he roared and attacked him.

.....  
.....

5) A rabbit heard this and sat beside the old dog.

.....  
.....

6) The lion was pleased that the dog had tricked him and he laughed out loud.

.....  
.....

7) The lion told the squirrel to go back to his tree.

.....  
.....

8) When the old dog saw the lion returning with the cat on his back, he hid behind a tree.

.....  
.....

## Appendix 6

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
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**MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS**

**WORKSHEET 4**

**Fable: The ants and the grasshopper**



One summer day, a grasshopper met some ants. They were carrying food to their home under the ground. "Good day" said the grasshopper. "Isn't it a fine day?" The ants didn't stop to talk. The grasshopper watched them. Then he said: "It's a lovely day. The sun is shining. The birds are singing. Why do you work so hard? Now it is time to sit in the sun." "No, it isn't" said the ants." Now is the time to work. We aren't lazy. When winter comes, we won't find any food. We must collect our food now and store it for the winter."

The grasshopper laughed at the ants and lay in the sun listening to the birds.

Weeks and months went by. The days became cold. The wind blew and it rained. Soon snow covered the fields. It was winter. Under the ground, the ants were warm and happy. They had all the food they needed. The grasshopper jumped from place to place. He was looking for a warm, dry home. He was thin, cold and hungry. He went to the ants and asked for some food. "Oh no!" said the ant. "You sang all summer, so in the winter you'll starve.

*MORAL: "Save up for rainy days"*

**1. Match the words to the character**

**Verbs:** carry, collect, laugh, lie, store, watch, work, sing

**Adjectives:** busy, hungry, happy, warm, lazy, cold

	Grasshopper	Ants
Verbs		
Adjectives		

**2. Find the opposites in the story:**

1. night	
2. wrong	
3. fat	
4. sad	

5. bad	
6. wet	
7. cry	
8. winter	

**3. Check ✓ TRUE / FALSE**

	TRUE	FALSE
1. The ants asked, "Isn't it a fine day?"		
2. "No, it isn't" said the grasshopper.		
3. The grasshopper is lazy.		
4. The ants are lazy.		
5. The ants collected food for the winter.		
6. The grasshopper laughed at the ants.		
7. The grasshopper had all the food he needed.		
8. The grasshopper was looking for a dry home.		
9. The ants had all the food he needed.		
10. The ants helped the grasshopper.		

**4. Answer the questions base on the fable.**

a) How did the grasshopper prepare himself for winter?

---

b) How did the ants prepare for the winter?

---

c) To which character do you relate? Why?

---

d) How can you relate the moral of the story to your life?

---

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**MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS**

**WORKSHEET 5**

**Fable: Why Anansi has got eight long, thin legs**

Once upon a time, there lived a spider called Anansi. Though Anansi's wife was a very good cook, the greedy spider loved nothing more than to taste other people's food.

One day, Anansi stopped by to visit his friend, the rabbit.

'Hmm!' exclaimed the greedy spider as he entered the kitchen. 'Those are really lovely greens you are cooking, Rabbit.'

'Why don't you stay for dinner?' replied the friendly rabbit. 'The greens are not yet cooked, but they will be soon.'

Anansi knew that if he stayed while the meal was still cooking, then rabbit would surely give him chores to do, and the greedy spider did not visit his friend in order to do chores.

So Anansi said to the rabbit,

'Please forgive me, dear friend, but I have some things I must do right away. Why don't I spin a length of web and tie one end around my leg and the other end around your cooking pot? That way you can tug on the web when the greens are cooked and I will come running back for dinner.'

Rabbit agreed that this was a very good idea, and so he tied Anansi's web to his pot and waved his friend goodbye.

**1. Describe Anansi**



_____
_____
_____
_____

**2. Put the events in order:**

- \_\_\_\_\_ Rabbit invites Anansi to lunch.
- \_\_\_\_\_ Anansi finds six more friends.
- \_\_\_\_\_ Turtle invites Anansi to his house under the water. Anansi has a clever idea.
- \_\_\_\_\_ Anansi goes for a walk.
- \_\_\_\_\_ Anansi looks for more food.

**3. Answer the questions:**

- a) What does Rabbit cook? \_\_\_\_\_
- b) Does Anansi help Rabbit? \_\_\_\_\_
- c) How many friends does Anansi have? \_\_\_\_\_
- d) Why does Anansi have eight long, thin legs? \_\_\_\_\_

**4. Complete the text:**

Anansi is a greedy spider. He \_\_\_\_\_ (have) many friends, but he is not a good one. He \_\_\_\_\_ (not/help) his friends. Rabbit and Turtle \_\_\_\_\_ (invite) Anansi to their houses,

but he is very lazy.

**5. How do YOU help at home?**

---

---

---

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**MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS**

**WORKSHEET 6**

**Fable: The goose and the golden eggs**



One day a countryman going to the nest of his Goose found there an egg all yellow and glittering. When he took it up it was as heavy as lead and he was going to throw it away, because he thought a trick had been played upon him. But he took it home on second thoughts, and soon found to his delight that it was an egg of pure gold. Every morning the same thing occurred, and he soon became rich by selling his eggs. As he grew rich, he grew greedy; and thinking to get at once all the gold the Goose could give, he killed it and opened it only to find nothing.

**1. Read and choose “yes” if the sentence is correct or “not” if the sentence is incorrect.**

- |                                                       |          |
|-------------------------------------------------------|----------|
| a) Yannis and Dafni are brothers.                     | YES / NO |
| b) The goose lays an ordinary egg.                    | YES / NO |
| c) Yiannis goes to a shopping centre to sell the egg. | YES / NO |
| d) Yiannis sells the egg for a lot of money.          | YES /    |
| NO                                                    |          |
| e) Yiannis and Dafni look after the goose.            | YES / NO |

**2. Match the words with their meaning**

**2 GREEDY**

Count

Think

Become

Kill

Knife

Inside

**CUCHILLO**

matar

dentro

contar

pensar

convertirse

ambicioso

**3. Fill in the blanks with the words from the words in parenthesis.**

*(big - fool - garden – kills)*

The next day Yiannis \_\_\_\_\_ the goose.

The knife is very \_\_\_\_\_.

Yianni kills the goose in the \_\_\_\_\_.

Yiannis is a \_\_\_\_\_.

**4. Read and select the correct answer.**

One day, a man and his wife / a girl and a boy / a brother and sister see a lamb / a goose / a horse walking down / right / up the path. The next day, the goose puts / makes / lays a Golden egg. They are very happy because they give / sell / buy the eggs and receive a lot of money. But Yiannis is very sad / greedy / nervous and he thinks the goose has got a lot of Golden eggs outside / under / inside it and decides to kill it with a knife. At the end, they see there are / there is / there aren't any eggs.

**5. Look at the picture and write sentences describing: Where the goose is? Where Yianni and his wife are talking? Where the tall tree is? Where the knife is?**



_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
*La Universidad Católica de Loja*



MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS

POST-TEST

1. Read the following fable. Answer the questions.

A Farmer and His Sons



Once a farmer had three grown-up sons. They always **quarreled** among themselves. Their father **advised** them to live in peace but it had no effect on them. He was worried about their future. One day the farmer fell seriously ill. He sent for his sons. He asked them to collect a handful of sticks which they did at once. He tied the sticks into a bundle.

Now, he asked them to break the **bundle** one by one. They tried hard to break it but none could. At last, the farmer untied the bundle and asked each of them to break each stick. They did so quite easily. Their father said, "My dear sons, you could not **break** the sticks as long as they remained tied together but you broke each single stick quite easily. They were strong in bundle but became weak when separated from one another. Never forget that united we stand and divided we fall." This had a deep effect on the farmer's sons. They gave up quarrelling and began to live in peace.

Moral: United we stand and divided we **fall**.

2. Match the words in bold with their definition.

Use context clues.

- |             |                                                         |
|-------------|---------------------------------------------------------|
| ✓ Quarreled | ✓ A quantity of material tied or wrapped up together.   |
| ✓ Advised   | ✓ To separate into parts with suddenness or violence.   |
| ✓ Bundle    | ✓ To move downward rapidly and freely without control.  |
| ✓ Break     | ✓ To have a heated argument or disagreement.            |
| ✓ Fall      | ✓ To offer suggestions about the best course of action. |

3. Complete the sentences with the correct word from the box.

- ✓ I am a \_\_\_\_\_. I take care of my big farm.
- ✓ I need a \_\_\_\_\_ to prepare a bundle for the wood fire.
- ✓ My mom has children and all of them are boys. They are her \_\_\_\_\_.
- ✓ We should stay together to avoid \_\_\_\_\_.
- ✓ United we \_\_\_\_\_ and divided we fall.

stand / sons / farmer / falling / stick
--------------------------------------------

Read the questions. Choose the correct answer

4. How many sons has the farmer?

- ✓ More than three sons.
- ✓ Less than three sons.
- ✓ Just three sons.

**5. Does the farmer has any daughter?**

- ✓ Yes, he has three daughter.
- ✓ No, he doesn't have any daughter.
- ✓ That is not mentioned in the fable.

**6. What was the accident that the father suffered?**

- ✓ He broke his arm.
- ✓ He got sick.
- ✓ He had stomachache.

*Read the questions. Write the correct answer. Use full sentences.*

**7. What did the father ask his sons to collect?**

✓

---

**8. Why the sons couldn't break the bundle of sticks?**

✓

---

**9. What did the sons stop doing after his father lesson?**

✓

---

**10. What do you think about the fable's moral?**

✓

---

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
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**MODALIDAD PRESENCIAL: TITULACIÓN DE INGLÉS**

**SURVEY**

	Disagree	Strongly disagree	Neutral	Agree	Strongly agree
I have used fables to improve my reading skills					
I have used fables to improve my vocabulary					
I feel interested in reading fables					
I am able to predict the fable just analyzing the pictures and the tittle.					
I think that I have an adequate sight word vocabulary to					

understand fables.					
I can use background vocabulary to interpret the text.					
I can define new words using context clues.					
I can comprehend simple sentence structure					
I can comprehend complex sentence structure.					
I used pictures to confirm your understanding.					
I can identify author's message.					
I can identify the main idea.					
I can recognize the					

sequence of the fables.					
I can recognize cause & effect ideas.					
I am able to summarize the fable.					
I can compare and contrast fables, characters, etc.					
I can locate details and facts to answer questions.					
I would like to continue using fables to improve my reading skills.					
I would like to continue using fables to improve my vocabulary.					

*Thanks for your time*

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