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LEARNING ENGLISH AS A SECOND LANGUAGE THROUGH CHILDREN'S  
LITERATURE WITH FIFTH GRADE STUDENTS OF THE UNIDAD EDUCATIVA  
DEL MILENIO "GUANO" IN THE PERIOD 2022 - 2023

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De mi consideración:

Yo **Magdalena Inés Ullauri Moreno**, certifico que **Rina Natali Vizuite Fernández** con cédula de identidad No. **0603999152** estudiante del programa de maestría en Enseñanza de Inglés como Lengua Extranjera, cohorte Primera (2023-25), presentó su trabajo de titulación bajo la modalidad de Proyecto de titulación con componente de investigación aplicada/desarrollo denominado: **"Learning English as a Second Language through Children's Literature with Fifth Grade Students of the Unidad Educativa del Milenio Guano in the period 2022-2023"**, el mismo que fue sometido al sistema de verificación de similitud de contenido TURNITIN identificando el porcentaje de similitud del (8%) en el texto.

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Adj.-

- Resultado del análisis de similitud

## **DEDICATION**

This work is dedicated with all my love and affection to my children: Emmanuel and Amelie, and to my husband Alexis for his unconditional love and support.

To my parents Edelberto and Olguita, my aunt Gladys, and my brother Mauricio, since they are the ones who have constantly supported and motivated me to move forward and achieve my desired goal, they have been my strength in the adversities that I have had to solve and achieve my professional improvement.

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## **ABSTRACT**

The main objective of this descriptive research study was to conduct a survey on students of 5th grade “A - B” at the Unidad Educativa del Milenio "Guano" during the academic year 2022 – 2023. To find out their preferences regarding children's literature before and after a two-week implementation. The methodology employed in this study is non-experimental, and assumes a descriptive and correlational level, applying a quantitative approach. All the data collected was set in Excel sheets and statistical tools were used in order to show the graphs of the results and their interpretation. In which it was concluded that the application of children's literature is not an issue addressed by all teachers in the area of English who believe that the readings during the class hours takes too much time. Therefore, many teachers do not apply Reading Lectures in their classes. Thus, based on the students' responses and results, it was concluded that the lectures are very effective in the acquisition of a foreign language. To conclude, it is highly recommended to apply children´s literature with more students in order to improve their acquisition of EFL.

**Keywords:** EFL, STUDENTS PERFORMANCE, CHILDREN´S LITERATURE, TEACHING STRATEGIES

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1 Introduction**

Nowadays English has become the most important language to master all around the world. It is the most influence language that is spoken for most jobs or education systems in the actuality. Thus, Ecuador is presenting issues as any other Latin American country. The present English curriculum in Ecuador places a strong emphasis on helping students become proficient dominants of the language. It suggests that in order to communicate effectively, speaking, listening, writing, and reading skills must be combined in order to reach the goal of the government.

On the other hand, many students do not feel comfortable while they study this subject, during EFL classes, students have been afraid to speak or even participate due to their limited vocabulary. Thus, many professors start to feel frustrated due to the low performance of their students.

Therefore, the assessment process and the evaluation system is not optimal. Not only has it lacked consistency in recent years, but it also focuses solely on a score that determines a student's progression to the next academic year of basic education. The evaluation neglects cognitive levels and fails to gauge the depth of a student's learning. Qualitative assessment of performance could provide a more comprehensive understanding. Nevertheless, for many students, attaining the minimum passing grade of seven is deemed sufficient, irrespective of whether they have genuinely learned or achieved the objectives set at the beginning of the school year.

The main objective of this research was to apply different strategies to develop reading skills for the students, consequently, various methodologies are introduced throughout the readings to enhance all the different skills.

## **1.2 Problem contextualization**

The teaching-learning process in the subject of English has become a challenge nationwide for teachers and students since it is necessary to master a foreign language to have a plus in the learning process.

According to the experience of the researcher, as a teacher of the Unidad Educativa del Milenio "Guano" during the academic year 2022 - 2023 through observation practices with the students of Unidad Educativa del Milenio Guano, it was found that there are several factors limiting the optimal performance of students in the learning of the English language.

The geographical location of the institution presents several disadvantages such as: transportation and mobilization issues. This constitutes a significant challenge, because as not all students and teachers have easy access to its facilities, public transportation operates only twice a day. In other instances, both have to walk long distances to reach the institution. Additionally, the inconvenience of waiting for vehicles at predetermined schedules.

Otherwise, the economic resources of the families residing in this locale are exceedingly limited, the majority of parents are engaged in informal trade, agriculture and traditional crafts of the area, so their economic resources are scarce resulting in a lack of technological resources or obsolete, no access to the internet and in extreme cases do not have the necessary requested by the teacher such as the required list of supplies.

Regarding the didactic resources prescribed by Ministerio de Educación del Ecuador for foreign language learning, exemplified by English modules accompanied by respective audios materials, an analysis of the content reveals that, despite curricular flexibility, the material is so extensive. Moreover, the activities do not foster the development of productive and receptive language skills or the assimilation of the foreign language. It is worth noting that the breadth of content is so extensive that it is practically impossible to cover all modules within each academic year of basic and secondary education. Nevertheless,

educators are obligated to conclude all topics to comply with the Ministerio de Educación directive. This necessitates the completion of reports, planning and evaluation instruments that are not centered on the four language skills but rather adhere to the structured foundations established by the authorities. The misalignment of these structures with the students' reality poses a significant challenge.

Concerning the methodology employed in the classroom, it has been determined that it is inappropriate, as some instructors continue to apply a traditional and basic approach. In this method, students memorize grammatical rules and engage in repetitive exercises, which hinder real language practice, sidelining essential skills in listening and speaking. This situation engenders disinterest and boredom among students, as they strive for productivity and the demonstration of acquired knowledge. Regardless of the motivation instilled by educators, students need to showcase their knowledge by applying it in real-life situations, actively engaging with the language.

### **1.3 Problem Formulation**

Is Children's Literature implemented in the learning of the English language as a foreign language for fifth-year "A - B" students at the Unidad Educativa del Milenio "Guano," in the Guano County of the Chimborazo Province during the 2022-2023 period?

### **1.4 Research Questions**

1. What literary genres for children enhance the teaching of English as a foreign language for fifth-grade students at the Unidad Educativa del Milenio "Guano"?

2. How to select appropriate literary genres from children's literature for implementation in the English language learning curriculum for fifth-grade General Basic Education (EGB) at the Unidad Educativa del Milenio "Guano"?

3. Is the creation of a methodological guide to learning English as a second language, titled "Ss & Ts Grow Together," with the support of children's literature, beneficial for fifth-year students at the Unidad Educativa del Milenio "Guano"?

### **1.5 Justification**

It is highly significant to comprehend and examine the significance of children's literature, in genres within the realm of education. It offers educators chances to enhance students' English language skills making it an essential and pertinent approach. This method not enhances students' lives. Also encourages the exploration of novel concepts, stimulates cognitive engagement and fosters cultural diversity. The utilization of children's literature is essential in adapting teaching methodologies for the instruction of English as a second language. It contributes to the development of the "learning to learn" skill, which in turn fosters higher levels of academic performance and emotional well-being among students.

The acquisition of the English language, particularly communicative competence, defined as the ability to communicate effectively and understand others, is imperative. Structuring this process to establish social relationships with peers involves listening, reading, speaking, and writing proficiently. Teachers can integrate informed instructional decisions by understanding diverse learning styles and individual disparities, implementing engaging and motivating activities for students. Thus, this endeavor aims to enhance the utility of English language knowledge through the integration of children's literature.

The development of a comprehensive instructional guide, titled "Grow Together Ss & Ts," has been undertaken with the aim of facilitating interactive learning experiences in the acquisition of English as a second language through the utilization of children's literature, specifically within the lyrical genre (e.g., stories, poems, tongue twisters). In contemporary society, the acquisition of English has evolved into a universal imperative for

effective communication. Consequently, arousing students' interest in early language learning assumes paramount importance, and foreign language educators must adopt methodologies that not only enhance the learning processes but also immerse students in the intricacies of the English language.

Teaching a foreign language in the classroom is a challenging endeavor and can be one of the easiest or most difficult objectives to achieve, depending on various factors. Fluency in the language and avoiding stagnation in the basics play pivotal roles. English, with its myriad grammatical rules and the ability to convey much with few words, presents challenges for learners, considering the nuances, accents, and variations based on regional usage.

This research is pertinent because it aims to address the difficulty of language learning or, at the very least, contribute to fostering quality teaching. Children's literature is considered a fundamental means to adapt teaching methodologies to the characteristics of students, thus increasing their levels of academic achievement in English language learning.

Furthermore, bilingualism or proficiency in English is highly valued by employers, and learning English not only develops language skills but also serves as a means of understanding and producing oral and written knowledge in other subjects, particularly in general basic education. Consequently, English language learning contributes to promote the interdisciplinary and transdisciplinary nature of the curriculum at various educational levels.

The choice of this topic holds special motivation and originality due to the students' awareness of the popular perception of literature, including folk sayings, proverbs, stories, tongue twisters, and more. In this context, literature offers students various benefits, including an introduction to creative writing, improvement in body and linguistic expressiveness, and the utilization of lyrical genres from children's literature as a methodological resource for English language instruction.

Addressing the problem at hand is of urgent necessity, as it requires students to assimilate English Language knowledge and retain it over time, further autonomously improving upon what they have learned in the classrooms.

## **1.6 Objectives**

### ***1.6.1 General objective***

To incorporate children's literature content into the learning process of English as a foreign language for fifth-grade students at the Unidad Educativa del Milenio "Guano."

### ***1.6.2 Specific objectives***

- Identify children's literary genres that facilitate the teaching of the English language as a foreign language for fifth-grade students at the Unidad Educativa del Milenio "Guano."
- Select appropriate literary genres from children's literature to be implemented in the learning of English as a foreign language in the fifth-grade curriculum of General Basic Education (EGB) at the Unidad Educativa del Milenio "Guano."
- Develop a methodological guide for learning English as a second language, titled "Ss & Ts Grow Together," with the support of children's literature, for fifth-year students at the Unidad Educativa del Milenio "Guano."

## **CHAPTER II**

### **2. REFERENTIAL FRAMEWORK**

#### **2.1 RESEARCH BACKGROUND**

In accordance with Marina Vílchez Ojeda's thesis titled "Children's Literature in English in Early Childhood Education," presented at the Universidad de Almería in 2019, the study aims to underscore the significance of employing children's literature as a pedagogical tool in teaching the English language. It addresses both theoretical and practical dimensions within the context of Early Childhood Education. The early acquisition of English language competencies is deemed imperative in a globalized world, where the ability to access diverse cultural, scientific, and technological domains is crucial. Consequently, there is a justified need to prepare educators in the implementation of methodologies, techniques, and didactic resources that ensure high-quality education capable of meeting the demands and interests of students.

English children's literature emerges as a valuable didactic tool in this teaching and learning process, particularly concerning genres such as stories and rhymes, due to its capacity to motivate students through narrative engagement. This resource provides a meaningful context for students to acquire fundamental concepts serving as the foundation for subsequent formal language learning. Moreover, the proper use of these didactic resources facilitates the development of the four essential communicative skills in the preschool stage: listening, speaking, reading, and writing. The importance of integrating audiovisual and technological resources into the educational process is emphasized, aiming to empower children to navigate their environment autonomously and competently. In summary, this approach seeks to transform the English as a foreign language teaching and

learning process into an innovative and stimulating experience, leveraging the richness of English children's literature.

In the research conducted by Ester Hernández Torres, titled "Children's Literature as a Resource for Teaching English," published in 2015 for the Universidad de Salamanca, it is summarized that in Spain, a necessary shift has occurred in how foreign languages are taught. This has led to the implementation of new methodologies in classrooms that are more appealing and suitable for students based on their age and level. One interesting approach that has been adopted is the use of storytelling with children's literature for foreign language learning, especially English. Children's literature is no longer seen merely as a source of entertainment but is considered a powerful learning medium that engages students in their learning process.

The main objective of her work is to assess the importance given to language learning in Spanish education laws and analyze how the use of children's literature can benefit Early Childhood Education students in learning English. Additionally, several crucial aspects for effective children's literature use are addressed, including the functions of the narrator, appropriate text selection, and some resources that can aid in achieving learning objectives.

Referring to the findings of Ruth Gómez Love in her research titled "Children's Literature in English Teaching," published in September 2017 for the Universidad de La Laguna, Mexico. The research focuses on the role of literature as a didactic tool in secondary school classrooms, specifically in the subject of First Foreign Language (English). It commences with a brief overview of its usage across various methodologies implemented in different stages. The study articulates and substantiates the various reasons why literature constitutes an enriching didactic material. Furthermore, it introduces creative writing as a method to hone diverse skills, proving effective and versatile with diverse benefits for both students and teacher. The practical implementation of the project and associated tasks has

been invaluable in comprehending the significance of teaching a second language in a motivating and interesting manner for students. Likewise, this approach demonstrates the numerous possibilities that English language teaching, based on various literary texts and combined with the use of ICT, offers as a fundamental enhancer of student interest. In conclusion, upon analyzing different research studies, both local, national, and international, refer to the teaching of English as a foreign language, it can be deduced that these are innovative and interesting proposals designed for various levels of General Basic Education (EGB). It can be asserted that there is a shared objective to instill an interest in language learning from an early age through engaging and positive learning experiences. For example, the flipped classroom model, while utilizing technological devices to deliver knowledge to students before the class, emphasizes the importance of face-to-face interaction where the teacher engages, provides feedback, and discusses students' inquiries related to the pre-class material before proceeding to practical application. The Didactic Guide "Play and Learn" illustrates nearly complete participation, an improvement in the understanding of objectives and game instructions, as well as enhanced performance in classroom assessments. The use of various techniques to teach vocabulary underscores the importance of the appropriate application of "realia and flashcards" as a strategy to enhance English vocabulary teaching. Additionally, the multiple possibilities offered by English language teaching, based on various literary texts and combined with the use of ICT, are highlighted as a fundamental catalyst for student interest. In some cases, the design considers the needs of a linguistically and culturally diverse population, facilitating educational inclusion for students learning English.

## **2.2 Theoretical foundation basis**

In this research, two variables are presented: The learning of English as a foreign language and Children's Literature.

### **2.2.1 Learning**

#### **What is learning?**

Learning is the process of acquiring new knowledge, skills, or attitudes through life experiences that modify our way of being or behaving. Learning is an opportunity for growth, to assimilate and even transform reality, to achieve a more complete and profound self. In fact, any situation or problem can be authentically learned only if the skill or ability acquired during the learning process provides an adequate response to the subject or situation under study. Learning is not about having experiences; it is about living those experiences in a way that can be assimilated and incorporated into personal life. Therefore, learning is evolving. In some cases, it is necessary to unlearn what has been learned wrongly. This requires honest reflection on everything that is supposed to be learned, understanding that all learning is progressive and always incomplete. Learning involves a change in behavior, allowing the generation of a product, creating the ability to know, do, say, and write. As Vargas states in his publication "Learning Theories," "Learning is a lasting change in behavior or the ability to behave in a certain way, which results from practice or other forms of experience" (Vargas, 2018).

#### **Importance of Learning**

Learning is vital for the overall development of any individual, enabling the acquisition of knowledge and skills to reach maximum potential. Moreover, learning significantly influences what individuals become in the future. Learning begins from birth. Over time,

one learns about character strengths, good habits, and ways to interact with those around us.

Appropriate skills are developed to save time and effort, leading to better and new opportunities in the learning process. Learning is essential because it provides the opportunity to engage in experiences that bring new opportunities. Additionally, it is a fundamental skill that helps strengthen inner well-being, shaping behavior and perspective. School-based learning involves a social process of knowledge construction by teachers and students, with the latter acting as apprentices in various subjects proposed by the curriculum for different education levels: early, basic, middle, and upper. From an educational perspective, Antoni Ballester expresses that "Learning is the construction of knowledge where pieces fit together in a coherent whole." Therefore, for authentic long-term learning to occur and to avoid forgetting, it is necessary to connect the teacher's didactic strategy with students' prior ideas and present information coherently, building concepts solidly and interconnecting them as a knowledge network (Vallori et al., 2002). In any field of knowledge, a good teaching process driven by the teacher must be intertwined with at least four aspects: "a firm and creative attitude towards the content being taught and towards the learner, adequate knowledge of the discipline to which the teaching corresponds, knowledge of the students' prior feelings and knowledge of the subject, and knowledge of didactic strategies, didactics, or developmentally appropriate practices," among others, facilitating the learning of various logical scenarios and important contents of the discipline (Flórez Romero et al., 2006).

### **Learning Processes of the English Language**

From a methodological perspective, the process of teaching English is a complex activity consisting of two different aspects: the acquisition of linguistic knowledge and the formation of language habits and skills. Learning English enriches life, fosters new ideas, exercises the

mind, benefits from global cultural diversity, provides scholarships for postgraduate studies, enables employment in a transnational company, and the ability to express oneself comprehensibly. "The importance of learning a second language is not merely limited to the ability to communicate with people who speak different languages but to students' ability to have divergent thoughts, greater creativity, and higher cognitive development compared to monolingual children" (Quidel Cumilaf et al., 2014). Communicative skills in English are fundamentally the same as in Spanish and any other language: listening, speaking, writing, and reading.

### ***2.2.2 Active Methodologies for English Teaching and Learning***

The learning of any language begins with speaking. Children can practice words they know, form sentences, and tell short stories to string thoughts together and express them. Within the cooperative learning processes, which identify it within the pedagogical framework, it is considered "a type of instruction where students work together in small groups to achieve a common goal" (Fontes Guerrero et al., 2019).

#### **a. Gamification**

In the classroom, gamification can be employed to make learning more appealing and engaging for students. Various forms of gamifying learning exist, ranging from traditional games like chess or checkers used to teach academic concepts to software or learning apps incorporating game elements. For instance, students can participate in games allowing them to explore different planets or learn about various historical periods.

Gamification serves as an excellent motivator for students to learn. Games make learning more enjoyable and captivating, aiding students in staying committed to the

material. Moreover, gamification contributes to the development of critical thinking and problem-solving skills (Bourke, 2021).

For those interested in implementing gamification in the classroom, abundant resources are available. Books, articles, and websites offer advice and examples on how to gamify learning. Additionally, a variety of games and learning apps are suitable for classroom use. Here are some tips for gamifying learning in the classroom:

- a. Select games and apps that align with students' interests.
- b. Ensure games and apps are challenging yet attainable for your students.
- c. Provide feedback on their progress.
- d. Celebrate your students' successes.

Gamification proves to be an outstanding method for making learning more enticing and immersive for students. It offers a tangible opportunity for teachers to interact with students, take on a leadership role, and integrate sociability and new technologies into the learning process (Samaniego Erazo et al., 2015). Students, in their constant learning and exploration, engage with class content through games. Moreover, several tools can aid in applying games in education.

## **b. Role Play**

"Role play" is an active and effective methodology for teaching and learning English where students assume roles and enact real-world situations (Wilkinson & Potts, 2022). By adopting this approach, students engage in simulated scenarios reflecting authentic contexts such as restaurant conversations, job interviews, or medical consultations. This immersion in practical language use presents numerous pedagogical advantages.

Primarily, role plays foster authentic English interaction, allowing students to apply language skills in concrete situations. This practice significantly contributes to the

development of English listening, speaking, reading, and writing skills. Through role interpretation, students are challenged to comprehend and respond in English, enhancing their communicative competence and language fluency.

To conclude, role plays are a valuable strategy in English teaching, enabling students to practice the language in real-world situations, improve their communication skills, boost confidence and linguistic understanding, and personalize their learning meaningfully.

### **c. Project-Based Learning**

Project-Based Learning (PBL) is an effective methodology for teaching English through children's literature. In this approach, students immerse themselves in English stories and tales, selecting texts suitable for their level and learning objectives (Imbaquingo & Cárdenas Castillo, 2023). Subsequently, they engage in the creation and execution of projects related to these texts, providing them with an active and meaningful learning experience.

One of the main benefits of (PBL) in teaching English through children's literature is the motivation it generates in students. Connecting with stories that interest them stimulates their enthusiasm for learning and using the language authentically. Furthermore, by engaging in projects, students have the opportunity to gain in-depth understanding of the plot, characters, and underlying themes of the texts, enhancing their reading comprehension and their ability to analyze and critically reflect on literature (Alghonaim, 2020).

### **d. Flipped Classroom**

The Flipped Classroom is a revolutionary approach in education that has gained popularity in recent years. The idea behind this methodology is simple yet powerful: instead of students receiving new information during classes and then doing assignments at home,

the Flipped Classroom flips the script (Ahmed, 2016). Students immerse themselves in content on their own before class, usually through videos, readings, or online resources, and then use class time to discuss, delve deeper, and apply what they have learned.

Children's literature is an excellent way to teach English, as it often includes captivating stories and endearing characters that contribute to the learning process of this foreign language. With the Flipped Classroom, students can delve into these stories on their own and then share their thoughts, ideas, and questions in a classroom environment (Sun & Lin, 2022). Moreover, this methodology enables teachers to make the most of class time, focusing on interactive activities that truly make students apply the language and delve into the cultural and literary aspects of children's literature.

The Flipped Classroom is a valuable tool in teaching English through children's literature. It gives students the opportunity to learn independently, actively participate in class, and personalize their learning. By combining the power of children's literature with this methodology, students can effectively develop their language skills while immersing themselves in fascinating stories in English.

#### **e. Visual Thinking**

Visual thinking is a technique that uses images and visual representations to understand and communicate ideas. Applied to teaching English through children's literature, it drives learning by allowing children to relate words to images, enriching their vocabulary, and enhancing plot comprehension (Raiyn, 2016). Additionally, it fosters creativity, expression, and interaction, making English learning more effective and engaging for children. This methodology harnesses the richness of illustrated books to promote more meaningful and profound learning in a foreign language.

Visual thinking in English children's literature tends to enrich the teaching process by connecting images and words, improving children's understanding, vocabulary, and creativity, and promoting interactive and effective communication in English.

### **2.2.3 *Children's Literature***

According to Martínez (1986), "It is precisely man's creative activity that makes him a being projected into the future, a being that contributes to creation and modifies his present" (Martínez et al., 1986). Children's literature helps shape language, as the use of precise words, semantic similarities and oppositions, metaphors, metonymies, unusual syntactic constructions... intensifies expressive possibilities. Literary works introduce the child to words, rhythm, symbols, aid in motor skill maturation, stimulate ingenuity, favor the acquisition of spoken language, of a personal and expressive language, and lead to the structuring of memory.

#### **a. Children's Literature as a Resource for English Learning**

Literature in foreign language learning is crucial for providing students not only with a linguistic context but also a sociocultural one. Literature is a highly interesting and versatile resource for language learning, offering a suitable context for acquiring new structures and vocabulary, enabling students to use it, facilitating their learning. The use of literary texts can complement any methodology, providing an extra motivation that, perhaps along with songs and poems, it alone can bring (Mohammed, 2019). Furthermore, with the aid of new technologies, literature in English classrooms can be highly motivating, fostering participation in new pleasant and enriching experiences for our students, broadening their horizons, and promoting the development of tolerance and respect for different cultures.

## **b. Children's Literature and its Use in English Teaching in the Classroom**

For the ongoing research work, children's literature can be a valuable tool for English learning. Children's books are written in a simple and easily understandable language, helping children learn new words, phrases, and grammatical structures. Additionally, there is familiarity among 5th-year students at the Unidad Educativa del Milenio "Guano" with riddles, rhymes, short stories, etc., which can assist children in developing their imagination and creativity and learning about different cultures and worlds.

For example:

- Reading books aloud to children. This will help develop their listening comprehension and learn new words and phrases.
- Asking children to draw or paint about the books they have read. This will help them express themselves creatively and consolidate what they have learned.
- Creating activities based on the books they have read. For example, children can write their own stories, create games, or perform plays.
- Inviting authors or illustrators of children's books to the school. This can be a highly motivating experience for children, helping them learn more about the book creation process.

Children's literature is a valuable tool for English learning with a bit of creativity, teachers can use children's literature to help children develop their language skills, imagination, and creativity in the English subject. According to Love (2017) states that "literature connects students with the universe through the figure of the writer, who conveys their knowledge of the world through their work." From this basic acquisition, literature can be interpreted as an activity that allows students to expand their spiritual and intellectual knowledge in the reading function, emphasizing their affective and critical dimension. Literature, in turn, is linked to the foreign language learning process, facilitating the

development of certain skills, such as expression and comprehension, and encouraging students to study on their own until helping them achieve autonomy in language proficiency (Love, 2017).

### **c. The Role of Storytelling in the English Classroom**

Narrative storytelling proves to be a highly effective pedagogical tool for English language acquisition among children (Izzah & Mutiarani, 2015). Its efficacy lies in facilitating the acquisition of new vocabulary, phrases, and grammatical structures. Furthermore, storytelling serves to stimulate children's imaginative faculties, fostering creativity, and imparting insights into diverse cultures and realms (Phillips, 2000). Numerous activities centered on storytelling can be integrated into the classroom environment:

- a.** Reading stories aloud to children contributes to the development of oral comprehension and the assimilation of new vocabulary.
- b.** Encouraging children to express themselves creatively by drawing or painting scenes from the stories consolidates their acquired knowledge.
- c.** The creation of activities based on the stories, such as writing original narratives, devising games, or staging theatrical performances, enhances engagement.
- d.** Inviting authors or illustrators of stories to school can be a highly motivating experience for children, providing valuable insights into the creative processes involved.

Basically, storytelling stands as a valuable asset for English language learning. With a touch of creativity, educators can harness the power of stories to assist children in developing linguistic skills, fostering imagination, and nurturing creativity.

#### **d. Rhymes as a Pronunciation Enhancement Tool in English Language Instruction**

Rhymes emerge as a remarkably effective instrument for refining English pronunciation within the classroom setting. They play a pivotal role in assisting children in acquiring new sounds and enunciating them accurately, contributing to the development of rhythm and expression. Here are several strategies for incorporating rhymes into the English classroom:

- a. Reading rhymes aloud to children facilitates their familiarity with English sounds and aids in proper pronunciation.
- b. Encouraging children to recite rhymes assists in rhythm development and diction.
- c. The creation of activities grounded in rhymes, such as drawing or painting scenes, composing original rhymes, or staging theatrical productions, enhances engagement.
- d. Inviting authors or illustrators specializing in rhymes to the school setting can be an exceptionally motivating experience for children, providing valuable insights into the creative processes involved.

Lastly, rhymes represent a valuable tool for English language acquisition. With a modicum of creativity, educators can harness the potential of rhymes to assist children in developing linguistic skills and refining pronunciation.

#### **e. The Novel**

"The novel stands as the preeminent narrative genre in modern literature, dedicated to events, characters, or space". Characterized by a more intricate world and a principal event intertwined with various minor events, the novel is typically classified thematically into genres such as romance, adventure, chivalry, horror, and detective stories, among others. Although, emphasizes that "the novel should be introduced to novice readers, around the age of 7 when children are proficient readers (Holur et al., 2021).

## **f. Riddles**

A riddle, as a cleverly formulated puzzle presented for someone to solve, serves not only as entertainment but also as an educational tool, enriching children's knowledge of the surrounding world (Smile and Learn, 2023). When applied to English language instruction, riddles offer an enjoyable means of spending time while exercising cognitive faculties. Additionally, they can be shared with friends and family, serving as a delightful method of acquiring new knowledge, for example: ¿Que tiene una cabeza, pero no un cuerpo? (Alfiler) "What has a head but no body?" (pin).

## **g. Legends in Children's Literature for English Learning**

The utilization of legends in children's literature plays a crucial role in foreign language education, such as English. The selection of appropriate literary texts, particularly legends, enhances the learning experience by fostering language mastery, cultural development, and an understanding of narrative structure.

Legends, as a literary genre, often present a rich and descriptive lexicon that can elevate the vocabulary of English learners, incorporating terms and expressions related to cultural, historical, and fantastical elements (Pope, 2005). Therefore, the reading and discussion of legends allow children to acquire a diverse and contextually relevant lexical repertoire.

Furthermore, legends serve as a window into the culture and traditions of native English speakers. By exploring traditional stories from different regions, children can gain a deeper understanding of the history and cultural heritage of English-speaking countries, promoting intercultural awareness and appreciation of cultural diversity (Baker, 2009).

## **h. Fables as Support Material for Optimal English Learning**

Fables, short narratives typically featuring animals or characters conveying a moral lesson, boast a longstanding tradition in global literature. Employed for centuries to impart values, ethics, and life lessons, these stories prove to be a valuable and effective tool in the context of English language acquisition (Dasie Blog, 2023). The primary reasons fables can be utilized as optimal support material for English language learning include:

- **Enriched Vocabulary:** Fables often employ simple and clear language, making them accessible to English learners of all levels. Through these stories, students can acquire new vocabulary in a meaningful context, facilitating easier retention and subsequent use of words and phrases.
- **Moral and Cultural Lessons:** Fables frequently convey moral or ethical lessons.
- **Reading Comprehension:** As short stories with a clear plot, fables are ideal for improving reading comprehension. Students can practice extracting information from a text and understand the context of the story as a whole.
- **Animated Characters:** Fables often feature animals or characters that speak and have distinct personalities, making the stories interesting and memorable for children and adults learning English. Animated characters facilitate identification and empathy with the story.

The use of fables as support material in English language instruction represents an effective pedagogical strategy. Not only do they enrich vocabulary and improve reading comprehension, but they also provide valuable moral and cultural lessons, contributing to a more comprehensive and meaningful English.

### **i. Poetry in Foreign Language Learning**

Poetry proves to be a multifaceted asset in foreign language education, offering numerous benefits. Firstly, poems present language in a rich and creative manner, allowing students to acquaint themselves with new words, expressions, and grammatical structures. By employing language artistically, poetry aids students in developing heightened sensitivity to the nuances and sounds of the language they are learning (Cannon, 2014).

Moreover, poetry promotes interpretative and critical thinking skills. To comprehend a poem fully, students must attend not only to the literal meaning of words but also to language play, imagery, and symbolism. This fosters analytical and reflective skills crucial for mastering any language. Learning and creating poetry can be a highly motivating and enjoyable activity for students, and memorizing poetry imparts a sense of accomplishment. Writing their own poetry allows them to express creativity and play with the sounds and rhythm of the new language, making the learning process dynamic and engaging (Kirkgöz, 2008). In conclusion, the use of poetry stands as a highly valuable strategy in foreign language teaching, given its manifold linguistic, pedagogical, and motivational benefits.

### **j. Tongue Twisters**

Tongue twisters serve as an excellent tool for practicing and enhancing pronunciation and fluency in a foreign language. The goal or challenge of tongue twisters is to remember and articulate them without errors, significantly increasing speaking speed (Esselami & Lariah, 2022). Containing sound combinations that prove challenging to pronounce, tongue twisters compel students to articulate each word carefully. In a classroom setting, one can:

- Introduce tongue twisters in a fun manner, sharing their origin and uniqueness, motivating students to learn them.

- Begin with short and simple tongue twisters to build confidence. For example: "She sells seashells by the seashore."
- Ask students to repeat the tongue twister aloud as many times as necessary, focusing on pronunciation, with the teacher providing positive feedback.
- Organize contests to see who can recite the tongue twister the fastest or with the best diction, introducing an element of playfulness.
- Use tongue twisters as a warm-up exercise at the beginning of each class to activate mouth muscles.
- Gradually include more complex tongue twisters: "Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't very fuzzy, was he?" This way, students can practice tongue twisters regularly to improve fluency and confidence in speaking English.
- 

#### **k. ICT as a Reading Engagement Tool in the English Classroom**

Information and Communication Technologies (ICT) can prove to be highly effective tools for engaging students in reading in the English classroom. They can assist children in learning in a more enjoyable and attractive manner, motivating them to read more (Goodwyn, 2000). Here are some ideas on how to use ICT to encourage reading in the English classroom:

- a. Utilize e-books and reading applications.
- b. Watch movies and videos in English.
- c. Play educational games in English.
- d. Use translation tools to help children understand the texts they read.
- e. Create interactive activities based on the books they read.

ICT can be a valuable tool for reading engagement in the English classroom. With a touch of creativity, teachers can use ICT to help children develop a love for reading. For example:

- a. Teachers can use e-books and reading applications to provide children with a more interactive and engaging reading experience. E-books and applications can offer children a variety of features, such as audiobooks, dictionaries, and games, making learning more fun and effective.
- b. Teachers can use movies and videos in English to introduce children to English culture and language. Movies and videos can help children learn about different topics and develop their understanding of the English language.
- c. Teachers can use educational games in English to help children learn in a fun and playful way. Educational games can help children practice their vocabulary, grammar, and pronunciation.
- d. Teachers can use translation tools to help children understand the texts they read. Translation tools can help children overcome language barriers and enjoy reading texts in English.
- e. Teachers can create interactive activities based on the books children read. Interactive activities can help children learn in a more active and participatory way.

In conclusion, ICT can be a valuable tool for reading engagement in the English classroom. With a bit of creativity, teachers can use ICT to help children develop a love for reading. Ultimately, children's literature in research work "offers the ability to create meaning, and meaning in turn creates life and content." Therefore, children's literature is a part of our lives, as when we read a story, a riddle, or a couplet, we live its existence and recreate it in our minds while interpreting it with a different meaning because each individual

is a world apart. Entering Barthes' thinking, children's literature manages to create content and create life from connected meanings and concepts in a text (Manderson, 2003).

#### ***2.2.4 The use of (CLT) for Children's Literature***

Developing an English as a Foreign Language (EFL) education plan necessitates a thorough approach that takes into account a number of factors, including curriculum design, teaching strategies, evaluation methods, and learner engagement. Use interactive language education strategies that place an emphasis on engagement and communication in everyday situations (Richards & Rodgers, 2001).

## CHAPTER III

### 3. THEORETICAL FRAMEWORK

#### 3.1 Research design

To carry out this research, it was proposed a descriptive research with a mixed approach that allows us to collect information from individuals and solve practical problems such as improving English learning through the use of children's literature in fifth grade EGB students at Unidad Educativa del Milenio "Guano".

The mixed approach can be used in different phases of the research, from data collection to interpretation and analysis. It is not limited to the combination of quantitative and qualitative techniques but involves integrating the results and findings of both methodologies to obtain a more comprehensive understanding of the investigated phenomenon (Dawadi et al., 2021).

In summary, qualitative research collects information from the study population and solves problems practically, while quantitative research is determined by the population size, with information organized in tables and statistical graphs.

#### 3.2 Research Modality

In the present study, a field modality will be adopted. Therefore, this research aims to obtain precise and direct information from the researcher by observing and actively participating in the research process. According to (Bartis, 2004), "Field research is an empirical study conducted in a natural setting, without direct manipulation or control by the researcher, with the purpose of obtaining a detailed and comprehensive understanding of the phenomenon under investigation within its real context."

### 3.3 Population and sample

Because it is a relatively small population, the study obtained the participation of the entire population. The population consists of all individuals with similar characteristics. This research is made up of fifth year EGB students, 33 students in total divided into 15 boys and 18 girls. In addition, before starting this research, the teacher has evidenced a low level of language use in the study population of the Unidad Educativa del Milenio "Guano" during the 2022-2023 school year.

| Population         |                |      |        |        |        |       |
|--------------------|----------------|------|--------|--------|--------|-------|
| CLASS              | GROUP OF STUDY | MALE |        | FEMALE |        | Total |
|                    |                | fr   | %      | fr     | %      |       |
| <b>Fifth Grade</b> | Control group  | 15   | 45.45% | 18     | 54.55% | 33    |

**Note:** Data comes from the lists and the teacher's register provided by the secretary of the educational institution.

Resnik (2015) declared that Research that involves a considerable degree of collaboration and coordination between numerous individuals in various disciplines and institutions frequently mentions ethical considerations. This is the main reason why ethical considerations were taken into account. The names and personal data of the students keep in privacy and it was stated in this research as student.

### 3.4 Data collection techniques and instruments

Data collection included an English test with a questionnaire. Pre and post-test: To achieve their goals, the students took two exams, the first exam was the pre-test at the beginning of the process, followed by a post-survey at the end of the classroom

intervention. Therefore 4 different interventions were apply during a month with similar lectures in order to make the students practice the strategy of reading with different activities. The researcher observed the participants using the observation technique to understand the reality through each student's perception if there was an improvement by doing this process.

The evaluation tool used for this research was a questionnaire developed by the researcher for students to assess their knowledge of the language. This tool was also suitable for the English proficiency level that students should have according to the Ministry of Education of Ecuador, level beginners

The questionnaire consisted of 20 questions on the research topic, which the students answered satisfactorily. Upon the completion and application of surveys, the following steps were undertaken:

- **Tabulation of Results:** This involved reviewing collected information, organizing data, and correcting individual questionnaire errors.
- **Preparation of Tables and Graphs:** Information was organized into tables containing indices, frequency, and the percentage achieved in each aspect queried to respondents.
- **Interpretation of Results:** Statistical results were analyzed to identify trends or fundamental relationships in line with research objectives. Comparisons of percentages for each aspect were made, seeking relationships and coincidences, and these were then organized into percentage tables.
- **Establishment of Conclusions and Recommendations:** Conclusions and recommendations were formulated, considering the analysis and interpretation of results.

## CHAPTER IV

### 4. INTERPRETATION OF THE RESULTS

#### 4.1 Analysis and Interpretation of the Pre-Survey Results

Due to the fact that the researchers gathered, examined, and resolved data, this study adhered to an action research methodology. It's said that “action research is the idea that teachers will begin a cycle of posing questions, gathering data, reflection, and deciding on a course of action” (Ferrance, 2000, p.2). Using both qualitative and quantitative tools, this action research investigated how kids improve their language skills through the use of literature.

Therefore, to present the results only few questions will be shown. The most meaningful ones will be interpret according to the results in forms of charts along with their interpretation.

#### Question 1. Do you like English?

**Table 1.**

| Options | f         | %          |
|---------|-----------|------------|
| Mucho   | 7         | 21         |
| Poco    | 12        | 36         |
| Nada    | 14        | 42         |
| Total   | <b>33</b> | <b>100</b> |

*Table 1 Pre Test: Do you like English?*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

In the initial inquiry, it was found that out of a total of 33 students, 7 students, represented 21% of the sample, and expressed a favorable attitude towards learning the English language. On the other hand, 12 students, comprised 36% of the respondents, indicated a moderate level. Conversely, a significant number of 14 students, which

corresponded to 43% of the participants, expressed a complete lack of interest in the language learning process. Based on these findings, it could be inferred that a majority of the students needed a change in the teaching and learning methodology employed by English teacher. It was essential for the teacher adopted a dynamic and engaging approach to capture the students' interest to achieve positive academic outcomes.

**Question 2. Would you like to learn English through children's literature (rhymes, songs, legends, etc.)?**

**Table 2.**

| Options      | f         | %          |
|--------------|-----------|------------|
| Mucho        | 8         | 24         |
| Poco         | 10        | 30         |
| Nada         | 15        | 46         |
| <b>Total</b> | <b>33</b> | <b>100</b> |

*Table 2 Pre Test: Would you like to learn English through children's literature (rhymes, songs, legends, etc.)?*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

We can observe that out of 15 students, 46% were not at all interested in learning English using Children's Literature, 10 students, which is 30%, were not very interested in learning with this new proposal, and 8 students, which is 24%, expressed interest. Therefore, it was important to motivate them and plan classes with engaging activities using children's literature for their learning.

Thus, 21 students, representing 64% or most of them, had never heard or were unfamiliar with fairy tales. Therefore, it can be inferred that in the English language learning process, it is crucial to incorporate fairy tales and design engaging activities that enable students to enhance their comprehension and spark their interest in this genre of literature. 27 in total, with a percentage of 82%, say they do not know or are familiar with children's

novels in English. 22 students, equivalent to 67%, have not heard or are not familiar with riddles in English. It is advisable to incorporate the use of riddles with the necessary tools within the planning, along with playful activities, to foster motivation in English language learning.

Therefore, 24 students, accounting for 73%, have not been exposed to or are unfamiliar with English poems. Consequently, the integration of poems, accompanied by corresponding interactive activities, should be considered in English language instruction. This was taken on the pre survey results. On the other hand the questions were focus on characters that students like or dislike and the types of literature students preferred nowadays.

**Question 19.** Mark with an X the type of characters you like the most.

**Table 19.**

| <b>Characters</b>           | <b>f</b>  | <b>%</b>   |
|-----------------------------|-----------|------------|
| <b>People</b>               | 5         | 15%        |
| <b>Animals</b>              | 3         | 9%         |
| <b>Fictional Characters</b> | 10        | 30%        |
| <b>Otros</b>                | 0         | 0%         |
| <b>Ninguno</b>              | 15        | 45%        |
| <b>TOTAL</b>                | <b>33</b> | <b>100</b> |

*Table 3 Pre Test: Mark with an X the type of characters you like the most.*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizuete Fernández

As observed in the graph, a significant number of 15 students, accounting for 45%, do not have a liking or interest in any type of characters. On the other hand, 10 students, comprising 30%, enjoy fictional characters, while 5 students, representing 15%, are fond of characters portrayed by human beings. Additionally, 3 students, making up 9%, have a preference for animal characters. Therefore, it is recommended to introduce a variety of

characters to capture the students' attention, plan interactive activities, and thereby enhance English language acquisition.

**Question 20.** Mark with an X which is your favorite children's literary genre.

**Table 20.**

| Children's Literary Genre | f         | %           |
|---------------------------|-----------|-------------|
| Fables                    | 8         | 24%         |
| Legends                   | 10        | 30%         |
| Fairy Tales               | 8         | 24%         |
| Poems                     | 4         | 12%         |
| Rhymes                    | 3         | 9%          |
| <b>TOTAL</b>              | <b>33</b> | <b>100%</b> |

*Table 4 Pre Test: Mark with an X which is you favorite children's literary genre.*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

As observed in the graph, despite the students' lack of prior knowledge in various literary genres, there is an acceptance and openness to engage in learning and have a better understanding. Accordingly, 10 students, comprising 30%, enjoy legends, while 8 students, accounting for 24%, have a preference for fables and fairy tales in each literary genre. Additionally, 4 students, representing 12%, enjoy poems, and 3 students, comprising 9%, have a fondness for rhymes.

It was evidence that students are whiling to adapt and receive new strategies and activities that can be develop along the implementation of literature inside and outside the classroom. Most of the students felt excited due to the implementation of literature and small stories.

## 4.2 Analysis and Interpretation of the Post-Survey Results

In a similar vein, a post-test focus on the same themes intended for this innovation was apply following its application. For the post-survey it was taken after few implementations during a period of two weeks working with children’s literature and small stories. It was visualize that students had a different perception after the implementation and this was evidence on their answers. The students chance their mentality, they start to feel more confident with the use of readings and literature.

### Question 1. Do you like English?

**Table 1.**

| Options | f         | %          |
|---------|-----------|------------|
| Mucho   | 20        | 61         |
| Poco    | 12        | 36         |
| Nada    | 1         | 3          |
| Total   | <b>33</b> | <b>100</b> |

*Table 1 Post Test: Do you like English?*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORTED BY:** Rina Vizueté Fernández

In response to the question posed to the students, 20 of them, constituting 61% of the total, expressed a liking for English; 12 students, accounting for 36%, responded with a lesser degree of interest; and 1 student, representing 3%, indicated no interest at all. It can be inferred that the majority of the students began to shift their preference towards learning English due to a change in methodology. The teacher adopted a more dynamic and engaging approach, leading to positive academic outcomes.

Therefore, a difference from 21% of the sample represented at the beginning of the intervention against a 61% after this one, constituting a significant increase of 40% on the students' perception according to the language preference.

**Question 2. Would you like to learn English through children's literature (rhymes, songs, legends, etc.)?**

**Table 2.**

| Options      | f         | %          |
|--------------|-----------|------------|
| Mucho        | 26        | 79         |
| Poco         | 5         | 15         |
| Nada         | 2         | 6          |
| <b>Total</b> | <b>33</b> | <b>100</b> |

*Table 2 Post Test: Would you like to learn English through children's literature (rhymes, songs, legends, etc.)?*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

As evident from the data, we can be observed that 26 students, constituting 79% of the total, responded with "a lot," while 5 students, accounting for 15%, responded with "a little." The majority of students exhibit motivation towards learning English through children's literature. However, it is worth noting that 2 students, representing 6%, reported feeling no motivation. Consequently, it is crucial to continue organizing engaging activities that foster their interest, motivate them, and leverage the use of children's literature to facilitate a more effective learning experience.

After implementing the utilization of fairy tales in English language instruction, it has been observed that 30 students, accounting for 91% of the sample, enjoyed learning English through fairy tales. Thus, a total of 25 students, accounting for 76%, now possess

knowledge and awareness regarding the utilization of novels in the language learning process.

On the other hand, all 33 students now possess knowledge and familiarity with riddles in English, representing 100% of the total. As a result, it can be concluded that there has been successful implementation and appropriate planning of activities related to this children's literary genre in English language learning.

A significant change can be observed with the use of legends in the English language teaching and learning process. Now, all 33 students, representing 100%, possess knowledge and familiarity with this children's literary genre. Through the incorporation of legends and appropriate activities, it is evident that all students achieved positive outcomes within this process. After implementing poems in the English language teaching and learning process, the results showed: 31 students, accounting for 94%, now possess knowledge and familiarity with at least one English poem.

**Question 19.** Mark with an X the type of characters you like the most.

**Table 19.**

| Characters           | f         | %          |
|----------------------|-----------|------------|
| People               | 5         | 15%        |
| Animals              | 3         | 9%         |
| Fictional Characters | 25        | 76%        |
| Otros                | 0         | 0%         |
| Ninguno              | 0         | 0%         |
| <b>TOTAL</b>         | <b>33</b> | <b>100</b> |

*Table 3 Post Test: Mark with an X the type of characters you like the most.*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

After incorporating a wide range of characters using children's literature, it can be observed that there is a higher level of acceptance and, therefore, improved English language

learning. Consequently, all students now have their favorites. Specifically, 25 students, accounting for 76%, have a preference for fictional characters, while 5 students, representing 15%, enjoy characters portrayed by people or human beings. Additionally, 3 students, comprising 9%, have a preference for animals.

Now the students understand and feel more confident with fictional characters due to the fact that fictional ones can help the students feel the story.

**Question 20.** Mark with an X which is your favorite children's literary genre.

**Table 20.**

| Children's Literary Genre | f         | %           |
|---------------------------|-----------|-------------|
| Fables                    | 4         | 12%         |
| Legends                   | 10        | 30%         |
| Fairy Tales               | 12        | 36%         |
| Poems                     | 4         | 12%         |
| Rhymes                    | 3         | 9%          |
| <b>TOTAL</b>              | <b>33</b> | <b>100%</b> |

*Table 4 Post Test: Mark with an X which is your favorite children's literary genre.*

**SOURCE:** Unidad Educativa del Milenio “Guano” – 5to A y B EGB

**ELABORATED BY:** Rina Vizueté Fernández

As observed in the graph, there is not much difference compared to the results of the initial survey. The majority, consisting of 12 students representing 36%, enjoy working with fairy tales. 10 students, accounting for 30%, have a preference for legends. Additionally, 4 students, representing 12%, enjoy fables, while another 4 students, with the same percentage, have a fondness for poems. Lastly, the remaining 3 students, comprising 9%, enjoy working with rhymes.

Even though, the preference of genres has not change the implementation of different lectures or stories were received by the students in a great extent. The students feel more comfortable and engage during the implementation of this study

## CHAPTER V

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusions

Having finished, the study to investigate the implementation of children's literature in the learning of English language as a foreign language for fifth "A - B" grade students at the Unidad Educativa del Milenio "Guano".

First some of the issues found during the implementation are shown. The research findings drop light on several aspects concerning the challenges encountered in the teaching-learning process of English Language instruction and the potential benefits of incorporating children's literature in the curriculum. Oradee (2012) declared that in order to help pupils learn the topic without difficulty, the teacher needs to incorporate new instructional approaches.

The study identified various limiting factors that hindered the optimal performance of students in learning the English language. These factors included geographical challenger, limited economic resources, extensive curricular content, inappropriate teaching methodologies, and an inadequate evaluation system.

On the other hand the students due to the lack of time they do not develop the correct enough proficiency on the different skills. Thus, the lack of vocabulary can interfere with the correct acquisition of EFL.

On the other hand after the implementation of children literacy, and improvement could be shown. The importance of children's literature turned out to be very important to improve the teaching and learning English as a foreign language in fifth grade students, since this tool promotes cultural diversity and facilitates the development of linguistic skills for a better management of the language.

A selection of literary genres, the research highlighted the importance of selecting appropriate literary genres from children's literature. Thus, the development of a methodological guide titled "Ss & Ts Grow Together" proved to be a beneficial for fifth grade students at the Unidad Educativa del Milenio "Guano". This guide utilized children's literature as a resource to create an interactive learning experiences and enhance the acquisition of English as a Foreign Language.

This descriptive study shows the benefits of literature for the development of activities in order to improve the four different skills. Reading activities can enhance the students and develop meaningful learning for the students who are whiling to improve on the EFL context.

**Note:** The guide used during the intervention "Ss & Ts Grow Together" provides a structure framework for teachers that can be incorporate for engaging activities and promote students' interest in early language learning.

## 5.2 Recommendations

Implementing these recommendations will help overcome challenges, optimize English teaching, and improve language proficiency on students. The main purpose of this descriptive study was to improve the EFL acquisition in general. Thus, the implementation of children's literacy could be implemented focusing to improve only one skill in specific. This could have better outcomes for further research.

Incorporating children's literature into the curriculum would be a good option as it was observed to promote language skills correctly as there is a greater interest in the language. On the other hand, addressing the limiting factors that provide additional support to disadvantaged students, reviewing and rationalizing the curriculum, applying effective, easy teaching methods that support the learning process.

If the "Ss & Ts Grow Together" guide is used effectively for language teaching and learning of children's literature, it is possible to see good results in students as they get the language and adopt this structured framework to incorporate new engaging activities for early language learning and promote interest and participation of students.

The Last recommendation is this research was applied with minimal sample size (2 parallels) for this investigation there were 33 participants. It is highly recommended to apply similar intervention with more stakeholders for a better validation data.

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# ANNEXES

## ANNEX 1

|   |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|---|---|---|---|---|--------------------------|------|--|---|--------------------------|--|---|---|---|---|---|-----------|---|--------------------------|-------------|---|--------------------------|---------|
|  <p><b>UNIVERSIDAD NACIONAL DE CHIMBORAZO</b><br/>VICERRECTORADO DE POSGRADO E INVESTIGACIÓN<br/>VINCULACIÓN Y POSGRADO</p>  |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <p>MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS, COMO LENGUA EXTRANJERA</p>  |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <p><b>TEMA:</b><br/>EL APRENDIZAJE DEL INGLÉS COMO SEGUNDA LENGUA A TRAVÉS DE LA LITERATURA INFANTIL CON ESTUDIANTES DE QUINTO AÑO DE LA UNIDAD EDUCATIVA “GUANO” EN EL PERIODO 2023</p>  |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|  <p>Querido estudiante esta es una encuesta de un trabajo de investigación sobre Literatura Infantil el cual será de uso exclusivo de esta institución y ayudará a el aprendizaje del idioma inglés de todos los compañeros y a un mejor desenvolvimiento en la metodología por parte de los docentes.</p>   |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <p><b>Instrucciones:</b></p> <ul style="list-style-type: none"><li>• Lea detenidamente cada pregunta.</li><li>• En caso de que exista alguna pregunta puede hacerla tranquilamente al docente.</li><li>• Puede contestar las preguntas desde la más sencilla a la más difícil.</li></ul>   |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <h3>CUESTIONARIO</h3>   |   |   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <p><b>1. ¿Le gusta el Inglés? Marque con una X.</b></p> <table><tr><td></td><td><input type="checkbox"/></td><td>Mucho</td></tr><tr><td></td><td><input type="checkbox"/></td><td>Poco</td></tr><tr><td></td><td><input type="checkbox"/></td><td>Nada</td></tr></table> |  | <input type="checkbox"/>  | Mucho   |    | <input type="checkbox"/> | Poco |   | <input type="checkbox"/>  | Nada                     | <p><b>2. En la siguiente escala encierre en un círculo el número que corresponda a ¿Cuánto le gusta aprender Inglés?</b></p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> |  |  |  |  |  | 1         | 2 | 3                        | 4           | 5 |                          |         |
|    | <input type="checkbox"/>  | Mucho   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | Poco  |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | Nada  |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    |  |  |  |  |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| 1   | 2   | 3   | 4   | 5   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
| <p><b>3. ¿Ha escuchado cuentos en Inglés? Marque con una X.</b></p> <table><tr><td></td><td><input type="checkbox"/></td><td>Si</td></tr><tr><td></td><td><input type="checkbox"/></td><td>No</td></tr></table>   |  | <input type="checkbox"/>  | Si  |    | <input type="checkbox"/> | No   | <p><b>4. ¿Qué cuentos ha escuchado en Inglés? Marque con una X.</b></p> <table><tr><td></td><td><input type="checkbox"/></td><td>Cinderella</td></tr><tr><td></td><td><input type="checkbox"/></td><td>SnowWhite</td></tr><tr><td></td><td><input type="checkbox"/></td><td>Pinocchio</td></tr><tr><td></td><td><input type="checkbox"/></td><td>Otros _____</td></tr><tr><td></td><td><input type="checkbox"/></td><td>Ninguno</td></tr></table> |  | <input type="checkbox"/> | Cinderella   |  | <input type="checkbox"/>  | SnowWhite   |    | <input type="checkbox"/>  | Pinocchio |   | <input type="checkbox"/> | Otros _____ |   | <input type="checkbox"/> | Ninguno |
|    | <input type="checkbox"/>  | Si  |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | No  |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | Cinderella  |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | SnowWhite   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|    | <input type="checkbox"/>  | Pinocchio   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|   | <input type="checkbox"/>  | Otros _____   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |
|   | <input type="checkbox"/>  | Ninguno   |   |   |                          |      |  |   |                          |  |   |   |   |   |   |           |   |                          |             |   |                          |         |

5. ¿Ha escuchado novelas en Inglés? Marque con una X.

  Si

  No

6. ¿Qué novelas ha escuchado en Inglés? Marque con una X.



Alice's Adventures in Wonderland



The Circus Ship



Emotionary. Say what you feel

Otros \_\_\_\_\_

Ninguno

7. ¿Ha escuchado rimas en Inglés? Marque con una X.

  Si

  No

8. ¿Qué rimas ha escuchado en Inglés? Marque con una X.



Hickory Dickory dock



Mary, Mary, Quite Contrary



Hey Diddle Diddle

Otros \_\_\_\_\_

Ninguno

9. ¿Ha escuchado adivinanzas en Inglés? Marque con una X.

  Si

  No

10. ¿Qué adivinanzas ha escuchado en Inglés? Marque con una X.

Easy riddles.

Difficult riddles.

Short riddles.

Long riddles.

Otros \_\_\_\_\_

Ninguno

|   |  |
|---|--|
| <p><b>11. ¿Ha escuchado leyendas en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> Si</p> <p> <input type="checkbox"/> No</p>   | <p><b>12. ¿Qué leyendas ha escuchado en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> Cantuña</p> <p> <input type="checkbox"/> La Dama Tapada</p> <p> <input type="checkbox"/> El Cura sin Cabeza</p> <p><input type="checkbox"/> Otros _____</p> <p><input type="checkbox"/> Ninguno</p>                                  |
| <p><b>13. ¿Ha escuchado fábulas en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> Si</p> <p> <input type="checkbox"/> No</p> | <p><b>14. ¿Qué fábulas ha escuchado en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> The lion and the mouse</p> <p> <input type="checkbox"/> The Wolf in Lamb's Skin</p> <p> <input type="checkbox"/> The hare and the turtle.</p> <p><input type="checkbox"/> Otros _____</p> <p><input type="checkbox"/> Ninguno</p> |
| <p><b>15. ¿Ha escuchado poemas en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> Si</p> <p> <input type="checkbox"/> No</p> | <p><b>16. ¿Qué poemas ha escuchado en Inglés? Marque con una X.</b></p> <p> <input type="checkbox"/> Wind on the hill</p> <p> <input type="checkbox"/> Twinkle, Twinkle, little star</p> <p> <input type="checkbox"/> What is a pink?</p> <p><input type="checkbox"/> Otros _____</p> <p><input type="checkbox"/> Ninguno</p>         |

17. ¿Ha escuchado trabalenguas en Inglés? Marque con una X.

  Si

  No

18. ¿Qué trabalenguas ha escuchado en Inglés? Marque con una X.



Peter Piper



Weather



Horse

Otros \_\_\_\_\_

Ninguno

19. ¿Qué tipos de personajes le gustan más? Marque con una X.



Personas



Animales



Personajes Fantásticos

20. ¿Cuál es tu genero infantil favorito? Marque con una X.

Fabelas

Leyendas

Cuentos

Poemas

Rimas

THANK YOU

