

CHAPTER II LITERATURE REVIEW

A. Basic Concepts of Fairy Tales

1. *Definition and Characteristics of Fairy Tales*

Fairy tales are a very popular form of literature and have various social and educational functions. According to Ayupova (2023), fairy tales are intended for a wide range of audiences, from children to adults, with universal themes that remain relevant. Apart from being standalone works, fairy tales can also be integrated into other literary genres. The characteristics of literary fairy tales are different from folk tales because they have freedom in the structure and direction of the story according to the context of the times. In literary fairy tales, the narrative can reflect cultural traditions, moral values, and distinctive aesthetics, making it a medium rich in meaning and social relevance. This makes fairy tales a dynamic tool in portraying the norms and views of society.

Every fairy tale has unique elements that set it apart from other genres, one of which is the presence of a hero or heroine. According to Tolipova Ozoda Zokir qizi (2023), the main characters in fairy tales often interact with magical figures or creatures who provide magical tools to achieve certain goals. These tools symbolize rewards for good actions performed by the character. In addition, fairy tales feature conflicts between good and evil, where the main character always overcomes obstacles and comes out victorious. These narratives not only entertain, but also contribute to children's cognitive and moral development, helping them understand the basic concepts of good, justice and victory through struggle.

Fairy tales also play an important role in shaping children's understanding of the world around them. Baxodirzoda and Ravshanbekovna (2023) explain that fairy tales use metaphors to describe abstract concepts such as kindness, greed and courage. These stories help children plan, predict outcomes and solve problems in real-life situations.

By using mythological images of the world, fairy tales create norms of behavior that children can follow. In addition, the animation in fairy tales makes the world of flora, fauna and natural phenomena easier to understand, thus building a close relationship between children and their environment. Fairy tales also give children easier access to understanding local traditions and cultures.

Besides serving as an educational tool, fairy tales also have therapeutic benefits. Ruban et al. (2023) showed that telling fairy tales can help children analyze characters, develop imagination, and explore deep philosophical issues. In a therapeutic context, fairy tales can be adapted into puppet theater or co-created stories, helping children overcome shyness, manage emotions, and find solutions to personal problems. Author-created fairy tales also provide a space to express fears or internal conflicts. This makes fairy tales a tool that not only educates, but also enriches the emotional lives of children and adults.

As a literary genre, fairy tales have distinctive characteristics that set them apart from other genres. Bakhtiyorovna (2024) emphasizes that classic fairy tales are built on the active participation of supernatural forces, the use of magical objects, as well as ethical determinism that ensures the victory of good over evil. The static structure of fairy tales and clear boundaries between good and evil characters provide simplicity and clarity in the storyline. The recognition of magic as part of nature also adds a fantastic dimension that allows for unlimited exploration of the imagination. Thus, fairy tales are not only a medium of entertainment, but also a rich tool for learning, cultural reflection, and moral development.

2. The Role of Fairy Tales in Language Skill Development

Fairy tales play an important role in the development of students' language skills. According to Khamidovna (2024), fairy tales not only help enrich vocabulary and grammar, but also provide cultural insights and build emotional bonds. Through fairy tales, students can better understand

the language context through the appreciation of the story, including intonation and voice expression. In addition, fairy tales foster interest in reading and a deeper understanding of culture and history. In this way, fairy tales become an effective tool to enhance the language learning experience, especially for beginning students, so that they can speak fluently and have better cultural awareness.

In the context of education, fairy tales can be a means to instill universal and moral values in students. Abdivaliyevna (2024) states that fairy tales have the power to shape children's spirituality and introduce noble values. In addition, fairy tales also help students develop their speaking skills through exposure to different cultures. With teacher creativity, fairy tales can be used as an effective teaching tool in introducing students to different cultures and languages they are learning. Fairy tales allow students to learn in a fun way while understanding the moral messages contained in them.

Listening to fairy tales also provides significant benefits in language acquisition. According to Khamidovna (2024), students who listen to fairy tales through audio media or teachers can improve language comprehension through the intonation and expressions used. In addition, interesting fairy tales make students more focused, so they can understand the context of the story better. This not only improves listening skills, but also enriches students' speaking skills. The intonation and expression of voices in fairy tales provide guidance for students to understand the nuances of language, both in pronunciation and sentence structure.

Fairy tales can also help in the development of cross-language skills. Feldkamp et al. (2024) mentioned that fairy tales can train students to transfer their language learning to other languages. This ability allows students to generalize language knowledge more strongly, despite the challenges in dealing with language-specific expressions. By using fairy tales as a cross-language learning tool, students not only improve their

language analysis skills, but also understand the cultural differences inherent in each language they learn.

Overall, fairy tales have significant benefits in the development of students' language skills. By listening to and reading fairy tales, students can enrich their vocabulary, understand grammar, and improve their speaking and listening skills. In addition, fairy tales also help students understand important cultural and moral values. Therefore, incorporating fairy tales into the language learning curriculum is an effective step to enhance students' learning experience, both linguistically and emotionally.

3. *Benefits of Fairy Tales in English Language Learning*

Fairy tales have significant benefits in English language learning, particularly in improving basic skills such as reading, speaking, and understanding vocabulary. According to Rustamova & Shirinkulova (2023), the simple sentence structure and use of common words in fairy tales make it easier for students, especially beginners, to understand the text. This helps them avoid the boredom that often arises when dealing with long texts with complex sentences. Fairy tales create an interesting imaginative world, so students are more engaged in learning. In addition, fairy tales also help students understand narrative concepts, such as storyline and characters, which are important in improving speaking skills.

Fairy tales contribute greatly to students' vocabulary development. Mansoor et al. (2023) found that teaching techniques through short stories can increase students' enthusiasm in acquiring and memorizing new vocabulary. Fairy tales allow students to understand the meaning of vocabulary more clearly and use it appropriately in the correct context. The study also showed that students who learned through fairy tales were more active during the lesson. In addition, vocabulary memorization becomes easier because the stories in fairy tales provide an in-depth context. Thus, fairy tales become an effective tool to help students enrich their vocabulary on an ongoing basis.

In addition to linguistic benefits, fairy tales also support students' emotional and cognitive development. According to Bakaraki et al. (2024), fairy tales help children understand and manage their emotions better. The representation of good and evil characters in stories helps them recognize and overcome internal conflicts. A happy ending can reduce tension and anxiety, provide a sense of security, and improve self-image. Fairy tales also facilitate the development of creativity through the conscious and subconscious motifs present in the story. In other words, fairy tales are not only an educational tool, but also a therapeutic medium that can help students deal with emotional challenges in daily life.

Fairy tales also provide a great opportunity to improve students' speaking skills. Rustamova & Shirinkulova (2023) explain that activities such as retelling stories or explaining illustrations from illustrated fairy tales can encourage students to speak more actively. These activities help students express story concepts in a structured way, including the beginning, middle, and end. In addition, telling fairy tales to classmates promotes originality in thinking and trains them in verbal communication. Teachers can also utilize fairy tales to liven up the classroom atmosphere through short jokes or riddles related to the story, which indirectly boosts students' confidence in speaking.

Overall, fairy tales provide comprehensive benefits in English language learning. Besides improving linguistic skills such as reading, speaking and vocabulary, fairy tales also support students' emotional and cognitive development. Fairy tales create a fun and relevant learning experience, so students are more motivated to learn. By utilizing fairy tales, teachers can create an interactive and meaningful learning atmosphere, helping students not only understand English, but also develop their critical thinking ability and creativity.

4. *Storytelling as a Multimodal Learning Tool*

The use of fairy tales in language learning has evolved along with the advancement of digital technology, creating new opportunities through multimodal literacy. Multimodal literacy involves the ability to read, watch, understand, respond to and produce texts that combine different modes such as text, image, sound and video. With this approach, digital storytelling becomes an effective tool for language learning, especially in second language contexts. Fairy tales presented with various multimodal forms can increase students' interest in learning and support the development of their language skills. Moreover, the presence of technologies such as robot-DST (Digital Storytelling) paves the way for a more interactive learning experience and actively engages students.

In learning practice, multimodal storytelling allows students to create texts with various media. Research by Wernholm et al. (2023) showed that students working in small groups could produce fairy tales that started from handwriting, then supplemented with drawings, and finally transformed into animated texts using digital applications. This process not only practiced their literacy skills but also engaged students in collaborative activities that supported creativity. Teachers' effective learning design plays an important role in providing resources and creating an environment that allows students to explore various competencies. This activity shows that multimodal storytelling has great potential in developing students' critical literacy.

In addition, multimodal storytelling is also an effective tool in conveying complex contemporary issues. High-quality children's literature such as picture books are often used to help students safely understand and interpret real-world problems. According to Wernholm et al. (2023), the use of metafictional devices in fairy tales allows students to understand big themes through the combination of language and images. This not only enhances students' multimodal literacy skills but also trains them to be

intelligent and critical readers. Thus, multimodal fairy tales have a strategic role in education to broaden students' horizons on global issues.

The presence of multimodal fairy tales also opens up opportunities to explore social and cultural aspects through symbolism and archetypes in stories. Okoroafor (2024) highlights how contemporary fairy tales integrate cinematic elements such as genre, style and subversion to create captivating narratives. The use of fairy tales as a tool to explore issues of popular culture and social behavior makes them relevant for modern education. The symbolism in fairy tales provides space for in-depth discussions on social norms, traditions and gender roles, all of which can be integrated into language learning through a multimodal approach.

To conclude, fairy tales as multimodal learning tools offer significant benefits in language education. By combining different modes such as text, image, sound and video, digital fairy tales provide a richer and more interactive learning experience. Through this approach, students not only develop their literacy skills but are also encouraged to think critically, understand social issues and collaborate creatively. With the integration of technology and multimodal literacy, fairy tales become a bridge to more dynamic and relevant learning in the digital era.

B. Reading and Listening Skills

1. Definition of Reading and Listening Skills

Reading and listening skills are two important aspects of language learning that complement each other. Reading is the process of interpreting written symbols to understand meaning (Saidjonovna, 2023), while listening involves an active effort to understand verbal and nonverbal communication conveyed through sound (Nhan & Quang, 2024). Both skills play an important role in building language competence, both in understanding and conveying information. In addition, reading and listening skills require attention, concentration, and the ability to connect new information with pre-existing knowledge (Ma,

2024). Therefore, these skills are an important basis for achieving success in language learning.

Listening involves an active process of receiving, processing and responding to information. According to Nhan and Quang (2024), listening is more than just hearing; it is a cognitive process that includes understanding linguistic elements such as vocabulary, syntax, and context. Effective listening also requires the ability to recognise and adjust to different communication styles, accents, and tones (Ma, 2024). In an educational context, listening helps students understand instructions, have discussions, and answer questions appropriately. Therefore, listening is not only a basic skill, but also an important element in interactive learning.

Reading and listening skills complement each other in building language competence. Siegelman et al. (2024) explain that these two skills involve low-level processes, such as word recognition, and high-level processes, such as semantic understanding and meaning construction. Reading enriches the knowledge that supports the listening process, while listening helps individuals connect written information with verbal communication. The combination of the two allows for more holistic language learning, helping students understand text and discourse more effectively in a variety of contexts.

Reading and listening skills are key components in language learning that involve cognitive and cultural processes. Reading allows students to access new knowledge, enrich their vocabulary and make sense of the world through text, while listening helps them understand and respond effectively to verbal communication. These two skills support each other, strengthening students' language competence. With a balanced focus on reading and listening development, the language learning process can produce individuals who are more competent in understanding and using language, both written and spoken.

2. The Relationship between Reading and Listening Skills in Language Learning

Reading and listening are two receptive skills that are interrelated in language learning. Both play an important role in improving overall language competence, especially in second language (L2) learning. According to Zhou, Xi, and Lochtmann (2023), reading and listening competence have a strong relationship with willingness to communicate (WTC) in the context of English language learning. These two skills form the basis of understanding needed to master productive skills such as speaking and writing. In addition, reading and listening skills can be strengthened through repeated practice and technology integration, which support learners in understanding information from various sources more effectively.

In the study of Pérez-Segura et al. (2022), it was found that personalised feedback can significantly improve reading and listening skills. Through the use of Audience Response Systems (ARS), students gained greater motivation when practising both skills. The group of students who received error-based feedback showed better comprehension improvement than the control group. These results show the importance of providing relevant feedback to help students understand their weaknesses in listening and reading. In addition, the utilisation of technology, such as clickers, helps to create a more dynamic interaction between students and learning materials, thus strengthening the learning process.

Furthermore, Zhou, Xi and Lochtmann (2023) highlighted that foreign language anxiety (FLA) moderates the relationship between reading competence and willingness to communicate. However, listening skills tend to be more free from the influence of FLA, making it an ideal starting point in building students' confidence. Thus, reading and listening skills are not only complementary but also have unique characteristics that can be utilised to support language learning. Integrating these two

skills in structured activities can help students develop receptive competence while improving their motivation and communication skills.

In conclusion, reading and listening have a close relationship in language learning, especially in the development of receptive competence. By utilising strategies such as personalised feedback and ARS technology, students can be more motivated and able to improve their abilities significantly. The combination of the two in learning not only strengthens language comprehension but also prepares students to communicate confidently. Therefore, teachers should continue to explore innovative approaches to integrate reading and listening into language learning.

3. Development of Reading and Listening Skills in English Language Learning

Reading and listening skills are fundamental aspects of English language learning, especially for EFL (English as a Foreign Language) learners. These skills complement each other in improving overall language comprehension. According to Mamajanova and Artikova (2022), the development of reading skills requires a systematic approach, such as reading practice with deep comprehension and the use of dictionaries. Similarly, listening skills require attention to pronunciation, vocabulary and grammatical structures (Sultanovich, 2023). Therefore, English language learning should integrate effective strategies to support both skills, both through traditional methods and modern technology.

The development of reading skills requires structured steps, from the establishment of reading mechanisms to in-depth comprehension of texts. Mamajanova and Artikova (2022) suggest allocating sufficient time to build visual-graphic connections in reading, help students understand the content, and evaluate their understanding. In addition, students need to master the technique of using a dictionary as well as understanding sentence structure and semantic connections in the text. This exercise

allows students to not only understand the meaning of the text but also master relevant vocabulary for academic as well as professional purposes.

Meanwhile, listening skills play an important role in strengthening oral communication skills. According to Sultanovich (2023), the use of modern information technology, such as audio-visual devices, is very effective for improving listening comprehension. Students can utilise authentic audio and video recordings to learn pronunciation, grammar and vocabulary simultaneously. Research by Yenkimaleki, van Heuven, and Soodmand Afshar (2023) also shows that a holistic approach to teaching pronunciation gives better results in improving listening skills than separate segmental or suprasegmental methods.

The integration of technology in reading and listening learning provides many benefits. The use of technology allows students to learn independently and interactively, with various tools such as language learning software and digital dictionary applications (Sultanovich, 2023). In addition, technology also supports collaborative learning through online platforms that allow students to share ideas and experiences. Thus, the use of technology not only accelerates the learning process but also increases students' motivation in learning English.

In conclusion, the development of reading and listening skills requires a holistic approach, combining traditional methods and technological innovations. As Mamajanova and Artikova (2022) explain, reading comprehension requires structured practice, while listening requires modern technological support (Sultanovich, 2023; Yenkimaleki et al., 2023). This combination of strategies not only helps students improve their English proficiency but also equips them with essential skills to face global challenges.

4. Strategies for Improving Reading and Listening Skills

Reading and listening skills are important components in effective language learning. These two skills complement each other in the

language acquisition process because reading helps students understand vocabulary and language structures, while listening improves the ability to understand spoken language. According to Suwanto and Hidayah (2023), effective learning strategies should pay attention to students' brain dominance, as cognitive, metacognitive and social strategies influence listening comprehension. In addition, student-centred approaches, such as inquiry-based teaching and mindful listening learning, have been shown to improve students' understanding of the material taught (Umida, 2024). Therefore, integrated strategies need to be applied to develop reading and listening skills optimally.

Character-based learning strategies and creativity can help increase students' interest in reading. Hendrik (2024) states that low interest in reading is often caused by the influence of modern technology. To overcome this, teachers can use habituation and discussion methods to instil a culture of literacy. In addition, inquiry and discovery learning strategies can also be applied to make learning more interesting. With this approach, students are not only encouraged to read but also develop their analytical skills on the reading material. Teacher creativity in choosing learning materials and methods is essential to create an interesting and rewarding learning experience for students.

In the context of listening, metacognitive strategies are one of the most effective approaches. Suwanto and Hidayah (2023) show that this strategy allows students to understand the listening process more deeply, especially by utilising the dominance of the left brain. Umida (2024) adds that teaching mindful listening can help students not only understand spoken information but also improve their empathy and interpersonal relationships. Teachers can integrate listening activities that involve mindful focus to increase student productivity. Thus, effective listening strategies can help students not only in the classroom but also in everyday life.

In addition to reading and listening, vocabulary acquisition is also an important basis in improving these two skills. Umaralieva and Yakhyoyeva (2023) emphasise that vocabulary plays a key role in foreign language acquisition. Teachers can adopt various approaches, such as the use of visual media, vocabulary games and other creative methods to motivate students. For young learners, interesting and dynamic learning approaches are especially important, given their enthusiastic nature towards new activities. By having a strong vocabulary base, students will find it easier to understand the reading and listening materials provided.

Overall, integrated and creative strategies can significantly improve students' reading and listening skills. The combination of vocabulary development, the use of learning strategies that suit students' needs, and the utilisation of mindful listening approaches can result in effective and sustainable learning experiences. Thus, teachers have an important role in designing learning that not only develops academic skills but also builds students' character values and empathy. Through this approach, it is hoped that students' reading and listening skills can develop optimally, supporting their success in various aspects of life.

C. English Learning Environment

1. Definition of English Language Learning Environment

The English language learning environment is the context that supports the process of teaching and learning English effectively. According to Hossain (2024), this environment includes various elements such as culture, conditions and interactions that affect learners' ability to understand and use English. A good environment can help learners develop English language skills more optimally. In addition, the influence of culture in language learning is also an important factor that needs to be considered to create relevant and meaningful learning experiences for learners.

English language learning environments also involve technology as part of developing interactive and contextualised learning. Hsu, Chang and Jen (2024) revealed that artificial intelligence (AI)-based image recognition technology can support vocabulary learning through direct interaction in authentic contexts. With a self-regulated learning (SRL) approach, students can monitor and evaluate their learning, thereby improving vocabulary acquisition and reducing learning anxiety. This shows the importance of using technology to create an adaptive and needs-based learning environment.

The role of teachers in creating an effective learning environment is also very important. Ly (2024) explains that English teachers have multifunctional roles, such as facilitator, manager, and motivator, which support student-centred learning. Teachers need to understand students' needs and implement teaching strategies that motivate and enhance students' learning autonomy. This dynamic learning environment enables students to develop lifelong learning, strengthen motivation and achieve better learning outcomes.

In addition, the interaction between students and teachers is an important factor in building a productive learning environment. This interaction involves not only knowledge transfer, but also collaboration to create a conducive learning atmosphere. The use of teaching methods such as group discussions, collaborative projects, and simulations can increase students' active participation in the learning process, as expressed by Ly (2024). Thus, a collaborative English learning environment can strengthen the relationship between teachers and students and support the mastery of language skills as a whole.

In conclusion, the English learning environment includes various elements such as culture, technology, the role of the teacher, and student interaction. The combination of these factors creates a learning atmosphere that supports the effective development of English language skills. By paying attention to students' needs and utilising relevant

technologies and teaching strategies, teachers can create a dynamic, inclusive and adaptive learning environment to improve students' learning outcomes.

2. Key Components of an English Language Learning Environment

The English learning environment is a container that includes various elements that support each other to enhance the learning process. According to Hossain (2024), cultural factors play a significant role in creating an inclusive and effective learning environment. In addition, this environment involves components such as physical space, technology, social interaction, and teaching approaches designed to meet students' needs. By paying attention to these elements, educators can create a learning atmosphere that motivates students to actively engage in English language learning.

The first component is the physical space, which includes classroom layout, availability of learning resources, and physical comfort. Zhang et al. (2022) emphasise that a supportive physical space can enhance students' subjective experience. A good classroom layout, such as the use of visual media and group discussion spaces, can create an environment conducive to learning. In addition, access to authentic materials such as English books, articles and videos provides a more holistic and authentic learning experience for students.

The second component is the integration of technology in the learning process. Ramzan et al. (2023) showed that technology, such as interactive software or language learning apps, can increase students' motivation and enjoyment. With technology, students can learn vocabulary, grammar and pronunciation independently through a fun experience. In addition, technology allows educators to provide more personalised feedback, which is an important part of language skill development.

Social interaction is also an important element in the English language learning environment. According to Ramzan et al. (2023), positive relationships between teachers and students, as well as between students, play an important role in creating a supportive learning atmosphere. Teachers should act as facilitators who motivate students to actively discuss and share experiences. These interactions not only enrich learning but also build students' confidence in using English.

In conclusion, an effective English learning environment should involve various key components, such as physical space, technology and social interaction. By understanding and optimising these elements, educators can create an enjoyable and effective learning experience for students. As a result, students will be more motivated to learn and achieve better results in English language acquisition.

3. *Effect of Learning Environment on Language Skills*

The learning environment plays an important role in improving language skills, both for first language (L1) and second language (L2). A supportive environment allows learners to interact, experiment and build confidence in using the target language. Research shows that successful language learning is influenced by factors such as technology, student-centred approaches and cultural engagement (Omonova, 2024; Rusmiyanto et al., 2023). An environment rich in resources and technology not only motivates learners but also provides contextualised and meaningful learning experiences. Therefore, creating an inclusive and interactive learning environment is a major necessity in language teaching.

Technologies such as artificial intelligence (AI) have made a significant impact on the development of language skills. AI enables personalisation in learning, provides immediate feedback, and creates interactive learning experiences. Rusmiyanto et al. (2023) revealed that AI can improve speaking, listening, reading and writing skills by

providing real simulations that are relevant to learners. Nonetheless, the application of AI requires optimal integration to maximise its benefits. In this context, educators must ensure that technology is not only used as a tool but also as a means to create a meaningful learning experience.

In addition to AI, augmented reality (AR) technology offers innovative solutions in language learning. Using AR, digital content can be inserted into the real world to create an immersive learning experience. Azimova and Solidjonov (2023) highlight that AR allows learners to practise language skills in real-world simulations, including pronunciation, grammar and vocabulary. This method provides an opportunity for learners to learn in a more enjoyable and productive manner. By integrating AR into the learning environment, teachers can create a relevant, interactive and more immersive learning context, thus encouraging active student engagement.

The learning environment should also include cultural aspects to support cross-cultural skills. Omonova (2024) emphasises the importance of understanding culture in language learning to improve communication skills. The integration of cultural elements allows learners to not only master the language, but also understand the social and cultural context in which the language is used. This is particularly important in an increasingly connected world, where cross-cultural competence is key in communicating effectively. By creating a learning environment that supports cross-cultural understanding, teachers can help students develop more holistic communication skills.

An effective learning environment is key to improving language skills. By utilising technologies such as AI and AR and integrating cultural aspects, the learning process can become more interactive and relevant. This approach not only improves students' linguistic skills but also prepares them to face communication challenges in a globalised world. Therefore, it is important for educators to continue developing

strategies that support the creation of an inclusive, interactive and contextualised learning environment.

4. *Technology and Media in English Language Learning Environments*

Technology and media play an important role in supporting English language learning environments, especially in today's digital age. Technological advances have enabled the use of various tools such as mobile device-based applications, virtual environments and interactive online learning platforms. The use of these technologies aims to improve learning effectiveness and enrich students' learning experience. For example, Rain Classroom based on the WeChat app has shown great potential in integrating learning before, during, and after class, providing more flexibility in the teaching and learning process (Quadir, Yang, & Wang, 2024). However, the application of these technologies and media still requires in-depth evaluation to ensure their impact on English language learning outcomes.

Rain Classroom, a mobile technology-based app, has proven to be an effective tool for improving students' English language skills. In a study involving 152 students, the experimental group using the app showed significant improvements in reading, writing and listening skills over the control group (Quadir, Yang, & Wang, 2024). The perceived useful features and students' level of satisfaction with the app also had a positive impact on their learning performance. These findings suggest that technology-based apps, if well designed and implemented, can be a solution to improve English language learning.

In addition to mobile app-based technologies, virtual learning environments are also gaining interest in language learning. The use of virtual reality (VR) technology, such as Hubs by Mozilla, allows students to interact in a multi-user learning environment. Although research has focused more on English, these apps have also been tested for the learning of other languages such as Mandarin. Studies show that the

unique features of VR have a significant positive relationship with technology acceptance, although interaction challenges and virtual literacy still require special attention (Barrett et al., 2023). Therefore, the development of better designs and virtual literacy training can maximise the benefits of this technology.

M-learning, or mobile-based learning, has emerged as an effective solution for online English language learning. By integrating the Technology Acceptance Model and the Stimulus-Organism-Response (SOR) Model, research has found that students' perceived ease of use and curiosity significantly influence their attitudes toward M-learning (Peng, Xu, & Xu, 2023). Additionally, students' self-efficacy also contributes to their intention to use this technology. Therefore, M-learning not only enhances learning effectiveness but also encourages students to be more actively engaged in their learning process.

In conclusion, technology and media play a significant role in supporting English language learning. From mobile applications like *Rain Classroom* to virtual environments and M-learning, each technology offers unique advantages in enhancing learning outcomes. However, challenges such as technology literacy and the design of effective learning environments remain key areas for further research. With the right use of technology, English language learning can become more interactive, effective, and engaging for students.

5. The Concept of Inclusive Learning in the Learning Environment

Inclusive education is an effort to integrate students with diverse needs into the same learning environment, reflecting a commitment to equal access to education (Jardinez & Natividad, 2024). This requires recognition of student diversity in physical, emotional, and social aspects. According to Khalilova (2024), creating an inclusive classroom environment not only fosters a sense of acceptance but also helps students reach their full potential. In this context, a comprehensive

approach is needed to address emerging challenges, including resource shortages, teacher professionalism, and educational policy gaps.

One relevant approach is Universal Design for Learning (UDL), which emphasizes flexibility in teaching to meet the diverse needs of students (Jardinez & Natividad, 2024). UDL allows educators to provide various ways to access learning materials and assessments, ensuring that all students, including those with disabilities, can fully participate. Additionally, the humanistic approach is also relevant, as it focuses on students' holistic development, fosters interpersonal relationships, and responds to their emotional needs. This aligns with Khalilova (2024), who highlights the importance of creating a supportive learning environment.

Innovative Learning Environments (ILE) also have the potential to enhance inclusive education by redesigning traditional teaching paradigms (Page, Anderson, & Charteris, 2023). However, as noted by Page and Davis (2023), ILE has not yet fully met the needs of students with disabilities. The concept of ILE must be more aligned with the principles of inclusive education to create a more inclusive pedagogical environment for all students. This implementation requires collaboration between architects, school leaders, and teachers in developing effective inclusive practices.

The main challenge in implementing inclusive education lies in policies and practices that are not yet well integrated (Page, Anderson, & Charteris, 2023). Educational policies often fail to fully support the implementation of inclusive education, particularly in the context of developing countries. Meanwhile, teacher training and professional development remain major obstacles to achieving the goals of inclusive education. Additionally, parental and community participation is also a crucial factor in creating a supportive learning environment (Jardinez & Natividad, 2024).

In conclusion, inclusive education is a transformative step in creating a learning environment that embraces diversity and promotes equity (Khalilova, 2024). The implementation of approaches such as UDL, ILE, and humanistic principles can help address existing challenges. With strong commitment from educators, policymakers, and the community, inclusive education can serve as an effective tool to foster empathy, acceptance, and the holistic development of students.

D. The Relationship Between Fairy Tales, Reading-Listening Skills, and the Learning Environment

1. The Interaction Between Fairy Tales and Language Skills

The interaction between fairy tales and language skills plays a crucial role in the development of children's linguistic abilities. Fairy tales, which often feature rich and diverse narrative structures, provide children with opportunities to practice and enhance their language skills through vocabulary acquisition, syntax comprehension, and verbal expression. These stories also create a space for children to practice listening, speaking, and understanding temporal and spatial relationships within narratives, thereby supporting their literacy skills (Ryokai, Vaucelle, & Cassell, 2023). Furthermore, this interaction fosters metacognitive development and creativity, both of which are essential for achieving greater language mastery.

In the context of language development, fairy tales serve as an effective medium for facilitating children's speaking skills. According to Ergasheva et al. (2023), exposure to fairy tales can improve speech fluency and articulation while enriching children's vocabulary. By listening to and retelling stories, children can refine their language skills in an engaging and creative setting. Furthermore, interactive storytelling, such as using virtual storytelling devices, helps children learn how to better express their thoughts to different audiences, which is a fundamental literacy skill.

Fairy tales also serve as a tool for deepening children's literacy skills, both in their native language and foreign languages. Lai et al. (2024) found that parental involvement in creating a supportive literacy environment at home, such as reading fairy tales aloud, can influence children's language development, including vocabulary acquisition and phonological awareness. This involvement provides children with opportunities to engage with language in an informal context, reinforcing their understanding of linguistic structures and vocabulary usage. As part of informal language exposure, fairy tales contribute to the overall development of children's language skills.

The interactions that occur during storytelling activities also support children's social and emotional development. Ryokai, Vaucelle, and Cassell (2023) highlight that by participating in storytelling, children not only enhance their language skills but also learn to become active listeners. Through this process, they develop the ability to respond to and provide feedback on the stories they hear, refining their communication skills. Furthermore, these interactions help children cultivate empathy and a deeper understanding of the emotions and experiences of characters in the stories, enriching their social and emotional development.

Overall, the interaction between fairy tales and language skills plays a crucial role in shaping children's linguistic and literacy abilities. Fairy tales not only teach children about vocabulary and sentence structures but also help them develop listening, speaking, and comprehension skills through storytelling. Therefore, incorporating fairy tales into children's learning environments is an effective strategy to support their language and literacy development from an early age. By creating a story-rich environment, we can equip children with the tools they need to communicate more effectively and creatively.

2. The Influence of Fairy Tales in Creating an Engaging Learning Environment

Fairy tales play a crucial role in creating an engaging learning environment, especially in language learning. Through storytelling, students can develop language skills in a fun and interactive way. Additionally, fairy tales provide a space for students to engage in contextual learning that is relevant to their lives. The use of culturally based fairy tales, as highlighted by Kristiawan et al. (2022), can enrich the learning experience by integrating linguistic and cultural elements while enhancing students' motivation in a more meaningful context. Fairy tales also offer opportunities for students to think critically and creatively while expanding their vocabulary.

In language learning, fairy tales have the potential to enhance students' literacy skills, including listening, reading, and speaking. Zhussupova and Shadiev (2023) highlight how the use of digital storytelling can improve students' speaking skills by enhancing fluency, coherence, and cohesion. By integrating these techniques into storytelling activities, students can refine their communication skills more effectively in both academic and social contexts. This process also helps students understand story structures and how information can be conveyed clearly and engagingly. Therefore, fairy tales serve not only as a source of entertainment but also as a powerful tool in language learning, focusing on language skill development.

Fairy tales also promote technology-based learning, particularly through the application of digital storytelling. For example, the use of digital tools for storytelling can create a more immersive and interactive learning experience. Onu, Pradhan, and Mbohwa (2024) highlight the significant potential of Metaverse technology in creating personalized and adaptive learning experiences. In the context of language learning, fairy tales delivered through digital media and the Metaverse allow students to engage in virtual learning spaces that are both enjoyable and motivating.

This approach enhances learning by making it more engaging and relevant while encouraging students to actively participate in storytelling using the language they are acquiring.

Incorporating fairy tales into language learning also has a significant impact on creating a learning environment that supports students' social and emotional development. Kristiawan et al. (2022) suggest that culturally based fairy tales can enhance student engagement while fostering their social and cultural identity. The process of sharing stories with peers strengthens communication skills and improves students' ability to empathize. Additionally, through stories that convey various life values, students learn to understand different perspectives and develop essential social skills for everyday life.

Overall, fairy tales play a crucial role in creating an engaging and interactive learning environment. Through stories, students not only enhance their language skills but also deepen their understanding of culture and social values. Story-based learning, whether through traditional or digital methods, fosters creativity, active participation, and student motivation. Therefore, the integration of fairy tales in language learning should continue to be encouraged as a key strategy for making the learning experience more enjoyable and effective.

3. The Impact of Fairy Tales on Students' Language Learning

The use of fairy tales in language learning has a significant impact on students' language skill development. Fairy tales possess strong emotional appeal, which can enhance learning motivation. In the context of language learning, fairy tales introduce new vocabulary and deepen understanding of grammatical structures, such as the Past Simple and Present Simple, which are commonly used in narrative storytelling (Kotsis, 2024). By integrating engaging and relevant stories, students can become more deeply involved, motivating them to interact with the language more actively. Therefore, fairy tales serve as an effective tool for

developing language skills, not only in terms of vocabulary but also in speaking and listening abilities.

Fairy tales also serve as a medium that integrates cognitive and cultural aspects in language learning. According to Zakirova, Maigeldiyeva, and Tuyakbayev (2023), folklore and fairy tales can introduce students to valuable cultural heritage. Language learning based on fairy tales enables students to explore the cultural values embedded within these stories. For example, Kazakh folklore, which contains social and moral values, can help students gain a deeper understanding of cultural contexts. Thus, fairy tales not only develop linguistic abilities but also enhance students' broader cultural awareness.

Additionally, fairy tales provide students with opportunities to practice language in a more natural and enjoyable context. In traditional language learning, students are often presented with language structures that are not directly relevant to their daily lives. Fairy tales, with their easy-to-follow narratives and engaging characters, allow students to learn through repeated exposure to vocabulary and language structures in meaningful contexts (Kenzhabayev, 2022). This approach enhances students' understanding of language use in more practical and realistic situations. It also helps them gain confidence in using the target language in everyday conversations.

In the implementation of story-based learning, teaching can be conducted through intensive reading or group discussions. These methods enable students to participate more actively in learning activities. Engaging in discussions about fairy tales helps students expand their vocabulary, improve pronunciation, and refine sentence structures. Teachers can provide direct support by introducing new vocabulary, explaining the grammar used in the story, and asking thought-provoking questions to encourage deeper reflection on the narrative (Kenzhabayev, 2022). In this way, fairy tales not only enhance reading skills but also develop speaking and listening abilities.

Overall, fairy tales play an important role in creating an engaging and enjoyable learning environment. By providing a more immersive and relevant learning experience, fairy tales can boost students' motivation to learn a language. Additionally, these stories offer opportunities to learn within a broader cultural context and introduce linguistic concepts in a more natural and easily understandable way. Therefore, the use of fairy tales in language learning can enrich students' learning experiences and effectively enhance their language skills.

4. Inclusive Learning Through Fairy Tales

Inclusive learning is an approach that enables all students, including those with special needs, to access education equitably. One effective method in inclusive learning is the use of fairy tales. Fairy tales have universal appeal that not only captures children's attention but can also be adapted to various learning needs, such as cognitive and emotional development. By integrating fairy tales into the curriculum, teachers can create an inclusive learning environment that holistically supports students' social, linguistic, and cultural development (Kasemsarn, 2023; Saxby, 2022).

Fairy tales not only serve as a tool for developing language skills but also introduce profound social values. Stories from various cultures can help students understand diversity and expand their perspectives on the world. For example, multicultural fairy tales can be used to teach cultural equality and foster understanding of different groups (Saxby, 2022). Additionally, the use of fairy tales allows students to identify themes of social justice and emotional intelligence, which are crucial in shaping their character in everyday life.

The use of fairy tales in the classroom also allows teachers to address challenges in teaching complex concepts in an easily understandable way. In the context of inclusive learning, fairy tales presented through various media, such as picture books or digital stories,

can help students who struggle with understanding lesson materials. This method accommodates different learning styles, whether visual, kinesthetic, or auditory. By using fairy tales as a learning medium, students can engage more easily with the subject matter, both emotionally and intellectually (Kasemsarn, 2023; Divya & Raa, 2024).

Additionally, adapting fairy tales into more modern forms, such as through digital media, also provides an opportunity to integrate technology into education. Digital fairy tales, which combine narrative elements, characters, and storylines in a more engaging format, can enhance students' motivation and participation in learning (Kasemsarn, 2023). In this way, inclusive learning not only covers academic aspects but also considers the emotional and motivational dimensions of students, which are essential for effective and holistic education.

In conclusion, inclusive learning through fairy tales offers various benefits for students from diverse backgrounds and abilities. Fairy tales not only provide enjoyment and entertainment but also serve as a medium for teaching important values such as diversity, social justice, and emotional intelligence. By utilizing fairy tales as a learning tool, educators can create an environment that supports students' holistic development, encourages critical thinking, and fosters an appreciation for cultural and social values in our increasingly interconnected world.

E. Conceptual Framework

This conceptual framework maps the relationships between key concepts in the research, serving as a foundation for understanding, explaining, and analyzing the studied phenomenon by referring to relevant theories and concepts.

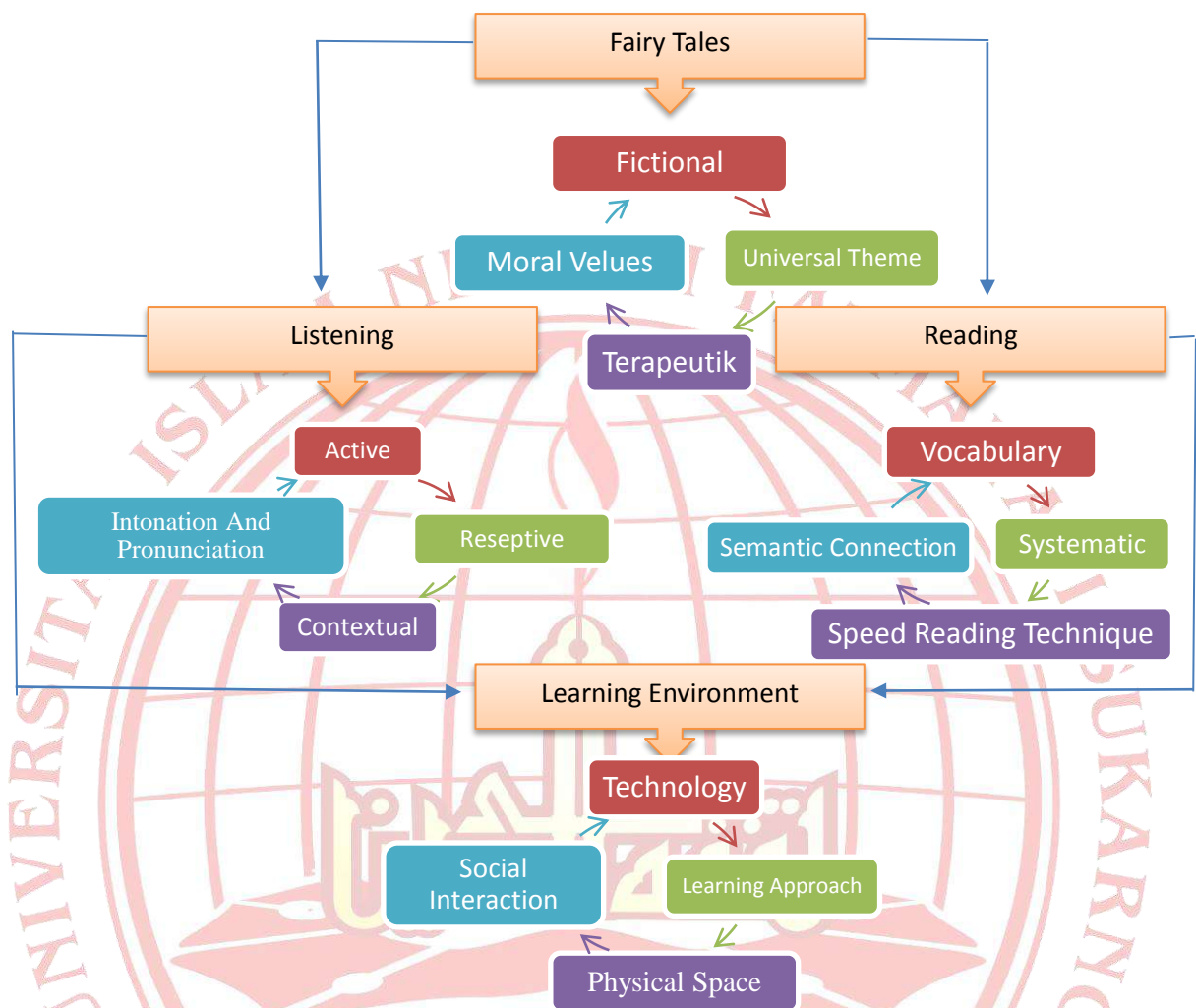


Chart 2.1.
Conceptual Framework

Fairy tales are a form of fictional narrative that serve not only as entertainment but also as an educational medium that plays a role in shaping students' character. These stories typically contain universal themes such as the battle between good and evil, courage, friendship, and perseverance in overcoming challenges, making them easily understood by students from diverse backgrounds. Additionally, fairy tales have a therapeutic aspect, as they stimulate imagination, foster creativity, and help students cope with fears while building empathy for others. Furthermore, fairy tales convey essential moral values that contribute to character development, such as the

importance of honesty, hard work, and responsibility. Through reading fairy tales, students not only find enjoyment but also gain life lessons that can be applied in their daily lives. Moreover, fairy tales contribute to the enhancement of students' linguistic skills, particularly in reading, speaking, and vocabulary acquisition.

In the context of learning, fairy tales are closely linked to listening and reading skills, particularly in the development of students' language comprehension. Listening to fairy tales encourages active listening skills, enabling students to understand storylines, grasp moral messages, and respond through questions or opinions. The receptive aspect is crucial, as students must interpret the meaning of words, expressions, and symbols within the story, ultimately contributing to their language comprehension. Additionally, fairy tales are contextual, as the stories often reflect social realities or fantasies relevant to students' personal experiences. Exposure to fairy tales also helps students develop an understanding of proper intonation and pronunciation, as variations in tone and clarity of speech play a significant role in conveying emotions and meaning. Ultimately, this process enriches students' speaking skills in the language they are learning.

In vocabulary development, fairy tales play a significant role in enriching students' understanding of various terms, expressions, and word variations used in both formal and informal contexts. Additionally, in speed-reading techniques, fairy tales help students efficiently grasp the main ideas of a story, enhancing their ability to skim or scan for specific information within a text. The systematic structure of fairy tales, which includes introduction, conflict, and resolution, contributes to students' comprehension of text structures and strengthens their logical thinking skills. Furthermore, fairy tales reinforce semantic connections—the relationship between words and meanings within a text—allowing students to develop a deeper understanding of the story's context and link new information to prior knowledge. Thus, fairy tales not only enhance linguistic aspects but also support students' cognitive development.

The learning environment plays a crucial role in supporting the effectiveness of using fairy tales to develop students' language skills. With technological advancements, fairy tales can now be accessed through various media, such as mobile-based applications, virtual environments, and interactive online learning platforms, which enhance students' listening and reading experiences in a more engaging way. From a pedagogical perspective, teachers can implement innovative methods, such as multimedia-based storytelling or project-based learning, to improve students' understanding of fairy tales. Additionally, the physical learning space also has an impact—comfortable environments, such as reading corners or classrooms equipped with technology, can support effective listening and reading activities. Social interaction in fairy tale learning is also an important factor. Through discussions, sharing interpretations, and practicing reading and storytelling with peers, students can comprehensively enhance their language skills.

Overall, this conceptual framework illustrates that fairy tales, as fictional texts with universal themes, serve a dual function: as a source of entertainment and as an educational medium with therapeutic value and moral messages. In language learning, fairy tales contribute to the development of students' listening and reading skills, allowing them to understand stories receptively and connect them to personal experiences in a contextual manner. Additionally, fairy tales help students recognize variations in intonation and proper pronunciation. From a linguistic perspective, fairy tales enrich students' vocabulary by introducing various new terms and expressions. The structured narrative trains students to comprehend text flow effectively, while speed-reading techniques and semantic connections gained from fairy tales enhance their cognitive abilities. To ensure that fairy tale-based learning is more effective, the learning environment must be optimally designed. The use of technology, such as audiobooks and animated videos, makes learning more interactive, while innovative teaching approaches, such as storytelling and group discussions, enhance students' comprehension.

Furthermore, a comfortable physical space and social interactions through discussions and role-playing allow students to grasp the deeper meanings of fairy tales, positively impacting their language skill development.

F. Some Related Previous Studies

Many previous studies have explored the relationship between reading-listening and the use of fairy tales in English language learning. Martínez Llerena (2024) emphasized that reading fairy tales is an effective strategy for improving EFL students' reading comprehension, particularly in decoding words, expanding vocabulary, and enhancing reading fluency. These findings also highlight the appeal of fairy tales in motivating students while conveying moral values. Castelar (2023) demonstrated that integrating contemporary fairy tales into the EFL curriculum can boost students' motivation and confidence in writing by fostering imagination and critical thinking. Meanwhile, Jawad (2024) applied a literature circles approach to enhance EFL students' reading comprehension and motivation.

Several other studies have explored the relationship between reading and listening skills in English language learning. Hang (2024) found that short-term memory (STM) capacity significantly influences listening comprehension in second language learning. Additionally, Cheng et al. (2023) revealed that knowledge of single words and phrasal verbs contributes 42.7% to listening comprehension. Abdushukurova (2024) also emphasized the importance of vocabulary strategies and authentic materials in supporting receptive skills, including listening, under various learning conditions. Collectively, these studies highlight the significance of data-driven and innovative approaches in enhancing EFL learners' listening skills.

Further research has examined various aspects of inclusive English learning environments, particularly in enhancing student engagement through technology and innovative strategies. Premachandran (2024) demonstrated that a blended learning approach is more effective than traditional methods, especially in fostering student engagement through self-regulation and

interaction. Guo et al. (2024) found that using chatbots in classroom discussions creates a stress-free learning environment, while Vermeulen and Volman (2024) identified online activities that stimulate students' behavioral, cognitive, and affective engagement. Overall, these studies underscore the need for dynamic learning strategies to enhance student engagement in English language learning.

Although numerous studies have discussed the benefits of storytelling in enhancing EFL students' reading and writing skills, research specifically integrating storytelling as a medium to develop both reading and listening skills simultaneously remains limited. Martínez Llerena (2024) and Castelar (2023) focused more on reading comprehension and writing, while Jawad (2024) explored reading motivation. This leaves room for further research on the effectiveness of storytelling in integrating these two receptive skills.

Additionally, previous studies have primarily highlighted individual aspects of receptive skills, such as reading or listening comprehension, without giving sufficient attention to a holistic approach that integrates both within the EFL context. Research by Hang (2024) and Cheng et al. (2023) tends to focus on specific linguistic elements, such as short-term memory and phrasal verbs, but falls short of considering storytelling as an integrated learning medium that can simultaneously stimulate students' cognitive and affective skills.

Furthermore, despite advancements in the use of technology and modern learning strategies such as blended learning and chatbots (Premachandran, 2024; Guo et al., 2024), research that combines a story-based approach with technology to simultaneously enhance reading and listening skills remains limited. Therefore, this study aims to bridge this gap by exploring the integration of storytelling in reading-listening learning to create an effective and holistic English learning environment at the junior high school level.